

Development of Project-Based Logo and Typography Learning Model: Auto-Ethnography Study and Class Action Research to Improve Students' Motivation and Understanding at SMP Negeri 3 Guntur Demak

Shella Henry Wijaya ^{1✉}, Wandah Wibawanto¹, Muhammad Jazuli¹

Universitas Negeri Semarang

Article Info

Article History:

Accepted June 2025
Approved June 2025
Published Juli 2025

Kata Kunci:

*Project Based Learning,
Auto-Ethnography,
Classroom Action Research,
Logo, Typography, Learning
Motivation, Student
Understanding*

Abstract

This study aims to develop an effective project-based logo and typography learning model in improving the motivation and understanding of grade VII students at SMP Negeri 3 Guntur, Demak. This study employs a qualitative approach, combining autoethnography and classroom action research (CAR). Autoethnography is used to reflect on the researcher's experience as a teacher, while CAR is used to test and refine the learning model through two cycles of action. Data were collected through observation, teacher reflective journals, learning motivation questionnaires, student work, interviews, and visual documentation. The project-based learning model is designed to enable students to develop visual skills through creative, collaborative, and applicative processes. The results of the study indicate that this model can enhance students' intrinsic motivation, particularly in terms of autonomy, competence, and social connectedness, in line with Self-Determination Theory (Ryan & Deci, 2000). In addition, students' understanding of visual design concepts also increased, as indicated by the quality of the logo and typography projects assessed using an assessment rubric. The researcher's reflection shows that this approach is effective in creating contextual, meaningful, and challenging learning. This study suggests the wider application of this model in schools with similar conditions to strengthen visual skills-based learning.

INTRODUCTION

In facing the demands of 21st century education, students are not only required to master cognitive abilities, but also creative, collaborative, and contextual problem-solving skills. The world of education is required to transform in order to create meaningful learning experiences that are relevant to students' real lives. Among the skills that are increasingly important to instill early on are visual communication competencies, especially through an understanding of logos and typography as part of the increasingly dominant visual literacy in today's digital society (Trilling & Fadel, 2009)

However, in reality, art and culture learning at the junior high school level, especially in graphic design aspects such as logos and typography, still lacks an applicative and

innovative approach. The material tends to be delivered conventionally through lecture methods, without providing space for visual exploration, production of works, or development of understanding through direct practice. This condition has an impact on low student motivation and understanding of the basic concepts of visual design, as found in initial observations at SMP Negeri 3 Guntur, Demak.

To answer these challenges, the learning model needs to be redesigned to be more contextual, interactive, and product-oriented. Project-Based Learning (PjBL) is a very potential approach because it focuses learning on real projects that combine the processes of exploration, collaboration, and product creation. PjBL has been proven to increase student



engagement and deeper conceptual understanding through authentic learning experiences (Bell, 2010). The application of PjBL in learning logos and typography can revive material that was previously considered abstract or theoretical by students.

To develop and evaluate this learning model, the study used two complementary methodological approaches: autoethnography and classroom action research (CAR). The autoethnography approach, as explained by (Ellis et al., 2010), is a qualitative research method that combines the researcher's self-reflection with their social and professional experiences in the context of learning. The researcher, who also acts as a teacher, explores the dynamics of learning, feelings, interactions with students, and pedagogical decision-making processes to understand changes in teaching practice reflectively and deeply.

On the other hand, the classroom action research (CAR) approach provides a systematic framework in designing, implementing, and evaluating learning models in an iterative and cycle-based manner. According to (Kemmis & McTaggart, 1988), CAR is carried out through a cycle of planning, action, observation, and reflection that allows teachers to directly improve their teaching practices. By implementing CAR, the project-based logo and typography learning model can be tested for its effectiveness gradually through the active involvement of students in visual projects and evaluation of their work.

This study specifically aims to develop a project-based learning model that is appropriate to the context of eighth grade students at SMP Negeri 3 Guntur Demak. Through the logo and typography creation project, students are expected to not only understand visual elements and design principles cognitively, but also experience creative, collaborative, and reflective processes that increase their intrinsic motivation. Referring to the Self-Determination Theory (Ryan & Deci, 2000), learning experiences that provide space for autonomy, competence, and social connectedness can significantly increase students' enthusiasm for learning.

In addition, teacher reflection through an autoethnographic approach provides added value

to the development of educator professionalism. Teachers are not only teachers, but also researchers in their own classes who continue to evaluate and improve teaching strategies based on students' real needs. This is an important contribution to the development of learning models that are not only theoretical, but also applicable and rooted in field reality.

Thus, this research is expected to produce an effective project-based logo and typography learning model in increasing students' motivation and understanding and providing theoretical and practical contributions to visual learning innovation at the junior high school level, especially in schools with regional characteristics such as SMP N 3 Guntur Demak.

METHOD

This study applies a qualitative approach with the aim of exploring in depth the process of development, implementation, and reflection on the project-based learning model. In this approach, the researcher does not only act as a passive observer, but is also actively involved as a teacher as well as being the main instrument in the data collection and reflection process that takes place during learning activities. The qualitative approach used combines two main strategies, namely autoethnography and classroom action research (CAR). Autoethnography is used to reflect the researcher's personal experience in the social context of learning through personal narratives and in-depth reflective notes, so that it can record the dynamics of the teaching and learning process and the transformation of teaching practices more comprehensively (Ellis et al., 2010). Meanwhile, classroom action research is used to develop, implement, and evaluate learning models through a continuous action cycle that includes planning, action, observation, and reflection. This approach allows for systematic improvement and refinement of the learning process based on the results of observations, reflective experiences, and active involvement of students (Kemmis & McTaggart, 1988).

RESULT AND DISCUSSION

This study uses a qualitative approach with a combination of autoethnography and classroom action research (CAR). Therefore, data collection techniques are designed to obtain data reflectively, contextually, and in-depth. Some of the techniques used are as follows:

Direct Participatory Observation

Observations were conducted directly by researchers who also acted as teachers. Observations were conducted to :

- a. Record student interactions, participation in projects, group work, and class activity.
- b. Monitor how the project-based learning model is implemented and accepted by students.
- c. Observations were conducted using student engagement observation sheets and field notes. The goal is to identify the level of student engagement, learning behavior, and natural class dynamics.

Interviews

Interviews were conducted with:

- a. Several students to find out their perceptions of project-based learning, motivation, and understanding of the material.
- b. Other subject teachers or principals to confirm additional findings and perspectives (as source triangulation).

The goal is to get students' perspectives directly and narrative triangulation from other parties.

Visual Documentation

Documentation is used to record the learning process and results, such as:

- a. Photos of project activities in class.
- b. Videos of group work processes.
- c. Student work in the form of logos and typography.

The goal is to provide physical evidence (evidence-based) to support data analysis and interpretation.

Learning Motivation Questionnaire

This questionnaire is compiled based on indicators from Self-Determination (Ryan & Deci, 2000), including:

- a. Autonomy
- b. Competence
- c. Social relatedness

The questionnaire uses a 4-point scale to measure changes in student motivation after participating in project learning. The aim is to measure the impact of the model on students' affective aspects, namely intrinsic motivation in the learning process.

Reflective Journal / Autoethnographic

Notes The researcher records teaching experiences and personal reflections in the form of a daily journal or autoethnographic narrative.

These notes include:

- a. The researcher's feelings and responses to the learning process.
- b. Strategies that are successful and need improvement.
- c. Social interactions between teachers and students during the project process.

The goal is to document inner dynamics, professional considerations, and changes in teaching practices in depth.

You are also allowed to include pictures, figures, or graphs that supports or are relevant to your paper. Should you use any graph in your paper please make sure that you provide the information directly beneath it. If the your graph is taken from a given source please mention the source by treating it as a direct quotation; which mean that you have to provide the information about the sources and the page from which you quoted the graph. Your graph and its supporting information should be provided approximately as follow.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the application of the project-based learning model through a qualitative approach that combines autoethnography strategies and classroom research actions has a significant impact on the learning process and quality. Researchers who also act as teachers are able to reflect on personal

experiences in depth and observe classroom dynamics more honestly and openly. The autoethnography approach allows researchers to capture changes in attitudes, understandings, and teaching practices personally in a real social context, while classroom research actions provide space to design, implement, and disseminate learning strategies continuously in a reflective cycle. Through active collaboration with students and a continuous evaluation process, this study proves that project-based learning not only encourages student creativity and participation, but also strengthens the role of teachers as facilitators who continue to learn and develop from their own practices. Thus, this model is proven to be effective in creating more meaningful, contextual, and adaptive learning to student needs and dynamic classroom realities.

The questionnaire uses a 4-point scale to measure changes in student motivation after participating in project learning. The aim is to measure the impact of the model on students' affective aspects, namely intrinsic motivation in the learning process.

REFERENCES

- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 83(2).
<https://doi.org/10.1080/00098650903505415>
- Creswell, J. W. (2014). Research Design: Qualitative, Creswell, J. W. (2014). . Research design Qualitative quantitative and mixed methods approaches. Research Design Qualitative Quantitative and Mixed Methods Approaches.
- Ellis, C., Adams, T. E., & Bochner, A. P. (2010). Autoethnography: An Overview | Ellis | Forum Qualitative Sozialforschung / Forum: Qualitative Social Research. In Forum Qualitative Social Research (Vol. 12, Issue 1).
- Kemmis, S., & McTaggart, R. (1988). The Action Research Planner. In Action Research.
- Lupton, E. (2008). Thinking with type : a critical guide for designers, writers, editors, & students. In Graphic. Desing.
- Miles, M. B., & Huberman, A. M. (2016). Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook. In Nursing standard (Royal College of Nursing (Great Britain) : 1987) (Vol. 30, Issue 25).
- Ryan, Richard. M., & Deci, Edward. L. (2000). Ryan R,Deci E. Self-determination theory and the facilitation of intrinsicmotivation, social development, andwell-being. The American Psychologist 2000. In American Psychologist (Vol. 55, Issue 1).
- Trilling, B., & Fadel, C. (2009). Learning Past and Future. In 21st century skills : learning for life in our times.