

Implementation of the Project-Based Learning (PjBL) Model to Improve Student Creativity in Grade I of SDN 3 Setu Wetan, Weru District, Cirebon Regency

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ABSTRACT

This study was motivated by the limited opportunities given to students to think creatively and develop their potential, which ultimately resulted in low levels of creativity. Of the 25 students, only 5 students (20%) demonstrated creativity and mastered the Pancasila learning material, while the remaining 20 students (80%) had not yet mastered the material. This study aims to (1) determine the planning of the Project Based Learning (PjBL) model, (2) describe the implementation of the PjBL model, and (3) examine the improvement of students' creativity through the implementation of the PjBL model in Pancasila learning. The subjects of this study were first-grade students of SDN 3 Setu Wetan. This research employed Classroom Action Research (CAR) based on the Kemmis and McTaggart model, conducted in two cycles. Data were collected using qualitative and quantitative approaches through observation, tests, project assessments, and field notes. The results showed that (1) the planning of the PjBL model was implemented well in Cycle II, with achievement increasing from 67% to 88%; (2) the implementation of the PjBL model improved by 22%, from 72% in Cycle I to 94% in Cycle II; and (3) students' creativity increased by 28%, from 64% in Cycle I to 92% in Cycle II. Therefore, it can be concluded that the implementation of the Project Based Learning (PjBL) model effectively improved the creativity of first-grade students at SDN 3 Setu Wetan.

Article Information

Kata Kunci:

Upaya,
Guru PAI,
Pemahaman Siswa,
SKI

ABSTRACT

Penelitian ini di latar belakang oleh peserta didik yang kurang diberi kesempatan untuk memikirkan dan mengembangkan potensi-potensi yang dimiliki dan akhirnya berdampak pada rendahnya kreativitas peserta didik. Dari 25 peserta didik, hanya 5 (20%) peserta didik yang kreatif dan menguasai materi Pancasila, dan 20 (80%) belum menguasai materi Pancasila. Penelitian ini bertujuan untuk (1) mengetahui perencanaan, (2) mengetahui penerapan, (3) mengetahui peningkatan kreativitas peserta didik dengan menggunakan model pembelajaran PjBL dalam pembelajaran Pancasila. Subjek yang digunakan adalah peserta didik kelas 1 SDN 3 Setu Wetan. Jenis penelitian ini adalah Penelitian Tindakan Kelas model Kemmis dan Mc. Taggart yang dilaksanakan dalam dua siklus. Pengambilan data menggunakan pendekatan kualitatif dan kuantitatif, dengan teknik pengumpulan data menggunakan observasi, tes, proyek dan catatan lapangan. Hasil penelitian ini menunjukkan bahwa (1) perencanaan model PjBL terlaksana dengan baik di siklus II dengan ketercapaian dari 67% menjadi 88%. (2) penerapan model PjBL mengalami peningkatan 22%, dari siklus pertama 72%, dan siklus kedua 94%. (3) untuk peningkatan kreativitas peserta didik meningkat 28%, dari siklus pertama 64%, dan 92% di siklus kedua. Dengan demikian dapat disimpulkan bahwa penerapan model PjBL dapat meningkatkan kreaativitas peserta didik kelas 1 SDN 3 Setu Wetan.

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1. Introduction

I According to the Director General of Higher Education, Ministry of Education and Culture (2020) in Silvia & Tirtoni, (2023), through a well-designed and implemented Merdeka Belajar program, students' hard and soft skills will be firmly formed. The implementation of the Merdeka Belajar Curriculum policy encourages the learning process at the elementary school level to be more autonomous and flexible. Not only are students highly educated, but they are also able to become agents of change in small and large scopes. The resulting innovative changes can make a maximum contribution to the progress of a nation with quality human resources. Learning in the Merdeka Belajar curriculum provides challenges and opportunities for the development of innovation, creativity, capacity, personality and needs of students, as well as developing independence in seeking and discovering knowledge through the realities and dynamics of the field.

According to Haryanti & Febriyanto (2017:58), education in the 21st century differs from education in previous decades. The fundamental difference lies in the achievement of student learning outcomes. Learning outcomes in 21st-century education are not only about mastering all learning materials but also require students to possess cognitive and social skills. The challenges faced are increasingly complex, as information develops rapidly and technology becomes more sophisticated. The education implemented should produce quality human resources capable of adapting to the ever-changing and challenging times.

Project-Based Learning (PjBL) is a learning model that can enhance student creativity. PjBL is a student-centered learning model, where students are encouraged to be active in the learning process, solve problems, and produce useful products. According to Sari (in Rona, 2018:80), educators are able to create a conducive and enjoyable learning atmosphere for students so that learning objectives can be achieved properly. Because teachers are very important individuals and are related to the results and quality of education, teachers must strive to reduce student boredom (Sati et al., 2021). As agents of value inheritance, the role of teachers must have a visionary view in instilling character values in accordance with the development of the times (Fikriyah & Faiz, 2019).

The main task of the teacher is to organize learning activities that allow for optimal interaction between students and students or students with educators or vice versa. Complete educational facilities and infrastructure without being balanced by the teacher's ability to implement them, the learning process will be less meaningful. According to Haryanti & Febriyanti (2017:59) the PjBL Model is seen as having advantages in the learning process. These advantages are as explained in the Ministry of Education and Culture (2013) as follows: (1) the learning process is meaningful for students where students learn to solve problems through the application of their knowledge; (2) students integrate knowledge and skills simultaneously and apply them in relevant contexts; (3) improve critical thinking skills, foster student initiative in working, internal motivation to learn, and can develop interpersonal relationships in group work.

According to Hidayati & Restian, (2023:1867) students' creativity can be trained from elementary school. Where in learning students actively participate in activities and

come up with ideas that they have. Creative thinking is a high-level skill that needs to be developed in elementary school education. In its application, students in elementary school are students aged between 7 and 12 years who are in the golden age. According to Natty et al., (2019:1083) the teacher's task is only as a facilitator and not the only medium for students, this is done so that students can train and develop the abilities, knowledge and creativity that exist within them.

According to Abdi (2018:10), improving student creativity can be done by designing engaging learning. Meanwhile, most teachers in teaching still pay little attention to students' thinking skills, or in other words, do not provide meaningful teaching, the methods used are not varied enough, and as a result, student learning motivation becomes difficult to grow and learning patterns tend to be rote and mechanistic. This is in line with Mirdad & Pd, (2020:14) that conceptual learning tends to be abstract and uses lecture methods, so academic concepts are less or difficult to understand.

Based on the observation results, the learning models used have varied, ranging from independent learning, group learning, to assignment methods. As a result, students are not given the opportunity to think about and develop their potential and ultimately impact the low creativity of students. Therefore, researchers will use the PjBL learning model to improve student creativity by producing a project on the subject of PPKN material I Know the Symbols on the Garuda Pancasila Symbol. From the problem of implementing the project-based learning model to improve creativity can have a positive impact on students.

2. Research Methods

The type of research to be conducted is Classroom Action Research (CAR). This CAR follows a research model based on the diagram proposed by Kemmis and Mc. Taggart. In practice, this research is conducted in a cycle or set of rules within CAR, which is a single learning process according to a predetermined plan. One CAR cycle consists of four steps: Planning, Implementation, Observation, and Reflection.



Figure 1PTK Cycle

The steps in each cycle of Classroom Action Research (CAR) are as follows:

1) Planning In the planning stage, researchers identify various problems that occur in the learning process as a basis for compiling corrective actions. Next, researchers compile learning tools that include teaching modules in accordance with the

syntax of the Project Based Learning (PjBL) model, compile evaluation instruments in the form of pre-test and post-test questions to measure student abilities before and after the action, prepare media and teaching materials that support the implementation of learning, and compile observation sheets for teacher and student activities as an instrument to observe the implementation of learning and the development of student creativity during the action process.

2) Implementation The implementation of the action is carried out in accordance with the planning that has been prepared in the previous stage. Learning activities are carried out based on the steps of the PjBL model with the aim of overcoming obstacles faced by students in the learning process, especially in developing creativity.

3) Observation: In the observation stage, observers systematically observe the implementation of the action. Observations focus on all activities that occur during the learning process, including teacher activities in implementing the learning, student activities during the learning process, and the development of student creativity in completing the assigned project. The results of the observations are recorded on a prepared observation sheet as material for evaluating the implementation of the action and as a basis for conducting reflection at the end of the cycle.

4) Reflection (Reflection) In the reflection stage, researchers together with teachers analyze and evaluate all data obtained from the results of the implementation of actions and observations. The analysis is carried out to determine the impact of the implementation of the PjBL model on increasing student creativity and to identify successes, obstacles, and shortcomings that arise during the learning process. The results of the reflection become the basis for determining improvements in the next action. If the results obtained do not show an increase in student creativity in accordance with the established success indicators, then the research continues to cycle II by making improvements in the planning and implementation stages of actions based on the results of the reflection on cycle I.

3. Results and Discussion

1. Learning Planning Using Project Based Learning (PjBL) in Grade I at SDN 3 Setu Wetan

In the planning stage, the researcher developed a teaching module containing the main components, namely learning identity, learning outcomes, learning objectives, teaching materials, steps for project-based learning activities, and assessments. The learning objectives were formulated clearly and aimed at developing students' creative thinking skills. In addition, the selection of themes and projects was adjusted to the characteristics of first-grade students who were still at the concrete operational stage, so that learning activities were designed contextually and close to everyday life. In PjBL planning, the researcher also established learning steps that included determining basic questions, project planning, preparing activity schedules, project implementation, and evaluating project results. Each stage was designed to encourage active student involvement, both individually and in groups. In addition, the researcher prepared a variety of media and learning resources to support the exploration and creativity process of students.

Assessment is also a crucial part of the planning process. Researchers have designed an assessment that encompasses initial, process, and outcome assessments, using instruments such as observation sheets, performance assessments, and product assessments. An assessment rubric was developed to measure aspects of creativity, such as fluency, flexibility, originality, and elaboration.

Overall, the learning planning using the PjBL model in grade I at SDN 3 Setu Wetan has been implemented well, as it has fulfilled the main components of learning planning and can serve as an effective guideline in implementing learning that encourages student creativity. However, improvements are still needed to make the learning planning more optimal and focused. The summary data from the observations of the teacher's teaching modules in cycles I and II can be seen in the table below.

Table 3 Recapitulation of Observation Results of Teaching Modules Cycles I and II

No	Data Yang Dianalisis	Siklus I	Siklus II
1.	Nilai	16 67%	22 88%
2.	Kategori	Cukup	Baik

2. Implementation of the Project Based Learning (PjBL) Learning Model in Class I at SDN 3 Setu Wetan

The lesson begins with a series of probing questions to explore students' prior knowledge of national symbols. Next, the teacher guides students in designing a simple project. At this stage, students are directed to identify the parts of the national symbol and their meanings through exploration and discussion.

During the project work process, students are actively involved in observing, asking questions, trying, and communicating the results. The teacher acts as a facilitator who provides direction, motivation, and guidance according to the students' needs. Interactions between students also begin to form through collaboration in completing project assignments. Based on the research results, the PjBL model shows an increase in student involvement in learning. Students become more active, enthusiastic, and are able to understand the material more deeply through direct experience. In addition, social skills such as cooperation and communication also begin to develop. Thus, the application of the PjBL model in grade I at SDN 3 Setu Wetan can be said to be effective in increasing student creativity, especially in understanding concrete materials such as the national symbol Garuda Pancasila. This model also makes a positive contribution to improving the quality of the learning process and outcomes. This can be seen from the increase in the number of good performance categories.

Table 4 Inter-Cycle Percentage Recapitulation

Nilai yang diamati	Siklus I	Siklus II
Aktivitas Guru	54 72%	70 94%

Judging from the table above, it can be said that teacher activity in implementing the PjBL learning model in Cycle I shows that teachers obtained a score of 54 with a percentage of 72%. Meanwhile, in Cycle II, it showed a score of 70 with a percentage of 94%. The increase in teacher activity between Cycles I and II was 22%. This can be seen in the figure below:



Figure 4 Inter-Cycle Percentage Recapitulation

3. Increasing the Creativity of Students in Grade I at SDN 3 Setu Wetan

Based on the results of the research conducted in 2 cycles, there was a gradual increase in student creativity. In cycle I, student creativity was still classified as moderate. This was evident from the limited ideas that emerged, high dependence on teacher direction, and the work that was still simple and tended to imitate the examples given. Students also still experienced difficulties in developing ideas independently. In cycle II, there was a significant improvement. Students began to show courage in expressing ideas and were able to develop work with more diverse variations. The resulting work showed elements of novelty, such as the use of more varied colors, the addition of details to images, and the ability to relate material to everyday experiences. In addition, students also began to be more active in discussions and collaborate with peers.

In terms of creativity indicators, improvements were seen in the fluency of idea generation, flexibility in work variation, and originality of the results. This demonstrates that actively designed, project-based learning can optimally foster the development of student creativity. This is evident in the improvements in each indicator in cycles I and II, as follows:

Table 5 Increasing Student Creativity in Cycles I and II

Nilai yang diamati	Siklus I	Siklus II
Kreativitas	16	23

Based on the table above, it can be seen that the learning creativity of students with the application of the PjBL learning model in cycle I shows that 16 students are creative with a percentage of 64%, while in cycle II, 23 students are creative with a percentage of 92%. Therefore, it can be concluded that there is an increase in student creativity from cycle I and cycle II, namely 28%. When presented in diagram form, it can be seen in the image below.



Figure 5 Increasing Student Creativity in Cycles I and II

6. Conclusion

Based on the results of research on the application of the Project Based Learning model in learning Theme 1 "I Love Pancasila" Topic 2 "I Know the Symbols on the Garuda Pancasila Symbol" for grade 1 at SDN 3 Setu Wetan, it can be concluded that the application of the Project Based Learning

model can improve the quality of learning planning, teacher activities, and student learning creativity.

The lesson plan in cycle I achieved a score of 67%, categorized as adequate. After improvements were made based on reflections in cycle I, the lesson plan in cycle II increased to 88%, categorized as good. This indicates that the lesson plan is increasingly optimized and able to support the implementation of the Project-Based Learning model.

The implementation of the Project-Based Learning model also demonstrated an increase in teacher activity. In cycle I, teacher activity reached 72%. Several learning stages were not optimally implemented because the researcher was still adjusting the delivery of interventions to students. After evaluation and improvements in cycle II, teacher activity increased to 94%, categorized as very good. This improvement indicates that teachers are increasingly able to optimally implement each stage of Project-Based Learning.

Furthermore, the implementation of Project-Based Learning has a positive impact on student creativity. In cycle I, student creativity reached 64%, categorized as moderately creative. After improvements in cycle II, the creativity percentage increased to 92%, categorized as highly creative. Students became more active in learning, able to express ideas, work on projects, and demonstrate creativity in completing assigned tasks.

Thus, it can be concluded that the application of the Project Based Learning model on the material "I Know the Symbols on the Garuda Pancasila Symbol" can improve the quality of learning planning, teacher activities, and learning creativity of first grade students at SDN 3 Setu Wetan. The improvement from cycle I to cycle II shows that the Project Based Learning model is effective in creating more active, creative, and meaningful learning for students.

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