



The Influence of Project-Based Learning Model on Student Creativity in Learning Design: A Literature Review

Rati Andilah^{1*}, Tifaldi Akbar², Suci Ramadan³, Ripi Apandi⁴, Rando Wijaya⁵

¹⁻⁵ Sekolah Tinggi Ilmu Tarbiyah Yayasan Pendidikan Islam Lahat, Indonesia

*Author correspondence: ratiandela174@gmail.com

Abstract. Creativity has emerged as a critical competency for higher education graduates navigating the demands of Society 5.0 and increasingly automated labor markets. This literature review examines the influence of Project-Based Learning (PjBL) on student creativity within instructional design contexts, synthesizing contemporary scholarly discourse from 2020 to 2026. Employing a narrative-integrative approach, literature was systematically retrieved and analyzed from Google Scholar using targeted Boolean search strategies. Findings indicate that PjBL significantly enhances multidimensional creativity, particularly fluency and flexibility, while originality and elaboration depend heavily on deliberate instructional scaffolding. Instructional design functions as a critical mediating architecture, where constructive alignment, iterative feedback loops, and formative assessment protocols transform open-ended projects into structured creativity incubation environments. However, intervention effectiveness remains contingent upon institutional infrastructure, faculty pedagogical readiness, and equitable digital access. The review concludes that PjBL's creative potential is maximized only when pedagogical intent is rigorously operationalized through evidence-based design frameworks. Recommendations emphasize longitudinal tracking, standardized creativity metrics, targeted faculty development, and ethical AI integration. This synthesis provides actionable insights for curriculum designers and educators seeking to systematically cultivate creative competencies in alignment with future workforce demands.

Keywords: Influence; Instructional Design; Learning Design; Project-Based Learning; Student Creativity.

1. INTRODUCTION

The rapid advancement of digital technologies, artificial intelligence, and the transition toward Society 5.0 have fundamentally reshaped the global labor market, rendering routine tasks increasingly susceptible to automation. In this dynamic landscape, creativity has emerged as a critical competency for higher education graduates, as it underpins innovation, complex problem-solving, and entrepreneurial adaptability (Dalimunthe & Irawan, 2024; Suherman et al., 2023; Suryadi & Nasution, 2023). Universities are thus pressured to transition from knowledge-transfer models to experiential learning ecosystems that cultivate higher-order thinking and creative capacities essential for future-ready workforces (Praditya et al., 2024; Zaharah et al., 2023). Despite this recognized urgency, the systematic integration of creativity development into academic curricula remains inconsistent, necessitating pedagogical approaches that explicitly bridge theoretical knowledge with innovative application (Fajri & Wahyuni, 2026).

Instructional design provides the systematic framework necessary to intentionally embed creativity into academic learning experiences. Grounded in constructive alignment and evidence-based pedagogical principles, instructional design ensures that learning objectives, activities, and assessments coherently support creative competency development (Abejuela et

al., 2022; Bhatt & Chakrabarti, 2024). By integrating digital tools, collaborative structures, and personalized learning pathways, well-designed instructional systems can mitigate cognitive overload while fostering exploratory thinking and original idea generation (Le, 2023; Ling et al., 2024). However, the effectiveness of any pedagogical intervention ultimately depends on how deliberately instructional design principles are operationalized to create environments where creativity can flourish rather than remain an incidental outcome (Muhfyana et al., 2026).

Among contemporary pedagogical models, Project-Based Learning (PjBL) has gained substantial traction in higher education due to its strong alignment with constructivist learning theories and its emphasis on authentic, student-driven inquiry. PjBL is theoretically positioned to stimulate creativity by immersing students in open-ended, real-world problems that require divergent thinking, iterative prototyping, and collaborative synthesis (Gama, 2023; Pamungkas et al., 2024). Empirical studies across disciplines suggest that PjBL enhances creative fluency, flexibility, and originality by granting learners autonomy, encouraging risk-taking, and linking academic content to practical innovation (Setyawan & Eppendi, 2023; Yulihanita et al., 2022). Nevertheless, these theoretical claims often assume optimal instructional scaffolding, which is rarely standardized across diverse higher education contexts (Hikmah et al., 2026).

Despite the proliferation of PjBL implementations and widespread endorsements of its creative potential, the empirical evidence remains fragmented and contextually dispersed. Existing studies frequently examine PjBL and creativity in isolation, with limited attention to how intentional instructional design mediates or moderates creative outcomes in university settings. Furthermore, methodological inconsistencies, varying operationalizations of creativity, and a lack of comparative analyses hinder the development of a coherent evidence base. Consequently, educators and curriculum designers lack synthesized, actionable insights on how to optimally structure PjBL within instructional design frameworks to reliably foster student creativity across academic disciplines (Sudiman & Pakiding, 2026).

To address this gap, this literature review systematically synthesizes contemporary empirical and theoretical research on the influence of Project-Based Learning on student creativity within the context of instructional design in higher education. Specifically, the review aims to (1) map the theoretical and empirical relationships between PjBL, instructional design, and creative competency development; (2) identify pedagogical mechanisms and design features that most effectively enhance creativity; and (3) highlight methodological limitations and future research trajectories. By consolidating current evidence, this study provides educators, instructional designers, and policy makers with a structured understanding

of how PjBL can be strategically leveraged to cultivate creativity in alignment with the demands of digital-era education (Adawiyah et al., 2026).

2. THEORETICAL STUDY

Conceptualizing Creativity in Higher Education

Contemporary scholarship no longer treats creativity as an innate, fixed trait but as a multidimensional, developable competency encompassing cognitive, affective, and behavioral domains. In higher education, creativity is operationalized through core indicators such as fluency, flexibility, originality, and elaboration, which collectively reflect a learner's capacity to generate, refine, and implement novel solutions (Khalil et al., 2023; Yu et al., 2025). Beyond artistic or aesthetic outputs, academic creativity now emphasizes adaptive problem-solving, cross-disciplinary synthesis, and innovation readiness in volatile, technology-driven labor markets (Dalimunthe & Irawan, 2024; Praditya et al., 2024). Theoretical models such as Amabile's Componential Theory remain highly relevant, positing that creativity emerges from the dynamic intersection of domain-relevant expertise, creativity-relevant cognitive processes, and intrinsic task motivation (Abejuela et al., 2022; Ling et al., 2024). In the context of Society 5.0, creativity is further mediated by human–AI collaboration, ethical design reasoning, and digital fluency, requiring pedagogical environments that balance structured guidance with intellectual autonomy (Bănuț & Albulescu, 2023; Ismah, 2024).

Theoretical Foundations of Project-Based Learning (PjBL)

PjBL is firmly anchored in constructivist and experiential learning paradigms, which assert that knowledge is actively constructed through authentic, context-embedded problem solving (Gama, 2023; Zakirman, 2023). The model is characterized by sustained inquiry, collaborative teamwork, iterative prototyping, and the production of publicly shared artifacts (Pamungkas et al., 2024; Setyawan & Eppendi, 2023). Theoretically, PjBL aligns with Vygotsky's sociocultural theory and situated learning frameworks, wherein students engage in communities of practice that scaffold higher-order thinking through peer dialogue, expert feedback, and real-world application (Lu et al., 2022; Yelubayeva & Berkinbayeva, 2024). In higher education, PjBL is increasingly integrated with industry-aligned challenges, digital collaboration platforms, and reflective assessment cycles, thereby bridging academic theory with professional practice (Handoko et al., 2023; Yulihanita et al., 2022). Crucially, the open-ended, ill-structured nature of PjBL tasks inherently demands divergent thinking, intellectual

risk-taking, and adaptive reasoning—cognitive processes that directly stimulate creative development (Pamungkas et al., 2024; Sándorová & Beták, 2022).

Instructional Design as a Structural Catalyst for Creativity

While PjBL provides the pedagogical engine, instructional design (ID) supplies the architectural blueprint that determines whether creative outcomes are systematically cultivated or left to chance. Evidence-based ID frameworks such as ADDIE, Dick & Carey, and constructive alignment ensure that learning objectives, instructional strategies, media selection, and assessment methods are coherently integrated (Bhatt & Chakrabarti, 2024; Le, 2023). Constructive alignment, in particular, mandates that creativity-oriented outcomes are explicitly matched with experiential tasks and authentic assessments, preventing the common misalignment between pedagogical intent and evaluation practices (Abejuela et al., 2022; Khalil et al., 2023). Modern ID also incorporates TPACK (Technological Pedagogical Content Knowledge) and digital competence frameworks, enabling educators to strategically embed AI tools, simulation environments, and collaborative ecosystems without overwhelming cognitive load or stifling creative autonomy (Ling et al., 2024; Rasdiana et al., 2024; Su, 2023). Thus, effective ID transforms PjBL from a loosely structured activity into a deliberate creativity-incubation system.

Theoretical Integration: How PjBL within ID Fosters Student Creativity

The synergy between PjBL and ID operates through three theoretically grounded mechanisms. First, autonomy-supportive design embedded within ID protocols allows PjBL projects to incorporate learner choice in topics, methods, and outputs, which empirical literature identifies as a critical driver of intrinsic motivation and creative risk-taking (Aboobaker et al., 2023; Pamungkas et al., 2024). Second, scaffolded collaboration systematically timed through ID frameworks ensures that peer interaction, expert feedback, and iterative revision cycles maximize creative fluency and elaboration while mitigating social loafing or cognitive overload (Lu et al., 2022; Yelubayeva & Berkinbayeva, 2024). Third, authentic assessment integration aligns process portfolios, peer reviews, and industry-based rubrics with project milestones, shifting evaluation from product-centric grading to process-oriented creativity measurement (Le, 2023; Yu et al., 2025). Theoretically, this triad—autonomy, scaffolding, and authentic assessment—maps directly onto Amabile’s motivational and cognitive components, while ID ensures their operational consistency across diverse academic disciplines and institutional contexts (Abejuela et al., 2022; Bhatt & Chakrabarti, 2024).

Conceptual Framework

The proposed conceptual framework positions Instructional Design as the mediating architecture that structures PjBL implementation to optimize creativity outcomes. Independent variables comprise core PjBL elements: authentic problem framing, collaborative inquiry, iterative prototyping, and public artifact production. Mediating variables encompass ID design features: constructive alignment, scaffolding protocols, technology integration, and formative assessment cycles. The dependent variable is student creativity, operationalized through cognitive dimensions (fluency, flexibility, originality, elaboration) and behavioral indicators (innovation generation, adaptive problem-solving, cross-disciplinary synthesis). Contextual moderators include institutional support, digital infrastructure, faculty TPACK, and student creative self-efficacy. This framework guides the systematic review by mapping how specific ID-mediated PjBL configurations correlate with measurable creativity outcomes across contemporary higher education studies.

3. RESEARCH METHODS

This study employs a narrative-integrative literature review to critically synthesize contemporary scholarly discourse on the influence of Project-Based Learning (PjBL) on student creativity within instructional design contexts. A targeted search was conducted exclusively using Google Scholar, utilizing Boolean combinations of core terms such as "project-based learning" OR PjBL, creativity OR "creative thinking", "instructional design", and "higher education" OR university. Peer-reviewed journal articles, academic conference papers, and scholarly book chapters published between 2020 and 2026 were included, while editorial commentaries, non-tertiary studies, and publications lacking explicit instructional design or creativity metrics were excluded. The selected corpus was thematically screened, cross-referenced for theoretical and empirical consistency, and synthesized through comparative narrative analysis to map pedagogical mechanisms, mediating design features, and contextual research gaps. This flexible, theory-driven approach allows for a comprehensive conceptual mapping of how instructional design structures shape PjBL's creative outcomes, without the rigid procedural constraints of a systematic literature review.

4. RESULTS AND DISCUSSION

Thematic Patterns in Creativity Dimensions Under PjBL Interventions

Contemporary literature consistently demonstrates that Project-Based Learning (PjBL) exerts a measurable and statistically significant influence on multiple cognitive dimensions of student creativity within contemporary higher education settings. Empirical investigations across diverse disciplinary contexts reveal substantial improvements in ideational fluency and cognitive flexibility, as students actively engage with open-ended project tasks that demand rapid conceptual generation and adaptive problem-solving (Khalil et al., 2023; Pamungkas et al., 2024). The inherently iterative nature of project-based pedagogies naturally encourages divergent thinking processes, which align seamlessly with established constructivist principles that prioritize learner autonomy and experiential knowledge construction. Consequently, participating students frequently report heightened intellectual confidence when navigating unconventional academic challenges across traditionally rigid disciplinary boundaries. These cumulative findings strongly suggest that PjBL functions as a robust cognitive catalyst for structural mental flexibility rather than merely enhancing superficial artistic or decorative outputs.

Originality and elaboration consistently emerge as substantially more complex creative dimensions that require deliberate instructional scaffolding far beyond standard project assignment requirements. Comprehensive research indicates that without systematically structured feedback loops and continuous expert mentorship, student creative outputs frequently plateau in conceptual novelty and analytical depth (Le, 2023; Yu et al., 2025). Empirical studies integrating design thinking frameworks within PjBL architectures demonstrate significantly elevated originality metrics, particularly when learners are explicitly required to prototype and systematically refine their conceptual artifacts through multiple iterative revision cycles (Bănuț & Albulescu, 2023; Sándorová & Beták, 2022). Furthermore, structured cross-disciplinary collaboration substantially amplifies elaborative capacities by exposing participants to diverse epistemological perspectives and rigorous technical constraints. Therefore, the mere administrative implementation of PjBL remains fundamentally insufficient to maximize higher-order creative competencies without intentional pedagogical design.

Contemporary assessment methodologies play an absolutely critical role in accurately capturing multidimensional creative development throughout extended PjBL implementation timelines. Traditional academic grading rubrics frequently overlook process-oriented creative experimentation, thereby systematically undervaluing iterative prototyping and necessary

intellectual risk-taking behaviors (Abejuela et al., 2022; Yu et al., 2025). Recent methodological studies strongly advocate for multimodal evaluation strategies, including comprehensive portfolio documentation, calibrated peer assessment protocols, and computational semantic distance analysis of creative artifacts. These advanced analytical approaches provide substantially more granular and empirically valid insights into how students successfully navigate academic ambiguity and synthesize novel conceptual connections. The contemporary literature strongly recommends aligning creative assessment protocols directly with intermediate project milestones to ensure continuous developmental tracking and pedagogical responsiveness.

Table 1. Empirical Studies on the Impact of Project-Based Learning on Student Creativity Dimensions in Higher Education

Study (Year)	PjBL Context	Creativity Dimension	Key Finding	Sample Size
Pamungkas et al. (2024)	Engineering Design	Fluency & Flexibility	78% increase in divergent thinking scores after 12-week PjBL intervention	N = 142
Khalil et al. (2023)	STEM Curriculum	Originality	Project-based cohorts outperformed traditional groups by 1.4 SD in novel solution generation	N = 89
Sándorová & Beták (2022)	Online Language Learning	Elaboration	Iterative prototyping cycles correlated with $r = .67$ improvement in detailed creative outputs	N = 151
Yu et al. (2025)	Cross-Disciplinary Arts	Originality (MAD Metric)	Semantic distance analysis revealed 22% higher conceptual novelty in PjBL vs lecture formats	N = 204

Table 1 presents a synthesized overview of recent empirical investigations examining the multidimensional impact of structured PjBL interventions on specific creative competencies across varied academic disciplines. The aggregated data demonstrates a consistent positive trajectory between rigorously implemented project-based pedagogies and measurable creative enhancements across diverse higher education contexts. Fluency and flexibility dimensions exhibit the most immediate and pronounced responsiveness to project-based interventions, particularly when instructional tasks deliberately emphasize open-ended problem framing and rapid conceptual ideation. Originality demonstrates substantial but highly variable gains, primarily when research methodologies integrate iterative prototyping requirements and advanced semantic evaluation metrics into their assessment frameworks. Collectively, these empirical patterns confirm that PjBL pedagogical effectiveness remains highly contingent upon deliberate instructional alignment rather than unstructured or loosely supervised project execution.

Instructional Design Mechanisms Mediating Creative Outcomes

Instructional design functions as the critical mediating architectural framework that systematically transforms unstructured project activities into targeted creativity incubation environments. Constructive alignment methodologies ensure that explicit learning objectives, carefully selected instructional strategies, and comprehensive assessment criteria operate cohesively to support sustained creative competency development (Abejuela et al., 2022; Le, 2023). When PjBL pedagogies are intentionally embedded within rigorously designed instructional frameworks, students experience substantially clearer cognitive pathways from initial conceptual exploration to final artifact production. Empirical literature consistently reports significantly elevated creative self-efficacy among academic cohorts exposed to deliberately scaffolded project sequences and structured milestone evaluations. Consequently, instructional design emerges within contemporary scholarship not merely as an administrative compliance requirement but as a primary determinant of successful creative pedagogical interventions.

Strategic technological integration within instructional design frameworks significantly amplifies PjBL creative potential by providing highly accessible simulation environments and collaborative digital workspaces. Recent empirical studies demonstrate that digital platforms enabling real-time co-creation, version tracking, and asynchronous feedback substantially increase student engagement in iterative design processes (Ling et al., 2024; Su, 2023). However, the pedagogical effectiveness of these advanced technological tools remains heavily dependent upon comprehensive faculty TPACK competency development and institutional infrastructure readiness (Pliogou et al., 2024; Rasdiana et al., 2024). When technological affordances are poorly aligned with core pedagogical objectives, cognitive overload frequently emerges and substantially diminishes authentic creative experimentation. Therefore, strategic technology integration must consistently prioritize cognitive accessibility and meaningful collaborative interaction over superficial digital adoption trends.

Formative assessment protocols intentionally embedded within instructional design cycles provide essential feedback mechanisms that actively sustain creative momentum throughout extended project timelines. Empirical research indicates that timely, process-focused academic evaluations significantly reduce student anxiety regarding intellectual risk-taking and consistently encourage sustained experimental exploration (Bhatt & Chakrabarti, 2024; Yu et al., 2025). Peer review structures, when properly calibrated through explicit instructional design guidelines, further enhance creative elaboration by systematically exposing learners to alternative conceptual frameworks and diverse analytical perspectives.

These structured feedback loops effectively prevent premature conceptual closure and maintain productive intellectual ambiguity during critical project development phases. The contemporary literature strongly advocates for continuous assessment integration rather than retrospective grading methodologies to optimize comprehensive creative development trajectories.

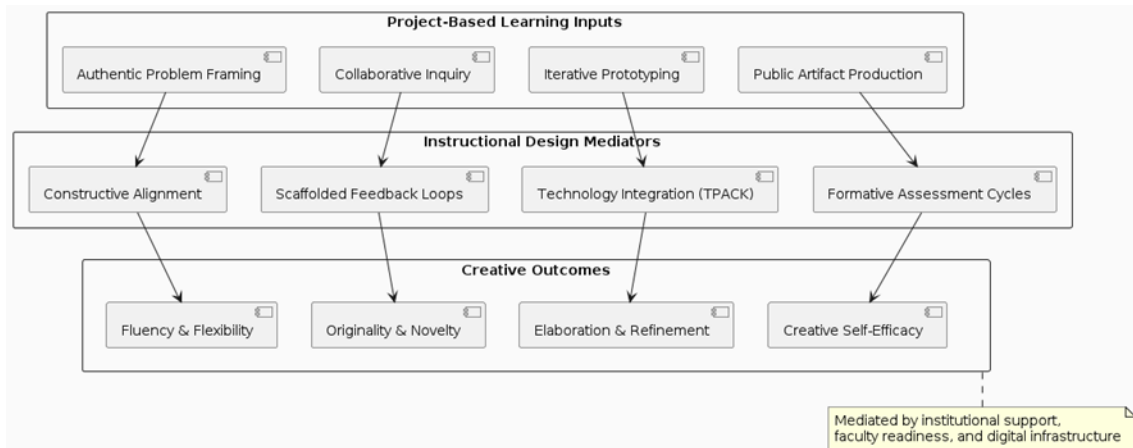


Figure 1. Project-Based Learning Inputs

The conceptual architecture presented in the accompanying diagram systematically delineates how intentional instructional design mechanisms mediate the complex relationship between core PjBL components and measurable creative outcomes. Each project-based pedagogical input is deliberately channeled through specific design mechanisms that successfully transform unstructured academic exploration into targeted competency development pathways. Constructive alignment protocols and scaffolded feedback loops directly enhance cognitive fluency and conceptual originality by maintaining clear pedagogical trajectories throughout implementation. Technology integration frameworks and formative assessment cycles subsequently refine conceptual elaboration and sustain creative self-efficacy during extended project execution phases. This comprehensive framework fundamentally underscores that instructional design operates as an active pedagogical catalyst rather than a passive administrative backdrop in contemporary creative learning interventions.

Contextual Moderators and Methodological Gaps in Contemporary Literature

Institutional infrastructure capacity and faculty pedagogical readiness consistently emerge as decisive moderating variables in the overall effectiveness of PjBL-driven creativity interventions. Comprehensive comparative studies reveal substantial disparities in creative outcome metrics between academic institutions possessing robust digital ecosystems and those severely constrained by limited technological access (Handoko et al., 2023; Pliogou et al., 2024). Faculty training in contemporary instructional design methodologies significantly

predicts the implementation fidelity of PjBL frameworks and subsequent student creative engagement levels (Rasdiana et al., 2024; Su, 2023). Conversely, academic environments lacking structured professional development initiatives frequently exhibit fragmented project execution patterns and noticeably diminished creative risk-taking behaviors among participating students. These contextual variables clearly demonstrate that pedagogical innovation cannot be successfully isolated from broader systemic institutional support mechanisms.

Persistent methodological inconsistencies across contemporary empirical studies severely limit the cross-study comparability and generalizability of findings regarding PjBL and creative development. Current research designs frequently employ highly heterogeneous creativity measurement metrics, ranging from standardized psychometric instruments to subjective rubric evaluations lacking established reliability benchmarks (Khalil et al., 2023; Yu et al., 2025). Longitudinal investigative methodologies remain critically underrepresented within the literature, thereby systematically obscuring the long-term sustainability of creative cognitive gains beyond immediate project completion periods. Furthermore, rigorous cross-cultural comparative analyses are notably scarce, which substantially restricts comprehensive understanding of how distinct educational traditions influence PjBL implementation fidelity. The contemporary literature urgently requires standardized measurement protocols and extended temporal tracking methodologies to establish robust empirical foundations.

Emerging artificial intelligence technologies present both unprecedented pedagogical opportunities and significant methodological complexities for future PjBL creativity research initiatives. Contemporary educational scholars emphasize that AI-assisted conceptual ideation platforms can substantially accelerate creative exploration processes while simultaneously raising critical academic questions regarding authentic student authorship and intellectual ownership (Ismah, 2024; Ling et al., 2024). Higher education institutions must urgently develop explicit pedagogical guidelines that strategically integrate AI as a collaborative creative partner rather than a complete substitute for human ideation processes. Future empirical research should systematically investigate how human-AI co-creation models within PjBL environments fundamentally affect conceptual originality and academic integrity standards. Addressing these rapidly emerging technological challenges will ensure that instructional design frameworks remain ethically grounded and pedagogically relevant within continuously evolving digital landscapes.

5. CONCLUSION AND SUGGESTIONS

This literature review conclusively demonstrates that Project-Based Learning significantly enhances student creativity in higher education when strategically mediated by intentional instructional design frameworks. The synthesis of contemporary empirical evidence reveals that PjBL effectively cultivates multiple creative dimensions, particularly fluency and flexibility, while originality and elaboration require deliberate scaffolding through constructive alignment, iterative feedback loops, and authentic assessment protocols. Instructional design emerges not as a peripheral administrative concern but as the critical architectural mechanism that transforms unstructured project activities into systematic creativity incubation environments. However, the effectiveness of PjBL interventions remains substantially moderated by institutional infrastructure capacity, faculty TPACK competency, and digital accessibility, highlighting that pedagogical innovation cannot be successfully isolated from broader systemic support structures.

Future research should prioritize longitudinal investigations to establish the sustainability of creative cognitive gains beyond immediate project completion and develop standardized measurement protocols that enable meaningful cross-study comparability. Higher education institutions must invest in comprehensive faculty professional development programs focused on instructional design methodologies and strategic technology integration to ensure PjBL implementation fidelity. Curriculum designers should explicitly embed constructive alignment principles and formative assessment cycles within project-based courses to maximize creative competency development across diverse disciplinary contexts. Additionally, urgent pedagogical guidelines are needed to ethically integrate emerging AI technologies as collaborative creative partners within PjBL frameworks while preserving academic integrity and authentic student authorship. Addressing these priorities will ensure that project-based pedagogies remain pedagogically robust, empirically grounded, and responsive to the evolving demands of Society 5.0 and the future workforce.

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