

Enhancing Pre-Service Teacher's Creativity Through "Youtube" Project-Based Learning

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Abstract: A lot of learning is focused on various aspects of the learning process. The actual process of learning still involves lecturers imparting knowledge directly to pupils. In reality, kids will learn more effectively if they are engaged in worthwhile learning activities. One of the alternative teaching methods that engage students in worthwhile learning is "YouTube" project-based learning. The aim of this study was to investigate the effects of project-based learning on "YouTube" on student creativity in the field of "Teaching English for Young Learners." Project observation and interviewing are the data collection methods used. The pre-service teachers of Balitar Islamic University in the second semester of 2019–2020 made up the population of this study. 20 students from the second-semester class. The information was gathered through the Product Creativity Analysis Matrix. This analysis is considered the three types of creativity of resolution, elaboration, and innovation. The study's findings suggested that project-based learning on "YouTube" could aid pre-service teachers in developing their creative faculties.

Keywords Pre-service teacher, "YouTube" project-based learning

INTRODUCTION

Industrial revolution 4.0's technological advancements pose a significant challenge for university students, especially the pre-service teacher. Teachers as an educator are one area that is not exempt from the progress of the fourth industrial revolution. Indonesia must instantly increase its human resource capabilities and skills through education that can foster creativity and produce innovative and competitive generations if it wants to compete in this digital era ¹. Technological

¹ Moch Rifai et al., "Using Electronic Design Automation and Guided Inquiry Learning Model in Higher Engineering Education," *Universal Journal of Educational Research* 8, no. 7 (2020): 2946–2953; Syamsuar Syamsuar and Reflianto Reflianto, "Pendidikan Dan Tantangan Pembelajaran Berbasis Teknologi Informasi Di Era Revolusi Industri 4.0," *E-Tech: Jurnal Ilmiah Teknologi Pendidikan* 6, no. 2 (2019); Supriyono Supriyono, Nita Sutanti, and Hesty Puspita Sari, "Developing Journey Castle Game to Increase Students' Grammar Mastery: Research and Development," *EDUCATIO: Journal of Education* 6, no. 4 (2022): 389–402.

progress itself can lead to competition in various aspects of life, especially in the field of education. The use of technology in creating student projects is an example of how it is used in the educational process. When constructing PowerPoints for technology-related tasks, educators find that students are more engaged when the slides contain data, video clips, images, text, and animations. Students acknowledge that using technology makes their jobs easier and enables them to complete tasks quickly and effectively ². Technology is growing and continues to grow in this modern era, so the education system must prepare the pre-service teachers with the skills needed to face technological advances ³. The skills of pre-service teachers in Indonesia are not yet satisfactory and require improvement to face of technological advances. In order to face the era of the industrial revolution 4.0, Critical and creative thinking skills are needed for pre-service teachers. Therefore, choosing the right technique in learning can stimulate pre-service teachers to think critically by involving the process of active learning and the ability to apply, analyze and solve a problem. The learning process using project-based learning will lead students to learn better in meaningful learning activities ⁴

International communication is made possible by the use of English. Cross-border communication is becoming increasingly commonplace because to technological advancements. As a result, Indonesian schoolchildren need to start speaking English at a young age. Moreover, there is a theory of 'critical period' as stated by ⁵. This theory emphasizes the importance of teaching foreign languages to children during their golden age because children's ability at this time is the best for learning foreign languages. Therefore, it is not surprising that even though it is not a compulsory subject, English is still taught in many elementary schools. The impact is that elementary school teachers must be ready to teach English to their students if requested by the school curriculum. This readiness is actually nurtured from the elementary school teacher candidate's education period, namely in college. Prospective elementary school teachers need to get support and encouragement to develop their creativity. Motivation to learn is the encouragement that a person has within himself to achieve a certain goal related to his learning

² Tina Heafner, "Using Technology to Motivate Students to Learn Social Studies," *Contemporary issues in technology and teacher education* 4, no. 1 (2004): 42–53; Hesty Puspita Sari and Wawan Herry Setiawan, "Peningkatan Teknologi Pendidik Pesantren Anak Sholeh Melalui MEMRiSE: Coaching & Training," *Prima Abdika: Jurnal Pengabdian Masyarakat* 1, no. 3 (2021): 81–90.

³ Hesty Puspita Sari and Wahyu Dwi Lestari, "Designing Superlary Game to Learn Vocabulary of Tenth Grade Students," *EDUCATIO: Journal of Education* 5, no. 2 (2020): 159–168.

⁴ David Fortus et al., "Design-based Science and Real-world Problem-solving," *International Journal of Science Education* 27, no. 7 (2005): 855–879; Hesty Puspita Sari and Ayunda Dini Sintia, "DEVELOPING AUDIO MEDIA FOR TEACHING LISTENING," *Konstruktivisme: Jurnal Pendidikan dan Pembelajaran* 13, no. 1 (2021): 37–51.

⁵ Cameron, (2001)

process ⁶. Motivation is also proven to be closely related to achievement that the amount of motivation of a student will affect the level of achievement of the student ⁷.

Teaching teenagers or adults English in a classroom is considerably different from teaching children, and teachers of children and adults have various teaching styles ⁸. Effective early childhood educators use age-appropriate lessons and resources for their students. Children are motivated to learn a language if they find class activities, assignments, and materials interesting and the teacher supportive ⁹. A possible lesson plan for elementary school children could be learning through songs. Songs really help improve and develop students' vocabulary and are able to motivate their learning development ¹⁰.

Based on the results of observations on pre-service teachers at Balitar Islamic University, it was found that several problems needed to be solved in terms of preparation to become a teacher in teaching English in primary schools. Lack of good English language skills and lack of creativity in managing learning activities. Furthermore, it is necessary to provide solutions to the problems at hand. At the primary school level, the status of English in Indonesia is not a mandatory subject. English is part of local content subjects which can actually be replaced with other subject matter according to the school's considerations.

At Balitar Islamic University, the pre-service teachers is equipped with the subject related to the need and would improve the pre-service teachers' creativity. The subject is named "Teaching English for Young Learners". This subject is aimed to improve pre-service teachers' foreign language skills as well as to prepare theoretically and practically to teach English at the primary school level. In TEYL (Teaching English for Young Learners), the pre-service teachers received training on how to teach English through learning in theory, developing, learning media,

⁶ Maria Cleopatra, "Pengaruh Gaya Hidup Dan Motivasi Belajar Terhadap Prestasi Belajar Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5, no. 2 (2015).

⁷ Ulfi Andini, Cucu Sutarsyah, and Sudirman Sudirman, "THE USE OF REALIA TO IMPROVE STUDENTS' VOCABULARY MASTERY AT FIRST GRADE," *U-JET* 8, no. 4 (2019); Hesty Puspita Sari, "The Effectiveness of Using Pictures in Teaching Vocabulary to the Sixth Grade Students of SDN Singkalanyar I Prambon Nganjuk Viewed from Their Motivation (An Experimental Study)" (UNS (Sebelas Maret University), 2008).

⁸ Hesty Puspita Sari and Retno Muhartini, "SISTEM APLIKASI PENGOLAHAN NILAI RAPORT SDN TANJUNGANOM 2 KECAMATAN TANJUNGANOM NGANJUK," *Antivirus : Jurnal Ilmiah Teknik Informatika* (2017).

⁹ Gilles Dieumegard et al., "Lived Experience as a Unit of Analysis for the Study of Learning," *Learning, Culture and Social Interaction* (2019): 100345.

¹⁰ Helda Jolanda Pentury, "Pemanfaatan Literasi TIK Melalui Peran Lagu Dalam Mengembangkan Kosakata Anak," *E-Dimas: Jurnal Pengabdian kepada Masyarakat* 9, no. 2 (2018): 226–239; Ni Made Ratminingsih, "Pengembangan Model Pembelajaran Bahasa Inggris Induktif Berbasis Lagu Kreasi," *Jurnal Ilmu Pendidikan* 20, no. 1 (2014): 47–58; Najihah Abdul Mutalib et al., "TAHAP PENCAPAIAN ARAS KOGNITIF PELAJAR KURSUS PENGHAYATAN ETIKA DAN PERADABAN KE ARAH MELAHIRKAN MODAL INSAN BERPENGETAHUAN University Students' Cognitive Level in the 'Appreciation of Ethics and Civilization' Course Towards Producing Knowledgeable Human," *Journal of Human Capital Development (JHCD)* 14, no. 2 (2021); Ruth Maharani and Hesty Sari, "Developing Mobile Application Based on Android for Learning Vocabulary for Grade Ten," *Advances in Educational Technology* 1, no. 1 (2022): 23–30.

simulations, and teaching practice. Learning English can be carried out well with interesting learning interactions between teachers and students¹¹. Success in achieving learning objectives is strongly influenced by several factors. For instance, books, modules, worksheets, movies, and other learning materials are employed as teaching and learning tactics, learning methods, and learning approaches. The teaching method should suit to the need of the students in primary level by considering their characteristics. One method suit to students' need is Project Based learning¹²

Learning PjBL has the following characteristics: 1) learners develop questions or problems, 2) Learners have a relationship with the real world (authentic problems). 3) Students emphasize responsibility, 4) on the assessment stages are carried out during the learning process as well as the results of projects that have been done by students¹³. Whereas in Stripling's opinion as quoted that the characteristics of PBL are 1) Directing students to identify ideas and important question. 2) There is an inquiry process, 3) Linked with the needs and interests of students, 4) Centering on students with product results and make presentations independently, 5) use creative thinking skills, critical and information sought for investigation, making conclusions, and produce a product, and 6) associated with authentic real-world issues¹⁴.

¹⁵ said that "Youtube" can provide freedom for students as well as teachers in expressing and collaborating in the world of education as well as providing experiences that can improve their abilities. Project-based learning can be used in conjunction with using "Youtube" as a learning tool (PBL). Project-based learning methodologies can develop students' capacity for critical, inventive, and practical problem-solving.. In addition, the use of YouTube as a learning medium can help students form polite language characters, express opinions well, improve analytical skills, and increase motivation in the learning process. YouTube is one of the right solutions to create conducive and interesting learning¹⁶

¹¹ Hesty Puspita Sari, *Exciting Game for Young Learners* (jawa timur: insan cendekia mandiri, 2020).

¹² Kornwipa Poonpon, "Enhancing English Skills through Project-Based Learning," *The English Teacher* (2017): 10.

¹³ Vina Serevina, Andi Nisfananda Ekayanti, and Olivia Alifitika, "Development of Online Learning Devices Based on Project Based Learning (PjBL) in Optical Materials," in *Journal of Physics: Conference Series*, vol. 2309 (IOP Publishing, 2022), 12059; Krisna Merdekawati, Umi Marifatul Ngilmi, and Widinda Normalia Arlianty, "The Effect of Online Project Based Learning on Students' Character," *International Journal of Chemistry Education Research* (2022): 11–15.

¹⁴ Antonius Edi Nugroho and Stefani Ekky Puspa Dewi, "Implementation Of Project Based Learning (PjBL) Method On Music Learning In Junior High School Regina Pacis Surakarta," *Jurnal Seni Musik* 11, no. 1 (2022): 102–111; Sofi Hanif, Agus Fany Chandra Wijaya, and Nanang Winarno, "Enhancing Students' Creativity through STEM Project-Based Learning," *Journal of Science Learning* 2, no. 2 (2019): 50.

¹⁵ Saputra & Fatimah, (2018)

¹⁶ Siti Solihat, "TEACHER'S STRATEGIES ON THE USE OF PROJECT-BASED LEARNING BY CREATING VIDEO IN TEACHING SPEAKING EXPLANATION TEXT DURING COVID-19," *JEEP (Journal of English Education Program)* 9, no. 1 (2022).

YouTube is a video-sharing website. Users can submit, watch, and share videos on this website¹⁷. With YouTube, prospective elementary school teachers can be creative in uploading their work which can be seen and used for the benefit of many people. Youtube plays a very important role in project-based learning. Along with its development, YouTube is currently one of the most widely used online media by people around the world, especially in Indonesia, with its flexible nature which allows viewers or connoisseurs of YouTube to access it anywhere, anytime, and by anyone via a smartphone, tablet or computer¹⁸

In this modern era, it is undeniable that many people have turned away from television broadcasts to YouTube, this is due to several reasons, namely we can freely choose the theme of the shows on YouTube, whether it's entertainment such as music, films, comedy and others. , or education such as mobile and gadget reviews. Even school children prefer gadgets to watch songs from YouTube. This is an opportunity for lecturers to also use YouTube as a medium for publishing student creativity¹⁹.

With YouTube, learning with project-based learning can be done, where YouTube can be used as a publication media²⁰. Project-based learning is a method of instruction that stresses students' participation in solving particular questions, problems, or difficulties²¹. In short, project based learning “is a general term describing instructional methods that use projects as the main focus of instruction in various disciplines”²². Giving students a project about the publication of student creativity songs will provide benefits such as the emergence of self-confidence, increased creativity, competitive competitiveness in making songs for learning English for elementary school children.

¹⁷ Made Irvan Sastra Abenk, “Analisis Likes to Subscriber Ratio Youtube Pada 5 Brand Sepatu Terkenal Di Dunia” (2021); Maharani and Sari, “Developing Mobile Application Based on Android for Learning Vocabulary for Grade Ten.”

¹⁸ Farsya Fatari Ramdlia Latief and Yudi Sukmayadi, “YouTube as a Learning Media for Music Creation,” in *4th International Conference on Arts and Design Education (ICADE 2021)* (Atlantis Press, 2022), 110–114; Woro Retnaningsih et al., “English Self-Regulated Language Learning on Youtube: Students’ Purpose, Perception, and Action,” *Jurnal Pendidikan Progresif* 12, no. 3 (2022): 1232–1243.

¹⁹ Olzan Goldstein, “A Project-Based Learning Approach to Teaching Physics for Pre-Service Elementary School Teacher Education Students,” *Cogent Education* 3, no. 1 (2016): 1200833; R C P Renny Candradewi Puspitarini, “Laporan Kegiatan KKN: “Pemberdayaan Masyarakat Di Masa Pandemi Covid-19” (n.d.); Arista M Sari, Yumna Rasyid, and Liliana Muliastuti, “Development of Exposition Text Writing Materials Based on Contextual Approach,” *Jurnal Pendidikan dan Pengajaran* 51, no. 3 (2018): 122–131.

²⁰ Wahyu Mustafa Kusuma et al., “Innovation Media Learning: Online Project-Based Learning (O-PBL) on Drawing Competence in Automotive Engineering Using Video on YouTube,” in *Journal of Physics: Conference Series*, vol. 2111 (IOP Publishing, 2021), 12020; Kyeong-Ouk Jeong, “A Study on the Integration of Google Docs as a Web-Based Collaborative Learning Platform in EFL Writing Instruction,” *Indian Journal of Science and Technology* 9, no. 39 (2016): 1–7.

²¹ Manuel Rodríguez-Peñarroja, “Integrating Project-Based Learning, Task-Based Language Teaching Approach and YouTube in the ESP Class: A Study on Students’ Motivation.,” *Teaching English with Technology* 22, no. 1 (2022): 62–81.

²² John Larmer, John Mergendoller, and Suzie Boss, *Setting the Standard for Project Based Learning* (ASCD, 2015).

Individual creativity, as well as psychological, psychometric, and personality methods, have received a lot of attention in the research on creativity. Comparatively, little study has been done on creativity in the classroom. This study will investigate the effects of YOUTUBE project-based learning on student creativity in the "Teaching English for Young Learners" subject based on three dimensions of creativity: resolution, elaboration, and novelty. This study will take into consideration the benefits of "Youtube" as a medium for pre-service teachers' projects.

METHODS

The study is blended qualitative research with a narrative design. One qualitative method is the use of narrative research designs, in which the researcher first talks about what happened in class before gathering and expanding on anecdotes about the student's lives and experiences²³. The technique for gathering data is observation. One of the researchers is the lecturer and the other one is the observer. The role of the researcher as the lecturer is to give the lecture, command the project, assist the pre-service teachers during the project-based learning, and evaluate the pre-service teachers' project. While the observer simply monitors and observes classroom activity. The study is being done at Balitar Islamic University on 20 pre-service teachers, with 13 men and 12 women chosen as the sample. Purposive sampling was the method of sampling that was employed, necessitating the use of the researcher's own judgment and beliefs in selecting the samples²⁴. Thus, the researcher took into account a sample from the second semester where "Teaching English for Young Learners" is a subject. Using the research instrument, the information needed for this investigation was acquired. A technique for conducting research is the Besemer and Treffinger-created creative product analysis matrix (CPAM) which consisted of three types of creativity. Creativity is considered: resolution, elaboration, and innovation²⁵ as shown on this table:

²³ P Liamputtong and D Ezzy, *Qualitative Research Methods. Second* (Melbourne: Oxford university press, 2005); John W Creswell et al., "Qualitative Research Designs: Selection and Implementation," *The counseling psychologist* 35, no. 2 (2007): 236–264; Rose Wiles, Graham Crow, and Helen Pain, "Innovation in Qualitative Research Methods: A Narrative Review," *Qualitative research* 11, no. 5 (2011): 587–604.

²⁴ Muhammad Ishtiaq, "Book Review Creswell, JW (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Thousand Oaks, CA: Sage," *English Language Teaching* 12, no. 5 (2019): 40; Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education*, vol. 7 (McGraw-hill New York, 2012).

²⁵ Hernik Pujiastutik, "PENERAPAN MODEL PEMBELAJARAN RICOSRE UNTUK MENINGKATKAN HASIL BELAJAR MAHASISWA MATA KULIAH BELAJAR PEMBELAJARAN," *Prosiding SNasPPM* 4, no. 1 (2019): 31–35; Petris Akbar, Erliany Syaodih, and Cucu Lisnawati, "Efektivitas Model Pembelajaran Treffinger Untuk Meningkatkan Kemampuan Berpikir Kreatif Siswa," *Jurnal Pendidikan dan Pembelajaran Ekonomi Akuntansi* 1, no. 1 (2015); Sabina Ndiung et al., "Efektivitas Model Pembelajaran Treffinger Dalam Menumbuhkan Keterampilan Berpikir Kreatif Peserta Didik Sekolah Dasar," *Prisma* 9, no. 2 (2020): 167–178.

Creative Dimension	Criterion	Score		
		1	2	3
Novelty	Geminal	The lower level of germinal: The product is inspiring others with the creation	Medium level of germinal: The product is inspiring others to try something new	High level of germinal: The product is inspiring others to try something new by directly give ideas to develop more product design
	Original	The lower level of originality: Students mostly use the previous finding as their product idea	Medium level of originality: Students use the previous finding as their idea, but they make a modification of the product	High level of originality: The product idea comes from their own understanding
Resolution	Valuable	The lower level of Valuable: The product is not compatible with the purpose and not relates to the concept	Medium level of Valuable: The product is compatible with the purpose and not relates to the concept	High level of Valuable: The product is compatible with the purpose and relates to the concept
	Useful	The lower level of Usefulness: The product can be used once	Medium level of Usefulness: The product can be used continuously with a certain requirement	High level of Usefulness: The product can be used continuously without any requirement
Elaboration	Well Crafted	The lower level of Well Crafted: The product is done well	Medium level of Well Crafted: The product is done well with the good looking design	High level of Well Crafted: Students take an effort to give interesting product design by using some materials
	Expressive	The lower level of expressive: The product is presented with lacking body language and need to control speaking tone, not understandable	Medium level of expressive: The product is presented with lacking body language and need control speaking tone, but understandable	High level of expressive: The product is presented in a communicative way (using effective body language and clear voice) and understandable manner

Table 1. Dimension creative criteria of CPAM

RESULT AND DISCUSSION

The English subject is implemented for pre-service teachers through "Youtube" project-based learning in four steps. The steps are applied to assist the pre-service teachers in doing their projects. There are four steps in "Youtube" project-based learning. There are planning, presenting, evaluating, and publishing (Lou, Chou, Shih, & Chung, 2017). The subject of "Teaching English for Young Learners", project-based learning using YouTube was carried out in four stages. The first step is planning. In this stage, the lecturer is dominant during the class. The material is given to ensure the pre-service teachers' understanding. The lecturer not only gives the material but also explains how to create the video media and how to upload it on the "Youtube" channel. The researcher conducted the planning stage which leads students to understand the theme and scope. The second step is presenting. In this stage, the pre-service teacher is presenting their creativity based on the criteria given. The third step is evaluating. This stage is a time for the lecturer as the evaluator gives comments and score the pre-service teacher's product. After giving comments, the pre-service teacher is asked to revise the product. After revising the product, publishing is the last stage. The pre-service teacher has to upload the project to the "Youtube" address given by the

lecturer. The following are the pre-service teacher's video products on singing English songs. Some videos can be assessed through youtube:

Video Pembelajaran Bahasa Inggris PGSD 19

1. Ardin_ I am ready to learn_ <https://youtu.be/SYsUaQXzCvo>
2. Nina Untari_ Fruits_ <https://youtu.be/IPISMUQ9BP4>
3. Aliyah_ Open your book_ https://youtu.be/cPBFa5w_QNA
4. Soumiatullaii_ My five senses_ <https://youtu.be/GGeew9H1uag>
5. Suci Nur _What are you doing to do _ https://youtu.be/u4LgZ_NE8X0
6. Indiana_ Go to school _ https://youtu.be/KwLQEnZ2a_k
7. Syifa_ Good morning_ <https://youtu.be/AfrChRfrNeg>
8. Denis_ My school is beautiful_ <https://youtu.be/7RqQ84X4j2Q>
9. Lilik_ Profession_ <https://youtu.be/3ZHchfosRQg>
10. Lia_ Food_ <https://youtu.be/J6xJ7LivY9E>

Based on the video above the lecturer gives analysis and scoring the product. The analysis is based on the Product Creativity Analysis Matrix (CPAM) which is considered into 3 types of creativity: resolution, elaboration, and innovation.

No	Name	resolution		elaboration		innovation.	
		Novelty	Originality	Valuable	Useful	Well Designed	Expressive
1	A	2	3	3	2	3	2
2	B	3	3	3	2	2	3
3	C	3	3	3	2	2	3
4	D	3	3	3	3	3	3
5	E	3	3	3	3	2	2
6	F	2	3	3	2	3	2
7	G	3	3	3	2	2	3
8	H	3	3	3	2	2	3
9	I	3	3	3	3	3	3
10	J	3	3	3	3	2	2
11	K	2	3	3	2	3	2
12	L	3	3	3	2	2	3
13	M	3	3	3	2	2	3
14	N	3	3	3	3	3	3
15	O	3	3	3	3	2	2
16	P	2	3	3	2	3	2
17	Q	3	3	3	2	2	3

18	R	3	3	3	2	2	3
19	S	3	3	3	3	3	3
20	T	3	3	3	3	2	2
Result		56	60	60	48	48	52

Table 2. CPAM product score

Based on the score above can be explained that the novelty of the product is 56, the originality is 60, the product value is 60, the usefulness is 48, the product design is 48, and its expressive is 52.

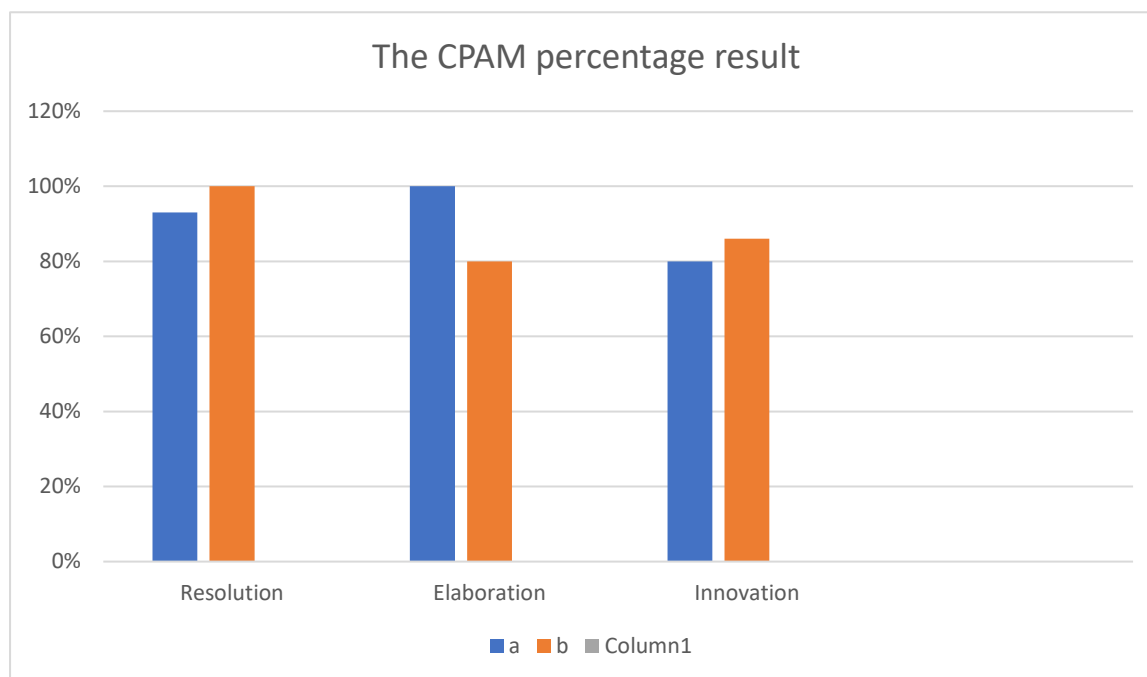


Diagram 1. Pre-service teachers' CPAM percentage

The chart above shows that the pre-service teachers' CPAM percentage result is Resolution 93% and 100%; Elaboration 100% and 80%; and Innovation 80% and 86%. The Resolution shows that the product idea comes from individual understanding and the pre-service teachers' products have a high level of germinal that inspires others. The elaboration shows that 'The product is compatible with the purpose and relates to the concept and t can be used continuously without any requirement. The innovation percentage shows that some interesting materials of song variation have been used by the pre-service teachers. The product is presented in a communicative way (using effective body language and clear voice) and understandable manner so led the primary students to interact and attract to learn English

CONCLUSION

Implementing “YouTube” project-based learning in English for Young learner’s subject could enhance the pre-service teachers’ creativity. Based on the result of CPAM, the pre-service teacher’s tent to be more creative in designing, presenting, and publishing the product through “YouTube”. Having good creativity in a dimension of Resolution 93% and 100%; Elaboration 100% and 80%; and Innovation 80% and 86% shows that “YouTube” as project-based learning could enhance the pre-service teacher’s creativity and can be used as alternative teaching strategies in English for Young learner’s subject. Future researchers may concern with deep analysis of scoring the project itself.

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