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Project-Based Learning with Examples Non-Examples to Improve Digital Literacy through Short Movie Ads

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ABSTRACT

This study explores the effectiveness of the Project-Based Learning (PjBL) method combined with the Examples and Non-Examples approach in enhancing students' digital literacy outcomes by producing short movie advertisements. In an increasingly digital era, digital literacy has become an essential skill that students must master. PjBL offers a learning approach that actively engages students in the real world. Projects, while the Examples Non-Examples method provides concrete guidance through positive and negative examples. This study employs the Classroom Action Research (CAR) model using Kurt Lewin's cycle, involving 36 students from class X.7 at SMAN 8 Malang. Data were collected through observation and documentation studies and analyzed descriptively, both qualitatively and quantitatively. The results indicate that applying this method significantly improves students' understanding and skills in digital literacy, particularly video editing, visual composition, and creativity. The study concludes that PjBL with the Examples Non-Examples approach, effectively enhances students' digital and soft skills and contributes a meaningful contribution to developing digital learning methods.

I. INTRODUCTION

In today's digital era, digital literacy has become a crucial skill every individual must possess to adapt and thrive in an increasingly connected society. Digital literacy encompasses effectively and ethically using, evaluating, and producing information across various digital platforms. However, despite its importance, many students still struggle to understand and master these aspects of digital literacy.

One approach that can enhance digital literacy is Project-Based Learning (PjBL). PjBL is a pedagogical approach that positions students as active participants in complex and authentic projects. This method involves theoretical knowledge and practical skills needed in real-world contexts. In PjBL, students can design, manage, and assess their work, deepening their understanding of the material. Recent research shows that using digital tools in PjBL can improve students' digital literacy skills and engagement in digital-based projects [1].

Research by Kong and Song (2022) also indicates that the PjBL model is supported by constructivist learning theory, which emphasizes that students construct their knowledge through personal experiences [2]. This approach allows students to express their ideas or opinions, listen to others' perspectives, and reflect on their thoughts by sharing them. Their research shows that using well-designed project exemplars can clarify expectations and enhance students' understanding of project quality. However, effective implementation of PjBL requires clear guidance and concrete examples that students can adapt. This is where using "examples non-examples," or examples of successful projects, becomes crucial. Examples of non-examples provide concrete models of how a project should be planned and executed and the expected quality standards. With these examples and non-

examples, students can more easily understand expectations and apply the concepts they have learned within the context of their projects.

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The production of short movie advertisements is an ideal form of project to integrate digital literacy into learning. In creating short movie advertisements, students learn about video production techniques and practice other digital skills such as scriptwriting, video editing, and multimedia software usage. This process allows students to learn how to effectively convey messages through digital media and understand the importance of clear and persuasive communication. Research by Miller and Thomas (2023) shows that multimedia content creation projects like videos can deepen students' understanding of digital literacy concepts and communication skills [3].

While many studies have discussed the benefits of Project-Based Learning (PjBL) and the use of examples and non-examples in an educational context, several significant gaps need to be addressed. First, there is a lack of studies explicitly exploring how PjBL, supported by examples and non-examples, can enhance digital literacy, particularly in multimedia content production, such as short movie advertisements. Existing research often separately focuses on other aspects of PjBL or digital literacy without integrating the two as an authentic project.

Second, although some research highlights the potential of PjBL in improving digital skills, few systematically evaluate the effectiveness of using examples non-exples in this context. Examples of non-examples are often provided in a general manner and are not always tailored to the specific needs of students in producing digital content.

Third, many existing studies focus more on academic outcomes or technical skills without considering the impact of soft skills essential in digital literacy, such as creativity, collaboration, and effective communication [4]. Based on these phenomena, this study aims to explore using the PjBL method supported by examples and non-examples to enhance students' digital literacy by producing short movie advertisements. This research will provide new insights into integrating theory and practice in digital learning and evaluate its impact on students' digital and soft skills.

II. METHODS

The research method used in this study is Classroom Action Research (CAR) based on the Kurt Lewin model. This model serves as the primary foundation for various types of action research. Kurt Lewin was the first to introduce the concept of action research [5]. The researcher visualizes the Classroom Action Research (CAR) cycle as shown in Figure 1.

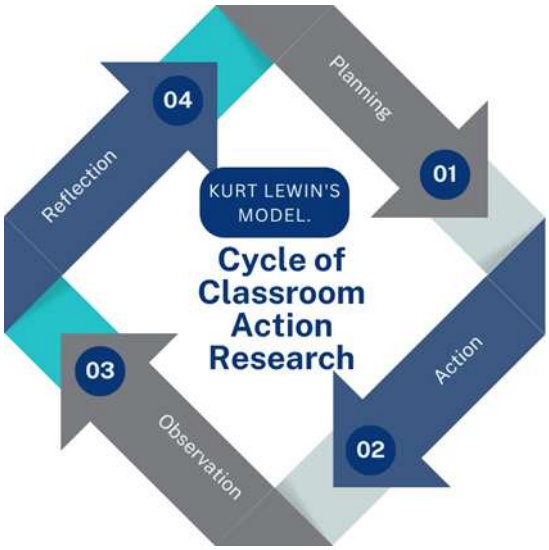

Fig. 1. Kurt Lewin's Model

A. *Planning*

In the first stage, planning, the researcher develops an action plan to identify the problems occurring in the classroom. The researcher also formulates cognitive and non-cognitive diagnostic assessment questions during this stage. Once the issues are identified, the researcher collaborates with the classroom teacher to develop learning tools, including the syllabus, lesson plans (RPP) for each cycle, teaching materials, student worksheets (LKPD), learning media, observation and interview sheets, and assessment instruments.

B. *Action*

In the next action phase, the researcher implements the learning activities based on the lesson plan (RPP) designed during the planning stage. The lessons are conducted over two 45-minute sessions, following the Informatics class schedule for Grade X.7.

C. *Observation*

In this activity, the researcher conducts participant observation with a passive level of observation, meaning that the researcher only follows the observed activities without directly engaging in the observed process [6]. During the observation stage, the researcher monitors the learning activities from start to finish. The teacher and other colleagues assist this observation by recording and observing the activities of both the teacher and students throughout the learning process.

D. *Reflection*

After that, the final stage is reflection, which is conducted to evaluate the effectiveness of the actions that have been implemented. This study was conducted during the 2025/2026 academic year, specifically from August to September, in Grade X.7 at SMAN 8 Kota Malang. The research aims to evaluate the effectiveness of using the Project-Based Learning (PjBL) method with "examples non-examples" to enhance students' digital literacy outcomes by producing short movie advertisements. The study focuses on one class, X.7, consisting of 36 students. Data collection

techniques in this research include observation and document analysis.

This study employs both qualitative and quantitative descriptive data analysis. Quantitative descriptive analysis is conducted based on indicators of the successful implementation of the learning model or the mastery of digital literacy content in the video advertisement project. Mastery is measured by the students' average scores, where a score of ≥ 78 is considered satisfactory, by the Minimum Competency Criteria (KKM) for the Informatics subject at SMAN 8 Kota Malang. Meanwhile, qualitative descriptive analysis is based on direct observation and document analysis, providing an in-depth description of the learning process and outcomes.

III. RESULTS AND DISCUSSION

This study aims to evaluate the effectiveness of applying the Project-Based Learning method with Examples and Non-Examples in enhancing digital literacy outcomes through producing short movie advertisements. The research results indicate a significant improvement in students' understanding of digital literacy concepts after applying this method. Data analysis shows that the Examples Non-Examples method successfully helped students identify and understand key elements of digital literacy in a more contextual and applied manner. Students could internalize and apply concepts creatively in producing short movie advertisements, reflecting a more profound and integrated mastery of the material.

The study was conducted starting from the pre-cycle and included one cycle of Digital Literacy learning, consisting of two meetings. In the first meeting, the teacher delivered the lesson material and assigned the project task to the students. This task involved planning and preparing to produce the short movie advertisement aimed at applying the digital literacy concepts taught. During this meeting, students were asked to develop ideas and strategies for their advertisement videos and to divide tasks within their groups to ensure smooth production. Documentation of the learning activities during the first meeting can be seen in Figure 2.

In the second meeting, the teacher applied the Examples Non-Examples method to provide a deeper understanding of video advertisement quality. The teacher presented several examples of well-executed advertisement videos, demonstrating effective production techniques and the essential elements that should be present in a high-quality advertisement. Additionally, the researcher showed examples of less effective advertisement videos, which helped students understand aspects that should be avoided in video production. Documentation of the activities during the second meeting can be seen in Figure 3.

A. Criteria for Evaluating Advertising Videos

The assessment of the short movie advertisement videos is based on several essential aspects, encompassing both creative and technical elements. Each aspect is evaluated through specific indicators designed to measure the overall quality of the produced video. In this study, the researcher modified indicators from research conducted by LX at UTS, which emphasizes the importance of visual composition, lighting, editing, soundtrack selection, and audio clarity in video assessment [7]. This research also highlights the video's narrative elements and story structure significance. Additionally, the researcher adapted indicators from another study by Frontiers, which underscores the importance of technical and creative quality in video production, including aspects such as composition, video duration, and audio quality in scientific video contexts [8]. The following is a detailed list of the factors and indicators used in the assessment can be seen in Table 1.

Fig. 2. Learning in the First Meeting

Fig. 3. Learning in the Second Meeting

TABLE I. ASSESSMENT INDICATORS

Aspect	Indicator
Script	Relevance of the concept to the chosen theme
	Engaging video storyline
	Originality
	Value of the conveyed message
	Aesthetics
Visual	Visual composition
	Lighting
	Editing
Audio	Background music selection
	Audio clarity
	Video duration

TABLE II. DIFFERENCE IN SCORE

Indicator	Average Score in Session 1	Average Score in Session 2	Difference in Score
Relevance of the concept to the chosen theme	79,5	80	0,5
Engaging video storyline	79	81,5	2,5
Originality	80	84,5	4,5
Value of the conveyed message	80	84	4
Aesthetics	82,5	86,5	4
Visual composition	79,5	87,4	7,9
Lighting	79,5	85,5	6
Editing	75,5	87	11,5
Background music selection	82	86	4
Audio clarity	80,5	86	5,5
Video duration	85	85	0
Average score	80,27	84,85	4,58

B. Descriptive Quantitative Analysis of Student Learning Improvement Through the Implementation of PjBL with the Examples Non-Examples Method

Implementing Project-Based Learning (PjBL) with Examples and Non-Examples aims to enhance student learning outcomes by providing a practical, context-rich approach to understanding digital literacy concepts. This methodology emphasizes applying theoretical knowledge through hands-on projects, allowing students to explore and internalize complex ideas more effectively. Integrating practical and less effective examples, students are guided to recognize key aspects of effective video production and learn from successes and mistakes. The table below presents a comparative analysis of the average scores obtained in the first and second meetings, illustrating improvements across various assessment indicators:

Several essential aspects are assessed to evaluate the short movie advertisement videos, covering both creative and technical elements. Each aspect is measured through specific indicators designed to assess the overall quality of the produced video. The following diagram illustrates the improvement in student learning outcomes from the first meeting to the second meeting. The researcher visualizes the improvement in student learning outcomes to facilitate the reader, as shown in Figure 4.

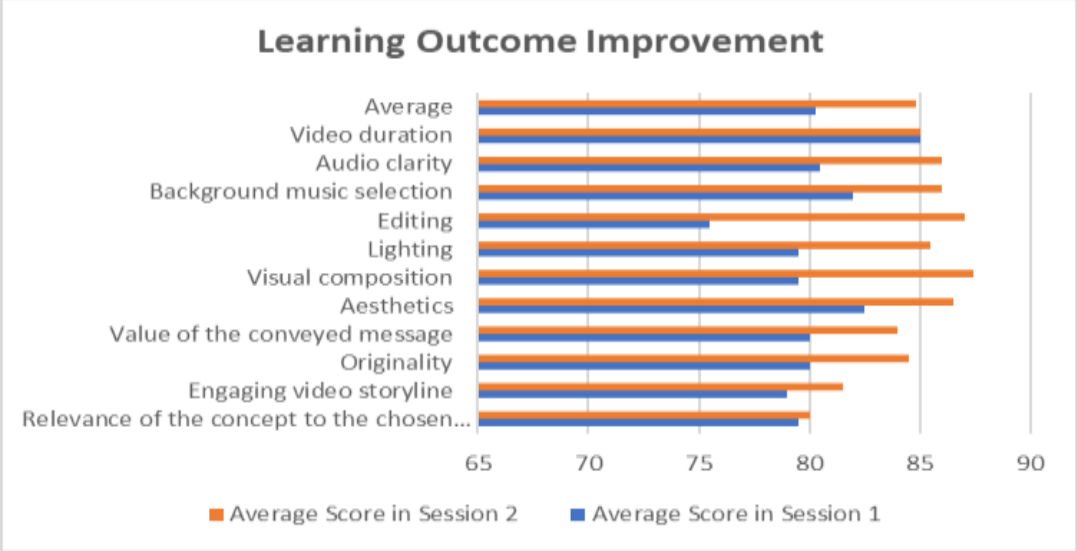

Fig. 4. Improvement in Learning Outcomes

The improvement depicted in the diagram above reflects the effectiveness of the Project-Based Learning (PjBL) method with the Examples and Non-Examples approach in enhancing students' abilities in producing short movie advertisements. Descriptive quantitative analysis indicates a significant increase in several assessment aspects from the first to the second meeting.

The "Relevance of the Concept to the Theme" assessment increased from an average score of 79.5 to 80, showing a slight but positive improvement. The "Engaging Video Narrative" aspect saw a more substantial increase, rising from 79 to 81.5, indicating that students became more capable of creating more engaging video narratives. The most significant improvement was observed in the "Editing" aspect, which surged from 75.5 to 87, demonstrating a substantial enhancement in students' video editing skills.

Improvements were also noted in "Visual Composition" and "Lighting," indicating that students better understood and applied visual principles in their video production. Research by Martínez-Monés et al. (2022) supports these findings, stating that PjBL helps students develop better visual design skills through hands-on practice [9]. Overall, the average score increased from 80.27 in the first meeting to 84.85 in the second. This demonstrates that implementing the PjBL method with Examples and non-examples effectively enhanced students' digital literacy outcomes in short movie advertisement production. These findings align with research by Wang & Chen (2023), which shows that PjBL can significantly improve students' technical skills and creativity [10].

Descriptive quantitative analysis shows a significant increase in several assessment aspects from the first to the second meeting. Scores reveal notable improvements in various elements, such as video narrative and editing skills, suggesting that the PjBL method with Examples and Non-Examples effectively enhances students' ability to produce high-quality digital content. These findings align with research showing the positive impact of project-based learning on technical skills and critical thinking. Zubizarreta (2023) found that technical skills, such as editing, can improve significantly with applying PjBL [11]. Additionally, Rahmawati et al. (2021) confirm the effectiveness of Examples and Non-Examples in enhancing problem-solving skills and critical thinking [12]. Research by Dewi and Sukarman (2019) also supports that this method can improve student attitudes and increase long-term content retention [12]. Penelitian oleh Dewi dan Sukarman (2019) juga mendukung bahwa metode ini dapat memperbaiki sikap siswa dan meningkatkan retensi konten jangka panjang [13]. Further studies by Martínez-Monés et al. (2022) and Wang & Chen (2023) state that PjBL can significantly help students develop visual design and creativity skills [9][10].

C. Descriptive Qualitative Analysis of the Implementation of PjBL with the Examples Non-Examples Method

Based on the findings of this study, implementing the Project-Based Learning (PjBL) method with the Examples Non-Examples approach has proven to have a significant positive impact on enhancing student's understanding and skills in digital literacy, mainly through the production of short movie advertisements. These findings are supported by various previous studies that demonstrate the effectiveness of the PjBL method in improving student learning outcomes.

Direct observations showed that students actively planned and produced short movie advertisements during the learning process. In the first meeting, students worked in groups to design production strategies after receiving digital literacy material from the teacher. This finding aligns with research by Lee & Blanchard (2019), which shows that group collaboration during PjBL can enhance student engagement and understanding of the material being taught [14].

In the second meeting, applying the Examples non-examples method gave students a deeper understanding of video production quality. The teacher used examples of practical and less effective video advertisements to help students recognize differences in visual communication effectiveness. Spector & Park's (2017) research supports using concrete examples in PjBL to reinforce concept understanding and reduce application errors [15].

Documentation of the learning process, such as activity logs and teacher notes, provided insights into student development during the learning process. This study recorded that in the second meeting, the quality of student projects significantly improved compared to the first meeting. These showslts are consistent with Hung, Hwang, & Huang's (2020) findings, which show that PjBL can enhance critical thinking and technical skills, mainly when supported by constructive feedback through real examples [16].

Additionally, research by Hmelo-Silver et al. (2019) found that PjBL methods integrating practical elements with theory can help students develop analytical and creative skills more effectively than traditional learning methods [17]. This is reflected in improving students' ability to edit videos, select appropriate audio elements, and create better visual compositions.

This descriptive qualitative analysis shows that the PjBL method with Examples and Non-Examples improves students' understanding of digital literacy and their skills in applying these concepts in creative and contextual projects. These findings are consistent with research by Capraro & Slough (2018), which states that PjBL effectively enhances students' communication, collaboration, and creativity skills in complex educational contexts [18].

This study contributes significantly to the existing literature, particularly in the context of digital literacy education. Supported by theory from credible previous research, these findings reinforce the argument that PjBL, with the Examples Non-Examples approach, is an effective strategy for comprehensively developing students' skills in line with the demands of 21st-century education.

IV. Conclusion

This study demonstrates that the Project-Based Learning (PjBL) method with the Examples Non-Examples approach can effectively enhance students' digital literacy learning outcomes by producing short movie advertisements. By implementing this method, students gain a deeper understanding of digital literacy concepts and apply them creatively in their projects. The results show significant improvements in various assessment aspects, including video flow, editing, and visual composition. Notably, improving video editing skills reflects a tangible advance in students' mastery of practical techniques. The Examples Non-Examples approach helps students understand and apply concepts through concrete examples, which serve as clear and helpful guides. Moreover, applying PjBL with this approach also reveals increased student engagement in the learning process. Group collaboration and using real examples facilitate a deeper understanding and enhance soft skills such as creativity and communication. This research emphasizes that the PjBL method with the Examples and Non-Examples approach supports theoretical understanding and strengthens practical skills. Thus, this method offers an effective and contextual approach to teaching digital literacy in the modern era and can be adapted to improve learning across various educational contexts.

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