Applying Project-Based Learning (PjBL) to Improve Students' Indonesian Language Learning Creativity in Yogyakarta

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1.   Abstract

The purpose of this study was to implement the Project Based Learning (PjBL) Learning Model to Improve Indonesian Language Learning Creativity in fifth B Grade Students of SD A at Yogyakarta, Indonesia. This type of research is Classroom Action Research (PTK). This research was conducted in two cycles, each of which consisted of four stages stages, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The subjects in this study were fifth B grade students of SD A, totaling 20 people. This research was conducted April 14 to April 28, 2023 at SD A in Yogyakarta. Data analysis consisted of analysis student activity observation sheets, and analysis student creativity. The results of student creativity in cycle I and cycle II were 55.30% and 78.75% respectively. Based on these results, it can be concluded that the application of the Project Based Learning (PjBL) model can increase students' Indonesian language learning creativity fifth B grade SD A in Yogyakarta.

Keywords: *Project Based Learning , Student Creativity, Indonesian Language Subjects.*

2.   Introduction

Education is a conscious and planned effort to realize learning objectives. Education is very important in human life as well as students, in the world of education there is interaction between teachers and students, where the teacher acts as a facilitator who transfers his knowledge to students. Based on Lindawati et al., (2013) that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can actively develop their potential to have religious spiritual strength, personality, noble character, self-control, intelligence and skills needed for themselves, society, nation and state.

According to the National Education System Law (2003) Article 3, the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. According to Resmini, et al (2009), Indonesian language education is one of the subjects that exist at all levels of education, including in elementary schools. Indonesian language lessons at school are essentially teaching children to be able to communicate using Indonesian. The Indonesian language learning process in elementary schools is directed at improving students' ability to communicate with Indonesian both orally and in writing (Akhadiah in Suparlan, 2020).

So that in the learning process, creativity is needed. According to Fatin, (2020) defines children's creativity as a person's ability to pour ideas, express new things, can solve problems that are being faced and an idea is poured into a product or new thing whose results have high value for his work. Student creativity referred to in this study is the ability of students to create something new or develop existing things to provide a certain amount of knowledge carried out in the learning process. and to achieve these conditions, a facilitator is needed, namely a teacher

who has the ability to create learning situations so that students can hone their abilities and creativity.

After observing the Indonesian language learning process in fifth grade SD A at Yogyakarta. There are several problems that can be observed by researchers, namely 1) in the Indonesian language learning process, students are only silent and listen only, then when asked by the teacher students are also only silent. 2) the media used during the learning process is only a student book that has been distributed before, here it can be seen that many students do not understand, and are confused themselves, but they are just silent and do not want to ask. 3) at the end of the lesson, the teacher asks students to summarise the material that has been learned, but only a few students dare to summarise the learning. 4) the curiosity of students in class V B is still very lacking, this can be seen that after the lesson is over, students will immediately play without asking or discussing the material back to the teacher or classmates. Based on the above problems, it can be concluded that one focus of the problem is that the creativity of students in fifth B SD A at Yogyakarta is low.

The author has a solution to the problems found regarding students' low Indonesian learning creativity by using the Project Based Learning (Pjbl) learning model to increase student involvement in the learning process. With the activities of students in groups to complete a project, it is expected that students can release their ideas or ideas and develop various basic skills such as decision-making skills, creativity and problem-solving skills. these conditions are expected to increase student learning creativity.

According to Fathurrohman (2015), Project Based Learning model (PjBL) is a learning model that makes students play an active role in the problem solving process which ultimately creates a real product. The steps of the Project Based Learning model are : 1) Project

determination, 2) Planning the steps to complete the project, 3) Preparation of project implementation schedule, 4) Completion of the project with teacher facilities and monitoring, 5) Preparation of reports and presentation/publication of project results, 6) Evaluation of the project process and results.

Based on the background that has been described above, the researcher raises the title "applying the Project Based Learning Model (PjBL) to Improve Indonesian Language Learning Creativity in Class Fifth B Students of SD A in Yogyakarta, Indonesia".

3.   Methods

3.1.   Participants and context

This research will be conducted at SD A in Yogyakarta, where the research subjects are class V students totalling 20 students, consisting of 13 boys and 7 girls. The learning process is carried out in accordance with the Indonesian language lesson schedule in fifth B SD A in Yogyakarta. Activities carried out to get the results of classroom action is by Observation, C) Observation conducted during the learning process is underway. And the things that were observed were teacher and student learning activities, and student learning creativity during the implementation of learning. And after taking action, the researcher and observer will conduct D) Reflection regarding the results of the action.

3.2.   Material

This research is included in the type of Classroom Action Research (PTK) model of Suharsimi Arikunto (2013). In this study, researchers made efforts to improve students' Indonesian learning creativity by applying the Project Based Learning model. This research procedure includes planning, implementing actions, observing, and reflecting (Wardhani in Tauhid (2008).

3.3.   Data Collection and analysis

The description at this stage is carried out by a) planning, b) implementation, c) observation, and d) reflection. a) Planning, the activities to be carried out at the planning stage are scheduling the implementation of actions in fifth B grade and preparing research instruments that will be used. The research instruments used are in the form of Learning Implementation Plans (RPP) using a project-based learning model, Learner Activity Sheets (LKPD), Teaching Materials, Learning Media, student learning outcomes assessment instruments, and observation sheets for teacher and student learning activity assessments, as well as assessments of student learning creativity. b) Implementation, the implementation of actions in cycle I was carried out in two sessions. At this stage researchers carry out Indonesian language learning activities using a project-based learning model. Researchers and teachers analyzed the implementation of actions in cycle 1 and then made improvements to the implementation of cycle 2.

3.4.   Ethical Considerations

This was done to find out the strengths and weaknesses that were observed in cycle 1, namely in the form of an assessment of student activities and student creativity in participating in the learning process. The results of this reflection are used as material for planning learning in the next cycle. If the expected results have not been achieved, improvements will be made in cycle II until the indicators can be achieved.

3.5.   Limitations to the Study

In collecting data in this study, researchers used several techniques Collection techniques from using 1) non-test, consisting of student activity sheets, and student creativity assessment rubrics.

4. Results and Discussion

The implementation of the Project Based Learning (PjBL) model carried out in fifth B grade SD A was carried out in 2 cycles, each cycle consisting of two learning stages. The results of the research that has been carried out using the Project Based Learning (PjBL) model show an increase in the learning creativity of Indonesian language students in fifth B grade SD A. The increase in Indonesian language learning creativity is evidenced in the following table:

Table 1. Comparison of Percentage Distribution of Student Creativity Cycle 1 and Cycle 2

No	CYCLE	Student Creativity (%)	Category
1	Cycle 1	55,30%	Medium Creativity
2	Cycle 2	78,75%	High Creativity

Based on the table above, it can be seen that in each cycle student creativity has increased significantly, this can be seen when using the project-based learning model in cycle I student creativity was 55.30% and in cycle II it increased to 78.75%.

The results of observations of student creativity in the learning process of cycle I and cycle II. In cycle I, the results of the analysis of student creativity were 55 point 30% with a moderate creativity category, while in cycle II there was an increase of 78 point 75% with a high creativity category. So, it can be concluded that student creativity through the improvement of project-based learning models for cycle II in fifth B grade at SD A in Yogyakarta has increased.

5. Conclusion

Based on the results of the research that has been conducted by researchers regarding

the application of project-based learning models to improve the students creativity of Indonesian language learning in fifth B grade SD A, the following conclusions and suggestions can be drawn :

Students' creativity during the learning process by using the project-based learning model, in cycle I reached 55.30% with moderate creativity category and in cycle II increased to 78.75% with high creativity category. then it can be mentioned that the application of Project Based Learning model can increase the creativity of learning Indonesian language of students in fifth B grade SD A in Yogyakarta, Indonesia.

6.   Acknowledgement

7.   References

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