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Implementation of Lecturer's Learning Strategies to Promote Student Activity and Creativity in Higher Education

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Abstract. This study aims to examine the implementation of lecturer learning strategies in promoting student activity and creativity in higher education. The research employs a qualitative descriptive approach involving one lecturer and 29 sixth-semester students of the PIAUD program at Raden Intan State Islamic University Lampung. Data were collected through observations, interviews, and documentation, and analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. The findings reveal that the lecturer implemented an assignment-based learning strategy that positioned students as active participants in the learning process, while the lecturer acted as a facilitator, mentor, and provider of direction. This strategy encouraged students to take responsibility for learning activities such as leading discussions, asking questions, providing feedback, and presenting learning products. Student creativity was reflected in the production of educational game tools, learning media, and activity designs for early childhood learning. The study concludes that assignment-based learning as a lecturer's learning strategy effectively fosters student activity and creativity in the learning process.

Keywords: assignment-based learning; lecturer learning strategies; student activity; student creativity; higher education

INTRODUCTION

Lecturers are professional educators and scientists whose primary responsibilities include transforming, developing, and disseminating knowledge, technology, and art through education, research, and community service. These responsibilities aim to produce graduates who are intellectually competent, skilled, and possess strong character [1]. To achieve these goals, lecturers are required to continuously develop their professional competencies so that the learning process aligns with expected learning outcomes [2].

In the learning process, lecturers play an essential role not only as knowledge transmitters but also as facilitators who design learning experiences that encourage student engagement. In higher education, effective learning does not solely depend on content mastery, but also on how lecturers implement appropriate learning strategies that actively involve students in the learning process [3]. Through well-designed learning strategies, lecturers can stimulate students' motivation, participation, and creativity during learning activities.

Lecturer leadership is often associated with the ability to guide, influence, and facilitate students in achieving learning objectives. Leadership in learning emphasizes collaboration, guidance, and encouragement rather than authority and control [4]. In this context, lecturer leadership is reflected in the strategies used to organize learning activities, select appropriate learning methods, and create learning environments that support active and creative student participation [5], [6].

While previous studies frequently link lecturer leadership to classroom management, leadership in higher education learning should be viewed beyond classroom control. Instead, leadership is demonstrated through instructional decisions and learning strategies that enable students to become active participants in the learning process [7], [3]. Effective learning strategies allow lecturers to shift their role from dominant knowledge providers to facilitators who support student-centered learning.

Student activity is an important indicator of successful learning. Active learning can be observed through students' physical and mental involvement, such as participating in discussions, asking questions, presenting ideas, providing feedback, and completing learning tasks independently [8], [9]. Active involvement in learning not only improves students' understanding of learning materials but also dvelops their critical thinking and problem-solving skills [10].

In addition to being active, students are also expected to be creative. Creativity in learning refers to the ability to generate new ideas, develop original products, or modify existing concepts through imaginative and innovative processes [10]. Creativity plays a crucial role in higher education, as students with creative abilities are better prepared to face academic challenges and real-life problems [11], [12]. According to Vygotsky's theory, creativity develops through social interaction and active engagement in meaningful learning activities [13], [14].

However, the reality of higher education learning shows that student activity and creativity are not always optimally developed. Several studies report that students often experience low engagement in learning activities due to monotonous teaching methods, limited opportunities to express ideas, and passive learning environments, particularly in online learning contexts [15], [16]. This condition indicates the need for lecturers to adopt more innovative and student-centered learning strategies.

One learning strategy that has the potential to increase student activity and creativity is assignment-based learning. This strategy emphasizes student responsibility in completing learning tasks that require exploration, problem-solving, collaboration, and product creation [17]. Through assignment-based learning, students are encouraged to actively construct knowledge and demonstrate creativity through various learning outputs.

Several previous studies have examined the relationship between lecturer leadership, learning strategies, and student activity and creativity. Research by Manasikana et al. [10] demonstrated that project-based learning effectively increased student activity and creativity. Similarly, Nurbani and Permana [18] found that assignment-based learning supported by digital platforms enhanced student engagement and creative outcomes. Other studies also confirm that innovative learning strategies implemented by lecturers contribute positively to student participation and creativity in both face-to-face and online learning contexts [19], [20], [26].

In the context of higher education, lecturer leadership should be understood as the ability to design and implement effective learning strategies rather than merely managing classroom conditions. Although previous studies have discussed lecturer leadership and classroom management, limited research has specifically focused on how lecturer learning strategies are implemented to promote student activity and creativity in the learning process. Therefore, this study aims to examine the implementation of lecturer learning strategies, particularly assignment-based learning, in fostering active and creative learning among university students.

METHODS

This study employed a qualitative descriptive research design to explore the implementation of lecturer learning strategies in promoting student activity and creativity in higher education. A qualitative approach was chosen because it allows for an in-depth understanding of learning processes, lecturer–student interactions, and the contextual factors influencing student engagement and creativity in real learning situations.

Research Setting and Participants

The research was conducted at Raden Intan State Islamic University Lampung during the 2022/2023 academic year. The participants consisted of one lecturer teaching the Classroom and Environmental Management Methods course and 29 sixth-semester students enrolled in Class B of the PIAUD (Islamic Early Childhood Education) study program. The participants were selected purposively because they were directly involved in learning activities that implemented assignment-based learning strategies, making them relevant sources of data for this study.

Researcher's Role

In this study, the researcher acted as a non-participant observer. The researcher did not intervene in the learning process but observed learning activities to capture authentic data related to lecturer strategies, student participation, and creative outputs. This role allowed the researcher to maintain objectivity while documenting learning dynamics as they naturally occurred.

Data Collection Techniques

Data were collected using triangulation techniques to enhance the credibility of the findings. The data collection methods included:

Observation

Observations were conducted during online learning sessions to examine how the lecturer implemented assignment-based learning strategies and how students responded during the learning process. The

observation focused on indicators of student activity, such as participation in discussions, responsiveness, presentation involvement, and interaction with peers.

Interviews

Semi-structured interviews were conducted with the lecturer and selected students to gain deeper insights into their experiences, perceptions, and responses to the learning strategies implemented. Interview questions focused on the objectives of the learning strategy, challenges encountered, student engagement, and perceived impacts on creativity.

Documentation

Documentation was collected in the form of student assignments, presentation slides, learning videos uploaded to YouTube, and records stored on Google Drive. These documents were analyzed to identify evidence of student creativity and learning outcomes resulting from the assignment-based learning strategy.

Data Analysis

Data analysis followed the Miles and Huberman interactive model, which consists of four stages: data collection, data reduction, data display, and conclusion drawing. During data reduction, irrelevant information was filtered, and meaningful data related to learning strategies, student activity, and creativity were categorized. Data were then displayed in narrative and visual forms to facilitate interpretation. Finally, conclusions were drawn based on recurring patterns and validated through cross-checking data sources.

Trustworthiness of the Data

To ensure data trustworthiness, this study applied triangulation of data sources and data collection methods. Findings from observations, interviews, and documentation were compared to ensure consistency. This process strengthened the credibility and dependability of the research results.

RESULTS AND DISCUSSION

Implementation of Lecturer's Learning Strategies in the Learning Process

The results of this study show that the lecturer implemented learning strategies centered on assignment-based learning in an online learning environment. The lecturer designed structured learning tasks that required students to actively engage in the learning process. These tasks positioned students as the main participants in learning activities, while the lecturer took the role of facilitator, mentor, and provider of guidance.

The assignments given by lecturers to students are related to the courses they are currently taking, namely regarding Structuring Indoor and Outdoor Learning Environments for Early Childhood. One of the students' important tasks is organizing indoor or outdoor spaces for early childhood learning. The student assignments given by the lecturer include:

• Determine whether to use an indoor or outdoor learning environment.

• Determine what learning themes and sub-themes are chosen (themes are adapted to the Early Childhood Education learning curriculum, such as Plants, Animals, Myself, the Universe, and others).

• Use the center model or the corner model.

• Organize the study space that has been determined.

• Make educational game tools, make learning media, and create activities or activities for children's learning (choose one)

• Make a video on classroom arrangement (related video: the process of making a study room arrangement briefly, explaining the themes used in the making and other things students think are important).

• Upload videos that have been made to youtube.

• Making power points to present the results of assignments (related to the videos made) in class.

• Uploading video links and PowerPoint files to Google Drive that the lecturer has provided.

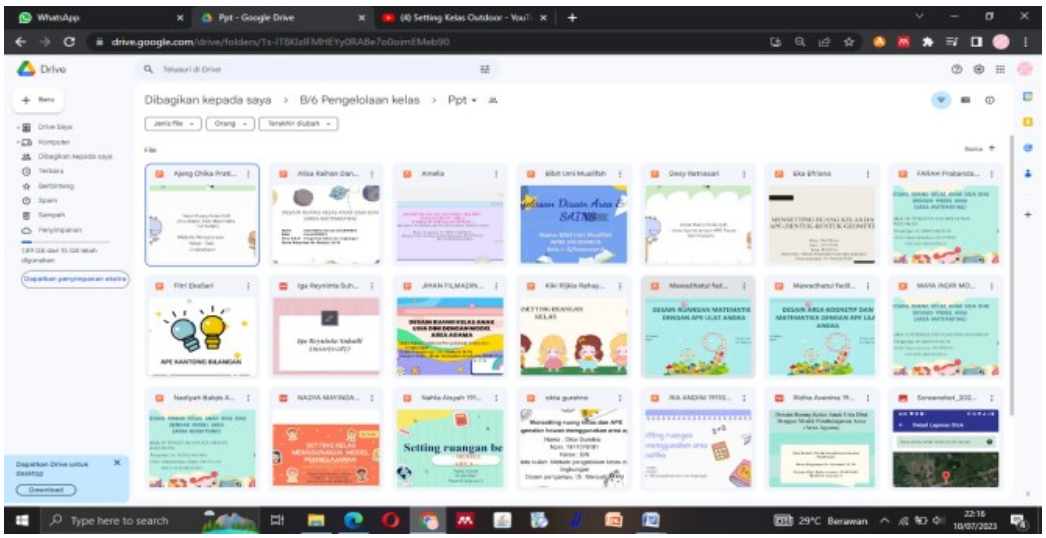

Figure 1. Collection of student PowerPoint assignments on Google Drive

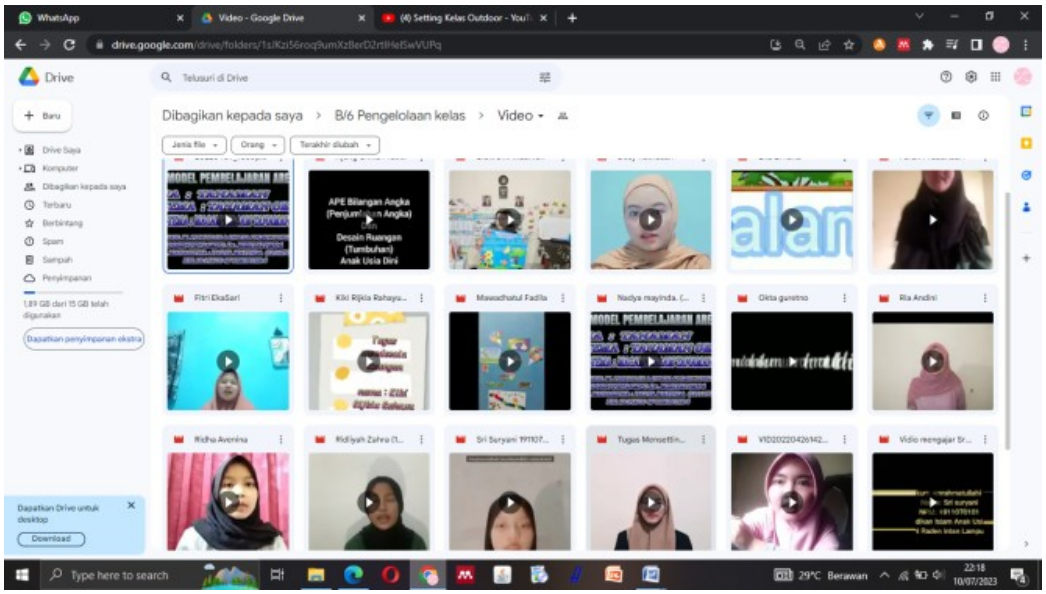

Figure 2. Collection of student video assignments on Google Drive

Students carry out the assignments given by the lecturer well and are present in everything. Although some students experience obstacles in making assignments, such as (1) cellphone memory is full, making it difficult to make videos, (2) an unstable network which makes it difficult for students to upload videos on YouTube. Moreover, (3) being late for assignments. However, students still do their assignments well and can deliver them.

The success of the lecturer's leadership in managing the class can be seen in the implementation of the tasks given by the lecturer to students and the implementation of the learning that the lecturer wants. In addition, the implications of giving these assignments create student activity in participating in lessons, such as: after a friend presents a video made by another classmate, asks, criticizes, and provides input on the video. Not only does it have implications for student activity in making videos, but it also has implications for student creativity. Student creativity can be seen in how students organize their early childhood learning spaces well; students make playful play tools, learn media, and create activities or activities for early childhood. Based on the findings above, lecturer leadership in managing the class has implications for student activity and creativity.

Student Activeness in Learning

Teaching leadership must foster productivity, creativity, and a conducive learning environment. Leaders (lecturers) focus on achieving the results they want to achieve with the leadership they apply [21]. In this study, one of the goals that lecturers want to achieve is to make students active in ongoing learning.

Based on the results of the initial observations that the researchers did, students needed to be more active in participating in learning, and this can be seen from (1) students looking bored and sleepy while learning is taking place (because online learning and using a lecture system), (2) students turn off the camera while

learning is in progress, (3) when the lecturer calls the student's name, the student who is called takes a long time to answer, even worse some students do not answer at all, (4) new students want to ask questions or respond to lecturers' words when asked to (do not have their initiative), (5) students take part in learning while doing other activities such as to the market, cooking, accompanying parents to the hospital and others.

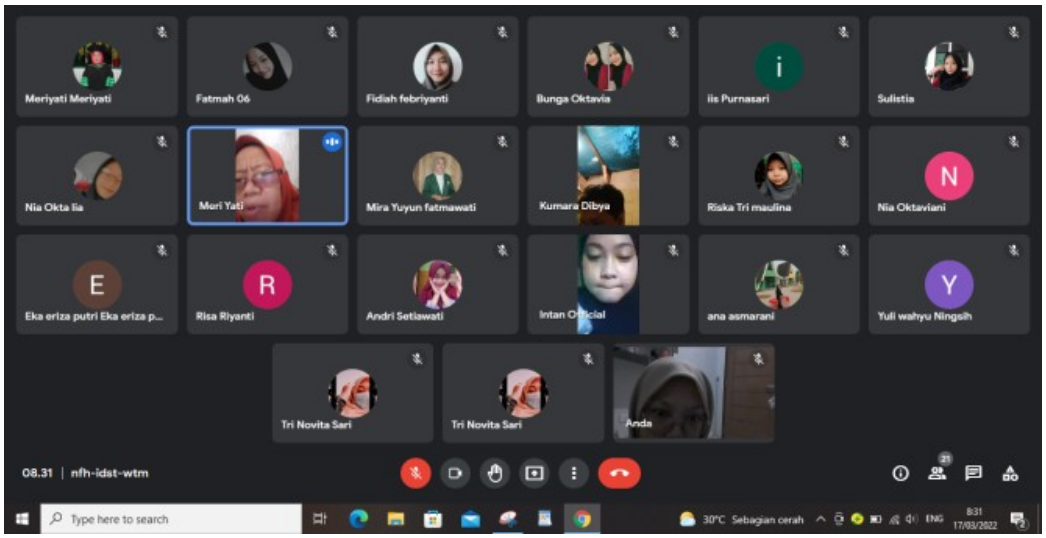

Figure 3. Before the lecturer implemented the assignment model

After considering the problems above, the lecturer decided to apply the assignment method with the hope that students would be actively involved in the online learning that the lecturer was carrying out. The lecturer implemented the Assignment Method from meeting 9 to meeting 16. After students deliver assignments in the form of making videos and making PPTs, students are entrusted with presenting assignments that have been made in turn. 29 students are divided by the number of meetings (eight). In every meeting, the lecturer entrusts each student to be a moderator, take minutes, assist in sharing screens during online learning, and document ongoing activities. After one student finished displaying the video results, the lecturer asked other students to comment on a friend's video quality and content ideas, asked about the video made, and gave input on the videos. In this learning, the lecturer only acts as an observer, mentor, and direction giver. Lecturers let students discuss in full than at the end, the lecturer gives a little additional subject matter and input for the learning that has taken place today.

The results obtained when the lecturer applied the Assignment Method: (1) students looked more enthusiastic in the learning process, (2) most of the students turned on the camera while learning was in progress, (3) when the lecturer called the student's name, the student responded quickly, (4) students ask friends who are presenting, (5) students give input on the videos that are made, give feedback and criticize.

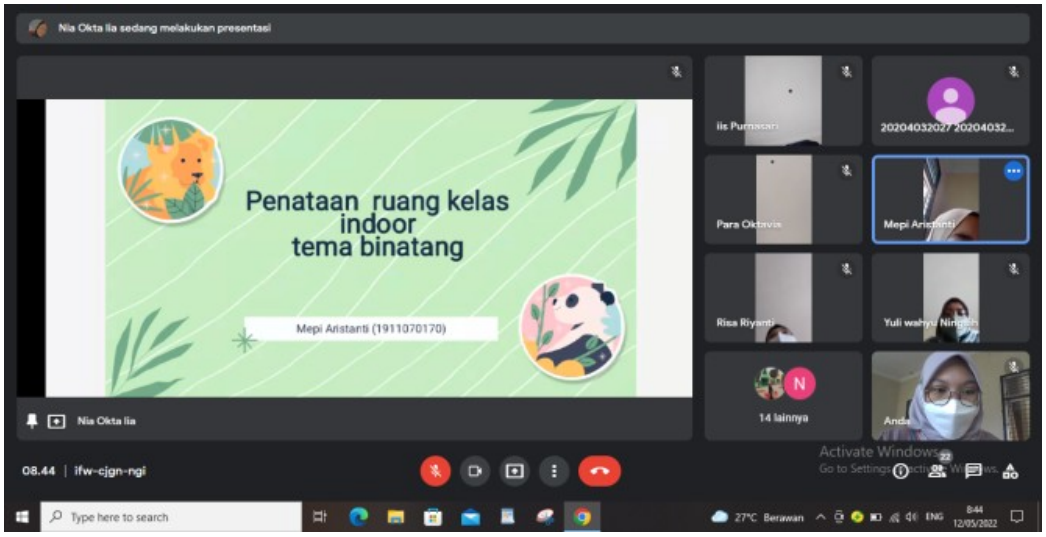

Figure 5. Students present their video assignments

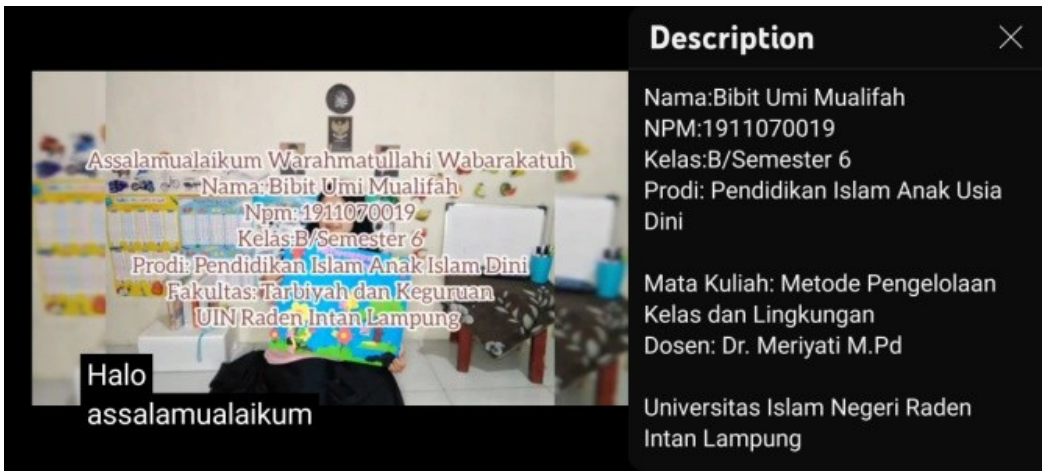

Figure 6. One of the video assignments made by students which was uploaded on YouTube

Creativity Students Create A Product

Creativity is a person's ability to create something, emphasizing originality in expression with an imaginative approach [22]. As actors of education in tertiary institutions, students must have abilities usually measured through the learning outcomes obtained. Therefore, students must act and think creatively in each learning activity to produce satisfactory achievements [23].

Creativity can be a provision for student teacher candidates, especially in early childhood education, so that in the future, they can plan and carry out meaningful learning activities at their schools [24]. Creativity can be created through social interaction, reinforcement, and a classroom atmosphere. In addition, creativity can also be enhanced by adopting certain domains where an individual works and is active [25].

Based on the statement above, creativity can be created from social interaction, class atmosphere, and activities carried out by individuals. The Assignment Method the lecturer, has applied to PIAUD semester VI students (six B classes) also has implications for student creativity. This creativity can be seen in students' various ideas in arranging study spaces indoors and outdoors. In addition, students also make educational game tools, learning media and create activities or activities for early childhood learning.

Educational game tools made by students include: Adding number sticks, adding up boards, playing geometric shapes, color classification boxes, number bags, counting bags, and number snake games. Instructional media are made, such as boards for the metamorphosis of butterflies, number snakes, rainbow hijaiyah, hijaiyah boards, and magic boxes. Playing activities or activities for early childhood learning are made, such as: connecting numbers and objects, learning hijaiyah, and matching colors with writing.

Creative efforts made by students when carrying out assignments given by lecturers:

• Organize children's study space as creatively as possible

• Creating a product (educational game tools and learning media).

• Create video content.

Figure 7. One of the educational game tools made by students

Figure 8. Media of butterfly metamorphosis made by students

CONCLUSION

This study concludes that the implementation of assignment-based learning strategies plays a significant role in promoting student activity and creativity in higher education learning processes. The lecturer's learning strategy, which positioned students as active participants and the lecturer as a facilitator, successfully created a student-centered learning environment that encouraged engagement and responsibility for learning tasks.

The findings indicate that structured assignments designed with clear objectives and opportunities for presentation and feedback can increase student participation during online learning. Students became more actively involved in discussions, presentations, and peer interactions when learning activities required them to take specific roles and demonstrate learning outcomes. This suggests that student activity is strongly influenced by how learning strategies are designed and implemented rather than by classroom conditions alone.

Furthermore, the study demonstrates that assignment-based learning strategies support the development of student creativity through product-oriented learning activities. Students were able to translate theoretical knowledge into creative learning products, such as educational media and instructional designs, reflecting their ability to think innovatively and apply concepts in practical contexts. This highlights the importance of learning strategies that provide space for exploration, originality, and creative expression in higher education.

Overall, this study contributes to the understanding of lecturer learning strategies by emphasizing that effective learning in higher education is driven by pedagogical decision-making that prioritizes student engagement and creativity. The findings suggest that lecturers should consider assignment-based learning as a strategic approach to fostering active and creative learning experiences. Future research may explore the implementation of similar learning strategies across different disciplines and learning modalities to further examine their impact on student learning outcomes.

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