THESIS

INSTAGRAM REELS AS MICROLEARNING MEDIA IN AN ENGLISH STUDY CLUB: A FLIPPED CLASSROOM APPROACH WITH PJBL OUTPUTS IN SMK NU SUDIRMAN ROGOJAMPI ACADEMIC YEAR 2025/2026



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MOTTO AND DEDICATION

MOTTO:

"There will never be a wasted effort, and there will always be a price for every small good deed you do. When something doesn't meet your expectations, never be discouraged. Believe that there will always be another way to achieve your goals."

DEDICATION:

I dedicate this thesis to my beloved parents, who have contributed greatly to the completion of this thesis, both emotionally and financially. Their endless prayers, sacrifices, encouragement, and unwavering support have been the greatest source of strength throughout my academic journey. Thank you for believing in me, motivating me to pursue my goals, and always being by my side through every challenge and achievement. I would also like to express my deepest gratitude to my advisor, Mrs. Dewi Khawa, M.Pd., who has always patiently guided me so that I could complete this thesis.

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Most importantly, I want to thank myself for persevering this far. Even though many things make me want to give up, I am great at getting to this point. You are great.

DECLARATION OF AUTHENTICITY OF THESIS

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ii

ABSTRACT OF INDONESIAN

Solehah, Yustika Kholifatus. 2026. Presented to Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat in a Partial Fulfillment of the Requirement for the Degree of Strata 1 in English Education Department (S.Pd.), Faculty of Tarbiyah and Teachers Training, Universitas Kh Mukhtar Syafaat (Uimsya) Blokagung Banyuwangi, Advisor: Dewi Khawa, M.Pd.

Keywords: Instagram Reels, Microlearning, Flipped Classroom, Project-Based Learning (PjBL), English Study Club

Penelitian ini bertujuan untuk mengkaji penerapan Instagram Reels sebagai media microlearning di English Study Club SMK NU Sudirman Rogojampi melalui integrasi pendekatan Flipped Classroom dan Project-Based Learning (PjBL). Penelitian ini menggunakan desain deskriptif kualitatif dengan partisipan yang terdiri atas tutor dan anggota English Study Club tahun ajaran 2025/2026. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Keabsahan data dijaga melalui triangulasi dan pengecekan ulang (member checking). Temuan menunjukkan bahwa pendekatan ini meningkatkan keterlibatan dan motivasi siswa, meningkatkan keterampilan kolaborasi dan komunikasi, serta mengembangkan kreativitas dan literasi digital. Lebih lanjut, integrasi PjBL mendorong kreativitas, kolaborasi, dan literasi digital, memposisikan anggota sebagai pencipta konten aktif daripada penerima informasi pasif. Namun, beberapa tantangan diidentifikasi, termasuk perbedaan tingkat pemahaman anggota, kesulitan koordinasi antaranggota kelompok, beragam keterampilan digital, dan kendala manajemen waktu. Dapat disimpulkan bahwa integrasi Instagram Reels sebagai media microlearning dengan pendekatan Flipped Classroom dan PjBL mampu menciptakan lingkungan belajar yang menarik, fleksibel, dan berpusat pada siswa. Pendekatan ini tidak hanya mendukung pembelajaran bahasa Inggris, tetapi juga membantu mengembangkan keterampilan abad ke-21 dalam konteks pembelajaran informal.

ABSTRACT OF ENGLISH

Solehah, Yustika Kholifatus. 2026. Presented to Faculty of Tarbiya and Teachers Training Universitas KH. Mukhtar Syafaat in a Partial Fulfillment of the Requirement for the Degree of Strata 1 in English Education Department (S.Pd.), Faculty of Tarbiyah and Teachers Training, Universitas Kh Mukhtar Syafaat (Uimsya) Blokagung Banyuwangi, Advisor: Dewi Khawa, M.Pd.

Keywords: Instagram Reels, Microlearning, Flipped Classroom, Project-Based Learning (PjBL), English Study Club

This study aims to examine the implementation of Instagram Reels as a microlearning medium in the English Study Club at SMK NU Sudirman Rogojampi through the integration of the Flipped Classroom and Project-Based Learning (PjBL) approaches. This study employs a qualitative descriptive design, with participants consisting of tutors and members of the English Study Club for the 2025/2026 academic year. Data were collected through observation, interviews, and documentation. Data validity was ensured through triangulation and member checking. The findings indicate that this approach enhances student engagement and motivation, improves collaboration and communication skills, and fosters creativity and digital literacy. Furthermore, the integration of PjBL fosters creativity, collaboration, and digital literacy, positioning members as active content creators rather than passive recipients of information. However, several challenges were identified, including varying levels of understanding among members, difficulties in coordinating among group members, diverse digital skills, and time management constraints. It can be concluded that the integration of Instagram Reels as a microlearning medium with the Flipped Classroom and PjBL approaches is capable of creating an engaging, flexible, and student-centered learning environment. This approach not only supports English language learning but also helps develop 21st-century skills in an informal learning context.

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The only way the author can provide a suitable compensation is to offer a prayer to Allah, the Most Gracious and Merciful, asking Him to thank everyone for their kindness.

No ivory is cracked, and no human being is perfect. This thesis is also not free from shortcomings. Therefore, with great humility, the author greatly expects constructive suggestions and criticisms. The author also apologizes for any errors that may be contained in the writing of this thesis, as a weak human being.

Finally, the author submits everything to Allah 'Azza Wajalla, with the hope that this thesis is compiled with His consent and can provide benefits. Amin Ya Robbal 'Alamin.

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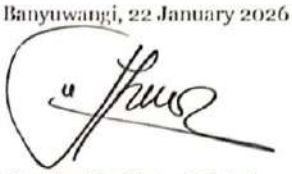

Yustika Kholifatus Solehah

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CHAPTER I
INTRODUCTION

1.1 Research Background

The quick development of digital technology in recent years has drastically changed how schools operate, particularly when it comes to teaching English. Teachers need to be able to create learning models that take into account students' needs and personalities in the wake of the COVID-19 pandemic. Using applications in learning during the pandemic is very helpful for educators in the learning process (Mayar et al., 2023). Students in the current generation are highly engaged with digital platforms and social media, making technology-based learning increasingly relevant.

Among the various digital platforms that students use in their daily lives, social media has become one of the most influential environments for communication, entertainment, and information sharing. Consequently, educators have begun exploring the educational potential of these platforms to support language learning. One platform that has gained widespread popularity among young learners is Instagram**,** particularly its short-video feature known as Instagram Reels. A recent study on Generation Z Doloi (2026), reported that Instagram Reels has become part of users' daily routines. Approximately 35% of respondents spent between 30 minutes and one hour per day watching Reels, while 27% watched for one to two hours, and 18% spent more than two hours per day.

These findings demonstrate the high level of engagement generated by short-form video content among young users. By incorporating elements such as pronunciation demonstrations, vocabulary highlights, grammar explanations, and conversational examples, Reels provides learners with accessible and practical exposure to the language in real-world contexts(Datu et al., 2023b). With its visually engaging, concise, and easily accessible content, Instagram Reels has strong potential to be used as microlearning media in educational settings. Given these characteristics, Instagram Reels is not only a social media feature but also a promising platform for delivering educational content. Its short, engaging, and easily accessible videos closely align with the

principles of microlearning, an instructional approach that emphasizes brief and focused learning experiences.

Microlearning is a learner-centric approach that offers brief, concentrated learning units with interactive multimedia, accessible on various devices(Meliana & Seli, 2023). The learning habits of today's students, who frequently choose quick, visually appealing digital content, are well-suited to microlearning, which focuses on presenting small chunks of information in brief, manageable formats. In the context of language literacy, microlearning can be used to deliver new vocabulary, sentence structures, and other communication skills in concise formats, such as short videos, infographics, or interactive quizzes (Kurniawan et al., 2024).

Instagram Reels offers a powerful medium to support microlearning initiatives, both within and outside the classroom, thanks to its creative editing features and user-friendly interface(Aslan & Sirojitdinovna, 2025). While microlearning emphasizes the delivery of concise learning content, its effectiveness depends on how the content is integrated into an appropriate instructional model. Therefore, an instructional approach is needed to maximize the educational potential of Instagram Reels within the learning process. One suitable approach is the flipped classroom model.

Modern pedagogy, on the other hand, places a strong emphasis on learning models that motivate students to be engaged, independent, and creative. The order of the learning process is reversed from conventional learning, where students are given assignments at home as preparation for lectures(Mayar et al., 2023). One such strategy is the flipped classroom, which enables discussion, practice, and application during in-person meetings by providing access to learning materials prior to class.

In a flipped classroom format, Instagram Reels can effectively function as pre-class learning materials, giving students brief, interesting content that gets them ready for more in-depth discussion during in-person sessions. Although the flipped classroom encourages students to acquire initial knowledge before class, meaningful learning also requires students to apply that knowledge in authentic tasks. Therefore, combining the flipped classroom with Project-Based Learning (PjBL) provides students with opportunities to transform their understanding into tangible learning products.

Project-Based Learning (PjBL), which encourages students to create real-world products as proof of their learning, is another pertinent strategy. Studies indicate that PjBL significantly enhances students' motivation by fostering autonomy, collaboration, and a sense of ownership over the learning process(Pratiwi et al., 2025). Teachers may foster creativity, communication skills, teamwork, and digital literacy—all critical 21st-century competencies by assigning students to make Instagram Reels as their final assignment. Additionally, creating reels gives kids a meaningful and entertaining approach to show that they comprehend English language principles. The integration of these instructional approaches becomes even more meaningful when implemented in a learning environment that encourages active participation beyond regular classroom instruction. One such environment is an English Study Club, where students have greater opportunities to practice English through collaborative and creative activities.

English study exercises in the English Study Club at SMK NU Sudirman Rogojampi are a valuable addition to standard classroom instruction. The Study Club uses more adaptable, creative, and engaging techniques to improve students' English language proficiency. However, pupils sometimes have trouble staying motivated, have little exposure to English outside of the classroom, and favour technology-driven content over conventional teaching techniques. These difficulties emphasize the need for substitute educational materials that can boost interest and enhance learning results. Considering these challenges, there is a need for an instructional approach that not only increases students' motivation but also accommodates their digital learning preferences. One possible solution is the integration of Instagram Reels as a microlearning medium within a flipped classroom model supported by Project-Based Learning outputs.

An inventive way to address these problems is to use Instagram Reels as microlearning materials using a flipped classroom approach and PjBL outputs. This integration fosters the development of digital capabilities in line with the objectives of vocational education while also reflecting the learning preferences of vocational students. Although previous studies have investigated Instagram Reels, microlearning, flipped classrooms, and Project-Based Learning separately, only limited research has explored the integration of these three approaches within an extracurricular

English learning context. Furthermore, studies focusing on English Study Clubs remain scarce. Therefore, further investigation is necessary to understand how this integrated approach is implemented in practice and what challenges may arise during its implementation.

In light of this, the purpose of this study is to investigate the use of Instagram Reels as microlearning materials in an English Study Club at SMK NU Sudirman Rogojampi during the Academic Year 2025/2026 using a flipped classroom paradigm with PjBL outputs. It is anticipated that the results of this project will advance the field of technology-enhanced language learning and offer insights into creative approaches to teaching English.

1.2 Research Problem

1.2.1 How is the process of utilizing Instagram Reels as a microlearning tool implemented in English Study Club activities?

1.2.2 What challenges have been encountered in utilizing Instagram Reels as a microlearning tool in English Study Club activities?

1.3 Research Objectives

1.3.1 To describe the process of implementing Instagram Reels as a microlearning tool in English Study Club activities.

1.3.2 To analyze the challenges encountered in utilizing Instagram Reels as a microlearning tool in English Study Club activities.

1.4 Research Significances

This research is expected to provide valuable contributions both theoretically and practically, particularly in the field of English language teaching and digital-based microlearning.

1.4.1 Theoretical Benefits

a. Contributing to microlearning theory

The findings of this study will enrich the theoretical understanding of microlearning, especially regarding how short-form video platforms like Instagram Reels can support the delivery of concise, engaging, and accessible learning materials.

b. Expansion of digital media utilization in ELT

This study provides empirical evidence on the integration of social media, specifically Instagram Reels, in the English language teaching context. It may serve as a reference for future researchers who are examining technology-enhanced learning and mobile-assisted language learning (MALL).

c. Insight into students' learning behavior in social media-based learning

By analyzing how students respond to and interact with microlearning through Instagram Reels, the study contributes to the body of knowledge related to student engagement, digital literacy, and multimedia learning theories.

1.4.2 Practical Benefits

a. For teacher or English study club instructors

The results of this study may guide instructors in designing creative and effective microlearning strategies using Instagram Reels. Teachers can adopt or adapt the implementation model to enhance students' motivation, understanding, and participation.

b. For Students

Students can benefit from more enjoyable and flexible learning experiences. Instagram Reels may help them digest materials more easily, improve their digital creativity, and encourage active participation through content creation.

c. For schools

This study can support schools in promoting innovative learning practices and integrating digital platforms into extracurricular programs. It may also encourage the development of a more modern and technology-friendly learning environment.

d. For future research

The findings may serve as a valuable reference for those who wish to research microlearning, social media-based learning, or the integration of technology in education. It may also inspire similar studies in different contexts or with different platforms.

1.5 Definition of Terms

1.5.1 Instagram Reels

A feature on the Instagram platform called Instagram Reels enables users to make and share brief videos, usually between 15 and 60 seconds. Instagram Reels was utilized in this study as a digital tool to facilitate student-made video projects on English language acquisition and to convey educational content. Additionally, the brief style promotes repeated watching by allowing students to go over the content several times until they are comfortable with comprehending and using it. Moreover, Reels integrates multiple modes of learning—visual, auditory, and even kinesthetic—into one seamless experience(Datu et al., 2023b).

1.5.2 Microlearning media

A type of educational media known as "microlearning media" divides instructional content into brief, understandable chunks. Watching a quick movie, looking at an infographic, or participating in a quick online class with group discussion are examples of microlearning. The term microlearning is not a structured concept, but a metaphor referring to a set of learning models(Fitria, 2022). In order to help students learn English ideas efficiently in a short amount of time, this study used microlearning material in the form of brief instructional videos that were distributed using Instagram Reels.

1.5.3 Flipped Classroom-based Learning

An instructional methodology that flips the conventional learning sequence is called flipped classroom-based learning. In a flipped classroom, material delivery is carried out before class, while assignments, active discussions, and material reinforcement are carried out in class(Ayunda et al., 2024). Before attending in-person classes, students study new subject on their own, frequently using videos or digital information. The instructor encourages more in-depth study, practice, and application of the subject matter during in-person sessions. Instagram

Reels serve as a pre-class learning tool in this study's flipped classroom methodology.

1.5.4 Project-based Learning (PjBL) Output

Project-based learning (PjBL) is a new model of inquiry-based learning that is centred on the concepts and principles of a subject, with the help of multiple resources and continuous inquiry-based learning activities in the real world, with the aim of producing a complete project work and solving multiple interrelated problems within a certain period of time(Zhang & Ma, 2023). Students actively participate in pertinent and significant projects as part of the learner-centered Project-Based Learning (PjBL) approach. Students work together to solve real-world issues, create goods, and hone abilities like research, critical thinking, and teamwork. A student-made Instagram Reels video that showed their comprehension of English language resources and their capacity to use them creatively served as the PjBL outcome for this study.

CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Theoretical Review

The theoretical underpinnings that serve as the platform for carrying out and evaluating the research are covered in this chapter. The research focuses on utilizing Instagram Reels as a microlearning tool in the English Study Club employing a flipped classroom method with Project-Based Learning (PjBL) outcomes, which is supported by the theoretical review. The theories under discussion provide a conceptual framework for comprehending the occurrences taking place in the case study setting.

2.1.1 Instagram Reels as a Learning Media

a. Definition of Instagram Reels as a Learning Media

Social media platforms have been used in classrooms more frequently in recent years as digital tools to improve student participation. Instagram is one of the most widely used social media platforms, enabling users to create, share, and interact with visual content, including photos, videos, Stories, and Reels(Sunita, 2024a). Instagram is not only widely used by adolescents but is also accessed frequently as part of their daily routines(Lee, 2023). Vocational High Schools (SMK) have experienced significant growth in Indonesia, reflecting the increasing public interest in vocational education. According to statistics published by the Directorate of Vocational High Schools (2025) The Ministry of Primary and Secondary Education, Indonesia, currently has 14,391 vocational high schools with a total enrolment of 4,876,648 students nationwide. As the majority of vocational high school students belong to Generation Z, they are accustomed to using digital technology and social media in their daily lives.

According to the Pew Research Center (2024) About half of teenagers use Instagram every day, with 12% reporting almost constant use. Furthermore, a recent study on Generation Z found that most users spend between 30 minutes and two hours per day watching Instagram Reels, highlighting the popularity of short-form video content among young people. These findings support the potential

of Instagram Reels as a familiar and engaging platform for learning the English language.

Beyond social interaction, Instagram has increasingly been adopted as an educational platform because it facilitates authentic communication, collaborative learning, and easy access to multimedia learning resources (Sunita, 2024b). Instagram Reels can be utilized to provide contextual information, everyday idioms, pronunciation exercises, and dialogue examples for English language learners. Instagram serves as an innovative medium for enhancing English pronunciation skills, presenting a complex interplay of advantages and disadvantages that significantly impact its effectiveness in language learning(Firmansyah & Widiastuty, 2024). Students' motivation and engagement can rise when they use a familiar platform.

Instagram has drawn a lot of attention among these platforms due to its visual-based features. Introduced in 2020, Instagram Reels is a short-video service that lets users make 15- to 60-second movies with effects, transitions, audio, and text overlays. Instagram is a social media platform used by its users to share information in the form of images, photos, and videos(Bahriah & Anzani, 2025). Instagram Reels were initially intended for fun, but they can now be used as a platform for instructional microcontent.

Instagram Reels support the ideas of Multimodal Learning Theory from a pedagogical standpoint. According to Jewitt & Kress (2010) learners understand information better when exposed to multiple communication modes such as visuals, sound, and text. These modalities are organically included in reel movies, which makes them more interesting and simpler for students to understand. Additionally, studies indicate that the usage of brief films improves student motivation and attention because the information is clear, visually appealing, and mobile-friendly (Alhabash & Ma, 2017). As a result, employing Instagram Reels as instructional materials gives educators the chance to present interesting microlearning material while also

promoting creativity, peer engagement, and exposure to real language.

b. Instagram Reels as a Microlearning Media

In educational practice, Instagram Reels can be implemented as a microlearning medium by delivering learning materials through short, focused videos that address a single learning objective in each session(Istiqomah et al., 2025). Teachers may create Reels containing concise explanations of English topics, such as vocabulary, pronunciation, grammar, idiomatic expressions, or speaking tips, with a duration of less than 90 seconds. Because the videos are brief and visually engaging, students can watch them repeatedly at their own pace before, during, or after classroom instruction. This repeated exposure helps learners reinforce their understanding while reducing cognitive overload.

Instagram Reels' brief duration promotes the presentation of educational content in a clear and targeted way. Reels could therefore be utilized as a microlearning tool, particularly for teaching little English courses. Features such as Reels, Stories, and interactive posts deliver language input in a concise, visually appealing, and interactive way, which resonates with learners accustomed to fast-paced, multimedia-driven content(Datu et al., 2023a).

Furthermore, Instagram Reels support flexible and mobile learning because students can access the learning materials anytime and anywhere using their smartphones(Obeso et al., 2023). Teachers may also incorporate captions, subtitles, text overlays, images, background music, and quizzes to increase students' attention and comprehension. In addition, the comment and sharing features encourage interaction between teachers and students, allowing learners to ask questions, exchange ideas, and discuss the learning content. Through these features, Instagram Reels not only function as a platform for delivering concise instructional materials but also facilitate active, independent, and student-centered learning that aligns with the principles of microlearning.

2.1.2 Microlearning

a. The Definition of Microlearning

A learning strategy known as "microlearning" divides content into little, targeted chunks. A learning strategy known as "microlearning" divides content into little, targeted chunks. Microlearning is used as a strategy for designing learning content into small and focused segments(Fitria, 2022). Each learning unit is designed to discuss one specific concept or skill so that it is easy to understand and learn in a relatively short time.

This approach has developed alongside the increasing use of digital technology in education. It is based on the Cognitive Load Theory by Sweller et al. (2019), which states that human cognitive processing is heavily constrained by our limited working memory, which can only process a limited number of information elements at a time.

Furthermore, mobile-based microlearning aligns with the concept of Just-in-Time Learning Bruck et al. (2012), enabling students to access content anytime and anywhere. This flexibility supports independent and self-paced learning, a key factor in improving motivation and long-term retention.

b. Characteristics of Microlearning

Microlearning has several main characteristics, including short learning duration, focus on one specific topic, use of digital media, and flexibility of access. Based on Fitria (2022) There are some characteristics of microlearning, as follows:

1. Learning materials are prepared and taught faster.
2. The cost of making learning materials is cheaper.
3. Covers almost all topics and learning materials.
4. Participants feel the learning process is more interactive.
5. Easy-to-remember learning material.
6. Learning materials can be consumed flexibly.
7. Number of participants.
8. Limited time.

Typically, microlearning resources are offered as brief films, infographics, or other visually appealing content that is simple for students to watch.

c. Microlearning Principles in English Language Learning

In English language learning, microlearning is based on the presentation of contextual and applicable material (Khong & Kabilan, 2022). Learners may easily comprehend and retain materials like vocabulary, common idioms, pronunciation, and sentence structure because they are delivered succinctly but meaningfully. The principle of repetition is an important part of strengthening memory and transferring knowledge to real-world use (Mostrady et al., 2025).

Additionally, learner autonomy is a crucial component that digital-based microlearning and mobile learning strategies promote. In the context of learning English, a number of recent studies demonstrate that microlearning can enhance motivation, vocabulary knowledge, and speech accuracy.

d. Advantages of Microlearning

Microlearning supports independent learning by providing opportunities for students to learn flexibly according to their time and needs (Willberg, 2024). Because the information is provided in brief but significant bursts, this method has also been shown to enhance learning concentration and knowledge retention. In addition, microlearning makes it easier for students to access and review material through digital platforms such as short videos, mobile applications, and LMS (Mostrady et al., 2025). Microlearning is therefore thought to be quite appropriate for the traits of students in the digital age who are used to quick, interactive, and visual information.

2.1.3 English Study Club as an Informal Learning Environment

An English Study Club is an extracurricular learning community designed to provide students with additional opportunities to develop their English language skills

outside regular classroom instruction(Astari & Hadi, 2023). Unlike formal English classes that follow the school curriculum, an English Study Club offers a more flexible and student-centered learning environment where members voluntarily participate in various language-learning activities. These activities commonly include speaking practice, vocabulary enrichment, discussions, role plays, presentations, games, debates, and collaborative projects. The primary objective of an English Study Club is to improve students' English proficiency while fostering confidence, motivation, communication skills, and collaborative learning through authentic and meaningful language use(Aldi & Kusworo, 2025).

Students willingly participate in language learning activities outside of scheduled classroom instruction in an English Study Club, which functions as an informal learning community. Study Clubs place more of an emphasis on independence, creativity, and teamwork than traditional classroom instruction. This aligns with Communities of Practice Theory Wenger (1999), which emphasizes learning as a social process occurring through participation and engagement in shared activities. A Study Club fosters a relevant and encouraging atmosphere to improve language fluency via practice, teamwork, and peer support.

Additionally, study clubs facilitate informal learning, which naturally happens via experience, interaction, and voluntary engagement (Marsick & Watkins, 2001). Without the pressure of formal evaluation, students can express themselves, take chances, and experiment with language in this setting. This freedom strengthens confidence and communication skills (Harmer, 2007; Richards, 2015).

Incorporating Instagram Reels into an English Study Club gives casual learning a contemporary, captivating touch. Before attending classes, students engage with digital content at their own speed. Later, they apply what they have learned through group projects and creative endeavours. Digital media and informal learning work together to boost student motivation and make learning more engaging and pertinent.

2.1.4 Flipped Classroom Approach

a. The Definition of Flipped Classroom

A pedagogical strategy that flips the traditional teaching order is the flipped classroom paradigm. Traditionally, students complete exercises at home while teachers present the material in class. Under the flipped paradigm, class time is devoted to interactive and cooperative activities while students first access educational content outside of class, usually in the form of videos. (Bergmann & Sams, 2012).

The flipped classroom approach is grounded in:

1. Constructivism Vygotsky & Cole (1978), which emphasizes learning through active participation, collaboration, and social interaction, is the foundation of the flipped classroom approach.
2. Bloom's Taxonomy Krathwohl et al., (1964), which directs teachers to move lower-order thinking tasks (remembering, understanding) outside of the classroom and concentrate on higher-order skills (analysing, evaluating, and producing) during class time.

b. Flipped Classroom Stages

Pre-class, in-class, and post-class are the stages of the flipped classroom. Students have independent access to learning resources throughout the pre-class period. While the post-class period is utilized for reflection and reinforcement, the in-class period is intended for practice and teamwork.

The flipped classroom approach is therefore based on active learning, defined as any instructional method that involves students in the learning process, with three main components (Barranquero-Herbosa et al., 2022):

1. Individual pre-class instruction, which often relies on digital resources prepared by the teacher, and allows students to engage with the content, complete readings, view pre-recorded lectures in the form of webcast videos and/or narrated PowerPoint slides, podcasts, and interactive videos,

2. During classroom time, collaborative work prevails through interactive group activities, which focus on enabling students to apply the content by interacting and exchanging ideas through multiple modalities.
3. After the classes, an evaluation process is established through comments, addressing doubts, and clarifications.

c. Flipped Classroom in English Learning

When it comes to studying English, flipped classrooms enable students to interact with microlearning resources (such as Reels videos) before class so that they are ready for more in-depth practice and discussion. According to research, this approach improves students' participation, autonomy, and language proficiency (Al-Harbi & Alshumaimeri, 2016; Ting Hung, n.d.).

Instagram Reels aligns perfectly with the flipped classroom framework because it enables teachers to create pre-class microlearning videos that students can watch repeatedly. During the English Study Club sessions, students apply the knowledge they have acquired through interactive tasks and collaborative projects. Because Instagram Reels enables teachers to offer pre-class microlearning films that students may view repeatedly, it is a natural fit for the flipped classroom model. Students apply the knowledge they have learned through interactive exercises and group projects during English Study Club sessions.

2.1.5 Project-Based Learning (PjBL)

a. The Definition of Project-Based Learning (PjBL)

With Project-Based Learning (PjBL), students participate in a prolonged process of inquiry that results in the creation of a significant and genuine product. Thomas (2000) lists the following essential traits of PjBL:

1. An important query or issue
2. Investigative exercises rather than student-centred research
3. Making a tangible product: Presentation and introspection

PjBL and Experiential Learning Theory are closely related. According to Kolb (1984), Learning occurs most effectively when students actively experience, reflect, understand, and apply what they have learned. PjBL enables students to utilize English creatively and cooperatively in language learning environments, which improves confidence, critical thinking, and communication abilities (Stoller, 2006).

b. Characteristic and Steps of PjBL

Contextual, collaborative, and product-oriented learning are features of PjBL. Project determination, planning, execution, and outcome evaluation are among the processes. Categorize the key characteristics into process and product orientation integration, dual commitment to language and content, obligation to work in a group, students' responsibility for gathering, processing, and reporting information, defined students' roles, and reflection(Batubara et al., 2023). Students' ownership of the project, an extended period of time, and natural

c. PjBL in English Language Learning

Making films, presentations, or other digital content using authentic English is one way to implement PjBL in English language learning. The features of PjBL include the newest and various topics of projects, the problem arose in the project are authentic and complex, the students may complete the project collaboratively, and they are also free to choose the way to present their final presentations of the project itself(Asfihana et al., 2022).

With this study, PjBL culminates with students producing their own Instagram Reels. These films demonstrate their comprehension of the subject matter, inventiveness, and capacity to use language skills in authentic digital environments. In addition to improving students' English proficiency, this result fosters the development of 21st-century abilities like teamwork, communication, digital literacy, and content production.

2.1.6 Integration of Instagram Reels, Flipped Classroom, and PjBL

A mutually beneficial learning flow is produced by combining PjBL, flipped classrooms, and Instagram Reels. In the pre-class phase of flipped classrooms, Instagram Reels are utilized as a microlearning tool. Before in-person activities, students' access and review Reels information on their own.

Students debate the subject, work on their English, and come up with project ideas during the in-class phase. Next, PjBL is used as an approach to produce learning outputs, such as creating Reels content or other communication projects. Active, contextual learning that is pertinent to students' digital lives is made possible by this connection.

2.2 Previous Studies

Several previous studies have examined the effectiveness of short video-based learning, microlearning strategies, flipped classroom models, and project-based learning in English language education. These studies provide a strong theoretical and empirical foundation for the present research.

The first relevant study is entitled "Effectualness Of Instagram Reels in Enhancing Students' Lexical" (Fadhlillah et al., 2024). It aimed to investigate how short-form video content on Instagram Reels could support vocabulary acquisition among students. The learning materials were developed based on microlearning principles, emphasizing concise content, visual aids, and repeated exposure. The study employed a quasi-experimental design with senior high school students as the research subjects. Data were collected through pre- and post-tests, questionnaires, and classroom observations. The findings revealed that students who learned vocabulary through Instagram Reels demonstrated significant improvement compared to those who used traditional materials. The study concluded that Instagram Reels are an effective microlearning medium due to their engaging format, short duration, and accessibility, which enhance student motivation and retention.

Another study, titled "Flipped Classroom: EFL Students' Perceptions of Using Instagram Reels To Boost Self-Confidence In Speaking Skills." (Ibhar et al., 2025), examined the effectiveness

of the flipped classroom approach in improving students' speaking performance. The instructional design, developed using constructivist learning theory and blended learning concepts, required students to access learning materials before class and actively practice during sessions. The study employed a mixed-methods approach involving vocational high school students. Data sources included speaking tests, interview transcripts, observation sheets, and learning logs. The findings indicated that the flipped classroom model promoted higher student participation, better speaking fluency, and more efficient classroom interaction. The conclusion emphasized that flipped learning shifts responsibility for learning to students and allows classroom time to be used more productively for communicative activities.

A third study entitled “Students’ Perceptions of Using Instagram Reels as Mobile-Assisted Language Learning to Improve Speaking Skills” (Hikmah et al., 2024). This study investigated the perspective of university students on using Instagram reels as mobile-assisted language learning to improve speaking skills, whether they had a negative or positive perception of it. The study was developed using the theory of mobile-assisted language learning (MALL) and employed a descriptive qualitative approach. Sixty-six Indonesian university students participated in the study, and data were collected through open- and closed-ended questionnaires. The findings suggested that most students had a positive perception of Reels, describing the medium as enjoyable, motivating, and helpful in providing accessible and authentic speaking practice through short videos. The study concluded that Instagram Reels can effectively complement traditional language instruction, particularly by enhancing speaking confidence and vocabulary exposure.

Another relevant study is entitled “Utilizing Microlearning Through Short Videos on Instagram and TikTok to Improve Students' English Skills at SMKS Bina Satria Medan” (Anggraini et al., 2025). The goal of this study was to enhance students’ English skills by implementing microlearning via short-form videos on Instagram and TikTok. The learning activities were based on microlearning frameworks that emphasize concise, focused content suited to Generation Z learners. A qualitative action research approach was employed with 34 vocational high school students. Students engaged in material delivery,

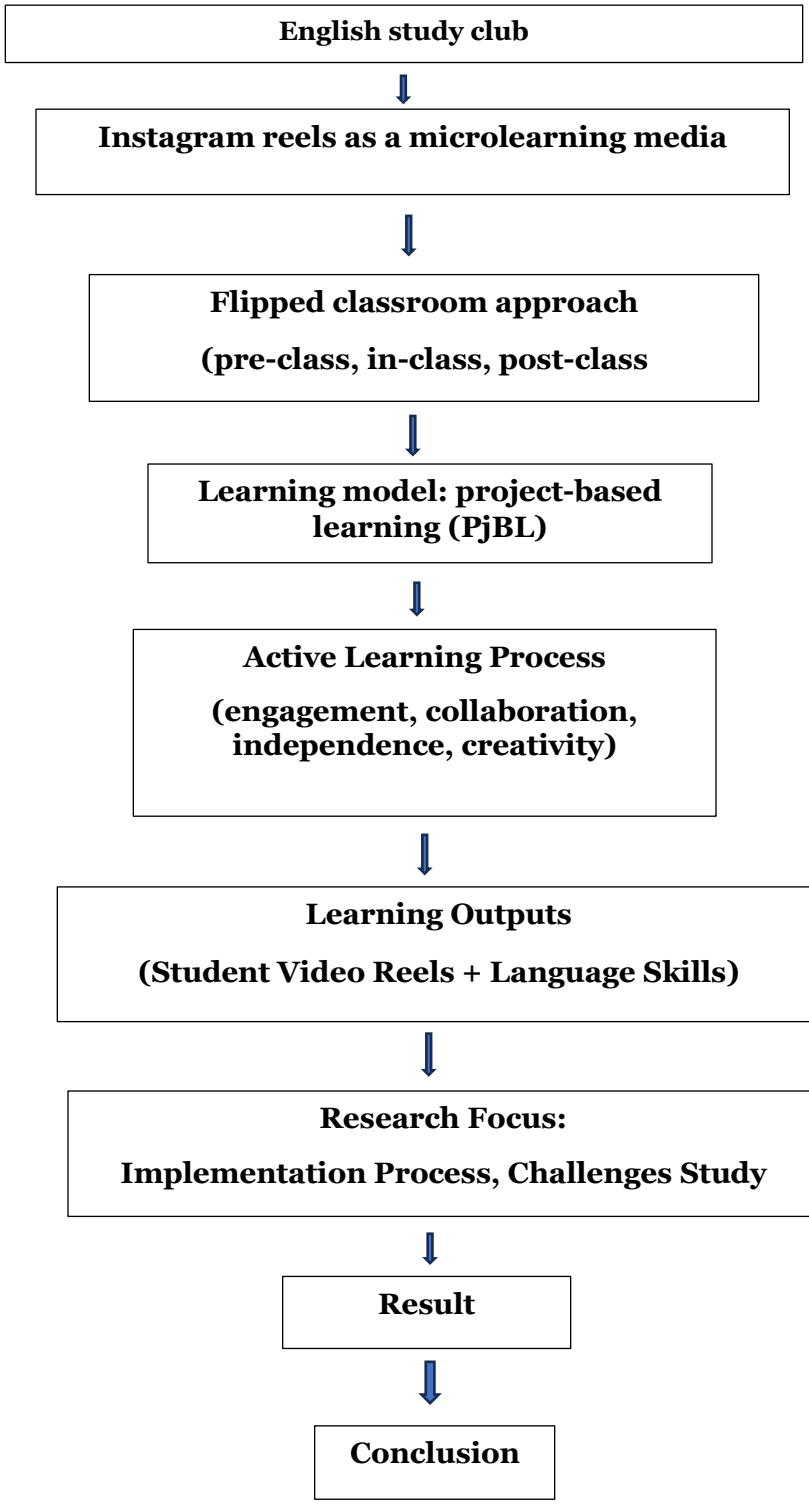
discussion, and hands-on practice using short videos. The results showed increased student participation and interest in learning English. Students reported that the microlearning approach made learning more contextual and enjoyable. The study concluded that using social media videos for microlearning increases motivation and contextual understanding, demonstrating the relevance of such media in modern language learning.

The final study reviewed is entitled "The Implementation of Project-Based Learning in an ESP Class to Improve Reading and Speaking Skills" (Kristianto & Harendita, 2022). The purpose of this study was to investigate the effectiveness of project-based learning (PjBL) in enhancing student engagement and English language proficiency in English as a foreign language (EFL) classroom. The instructional design was developed based on constructivist learning theory and student-centred learning principles, emphasizing meaningful tasks and real-world language use. The study employed a qualitative case study method with senior and vocational high school students as the subjects. Data sources included classroom observations, student project products, reflective journals, and semi-structured interviews. The findings revealed that PJBL encouraged students to actively use English while completing projects, promoted collaboration among learners, and boosted learning motivation. Students were also able to demonstrate their learning outcomes through tangible project outputs. Overall, the study concluded that PJBL is an effective approach to English language teaching, particularly in fostering active learning, creativity, and authentic language production through project-based outputs.

2.3 Research Gap

While short videos, microlearning, flipped classrooms, and project-based learning have all been studied separately in the past, there hasn't been much research on their simultaneous integration, especially in the context of an English study club. Thus, by examining the use of Instagram Reels as microlearning materials within a flipped classroom method that results in PjBL outputs in an informal English learning context, this study fills the research vacuum.

2.4 Research Through Flow



Instagram Reels as Microlearning Media in an English Study Club: A Flipped Classroom Approach with PjBL Outputs in SMK NU Sudirman Rogojampi Academic Year 2025/2026 is the title of this study. The theoretical and empirical underpinnings of microlearning, flipped classrooms, Instagram Reels as learning media, and Project-Based Learning (PjBL) are derived from a number of earlier studies. (Anggraini et al., 2025; Fadhlillah et al., 2024; Hikmah et al., 2024; Ibhar et al., 2025; Kristianto & Harendita, 2022). These studies shed light on how short-form video platforms can enhance student autonomy, engagement, and language learning outcomes.

The challenges of using Instagram Reels as a microlearning tool in English Study Club activities are examined in this study. By using a flipped classroom learning paradigm in conjunction with PjBL outputs, students are encouraged to actively engage with learning materials both within and outside of class sessions. Instagram Reels are available to students as microlearning resources during the flipped classroom design's pre-class phase. These short films provide concise English learning materials, such as vocabulary, pronunciation exercises, phrases, and explanations of fundamental grammar. Before attending Study Club meetings, students who study the material independently are more prepared and possess greater prior knowledge.

During the in-class exercises, the instructor facilitates discussion, explanation, and group practice based on the content that students have already seen through Instagram Reels. This level places more emphasis on meaningful language use, peer engagement, and active learning than on passive content delivery. Pupils are encouraged to exercise their English in conversational settings, communicate their comprehension, and pose questions. Additionally, the learning output is Project-Based Learning (PjBL), where students develop English-related projects in the form of Instagram Reels films either individually or in groups. Through this project, students apply what they've learned by producing authentic digital content in English. The PjBL output promotes critical thinking, creativity, teamwork, and digital literacy in addition to showcasing students' academic achievement.

Through this learning cycle, Instagram Reels function as a microlearning tool and a conduit between project-based learning, classroom engagement, and individual study. Thus, the goal of this study is to provide a thorough description of the learning process and identify the pedagogical and technical challenges that teachers and students have when

utilizing Instagram Reels as microlearning resources in an English Study Club context.

CHAPTER III
RESEARCH METHOD

This study uses a qualitative descriptive method. The term "method" comes from the Greek word *methodos*, which means "a way" or "a way to achieve a goal." The term "research" refers to a systematic and accurate way of achieving objectives using specific procedures.

3.1 Research Design

This study uses a qualitative descriptive research design to investigate the use of Instagram Reels as microlearning materials in a flipped classroom setting that produces Project-Based Learning (PjBL) outputs in an English Study Club. Since the purpose of the study is to gain a comprehensive understanding of learning processes, participant experiences, and contextual factors rather than to test hypotheses statistically, a qualitative method is appropriate.

Creswell & Creswell (2017)state that qualitative research focuses on investigating social events in natural environments and aims to comprehend meaning from participant viewpoints. According to this perspective, the current study examines how students engage with media, how the flipped classroom and PjBL framework influence their learning experiences, and how Instagram Reels are used prior to, during, and following educational sessions.

The descriptive nature of this study allows the researcher to provide in-depth descriptions of instructional strategies, student engagement, and learning outcomes without manipulating the learning environment. This approach is suitable for educational research conducted in non-formal learning environments, such as an English Study Club, where flexibility and authenticity are important elements of the learning process.

3.2 Location and Place of Research

This research takes place at the Nahdlatul Ulama Sudirman Rogojampi Vocational High School (SMK), located at Jalan Raya Mangir No. 100, RT/RW 001/001, Mangir Village, Rogojampi District, Banyuwangi Regency, East Java Province. The research was conducted at SMK NU Sudirman Rogojampi because the school provides an appropriate setting that aligns with the objectives of

this study. Specifically, the school has an English Study Club that actively facilitates extracurricular English learning and supports the implementation of innovative instructional strategies. The English Study Club was selected as the research setting because it allows students to engage in collaborative learning activities beyond regular classroom instruction, making it suitable for the integration of Flipped Classroom and Project-Based Learning (PjBL). In addition, the students are familiar with the use of digital media, particularly social media platforms, which supports the implementation of Instagram Reels-based microlearning. Therefore, SMK NU Sudirman Rogojampi was considered an appropriate research site to explore students' learning experiences, engagement, and challenges during the implementation of the proposed instructional approach.

3.3 Research Subject

As a result, the major focus of the data collection method is the research subject. The research subject is the main source of data in this study. A research subject provides information about a particular condition, situation, or context related to the research site. The research subject is closely connected to the research problem and becomes the primary focus of data collection.

3.4 Informant

Informants are individuals who provide detailed information to answer the research questions. In this study, members of the English Study Club at SMK NU Sudirman Rogojampi serve as informants. The researcher selected six of the ten members and one English Study Club tutor to serve as informants. The six members were chosen using purposive sampling based on their level of participation in the study club activities. The participants consisted of two passive members, two regular members, and two active members.

Passive members were those who attended activities irregularly, participated minimally in discussions, and showed limited engagement in learning tasks. Regular members were students who attended meetings consistently, participated in classroom activities, and completed assigned tasks, although their involvement was generally moderate. Active members were those who demonstrated high attendance, actively contributed to discussions, frequently collaborated with peers, and showed strong

initiative and enthusiasm throughout the learning process, including during project-based activities. They provide information about how Instagram Reels are used as microlearning media in their study club activities.

3.5 Data and Source of Data

This study collects data through observation, interviews, and documentation. The research subjects include the tutor and members of the English Study Club at SMK NU Sudirman Rogojampi.

a. Primary Data Source

The primary data come directly from participants in the English Study Club and from their learning activities. These data form the basis for understanding how Instagram Reels function as microlearning media in a flipped classroom supported by PjBL.

Primary data are obtained from interviews, classroom observations, and students' project outputs. The researcher observes how students participate in flipped classroom activities, access Instagram Reels as pre-class microlearning materials, and complete project-based assignments. During observation, the researcher records student engagement, interaction patterns, and responses to learning activities.

The researcher interviews the English Study Club tutor and selected students to explore their experiences, perceptions, and opinions about the use of Instagram Reels in learning. These interviews provide in-depth insights into the benefits, challenges, and overall effectiveness of the instructional approach.

In addition, students' project outputs in the form of Instagram Reel videos serve as primary data. These digital products reflect students' understanding of the material, their ability to use English in real contexts, and their creativity in producing digital content. By analysing these outputs, the researcher examines how learning objectives are translated into tangible results. The use of multiple primary data sources ensures richness and authenticity in describing the learning process.

b. Secondary Data Sources

Secondary data support and complement the primary data. These data provide documentary evidence and contextual information to strengthen the research findings. Secondary data include lesson plans, learning schedules, instructional materials, and activity guidelines prepared by the teacher. The researcher also collects digital documentation such as screenshots, URLs, and archives of Instagram Reels used as microlearning materials.

Additional supporting documents include attendance lists, student assignment guidelines, and institutional records related to the English Study Club program. These documents help the researcher understand the structure, objectives, and implementation of the learning activities. By analysing secondary data, the researcher triangulates findings and strengthens the study's credibility.

3.6 Data Collection Procedure

In the research process, researchers follow a series of steps to collect data.

a. Observation

Observation is a data collection technique that involves carefully and systematically observing phenomena in a natural setting. In this study, the researcher observes how Instagram Reels integrate into English learning activities.

The researcher uses unstructured observation to capture authentic classroom situations without relying on predetermined instruments. This approach allows flexibility in focusing on emerging classroom dynamics. The researcher observes students' participation, engagement, interaction patterns, and responses to Instagram Reels as microlearning materials.

Specifically, the researcher observes how students access and respond to Instagram Reels before class, participate in flipped classroom discussions, and collaborate during Project-Based Learning activities. Field notes document significant events and interactions for further analysis.

b. Interview

The researcher conducts interviews to gain deeper insights into participants' experiences and perspectives regarding the use of Instagram Reels. Qualitative interviews enable researchers to explore participants' thoughts, feelings, and interpretations in greater depth Foley et al. (2021). This study uses unstructured interviews to encourage open communication and flexibility. The researcher adjusts questions based on participants' responses and explores emerging topics. The tutor and selected active students participate in the interviews.

During the interviews, participants explain their experiences with Instagram Reels, the flipped classroom approach, and Project-Based Learning implementation. The discussion focuses on perceived benefits, challenges, engagement, and instructional effectiveness.

c. Documentation

Documentation supports and strengthens data obtained from observation and interviews. The researcher collects lesson plans, learning schedules, student project outputs, screenshots, and URLs of Instagram Reels used in learning.

These documents provide concrete evidence of the planning and implementation of learning activities. Documentation also supports data triangulation to ensure the validity and accuracy of the findings.

3.7 Data Validity

To guarantee that the results appropriately reflect the real circumstances and experiences of the research participants, data validity is a crucial component of qualitative research. The reliability and legitimacy of the information gathered about the use of Instagram Reels as microlearning materials in a flipped classroom strategy backed by Project-Based Learning (PjBL) is referred to in this study as data validity.

To ensure the validity of the data, this study applies several strategies based on the criteria of trustworthiness proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability.

a. Credibility

Credibility refers to the accuracy of the findings in representing participants' perspectives. The researcher uses

data triangulation by combining observation, interviews, and documentation. Member checking is conducted to confirm interview interpretations with participants. Prolonged engagement in the research setting helps reduce bias.

b. Transferability

Transferability refers to the applicability of findings to similar contexts. The researcher provides detailed descriptions of the research setting, participants, learning activities, and instructional strategies to allow readers to determine relevance to other contexts.

c. Dependability

Dependability refers to the consistency of the research process. The researcher documents each stage of data collection, analysis, and decision-making to ensure transparency and consistency.

d. Confirmability

Confirmability ensures that findings are based on participants' data rather than researcher bias. The researcher maintains detailed records of observations, interview transcripts, and documents. Reflexive notes are used to minimize subjective interpretation.

3.8 Data Analysis

This study uses qualitative data analysis to interpret data collected from observation, interviews, and documentation. The analysis aims to identify themes and patterns related to the use of Instagram Reels as microlearning materials within a flipped classroom supported by PjBL.

This study applies the interactive model of Miles and Huberman (1994), which consists of three stages: data reduction, data display, and conclusion drawing and verification.

a. Data Reduction

Data reduction involves selecting, focusing, simplifying, and organizing raw data. The researcher reviews all collected data and identifies relevant information related to the research objectives.

The researcher categorizes data into themes such as student engagement, use of Instagram Reels, flipped classroom implementation, and project-based learning outcomes. This process helps focus on meaningful patterns while preserving essential information.

b. Data Display

After reducing the data, the researcher organizes the information into narrative descriptions, thematic categories, and tables. Data display helps the researcher identify patterns, similarities, and differences across data sources.

This stage helps clarify how Instagram Reels function as microlearning media and how the flipped classroom and PjBL influence student engagement and learning outcomes.

c. Conclusion Drawing and Verification

In the final stage, the researcher interprets emerging themes to answer the research questions. The researcher continuously verifies conclusions by cross-checking data from observations, interviews, and documentation.

Triangulation and careful review of field notes and transcripts ensure that the findings are credible, consistent, and grounded in empirical evidence.

CHAPTER IV
FINDING AND DISCUSSION

4.1 Research Finding

The results of this study specifically show how Instagram Reels are used as microlearning resources in the English Study Club at SMK NU Sudirman Rogojampi for the 2025–2026 academic year. According to the data, Instagram Reels are methodically incorporated into the flipped classroom phases, where members watch brief instructional videos before class, participate actively in practice and discussion during class, and create project-based outputs in the form of their own Instagram Reels videos after class.

Furthermore, the findings demonstrate that the use of Instagram Reels supports members' engagement, facilitates independent learning, and enhances their ability to apply English in authentic contexts. The integration of Project-Based Learning outputs also encourages creativity, collaboration, and digital literacy among members. These results suggest that the combination of microlearning, the flipped classroom strategy, and PjBL offers a practical and innovative approach to technology-enhanced language learning, particularly in non-formal educational settings, such as an English Study Club.

4.1.1 Field Data Overview

Nahdlatul Ulama Sudirman Rogojampi Vocational High School (SMK) is located at Jalan Raya Mangir No. 100, RT/RW 001/001, Mangir Village, Rogojampi District, Banyuwangi Regency, East Java Province. SMK NU Sudirman Rogojampi offers four expertise programs: Automotive Engineering, Computer Network Engineering, Telecommunications, and Agrotechnology for Agricultural Product Processing, as well as Fashion Design.

This school also offers a variety of mandatory and optional extracurricular activities. Mandatory extracurricular activities include scouting, while optional extracurricular activities include Red Cross Teen (PMR), martial arts, futsal, dance, broadcasting, e-sports, English club, tambourine (hadrah), badminton, and student council (OSIS).

The English Study Club sessions demonstrated a dynamic and interactive learning environment. Students actively engaged in accessing Instagram Reels as pre-class materials, participating in discussions, and completing project-based assignments. The data in this study were obtained from observations of the English Study Club activities at SMK NU Sudirman Rogojampi.

The English Study Club was established in 2023 by Mr. HzA, following his observation of members' limited interest and ability in learning the English language. Researchers conducted interviews with tutors and selected students, as well as documentation such as lesson plans, member projects, and Instagram Reels content.

This research was conducted in a natural setting where students actively participated in learning activities using digital media. The English Study Club sessions demonstrated a dynamic and interactive learning environment. Members actively engaged in accessing Instagram Reels as pre-class materials, participating in discussions, and completing project-based assignments. The integration of digital media, particularly Instagram Reels, created a more engaging and flexible learning environment.

This course consists of four sessions per week, held Monday through Thursday. There are no classes on Fridays, and Saturdays are typically reserved for creating English language learning projects based on the material covered from Monday through Thursday. The study club takes place after school, from 1:00 to 2:00 p.m.

This study was conducted over the course of approximately one month while the researcher was completing a teaching practicum at the school. During the first week, the researcher was given the freedom to present the basic material while introducing themselves and building rapport with the study club members. Then, during the second and third weeks, the researchers began presenting more structured material, such as descriptions of daily activities and procedural texts.

4.1.2 Field Data Verification

a. The implementation of Instagram reels as a microlearning media

The implementation of Instagram Reels in this study follows the structured stages of the flipped classroom approach, namely pre-class, in-class, and post-class activities. This finding is consistently verified through multiple data sources, including classroom observations, interview results, and documentation analysis.

Based on observational data, the researcher finds that members use Instagram Reels as microlearning resources before the pre-class period. Interview data, in which students attest that they watch the films on their own to get a basic grasp of the subject, provides additional support for this practice. Observation data during the in-class period indicate that discussion, practice, and group projects are prioritized above direct instruction. The tutor's claim that because pupils have already been exposed to the topic, class time is used more efficiently for interaction serves to support this.

Additionally, documentation and member project outputs show that members created their own Instagram Reels as part of Project-Based Learning (PjBL) during the post-class phase. These results demonstrate how members apply their knowledge to create original digital content. Strong data triangulation is indicated by the agreement of the findings across observations, interviews, and documentation, demonstrating that the use of Instagram Reels in this study is consistent with the flipped classroom paradigm.

During the first week of the study at the study club located at SMK NU Sudirman Rogojampi, the researcher provided only simple vocabulary found in their immediate surroundings while interacting with the members. The selection of this vocabulary was intended to assess each member’s proficiency so that the researcher could determine the appropriate level of material to provide them. During that week, the members were asked to memorize the vocabulary and

construct sentences using those words. This was done to practice the members' memory, writing, and speaking skills.

In the second week, the tutor began covering more structured material. During this second week, the tutor presented material on slang in conversation. In delivering this material, the tutor divided it into three stages: pre-class, in-class, and post-class.

a) Pre-class activity

The tutor sends Instagram Reels related to the material to be covered one day before class begins, usually in the evening via the English Learning Club WhatsApp group. Tutors will send one different reel per day for four days. The reels sent are typically selected based on their content's suitability to the tutor's lesson plan. Furthermore, the tutors also consider the language used in the content; they strive to keep the language level low to ensure its easily understood by the members. These short videos contain brief explanations, vocabulary exercises, pronunciation examples, idioms, or simple conversations relevant to the upcoming lesson. By sharing the material in advance, the tutor allows students to access and study the content independently before participating in class activities.

During this pre-class phase, members review the material using a link accessible through their personal Instagram accounts anytime and anywhere at their own pace (see appendix 7, link 1, page 73). Members are expected to carefully review the content, understand the main points of the lesson, and familiarize themselves with the new vocabulary or expressions presented in the video.

This activity reflects the flipped classroom approach, in which students first engage with learning materials outside of class so that in-class sessions can focus more on practice, discussion, collaboration, and problem-solving activities. Through this process, members become better prepared and more confident when participating in

learning activities conducted during study club meetings.

This finding is further supported by an interview with one member who stated, “Honestly, we watch it first, and it’s certainly helpful for understanding the material because it includes examples before learning. So, as members, we won’t be surprised when we see it in class.” This response indicates that Instagram Reels function effectively as an introductory learning tool, enabling students to build prior knowledge and gain confidence before participating in face-to-face classroom discussions.

Another member added, “Honestly, it’s interesting, I mean, we can also learn about the real story, and we can also explore social media.” These responses indicate that Instagram Reels not only function as an introductory learning tool that helps members build prior knowledge before classroom sessions, but also create an engaging learning environment by connecting educational content with authentic contexts and members’ familiarity with social media exploration.

b) In-class activity

The tutor began the lesson by reviewing the slang in the conversation material that had previously been shared via an Instagram Reels link. At this stage, the tutor not only reviewed the content but also provided additional explanations and relevant sentence examples to help students gain a deeper, more contextual understanding. In this way, students could connect what they had learned independently at home with the explanations provided in class.

Next, the tutor led a Q&A session to give participants the opportunity to ask questions about topics they did not fully understand. This session is important because it encourages two-way communication, allowing participants to share the challenges they face while receiving clearer explanations from the tutor and their classmates. Additionally, the Q&A activity helps boost participants’ confidence in expressing their opinions

and actively asking questions. Through this interaction, the learning process becomes more dynamic and collaborative, and helps deepen participants' understanding of the material being studied.

Once the members' understanding was deemed sufficient, the activity continued with speaking practice. Members were asked to pair up and create simple conversations based on the material they had studied. During this process, they were encouraged to use the vocabulary and sentence structures they had learned actively. The conversations they have created are then practiced in front of the class, one pair at a time. During the practice, the tutor and other members provide feedback and make corrections together, covering pronunciation, grammar, and fluency. This activity not only hones students' speaking skills but also boosts their confidence and enhances their ability to communicate effectively in real-life situations.

The following table presents the results of interviews with several members who support the findings of the research described above:

No.	Question	Member's Response
1.	What was your experience like studying the material through Instagram Reels before class, and what are your thoughts on in-class activities such as material reviews, Q&A sessions, and conversation practice? Did these activities help improve your understanding?	**Member 1:** "In my opinion, watching Instagram Reels before class is helpful because it gives us a preview of the material. Even if I don't fully understand it at first, the teacher explains it again in class, which makes it clearer. The Q&A sessions are also really helpful, especially when there are parts, I'm still confused about. During the conversation practice, I feel more confident because I've

		already prepared beforehand."
		Member 2: "I find this method quite effective. When watching Reels, I can replay the videos until I understand them. Then in class, the tutor explains them again using examples, so it's easier to grasp. The practice activities also help because we get to apply the material directly in conversation."
		Member 3: "At first, I had a bit of trouble understanding the material just from the Reels, but after we went over it again in class, I understood it better. The Q&A session was really helpful because I could ask questions right away about anything that wasn't clear. Practicing in front of the class also helped me feel more confident speaking up."

This table shows that the three members have different experiences, but generally support the effectiveness of the learning stages that were implemented.

c) Post-class activities

The tutor wraps up the lesson by reviewing the material to ensure that the participants truly understand it. Then, he usually opens a sharing session with the members to foster a sense of camaraderie. Finally, the class concludes with a prayer and closing remarks.

In the third week, the tutor covered material on prepositions and how to use them in English sentences. This material was provided to help participants understand the function of prepositions as words that indicate relationships between nouns, pronouns, and other elements in a sentence, such as relationships of place, time, and direction.

a) Pre-class activity

The tutor sends Instagram Reels related to the material to be covered one day before class begins, usually in the evening via the English Learning Club WhatsApp group. Tutors will send one different reel per day for four days. The reels sent are typically selected based on their content's suitability to the tutor's lesson plan. Furthermore, the tutors also consider the language used in the content; they strive to keep the language level low to ensure its easily understood by the members. These short videos contain brief explanations, vocabulary exercises, pronunciation examples, idioms, or simple conversations relevant to the upcoming lesson. By sharing the material in advance, the tutor allows students to access and study the content independently before participating in class activities.

During this pre-class phase, members review the material using a link accessible through their personal Instagram accounts anytime and anywhere at their own pace. Members are expected to carefully review the content, understand the main points of the lesson, and familiarize themselves with the new vocabulary or expressions presented in the video (see appendix 7, link 2, page 73).

b) In-class activity

During the lesson, the tutor provided an in-depth discussion of various commonly used prepositions, such as in, on, at, under, between, and behind, along with examples of their use in everyday contexts. The tutor carefully explained the functions and differences of each preposition to help students understand how they are used in sentences and real-

life communication. This detailed explanation was necessary because the Instagram Reels that had been shared previously only contained brief and simplified explanations regarding the use of these prepositions.

Therefore, the classroom session became an opportunity to strengthen students' understanding of the material through direct explanation and guided practice. In addition, the tutor encouraged students to actively participate by asking questions, answering simple exercises, and practicing making sentences using the target prepositions. Several contextual examples related to school activities, classroom situations, and daily routines were also discussed to make the material easier to understand and more relatable to the students' experiences.

Through this interactive learning process, students were able to clarify concepts they had not fully understood during the pre-class learning stage. The activity also reflects the implementation of the flipped classroom approach, where students first gain initial exposure to the material independently through Instagram Reels, while classroom time is used for deeper explanation, interaction, and practical application of the lesson.

c) Post-class activity

The tutor wraps up the lesson by reviewing the material to ensure that the participants truly understand it. Then, he usually opens a sharing session with the members to foster a sense of camaraderie. Finally, the class concludes with a prayer and closing remarks.

To help participants better understand the material, the tutor also provided several simple example sentences and encouraged participants to practice their use through exercises and group discussions. Additionally, participants were allowed to ask questions about preposition usage that remained confusing, making the learning process more interactive and communicative. Through these activities, it is hoped that participants will be able to

use prepositions correctly in both spoken and written forms.

In the fourth week, the tutor presented a lesson on procedure texts as the concluding activity in the learning series. This topic was deliberately chosen because the research project at SMK NU Sudirman Rogojampi had entered its final week, so the tutor wanted to create a more personal connection with the participants by inviting them to make fruit salad while incorporating the lesson material into the activity. Through the procedure text material, participants not only learned to understand the structure and linguistic elements of the text but also practiced systematically and communicatively organizing steps in English.

Just like in previous weeks, the researcher divided the learning process into three main sessions: pre-class, in-class, and post-class.

a) Pre-class activity

The tutor sends Instagram Reels related to the material to be covered one day before class begins, usually in the evening via the English Learning Club WhatsApp group. Tutors will send one different reel per day for four days. The reels sent are typically selected based on their content's suitability to the tutor's lesson plan. Furthermore, the tutors also consider the language used in the content; they strive to keep the language level low to ensure its easily understood by the members. These short videos contain brief explanations, vocabulary exercises, pronunciation examples, idioms, or simple conversations relevant to the upcoming lesson. By sharing the material in advance, the tutor allows students to access and study the content independently before participating in class activities.

During this pre-class phase, members review the material using a link accessible through their personal Instagram accounts anytime and anywhere at their own pace. Members are expected to carefully review the content, understand the main points of

the lesson, and familiarize themselves with the new vocabulary or expressions presented in the video (see appendix 7, link 3, page 73).

b) In-class activity

During the in-class session, the tutor began the lesson by reviewing the procedure text material that had been previously shared on Instagram Reels. The tutor explained the definition, social function, generic structure, and language features of procedure texts while connecting them to real-life situations. To strengthen members' understanding, the tutor also provided several examples of procedure texts related to daily activities, particularly food preparation.

After the review session, the tutor conducted a question-and-answer activity to allow participants to clarify parts of the material they still found difficult. Members actively asked questions about the use of imperative sentences, sequence connectors such as *first*, *next*, and *finally*, as well as vocabulary related to ingredients and cooking processes. This interactive discussion helped members gain a clearer understanding

c) Post-class activity

The tutor wraps up the lesson by reviewing the material to ensure that the participants truly understand it. Then, he usually opens a sharing session with the members to foster a sense of camaraderie. Finally, the class concludes with a prayer and closing remarks.

Over the course of a week, learning activities are typically divided into five sessions designed in a step-by-step and systematic manner. In the first and second sessions, the tutor focuses on reinforcing members' understanding of the material previously shared via Instagram Reels links in the WhatsApp group. At this stage, the tutor not only reviews the content but also provides additional explanations, examples of real-life applications, and facilitates discussions to ensure members fully grasp the topic.

The tutor's statement supports this: *"In the first meetings, I usually focus on reviewing the*

material from the Reels. I don't just repeat it, but I also give more examples and relate it to daily situations so the members can understand it better."

Next, once members have a solid foundation of understanding, the activities in the fourth session are directed toward project development. The tutor begins discussing the concepts to be explored and guides members in drafting content scripts as the output of Project-Based Learning (PjBL) for that week. Finally, in the fifth session, the activity focused on the production phase, specifically the video recording process.

As one of the members explained:

"We usually start planning our projects on Thursdays because classes are off on Friday. We each share our ideas and get feedback from Mr. Fany. After that, once we've reached an agreement, we write the script right away, and then on Saturday we just film the video."

The content editing and uploading process is typically scheduled for Sundays so that members have more free time and can make the best use of the available resources. By choosing this time, we hope the editing process can be carried out with greater focus and attention to detail, resulting in content of the highest quality visually, aurally, and in terms of content relevance. Additionally, scheduling on the weekend also provides members with the opportunity to discuss, revise, and refine the results before publication (see appendix 7, link 4,5,6, page 73).

Therefore, flexibility in time management and effective coordination among members are essential to ensure that the editing and content upload process can still be completed with optimal results even if the schedule needs to be adjusted.

b. Challenges in Implementation

Although the use of Instagram Reels as a micro-learning tool offers various benefits, its implementation in practice is not without a number of challenges that need to be addressed. First, a lack of coordination

among members during the planning and content creation process often poses a challenge. Differences in individual ways of thinking, perspectives, and work styles can lead to misunderstandings when determining concepts, storylines, or role assignments, thereby making the production process less effective. This situation highlights that teamwork and clear communication are crucial aspects of successful project-based learning.

This finding is supported by an interview conducted with the study club tutor, Mr. Fany. He stated that "Sometimes I see group members still lacking good coordination. For example, when determining the video concept, some want to create a casual conversation, while others want to focus more on explaining the material. These differences are actually good, but if they aren't communicated well, they end up making the process take longer."

One member also said, "When creating content, we often disagree. Everyone has their own ideas, so it's a bit difficult to unify the concept. Sometimes we're also confused about who should take on which role, so the process feels long before we can finally start recording." These interview excerpts show that coordination challenges are felt not only by the tutors as facilitators but also by the members as the activity's implementers. Therefore, a clearer communication strategy and division of tasks are needed to ensure that the collaboration process runs more effectively.

Second, varying levels of understanding among members also affect the smoothness of the learning process. Some members tend to grasp the material more easily through direct explanations in class compared to self-directed learning via video. This finding is reflected in one member's statement:" *Honestly, I think it's better in class, sis. Because when I looked at it before, I just got confused and didn't really understand it. I mean, what's the concept here? What's the point of it?*" This response suggests that, although Instagram Reels offer accessible pre-class materials, not all members are

equally prepared to interpret and understand the content independently.

For some learners, the absence of immediate clarification during the pre-class phase can lead to confusion regarding the lesson's purpose, concept, or main idea. As a result, these members require additional explanation and reinforcement during face-to-face sessions. Consequently, the tutor must allocate more time in class to re-explain concepts, clarify misunderstandings, and ensure that all members reach a relatively equal level of comprehension before moving to discussion or project activities. This challenge highlights that while the flipped classroom approach promotes learner autonomy, its effectiveness may vary depending on members' individual learning preferences, prior knowledge, and ability to process digital learning materials independently.

Third, the members' digital skills present their own set of challenges. Not all members possess sufficient skills in the video editing process, both technically and creatively. As a result, some members require additional help from classmates or tutors, which can ultimately slow down the process of completing and uploading content.

Based on the interview I conducted with Mr. Fany, he stated that:

"The thing is, not all the members in the study club are from the Computer Science major, so their editing skills vary. Some are already used to it, but others are still confused about using the editing apps. Ultimately, those who aren't yet proficient have to learn first or ask their friends for help, and that's what makes the process take a bit longer."

I also interviewed one of the members, who said that:

"Not all of us can edit videos well. Sometimes I'm still confused about how to use the app, so I have to ask a friend who knows more for help. Because of that, the editing process takes longer compared to those who are already used to it."

These interview excerpts indicate that differences in digital skills are one of the factors affecting the effectiveness of project-based learning, making mentoring and collaboration among members necessary to overcome these challenges.

Fourth, time management is also a key factor in implementing project-based learning. Activities such as planning, scriptwriting, recording, and editing require significant time and coordination, especially when done in groups. Each stage demands careful preparation and collaboration among members, which often makes the process more complex and time-consuming. If not managed properly, this can hinder the completion of tasks according to the set schedule and affect the overall quality of the final product.

This challenge is also reflected in the following interview excerpt from the tutor's perspective: *"As for the challenges, well, there are time constraints, content-related issues, and ultimately, the process of creating content can sometimes take a long time. What starts as a one-day project can turn into a week-long one, and so on. There are also limitations in terms of resources. But the biggest challenge, really, is time."*

The statement above highlights that time management is not only about scheduling but also about anticipating potential obstacles during the production process. Therefore, effective planning, clear task distribution, and consistent coordination are essential to ensure that project-based activities can be completed efficiently and on time.

Fifth, from the instructor's perspective, creating micro-learning materials also presents its own challenges. Instructors are required to possess creativity, strong planning skills, and sufficient technological literacy to produce short, engaging, yet meaningful instructional videos. Presenting complex material within a limited timeframe without sacrificing the essence of the learning process requires specialized skills, so this process often demands more time and effort.

This is as expressed in the following interview excerpt from a tutor's perspective:

"Creating content in the form of Reels isn't as easy as it looks. We really have to think about how to condense material that's usually lengthy into a short video while keeping it clear and easy to understand. Additionally, I also have to adapt to trends so the content remains engaging for members. So, the preparation process is quite time-consuming."

Furthermore, from a technical standpoint, challenges are also encountered during the production process:

"It's not just about organizing the material; I also need to consider the delivery, visuals, and editing. Sometimes I have to try several times until I get the desired result. That's why creating a single video can require more effort compared to regular classroom instruction."

The excerpt from the interview shows that the role of educators in micro-learning is not merely that of content deliverers, but also that of content creators who must be able to integrate pedagogical and technological aspects in a balanced way.

4.2 Discussion

4.2.1 Supporting student-centred learning through Instagram reels and flipped classroom practice

The findings indicate that Instagram Reels plays a significant role in supporting the flipped classroom approach within the English Study Club. Through the use of short instructional videos shared before class sessions, members can access learning materials independently and build prior knowledge before participating in face-to-face learning activities. This approach shifts the learning process from a teacher-centred model toward a more student-centred environment, where students take on greater responsibility for their own learning while tutors act as facilitators rather than the primary source of information.

The implementation of Instagram Reels also reflects the core principles of the flipped classroom approach proposed by Bergmann and Sams (2012), in which students first engage with learning materials outside of class and then use class time for active learning activities. In this study, class sessions were primarily devoted to reviewing material, conducting Q&A sessions, practicing speaking skills, and participating in collaborative activities. Since students had already been exposed to the content through Instagram Reels, class time could be utilized more effectively for interaction, clarification, and practical language use.

Furthermore, the use of Instagram Reels exhibits the characteristics of microlearning, which emphasizes the delivery of concise and focused learning content. The short duration and accessible format of Instagram Reels allow participants to review learning materials repeatedly according to their individual needs and learning pace. These findings are consistent with research conducted by Ibhar et al. (2025), who found that the flipped classroom model encourages active participation, learner autonomy, and more meaningful classroom interactions.

Similar results were reported by Fadhlillah et al. (2024), who concluded that Instagram Reels serves as an effective micro-learning medium due to its concise format, accessibility, and ability to support language learning. Similarly, Anggraini et al. (2025) found that short-video-based micro-learning enhances student engagement and participation in English language learning activities.

However, this study expands on previous findings by demonstrating how Instagram Reels functions not merely as a supplementary learning resource but as an integral component of the flipped classroom learning cycle. In this context, Instagram Reels serves as a bridge between self-directed learning outside the classroom and interactive learning experiences during class sessions. The pre-class exposure provided by the videos allows students to arrive with a preliminary understanding of the material, enabling classroom

activities to focus on deeper discussions, practice, and the application of knowledge.

Overall, the integration of Instagram Reels into the flipped classroom approach contributes to the creation of a more student-centred learning environment. Students are encouraged to actively engage with the learning material before class, participate more confidently during in-class interactions, and take greater responsibility for their own learning process. These findings suggest that the combination of micro-learning and the flipped classroom approach can enhance student engagement, support learning autonomy, and maximize class time for meaningful communication and skill development.

4.2.2 Instagram reels promote student engagement and independent learning

These findings indicate that the use of Instagram Reels as a micro-learning tool has a positive impact on student engagement and self-directed learning. One of the most notable findings is the increased interest among students in learning English. The short, visually engaging, and interactive nature of Instagram Reels makes learning materials more appealing and enjoyable compared to traditional learning resources. As a result, students showed greater enthusiasm for learning activities and demonstrated a higher willingness to engage with the content before attending English Learning Club sessions.

Another key finding is that students felt better prepared when entering the classroom. Since they had accessed the learning materials via Instagram Reels before the in-person session, they possessed a foundational understanding of the topics being discussed. This prior exposure allows them to participate more confidently in class discussions, answer questions, and complete learning tasks. Consequently, class time can be used more effectively for practice, interaction, and clarification rather than just for introducing new material.

This study also found that students appreciate the flexibility offered by Instagram Reels, particularly the ability to replay videos whenever needed. Unlike

traditional classroom explanations that can only be heard once, this video content can be accessed repeatedly, allowing students to review difficult concepts, reinforce their understanding, and learn at their own pace. This flexibility accommodates varying learning speeds and helps students feel more confident in mastering the material before class begins.

These findings are consistent with research conducted by Hikmah et al. (2024), who reported that students found Instagram Reels to be enjoyable, motivating, and accessible for language learning. The increased interest and positive learning experiences observed in this study align with their conclusion that social media-based learning can enhance student engagement. Similarly, Anggraini et al. (2025) found that microlearning through short videos increased students' interest and participation in English language learning activities. This study expands on these findings by demonstrating that micro-learning through short videos not only increases engagement but also enhances students' readiness for in-class learning, provides flexible opportunities to review content, and strengthens student autonomy in a flipped classroom setting.

4.2.3 Project-based learning outputs foster creativity, collaboration, and digital literacy

The findings indicate that the integration of Project-Based Learning (PjBL) through Instagram Reels contributes to the development of students' creativity, collaboration, and digital literacy skills. Rather than serving merely as a language learning activity, this project requires students to actively construct knowledge, solve problems, and produce meaningful outcomes. This reflects the core principles of Project-Based Learning, which emphasize learning through authentic tasks and the creation of tangible products. Through the process of designing and producing Instagram Reels, students are encouraged to apply their English language knowledge in practical contexts while engaging in creative decision-making and collaborative problem-solving.

These findings are consistent with Kristianto and Harendita (2022), who found that Project-Based Learning promotes active learning, teamwork, and authentic language production. Similarly, Batubara et al. (2023) argue that project-based activities encourage students to take responsibility for planning, organizing, and presenting information collaboratively. This study supports these findings, as students were required to collaborate throughout the content creation process, negotiate ideas, share responsibilities, and collectively produce digital learning content. These activities demonstrate that learning occurs not only through language practice but also through social interaction and collaborative knowledge construction.

Another key finding relates to the development of students' digital literacy. While previous studies primarily emphasized the role of PjBL in fostering collaboration and engagement, this study highlights how social media-based projects can simultaneously strengthen students' ability to use digital technology for educational purposes. By creating Instagram Reels, students learn to communicate information through digital media, evaluate content presentation strategies, and use various technological tools to produce meaningful outputs. These findings support the view that digital literacy involves not only technical competencies but also the ability to create and communicate information effectively in a digital environment.

Furthermore, this study expands on previous research by demonstrating that Instagram Reels can serve as more than just a platform for sharing project outcomes. Instead, the platform becomes an integral part of the learning process where students develop creativity, collaboration, communication skills, and digital literacy while simultaneously practicing English in an authentic context. Therefore, the combination of Project-Based Learning and social media-based micro-learning offers a pedagogically meaningful learning experience that is relevant to the demands of 21st-century education.

4.2.4 Challenges in integrating Instagram reels, flipped classroom, and PjBL

Despite its various benefits, the implementation of Instagram Reels as a micro-learning tool in a flipped classroom approach with Project-Based Learning (PjBL) outcomes also presents several challenges. These challenges relate to coordination among group members, differences in students' understanding of the learning material, limited digital literacy skills, and time management during project completion.

a. Coordination and time management issues

The challenges identified in this study relate to coordination and time management during the development of Project-Based Learning (PjBL) outcomes. Students reported difficulties in synthesizing ideas and reaching consensus while creating their Instagram Reels projects. Because group members often had differing perspectives on content themes, scripts, video concepts, and presentation styles, discussions sometimes became lengthy and required additional meetings before final decisions could be made.

These differences sometimes delayed project progress, particularly when students struggled to effectively divide tasks and responsibilities among group members. Although collaboration is a fundamental component of project-based learning, the findings suggest that successful teamwork requires effective communication, negotiation, and decision-making skills to ensure that all members can work toward a common goal.

In addition to coordination difficulties, time management emerged as a significant challenge throughout the project development process. Producing Instagram Reels required students to complete several stages, including planning, scriptwriting, recording, editing, revising, and publishing the final product. These activities require a considerable amount of time and effort, especially when students need to coordinate schedules outside of regular study club sessions. Some students reported that project completion often took longer than expected due to repeated revisions, technical

issues during video production, and the need to accommodate differing opinions among group members. Consequently, balancing project responsibilities with other academic activities proved challenging for some participants.

These findings are consistent with research conducted by Kristianto and Harendita (2022), who found that project-based learning often requires intensive collaboration and a substantial time commitment to achieve meaningful learning outcomes. Their study highlights that students often face difficulties in coordinating group work, managing responsibilities, and completing projects within a limited timeframe. Similarly, Batubara et al. (2023) emphasize that the success of project implementation depends not only on student creativity and engagement but also on effective communication and time management skills.

Current findings reinforce the idea that while PjBL fosters authentic learning experiences, collaboration, and learner autonomy, it also demands strong organizational skills from both students and instructors. Therefore, clear task distribution, structured project schedules, and ongoing tutor guidance are essential to support students in overcoming coordination and time management challenges during project completion.

b. Different levels of understanding

Another challenge involves differences in students' levels of understanding. Although Instagram Reels provides concise and easily accessible learning materials, not all students are able to fully grasp the content through short videos alone. Some students require additional explanations from tutors, opportunities to ask questions, and further class discussions to clarify concepts they find difficult.

These findings partially support research by Ibhar et al. (2025), which found that the flipped classroom approach promotes student learning autonomy and active participation. However, this study indicates that students have varying levels of readiness for independent learning. While some

students benefit from exposure to the material before class, others continue to rely on tutor guidance during class sessions.

c. Digital literacy challenges

This study also highlights challenges related to digital literacy. Not all students possess the technical skills required to create and edit Instagram Reels effectively. While some students are already familiar with video editing apps and social media content creation, others struggle with tasks such as editing videos, adding subtitles, inserting transitions, and arranging multimedia elements.

These findings are consistent with those of Kristianto and Harendita ((2022), who noted that project-based learning often requires students to possess a variety of skills to complete project tasks. In this study, differences in students' digital literacy skills affected their ability to contribute equally during the content creation process. Consequently, some students relied on peers with stronger technical skills, highlighting the importance of providing adequate support and guidance when implementing technology-based projects.

As a result, students with stronger digital skills often shoulder a greater share of the responsibility during the production process. These findings suggest that the successful integration of technology-based projects requires not only language learning support but also adequate training and guidance in digital content creation.

Overall, these findings suggest that while Instagram Reels-based microlearning and project-based learning can enhance learner engagement, creativity, and autonomy, their implementation requires adequate preparation, support, and time management. The challenges identified in this study suggest that effective learning outcomes depend not only on the teaching approach itself but also on students' readiness to collaborate, learn independently, use digital tools, and manage project demands effectively.

CHAPTER V
CLOSING

5.1 Conclusion

Based on the findings of this study conducted at the English Study Club at SMK NU Sudirman Rogojampi during the 2025/2026 academic year, it can be concluded that the use of Instagram Reels as microlearning materials is an effective and innovative approach when integrated into a flipped classroom model supported by Project-Based Learning (PjBL). Instagram Reels are systematically implemented across the three main stages of flipped learning: pre-class, in-class, and post-class activities. In the pre-class phase, they function as accessible introductory materials that provide members with initial exposure to vocabulary, grammar, pronunciation, and contextual expressions, while also encouraging independent learning and preparation.

The findings indicate that this approach increases student engagement and motivation, improves collaborative and communication skills, and develops creativity and digital literacy. Furthermore, the integration of PjBL positions members as active content creators rather than passive recipients of information. However, several challenges are identified, including differences in members' levels of understanding, coordination difficulties among group members, varying digital skills, and time management constraints. These challenges highlight that effective implementation requires strong instructional support, adaptive teaching strategies, clear collaboration, and careful planning.

In conclusion, this study confirms that the integration of Instagram Reels, flipped classroom, and Project-Based Learning offers a practical, engaging, and contextually relevant approach to English language learning. Beyond improving language proficiency, this model also fosters creativity, member engagement, and digital competence, making it a promising strategy for technology-enhanced, member-centred learning environments.

5.2 Research Implication

Implications of the study based on the findings of the research on "Instagram Reels as Microlearning Media in an English Study Club: A Flipped Classroom Approach with PjBL

Outputs at SMK NU Sudirman Rogojampi, Academic Year 2025/2026":

5.2.1 Theoretical Implication

This study contributes to the development of theories related to microlearning, flipped classroom, and Project-Based Learning in English language teaching. The findings support the theory that short-form digital content, such as Instagram Reels, can function effectively as microlearning media by delivering concise, focused, and accessible learning materials.

Furthermore, this study strengthens the concept of flipped classroom learning, which emphasizes independent learning before class and active participation during classroom activities. However, the findings also show that the effectiveness of flipped learning depends on students' readiness for self-directed learning and the availability of instructional support.

In addition, this study expands the theoretical understanding of Project-Based Learning by demonstrating that social media platforms can be used not only as learning tools but also as authentic project outputs. Through the creation of Instagram Reels, students are able to combine language learning, creativity, collaboration, and digital literacy in one integrated learning process. Therefore, this study contributes to the broader field of technology-enhanced language learning by integrating microlearning, flipped classroom, and PjBL into a comprehensive instructional framework.

5.2.2 Practical Implication

Practically, the findings of this study can serve as a reference for English teachers, tutors, and educational practitioners in designing more innovative, meaningful, and contextual English learning activities. The integration of Instagram Reels into flipped classroom learning supported by Project-Based Learning has proven to increase student engagement, promote active participation, encourage creativity, and improve communication skills.

For teachers and tutors, this study provides an alternative strategy for utilizing social media as an educational platform that is close to students' daily lives. For students, this learning model offers a more flexible, interactive, and enjoyable learning experience while also improving digital competence and collaboration skills.

Additionally, schools and educational institutions can use the findings of this study as consideration for

developing technology-based extracurricular or classroom learning programs that support 21st-century learning skills, especially creativity, communication, collaboration, and digital literacy.

5.3 Research Limitation

This study has several limitations. First, the research is conducted only within the context of an English Study Club at SMK NU Sudirman Rogojampi, involving a limited number of participants. Therefore, the findings may not fully represent formal classroom learning situations or broader educational contexts. Second, the duration of the research is relatively limited, so the study mainly focuses on the implementation process and participants' immediate responses rather than long-term learning outcomes.

Third, the study primarily uses qualitative methods through observation, interviews, and documentation. As a result, the findings emphasize descriptive understanding rather than statistical measurement of learning effectiveness. Lastly, differences in students' digital literacy and technological access may influence the learning process and project outcomes. These factors may affect the consistency of students' participation and performance during the implementation of Instagram Reels-based learning activities.

5.4 Suggestion

Based on the findings and limitations of this study, the researcher proposes several suggestions as follows:

a. For an English teacher

English teachers and tutors are encouraged to utilize social media platforms such as Instagram Reels as alternative learning media to create more engaging and contextual learning experiences. Teachers should provide clear instructions, scaffolding, and continuous guidance, especially for students who are less familiar with independent learning or digital content creation. Additionally, teachers should carefully design microlearning materials so that the content remains concise, meaningful, and suitable for students' learning needs and levels of understanding.

b. For students

Students are encouraged to participate actively in both independent and collaborative learning activities. They should improve their self-directed learning habits,

communication skills, creativity, and digital literacy to maximize the benefits of technology-enhanced learning. Students are also expected to use social media not only for entertainment purposes but also as productive educational tools. By utilizing digital platforms responsibly, students can develop more meaningful learning experiences and improve their ability to adapt to modern educational environments.

In addition, active participation in technology-based learning activities can help students build confidence, critical thinking skills, and collaboration abilities that are essential for academic and future professional development. Therefore, students should maintain positive learning attitudes and continuously explore innovative ways to use technology for educational growth.

c. For school and educational institutions

Schools are expected to support the implementation of technology-enhanced learning by providing adequate facilities, stable internet access, and digital literacy training for teachers and students. Additionally, educational institutions are encouraged to integrate innovative learning models such as the flipped classroom, micro-learning, and Project-Based Learning (PBL) into both classroom and extracurricular activities to create a more interactive, student-centred, and meaningful learning experience. Through adequate infrastructure, ongoing training, and institutional support, schools can foster creativity, collaboration, digital competencies, and active student participation in technology-based learning environments.

d. For future researchers

Future researchers are recommended to conduct similar studies in broader educational contexts, such as formal classroom settings, different extracurricular programs, or institutions with diverse educational backgrounds and learning cultures. Research involving different educational levels, ranging from junior high school to university students, or studies with larger participant groups, may provide more comprehensive insights into the implementation and effectiveness of Instagram Reels-based learning.

In addition, future studies are encouraged to combine qualitative and quantitative methods to obtain richer and more balanced findings, particularly in

measuring students' learning outcomes, motivation, engagement, and language skill improvement more objectively. Further research may also explore the integration of other social media platforms or emerging digital technologies, such as TikTok, YouTube Shorts, podcasts, or artificial intelligence-based applications, in English language learning. By expanding the research scope and exploring different technological approaches, future studies can contribute to the development of more innovative, adaptive, and effective technology-enhanced learning models in various educational contexts.

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APPENDICES

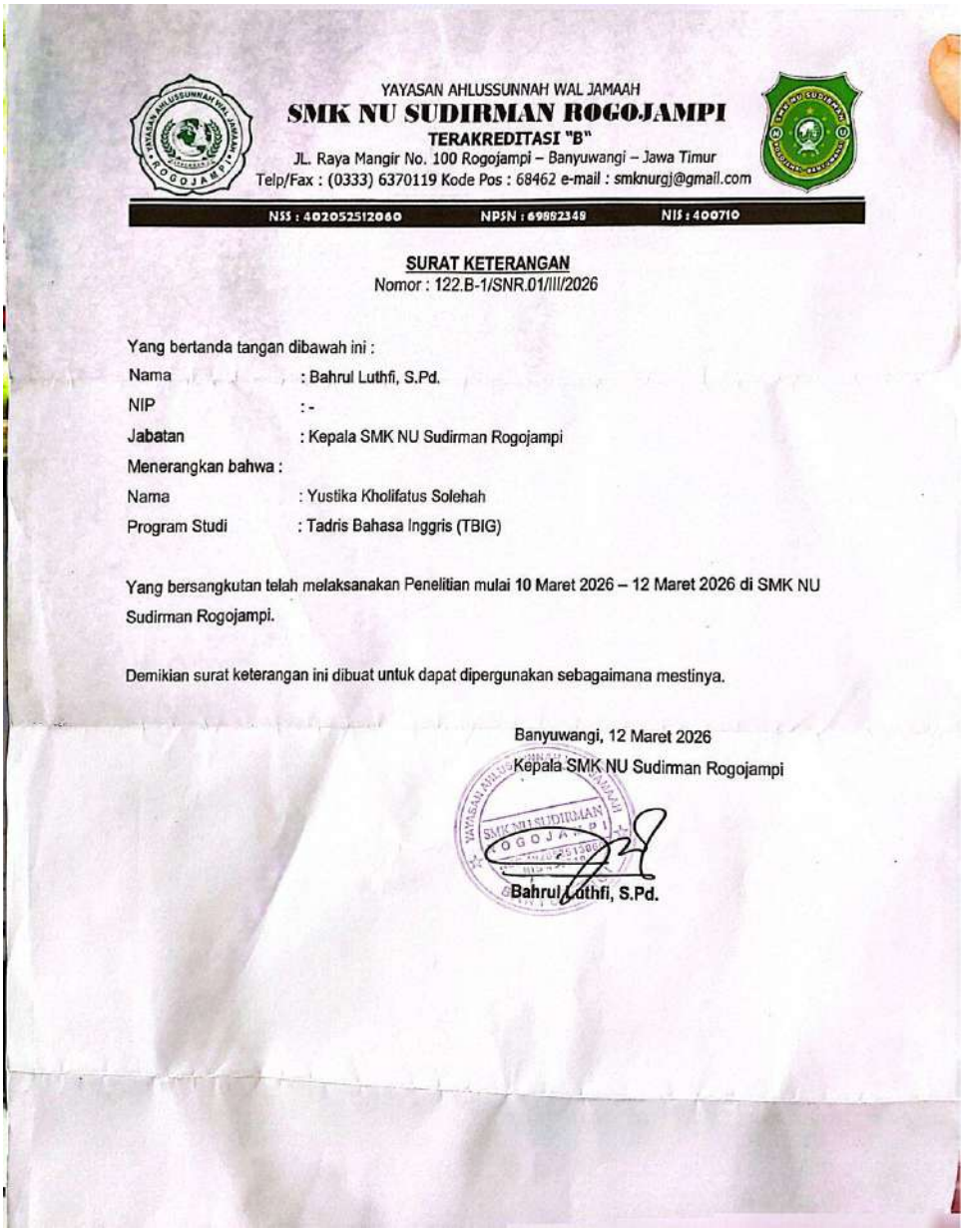
Appendix 1. Advisory Letter

NIM	**2211221029**
NAMA	**YUSTIKA KHOLIFATUS SOLEHAH**
FAKULTAS	**TARBIYAH DAN KEGURUAN**
PROGRAM STUDI	**S1 TADRIS BAHASA INGGRIS**
PERIODE	**20252**
JUDUL	**INSTAGRAM REELS AS MICROLEARNING MEDIA IN AN ENGLISH STUDY CLUB: A FLIPPED CLASSROOM APPROACH WITH PJBL OUTPUTS IN SMK NU SUDIRMAN ROGOJAMPI ACADEMIC YEAR 20252026**



No	Periode	Tanggal Mulai	Tanggal Selesai	Uraian Masalah	Bimbingan
1	20251	31 Mei 2026	05 Juni 2026	Finalization of Chapter V and overall thesis revision before submission.	Comprehensive review of Chapters IV and V, including language, formatting, and final revisions.
2	20251	21 Mei 2026	30 Mei 2026	Revision of Chapter IV and preparation of Chapter V.	Suggestions for improving the coherence of findings and drafting conclusions and recommendations.
3	20251	11 Mei 2026	20 Mei 2026	Challenges in linking findings with relevant theories and previous studies in the discussion section.	Feedback on strengthening the discussion by integrating theories and empirical studies.
4	20251	30 April 2026	10 Mei 2026	Difficulties in coding and categorizing qualitative findings for Chapter IV.	Guidance on data coding, theme development, and presentation of findings.
5	20251	27 Maret 2026	29 April 2026	Completion of field data collection and preparation for data analysis.	Confirmation of data saturation and guidance on organizing data for analysis.
6	20251	13 Maret 2026	26 Maret 2026	Need for additional clarification and follow-up data from several participants.	Suggestions for conducting follow-up interviews and ensuring data adequacy.
7	20251	27 Februari 2026	12 Maret 2026	Inconsistency in field notes and incomplete supporting documents.	Feedback on improving documentation techniques and maintaining data organization.
8	20251	13 Februari 2026	26 Februari 2026	Initial difficulties in accessing participants and arranging the data collection schedule.	Guidance on communication strategies with participants and adjustment of the research schedule.
9	20251	10 Februari 2026	12 Februari 2026	Preparation for field data collection, participant recruitment, and scheduling interviews/observations.	Discussion on data collection procedures, participant selection, and research ethics.
10	20251	14 Januari 2026	14 Januari 2026	Data Analysis Techniques and Research Procedures (Chapter III)rn	rnThe student explains the data analysis techniques and research procedures. The supervisor ensures that the analysis methods are consistent with the research design and data type, and that the overall methodology is clearly and systematically described.
11	20251	11 Januari 2026	11 Januari 2026	Data Collection Techniques and Research Instruments (Chapter III)	This session focuses on data sources, data collection techniques, and research instruments. The supervisor reviews the suitability, validity, and reliability of the instruments and ensures ethical considerations are addressed.
12	20251	10 Januari 2026	10 Januari 2026	Research Design and Approach (Chapter III)	The student presents the proposed research design, including the research approach. The supervisor provides feedback to ensure that the design is appropriate for answering the research questions.
13	20251	07 Desember 2025	07 Desember 2025	Previous Studies (Chapter II)	The student discusses relevant theories, previous studies, and key concepts related to the research topic.
14	20251	04 Desember 2025	04 Desember 2025	Literature Review and Theoretical Framework (Chapter II)	The student discusses relevant theories, previous studies, and key concepts related to the research topic. The supervisor guides the student in synthesizing the literature, identifying theoretical foundations, and developing a coherent conceptual or theoretical framework.
15	20251	25 November 2025	25 November 2025	Research Questions, Objectives, and Significance of the Study (Chapter I)	This session focuses on refining the research questions, research objectives, and the significance of the study. The supervisor ensures alignment between the problem statements, objectives, and the expected contribution of the research.
16	20251	20 November 2025	20 November 2025	Background of the Study and Problem Identification (Chapter I)	The student presents a draft of the background of the study. The supervisor provides guidance on contextualizing the research problem, identifying

Appendix 2. Certificate of Conducting Research



YAYASAN AHLUSSUNNAH WAL JAMAAH

SMK NU SUDIRMAN ROGOJAMPI

TERAKREDITASI "B"

JL. Raya Mangir No. 100 Rogojampi – Banyuwangi – Jawa Timur

Telp/Fax : (0333) 6370119 Kode Pos : 68462 e-mail : smknurgj@gmail.com

NSS : 402052512060 NPSN : 69982348 NIS : 400710

SURAT KETERANGAN

Nomor : 122.B-1/SNR.01/III/2026

Yang bertanda tangan dibawah ini :

Nama : Bahrul Luthfi, S.Pd.

NIP : -

Jabatan : Kepala SMK NU Sudirman Rogojampi

Menerangkan bahwa :

Nama : Yustika Kholifatus Solehah

Program Studi : Tadris Bahasa Inggris (TBIG)

Yang bersangkutan telah melaksanakan Penelitian mulai 10 Maret 2026 – 12 Maret 2026 di SMK NU Sudirman Rogojampi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Banyuwangi, 12 Maret 2026

Kepala SMK NU Sudirman Rogojampi

Bahrul Luthfi, S.Pd.

Appendix 3. Certificate of Plagiarism Free of Maximum 25% from the faculty



PROPOSAL YUSTIKA.docx

PANITIA TUGAS AKHIR
Agenda Pendidikan Keguruan
Prodi Pendidikan Syalaat
Biokagung - Banyuwangi
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ORIGINALITY REPORT

22%	19%	14%	10%
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4	M. Barranquero-Herbosa, R. Abajas-Bustillo, C. Ortego-Maté. "Effectiveness of flipped classroom in nursing education: A systematic review of systematic and integrative reviews", International Journal of Nursing Studies, 2022 Publication	<1%
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Appendix 4. Interview Guidelines

Guidelines for the teacher

1) Sudah berapa lama Anda mengajar di English Study Club ini?
2) Apa alasan menggunakan Instagram Reels sebagai media pembelajaran?
3) Bagaimana proses penerapan Instagram Reels dalam pembelajaran?
4) Bagaimana Anda mengintegrasikan metode flipped classroom dalam kegiatan belajar?
5) Bagaimana langkah-langkah pelaksanaan Project-Based Learning (PjBL)?
6) Bagaimana respons siswa terhadap penggunaan Instagram Reels?
7) Apakah siswa terlihat lebih aktif dibandingkan sebelumnya?
8) Bagaimana tingkat partisipasi siswa dalam pembelajaran?
9) Apakah ada peningkatan kemampuan bahasa Inggris siswa? Jelaskan.
10) Aspek apa yang paling terlihat meningkat?
11) Apakah metode ini membantu meningkatkan motivasi belajar siswa?
12) Bagaimana kualitas hasil proyek yang dibuat siswa?
13) Apakah siswa menunjukkan kreativitas dalam membuat konten?
14) Bagaimana kemampuan kolaborasi siswa selama proyek berlangsung?
15) Apa kelebihan penggunaan Instagram Reels dalam pembelajaran?
16) Apa kendala yang Anda hadapi selama penerapan metode ini?
17) Bagaimana cara Anda mengatasi kendala tersebut?
18) Apakah metode ini efektif untuk pembelajaran bahasa Inggris? Mengapa?
19) Apakah Anda akan terus menggunakan metode ini di masa depan?
20) Apa saran untuk pengembangan pembelajaran ke depan?

Guidelines for members

1) Sejak kapan kamu mengikuti English Study Club ini?
2) Menurut kamu, bagaimana pembelajaran bahasa Inggris biasanya sebelum menggunakan Instagram Reels?
3) Bagaimana pendapat kamu tentang penggunaan Instagram Reels sebagai media belajar?
4) Apakah kamu sering menonton materi Reels sebelum kelas dimulai? Kenapa?
5) Menurut kamu, apakah video Reels membantu memahami materi bahasa Inggris? Jelaskan.
6) Bagaimana pengalaman kamu belajar materi terlebih dahulu sebelum masuk kelas?

7) Apakah kamu merasa lebih siap saat pembelajaran di kelas? Mengapa?
8) Apa perbedaan belajar dengan cara ini dibandingkan dengan metode biasa?
9) Apakah kamu merasa ada peningkatan dalam kemampuan bahasa Inggris kamu?
10) Bagian mana yang paling meningkat? (vocabulary, speaking, pronunciation, dll)
11) Apakah kamu lebih percaya diri dalam berbicara bahasa Inggris? Jelaskan.
12) Bagaimana pengalaman kamu saat membuat proyek video Reels?
13) Apa kesulitan yang kamu alami saat membuat video tersebut?
14) Apa yang kamu pelajari dari kegiatan membuat Reels?
15) Apakah kamu merasa lebih kreatif setelah mengikuti kegiatan ini?
16) Apakah pembelajaran ini membuat kamu lebih tertarik belajar bahasa Inggris? Mengapa?
17) Apakah kamu lebih aktif dalam kegiatan belajar? Jelaskan.
18) Apa kelebihan belajar menggunakan Instagram Reels menurut kamu?
19) Apa kekurangan atau kendala yang kamu rasakan?
20) Apa saran kamu untuk pembelajaran ini ke depannya?

Appendix 5. Interview Transcript

Pewawancara:

Selamat pagi, Mr. Fany. Sebelumnya, maaf telah mengganggu waktu Bapak buat tanya-tanya sebentar.

Mr. Fany:

Selamat pagi juga, nggak apa-apa, Mbak. Saya senang bisa membantu.

Pewawancara:

Untuk pertanyaan pertama, latar belakangnya dulu. Sudah berapa lama Bapak mengajar di study club ini?

Mr. Fany:

Study club-nya, apa sekolahnya? Study club bahasa Inggrisnya? Sudah ada dua tahun jalan. Jadi, English club di SMK itu baru-baru ada ketika saya masuk, jadi dulu itu belum ada. Karena ya, itu tadi, melihat anak-anak belajar bahasa Inggris di kelas itu masih belum kondusif, hanya belajar tapi gak ada hasilnya, jadi saya memutuskan buat study club ini.

Pewawancara:

Terus, kalau boleh tahu, apa alasan awalnya kenapa menggunakan konten-konten media sosial buat mengajar anak-anak?

Mr. Fany:

Karena saya pernah ngomong dialog sama temen saya, jadi pengalaman dia itu katanya ketika mengajar, pokoknya bagaimana anak-anak ini bisa senang. Jadi, tujuan saya itu tidak hanya belajar bahasa Inggris saja, tetapi juga bagaimana caranya anak-anak ini bisa senang dalam belajar bahasa Inggris. Kemudian saya memutuskan untuk membuat konten seperti ini.

Pewawancara:

Lalu, bagaimana proses penerapan konten itu tadi dalam pembelajaran? Maksudnya, kayak kan modelnya flipped classroom gitu kan, jadi kontennya diberikan sebelum kelas, kemudian gimana penerapannya di kelas?

Mr. Fany:

Kalau untuk di konten, itu mungkin seperti ini. Jadi, ketika anak-anak ini dibagikan konten, anak-anak itu nanti akan mempunyai tanggungan yang mana mereka itu harus mempelajari isi pembelajaran yang seperti ini.

Selain itu, mereka juga kan pasti ngelihatnya secara berulang gitu kan biar paham. Akhirnya, dengan seperti itu juga mereka pasti ingat meskipun hanya satu kata, dua kata, satu kalimat, dua kalimat yang ada di konten tersebut. Jadi nanti ketika di kelas kita tinggal mereview aja sih sambil bahas bareng bagian yang mereka nggak paham dari konten itu.

Pewawancara:

Bagaimana respons siswa terhadap pembelajaran menggunakan konten ini? Apakah siswa terlihat lebih aktif dibandingkan sebelumnya?

Mr. Fany:

Mereka tertarik. Karena dulu itu pembelajaran di klub saya itu terlalu boring, terlalu membosankan karena hanya menghafal vocab dan grammar terus , akhirnya mereka menjadi boring. Pertama, saya membuka study club bahasa Inggris. Itu ada 5 anak yang ikut, bahkan lebih, hampir 10. Tapi lama-kelamaan, karena pembelajaran saya boring, latihan saya boring, berkurang 1, 1, 1, 1, tinggal 1. Dan tahun kedua, Alhamdulillah, banyak yang mau masuk. Jadi, untuk membuat mereka senang, ya, itu tadi. Saya menggunakan konten untuk media pembelajaran mereka.

Pewawancara:

Apakah ada peningkatan kemampuan bahasa Inggris siswa? Aspek apa yang paling terlihat meningkat?

Mr. Fany:

Speaking sih, jadi mereka itu lebih ke speaking, mungkin minimal mereka itu meskipun tidak bisa, tidak lancar speaking-nya, tapi ada beberapa kata, ada beberapa kalimat yang ada di otak mereka karena sering lihat konten itu tadi.

Pewawancara:

Terus bagaimana kualitas hasil proyek yang dibuat siswa? Apakah siswa menunjukkan kreativitas dalam membuat konten?

Mr. Fany:

Ya, sangat kreatif sekali. Karena di samping mereka itu membuat konten, mereka juga berlatih berpikir, berlatih kreatif, berlatih berimajinasi, dan lain-lain. Menurut saya, bahasa itu butuh imajinasi juga. Jadi, imajinasi itu tidak hanya tentang bagaimana mereka membuat kreasi di otak mereka, tetapi juga tentang bagaimana mereka menciptakan sesuatu. Jadi nanti di samping dia itu hafal kosakata, dia juga bisa menciptakan sesuatu dalam bahasa.

Pewawancara:

Terus, apa kelebihan menggunakan konten ini dalam pembelajaran? Atau apa ada kendala yang dihadapi selama menggunakan metode ini?

Mr. Fany:

Kalau keunggulannya itu, ya, itu tadi, lebih menonjol pada penghafalan kosakata, lebih menonjol pada pengingatan kosakata. Terus kemudian, meskipun mereka itu tidak lancar berbicara, untuk speaking, mereka ingat beberapa kosakata, beberapa kalimat. Untuk kendalanya itu, ya, mungkin kendala waktu, kendala konten, dan akhirnya kadang mau buat konten itu berlangsung lama. Kadang yang awalnya cuma satu hari menjadi satu minggu dan lain-lain, kemudian juga properti yang terbatas. Tapi untuk kendala terbesarnya sih, ya, itu tadi waktu.

Pewawancara:

Kemudian, apa saran Bapak untuk pengembangan pembelajaran ini ke depannya?

Mr. Fany:

Saran saya untuk pembelajaran ke depannya lebih melihat kondisi dan melihat bagaimana agar konten ini bisa berjalan lancar dan membenahi kekurangan-kekurangan dalam proses konten tersebut, seperti ya, kita ketika ngonten gak liat waktu, ketika kita ngonten gak liat kondisi, akhirnya yang awalnya di-planning seperti ini, seperti itu, ternyata ada kondisi dadakan atau acara dadakan, dan lain-lain, akhirnya gak jadi, dan besoknya apa yang mau kita rencanakan itu hilang. Kita lupa.

Pewawancara:

Yang terakhir, apakah menurut Bapak metode ini efektif untuk pembelajaran bahasa Inggris ke depannya?

Mr. Fany:

Efektif sekali, efektif sekali. Tapi mungkin menurut saya hanya di tingkatan basic mungkin ya, untuk pemula-pemula seperti itu. Jadi, saran saya, jika kita pengen membuat konten seperti itu, kita harus lebih melihat wadah objek kita. Jadi, kalau objek kita itu basic pemula, mungkin kita bisa memulai dari kosakata yang dasar dan bisa atau mudah disebutkan seperti itu. Atau ketika kita melihat objeknya itu tingkat intermediate atau tingkat advanced, kita bisa up lagi. Kosa kata kita bisa di-up lagi. Seperti slang dan lain-lain.

Pewawancara:

Terima kasih, Pak, sudah mau membantu dan memberikan informasi untuk penelitian saya.

Mr. Fany:

Sama-sama, Mbak. Semoga bermanfaat ya.

Appendix 6. Research Documentation

Interview with a tutor study club



Interview with a member of the study club



Documentation of Study Club Activities



Creating Instagram Reels content for the study club's weekly project



Appendix 7. Other attachments supporting the research

Link 1:

https://www.instagram.com/p/DXVvePikgG8/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

link 2:

https://www.instagram.com/reel/DZEVZkSA_qW/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

link 3:

https://www.instagram.com/reel/DFsIRpev_m5/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

link 4:

https://www.instagram.com/reel/DX_wrIryM23/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

link 5:

https://www.instagram.com/reel/CsmX4PWuyP2/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

link 6:

https://www.instagram.com/reel/DZEUtMlAU7n/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==

HISTORY LIST LIFE



Nama	: Yustika Kholifatus Solehah
NIM	: 2211221029
	: Kurik, 30 Desember 2004
Jenis Kelamin	: Perempuan
Agama	: Islam
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Keguruan
Telp	: 085155176824
Alamat	: Desa Harapan Makmur, Kecamatan Kurik, Kabupaten Merauke, Provinsi Papua Selatan

Riwayat Pendidikan Formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/Perguruan Tinggi	Bidang Studi
RA	2008	2010	RA AR-RAHMAN	
MI	2010	2016	MI DARUL ULUM	
SMP	2016	2019	SMP BP AL-KHOLIDIYAH	
SMA	2019	2022	SMA DARUSSALAM	MIPA
S1	2022	2026	UNIVERSITAS KH MUKHTAR SYAFAAT	TADRIS BAHASA INGGRIS

Riwayat Pendidikan non-formal

Jenjang Pendidikan	Tahun Masuk	Tahun Lulus	Nama Sekolah/Lembaga Pendidikan
ULA	2019	2021	Madrasah Diniyah Al-Amiriyyah
WUSTHA	2021	2023	Madrasah Diniyah Al-Amiriyyah
ULYA	2023	2025	Madrasah Diniyah Al-Amiriyyah

ABSTRACT

This study aims to examine the implementation of Instagram Reels as a microlearning medium in the English Study Club at SMK NU Sudirman Rogojampi through the integration of the Flipped Classroom and Project-Based Learning (PjBL) approaches. This study employs a qualitative descriptive design, with participants consisting of tutors and members of the English Study Club for the 2025/2026 academic year. Data were collected through observation, interviews, and documentation. Data validity was ensured through triangulation and member checking.

The findings indicate that this approach enhances student engagement and motivation, improves collaboration and communication skills, and fosters creativity and digital literacy. Furthermore, the integration of PjBL fosters creativity, collaboration, and digital literacy, positioning members as active content creators rather than passive recipients of information. However, several challenges were identified, including varying levels of understanding among members, difficulties in coordinating among group members, diverse digital skills, and time management constraints.

It can be concluded that the integration of Instagram Reels as a microlearning medium with the Flipped Classroom and PjBL approaches is capable of creating an engaging, flexible, and student-centered learning environment. This approach not only supports English language learning but also helps develop 21st-century skills in an informal learning context.