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Project-Based Multimedia for Fashion Vocational Education: Learning, Creativity, and Practicality in Support of SDG 4

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ABSTRACT

Objective: To evaluate multimedia-supported Project-Based Learning (PjBL) in fashion vocational education, by integrating conceptual knowledge, creativity, and procedural skills through a module, video tutorials, and presentation materials.

Method: Sequential one-group field trials involved 60 and 120 vocational fashion students. The multimedia package was embedded in six PjBL phases, and experts validated the instruments and tested their reliability. **Results:** Cognitive scores increased from 25.25 to 33.03 in the small-scale trial, $t(59) = -9.59, p < .001, d_z = 1.24$, and from 24.48 to 34.98 in the large-scale trial, $t(119) = -27.56, p < .001, d_z = 2.52$. Creativity improved descriptively; affective mastery reached 73.33% and 79.17%, while psychomotor mastery was uneven at 55.00% and 39.17%. Students rated the multimedia highly practical (90.90%), practitioners rated it practical and effective, and all six PjBL phases were observed. **Novelty:** To evaluate cognitive, affective, psychomotor, creativity, practicality, and implementation-fidelity indicators together across sequential field trials. The findings support multimedia-supported PjBL as promising for cognitive learning and classroom usability, while the absence of a comparison group and uneven practical outcomes limit causal claims. The study contributes to SDG 4, particularly Target 4.4 on technical and vocational skills.

INTRODUCTION

Vocational fashion education sits at the intersection of conceptual learning, creative design, and skilled production. Students are expected to understand design principles, translate ideas into visual plans, select materials, operate tools, construct garments, and evaluate the quality of a finished product. This combination makes fashion learning particularly demanding: conceptual explanations alone are insufficient, but unguided practice can also leave learners without the cognitive structure needed to plan, troubleshoot, and reflect. The challenge is therefore not simply to add technology to instruction, but to organize technology, project activity, and feedback into a coherent learning sequence. These demands also raise sustainability concerns. Inclusive and equitable quality education is the substance of Sustainable Development Goal (SDG) 4, and Target 4.4 in particular calls for increasing the number of young people who hold relevant technical and vocational skills for employment and decent work (Cahyono et al., 2025).

Project-Based Learning (PjBL) offers a plausible structure for this purpose because it connects knowledge with an extended task that culminates in a product, performance, or public explanation. Foundational accounts of PjBL emphasize a driving problem, learner decision-making, sustained inquiry, collaboration, monitoring, and reflection (Blumenfeld et al., 1991). Reviews and meta-analytic evidence generally link PjBL to positive academic, motivational, and skill-related outcomes, although effects vary by implementation quality, discipline, duration, assessment, and comparison condition (Chen & Yang, 2019). These conditions are especially relevant in vocational settings,