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Project Based Learning on Procedure Text Through Making Vlogs and Using Youtubeat SMP Negeri 1 Jeruklegi in 2025

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Abstract: This study aims to analyze the effectiveness of procedural text learning through vlog making and utilizing YouTube for grade IX students at SMP Negeri 1 Jeruklegi in 2025. The method used in this study is a qualitative descriptive method with an analytical approach. Data were obtained from project videos produced by students and also from learning reflections. The results of the study show that the innovations carried out can improve digital literacy, collaboration skills, and awareness of cultural matters. In current contextual learning, project-based learning for making vlogs turns out to be effective amidst the limited facilities owned by students.

Keywords: culture; contextual, pbl; procedural text; vlog

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Introduction

In the Merdeka Curriculum, skills for the twenty-first century, particularly in Indonesian language learning, are highly emphasized. This includes the ability to think critically, communicate, and be proud of one's culture. However, learning is still considered theoretical and has not been deeply embedded in the context of students' lives, especially in learning procedural texts (Ministry of Education and Culture, 2021). This certainly makes students have difficulty understanding and connecting it to the real world. If seen from another side that relates to local culture and local history in Cilacap in particular, it is still marginalized. The tendency of the younger generation to be more interested in popular culture compared to local culture is increasingly worrying (Widodo, H., & Perfecto, 2022)

Research conducted by Rahayu (2018) shows that exploring local culture through project forms can improve cultural literacy. However, there are not many learning activities that integrate project based learning (PBL) with the creation of vlogs or digital media in the process. According to Arsyad (2021)vlogs have been proven effective in increasing student engagement and training student

creativity. Therefore, this study aims to test the effectiveness of project-based learning by creating vlogs with local culture and history themes, especially in the Cilacap area.

Students' learning experiences can be gained from the integration of local culture and history in learning. As Johnson said (2002) contextual learning by utilizing local culture makes students understand the material in depth and encourages more motivation. The use of digital media such as YouTube and making vlogs can be a link between technology and tradition. This is certainly relevant to today's life. This research is expected to provide alternative solutions regarding more meaningful learning.

The challenges faced in this project are the technological gap between villages and cities. Most of the device and internet access in remote areas is inadequate. Another thing, teachers are not all trained in the utilization and use of learning technology. Therefore, this study attempts to explore the technical constraints faced. Government and school support is clearly needed to ensure success. In addition, another reason this study was conducted because the use of interview vlogs is still rarely used in SMP Negeri 1 Jeruklegi.

This study has practical and theoretical objectives. Practically, the interview vlog project can be used as an applicative learning model to be implemented in schools that have the same character as the schools in this study. Theoretically, the results of this study can enrich project-based learning (PBL), contextual learning, and the use of digital learning media. This study is also expected to contribute to learning methods and cultural preservation and teaching local history.

Methodology

1. Project Based Learning (PBL)

PBL is a learning approach that emphasizes real projects as the core of learning (Thomas, 2000). As Bell said (2010) PBL is effective in developing collaboration skills, solving problems, and also triggering creativity. In this study, grade IX junior high school students created a vlog project on local culture and history interviews with PBL principles. This allows students to be directly involved in the learning process and produce output in the form of products that can be uploaded on YouTube.

The advantage of PBL is its ability to relate learning to students' daily lives. Students not only learn the theory of procedural texts on how to interview, but also apply it directly. The interview vlog project on local culture and history directly teaches students to conduct mini research, direct interviews with sources, and of course, to compose procedural texts. This reflects 21st century skills in communication and critical thinking.

PBL encourages communication between students because in making vlogs, students work as a team to complete tasks, starting from planning to the production process. According to Thomas (2000) collaboration between students teaches students to respect opinions and find solutions. PBL also provides students with the freedom to explore their interests and increase motivation in learning.

However, the implementation of PBL-based learning also has obstacles, such as teachers sometimes having difficulty designing projects according to the curriculum and students' abilities (Bell, 2010). Therefore, adequate training and guidance are needed to ensure success. Another

thing to note is that project evaluation must be carefully designed to measure learning achievement comprehensively.

2. Contextual Learning (CTL)

CTL emphasizes the connection of learning materials with the real world. Integration of local culture and history in learning Indonesian, especially procedural texts, especially traditions in Cilacap, makes learning more meaningful (Widodo, H., & Perfecto, 2022). Students can see and experience directly the learning that is applied in everyday life.

Involving students with direct experience in contextual learning in making cultural and local history interview vlogs makes students not only culturally literate, but also interacts with cultural actors and practitioners. Such learning creates a deep impression and is always remembered (Johnson, 2002). CTL also makes students think more critically about the social and cultural context around them.

However, CTL requires thorough preparation and resources, teachers must have the ability to connect learning materials with relevant local contexts. This is often a challenge in itself, especially in areas with complex cultural diversity. Therefore, collaboration between elements and local communities is important in implementing contextual learning.

3. Digital Learning Media

According to Arsyad (2021) The use of vlogs in learning media can support learning visually and also auditorily. As Hadi (2020) said in the use of vlogs showed that there was an increase in learning motivation by 30% for junior high school students. Students become interested in learning when the material is presented in the form of interactive audio visuals.

Vlogs allow students to express their creativity. In the project, students not only convey information, but are able to package the project in an interesting way. This is able to train skills in presentation and communication which have an important role in the digital era.

However, the use of vlogs in learning procedural texts also faces challenges. Not all students have equal access to adequate devices. Therefore, teachers need to be equipped with technical skills in guiding students, especially in producing vlogs. Infrastructure needs to be improved to overcome these obstacles.

This study uses a qualitative descriptive approach in analyzing the effectiveness of a local culture and history-based interview vlog project. This approach is used because it is able to explore various experiences and perceptions of students and teachers in more depth (Creswell, 2014). Data was collected based on documents, interview results, and observations.

The documents analyzed include teaching modules, videos of student project results, and reflection notes by teachers. These documents provide an overview of the learning process carried out and the results obtained. Observations were made while students worked on the vlog making project with a focus on group interaction and dynamics.

Interviews were conducted informally with students and teachers to explore the successes and challenges faced. Interview questions were conducted openly so that participants could provide answers more freely. The collected data was then analyzed thematically until the main patterns and themes were identified.

According to Miles & Huberman (1994) Data analysis is done with the stages of reduction, data presentation, and drawing conclusions. In reducing data involves relevant information from observation notes. Then, data presentation is done in narrative and table form to facilitate interpretation.

This study involved 32 ninth grade students and two Indonesian language teachers at SMP Negeri 1 Jeruklegi. The selection of participants was done purposively to ensure the objectives of the study. Research ethics were maintained to ensure confidentiality by anonymizing participants.

However, the limitations of this study lie in the limited sample and also the relatively short duration of the project. The findings in this study provide valuable knowledge about the potential and challenges of project-based learning innovations in vlogs and interviews. Further research with a wider scope is recommended to be more detailed and strengthen these findings.

Findings and Discussion

1. Cognitive Aspects

Students have the ability to compose procedural texts based on vlogs and interviews with clear structures. This is a blend of vlog learning and culture-based learning that can improve conceptual understanding. As many as 95% of students are able to identify the steps in the procedural text correctly and according to their intended use.

This project trains students to do mini research, they learn to create and formulate interview questions, and analyze information from sources. This process also encourages students to think critically and selectively. This is reflected in the increase in understanding the local cultural and historical context.

However, some students still have difficulty in composing more coherent procedural texts. This happens because of the lack of experience in writing interview-based texts, so teachers need to make more detailed guidelines so that it is easier to help students understand.

2. Social Emotional Aspects

This project makes collaboration between students stronger. This is reflected in 87% of students who said they experienced increased confidence in presentations and interviews. From this collaboration, students also learned to appreciate differences of opinion within their group.

Interaction with local sources enriches students' social experiences. They learn how to communicate with others, especially adults, and learn to understand different perspectives. However, the dynamics within the group sometimes experience minor upheavals, for example, some students tend to be dominant, while others remain silent without expressing arguments, so teachers often monitor teamwork intensively to ensure the success of their projects.

3. Technological Aspects

In this project, students' digital literacy increased significantly after the project was completed. They were fluent in using video editing applications and were able to upload vlogs on social media such as YouTube. As many as 90% of students felt more confident in utilizing digital technology that was related to or intersected with their daily lives.

Only a few students experienced technical difficulties around 10%, especially in learning new applications. This finding indicates that in general students are able to adapt to new

applications, such as for editing videos. To overcome this, based on the interview results, they learned from their peers who had mastered the application first. The existence of collaborative learning between friends is also a solution to this problem.

Conclusion

PBL innovation of procedural text material regarding vlogs and interviews has proven effective in improving communication skills, digital literacy, and providing awareness of local culture. This project is able to integrate PBL, CTL, and digital literacy in creating a fun and meaningful learning experience. This study shows that procedural text material can be mastered by students and students have demonstrated the ability to develop 21st century skills. Interaction with others and collaboration with local culture enrich students' social emotional learning.

Schools are advised to provide training for teachers and provide facilities that are still lacking in project-based learning. Teachers must design more detailed and coherent project guides so that they can overcome the difficulties faced by students. Further research can be done by replicating this model by considering socio-cultural diversity. The government is expected to provide opportunities for local culture to enter the curriculum with certain adjustments as needed. This research innovation can be implemented further with a wider scope.

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