Integrating historical vlog projects to promote local wisdom and 21st-century skills in history instruction

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Abstract

This study explores the effectiveness of vlogs in enhancing students' understanding of local wisdom in history education. While traditional teaching methods provide foundational knowledge, there is limited research on how modern digital media, such as vlogs, can actively foster comprehension of cultural heritage and historical content. Addressing this gap, the study aimed to examine how the process of creating vlogs influences learning outcomes and skill development. A qualitative descriptive approach was employed, with data collected through six months of classroom observation and interviews with students and teachers participating in the vlog-making project. Findings reveal that producing historical vlogs significantly enhances students' grasp of local wisdom by engaging them in research, information gathering, and content creation. The vlogging process also promotes higher engagement, deeper understanding of historical materials, and the development of twenty-first-century competencies, including communication, scriptwriting, digital literacy, and problem-solving. The study underscores the value of integrating innovative media into history instruction, demonstrating that digital tools can enrich learning experiences, cultivate essential skills, and support the preservation of cultural knowledge in contemporary education.

Keywords: Digital literacy; history education; local wisdom; student engagement; vlog

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1. INTRODUCTION

To face the challenges of the 21st century, it is essential to develop and reinforce various aspects of history education to cultivate a national character capable of critical, creative, and innovative thinking, effective communication, collaboration, and ICT skills (Zhang & Yang, 2025). Trilling and Fadel (2009) and Akcil et al. (2021) have defined three important 21st-century skills: learning and innovation, information media and technology, and career and life skills. Life skills are particularly crucial for students to prepare for the demands of the future. History, like language and philosophy, serves as an essential guide and reinforcement for education by providing ethical and moral guidelines, perspective, examples, and a compass for navigating a balanced and meaningful life (Darmawan et.al., 2022; Wiriaatmadja, 2002).

One current media is video blogging (vlogging), which can be uploaded on various social media platforms such as YouTube (Iqbal et al., 2019). The development of emerging trends has led to people having their own goals and ways of expressing themselves, and vlogging has become a popular trend for individuals to create video shows (Susanti, 2019). Vlogging combines images, audio, film, and text to communicate personal reflections, express feelings, document stories, and share experiences (Baran, 2007). Vlogging can be an exciting learning medium in education. It is a form of digital content that is increasingly popular in today's digital era. Vlog projects can be valuable and practical tools in learning history, as they can strengthen students' understanding of the historical topics they are studying (Duffy, 2008; Robin, 2008). Vlog projects enable students to convey their understanding of specific historical topics in an engaging and accessible format. Students must study and understand the material more deeply by creating videos on particular topics to express their ideas clearly and effectively (Johnson & Brown, 2011).

Vlog projects enable students to express their ideas creatively and engagingly, using visual effects, music, and text to create compelling videos. By encouraging creativity, students become more involved in learning and motivated to study history (Hidayatullah, 2018; Yuba, 2022; Blanc et al., 2025). In creating vlogs, students must consider how to convey information through the video format, which helps improve their communication skills, both verbal and non-verbal. Moreover, students can learn to speak clearly and effectively to convey their ideas (Abusiri, 2017; Brilianti & Fauzi, 2020). Producing a good vlog project can enhance students' confidence in conveying ideas and speaking in public. This project is crucial in learning history as students continue to face situations where they must convey their ideas orally and in writing (Zubaidah, 2018). Videos produced by students can serve as an alternative and valuable learning resource for other students. Furthermore, these videos can be uploaded to online platforms such as YouTube, making them accessible worldwide, which can expand their impact and inspire other students outside the classroom (Suharti & Sumardi, 2020).

Learning history through making vlogs can enhance students' understanding of local wisdom. In a historical vlog project, students can study the history of a particular place or culture that is related to local wisdom. By participating in this project, students can better understand the cultural values and traditions associated with the local community. Moreover, students must research and gather information about local history and culture in making historical vlogs. This project can help students comprehend and appreciate the local cultural heritage essential to preservation. Therefore, learning history through making vlogs can increase students' understanding of local wisdom. Creating historical vlogs that involve research can help students gain a deeper understanding of local culture and traditions while providing opportunities to appreciate the cultural diversity around them.

Vlog projects can improve students' digital skills because students have to use technology and digital tools in the video creation process. In a vlog project, students must learn to use cameras, microphones, video editing software, and video hosting platforms (Susanti, 2019). Besides that, they also have to learn creative techniques to create attractive and professional videos. Through practical experience in making vlogs, students can gain better

technical skills and improve their ability to use technology and digital tools. They can deepen their understanding of video editing software and photo editing applications, as well as acquire skills in audio and visual editing (Susanti et al., 2020). This model can help students acquire essential technology skills in their future professional and personal lives. Additionally, vlog projects can help students understand digital ethics and copyright. For example, students should learn about the copyright rules of multimedia content and ensure that they use legal and lawful material in their videos.

The use of vlogging in learning has become an increasingly popular research topic in recent years. The use of videos in various learning activities aims to achieve specific goals, such as increasing learning motivation (Bağlama et al., 2022; Delgado et al., 2022; Rakhmanina & Kusumaningrum, 2017; Shih, 2010; Voogt et al., 2013), enhancing understanding of the material (Liu, 2016; Mandasari & Aminatun, 2020; Anrasiyana et al., 2023; Lingga et al., 2021), facilitating independent learning (Cakir, 2013; Debbag, & Fidan, 2022), improving digital skills (Fidan & Gencel, 2022; Hung, 2011; Lestari et al., 2021; Pancawardhani et al., 2022; Sanad, 2021; Yang, 2009), and promoting collaborative learning (Andiappan et al., 2022; Sari, 2017). This is supported by the research patterns on vlogs using the VOSViewer application. Figure 1 below shows that almost all research examines the impact and influence of using vlogs on improving students' skills and understanding. The following is an overview of research on metacognition associated with learning using the Publish Perish and VOSViewer applications.

Figure 1
Research patterns on Vlogs in Learning

1.1. Purpose of study

This study examines the effectiveness of vlogs as an instructional medium for enhancing students' understanding of local wisdom within the context of history education. The investigation aims to determine the extent to which vlog-based learning supports deeper comprehension, engagement, and contextual appreciation of culturally embedded historical knowledge.
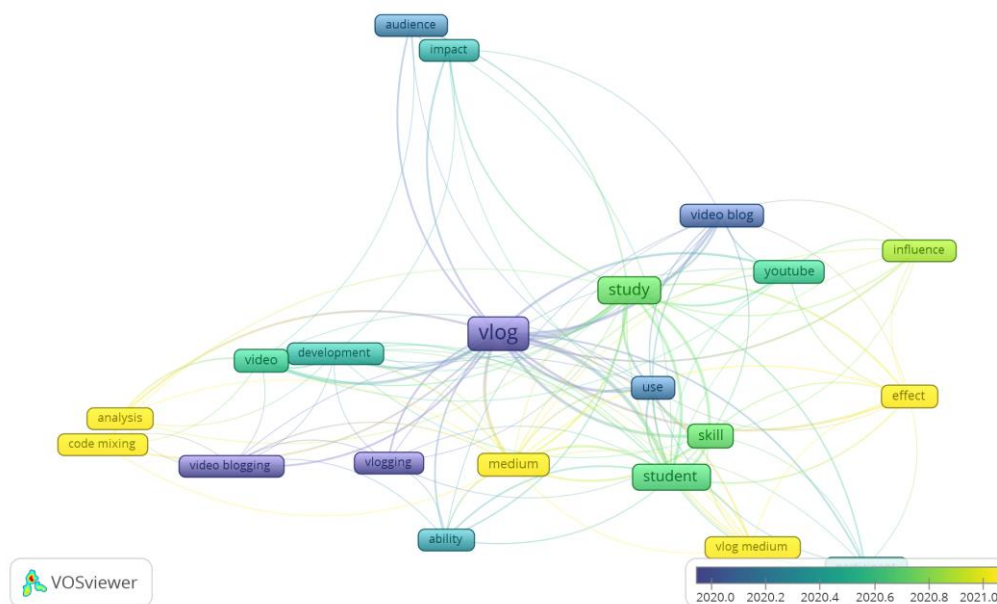
2. METHODS AND MATERIALS

Fauzi, W. I., Winarti, M., Tarunasena, Kusmarni, Y., Santosa, A. B., & Yulianti, L. (2025). Integrating historical vlog projects to promote local wisdom and 21st-century skills in history instruction. *Cypriot Journal of Educational Science*, *20*(4), 201-214. https://doi.org/10.18844/cjes.v20i4.8899

This research utilizes a descriptive study with a qualitative approach, focusing on actual problems as they existed during the Research (Bogdan and Taylor, 1990; Salim, 2019). The choice of this descriptive research method is based on the situation and research object that is currently happening in the field, namely, the increasing use of digital media in the learning process.

2.1. Participants

The Research produces descriptive data from people and observable behavior in written words, pictures, and non-quantified data. The researchers conducted the study on 36 students and made observations for one semester by noting the dynamics of vlogging projects in and outside class.

2.2. Data collection tools

A questionnaire was administered to students to understand the process of project-based learning (Vlog), students' views on the Vlog assignments given, and their experiences. The Research carried out documentation simultaneously to understand the vlog creations of students as learning media innovations.

The following steps were taken for the qualitative descriptive research conducted in this study: (1) Determine the research objectives, such as understanding students' experiences participating in the History Vlog project and how this project can improve their local wisdom and 21st-century skills in learning history. (2) Select students and teachers to be the subjects of the research. Class selection is based on their ability to use various digital applications. (3) Create research instruments that align with the research objectives, including interview guides, questionnaires, and observation guidelines. These instruments collect data about students' experiences participating in the History Vlog project and their understanding of local wisdom and 21st-century skills. (4) Conduct interviews or direct observations of students involved in the History Vlog project, collecting data on their experiences and views on local wisdom and 21st-century skills before and after participating. (4) Analyze the collected data by identifying common themes or patterns, inductively moving from data to concepts. (5) Draw conclusions and present findings based on the data analysis, answering the research objectives.

3. RESULTS

3.1 Implementation of the history and local wisdom vlog project

Before implementing the historical vlog project, the teacher carries out project introduction activities. The steps taken by the teacher and students at the beginning of project-based learning are as follows: (1) The teacher opens the lesson and takes attendance. (2) The teacher reviews previous learning material. (3) The teacher provides teaching materials in the form of e-modules through links or QR codes. (4) Students learn from the teaching materials. (5) The teacher explains the vlog creation project and the project design process. (6) Students actively participate in the discussion and appear enthusiastic. (7) Students form groups, and each group consists of 4-5 people with a unique and exciting name. (8) The teacher provides students with stimuli regarding pre-literacy relics that still exist today and are related to the local culture around students. Students actively engage in Q&A. (9) Students start planning ideas for making vlogs and discussing with their group members. (10) Several groups need clarification about choosing topics to discuss in their vlog.

The steps that students take to make a vlog about local wisdom in history lessons are as follows: (1) Students choose a topic with the theme of local wisdom of the people in Bandung Regency, such as local culture and customs, local figures, culinary delights, historic buildings, or historical events in Bandung Regency. (2) Students conduct preliminary research by collecting information about the chosen topic. They look for sources of information such as books, articles, websites, or interviews with people who are experts or have experience on the topic. They hold discussions with their groups to plan creative ideas based on historical themes and local wisdom, determine specific themes (niches), determine content objectives to educate and entertain, and

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determine platforms to publish. (3) After conducting a preliminary study and literature review, students determine the vlog format to be used. The format of a vlog can be a narrative, interview, or presentation with pictures and videos. (4) Students prepare tools and materials such as cameras, microphones, laptops or computers, and video editing software. (5) Students start producing vlogs by recording videos. The teacher ensures that students pay attention to the quality of the video and that the sound produced is of good quality. (6) After the video is produced, students start editing the video using video editing software. They trim videos, add music, and add text or images if needed. (7) After the vlog production is complete, students publish the vlog to social media platforms or websites such as YouTube so that others can access it. (8) Students evaluate their vlogs and learn what can be improved for making other vlogs after it is shown in class and gets input from the teacher and classmates.

In the planning process, all members of Group 1 actively discussed and provided their opinions. This group believes that jugs and jars are among the pre-literate heritage objects because they were used as a medium for worshipping ancestral spirits. Even today, jugs and jars are still utilized as worship tools and daily utensils. The process of creating the vlog was carried out within a week. This group recorded the vlog after school at Pasar Baru Majalaya, interviewed *kendi* or jar sellers, then proceeded with the editing stage and uploaded the video to Instagram. During the shooting process, the camera focused on each group member as an interviewer and someone who explained the materials. On the other hand, the editing and publication process was performed by only one person, who edited the video using the CapCut application and published it on an Instagram account.

In the planning process, the members of Group 2 seemed confused about determining the topics to be discussed in the vlog. The group appeared less active in discussion, and only one member shared their opinion. Based on the discussions and mutual agreement, the group chose the topic of natural medicine for the vlog. However, making their vlogs encountered several obstacles, and they eventually changed the topic to animism and dynamism. The topic was changed due to difficulties in interviewing herbalists, who only sell their products in the morning. They also wondered about the relationship between the topics to be discussed and the introductory material. Besides, Group 2 needed clarification in determining the concept of the video, so they finally decided to make an illustration about animism and dynamism. They chose to use the CapCut application for editing because it was easy to use, and the vlog was published on an Instagram account.

Group 3 quickly chose the theme of the Stone Age and picked the topic of pick or mortar to be discussed in their vlog. They chose this topic because *cobek* (mortar) is a tool made of stone that is still used today and is easily accessible. In the planning stage, the group systematically determined what would be discussed in the vlog, such as introducing the mortar, explaining its functions, and deciding whether to interview a mortar seller to get information. However, they faced a challenge as mortar sellers needed to understand the history of the mortar. The group decided to explain the mortar's history, function, and changes over time; they obtained references to it from the internet and practiced using it to smooth something. After the shooting, they proceeded to the editing stage and uploaded the vlog to Instagram.

During the vlog design process, Group 4 actively discussed the chosen theme of equipment from the Metal Age, with the topic to be discussed being knives. The group also immediately looked for a knife manufacturing location near their residence. They chose the topic of knives because it is a tool used during the Metal Age and is still used today; it has changed only in shape and primary material. Group 4 met in Balekambang village to shoot a video, and after completing the shooting, they edited the video and published it on their Instagram account. The process of planning Group Vlog 5 begins with a class discussion, but the group members have yet to agree. They then discuss it again and finally decide to choose the theme of how to survive in the pre-literacy period, explicitly focusing on campfires. They chose this theme because they believed the fire was the source of life in prehistoric times. The group spends a week creating vlog videos. They start by brainstorming a concept or theme, and once

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they have a mature concept, they begin shooting videos gradually, focusing on the theme of bonfires to survive in the Stone Age. They added a small quantity of lacking explanation and created an opening and closing for the vlog. They then edit and upload the video to social media (Instagram).

For Group 6, on the first day of the discussion, the group still needed clarification and ideas for the vlog's theme and topic. Two days later, they agreed to take the theme of the results of the stone culture, focusing on the *hawu* (furnace). The next day, all group members start discussing places and sources that would be used as vlog content. The reason for choosing *hawu* (furnace) is that people in their area still use stoves for cooking, even though they are not made of stone but brick and cement nowadays. After determining the topic and discussing the virtual speaker's location (group phone) on the third day of work, Group 6 members visit the agreed place, shoot the vlog immediately, and then start editing it the next day. They use several Android apps, including Pixelab for text editing, PicsArt for filters, Kinemaster for video composition, Alight Motion for adding effects, and Capcut for additional editing.

Group 7 starts planning for their vlog on the first day by discussing themes and topics covered in class. On the same day, they decide to make a vlog with the theme of local Majalaya culture, focusing on *Borondong* food. *Borondong* is chosen because it is a typical food from Majalaya, specifically in the Ibun area. In the following two days, Group 7 members will immediately look for the *Borondong* manufacturing industry to interview the owner and see the process of *Borondong* production firsthand. Group 7 then starts making the vlog after observing the Borondong production site in Laksana Village, Ibun District, Majalaya. On that day, they managed to interview the owner of the *Borondong* industry, but did not see the manufacturing process directly because Borondong is made in the morning. The next day, they start shooting. After a week of shooting, the activity ends with editing and uploading the video to social media (Instagram).

While making their vlog, Group 8 experienced confusion about choosing a theme for their content. After considering several options, the group finally focused on *Bugis* food as the main topic. These topics were chosen because the manufacturing process involves using a *jubleg/lesung*, a tool from the Stone Age culture. The process of creating the vlog for Group 8 began with the development of a concept and material selection on the first day. The next day, they started vlogging and took footage of making *Bugis* chili while researching the topic. The activity concluded with video editing and uploading it to social media (Instagram).

The students faced several obstacles during the vlog-making process. They needed help determining the theme for the vlog assignment and were concerned about their ability to meet the expected standards. The limited two-week timeframe, short observation, and video editing time resulted in less-than-optimal final results. Given the vlogs' duration ranging from 4 to 7 minutes, the students felt their vlogs could have been more informative, and their educational value could not be fully conveyed. Group 1 encountered difficulties in interviewing informants, as some traders hesitated to be interviewed. Furthermore, the surrounding conditions could have been more relaxed during the interview, resulting in more explicit conversations and explanations. When editing, an error occurred in the application, causing the video not to play correctly. To address this issue, they added subtitles to clarify all conversations and explanations in the video so that the audience could still receive the message even if the sound was not audible.

The obstacles faced by group 2 were determining a place to do the assignment because the students' homes were far from each other, and difficulties in determining the topics to be discussed. The solution is that students choose to shoot at the school and the houses of the members closest to the school. The second solution is to re-read the material in the module so that students can redefine the topics to be discussed in the vlog. Meanwhile, the obstacles faced by group 3 were when conducting interviews because the informants did not understand the history of mortar, so the students became informed. The second obstacle is editing and uploading videos to Google Drive because the videos are corrupt and have errors. An extensive internet quota is needed to edit and

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upload videos. The solution is to explain the mortar based on the literacy you are looking for via the internet, uploading videos using other devices, and using the school's wi-fi.

The obstacle group 4 faced was determining the time for group work because each member had activities outside of school hours. The second obstacle is that the device becomes error-prone and heat when editing the video. The solution is to agree to work on the video on Sunday. Apart from that, the group also does editing on other cell phones and uses a lightweight application. The obstacle faced by group 5 was a sudden change in concept due to difficulties in determining the theme to be taken. Group 5 also needed help making sparks from rocks, then suddenly it rained and caused the wood to get wet, and the working time that clashed with extracurricular activities made them even more confused in working on the vlog project. They try to get around the process of making a fire by making a bonfire.
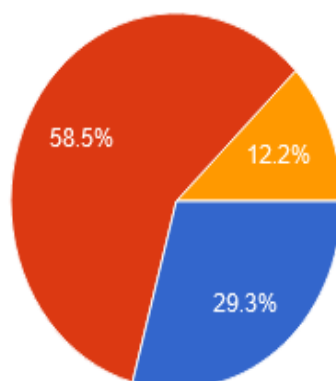
The obstacles faced by group 6 while making vlogs, namely the road to their destination, were winding and slippery because it had been raining, and also, the road had lots of potholes. Then, when taking a video, the cell phone storage runs out, and exporting the video for 19 hours makes the cell phone hot and lag. The solution made by group 6 is to be careful when driving the vehicle and delete some unused files to make enough cell phone memory. Meanwhile, the obstacles faced by Group 7 were almost the same as those of Group 6, namely, when they were going to the Borondong production site; after a long journey, the road was slippery because it had rained and was uphill. In making vlogs for group 7, there were no obstacles or difficulties in making vlogs. Efforts made by group 7 are to be careful when driving and not to rush. Group 8's obstacle was when they were going to make a vlog, and they needed clarification because the group members' houses were far apart. Then, when determining the theme to be taken, the student needed clarification because of various considerations. When making a vlog, the video does not produce sound. Some videos are unavailable (included) in the vlog, and they need help taking them. The solution they did was to go back to discussing and determining the appropriate theme. During the processing or editing, they found out the problem of why the video did not produce sound and finally solved the problem.

3.2 Student responses to the implementation of the history and local wisdom vlog project

While doing the vlog assignments, 58.5% of the students responded enthusiastically. The students were enthusiastic about making vlogs because it was something new and a chance to practice digital skills that brought them pleasure and enjoyment. Additionally, this assignment motivated them to explore more and introduce history that has yet to be widely exposed. They were challenged to work together to overcome various problems during vlog production. Below are the details of the student's responses to the vlog assignment (Figure 2):

Figure 2
Student responses regarding vlog assignments

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The data shows that 58.5% of students are enthusiastic, and 29.3% are enthusiastic about the vlog assignment. Only 12.3% felt unenthusiastic, primarily due to the many obstacles they encountered in the field. As many as 82.9% of students understand the importance of storytelling and building narrative skills when making vlogs. Based on the answers informed by students, the ideal vlog elements are a combination of elaborative historical content, up-to-date audio, and visual technology, educators skilled in storytelling and building narratives, and qualified special effects. Thus, in making this vlog, students understood the supporting elements to optimize their creations. Figure 3 illustrates students' understanding of the definition of an ideal vlog assignment:
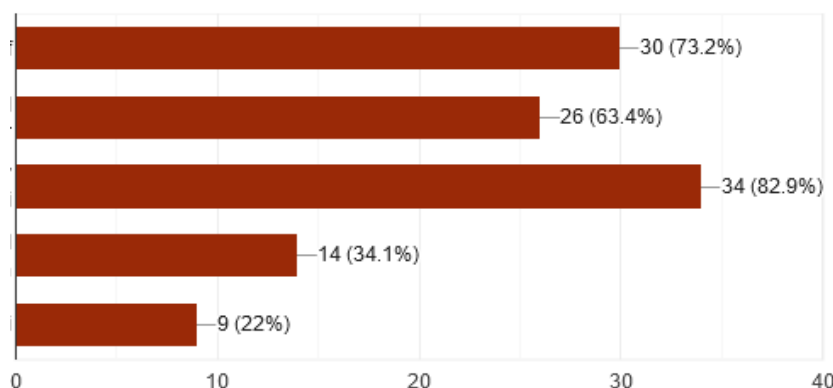
Figure 3
 Understanding of the ideal vlog

Figure 3 shows data that students understand what aspects should ideally be in a vlog, such as elaborative historical content (73.2%), the use of the latest audio and visual technology (63.4%), how to convey narratives (story good telling (82.9%), good language delivery (34%), and good use of special effects (22%). In making vlog assignments, researchers identified the process carried out by students, where the majority (70.7%) carried out the stages of developing vlogs as instructed by the teacher, such as tracing both primary and secondary sources, developing scripts, developing visual effects, and studying vlogs made by influencers.

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To what extent do students understand the vlog assignment? As many as 56.1% stated that the vlog task helped provide an overview/visualization of learning material so that it was interesting, 29.3% informed that the vlog task was a form of communication creativity that could encourage efficient understanding of the material, and 14.6% saw the vlog task as an effort to build a participatory culture that can increase interest in learning. The following Figure 4 maps the views of students:

Figure 4
Vlog-making process
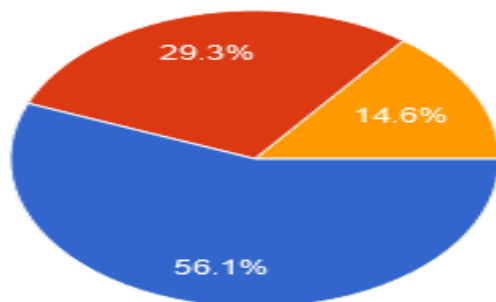
4. DISCUSSION

The process of students making vlogs is carried out within 3-4 weeks. At the fourth meeting, all groups presented vlogs regarding activities carried out in class. Each group made a presentation and presentation of the vlog sequentially, and the students looked enthusiastic in carrying out the presentation. After all the groups finished their presentations, the students looked competitive by asking for the best group scores. Teachers and students reflect by answering questions and answering regarding responses to difficulties encountered during learning. Implementing this PJBL Vlog makes learning more enthusiastic and fun because what they discuss is the environment close to them. PJBL Vlogs can present learning activities different from before because they feel challenged to have digital skills, especially in making videos with various applications (Robin, 2008).

Implementing this PJBL Vlog made students enthusiastic about participating in history lessons. Implementing this PJBL Vlog can hone students' creativity, collaboration, and public speaking (Voogt et al., 2013). RK, one of the students, said that he enjoyed doing this vlog assignment. "I like it, madam; it is busy doing this assignment so I can learn while playing around Majalaya, and I also know better that there are still historical relics from the pre-literacy period around me. In addition, student JY said that by making this vlog assignment, history learning would be exciting because students became active in discussions and did not just listen to material explanations from the teacher. "I am glad because when making vlogs in class, it becomes crowded, so discussions can continue like that. -walk too". In contrast to the opinion of his two friends, DF said that he did not like the implementation of this PJBL Vlog because the time to make assignments was minimal and complex. Then the time to do the task is short, so the results are not optimal, the work is done in a hurry, and the most crucial thing is finished.

Students find local wisdom values and various meanings of life from the vlog objects they study. They got it when interviewing sources. They found that both the food and the objects they examined contained philosophical values of Sundanese culture (West Java/Indonesia), values of kindness, and positive behavior that they should emulate, including the values of the relationship between humans and God and fellow human beings. This makes them realize that the culture that they do every day contains a high philosophical value. Even so, there are many things that they need help understanding from the philosophy of Sundanese culture, and students will bring them to local language lessons because the teacher has more knowledge about this.

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Various obstacles when presenting vlogs in class presentations include internet connection, audio and video that need support, and a short presentation time. There are several efforts made by the teacher to overcome this problem, namely: (1) Choosing essential competencies that allow the implementation of the PJBL model to be adjusted to the allocation of adequate study time per year and per semester; (2) Making the time for making vlogs effective by discussing with students about the progress of the vlog assignments students are working on, by monitoring via social media (WhatsApp chat); (3) Using a private internet network because the internet at school is inadequate, using private audio; (4) The lack of time allotted for presentations made the teacher finally ask for additional hours from the teacher who taught afterward for 1 lesson hour.

Implementing vlog projects in history lessons carried out in class has advantages and disadvantages. The findings of excellence will be presented based on the perspectives of teachers and students. According to the teacher's point of view, there are several advantages to be gained from implementing a vlog project in learning history and local wisdom, namely: (1) We are presenting learning activities different from before to attract students' attention. (2) Increasing curiosity and learning motivation can be seen in enthusiastic students during learning. (3) Increasing cooperation between students; in working on vlog projects, students collaborate with group members, such as discussing and dividing work. (4) Improving skills in managing resources; this can be seen in students who search, select, and present the sources they get, both written sources and the results of oral sources (interviews). (5) Increasing students' creativity can be seen from the results of vlogs made by students. (6) They are improving the ability of students to find solutions or overcome problems. In making vlogs, students face various obstacles, but in the end, students can complete the task correctly. (7) Students can find out about historical events that occurred in their immediate environment.

Meanwhile, according to students, implementing the vlog project in history learning has advantages. Learning is exciting because students actively discuss, are free to be creative in making vlogs, and can study history in their immediate environment directly. Besides having advantages, implementing vlog projects in history learning also has disadvantages. Both teachers and students stated that the shortcomings of implementing the vlog project in learning history and local wisdom were: (1) It takes much time to make a vlog, and it takes quite a lot of time because there are several stages in its implementation, starting from the planning process, which includes the activities of making concepts and scripts, the process of taking pictures (shooting), editing, and publication processes. (2) Requires complex equipment; students need various equipment to make vlogs, such as cameras, cell phones, laptops, and tripods.

The implementation of the vlog project in learning history and local wisdom that was carried out is effective because it shows promising results; this can be seen from the learning objectives achieved and the results of the vlogs of students who have finished. With the implementation of this project, students become more enthusiastic about learning and better understand the material being studied because students are active and directly involved in seeking historical information in their immediate environment (Saripudin et al., 2022). In addition, implementing this project not only produces digital learning media but also improves the 21st-century skills that students must have.

5. CONCLUSION

Implementing the project-based learning model is divided into two stages, namely the pre-research stage and the implementation stage of the historical and local wisdom vlog project. In the first pre-research stage, the teacher identifies problems, determines Basic Competencies and subject matter, compiles research instruments, and prepares class and student situations and conditions for applying project-based learning models. Before carrying out the history and local wisdom vlog project, the teacher first carries out project introduction activities; then, students begin designing the vlog project. In designing a vlog project, students first hold discussions with their groups to plan ideas based on historical themes and local wisdom, determine specific themes (niches),

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determine content objectives, and determine platforms to publish vlogs. Based on these discussions, eight groups were formed, each consisting of 4-5 students; each group had a topic to discuss, the purpose of the content was to educate and entertain, and the platform to publish the vlog was Instagram.

The process of making a vlog is carried out within 2-3 weeks; each group makes a vlog differently, but an overview can be drawn. First, students will determine topics and find sources of information; second, students will take pictures and conduct interviews; three will do editing; and finally, students will upload vlog results to Instagram social media. After the creation process, students will present the results of the vlog project in groups. The obstacles faced by the teacher in this vlog project, when determining the appropriate Basic Competencies to apply the PJBL learning model and determining the themes/topics to be used as vlog assignments, concern whether students need to carry out the assignments as expected. The obstacles faced by students when making this vlog project included difficulty in determining a theme, traveling to meet distant sources, limited editing tools, and a short time to make this vlog project.

Conflict of Interest: The authors declare no conflict of interest.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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