

Enhancing University Students' Interest in Learning and Creativity Through A Project-Based Learning Model with Instagram Reels Media



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ABSTRACT: Generation Z students urgently need innovative learning because they have a low interest in learning and creativity. This study aims to increase students' interest in learning and creativity through a project-based learning model. This mixed research consists of qualitative and quantitative data from a population of 48 students. The results showed an increase in student interest in learning and creativity after the Instagram reels project-based learning model was implemented, with the percentage of interest in learning reaching 85% and the average value of creativity reaching a score of 92, where both were in the outstanding category. These results are supported by observations and interviews that show students' enthusiasm in working on the Instagram reels video project to the maximum. Based on the results of the study, it is recommended that in the future, there is a need for analysis of innovative learning models that provide space for students on campus to be able to selfactualize through the development of their generation.

KEYWORDS: Project-based learning, learning interest, creativity

I. INTRODUCTION

Education is a primary global priority. Consequently, education consistently undergoes modifications, advancements, and enhancements in alignment with progress in all domains of life. Indonesia prioritizes the attainment of sustainable development by focusing on providing fair and high-quality education, as well as expanding possibilities for lifelong learning for all individuals (Bappenas, 2022).

Currently, the progress of education should align with the requirements of Generation Z, also known as Gen Z (1995-2010). Generation Z is the inaugural cohort to be introduced to technology at a young age. The technology manifests itself through computers or other electronic devices, such as cell phones, internet networks, and even social media platforms. Subsequently, Generation Z emerged and matured alongside the social web, with a strong focus on digital and technology as integral components of their identity (Singh & Dangmei, 2016).

Based on figures provided by the Indonesian Internet Service Providers Association (APJII), the internet has been accessed by 78.19 percent of the population in Indonesia as of 2023, which amounts to 215,626,156 individuals out of a total population of 275,773,901. According to APJII's report in 2023, the age group of 13-18 years shows the most preference for browsing the internet, followed closely by the age group of 19-34 years. According to this evidence, the majority of internet users belong to the Gen Z demographic.

The project-based learning method is perceived as having the ability to address these challenges. In their study, Salam and Wahyuni (2021) examined the effectiveness of employing a model project-based learning approach centered around infographics in the Pancasila course. The evidence indicates that this strategy enhances pupils' abilities in creative and critical thinking. The data reveals that the capacity for innovative thinking has risen to 91.1 percent, whilst the capacity for analytical thinking has risen to 80.4 percent. In addition, Gunawan et al. (2017) found that the utilization of virtual media in project-based learning has a substantial impact on enhancing students' creativity in the field of physics. Project-based learning has been empirically demonstrated to be efficacious in enhancing student engagement and fostering creativity.

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Project-based learning is an instructional approach that imparts to students the skills and knowledge necessary to effectively tackle and overcome diverse obstacles (Thomas, 2000). Subject-based learning facilitates collaborative study among students, enabling them to acquire fresh perspectives and effectively address a problem using their previous knowledge (Bell, 2010).

Gen Z students seek the knowledge they need by themselves on youtube or websites and prefer learning visually, namely through video rather than through text (reading books) or listening to educators' lectures in class. They are used to being dependent on cell phones, so it is easy to access and make the internet the main reference source for finding information. These young people tend to believe in information from social media, such as Facebook, Twitter, and Instagram (Firamadhina & Krisnani, 2021). The facts and characters of this generation are a trigger that innovative learning models can be applied in the learning process (Susilawati & Al Ayubi, 2022).

In preparing the nation's generation to have several skills needed in life in the 21st century, educators are required to be able to provide learning that is by the times so that students have creative thinking skills (creative thinking), critical thinking, and problem-solving (critical thinking and problem-solving), communicate (communication), and collaborate (collaboration) or what is commonly referred to as 4C (Khoiri et al., 2021). It is necessary to optimize learning and have a learning model that is per the needs of the 21st century by utilizing internet information and communication technology tools to increase students' interest and creativity in learning.

This research will be carried out on Biology Education students from the Faculty of Mathematics and Natural Sciences Class of 2022, Yogyakarta State University, who incidentally are students who have lived in the technological era from an early age so that it can be ascertained that the use of social media Instagram, one of which is the feature reels is a familiar thing to use every day. Based on observations, the classroom situation during lectures tends to be less conducive because students are very dependent on the use of mobile phones and appear to have a reasonably low interest in learning. When the lecturer carried out the question-and-answer session, only one student asked, and when the lecturer asked, only one student answered.

In further observations, interviews were carried out with several student representatives who argued that the student's learning interest was low because the learning content in Pancasila lectures was less attractive because it was only based on theory, plus the lecture conditions were quite complex with assignments from various other subjects. Students' creativity in the biology education class of 2022 is also quite low, which can be seen when they produce works, both in making presentations in class and the form of video assignments carried out in previous courses. Because it is due to less meaningful learning, students do not do it.

According to Slameto (2015), interest refers to a proclivity and a heightened state of enthusiasm or a strong longing for something. Interest plays a crucial part in learning processes. According to Djamarah (2001), interest may be defined as a personal choice and a feeling of connection to something or an activity, without the need for external instructions. According to Linvill (2014), students who have a particular interest in certain subjects are more likely to concentrate and invest more effort in the process of learning. Put simply, the concept of interest in learning encompasses factors such as attentiveness, like, and a student's personal investment in the learning process. This may be shown by their excitement, active involvement, and engagement in the learning activities (Nurtjahjanti et al., 2021).

The project-based learning paradigm is recognized as effective in tackling these difficulties. The study conducted by M. Salam and Anny Wahyuni (2021) examines the efficacy of employing a model project-based learning approach focused on infographics in the Pancasila course. The results suggest that this method improves students' proficiency in both creative and critical thinking. The result is that the ability for innovative thinking has increased to 91.1 percent, while analytical thinking has grown to 80.4 percent. Furthermore, Gunawan et al. (2017) conducted a study which shown that the use of virtual media in project-based learning significantly improved students' creativity in the domain of physics. Project-based learning has been proven to effectively increase students' engagement and cultivate their creativity.

Project-based learning is an educational method that teaches students how to efficiently tackle and solve various challenges (Thomas, 2000). Subject-based learning allows students to work together to conduct research on a particular topic, helping them gain new insights and successfully tackle a problem utilizing their current knowledge (Bell, 2010). Through this project-based learning model, learning will be more varied by being student-centered and establishing educators as motivators and facilitators, where students can work autonomously to construct their learning (Badar, 2014). By utilizing an appropriate model, students will experience enhanced ease in comprehending and assimilating the subject, so fostering a beneficial influence on their enthusiasm for learning and their capacity for creative thinking. Students exhibiting diminished learning motivation will be granted the opportunity to actively participate in the educational process, hence fostering enhanced student ingenuity. Therefore, it is imperative to implement cutting-edge educational approaches that foster the acquisition of skills that align with the requirements

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of Generation Z. The diverse motivations and circumstances mentioned serve as catalysts for doing research on enhancing student engagement and creativity in the Pancasila course using project-based learning models utilizing Instagram Reels.

II. METHOD

This study employs a combination of qualitative and quantitative research approaches. Specifically, researchers integrate qualitative and quantitative research methods (Creswell, 2017). Both qualitative and quantitative research approaches are employed in conjunction to acquire a more comprehensive set of data (Sugiyono, 2020). Data collecting procedures encompass observation, interviews, questionnaire completion, and documentation. By employing this approach, researchers can derive more precise conclusions and formulate policy recommendations that are both comprehensive and efficacious. This study involved 48 Biology Education Class C students from 2022 Yogyakarta State University with low learning and creativity interests. This study focuses on examining students' engagement in learning and their ability to think creatively through project-based learning approaches, using Instagram reels as a media platform.

III. RESULT AND DISCUSSION

A. Application of Project-Based Learning Models with Media Instagram Reels

As contextual learning based on available activity, a project-based learning model with media Instagram reels in this study, students were asked to work in groups. They were required to observe, read, and research (Aqib, 2013) so that the process emphasized collaboration within a specific time limit.

The implementation of project-based learning follows a set of steps outlined by The George Lucas Educational Foundation (2007). These steps involve: (1) initiating the process with fundamental questions; (2) creating and organizing project activities to address these questions; (3) establishing a timeline; (4) overseeing the progress of both students and the project; (5) evaluating the outcomes; and (6) reflecting on the overall experience.

Table 1. Application of the Project-Based Learning Model with Media Instagram Reels

Steps	Results of Application of Learning
Essential question	Students succeeded in answering fundamental questions about what are the problems that often occur today.
Steps	Results of Application of Learning
Project design	Students choose a project design <i>Instagram Reels</i> from two other options: citizenship projects and infographics.
Project Schedule	Students in groups meet to set a project implementation schedule from May 4 to May 19
Monitoring	Researchers carried out monitoring on May 11 and May 18
Assessment	Assessment of student creativity results is carried out by researchers based on aspects and assessment indicators.
Evaluation	Students express learning experiences by presenting them in class

Based on the results of applying the learning model, it was found that students could be actively involved and given broad opportunities to determine the form of learning they wanted. In the essential question step, students can answer actual problems and keep abreast of current developments. Next, in project design, it was found that students were able to independently determine the desired project design by choosing a project Instagram reel. After that, students are also given the flexibility to determine the project schedule to fit the desired timeline. Monitoring and assessment are carried out by researchers to measure achievement based on predetermined indicators. The application ends with an evaluation, providing opportunities for students to describe their experience in the projectbased learning process.

B. Analysis of Student Learning Interest after Applying the learning model

After applying the project-based learning model, measurements of student learning interest were carried out through questionnaires collected through Google Forms. In carrying out the analysis using a Likert scale in the range of scores 1 to 4, with a choice of disagree to agree strongly. Measurement of the level of interest in learning is divided into five categories, namely, not good to very good, according to Table 2.

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Table 2. Level of Interest in Learning

Percentage	Study Interest Category
0% - 19,9%	Not good
20% - 39,9%	Not good
40% - 59,9%	Moderate/Enough
60% - 79,9%	Good
80% - 100%	Very good

The results of interest in learning according to the questionnaire collected through Google form were analyzed by dividing into three dimensions: students' feelings of pleasure, which includes two indicators, student involvement, which includes two indicators; and student attendance, which includes three. The questionnaire results are processed through simple percentage calculations according to predetermined indicators, as shown in Table 3.

Table 3. Results of Study Interest Questionnaire

Dimensions	Indicator	Percentage
Student Feelings	Happy	89%
	Student views on learning Pancasila courses	84%
Student Engagement	The feelings of students while participating in learning Pancasila courses	84%
	Activeness during learning Pancasila	83%
Student Attention	Interest in developing understanding	86%
	Response to the assigned task	85%
	Curiosity about Pancasila courses	85%
The concentration of students on learning		84%
TOTAL		85%

The data in Table 3 were obtained from 48 Biology Class C Class 2022 students who had filled out *google form*. There are 20 statement items which are divided into three dimensions which are described in seven indicators. The statements in questionnaire contain thirteen positive statements interspersed with seven negative statements to obtain valid data.

Based on the data obtained, it can be analyzed that the dimensions of students' feelings of pleasure, which include indicators of students' views on learning the Pancasila course, the feelings of students while participating in the learning of the Pancasila course managed to reach the outstanding category with percentages of 89% and 84%. On the dimension of student involvement with indicators of activeness during learning, Pancasila reaches 83%, and interest in developing understanding reaches 86%, both of which fall into the outstanding category. In the last dimension, namely the dimension of student attention with indicators of response to assigned tasks reaching 85%, indicators of curiosity towards Pancasila courses reaching 85%, and indicators of student concentration in learning reaching 84%, all of which fall into the outstanding category. It can be concluded that it reaches the excellent category based on the total percentage of the results of the interest in learning questionnaires.

The results of observations also supported the questionnaire data that reached the outstanding category made that there was increased enthusiasm from students in producing works which were also supported by the results of interviews with several students who stated that they were more interested in carrying out learning if the learning model was more friendly to them.

C. Analysis of Student Creativity after applying the learning model

Analyzing creativity is crucial as it pertains to students' capacity to discover and employ novel ideas that may be unorthodox, peculiar, or even bizarre, yet remain logical within the context of learning. According to Marisa (2007), a major obstacle in fostering creativity is the requirement for instructors to assess student inventiveness while they are learning.

It becomes very urgent to measure student creativity in the learning process; this begins with determining how the indicators of creative thinking will be used as a reference in this study. Indicators of creative thinking can be measured based on observations

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of the behavior displayed by students when in class when implementing projectbased learning models with media Instagram reels, according to Table 4.

Table 4. Indicators of Creative Thinking

Indicator	Behavior
Think smoothly(<i>fluency</i>)	Sparked many ideas, answers, and suggestions for solving problems
	Work faster and do more than others
flexible thinking (<i>flexibility</i>)	Can see problems from different points of view
	Can apply concepts, properties, or rules in problem-solving examples
	Generate a variety of ideas.
Original thinking (<i>originality</i>)	Sparking problems, ideas, or things that no one else has thought of
	Creating different ideas or works and trying to think of new ways
Think detail (<i>elaboration</i>)	Develop or enrich the ideas of others.
	Looking for a deeper meaning to the answer or problem solving by doing detailed steps

After observing students according to the indicators of thinking, measurements are carried out according to the results of creativity Instagram reels uploaded by students via their class Instagram account. In carrying out the analysis using collaborative assessments between researchers with a value range of 0 to 100. Measurements of creativity results are divided into five categories, namely, not good to very good, according to Table 5.

Table 5. Categories of Assessment of Creativity Results

Mark	Creativity Category
0 - 19	Not good
20 – 39	Not good
40 - 59	Moderate/Enough
60 - 79	Good
80 - 100	Very good

There are several descriptions of the results of project-based learning creativity Instagram reels can be seen in Figure 1. The results of this learning creativity are in the form of videos worked on by seven groups with the theme of social, political, and democratic problems that occur today.



Figure 1. Results of Project-Based Learning Creativity Instagram Reels

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After monitoring and evaluating the results of student learning creativity, an analysis is carried out by dividing it into four aspects of the assessment: the planning aspect, which includes two indicators, and the video format aspect, which includes two indicators. The quality aspect includes three videos, and the content aspect includes three indicators. The questionnaire results are processed by taking the average value according to the indicators that have been determined and can be seen in Table 6.

Table 6. Project Creativity Assessment Results *Instagram Reels*

Assessment Aspects	Indicator	Mark
Planning	Selection of project themes and procedures	92
	Activeness in data collection	93
Format Video	Suitability of the work with the theme	94
	Originality of work	94
Video Quality	Audio and visual quality	91
	Video presentation layout	92
	The beauty of video presentation	93
Video Content	Message delivery	91
	Can attract attention	93
	Easy to understand	91
TOTAL		92

The data in Table 6 comes from evaluating video results from Instagram reels that have been done and uploaded by seven groups. Based on the data obtained, it can be analyzed that the planning aspect with indicators selection of themes and project procedures and activeness in data collection scored 92 and 93. In the aspect of video format, which includes indicators of conformity of the work with the theme and originality of the work, both scored 94. As for the aspect of video quality with audio and visual quality indicators, the presentation layout video and the beauty of the video presentation scored 91, 92, and 93. Furthermore, on the last aspect, namely, video content which includes indicators of message delivery with a value of 91, can attract attention with a value of 93 and is easy to understand and achieve a value of 91. It can be concluded, based on the total assessment of the results of the assessment of project-based learning creativity, Instagram reels reach the excellent category.

It can be analyzed based on the results of observations which are elaborated with the results of interviews, and the results of the assessment of creativity produce that student creativity after applying the project-based learning model with media Instagram reels has increased to very good. It can be seen from the results of observations of student involvement in designing project designs until the evaluation succeeded in clearly explaining the results of their work, as well as based on learning interviews with projects like this encouraging student to work on it optimally because they can express their ideas and ideas.

IV. CONCLUSION

Based on the research results, applying project-based learning models with media Instagram reels increased student interest in learning and creativity. It is proven with the percentage of interest in learning reaching 85% and the average value of creativity reaching a score of 92, both of which fall into the very good category. These results are supported by observations and interviews, which show students' enthusiasm for working on video projects on Instagram reels maximally. Thus project-based learning becomes very innovative if it uses media following the lifestyle of Gen Z, namely Instagram Reels. Based on the research results, it is recommended that in the future, it is necessary to analyze innovative learning models that provide space for students on campus to actualize themselves following their generation's development.

ACKNOWLEDGMENT

I would like to express my gratitude and appreciation to all the lecturers of the Master of Pancasila and Civic Education, Department of Civic Education and Law, Universitas Negeri Yogyakarta for their invaluable guidance, support, and direction throughout my research.

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