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IMPLEMENTING PROJECT-BASED LEARNING THROUGH HISTORICAL SONG VIDEO CLIPS: A QUALITATIVE STUDY OF STUDENTS' COLLABORATIVE SKILLS

Offy Resdiantari^{1*)}, Maulano Barontuko²⁾, dan Muhamad Nur Rokhman³⁾^{1,3)}Universitas Negeri Yogyakarta, ²⁾Madrasah Aliyah Negeri 1 Cilacap*Corresponding author email: offyresdiantari.2024@student.uny.ac.id**Article History***Received:*
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February 28, 2026**Abstract**

This study describes the implementation of Project-Based Learning (PjBL) through a historical song video clip project and its contribution to strengthening students' collaborative skills at SMA Negeri 7 Purworejo. The research employed a qualitative descriptive design involving 12th-grade science students. Data were collected through classroom observations conducted during the project implementation, semi-structured interviews with the history teacher and several actively involved students selected purposively, and documentation of students' video products. The analysis was carried out using thematic coding based on a collaborative skills framework comprising five dimensions: negotiation, advocacy, cooperation, communication, and conflict management. The findings indicate that the project-based activities created opportunities for students to engage in shared decision-making, distribute responsibilities, articulate ideas, and manage differences constructively during the video production process. These results suggest that creative digital projects within a structured PjBL framework can meaningfully support the development of collaborative competencies. The study also highlights the role of teacher facilitation and institutional support in sustaining collaborative learning practices in secondary education settings.

Kata-kata Kunci: project-based learning, collaborative skills, historical song video clips, qualitative descriptive

Abstrak. Penelitian ini bertujuan untuk mendeskripsikan implementasi model pembelajaran Project-Based Learning (PjBL) melalui proyek pembuatan video klip lagu sejarah serta kontribusinya terhadap penguatan keterampilan kolaboratif siswa di SMA Negeri 7 Purworejo. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan melibatkan siswa kelas XII IPA sebagai subjek penelitian. Teknik pengumpulan data dilakukan melalui observasi kelas selama pelaksanaan proyek, wawancara semi-terstruktur dengan guru sejarah dan beberapa siswa yang terlibat aktif yang dipilih secara purposif, serta dokumentasi produk video klip yang dihasilkan siswa. Analisis data dilaksanakan melalui proses pengodean tematik berdasarkan kerangka keterampilan kolaboratif yang mencakup lima dimensi, yaitu negosiasi, advokasi, kooperasi, komunikasi, dan manajemen konflik. Hasil penelitian menunjukkan bahwa aktivitas berbasis proyek memberikan ruang bagi siswa untuk terlibat dalam pengambilan keputusan bersama, pembagian tanggung jawab, penyampaian gagasan secara terbuka, serta pengelolaan perbedaan pendapat secara konstruktif selama proses produksi video. Temuan ini mengindikasikan bahwa proyek digital kreatif dalam kerangka PjBL dapat mendukung pengembangan kompetensi kolaboratif secara bermakna. Penelitian ini juga menegaskan pentingnya peran fasilitasi guru dan dukungan institusi sekolah dalam menjaga keberlanjutan praktik pembelajaran kolaboratif di jenjang pendidikan menengah.

Keywords: project-based learning (pjbl), keterampilan kolaboratif, video klip lagu sejarah, kualitatif deskriptif

Background

Nowadays, educational demands are not only focused on cognitive achievement or mastery of knowledge, but also on the development of affective attainment and socio-emotional skills relevant to the dynamics of modern life. One of the essential skills that has become a primary focus in this context is collaborative skills. According to Ruiz-Rojas et al., (2024), collaborative skills refer to an individual's ability to work effectively with others to achieve shared goals. In line with this, Karimi & Farivarsadri (2024) dan Shupin. et al., (2023), state that collaborative skills include several dimensions such as negotiation, advocacy, cooperation, communication, and conflict management, which are developed through interaction and social dynamics within groups. In the context of learning, collaborative skills can reflect students' capacity to build tolerance, unite different perspectives, and generate constructive and innovative solutions (Tedla & Chen, 2025).

Furthermore, at the upper secondary education level, collaborative skills play a crucial role in fostering independent learning and collective responsibility (Stenberg et al., 2024). These skills align with the Student Centered Learning (SCL) paradigm, which positions students as the central subjects in the learning process. Through the SCL approach, students not only acquire knowledge from teachers but also from their peers through constructive interactions (Salsabila, 2024). As explained in constructivist theory, collaborative processes can serve as a medium for the formation of the zone of proximal development (ZPD) (Cai et al., 2025; Lambright, 2024). Where students' abilities can develop through guidance from teachers and support from more capable peers. Thus, collaborative activities are effective not only in enhancing academic abilities but also in fostering a sense

of responsibility, tolerance, and effective teamwork. One relevant instructional model that can serve as an alternative to accommodate these needs is Project-Based Learning (PjBL).

In the implementation of Project-Based Learning (PjBL), students are not only required to understand the material conceptually, but also to take an active role in designing, executing, and evaluating the learning process together. This aligns with the syntax of Project-Based Learning, which includes determining essential questions, designing project plans, scheduling activities, conducting and monitoring the project, assessing project outcomes, and engaging in reflection and evaluation activities (Suradika et al., 2023). Throughout this process, students learn to identify problems, develop strategies, and make collective decisions based on deliberation (Mulyani & Herdiana, 2024). The integration dynamics of PjBL can create a learning environment that encourages students to think critically, negotiate, and take responsibility for group work outcomes. This is consistent with the opinions of Balleisen et al., (2024) dan Hasanah et al., (2023), who argued that the implementation of PjBL is effective in honing social-emotional skills, communication, tolerance, and empathy in student group collaboration.

Specifically, the application of PjBL in Class XII Science at SMA Negeri 7 Purworejo is integrated through a history song video clip project. Based on interviews with history teachers and students, a problem was found in learning interactions that did not adequately reflect aspects of student collaboration. Drawing from this preliminary data, the project offers a creative and meaningful learning experience. Students are required to collaborate in writing lyrics, developing video concepts, dividing tasks according to abilities, and solving problems that arise during the project. The data show that implementing PjBL through the history song video clip project has several advantages: (1) fostering students' motivation and interest in learning by utilizing elements of art and technology, (2) cultivating authentic collaboration practices through designing lyrics, video concepts, and product publication, and (3) enabling students to reflect on the process and outcomes of the project.

This finding aligns with the results of Rehman et al., (2023), who suggest that implementing PjBL in STEM and mathematics education can significantly enhance students' collaboration skills, problem-solving abilities, critical thinking, and learning motivation. In addition, Naseer et al., (2025) emphasize that integrating PjBL with industry collaboration in higher education curricula can enhance teamwork skills, creativity, and adaptability. However, research specifically examining the application of PjBL in the context of history learning integrated through a history song video clip project remains very limited. On the other hand, the integration of technology, art, and history opens up opportunities for more meaningful learning experiences.

Although various studies have demonstrated the effectiveness of Project-Based Learning in improving collaborative skills in STEM, mathematics, and higher education, research that specifically integrates PjBL into history learning through a history song video clip project is still quite limited. Most previous studies have focused more on academic achievement or higher-order thinking skills, without providing a more in-depth explanation of how collaborative dimensions are formed in the learning process. In fact, history learning has distinctive characteristics, especially in demanding narrative and interpretative abilities as well as sensitivity to historical values and meanings.

On the other hand, integrating artistic elements (music and visual arts), digital technology, and historical content within a single PBL framework offers opportunities to create a more comprehensive and meaningful learning experience. The project of creating a history song video clip is not only oriented toward the final product but also provides a space for social interaction that enables authentic processes of negotiation, idea advocacy, cooperation, communication, and conflict management. Thus, this research seeks to describe how the project contributes to strengthening the five dimensions of collaborative skills in the context of history learning at the upper secondary school level.

Based on these conditions, this study aims to describe the implementation of PjBL through a history song video clip project and analyze how this project can develop the collaborative skills of Grade XII Science students at SMA Negeri 7 Purworejo. The findings of this study are expected to provide implications for teachers on how to apply more creative and innovative learning models. In addition, schools are encouraged to facilitate technology that supports sustainable, innovative learning as well as the development of teachers' pedagogical abilities in integrating technology to stimulate students' motivation and interest in learning.

Method

This study employs a descriptive qualitative method with the aim of systematically and thoroughly describing the research findings. The research locus is SMA Negeri 7 Purworejo, with the research subjects being Grade XII Science students participating in history learning using the Project-Based Learning model through a history song video clip project. Research informants were determined purposively, namely the history subject teacher (RA, 35 years old) and several students who were actively involved in the project. Observations were carried out during the project implementation process, focusing on the indicators of the five dimensions of collaborative skills: negotiation, advocacy, cooperation, communication, and conflict management.

Data collection was conducted using triangulation techniques, which included observation of learning activities, semi-structured interviews with teachers and students, as well as documentation of project results in the form of history song video clips, lyrics, storyboards, task division, and publication of works. Interviews were conducted directly and transcribed to facilitate analysis. Documentation was analyzed as a learning artifact to observe the representation of collaborative practices emerging during the project. The collected data were then analyzed using the Miles and Huberman model, which consists of three stages: (1) data reduction, i.e., filtering and coding important information from observation, interviews, and documentation; (2) data presentation in descriptive narrative form; and (3) drawing conclusions to answer the research objectives. Coding was carried out deductively based on the five dimensions of collaborative skills, while also allowing for the emergence of additional findings inductively from the field.

This study reveals that the findings illustrate how the implementation of PjBL in the history song video clip project supports the development of students' collaborative abilities in learning activities.

Table 1. Dimensions of Project-Based Learning Integration and Students' Collaborative Skills

Category	Dimension	Reference
<i>Project-Based Learning</i>	1. Formulating essential questions.	Suradika et al., (2023)
	2. Designing project plans.	
	3. Developing activity schedules.	
	4. Implementing and monitoring the project.	
	5. Assessing project outcomes.	
	6. Reflection and evaluation.	
Collaborative Skills	1. Negotiation (discussion, conflict resolution)	Karimi & Farivarsadri, (2024) Shupin. et al., (2023)
	2. Advocacy (guiding, motivating, supporting the group).	
	3. Cooperation (teamwork, task sharing).	
	4. Communication (idea sharing, active listening, effective discussion).	
	5. Conflict management (constructively resolving differences).	

Result and Dissscussion

Result

Based on the results of observations and interviews with the history teacher and Grade XII Science students, the implementation of the Project-Based Learning (PjBL) model, which is integrated through the project of creating a history song video clip at SMA Negeri 7 Purworejo, consists of six main stages. In accordance with the PjBL instructional design, the learning activities are student-centered, while the teacher acts as a facilitator who guides students in designing and reflecting on the project.

Table 2. PjBL Model Syntax in the History Song Video Clip Project

PjBL Syntax Stages	Learning Activities		Outcomes/Achievements
	Teacher	Student	
Formulating essential questions.	The teacher stimulates students to find creative ways to study historical material relevant to current trends.	Students and the teacher jointly determine the project and the historical material to be covered, in this case, the chosen topic is national heroes.	Students are able to understand the objectives of the project and possess the motivation to learn history actively and collaboratively.
Designing project plans.	The teacher guides students to form groups, assigning roles and responsibilities to each group member.	Students form groups, assign roles and responsibilities, and develop a video clip concept based on the selected topic.	A group work structure and project planning are established.
Developing activity schedules.	The teacher instructs groups to create an activity timeline, from topic selection to the publication of results.	Each group establishes a timeline for writing song lyrics, rehearsing, filming footage, editing the video, and publishing the video clip.	Students have a well-structured guideline for completing the project.
Implementing and monitoring the project.	The teacher monitors the group work process, provides feedback, and assists in overcoming any obstacles that arise.	Groups write lyrics, record footage, and edit the video under the supervision of the teacher. Every group member is ensured to be actively involved in the project.	The project can run smoothly and students are able to work collaboratively to solve problems independently.
Assessing project outcomes.	The teacher assesses the process and outcomes of the history song video clip project based on predetermined criteria.	Each group presents their history song video clip in class and publishes it via Instagram social media.	Students are able to be accountable for the group's work outcomes in the form of a video clip.
Reflection and evaluation.	The teacher instructs all groups to reflect on the learning process to identify the strengths and weaknesses of the activities.	Through group representatives, students share their experiences during the project creation process and the insights they gained.	Students gain learning experiences, understand the value of collaboration, and enhance their understanding of the topic of national heroes' history.

Based on the syntax presented in Table 2, the dynamics of interaction occurring at each stage of the project reveal the contextual emergence of the five dimensions of collaborative skills. During the formulation of essential questions and project planning stages, students are involved in negotiation processes to determine which national hero topic to highlight and to agree on the concept for the video clip to be produced. Observational findings indicate that discussions are held openly, with some students proposing figures and justifying their choices, while other members provide responses before a collective decision is reached. This process demonstrates collective agreement-building through the exchange of ideas.

The advocacy dimension is apparent when group members encourage and support one another, especially when encountering difficulties in lyric writing or during the filming process. Interview results show that the success of the project is greatly influenced by members who actively remind, motivate, and assist peers facing technical obstacles. This role is not always formalized but emerges naturally within the group dynamic.

The aspect of cooperation is clearly evident during task distribution and project implementation. Each group allocates roles—such as lyricist, vocalist, cameraman, and video editor—based on individual interests and abilities. Observations reveal that most groups operate with a structured coordination pattern, although there are variations in the level of member involvement. Throughout this process, communication develops through routine discussions, idea clarification, and the exchange of feedback among members. These interactions are generally two-way and oriented toward accomplishing project tasks.

The dimension of conflict management arises when differences of opinion occur, particularly regarding visual concepts, lyric choices, and the distribution of responsibilities. In several groups, such disagreements are resolved through simple deliberation, often by considering the majority voice or reaching a mutual consensus. The teacher acts as a facilitator when discussions reach an impasse. These situations demonstrate that conflict resolution is carried out through open dialogue and efforts to find solutions acceptable to all group members.

If mapped according to the five dimensions of collaborative skills, the research findings indicate that:

- 1) Negotiation was evident in the initial discussions to determine the topic and video concept, including moments when groups encountered differing opinions before reaching a collective agreement.
- 2) Advocacy was reflected in the way group members supported one another, assisted in overcoming technical difficulties, and motivated peers who lacked confidence during the production and presentation processes.

- 3) Cooperation was demonstrated through the distribution of tasks aligned with each member's abilities, as well as their commitment to fulfilling the responsibilities that had been mutually agreed upon.
- 4) Communication developed through intensive discussions during the lyric-writing stage, video recording, and editing processes. The interactions were reciprocal in nature, involving active listening and the constructive expression of ideas.
- 5) Conflict management emerged when differences of opinion arose within groups and were resolved through open dialogue, compromise, or teacher mediation.

In addition to these achievements, the implementation of the project also encountered several obstacles. First, the limited technical skills of students in operating video editing applications caused some groups to require more time to complete the production stage. Second, constraints related to technological resources, such as the number of available laptops and the quality of cameras, affected the efficiency of the project completion process. Third, the dynamics of group work were not entirely balanced, as some groups had members whose contributions were more dominant than others. This condition was recorded during observations and further corroborated by students' statements regarding the challenges of internal group coordination.

Discussion

The implementation of Project-Based Learning (PjBL) through the history song video clip project demonstrates significant potential in developing students' collaborative skills. This finding aligns with Johnsen et al., (2023), who state that collaborative learning within a project framework can enhance communication, negotiation, cooperation, and conflict management abilities, all of which are fostered through a sense of interdependence among group members. A similar perspective is emphasized by Moin et al., (2024), who highlight that effective interdependence not only improves interpersonal skills but also cultivates a sense of inclusivity in the learning process. In the context of the history song video clip project, collaborative skills are developed through several mechanisms: negotiation, advocacy, cooperation, communication, and conflict management.

First, the development of negotiation skills. Negotiation is a two-way communication process conducted to reach an agreement between individuals or groups with differing views and interests (Mariyono, 2024). In the context of the history song video clip project, negotiation occurs in several forms, such as theme selection, role distribution, scheduling, editing, and product publication. Through negotiation, students learn to express their opinions, listen to others' perspectives, and seek common ground over differences without disregarding shared interests. This type of negotiation is an essential part of collaboration, as

it requires students to manage conflict, maintain group harmony, and strengthen their sense of responsibility. Research by Sianturi dan Anggara (2025) notes that negotiation practices within collaborative activities can increase students' sense of ownership over the project and strengthen their social relationships.

Furthermore, Jitu et al., (2024), explain that negotiation fosters the development of social and emotional intelligence, which has a significant impact on the success of collaboration. Nevertheless, there are alternative views suggesting that negotiation can slow down group work due to excessive discussion and compromise (Choi & Yang, 2024). However, according to Dacholfany et al., (2025), a well-directed negotiation process actually serves as an alternative solution to minimize the emergence of conflict in group work. In the making of the history song video clip, students who are able to negotiate effectively will find it easier to reach agreements, maintain commitment, and appreciate differences when completing the project collaboratively.

Second, advocacy skills, namely students' ability to present ideas, champion concepts, and respect the ideas of others. Within this project framework, students' advocacy skills can be integrated in several forms, such as during the planning and production stages. In the planning stage, students exercise advocacy skills by presenting historical themes to be used in the history song video clip. During the production stage, advocacy is evident when students defend their views on visual concepts, music, and presentation styles relevant to the intended material. Practicing advocacy not only demonstrates the courage to speak up but also reflects efforts to maintain historical accuracy in the creative product while being highly relevant to collaborative abilities. Advocacy encourages students to participate actively within the group, while collaboration provides a space for students to bring together diverse ideas in a balanced manner.

Nevertheless, according to Hasan et al., (2025), within the aspect of advocacy, students have a considerable potential to express personal views, which may result in the dominance of discussions, disregard for the opinions of other members, and the emergence of internal conflicts. This perspective is reinforced by Afriyani et al., (2024), who explain that internal team conflicts often arise from poorly managed differences of opinion, leading to decreased team or group effectiveness. However, other research findings indicate that students equipped with assertive communication skills and social empathy are more likely to channel their advocacy in a positive direction, thereby enhancing the success of group work.

Third, the development of cooperative skills. Cooperative skills are social abilities that enable individuals to work together, assist one another, and show mutual respect in pursuit of common goals. Alfeani et al., (2025) describe cooperation as a form of positive interaction in which individual success is closely linked to group achievement. In project-based learning,

particularly within the context of the history song video clip project, cooperative skills serve as the foundation of social behavior that supports the establishment of positive collaboration. In this project, students' cooperative abilities are evident in various activities involving negotiation components. Additionally, cooperative skills are demonstrated when students encounter technical challenges, requiring them to assist peers and compromise in decision-making. The division of roles—such as lyricist, singer, videographer, editor, and publication coordinator—is systematically arranged by collective agreement. This condition illustrates that project success depends not only on individual contributions but also on complementary collective input.

In line with these findings, Jinming. et al., (2025) assert that students possessing strong cooperative skills are more likely to achieve success in collaborative activities. The presence of cooperative skills ensures that collaboration yields not only a tangible product but also a meaningful learning experience. However, Eshuis et al. (2019) argue that an overreliance on cooperation can, in fact, diminish the quality of student collaboration, as students may tend to avoid dissenting opinions. This suggests that cooperative skills, if not balanced with critical thinking and open communication abilities, can result in passive and less innovative collaboration. Thus, healthy cooperation does not imply the absence of differences, but rather the creation of a tolerant environment in which differences can be effectively negotiated.

Fourth, the development of communication skills. Communication skills encompass not only the ability to speak and listen but also the capacity to comprehend context, tailor messages, and use language strategically to achieve specific social objectives (Motik et al., 2024). In this project, students who possess strong communication skills—both in expressing ideas and in accepting feedback—are empirically able to generate productive synergy. The processes of composing lyrics based on historical material, coordinating shooting schedules, and revising edited results demand intensive and structured two-way communication.

Groups that are able to maintain a clear flow of communication tend to demonstrate more organized task completion and experience minimal miscommunication. This aligns with the findings of Hendriani (2024), who states that effective communication enhances collaboration by clarifying roles, reducing misunderstandings, and increasing mutual trust among group members. However, other findings, such as those of Maksimova dan Aronov (2024), indicate that groups engaging in excessive or unfocused discussions and negotiations are prone to losing focus and work efficiency.

Fifth, conflict management skills. These are often defined as students' abilities to recognize differences of opinion, manage interpersonal tensions, and find solutions acceptable to all group members (Rambe & Wijaya, 2025). In the video clip project, this skill

forms a critical foundation for effective collaboration. Students with strong conflict management abilities are more likely to create a harmonious working atmosphere and encourage equitable participation. Differences in interpreting the values of heroism, composing historical narratives, or developing visual concepts frequently lead to tension within groups. In this project, conflict resolution is achieved through open dialogue, deliberation, and the teacher's role as a mediator who helps maintain objectivity. This condition illustrates that conflict does not always have a negative impact on collaboration. It demonstrates that well-managed conflict can serve as an opportunity to generate ideas, enhance creativity, and deepen students' understanding of the learning process (Kasmawanto & Ni'mah, 2025).

In addition to the strengthening of social skills, the history song video clip project also had a significant impact on students' deeper understanding of historical content. The process of writing lyrics required students to revisit learning resources, verify the chronology of events, and ensure alignment between historical facts and the messages to be conveyed. Several groups revised their lyrics upon discovering inaccuracies in data, indicating an ongoing process of academic reflection throughout the project. This condition suggests that the integration of art, technology, and history does not diminish the substance of the material; on the contrary, it enhances the internalization of historical values through meaningful creative experiences. Thus, the project contributes not only to the development of collaborative skills but also to the deepening of students' conceptual understanding of the historical material studied.

The implications of these research findings underscore that the development of students' collaborative skills is a crucial aspect in the implementation of PjBL within the history song video clip project. Through the project's syntax, students are taught to negotiate ideas and develop advocacy, cooperation, communication, and conflict management skills within a team. Such collaborative projects provide an authentic space for students to practice positive interdependence, a condition in which the group's success depends on the contribution of each member (Arifah et al., 2022). These implications indicate that schools need to continuously expand the application of innovative learning models that emphasize teamwork, so that students possess not only cognitive abilities but also collaborative competencies relevant to 21st-century demands.

Furthermore, the availability of adequate technological resources is also a determining factor in the successful implementation of this project. The production and editing of videos require compatible devices, ample storage capacity, and applications that are easily accessible to students. In this context, technological facilities are not merely auxiliary tools, but prerequisites for the creation of meaningful learning experiences.

Therefore, schools need to provide support in the form of technological facilities, multimedia rooms, and other technical services that can assist students in overcoming digital challenges. The availability of these facilities not only increases the effectiveness of the project but also fosters the creation of an innovative learning ecosystem that is adaptive to technological advancements. The presence of adequate technological resources also serves as an indicator of the school's commitment to facilitating the ongoing transformation toward sustainable, technology-based learning.

Furthermore, in the implementation of the history song video clip project, teachers are required to possess pedagogical skills relevant to technological advancements and the dynamics of 21st-century learning. Teachers are no longer merely transmitters of knowledge, but also serve as learning designers capable of crafting meaningful learning experiences. It is essential for teachers to have a basic understanding of video production processes, creative instructional strategies, and methods to facilitate students in integrating historical content with digital media. These implications highlight the importance of professional development focused on digital literacy and innovative teaching practices. By optimizing these pedagogical competencies, teachers have the opportunity to design learning experiences that are more contextual, engaging, and relevant to the characteristics of the digital generation, who are accustomed to visual, interactive, and collaborative content.

Nevertheless, these findings need to be understood in light of several limitations. This study was conducted in a single class within a particular school context; therefore, the generalization of the findings to broader contexts should be approached with caution. In addition, the dynamics of collaboration were strongly influenced by students' characteristics, classroom culture, and the teacher's facilitation style, all of which may vary across educational settings. In practice, not all groups demonstrated fully balanced participation, indicating that the potential emergence of free riders remains a challenge in project-based learning. Another limitation relates to the unequal level of technical skills in video production among both students and the teacher, meaning that the quality of the final product did not always fully represent the depth of the collaborative process that occurred.

Based on these conditions, the operational implications of this study need to be formulated more concretely. Teachers are recommended to design assessment rubrics that evaluate not only the final product but also the collaborative process across each dimension, including negotiation, advocacy, cooperation, communication, and conflict management. Strategies to prevent unequal contribution may include clear role distribution, individual assessment within group work, and periodic reflection to monitor each member's participation. Schools should also consider providing basic training in video editing and digital literacy for both teachers and students to ensure that technical constraints do not hinder the

learning process. With such systematic support, the implementation of PjBL through a historical music video project holds potential not only to develop collaborative skills but also to deepen students' understanding of historical content through an integrative and authentic learning experience.

Kesimpulan

The integration of the history song video clip project within the Project-Based Learning (PjBL) model for Grade XII Science students at SMA Negeri 7 Purworejo has been empirically proven to enhance students' skills. Through the PjBL syntax, all supporting aspects of collaborative abilities—including negotiation, advocacy, cooperation, communication, and conflict management—can develop more consistently. These findings underscore the importance of embedding authentic and meaningful learning experiences to foster innovative learning aligned with the demands of 21st-century competency development, particularly in the areas of collaboration, communication, creativity, and critical thinking. The results of this study provide practical implications, such as the necessity for project planning that includes clear role allocation, regular reflection mechanisms to monitor student participation, and the development of assessment rubrics that proportionally evaluate the collaborative process in each dimension. Additionally, school support for technological infrastructure in sustaining innovative learning integration, along with the importance of enhancing teachers' pedagogical skills relevant to digital media development, is emphasized.

Nevertheless, in integrating these research findings, readers should consider several limitations inherent in the research process. The use of observational techniques to assess collaborative skills presents the possibility of subjective bias, as researchers faced challenges in consistently capturing all aspects of collaboration. This difficulty arises from the highly dynamic nature of group interactions, which occur simultaneously and often change rapidly during video production. Moreover, this study was conducted within a single school setting with specific student characteristics, limiting the generalizability of its findings to schools with different facilities, social backgrounds, and student abilities. Therefore, further research in more varied contexts, along with strengthened institutional support, represents a strategic step toward expanding the relevance and implementation validity of project-based learning in history education.

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