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Strengthening Project-Based Learning in the Visual Communication Design Curriculum

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Abstract

This study examines the integration of project-based learning (PjBL) into a Visual Communication Design (VCD) curriculum to enhance curriculum relevance and student readiness for the creative industries. Although PjBL has been widely recognized for improving learning outcomes, systematic integration into curriculum structures aligned with industry competency requirements remains underexplored. Using a qualitative descriptive approach, the study draws on an extensive literature review supplemented by curriculum document analysis, classroom observation reports, and a needs analysis reflecting student characteristics and industry expectations. Literature sources were drawn from journals, books, and educational policy documents published between 2018 and 2024, analyzed through thematic analysis involving open coding, theme categorization, and triangulation. The analysis identifies five core curriculum components essential for effective PjBL integration: (1) progressive learning phases across semesters, (2) authentic industry-oriented design projects, (3) collaborative and interdisciplinary learning activities, (4) ongoing formative and portfolio-based assessments, and (5) institutional support through digital infrastructure and faculty competency development. Based on these findings, the study proposes a PjBL curriculum framework that coherently maps learning outcomes, project deliverables, assessment strategies, and graduate competencies. Rather than asserting empirical effectiveness, this framework serves as a conceptual foundation for future implementation and validation studies, while offering practical guidance to higher education institutions aiming to develop industry-oriented design education.

KEYWORDS

design curriculum revolution, visual communication, project-based learning, graphic design skills

Introduction

Project-based learning (PjBL) is a student-centered pedagogical approach that actively engages students in solving authentic problems through the implementation of real-world projects, enabling the integration of conceptual knowledge with practical experience. In visual communication design (VCD) education, this approach is increasingly recognized as an effective strategy for preparing students to meet the demands of the rapidly evolving creative industries. Traditional design curricula generally emphasize theoretical knowledge and technical skill acquisition, while providing relatively limited opportunities for students to experience authentic design practices and industry-oriented project development (Almulla, 2020). However, rapid technological advancements, digital transformation, and the emergence of interdisciplinary creative industries require higher education institutions to prepare graduates who possess not only theoretical competencies but also creativity, collaboration, communication, problem-solving skills, and professional adaptability (Supriadi et al., 2024). Previous studies have consistently reported that project-based learning positively contributes to student engagement, critical thinking, creativity, collaboration, and academic achievement across.

various educational contexts (Almulla, 2020; Guo et al., 2020; Jia et al., 2023). In the field of visual communication design, existing research also indicates that project-based activities enhance graphic design skills, portfolio development, and student readiness for professional practice (Ginon & Setiawan, 2021). However, most previous studies primarily examine the effectiveness of Project-Based Learning (PjBL) as a classroom instructional strategy or evaluate student learning outcomes following project implementation. Relatively little attention has been paid to how project-based learning can be systematically integrated into the curriculum structure itself, including the alignment of learning outcomes, project sequencing, assessment strategies, and graduate competencies.

Consequently, there remains limited guidance for curriculum developers seeking to redesign visual communication design programs to meet contemporary industry expectations (Barr et al., 2024; Sugiyarto, 2025). This study addresses this gap by going beyond evaluating project-based learning as a teaching method and instead examining its integration as a framework for curriculum design. Rather than focusing solely on learning effectiveness, the study analyzes curriculum literature, educational documents, and identified student and industry needs to develop a conceptual curriculum framework that systematically maps project progression, learning outcomes, assessment strategies, and graduate competencies within a visual communication design curriculum. Thus, this study provides a curriculum-oriented perspective that complements existing PjBL research and provides practical guidance for curriculum development in design education.

A project-based learning approach allows students to comprehensively experience the entire design process, from problem identification and idea exploration to concept development and prototyping, to the implementation of proposed solutions. In the context of Visual Communication Design education, this approach provides a more contextual learning experience because students not only understand theoretical aspects but also engage in real-world problem-solving. Various studies in design education and graduate employability show that the industrial world increasingly demands graduates with practical competencies, creative thinking skills, visual communication skills, collaboration skills, and innovative problem-solving skills in professional situations. In addition to conceptual mastery, these competencies are often reflected through project experiences and portfolios that demonstrate students' ability to apply knowledge to design practice. Therefore, strengthening the Visual Communication Design curriculum through a project-based approach is relevant to support the development of graduate competencies that align with the needs of the creative industry and the development of the digital work environment.

Therefore, contemporary curriculum development in visual communication design is increasingly moving towards more integrated, interactive and experiential learning approaches that prepare students for the complex demands of the creative industries. Among these approaches, project-based learning (PjBL) has received considerable attention because it positions students as active participants who construct knowledge through authentic design projects and collaborative problem-solving.

Despite these developments, evidence from previous studies shows a persistent discrepancy

between curriculum design and professional practice. Studies of design education have reported that learning activities are largely instructor-centered, with project work often limited to class assignments that emphasize technical production rather than authentic design processes, interdisciplinary collaboration or engagement with real-world design problems. Similarly, analyses of curricula in visual communication design programs show that project experiences are often implemented as isolated coursework activities rather than systematically integrated throughout the curriculum to gradually develop professional competencies (Indrawijaya & Siregar, 2022).

This pattern is also reflected in the needs analysis conducted in this study, which identified expectations from students and industry stakeholders for learning experiences that provide greater opportunities for authentic projects, collaborative design practices, portfolio development, and direct engagement with real-world design challenges. These findings suggest that existing curricula still provide limited opportunities for students to integrate theoretical knowledge with professional practice throughout their learning journey. As a result, students may graduate with sufficient conceptual understanding but insufficient experience in applying design thinking, collaborative problem solving, and industry-oriented project management—skills that are increasingly in demand in the creative economy.

This gap between curriculum and practice provides the primary rationale for proposing a project-based learning framework for the curriculum. Rather than simply introducing multiple project activities, the proposed framework systematically integrates projects into the curriculum through progressive learning phases, aligned learning outcomes, authentic project experiences, ongoing assessment, and competency-based evaluation. In this way, project-based learning serves not only as a teaching strategy but also as a curriculum design approach capable of increasing the relevance of visual communication design education to professional practice (Yang & Yang, 2022).

Methods

This study uses a qualitative descriptive research design to develop a conceptual framework for strengthening visual communication design (VCD) curricula through the integration of project-based learning (PjBL). This research was conducted in the context of curriculum development in higher education in visual communication design, with a particular focus on aligning the curriculum structure with industry competency requirements and contemporary learning needs. In this study, project-based learning is not treated as a research method, but rather as a conceptual framework used to analyze and redesign curricula.

This study examines three primary sources of evidence: (1) curriculum documents related to visual communication design, including curriculum structures, course descriptions, and learning outcome documents; (2) scholarly literature on project-based learning, curriculum development, and design education; and (3) observational records and needs analysis documents describing student learning characteristics and expectations from industry and societal stakeholders regarding graduate competencies.

The literature review was conducted using peer-reviewed publications in Scopus, ERIC, Google Scholar, and ScienceDirect, published between 2018 and 2024. The literature was selected using predetermined inclusion

criteria: (a) studies discussing project-based learning in higher education; (b) research related to visual communication design or design curriculum; (c) studies addressing curriculum development, graduate competencies, or authentic learning; and (d) publications available in full text and written in English or Indonesian. Publications unrelated to curriculum development, duplicate studies, opinion articles without empirical or theoretical contributions, and sources not indexed by experts were excluded from the analysis.

A total of 48 scientific publications, six curriculum documents, and three institutional learning guidelines were reviewed and analyzed. Data collection was conducted between January and April 2025, during which syllabus documents were reviewed, literature was systematically reviewed, and observation notes were collected on student learning practices and engagement in visual communication design courses.

Project-based learning is conceptualized as a framework for curriculum development that emphasizes authentic projects, collaborative learning, problem-solving, and progressive competency development (Almulla, 2020; Guo et al., 2020). Therefore, this analysis focuses on identifying curriculum components that support the systematic integration of project-based learning into the visual communication design curriculum.

To ensure the credibility and relevance of the data, this study used a range of documentary sources, including peer-reviewed scientific publications, curriculum documents, reference works and institutional reports related to project-based learning and visual communication design education. The literature search was conducted using Scopus, ScienceDirect, ERIC, SpringerLink and Google Scholar, which provide comprehensive coverage of educational research, curriculum studies and design education.

The literature search used a combination of the following keywords: project-based learning, visual communication design, design education, curriculum development, creative industry competence and curriculum in higher education. Only publications published between 2018 and 2024 were considered to ensure that the review reflects the latest developments in curriculum innovation and design education.

Literature selection followed predetermined inclusion and exclusion criteria. The inclusion criteria included peer-reviewed journal articles, books, conference proceedings, and curriculum-related documents that discussed project-based learning in higher education, visual communication design, design education, curriculum development, authentic learning, and graduate competency development. Only publications available in full text and written in English or Indonesian were included. Exclusion criteria included duplicate publications, opinion articles without academic evidence, studies unrelated to curriculum development or design education, and publications lacking methodological or theoretical relevance.

Selected curriculum-related publications and documents were analyzed to identify key concepts related to curriculum structure, learning outcomes, project pathways, assessment strategies, graduate competencies, and best practices in implementing project-based learning in design education. These findings were then analyzed using thematic analysis and triangulated with curriculum observations and identified learning needs from students and industry stakeholders. This data synthesis served as the basis for developing a proposed curriculum framework for project-based learning in visual communication design. These sources are used to collect

credible and relevant data to support the implementation and further development of the Curriculum Design Revolution with a project-based learning approach. The data analysis in this study used a qualitative approach to examine the strengthening of the Visual Communication Design curriculum through the implementation of Project-Based Learning (PjBL). Data collection was conducted through literature review and document analysis, utilizing various relevant scientific sources, such as academic journals, scientific articles, reference books, and digital educational resources discussing curriculum, Project-Based Learning, design education, and visual competency development. The collected data focused on the concepts, implementation, and empirical findings related to the application of PjBL in the context of design education.

The data were analyzed using thematic analysis following a systematic process that included data identification, initial coding, theme development, theme review, interpretation, and conclusions. During the identification phase, all selected literature, curriculum documents, observation notes, and needs analysis data were reviewed repeatedly to gain a comprehensive understanding of the information. Initial codes were generated inductively by identifying recurring concepts, ideas, and patterns across data sources. These codes focused on issues related to student engagement, authentic project experiences, curriculum structure, collaborative learning, creativity, assessment practices, graduate competencies, and industry relevance. Similar codes were then grouped into broader categories to identify tentative themes that illustrated the characteristics and requirements of project-based learning curricula. To increase the credibility of the analysis, these tentative themes were continuously compared across data sources through an iterative review process. Themes were retained only if they were consistently supported by evidence from multiple sources and demonstrated conceptual coherence with the research objectives. This verification process ensured that the identified themes accurately represented recurring patterns, not isolated findings.

Finally, data triangulation was conducted by comparing evidence from the literature review, analysis of curriculum documents, classroom observations, and identified learning needs from students and industry/society stakeholders. The convergence of these sources was used to validate new themes and to formulate a proposed curriculum framework for project-based learning, including its curriculum structure, progressive learning phases, learning outcomes, project implementation strategies, assessment methods, and competency development for graduates. To enhance data validity, the study employed source triangulation techniques by comparing various findings from relevant journals, reference books, and scientific documents. This approach was taken to obtain more comprehensive analysis results and increase the credibility of research findings regarding the implementation of Project-Based Learning in the development of the Visual Communication Design curriculum (Awang Damit et al., 2014; Santoso & Prameswari, 2022).

Result and Discussion

Needs Analysis

Educational needs and best practices in curriculum areas relevant to the Design Curriculum Revolution, focusing on visual communication and strengthening project-based learning approaches, indicate that in the evolving digital age, education must place greater emphasis

on developing 21st-century skills, such as creativity, critical thinking, communication, and collaboration (Zaslavskaya, 2019). The relevance of project-based learning demonstrates that it promotes deeper student engagement, facilitates a deeper understanding of concepts, and prepares students for real-world challenges. Through visual communication projects, students can develop graphic design, problem-solving, and collaboration skills, which are essential in an increasingly diverse workforce. Integrating visual communication into the curriculum can provide opportunities for students to explore their identities, understand cultural differences, and contribute to solving complex problems in society. Therefore, the Design Curriculum Revolution approach, with its focus on visual communication and project-based learning, can provide a strong foundation for preparing students with relevant skills and knowledge for success in an ever-evolving world (Stefany & Diana, 2024; Thanh et al., 2024).

Based on the results of a literature review, the implementation of Project-Based Learning (PjBL) in Visual Communication Design education shows a trend towards increased student engagement in the learning process (Fitria & Rachayu, 2020). Findings from various studies indicate that project-based learning encourages students to actively participate in all stages of the learning process, from problem identification and concept planning to design idea development and implementation of visual communication projects. This active engagement is reflected in student participation in discussions, collaboration processes, design decision-making, and problem-solving related to the projects being worked on (Wijnia et al., 2024).

In addition to increasing learning participation, the project-based approach also provides opportunities for students to develop competencies relevant to the field of Visual Communication Design, such as graphic design skills, typography, color selection, layout, and visual communication skills in a more practical way. Student involvement in real-life projects allows for a more contextualized learning process and supports the development of skills needed in professional practice.

This skill development process is driven through hands-on practice and feedback provided by teachers and fellow students. Students collaborate to plan, design, and implement visual communication projects, dividing tasks and responsibilities, and providing support and feedback to one another. The Design Curriculum Revolution, with its project-based learning approach in the context of visual communication, demonstrates a rich, relevant learning experience oriented toward developing students' skills and deepening their understanding (Dennehy et al., 2023; Kelter et al., 2021; Samoila et al., 2026).

The needs analysis revealed several recurring patterns that indicate the need for more challenging, contextualized, and differentiated learning approaches in visual communication design education. Curriculum analysis, classroom observations, and previous studies show that learning activities continue to focus primarily on classroom-based tasks and the acquisition of technical skills, while opportunities for students to engage in authentic design projects, interdisciplinary collaboration, and real-world problem solving remain limited. As a result, students have relatively few opportunities to develop professional competencies through ongoing project experiences that reflect actual design practice.

Furthermore, the analysis identified significant diversity in students' learning characteristics, including differences in prior design experience, creative interests, collaboration skills, and problem-solving abilities. These findings

suggest that a uniform teaching approach is insufficient to address diverse learning needs, and that more adaptive and differentiated learning strategies are needed to support meaningful competency development.

The needs assessment also highlighted expectations from industry and community stakeholders regarding graduate competencies. Both groups stressed the importance of graduates possessing not only conceptual knowledge, but also creativity, innovation, teamwork, communication skills, and the ability to apply design knowledge in authentic societal and industry contexts. Stakeholders also indicated that students should experience project-based learning activities involving real clients, community partners, or industry-related design challenges to strengthen their professional readiness and social responsibility.

Overall, these findings demonstrate a clear mismatch between existing learning practices and the competencies expected of the creative industries. This evidence supports the need for curricula that systematically integrate project-based learning through authentic projects, collaborative learning experiences, and structured, progressive competency development, rather than relying solely on traditional classroom instruction. Taking into account the results of the literature review, student needs analysis, and community needs, the development of a Visual Communication Design curriculum based on Project-Based Learning needs to be adaptively designed to meet learning needs, support student competency development, and address the ever-evolving demands of the workplace.

Conceptual Framework

The conceptual framework for developing a Visual Communication Design curriculum based on Project-Based Learning (PjBL) is built through the relationship between several key constructs: visual communication competency, project-based learning stages, creativity, collaboration, and the learning assessment process. Visual communication competency is understood as students' ability to understand and apply graphic design principles, such as typography, layout, color selection, visual composition, and the ability to convey messages effectively through visual media (Cholilah et al., 2023).

Within this framework, Project-Based Learning functions as a learning approach that integrates the stages of problem identification, project planning, idea development, design implementation, and project outcome evaluation. Through these stages, students are encouraged to actively engage in a learning process that emphasizes real-world experiences and contextual problem-solving. This process not only supports the mastery of technical design skills but also contributes to the development of students' creativity and innovative abilities in solving visual problems (Ferrero et al., 2021).

Furthermore, collaboration is positioned as a crucial element in project-based learning as students work in teams to plan, design, and complete visual communication projects. This collaborative interaction contributes to improved communication, coordination, and teamwork skills. To ensure the achievement of learning objectives, the assessment process is carried out continuously through evaluation of the project process and results based on indicators of design quality, creativity, problem solving, and relevance to real-world needs (Stefany & Diana, 2024).

Conceptually, the proposed framework explains how project-based learning phases logically connect with collaborative learning, creative exploration, authentic project experiences, and ongoing evaluation in a visual communication design curriculum (See Figure 1). Rather than implying a direct cause-and-effect relationship, the

framework illustrates how these curriculum components can be systematically organized to support the development of visual communication competencies and promote learning experiences that are contextual, practice-oriented, and aligned with industry and societal expectations. These conceptual relationships form the basis for curriculum design and offer a framework that can be explored through future implementation studies and empirical validation (L. Zhang & Ma, 2023).

Curriculum Design

The Design Curriculum Revolution curriculum design in visual communication, which emphasizes a project-based learning approach, is a strategic effort to address the challenges of the increasingly dynamic creative industry. In the ever-evolving digital era, the need for human resources who not only understand theory but also are able to apply skills in real life is crucial. Therefore, a project-based learning approach is seen as an effective method for integrating knowledge, skills, and professional attitudes into a unified learning process (Aboderin & Pietersen, 2026; Hilliger et al., 2024; Kiong et al., 2022; X. Zhang et al., 2024).

In its implementation, several conditions must be considered for this curriculum to run optimally. One key factor is teacher readiness to implement a project-based learning approach. Teachers serve not only as transmitters of material but also as facilitators, mentors, and evaluators, guiding students throughout the project process. This requires teachers to possess adequate pedagogical and professional competencies, including the ability to manage project-based classes, provide constructive feedback, and motivate students to be active and creative (Avalos & Aylwin, 2007).

The availability of learning facilities and digital design infrastructure is a crucial component in supporting the implementation of Project-Based Learning (PBL) in the Visual Communication Design curriculum. In the context of design education, a learning environment supported by digital design tools and technology, multimedia laboratories, design studios, and access to visual learning resources plays a crucial role in facilitating the creative exploration process and developing student competencies. These facilities not only support the mastery of technical skills in the use of media and design tools, but also support collaborative learning processes, project-based practice, and authentic learning experiences that are key characteristics of visual communication education. Various studies in design pedagogy show that a learning environment supported by adequate technology and facilities can increase student engagement, strengthen design practice experiences, and help develop visual communication competencies relevant to industry needs. Conversely, limited facilities and technological support have the potential to hinder the implementation of project-based learning and limit students' opportunities to engage in contextual and applicable design experiences (Hwang & Hu, 2013).

In addition to teacher readiness and resource availability, the commitment of educational institutions also plays a crucial role. Institutions must provide full support for the implementation of this curriculum, including teacher training, provision of facilities and infrastructure, and adequate time and space for project implementation. Strong administrative support is also necessary to ensure the learning process is structured and well-organized (Nurcholiq, 2019).

To strengthen the project-based learning approach, the following in the curriculum structure for the Design Curriculum Revolution in visual communication, which

strengthens the project-based learning approach (M. & V., 2022). (See [Table 1](#)).

To reinforce the project-based learning approach, the curriculum is structured systematically into three main semesters. Each semester has a distinct yet interconnected learning focus. In the first semester, learning focuses on the fundamentals of graphic design through the units "History of Graphic Design" and "Principles of Graphic Design." In the first unit, students are introduced to the development and evolution of graphic design over time. They also study various case studies that demonstrate the role of graphic design in culture and industry. Learning activities include analysis of historical graphic design works to help students understand the context and meaning behind each work.

Next, in the unit on principles of graphic design, students learn basic elements such as line, shape, color, and texture. They are also trained to apply design principles such as balance, contrast, and harmony to create simple visual compositions. The practical activities in this unit aim to build a strong foundation of visual skills to prepare them for further learning. Entering the second semester, the learning focus shifts to mastering graphic design techniques and skills. Units studied include "Typography and Layout" and "Digital Design." In the typography unit, students learn about various typefaces, the principles of font selection, and techniques for arranging design elements in effective layouts. They are also given assignments to design simple posters or brochures as an application of the material they have learned.

In the digital design unit, students are introduced to the use of graphic design software. They learn basic techniques such as image manipulation, layering, and vector graphics creation. Practical activities in this unit include creating logos or digital illustrations, allowing students to develop both their creativity and technical skills. The third semester is the culmination of the curriculum, where students are directly involved in visual communication projects. Learning units in this semester include "Project Development," "Project Implementation," and "Evaluation and Presentation." In the project development phase, students learn about the project design process, from topic selection to proposal development. They are encouraged to design projects relevant to real-world needs in society or industry.

Next, in the project implementation phase, students work individually or in teams to bring their projects to life. This process requires strong collaboration, communication, and time management skills. Students are also encouraged to produce high-quality work, paying attention to aesthetics and functionality. The final stage of learning is evaluation and presentation. During this stage, students reflect on the process and results of the projects they have completed. They also prepare presentations to present their work to the public or relevant parties. These activities aim to hone communication skills and boost students' self-confidence. Each learning unit in this curriculum is complemented by relevant practical activities and projects to strengthen students' conceptual understanding and skills. Evaluation is conducted continuously, adapting the assessment method to the characteristics of each unit. Assessment focuses not only on the final result but also on the learning process students undergo. Collaborative activities and teamwork are important aspects of this curriculum. Students are encouraged to work together to complete projects, thus developing their social skills and teamwork abilities. This is crucial given the high demand for collaboration in today's workplace.

The teacher's role in providing regular formative feedback is also crucial. This feedback helps students refine and develop their work progressively. Through ongoing evaluation, students can understand their strengths and

weaknesses and make continuous improvements. In its implementation, learning activities are not limited to classroom activities. This curriculum also incorporates various learning methods such as lectures, group discussions, practical demonstrations, individual and group projects, and field trips to design studios or art exhibitions. This aims to provide a more varied and contextual learning experience.

Assessment in this curriculum is conducted through various methods, including individual and group assignments, written exams, project assessments, and student portfolio development. Furthermore, formative and summative evaluations are conducted by teachers to ensure that learning objectives are being achieved. (See

Table 2)

With this curriculum, it is hoped that students will develop strong graphic design skills, high creativity, and the ability to apply their knowledge in real-world contexts. This curriculum also aims to prepare students for an increasingly complex and competitive workplace. Overall, the Revolution in Design Curriculum in visual communication, with its project-based learning approach, is a relevant and adaptive innovation. With support from various parties, including teachers, institutions, and students, this curriculum is expected to produce graduate who are not only academically competent but also prepared to contribute to the creative industry and society at large.

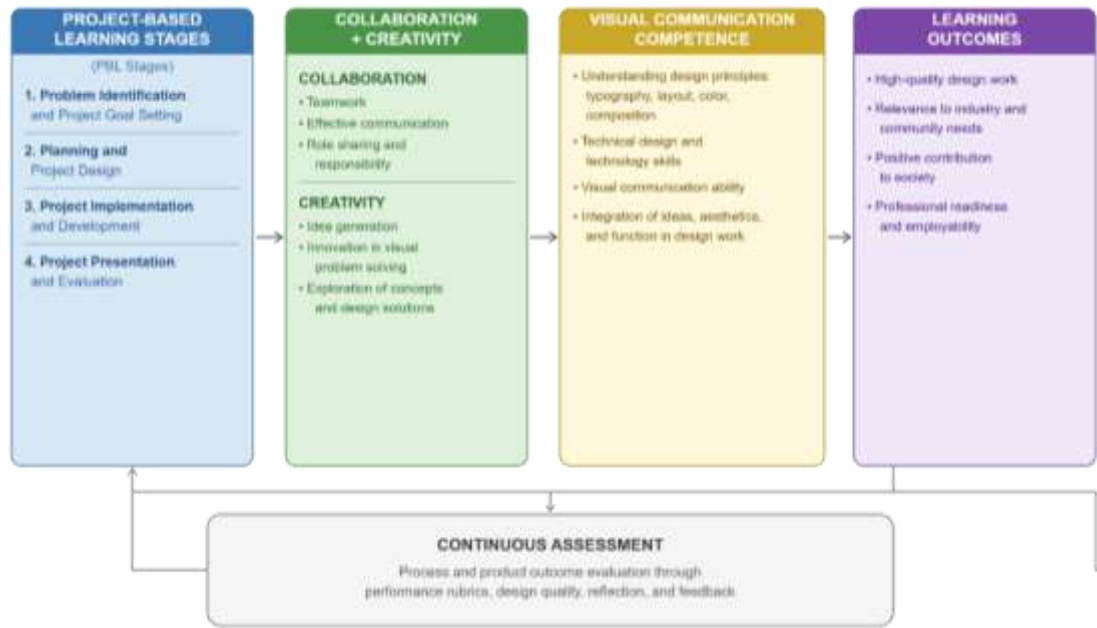


Figure 1. Conceptual Model

Table 1. Structure of the Revolution Curriculum

Semester	Course / Module	Credit Load	Prerequisite	Intended Learning Outcomes	Project Deliverables	Assessment Strategy	Graduate Competencies
1	History of Graphic Design & Principles of Graphic Design	3 Credits (16 meetings)	None	Explain the historical development of graphic design, identify design principles, and apply basic visual composition concepts.	Historical design analysis, visual composition exercises, reflective report	Design analysis (20%), visual composition (30%), individual assignments (20%), class participation (10%), reflection (20%)	Fundamental design knowledge, visual literacy, critical observation, basic communication
2	Typography, Layout, and Digital Design	3 Credits (16 meetings)	Semester 1	Apply typography, layout principles, digital design software, and visual communication techniques to solve design problems.	Poster design, visual identity, logo, digital illustration	Design quality (30%), creativity (25%), technical execution (20%), presentation (10%), reflection (15%)	Technical design competency, creativity, digital literacy, visual communication
3	Integrated Visual Communication Project	4 Credits (16 meetings)	Semester 1 & 2	Design and implement authentic visual communication projects addressing real community or industry problems through collaborative	Project proposal, design prototype, final design product, portfolio, public presentation	Project implementation (25%), creativity (20%), collaboration (20%), portfolio (20%), presentation & reflection (15%)	Professional design practice, collaboration, problem-solving, project management, communication, portfolio development

project-based
learning.

Table 2. Learning Approach

a) Project-based learning	This curriculum will utilize a project-based learning approach where students will engage in challenging and relevant graphic design projects.
b) Collaboration and teamwork	Students will be encouraged to work in teams to plan, design, and implement visual communication projects, promoting collaboration and teamwork skills.
c) Practical experience	This approach will provide practical experience in using graphic design software, as well as hands-on experience in applying design concepts in real-world contexts.
d) Formative evaluation and ongoing feedback	Teachers will provide regular feedback throughout the learning process to help students refine and improve their work over time.

Curriculum Implementation

In the context of visual communication design, project-based learning (PjBL) is proposed as a pedagogical foundation for the design of a conceptual curriculum that aims to support a more active, contextual and student-centered learning experience. At this stage, the curriculum represents a design framework, not an implemented educational program; therefore, its educational impact has not been empirically evaluated. Compared to conventional approaches that primarily emphasize the transfer of theoretical knowledge, the proposed framework is designed to engage students in exploration, idea generation, problem solving and the completion of authentic design projects that reflect professional practice.

In this conceptual curriculum, students are positioned not simply as recipients of information, but as active participants who jointly develop design solutions through an iterative learning process. The feasibility of the proposed curriculum can be examined through indicators such as alignment with the program's learning outcomes, curriculum structure, learning activities, assessment strategies and stakeholder relevance. Future implementation should be accompanied by systematic monitoring and evaluation, including observation of learning activities, assessment of project outcomes, feedback from students and educators, and measurement of learning outcomes to determine the effectiveness and practical applicability of the proposed curriculum. This approach is expected to form the basis for the development of creativity, critical thinking, collaboration skills, and problem-solving skills, which are important competencies in visual communication design.

To support the achievement of these learning objectives, a structured and systematic implementation plan is required in the development of a Visual Communication Design curriculum based on Project-Based Learning (PjBL). Based on the proposed curriculum framework, the initial step that needs to be taken is the preparation of a comprehensive learning plan. At this stage, lecturers are expected to be able to design a detailed learning plan for each learning unit by considering learning outcomes, learning strategies used, project-based activities, and relevant forms of assessment. The learning plan needs to be designed flexibly to adapt to the dynamics of the learning process and student needs, while still having a clear direction in supporting the achievement of predetermined visual communication competencies. Furthermore, resource development is a crucial aspect in supporting the successful implementation of the curriculum. These resources include not only learning materials but also graphic design projects, learning media,

and other supporting materials that can enrich students' learning experiences. This resource development can be achieved through the creation of learning modules, the provision of design examples, and the use of digital technology as a learning tool. With adequate resources, students will more easily understand the concepts taught and be able to apply them in real-life projects.

The next stage is organizing the visual communication projects. In this stage, teachers need to determine project topics that are relevant to real life and appropriate to the students' ability levels. Furthermore, team formation needs to be strategic to ensure each member has clear roles and responsibilities. Developing a project implementation schedule is also crucial for a focused and efficient project process. Through good organization, students can learn to manage their time, work collaboratively in teams, and develop effective communication skills. Teacher training is an equally important component in the implementation of this curriculum. Teachers need to be equipped with a deep understanding of project-based learning approaches, graphic design techniques, and the use of technology in learning. This training can be conducted through workshops, seminars, or intensive training specifically designed to improve teacher competency. With ongoing training, teachers are expected to be able to adapt innovative learning methods and provide optimal learning experiences for students.

In addition to training, ongoing support for teachers is also necessary. This can be done through mentoring programs for teachers, especially those who are new or need additional assistance in implementing the curriculum. This mentoring aims to provide direction, solutions, and motivation to teachers in facing various challenges during the learning process. With adequate support, teachers will be more confident and able to carry out their roles effectively.

After training and support are provided, the next step is to evaluate the learning process. This evaluation is a crucial part of the continuous learning cycle. Through process evaluation, it is possible to determine the extent to which the curriculum has been implemented effectively and identify any obstacles encountered during implementation. Monitoring is conducted regularly to ensure that the learning process is proceeding according to plan. In addition, collecting feedback from various parties, such as teachers, students, and other stakeholders, is also very important to evaluate the effectiveness of the learning methods used. Evaluation is not only conducted on the process, but also on the learning outcomes. In this case, assessment is conducted through two approaches: formative and summative. Formative assessment is conducted throughout

the learning process with the aim of providing constructive feedback to students and teachers. Through this assessment, students can identify their strengths and weaknesses and make continuous improvements. Meanwhile, summative assessment is conducted at the end of the learning process to evaluate the achievement of overall learning objectives.

In addition to formative and summative assessments, analysis of student portfolios and project results is also an important part of evaluation. Teachers can assess the development of students' graphic design skills and visual communication abilities through the work they produce. These portfolios can also serve as concrete evidence of students' learning processes and serve as an indicator of the success of project-based learning. Thus, assessment focuses not only on the final results but also considers the process and overall student development. Overall, the implementation of the Design Revolution Curriculum in the context of visual communication using a project-based learning approach requires careful planning, ongoing support, and comprehensive evaluation. Each component of this implementation is interconnected and contributes to the success of the learning. With well-planned implementation and adequate support, it is hoped that this curriculum will run smoothly and have a positive impact on student development.

Ultimately, the primary goal of this curriculum is to produce graduates who possess not only technical skills in graphic design but also critical thinking skills, creativity, and readiness to face the challenges of the workplace. Through a project-based learning approach, students are expected to integrate their knowledge and skills into real-world contexts, enabling them to become adaptive, innovative, and competitive individuals in the future.

Conclusion

Based on a literature review and conceptual curriculum analysis, this study proposes that integrating

project-based learning (PbBL) into a visual communication design curriculum provides a theoretically grounded framework for fostering more active, contextual, and experiential learning. The analysis indicates that the proposed curriculum structure has the potential to support student engagement, creativity, collaboration, and the development of visual communication competencies, including graphic design, problem-solving, and visual message design. Furthermore, the proposed curriculum structure illustrates the conceptual relationships between the project-based learning phases, collaborative learning processes, creativity development, and desired learning outcomes.

However, these conclusions are derived from conceptual analysis and not from empirical implementation; therefore, the effectiveness and practical applicability of the proposed curriculum structure have not been validated in an educational context. A limitation of this study is the lack of a pilot implementation and empirical evaluation involving students and educators. Future research is recommended to conduct a pilot trial in a visual communication design program, followed by systematic monitoring and evaluation using qualitative and quantitative measures to assess the feasibility, effectiveness, and educational impact of the proposed curriculum structure.

Practically, the results of this study can serve as a reference for educational institutions in developing a Visual Communication Design curriculum that is more adaptive to learning needs and the demands of the professional world. However, this study has limitations because it uses a literature review and conceptual analysis approach, thus failing to directly test the curriculum's implementation in a real-life learning context. Therefore, further research is needed to validate this through field implementation, measurement of learning outcomes, and evaluation of the effectiveness of the Project-Based Learning curriculum in various Visual Communication Design educational contexts.

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