

Developing a Team-Based Project Learning Model Integrated with Microlearning for ESL-Course Design

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Abstract. The ESL Course Design Integration aims to help students collaborate in designing, implementing, and evaluating contextual and comprehensive language courses. The Team Based Project learning model is recognized as an effective instructional model for encouraging innovative ideas and placing students as active subjects or the center of the learning process. This model emphasizes a learning process that produces concrete results or products. In this context, students are given the autonomy to determine their own learning activities, carry out collaborative learning projects, and produce meaningful outputs as the final result. The English Education Department continuously strives to improve the quality of learning by integrating innovative models and technologies to promote high quality education, which is managed autonomously in a healthy organizational environment. The ultimate goal is to produce university graduates who are lifelong learners competent, flexible, and resilient (agile learners) ready to contribute positively to national development and become productive global citizens.

Keywords: Team Based Project, platform microlearning, ESL-Course Design

1 Introduction

Conventional education systems often face a number of problems. These include limited resources, unengaging teaching methods, and the fact that not all students are accessible. The effective education process is hindered by inadequate educational infrastructure in many developing countries. Additionally, conventional educational approaches often fail to meet the unique needs of students (Akbar et al., 2023) [2]. In a rapidly changing and connected digital era, education needs to focus on enhancing learner-centered, personalized, inquiry-based, collaborative, and authentic learning (Kumar, 2025) [12]. This advancement has a significant impact on the field of education, including the subject of English as a Second Language (ESL), which is also undergoing transformation in its teaching and learning processes. Education becomes the center of change that significantly influences the world in the fields of science, technology, economy, and culture (Indrawijaya & Siregar, 2022) [11].

(Tavakoli & Gerami, 2013) [22] The development of conventional learning materials often focuses on the presentation of comprehensive and structured information, but this approach may no longer meet the needs and learning preferences of the current digital generation.

The English Language Education Department of Universitas Negeri Medan continues to strive for improving academic quality and the relevance of its services in facing the challenges of globalization and the rapid development of educational technology. The higher education transformation initiated by the Ministry of Education, Culture, Research, and Technology is focused on producing graduates who are globally competitive. The expected graduates are agile learners, that is, individuals who are competent, adaptive, and resilient in facing changes and capable of making a real contribution to national development and global engagement. As part of this strategy, the course English as a Second Language Course Design (ESL-Course Design) has been developed for students in non-education programs.

The ESL-Course Design course aims to equip the ability to design and develop relevant, interactive, and innovative English language curriculum or learning modules that are easy to understand and meet the learning needs of students in the 21st century. (Leong et al., 2021) [13] By utilizing the development of a team-based project learning model integrated into a digital platform (microlearning platform), students can directly apply the theories learned to real-life simulations, thus enhancing their understanding and skills in designing ESL-Course Design modules to be more engaging. This allows students to learn independently and collaboratively through a more interactive, practical approach that certainly aligns with technological advancements.

The results of the tracer study indicate that some alumni pursue a career path as English teachers or independently open language courses. This highlights the importance of strengthening practical skills in designing contextual and responsive English language courses to the needs of learners. Unfortunately, the reality on the ground shows a low competence among students in designing meaningful and needs based learning processes, as well as a minimal ability to adapt creative and innovative approaches. (Astiwardhani & A. Sobandi, 2024) [4]

The challenges are seen in the theoretical dominance of textbook usage, which is less connected to real learning situations, as well as the lack of optimal use of technology to support flexible and personalized learning. On the other hand, the industrial revolution 4.0 and the digital society era demand that lecturers and students be able to innovate in creating learning experiences that are not only relevant but also effective, engaging, and technology-based.

One of the student-centered learning methods is Team Based Project. TBP offers an alternative to traditional learning methods and brings forth an innovation to facilitate students in critical thinking and collaboration, which is very effective and important in the learning process (Tafakur et al., 2023) [21]. Educational innovation not only encompasses the use of technology but also new methods for teaching and managing classrooms (Rahmadi et al., 2022) [17].

Innovation can include many things, such as more flexible curricula, student-centered learning approaches, and the use of data to improve student learning outcomes (Pongoliu & Tohopi, 2023) [16]. This approach allows them to actively participate in the learning process, while educators act as mentors and facilitators. (Farhan M et al., 2024) [9] The success of learners is one way to measure the success of educators in teaching. One of the components that achieves

this goal is to carry out innovations to support the overall learning process through the development of a team-based project learning model integrated with a microlearning platform in the Esl-Course Design subject, in order to consider elements of learning that are interactive, enjoyable, motivating, and allow students to demonstrate their creativity (Astiwardhani & A. Sobandi, 2024) [4].

(Rahmadi et al., 2022) [17] Integrating team-based projects into the learning process allows students to develop 21st-century skills such as collaboration, effective communication, critical thinking, and data-driven decision-making. Structured learning experiences in teams also cultivate a sense of collective responsibility and strengthen students' pedagogical competencies in a tangible way. This approach indirectly creates an adaptive learning by doing environment that responds to the complexities of the workplace, especially in the context of designing informal and non-formal English language courses.

In ESL teaching - Course Design, team-based projects are also implemented in the classroom; this is because this model is suitable for the digital and collaborative era, where education is focused on mastery of the material and the development of 21st-century skills. On the other hand, team-based projects provide a collaborative environment where students can practice English in real contexts, such as podcast creation, language module development, or interactive video presentations.

As an innovative solution, this research aims to develop a team-based project learning model integrated with a microlearning platform in the context of designing ESL courses. This model not only presents material in a modular and digital format but also encourages active collaboration among students within teams. Through the team-based project approach, students are encouraged to engage directly in the stages of planning, implementation, and evaluation of the courses they design.

The main contribution of this research is to present an innovative learning design that synergizes project-based pedagogical approaches with the strengths of digital technology in the form of microlearning. Thus, this model is expected to be relevant not only in enhancing the quality of learning at Medan State University but also to be replicable and adaptable in the context of other courses that require a needs-based approach and real-world practices.

Microlearning is a learning method where educational content is presented in small fragmented units (bite-sized), with short duration and focused on a single learning topic. The benefits of microlearning include (1) better retention of micro learning concepts, (2) improved engagement of learners in the learning process, (3) increased motivation of learners, and learners' ability to engage in collaborative learning, as well as (5) the potential to enhance learners' abilities and performance (Leong et al., 2021) [13].

Microlearning presents complex information in fragments or 'pieces' of small-sized information and has been widely used to enhance the quality of the learning experience for students (Monib et al., 2025) [15]. Students reported satisfaction with this learning technique, describing that microlearning improves teaching efficiency and understanding of learning content (Pongoliu & Tohopi, 2023) [16].

Microlearning can be one of the efforts that higher education institutions can undertake as a form of innovation to address student boredom in learning and to develop variation in education. Microlearning is a learning method that divides learning material into several parts or scales down into smaller units with various media formats, so that information can be understood quickly and allows for learning anytime and anywhere through information and communication technology (Bannister et al., 2020) [5]. The effectiveness of implementing microlearning can be seen from many previous studies which state that microlearning can make learning materials easier to understand and remember for learners. In addition, it can also increase the efficiency and effectiveness of the learning process (Agustina, 2022) [1].

In the context of the ESL-Course Design course, microlearning can be integrated as an approach that enhances students' learning experiences in designing contextual and needs-based English language courses. This aligns with the opinion of (Mahyaruddin Zaky & Medan, 2022) [14] which states that microlearning is effective in supporting the development of cognitive and applicative skills, especially when combined with collaborative activities such as project based learning.

2 Literature Review

2.1. Team based project

Project Based Project according to the Minister of Education and Culture Decree has the following characteristics: a) classes are divided into groups of more than 1 student to work on tasks together over a specified period; b) groups are given real problems occurring in society or complex questions, and then provided the space to create a work plan and model of collaboration; c) each group prepares a final presentation/work that is displayed in front of lecturers, classes, or other audiences that can provide constructive feedback; d) Lecturers mentor each group during the project work period and encourage students to think critically and creatively in collaboration; e) evaluation criteria consist of the final presentation. Based on the characteristics above, it can be seen that Project-Based Team Learning (Team-Based Project) can enhance creativity, critical thinking skills, collaboration, and communication.

In other naming, team-based projects are also known as project-based learning. (Mahyaruddin Zaky & Medan, 2022) [14] expressed that project-based learning is important because through project-based learning, learners will work in teams, discover skills in planning, organizing, negotiating, and reaching a consensus on task issues to be addressed, who is responsible for each task, and how information will be collected and presented scientifically. (Rahmadi et al., 2022) [17] revealed that there are three stages in project-based learning, namely project planning, project implementation, and project evaluation. The planning activity includes: identifying real problems, finding alternatives, formulating problem-solving strategies, and making plans. The implementation stage includes guiding students and task completion, conducting product testing (evaluation), and presentations between groups. The evaluation stage includes assessing both the process and the product..

Project based learning can develop teamwork skills, communication abilities, and problem-solving skills in real life, and through project assignments, it can provide opportunities for students to conduct investigations (Tafakur et al., 2023) [21]. Based on this description, giving project assignments to students can develop teamwork skills, communication abilities, and authentic writing skills.

Learning with the team-based project method for students can produce better products than those participating in learning without the team-based project method (Samala et al., 2023) [19]. Learning using the team-based project method can enhance students' creativity and allows students to actively participate in group work. In addition, students can develop their ability to collaborate with others. Working as a team yields better results compared to working individually.

The team based project learning model can be used by students to solve problems and develop student competencies (Mahyaruddin Zaky & Medan, 2022) [14]. The effectiveness of the case method and team-based project learning methods will vary for each course material presented by the educator (lecturer). The team-based project is one method that can significantly provide opportunities to enhance students' skills, including creative skills, critical thinking skills, communication skills, and collaboration skills. The goal of team-based project learning is to encourage students to think at higher levels and better understand the learning content (Indrawijaya & Siregar, 2022) [11].

2.2. Microlearning

In English as a Second Language (ESL) education, microlearning has emerged as a beneficial pedagogical method. Microlearning is intended to meet students' learning needs and preferences, particularly in language learning, by focusing on delivering content in a concise and small format. Microlearning can assist various aspects of language learning, such as vocabulary mastery, grammar understanding, and pronunciation, while reducing cognitive load, making it easier to comprehend and retain language concepts. This is one of the main advantages of microlearning in ESL teaching. For example, Barus & Bontisesari demonstrate that infographics and modern technology can help students learn language material and provide a richer context for interacting with the content (Bruck et al., 2012) [6].

Microlearning in English language learning as a foreign language (ESL) is also very easy and accessible, which greatly helps learners with different schedules or commitments outside of learning activities. This adaptability allows students to engage in language learning whenever they want, enhancing a self-directed learning environment (De Gagne et al., 2019) [7]. Moreover, it has been proven that microlearning modules that incorporate various multimedia elements, such as quizzes, interactive tasks, and videos, enhance student participation and motivation (Farhan M et al., 2024) [9]. This multisensory method accommodates various learning styles, making it easier for students to understand and remember language structures and vocabulary. Based on empirical evidence, microlearning is considered effective in improving the language skills of English language learners as a second language (ESL).

Microlearning allows educators to deliver engaging content in various formats, such as text, video, audio, and interactive media, which can be accessed quickly through digital devices. The

materials are organized into small units that focus on one specific topic or skill and can be practiced immediately through content-based learning activities (Ghafar, 2023) [10]. According to (Agustina, 2022) [1] the use of microlearning can enhance academic achievement, intrinsic motivation, emotional engagement, and student behavior. This is because microlearning is innovative and aligns with the learning styles of the millennial generation, who prefer practical, flexible, and technology-based learning.

In addition (Ghafar, 2023) [10] state that microlearning is a contemporary method that uses digital technology to make education engaging and effective. Microlearning content is usually easily accessible through mobile devices and typically lasts only a few minutes (Bannister et al., 2020) [5]. Microlearning is very practical and customizable, making it ideal for learners who want to manage their own study time and adapt it to their personal activities.

In team-based projects, microlearning helps students learn material gradually through small units that support the achievement of group project goals. This project is designed to enhance students' linguistic skills as well as essential skills such as digital literacy, teamwork, effective communication, and problem solving. Microlearning allows students to study independently according to their own pace and needs because the content is relevant, flexible, and easily accessible. The learning experience becomes more contextual, individual, and meaningful as a result. Since the active participation of each team member is the key to project success, this method enhances team motivation and a sense of collective responsibility.

Overall, the integration of team-based projects and microlearning in ESL teaching promotes active, collaborative, and experiential learning. It also helps address the challenges of language learning in the digital age that demands cross-disciplinary skills and adaptation.

(Rof et al., 2024) [18] By combining team based projects and microlearning, students can gain a deeper understanding of the topics they study. Team-based projects provide real-world context, while microlearning offers more structured and specific information. Project-based learning allows students to use English in important situations, such as speaking with group members, presenting project results, or writing reports. Microlearning (De Gagne et al., 2019) [7], which is based on team projects and is interactive and collaborative, has the potential to enhance student motivation. Furthermore, it provides flexibility for students to learn independently according to their own learning styles, which can help students who face difficulties in keeping up with classroom learning.

Integrating team-based project with a microlearning approach offers significant advantages in enhancing collaborative skills, knowledge retention, and practical application within organizations. Microlearning, characterized by the delivery of content in small and manageable segments, is highly compatible with the dynamic environment of team-based projects, where rapid adaptation and continuous skill development are essential (Leong et al., 2021) [13]. By leveraging microlearning, teams can incorporate short, focused training sessions that can be tailored to their workflow, enabling ongoing learning while maintaining project momentum (Tavakoli & Gerami, 2013) [21].

3 Method

Methodology of Research Design This research was conducted using the research and development (R&D) model. In this study, development (research and development) follows the steps of analysis, design, development, implementation, and evaluation. This research focuses on product development, where the product will be specifically tested in terms of feasibility and the effectiveness of the learning model development, and the final product will be evaluated. This designed development research focuses on improving lecturers and students in the UNIMED environment, enabling them to implement innovative learning technologies based on digitalization. **Sample Collection and Sample Size** The sample size in this study is 50 students from two classes, class A and class B, in the sixth semester of the ESL-Course Design course, which is used as a research sample with a non-proportional stratified random sampling method. The Research and Development Model aims to discover, develop, and validate a product (Sri, 2012) [20]. At the discovery stage, activities to identify basic information related to the developed materials are carried out, followed by the development stage of basic information that allows the product to be validated to test the feasibility and effectiveness of the developed product. The stages carried out in the development of this learning model include determining the proposed development design (Akker, 2010) [3].

4 Result And Discussion

The main objective of developing this integrated microlearning platform-based team-based project learning model is to design and develop a learning model that is integrative and applicative, adopting a team-based project approach supported by microlearning strategies. This model is expected to enhance students' core competencies, particularly in digital literacy, collaborative skills, effective academic communication, and learning efficiency in the context of designing English as a Second Language (ESL) course design. The use of this digital platform not only serves as a supporting media for learning but also as an interactive space that facilitates self-directed, flexible, and student-centered learning.

Based on the results of the needs analysis, it can be concluded that the development of a team-based project learning model integrated with a microlearning platform is essential in the ESL – Course Design course. This model is designed to assist students in the English Language Education Program in mastering the skills of designing contextual and applicable courses, particularly in the context of English as a Second Language (ESL).

After the learning needs are identified, the initial step in model development begins with designing and developing a team based learning framework integrated with a microlearning platform. This process not only includes designing learning strategies but also drafting materials and collaborative activities that support personalized learning in accordance with the characteristics of the ESL - Course Design subject.

After the initial prototype is developed, the next stage is the Phase I evaluation, which is conducted through validation by experts, including material experts, learning design experts, and language experts. The assessment results from each validator are analyzed, and the product

is revised based on that feedback (Revision I). The next stage is Phase II evaluation, which includes: (1) individual trials, (2) analysis of trial results, (3) Revision II, (4) small group trials, (5) field trials with large groups, and (6) analysis of implementation results. This process concludes with the preparation of the final product, which will undergo a feasibility test as the final step in development.

The data from the stage I evaluation based on the validation results from product material experts, product design experts, and language experts are as follows :

Expert Material Validation Results

The validation of the learning module material for the ESL – Course Design course was conducted by Mrs. Diah Mutiara Isnaeni, S.S., M.Si., who is an English lecturer at State University of Medan. The assessment was carried out to obtain information that will be used for improving and enhancing the quality of the learning module to be used in the ESL - Course Design course. The results of the validation in the form of assessment scores on aspects of the ESL – Course Design material, covering content feasibility, presentation feasibility, comments and suggestions for improvements, as well as conclusions can be seen in Table 1 below:

Table 1. Assessment Scores of Microlearning Platform Applications by Learning Material Experts

Assessment Indicator	Assessment item	Assessment			
		1	2	3	4
		K	C	B	SB
Material Suitability	Completeness of materials				√
	The breadth of the material			√	
	Depth of material				√
Accuracy of the Material	the accuracy of concepts and definitions				√
	The accuracy of data and facts			√	
	The accuracy of examples and cases			√	
	The accuracy of images, diagrams, and illustrations				√
The Latest Material	The accuracy of the terms			√	
	Images, diagrams, and illustrations in everyday life				√
	Using examples and cases that are included in the design preparation. pembelajaran			√	
Encouraging Curiosity	Encouraging curiosity				√
	Creating the ability to ask questions			√	
Amount		86,6			
Valid classification		Very Good			

Based on the table above, the overall assessment from the learning material experts reached 86.6, where this range is categorized as 'Very Good.' The evaluation results of the spatial building material that was developed received several comments, including: (a) every time material is included, KD must be mentioned, (b) before presenting questions it is better to present the method or examples of solving the questions so that students understand how to tackle the questions presented, (c) the formulas presented are less logical and need clarification, (d) improve the wording of each question, and the suggestion is to revise in accordance with the results of the discussion. The conclusion from the evaluation, comments, and suggestions from the learning material experts is that the Microlearning Platform application for personalizing the ESL – Course Design subject is suitable to be trialed in the field with revisions.

Expert Media Validation Results Data

Expert validation of the design on the microlearning platform that integrates team-based projects for the ESL course design was conducted by Mrs. Yuni Khairina, M.Hum., a lecturer of English at Universitas Negeri Medan. This assessment includes aspects of the appeal of the physical appearance, the accuracy of design usage, format suitability, presentation with target characteristics, clarity of application, clarity of material presentation, and the alignment of evaluations with the material contained in the microlearning platform, as shown in the following table 2:

Table 2. Scoring Assessment of Microlearning Platform Design for Personalization ESL – Course Design

Assessment Indicator	Assessment item	Assessment			
		1 K	2 C	3 B	4 SB
Clarity of the objectives (indicators) that want to be achieved	Font compatibility			√	
	The letters are clearly printed and well arranged.			√	
	The text on the application is readable.			√	
Completeness of information	The use of language in the Microlearning Platform Design is well organized.				√
	The accuracy of the selection of writing			√	
Presentation order	The coherence of the ESL-Course Design concepts on the Microlearning Platform				√
	Examples of questions in each learning activity				√
The Appeal of AR Applications	Attractiveness of Microlearning Design Platform				√
	The cover used			√	
	Interesting color combination				√

	The attractiveness of the appearance design			√	
Interaction (Stimulus and response)	Student involvement in the use of the Microlearning Design Platform			√	
	The suitability of the image illustration with the concept				√
Amount		90			
Klasifikasi Valid		VALID			

Based on the assessment results by learning design experts, which include aspects of physical appearance, accuracy of design implementation, suitability of presentation format with target characteristics, clarity of media usage instructions, clarity of material, and alignment between evaluation and overall content, an achievement score of 90.00 was obtained. This score falls within the range of 85–100, which is categorized as 'Very Good'. In addition to quantitative assessments, learning design experts also provided several suggestions for improvement for the Microlearning Platform-based application for the ESL – Course Design course. Some of the comments made include: (a) the title on the main page of the application needs to be clarified, (b) the name of the author or developer should be displayed at the bottom of the cover, and (c) the position of images in each section that contains illustrations needs to be adjusted to appear more proportional and consistent.. Based on the assessment results, inputs, and suggestions from learning design experts, it can be concluded that the Microlearning Platform-based application for personalizing ESL learning - Course Design is deemed feasible to advance to the field testing stage after being revised according to the recommendations.

Expert Language Validation Results Data

The validation by language experts on the development of the Microlearning Platform in the ESL – Course Design subject was conducted by Mrs. Fitriani Lubis, M.Pd. She is a lecturer in Indonesian Language at Universitas Negeri Medan. Based on the assessment instruments provided to the language experts, the quality of the development of the integrated team-based project Microlearning Platform in the ESL – Course Design subject for personalized language use can be seen in the following table 3.

Table 3. Scoring Assessment of the Microlearning Platform for Personalizing ESL Learning - Course Design

Assessment Indicators	Assessment items	Evaluation			
		1	2	3	4
		K	C	B	SB
Clear	Accuracy of sentence structure				√
	The effectiveness of sentences				√
	The standardization of terminology				√
Communicative	Understanding of the message or information			√	

Dialogical and Interactive	The ability to motivate learners				√	
Suitability with the Development of Learners	Suitability with the intellectual development of the learners					√
	Suitability with the emotional development level of the students				√	
Compliance with Language Rules	Grammar Accuracy					√
	Spelling Accuracy					√
Average				93,46		
Valid Classification				VALID		

The use of words or the use of language in the application development received a score of 93.46 with the category 'Very Good'. The assessment results of Language Expert 1 on the language used in the developed application received several comments, including: (a) The language used is good, and the menu display is appropriate for the level of students using it; (b) the animations need to be improved because the current animations are not engaging; (c) use real and appropriate images; (d) the media layout is less appealing, so it should be tailored to the needs of the students. The recommendation is that all data from the media expert review be used as a basis for revisions to perfect the educational media content before it is tested on students as users of the developed product.

Based on the validation results above, both the design, language, and content in the development of the microlearning platform are validated by lecturers in accordance with their expertise. The validation criteria have the highest validity score of 4 and the lowest of 1, with a category that states if the score is less than 75, then the product cannot be tested. If the score is between 75-85, then the product can be tested with revisions and then tested again if the rating category reaches 85-100. From the 3 categories, namely design, language, and content, a very good score has been achieved, allowing for testing to be conducted. In this trial, all items in the large group trial research instrument were declared valid and reliable.

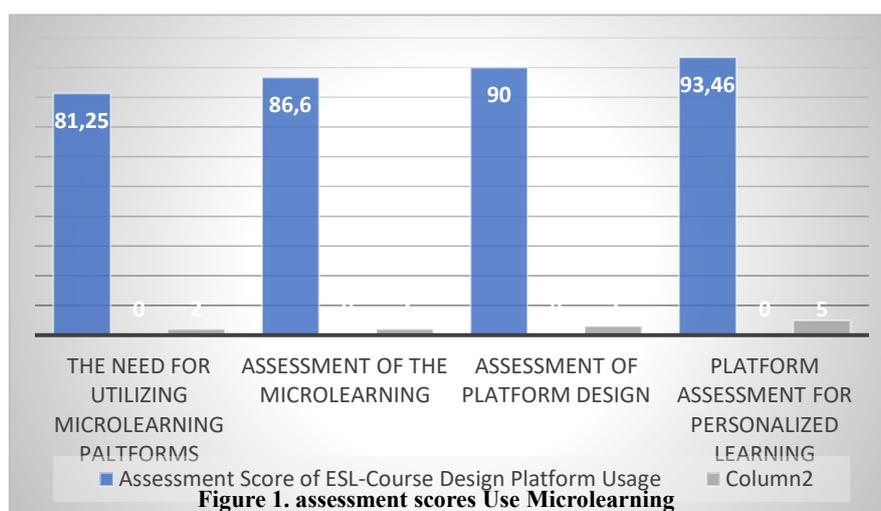
In addition, limited trials conducted on small and large groups showed that the developed platform application is not only well-accepted but also enhances active student engagement in the learning process. Students felt more motivated because the learning became more adaptive, independent, and aligned with their needs as prospective English teachers.

The research results indicate that the development of the Team-Based Project learning model integrated with a microlearning platform has been proven effective in improving the quality of learning in the ESL-Course Design subject. Theoretically, this model aligns with the principles of social constructivism which emphasizes collaboration, reflection, and independent learning, as well as the heutagogical approach that emphasizes self-determined and experience-based learning (Leong et al., 2021) [13].

The findings in this study also affirm that this approach significantly strengthens the element of learner agency, which is the students' ability to direct their own learning process, the core of

heutagogy (Mahyaruddin Zaky & Medan, 2022) [14]. In practice, students are able to determine their learning paths, choose appropriate media, and evaluate their achievements reflectively.

Validation by experts also shows that the developed product meets the aspects of good instructional design, including clarity of structure, visual aesthetics, the use of communicative language, and the relevance of the material to learning outcomes. Feedback from validators is constructive and was successfully addressed in the product revision before field testing was conducted. To view the assessment scores, please see Figure 1 below.



From the needs analysis, it is known that students face challenges in using digital media, limited LMS, and low digital readiness among both faculty and students. This reinforces the urgency for developing a microlearning-based learning platform that is concise, flexible, and easily accessible. Students also show high enthusiasm for learning that utilizes modern technology and supports project-based collaborative learning.

The success of this model development is closely related to the relevance of the team-based project approach and microlearning in addressing the challenges of modern education. Team-based projects allow students to collaborate in situations that resemble the professional work environment, where communication, teamwork, and collective responsibility are highly needed. This model aligns with the views of Michaelsen & Sweet (2008) In (Dee Fink, 2009) [8] which emphasize that team-based learning enhances active participation and group-based decision making, which are very important in higher education.

Meanwhile, microlearning serves as a strategy to simplify access to learning content into a more concise, interactive, and contextual form. This strategy allows students to access materials in a short amount of time through various digital devices, as well as encourages flexibility in determining the time and way of learning. In line with (Astiwardhani & A. Sobandi, 2024) [4] microlearning enhances intrinsic motivation, emotional engagement, and knowledge retention, especially in technology based learning environments.

The developed model responds to this need through the integration of digital applications such as Moodle, Quizizz, EdApp, and Canva for Education, as well as providing personalized learning pathways. Validation from three experts, namely a subject matter expert (score 86.6), a learning design expert (score 90), and a language expert (score 93.46) indicates that the product falls into the "Very Good" category and is suitable for field testing. This model also opens up opportunities for the implementation of student-centered learning, which emphasizes the construction of knowledge by students rather than mere passive reception from lecturers. With the presence of personalization features in the platform, students can adjust their learning pace, learning style, and forms of assessment that best suit them.

5 Conclusion

Based on the results of the research that has been conducted, it can be concluded that the model or program developed has proven to be effective in improving the quality of the learning process and counseling services. The implementation of innovative strategies integrated with technology, collaboration, and a contextual approach has been able to provide a positive impact on students' skills as well as the quality of educational delivery. The findings of this research indicate a significant increase in the expected competency achievements, while also addressing the needs of today's generation of students who demand more interactive, flexible, and applicable learning. In addition, this research emphasizes the importance of implementing Outcome-Based Education (OBE) principles and quality assurance to produce graduates who are competitive and relevant to the needs of the job market. Thus, the developed model can be deemed suitable and relevant to be implemented more broadly in the academic environment.

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