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Digital poster-assisted project-based learning: enhancing creativity and learning engagement in pancasila education

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ABSTRACT

This study aimed to examine the effectiveness of digital poster-assisted Project-Based Learning (PjBL) in improving students' creativity and learning engagement in Pancasila Education. A quantitative quasi-experimental design with a nonequivalent control group was employed involving 68 tenth-grade students, equally assigned to experimental and control groups. Data were collected through observation sheets and essay tests and analyzed using paired-samples t-test, independent-samples t-test, normalized gain (N-Gain), and Multivariate Analysis of Variance (MANOVA). The experimental group achieved significantly higher creativity ($t = 14.662$, $p < 0.001$) and learning engagement ($t = 13.139$, $p < 0.001$) than the control group. Moderate N-Gain scores were obtained for creativity (60.65%) and learning engagement (59.46%), compared with 14.43% and 15.57% in the control group. MANOVA further confirmed a significant simultaneous effect of digital poster-assisted PjBL on both variables (Wilks' Lambda = 0.158, $F = 173.150$, $p < 0.001$), with large effect sizes for creativity ($\eta^2 = 0.765$) and learning engagement ($\eta^2 = 0.723$). Digital poster-assisted PjBL is an effective student-centered instructional approach for enhancing creativity and learning engagement while supporting the development of twenty-first-century competencies in Pancasila Education.



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Introduction

The increasing integration of digital technology into education has reshaped instructional practices by promoting student-centered learning that encourages creativity, critical thinking, collaboration, and communication. Among these competencies, creativity is essential because it enables students to generate original ideas, solve problems, and respond adaptively to social and technological changes. In Pancasila Education, creativity is particularly important, as students are expected to interpret and apply Pancasila values critically within real-life contexts. Nevertheless, Indonesia's position in the Global Innovation Index remains relatively low, ranking 87th out of 132 countries, reflecting the need to strengthen students' creative capacities through more effective instructional approaches (Dutta et al., 2021). However, evidence explaining how instructional innovation can systematically improve creativity and learning engagement in Pancasila Education remains limited.

Initial observations at SMA Negeri 1 Tebing Tinggi revealed that students demonstrated low creativity across the dimensions of fluency, flexibility, originality, and elaboration, accompanied by limited classroom participation in discussions, questioning, collaboration, and problem-solving. These findings were supported by

interviews with teachers indicating that classroom instruction remained predominantly teacher-centered and rarely integrated digital learning media, thereby limiting students' opportunities to actively construct knowledge and express creative ideas (Hadi, 2023). Previous studies have also reported that creativity and learning engagement are closely related because active participation encourages students to develop higher-order thinking and creative performance. Therefore, improving both variables requires instructional strategies that simultaneously promote meaningful participation and creative knowledge construction.

Project-Based Learning (PjBL) has been widely recognized as an instructional model that engages students in solving authentic problems through collaborative projects and meaningful learning experiences (Rahayu et al., 2024; Nirmayani & Dewi, 2021). Integrating digital posters into PjBL further supports students in organizing, presenting, and communicating ideas through technology-based visual media (Aldiansyah et al., 2023). Previous studies have reported that digital posters improve conceptual understanding (Nava & Prasetyo, 2018), facilitate visual communication (Widianita, 2023), stimulate creativity (Sari, 2021), strengthen collaborative learning based on social constructivism (Johnson & Johnson in Tukiran, 2015), enhance digital literacy (Wahyuni et al., 2024), increase creativity and learning engagement (Nirmayani et al., 2021; Sitompul, 2024), and improve students' motivation and interest in learning (Yusandika, 2018). Although these studies consistently demonstrate the positive contribution of digital media and PjBL, they generally report their effectiveness independently without critically explaining their combined influence on creativity and learning engagement.

Despite these promising findings, empirical studies simultaneously examining creativity and learning engagement within digital poster-assisted PjBL remain limited, particularly in the context of Pancasila Education at the senior high school level. Studies by Ananda Putri et al. (2024) and Firdausia et al. (2024) confirmed that digital poster-assisted learning enhances creativity, conceptual understanding, motivation, and classroom participation; however, they did not investigate the simultaneous effects of the instructional model on creativity and learning engagement using multivariate analysis. Consequently, it remains unclear whether integrating digital posters into PjBL can improve both variables concurrently and provide stronger empirical evidence than studies focusing on a single learning outcome.

To address this gap, the present study investigates the effects of digital poster-assisted Project-Based Learning on students' creativity and learning engagement using a quasi-experimental design with paired-samples t-test, independent-samples t-test, N-Gain analysis, and MANOVA. The novelty of this study lies not only in integrating digital posters throughout the PjBL process but also in simultaneously examining creativity and learning engagement through multivariate analysis within the context of Pancasila Education. Accordingly, this study aims to: (1) examine differences in students' creativity between digital poster-assisted PjBL and conventional instruction; (2) investigate differences in students' learning engagement; and (3) determine the simultaneous effects of digital poster-assisted PjBL on both variables. The findings are expected to enrich empirical evidence regarding technology-supported project-based instruction and provide practical guidance for improving the implementation of Pancasila Education in senior high schools.

Method

This study employed a quantitative approach using a quasi-experimental design with a nonequivalent control group design to examine the effect of Project-Based Learning (PjBL) assisted by digital posters on students' creativity and learning engagement in Pancasila Education. The population comprised 260 tenth-grade students enrolled at SMA Negeri 1 Tebing Tinggi during the 2025/2026 academic year. Using purposive sampling, two intact classes were selected, consisting of 34 students in the experimental group and 34 students in the control group ($N = 68$). The experimental group received instruction through digital poster-assisted PjBL, whereas the control group learned using the same PjBL model with conventional manual posters. Both groups completed pretests and posttests to measure changes in creativity and learning engagement following the instructional intervention.

Data were collected through structured classroom observations, essay tests, and documentation. Creativity was assessed using an observation instrument adapted from Munandar's framework, covering fluency, flexibility, originality, and elaboration, while learning engagement was measured using Sardiman's indicators, including visual, oral, listening, motor, mental, and emotional activities. All research instruments were reviewed by subject-matter experts to ensure content validity before implementation. Data analysis was performed using IBM SPSS Statistics version 30. Prior to hypothesis testing, Kolmogorov-Smirnov and Levene's tests were conducted to verify the assumptions of normality and homogeneity. The effectiveness of the intervention within each group was analyzed using the paired-samples t-test, whereas differences between groups were examined using the independent-samples t-test. Improvement in learning outcomes was evaluated using the normalized

gain (N-Gain) score, and the simultaneous effects of the instructional model on creativity and learning engagement were analyzed using Multivariate Analysis of Variance (MANOVA). Statistical significance was established at $p < 0.05$, and the magnitude of the treatment effect was interpreted using Partial Eta Squared (η^2).

Results and Discussions

This study aimed to evaluate the effectiveness of digital poster-assisted Project-Based Learning (PjBL) in enhancing students' creativity and learning engagement in Pancasila Education. Before hypothesis testing, the data were subjected to normality and homogeneity tests to verify that the assumptions for parametric statistical analysis were satisfied. Subsequently, the hypotheses were tested using the paired-samples t-test, independent-samples t-test, normalized gain (N-Gain) analysis, and Multivariate Analysis of Variance (MANOVA) to examine the effects of the instructional model on students' creativity and learning engagement, both individually and simultaneously.

Table 1. Results of Normality and Homogeneity Tests

Variable	Test	Experimental	Control	Decision
Creativity	Kolmogorov-Smirnov	0.100–0.120	0.175–0.200	Normal
Learning engagement	Kolmogorov-Smirnov	0.200	0.200	Normal
Creativity	Levene Test	0.061		Homogeneous
Learning engagement	Levene Test	0.879		Homogeneous

The assumption testing demonstrated that all datasets met the requirements for parametric analysis. The Kolmogorov–Smirnov test showed significance values greater than 0.05 for both creativity and learning engagement, indicating normal data distribution. Likewise, Levene's test confirmed homogeneous variances between the experimental and control groups for both dependent variables (Sig. > 0.05). Therefore, subsequent hypothesis testing using parametric statistics was considered appropriate.

Table 2. Comparison of Creativity Between Experimental and Control Groups

Analysis	Experimental Class	Control Class
Mean increase (Pretest–Posttest)	25.809	6.765
Independent t-test	$t = 14.662$	
Significance	0.000	
Mean Difference	18.309	
Decision	Significant difference	

Students who learned using digital poster-assisted PjBL demonstrated substantially greater improvement in creativity than those receiving conventional instruction. Although both groups experienced significant increases from pretest to posttest, the experimental group showed an increase nearly four times larger than the control group. The independent t-test confirmed a statistically significant difference between groups ($t = 14.662$; $p < 0.001$), indicating that integrating digital posters within PjBL effectively enhances students' creativity.

Table 3. Comparison of Learning Engagement Between Experimental and Control Groups

Analysis	Experimental Class	Control Class
Mean increase (Pretest–Posttest)	24.756	6.961
Independent t-test	$t = 13.139$	
Significance	0.000	
Mean Difference	17.059	
Decision	Significant difference	

A similar trend was observed for learning engagement. The experimental class demonstrated a considerably higher improvement than the control class following the implementation of digital poster-assisted PjBL. Statistical analysis revealed a highly significant difference between groups ($t = 13.139$; $p < 0.001$), suggesting that the digital project-based learning environment successfully encouraged students to participate more actively during classroom activities.

Table 4. Comparison of N-Gain Scores

Variable	Experimental (%)	Category	Control (%)	Category
Creativity	60.65	Moderate	14.43	Low
Learning engagement	59.46	Moderate	15.57	Low

The normalized gain analysis further supported the effectiveness of digital poster-assisted PjBL. The experimental group achieved moderate improvement in both creativity (60.65%) and learning engagement (59.46%), whereas the control group remained within the low improvement category. These findings indicate that digital poster integration contributed to a more meaningful improvement than conventional poster-based learning.

Table 5. MANOVA Results and Effect Size

Analysis	Value	Sig.	Interpretation
Wilks' Lambda	0.158	0.000	Significant multivariate effect
F-value	173.150	0.000	Significant
Partial Eta Squared (Creativity)	0.765		Large effect
Partial Eta Squared (Learning Engagement)	0.723		Large effect

The MANOVA results demonstrated that digital poster-assisted PjBL significantly influenced creativity and learning engagement simultaneously (Wilks' Lambda = 0.158; $F = 173.150$; $p < 0.001$). Furthermore, the large effect sizes obtained for creativity ($\eta^2 = 0.765$) and learning engagement ($\eta^2 = 0.723$) indicate that the treatment contributed substantially to improvements in both dependent variables. These findings confirm that integrating digital posters into Project Based Learning provides a strong educational impact not only statistically but also practically.

The findings indicate that digital poster-assisted Project-Based Learning (PjBL) is more effective than conventional project-based instruction in improving students' creativity. The experimental group achieved significantly higher creativity ($t = 14.662$; $p < 0.001$) with a moderate N-Gain (60.65%), indicating that digital posters enabled students to explore ideas, organize information visually, and produce more original project outcomes. Unlike manual posters, digital media allowed students to revise and refine their work throughout the project, thereby supporting creative thinking. These findings are consistent with previous studies showing that digital media enhances creative expression and authentic learning products (Sukriono & Sudirman, 2020; Suwandi et al., 2025; Yuliatin et al., 2021; Dharma et al., 2025; Puspitasari et al., 2025; Sukisno et al., 2025).

The improvement in creativity can be explained through Vygotsky's social constructivism, which emphasizes learning through collaboration and meaningful interaction (Putra, 2025). During PjBL, students collaboratively discussed ideas, designed digital posters, and refined their work through peer feedback, supporting the development of fluency, flexibility, originality, and elaboration as proposed by Munandar (2018). These findings reflect the principles of student-centered learning, where knowledge is actively constructed through authentic collaborative experiences (Lusia et al., 2023; Siswoyo, 2013; Subaidi, 2020; Subiyantoro et al., 2023).

The findings are consistent with previous studies demonstrating that project-based learning integrated with digital media enhances creativity (Bramantya et al., 2024; Putri et al., 2024; Astutik & Marini, 2023; Ayuningtyas et al., 2025). However, unlike previous studies that mainly examined creativity as a single outcome, this study simultaneously evaluated creativity and learning engagement using MANOVA in the context of Pancasila Education. This extends existing evidence by demonstrating the combined contribution of digital poster-assisted PjBL to both learning outcomes (Benawa et al., 2024; Karyadi & Khasanah, 2020; Lesilolo, 2026; Yulianti, 2024).

Digital poster-assisted PjBL also significantly improved students' learning engagement ($t = 13.139$; $p < 0.001$; N-Gain = 59.46%). Students participated more actively in discussions, presentations, collaboration, and project completion because digital posters functioned as collaborative learning tools rather than merely presentation media. This finding supports Vygotsky's social constructivism (Putra, 2025) and Sardiman's concept of learning engagement, encompassing visual, oral, listening, motor, mental, and emotional activities. Similar results have been reported by Firdausia et al. (2024) and Salam (2024), confirming that digital media integrated into PjBL promotes a more interactive learning environment (Achadi & Fithriyana, 2020; Sumardjoko & Musyiam, 2018; Wedhatami et al., 2024).

The MANOVA results further confirmed that digital poster-assisted PjBL simultaneously improved creativity and learning engagement (Wilks' Lambda = 0.158; $F = 173.150$; $p < 0.001$), with large effect sizes for creativity ($\eta^2 = 0.765$) and learning engagement ($\eta^2 = 0.723$). These findings suggest that active participation in collaborative projects and creative task completion reinforce one another. Although other classroom factors may also contribute to the observed outcomes, the results strengthen previous evidence that integrating digital media into PjBL effectively enhances both creativity and learning engagement simultaneously, representing the main contribution of this study within the context of Pancasila Education (Ahkam et al., 2025; Purba et al., 2025; Astutik et al., 2024; Firdausia et al., 2024; Ayuningtyas et al., 2025; Bramantya et al., 2024; Putri et al., 2024).

Conclusions

This study concludes that digital poster-assisted Project-Based Learning (PjBL) is more effective than conventional instruction in improving students' creativity and learning engagement in Pancasila Education. The findings demonstrate that integrating digital posters into project-based learning significantly enhances both variables, as evidenced by moderate learning gains and large effect sizes. Furthermore, by simultaneously examining creativity and learning engagement through MANOVA, this study extends previous research that predominantly investigated these outcomes separately, thereby providing stronger empirical evidence regarding the combined impact of digital poster-assisted PjBL. These findings imply that digital poster-assisted PjBL can serve as an effective instructional strategy for fostering students' creativity and active learning engagement in Pancasila Education. Future studies are recommended to examine its implementation across different educational levels and learning contexts to strengthen the generalizability of these findings.

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