



The Implementation of Video Advertising Project in English for Tour Operations as Project Based Learning

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Abstract. The benefits of project-based learning in education have encouraged the Ministry of Research, Technology, and Higher Education Indonesia to demand implementation of project-based learning in the classroom. In vocational education, there are many types of projects could be provided to support the students' learning process. One of them is a video advertising project. The current study sought the process of video advertising project implementation in English for Tour Operations as Project Based Learning. The current study employed a qualitative study approach, by using the case study design. Observation and interview were conducted to collect the data and the collected data were then analyzed through three steps, including data condensation, data display, and conclusion drawing. The result of the current study revealed that the implementation of video advertising project implementation in English for Tour Operations as Project Based Learning includes four phases. The first phase is material and project assignment delivery, where the vocational students learn how to use proper language expressions and also gain details information related to the project. The second phase is content discussion, where the vocational students could discuss the project content and video concept with the lecturer. The third phase is the media discussion, where the vocational students could discuss the proper media and mode to deliver the content and information in the video. Last, the fourth phase is project evaluation. The implementation of the video advertising project has successfully been integrated into English for Tour Operations.

Keywords: English for Tour Operations, Project Based Learning, Video Advertising Project

1 Introduction

In an era of increasingly advanced technological development, students are required to have 21st-century skills. These 21st-century skills emerge from technological disruption, economic development, and rapid globalization, so new skills are needed to face new challenges that arise in the 21st-century era (Adeoye & Jimoh, 2023). There are four competencies of 21st-century skills, namely communication, collaboration, critical thinking, and creativity, or known as 4C (Uka & Bedir, 2023). Communication

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skills focus on students' ability to process information and transfer it back in various forms of communication, both oral and written, as well as technological media (Kholis & Azmi, 2023). Collaboration skills are the social ability to be able to work together in groups where students support each other from various perspectives to achieve common goals (Riaz & Din, 2023). Critical thinking skills can be defined as the ability to use various skills in problem-solving, including analyzing, giving logical reasons, thinking systematically, creating ideas, evaluating, making decisions, and solving problems to achieve goals (Jannah et al., 2021). Creative thinking skills are perceived as students' ability to innovate and create new ideas to solve a problem (Budiyanto et al., 2024). In line with this goal, the Ministry of Education and Culture, Research and Technology of the Republic of Indonesia has also updated the curriculum to align with the need for 21st-century skills, namely the Merdeka Belajar Kampus Merdeka (MBKM) curriculum. The MBKM curriculum provides open opportunities for educators and students to gain knowledge and skills, as well as hone their abilities both inside and outside the classroom (Sari et al., 2023). In practice, one of the main points emphasized is the use of project-based learning as a teaching method in the classroom to be able to create innovative and creative work according to each student's field of expertise. Thus, the output obtained by students while attending college is not limited to theoretical knowledge, but also experience in learning, especially applying the theory learned in practice, both in class and outside of class.

Project-based learning (PjBL) is a teaching method that prioritizes student participation in a project, where students are asked to plan, design, execute, and evaluate their projects. From this series of learning activities, students will actively participate in learning activities and collaborate in achieving the final goal of the given project (Hasni et al., 2016). So, students will be able to gain a deeper learning experience in a case and have a sharper understanding of solving problems (Miller & Krajcik, 2019). On the other hand, the use of project-based learning can also integrate 4C competencies into 21st-century skills (Fitria et al., 2023).

The industrial world also needs workers who are agile, creative, and innovative in their work. Based on previous observations, several partners in the business and industrial world (DUDI), especially in the field of tour and travel operations, stated that students must have the ability to think creatively. This is based on the needs related to students' personalities who take the initiative in working, students' creative abilities in introducing tourism products, as well as students' creative abilities in designing digital content that is attractive to tourists who are looking for information in cyberspace. Previous research also states that a diversity of creative ideas can create new problem solutions and creativity while maintaining the sustainability of competitive work teams (Baruah et al., 2023). Therefore, there is a need for opportunities for students to hone their skills in the classroom before entering the world of work (Robiul et al., 2023)). On the other hand, creativity can also foster motivation and be related to innovation (Nakano & Wechsler, 2018). However, initiating learning activities that prioritize creative thinking skills are quite difficult to implement (Adeoye & Jimoh, 2023).

From the explanation above, it can be seen that there are two main needs that need to be implemented in teaching and learning activities in the classroom, namely implementing project-based learning methods and increasing students' creative

thinking abilities. Therefore, the research team carried out research that implemented a project-based learning method that produced creative digital content products in the form of videos. The choice of video as the final product of project-based learning implementation was based on the need for digital marketing content required by tour and travel businesses.

Making videos as a project also has a positive impact on English learning. The use of videos as projects in learning also guides students to become self-directed learners (Ayar, 2023). Psychologically, the use of videos as projects in teaching and learning activities can increase students' motivation to learn English (Mohamed et al., 2021) as well as their confidence in speaking English (Fitria et al., 2023). Students can also work together to complete their video projects and improve their critical thinking skills in creating video concepts (Abdulrahman & Basalama, 2019). On the other hand, from a skills perspective, the use of video projects can improve students' speaking skills (Ismailia & Binarkaheni, 2022). Based on cognitive abilities, making videos can also increase students' absorption in mastering TOEIC material (Fachriyah & Badriyah, 2023). Seeing the potential positive impact of making videos in English learning, as well as the need for an MBKM program, this research identifies the implementation of project-based learning in the form of video advertising in the English for Tour Operation class to increase the creative thinking skills of students in the Tour and Travel Operation Study Program, Politeknik Negeri Bali. The research question proposed in this research is "How is the process of implementing Project Based Learning in the form of a video advertising project as an effort to increase creative thinking skills in learning English for Tour Operation class?"

2 Methodology

This research used a qualitative approach using a case study design. The use of this research model is based on the scope of the investigation carried out in this research, where the research team can study a phenomenon in a certain period in more depth and use various data collection and data analysis techniques (Merriam & Tisdell, 2016). The object of this research was the implementation of Project Based Learning in the form of a video advertising project as an effort to increase creative thinking skills in learning English for Tour Operations in the Tour and Travel Operation Study Program. This research examined the process of implementing Project Based Learning in the form of a video advertising project which can be used to improve the creative thinking skills possessed by students in learning English for Tour Operation.

In collecting data in this research, the research team used data collection techniques with a qualitative approach, namely carrying out observations and conducting interviews. Data collection began with observations in the English for Tour Operation class. The research team observed teaching and learning activities, especially in implementing project-based learning in the form of video advertising projects. During the observation, the research team recorded findings related to the implementation of project-based learning in the form of video advertising projects as an effort to improve creative thinking skills and student behavior that showed a connection with creative

thinking skills into the observation sheet. After the teaching and learning activities ended, the research team also conducted interviews with lecturers to gain views regarding the implementation of project-based learning in the form of video advertising projects as an effort to improve creative thinking skills. After all the data was collected, the research team then used triangulation techniques in the process of identifying findings and analyzing problems. This triangulation process is carried out by comparing and reviewing information and data sources from observations and interviews to increase the depth of understanding regarding the problem phenomenon being studied.

In analyzing the data, the research team used qualitative data analysis techniques. The qualitative data analysis technique used goes through four stages, namely data triangulation, data condensation, data display, and concluding. In the first stage, the research team triangulated the data by comparing the findings from observations and interviews. After conducting the data triangulation, the current study continued the data analysis following the qualitative data analysis model (Miles et al., 2014). At the data condensation stage, the research team sorts, selects, and reduces or reduces irrelevant or redundant data in the data collection results. Then, at the data display stage, the data that has been sorted and reduced is grouped into several categories based on the findings that are found within the previous literature review. The final stage is drawing conclusions, where the research team interprets the results of data analysis, and examines them with previous findings and theories.

3 Result and Discussion

3.1 Result

In implementing the Project Based Learning into the English for Tour Operations course, the lecturer has designed a scenario for creating a project, namely a video advertising project. This video advertising project was designated as a project because the lecturer saw the output of students who would work in the world of travel in the form of travel package brochures or advertisements for tourist destinations using English. To achieve the planned output, this project was implemented in four meetings consisting of four stages, namely the material and project assignment delivery stage, content discussion stage, media discussion stage, and project evaluation stage.

The material and project assignment delivery stage. In the first stage, the lecturer explained teaching material related to the topic of discussion that the students chose for video project advertising. The material presented gave recommendations for tourism destinations. At this meeting, the lecturer explained how to provide recommendations to international guests to visit tourist destinations that match their brand interests. Students were also given listening and speaking practice using the expressions that had been given. Students also had an opportunity to give each other various recommendations for places that suited the wishes of international guests, which were made in narrative form. At the end of the first meeting, the lecturer explained the video advertising project that the students would make. The lecturer

provides guidance and requirements related to the assignments and content that students need to create in the video project. In this video advertising project, students were divided into six groups with different tourism themes, namely ecotourism, educational tourism, spiritual tourism, health tourism, cultural tourism, and adventure tourism. The requirements for the video include: the video is 8 – 10 minutes long, the video is taken directly at the location where the destination is located, each group member must take a role in speaking in English, editing videos are required, with at least adding background music, nature conservation, and sustainable tourism campaigns need to be included, and videos are uploaded to the YouTube channel. Regarding group division, the lecturer gave full freedom to the students to determine the members of their respective groups. Before ending the class, the lecturer gave the task of compiling a video script that would be used as a conceptual reference by students in a video advertising project.

The content discussion stage. In the second stage, the lecturer focused on discussing the concept of advertising videos produced by students. The lecturer visited each group in turn and asked for detailed concepts of the advertising video that had been prepared, such as location, shooting time, script, division of roles, and a rough draft of the angel for each video. At this stage, the lecturers also emphasized the completeness of the content they presented in the video, such as location, atmosphere, facilities, and activities that could be carried out in the tourist destination area. Also, the lecturer reminded the students about the sustainable tourism campaign to preserve nature in tourist destination areas. On the other hand, students were also seen actively asking lecturers and asking for suggestions regarding the scripts and concepts they had, especially the estimated time for shooting and also alternative locations that could be used as preferred tourist destinations. Together with the lecturer, the students also revised the script and concept they had previously prepared so that the script was more conceptually mature and could be produced. From the results of discussions with the lecturers, 6 tourist destinations were determined as locations for shooting advertising project videos, namely. Mangrove conservation for ecotourism, turtle conservation for educational tourism, Lempuyang Temple for spiritual tourism, Tirta Empul Temple for health tourism, Uluwatu Temple for cultural tourism, and Campuhan waterfall for adventure tourism. At the end of the meeting, the lecturer began to give deadlines for video recording, so that students could determine the time they would use to record the video.

The media discussion stage. In the third stage, the lecturer asked students to start discussing video and audio editing techniques. Students were asked to prepare audio that they used as background music in the video advertising project. However, not all groups had taken videos. One group still needed to retake the video for several parts because the students in that group were not satisfied with the English pronunciation and some of the video angles had backlight. Meanwhile, another group planned to retake the video due to a change of location which they thought did not suit the theme, who initially chose the Tirta Empul Temple destination and replaced it with Cycling at Sanur Beach for health tourism. Another group that had taken the video started discussing

video editing and choosing background music. At this stage, the lecturer gave a reminder to use copyright-free music to avoid any piracy and illegal use of other people's works.

The project evaluation stage. In the final stage, the lecturer evaluated the videos that had been produced by the students. The lecturer invited students to watch together the videos that had been produced. Input was also provided while the video was playing, such as pronunciation in English, level of English structure used, selection of video angle, selection of songs used as background music, as well as editing techniques that still need to be improved to have smoother video transitions. A question and answer session with members of the video-making group was held at the end of the video to get responses from each student regarding the video they had produced. This question and answer session was aimed at checking students' mastery on their video content and checking the potential improvement of their creative thinking skills.

3.2 Discussion

The need for 4C of 21st-century skill becomes a high demand in the professional working field. Within the need of 4C (communication, collaboration, critical thinking, and creativity), the students are required to boost their capacity and initiatively proposed thoughtful solutions by being creative and innovative (Puspitasari, 2020). In prior observation, creative thinking skill becomes the highlighted competency needed in the industry. Creative thinking skills are perceived as the ability to innovate and create new ideas to solve a problem (Budiyanto et al., 2024). On prior observation, it is very related to what is needed by the professional industry, especially in tourism sector.

The current study aimed at boosting the vocational students' creative thinking skills through video advertising project as a project-based learning implementation. The focus of the current study is identifying the proper implementation of project-based learning in the form of a video advertising project to elevate students' creative thinking skill. Throughout the research, the current study unraveled four stages in implementing the video advertising project. The first stage is material and project assignment delivery, where the vocational students learn how to use proper language expressions and also gain the details information related to the project. The second stage is content discussion, where the vocational students can discuss the project content and video concept with the lecturer. The third stage is the media discussion, where the vocational students can discuss the proper media and mode to deliver the content and information in the video. Last, the fourth stage is project evaluation, where the lecturer provides insight and feedback on the final product of video advertising made by the students.

The four stages proposed in the current study have already fulfilled the need on both project-based learning principles and critical thinking skill competency. In the first stage, the students could learn and analyze the learning material given by the lecturer. They could propose a solution to the cases provided by the lecturer and provide a proper language expression to fulfill the expected outcome of the cases. By learning from the

case, the students can sharpen their comprehension in solving the problems (Miller & Krajcik, 2019). Moreover, the second and third stages, where the students could have the freedom to design the concept of their video advertising, could boost students' creativity. They could propose a new concept to provide the desired information regarding the tourism destination. The opportunity to create a new concept of video advertising has provided a chance for students to boost their creativity (Budiyanto et al., 2024). Moreover, by working in a group, students also have an opportunity to collaborate with their group members and actively join the discussion (Hasni et al., 2016).

Compared to the prior study, the stages implemented in the current study are quite similar to what had been implemented by similar prior studies, but with different terms. Similarity occurred in the prior study which implemented project-based learning through three stages, including preparation, implementation, and presentation (Alpiani et al., 2023). These three stages are quite similar to the three stages occurring in the current study, but the evaluation process in this study is merged during the presentation.

Another research conducted a project-based learning with different implementation flows. Priro's study also implemented project-based learning to improve students' writing skills through ten phases (Batubara et al., 2023). The first phase of the study is essential questions, where the lecturer provides some learning materials and experience for

students in applying the language expressions. The second phase, which is the planning and scheduling stage, is the phase where the lecturer explains the schedule and the details of activities of each stage of PjBL. These two phases are similar to the first stage of the current study, which aimed at preparing the students for their project. Then, the phases of outlining, developing the outline into a draft, monitoring progress, presenting the first draft, reviewing and editing, and finishing is similar to the second and third stages of the current study, which provide an opportunity to discuss the product with their lecturer and gain some revision to improve the product quality. Lastly, the publishing, evaluating, and reflecting phases are similar to the fourth stage in the current study, in which the lecturer provides further feedback and insight into the final product of the project.

Meanwhile, another study also implemented project-based learning in ESP learning program with four phases (Andanty, 2020). The first and second phases, namely getting the idea and dealing with the project, are similar to the first stage of the current study, in which the students get some learning materials exposing the learning topic and afterward, they get the details of the explanation on the project. Meanwhile, the third phase, the project phase, is similar to the second and third stages of the current study which emphasizes more on letting the students explore their capacity in completing the project. However, in a prior study, the process of evaluation also occurred in the third phase. Then, the "exhibit the project" as the fourth phase in the study is different from what the current study implemented. In this study, the students only exhibited the results of their product, while, in the current study, the students displayed their project results and gained feedback from the lecturer. The last phase is different as the evaluation process of the prior study occurred in the third phase, while the current study put the evaluation process at the end of the project.

Another research also implemented project-based learning on English Language teaching in general (Yamin et al., 2023) It was identified that there are three steps in implementing project-based learning, including planning and preparation, the project work, and report and presentation. The first step of the prior study is similar to the first stage of the current study, in which, in both researches the students gained the opportunity to learn the learning material and got detailed information regarding the project. Then, the second phase of the prior study is similar to the second and third stages of the current study, in which the students are having their responsibility in accomplishing the project. The teachers also guide and monitor the progress of the project work. Then, the third phase of the prior study is quite similar to the fourth stage in the current study, in which the students have the opportunity to present the project result. However, the last step identified in the prior study did not include any evaluation process, while the current study ended the project by providing feedback and insight for students' improvement.

Even though the project-based learning implementation in the current study has different flows from other researchers, the similarity of the main activity in each stage reveals the same core principles of project-based learning implementation. Overall, the implementation of the video advertising project in the current study has implemented the principles of planning, designing, executing, and evaluating the projects.

4 Conclusion

The core competencies in the 21st-century skills have to be sharpened and acquired by vocational students. Creative thinking skills, as one of the four competencies, could be enhanced through project-based learning implementation. In the current study, it was found the potential implementation of project-based learning to enhance creative thinking skills through video advertising projects. The current study unraveled four stages in implementing the video advertising project. The first stage is material and project assignment delivery, where the vocational students learn how to use proper language expressions and also gain details information related to the project. The second stage is content discussion, where the vocational students can discuss the project content and video concept with the lecturer. The third stage is the media discussion, where the vocational students can discuss the proper media and mode to deliver the content and information in the video. Last, the fourth stage is project evaluation, where the lecturer provides insight and feedback on the final product of video advertising made by the students. The current study only focused on the process of project-based learning implementation, not the result of the implementation nor the impact given by implementing project-based learning toward vocational students' creative thinking skills. Therefore, further investigation is required to elevate the quality of the findings on the current phenomenon.

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