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Efforts to Increase Creativity Through the PjBL Model in Class IIIndonesian Elementary School Lessons

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1. Abstract

Creativity is the result of creative thinking; therefore, the education system should be able to stimulate logical thinking and reasoning. In line with this opinion, according to Ghufron & Rini (2014: 101) that the ability to think creatively has an important role in life, this is because creativity is a reliable source of human resource power to drive human progress in terms of exploration, development, and discoveries. innovations in science and technology and in all areas of human endeavor. This study aims to investigate efforts to increase student creativity through the application of the Project-Based Learning Model (PjBL) in learning Indonesian in second-grade elementary school. The activities carried out include using the group project model, wherestudents work in small groups to identify and complete projects together. This model develops cooperation and communication skills among students.

Keywords: *Indonesian Language, Creativity, Project Based Learning Models*

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2. Introduction

The world of education is currently required to be able to equip students with 21st century skills. The skills in question are students' ability to think critically and solve problems, be creative and innovative, as well as communication and collaboration skills. In order to be able to compete in the industrial era 4.0 students must have these skills. Muhadjir Effendi in an interview with Jawa Pos (Facette, 2018) explained, the 4C competencies that students must possess are Communication (communication), Collaboration (cooperation), Critical Thinking and Problem Solving (critical thinking and problem solving), and Creativity and Innovation (creativity and innovation) known as 4C.

Creativity is the result of creative thinking, therefore the education system should be able to stimulate logical thinking and reasoning. In line with this opinion, according to Ghufron & Rini (2014: 101) that the ability to think creatively has an important role in life, this is because creativity is a reliable source of human resource power to drive human progress in terms of exploration, development, and discoveries. innovations in science and technology and all areas of human endeavor. In the educational process, a learner can be said to have creativity if he can solve or solve a problem by producing something new from what he already has. According to Enco (in Kenedi, 2017: 330) that new things need not always be something that never existed before, but creative students will try to find new combinations, new relationships, and new constructs that have differentqualities from their previous state. The new thing is innovative so that creativity can create a feeling of satisfaction, and confidence and increase self-esteem.

According to A. Chaedar Alwasilah in Ngainun Naim (2009:246), creativity is the ability to create new forms, new cognitive structures and new products. In supporting the development of student creativity, teachers need seek a way or model in learning that can grow the soul the creativity. In addition to increasing the creativity of student

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will be the answer to the challenges of 21st century learning where higher order thinking skills are very needed.

Creativity does not have to create something new and has never existed previously. Students can try to channel ideas by making something according to him different from the others. Learners can try to combine data or previously available information and make minor changes to that work he made. According to Beetlestone (2011: 2), creativity can help someone in explain and describe abstract concepts by involving skills.

The Bahasa Indonesia subject is a mandatory standard content material for elementary school education units. After following this subject, it is hoped that it will form students who have the ability (competence standards for Indonesian Language graduates). According to Akhargai, Sabarti, et al in the Main Material of Writing 1 explained that Bahasa Indonesia lessons at school essentially teach children to be able to communicate using Bahasa Indonesia. Bahasa Indonesia learning in elementary schools is directed at improving students' ability to communicate in Indonesian both orally and in writing.

Based on the observations of second-grade students at SDN 01 Rejowinangun, it was found that one of the weaknesses in learning was the low learning creativity of students. This data is taken when observing students while working on questions given by the teacher without being given any action. Based on the results of this work, most of the students worked on all the questions in one way or only answered, even though the instructions for the questions had been explained to work on using various ways. From the results of observations, the answers written by students were only based on examples of questions and explanations in the book.

One indicator of the low quality of our education is that students are less able to

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solve the contextual problems they face. This is caused because the learning process focuses on memorizing material and procedures without ever being confronted with reality on the ground (Handika & Wangid, 2013). Students' thinking skills are often neglected because teachers tend to focus on developing analytical thinking only, even though the development of creative thinking is very important. After all, the development of student's creative thinking is a very fundamental change in the learning process.

One way that can be used to overcome the above problems is to use the Project Based Learning (PjBL) learning model. Project Based Learning (PjBL) is learning models that provide opportunities for educators to manage classroom learning by involving project work (Wena, 2015: 14). PjBL is an innovative learning model that emphasizes contextual learning through complex activities (Rais, 2013) which involve students in the learning process and solving problems as a whole and constructing their patterns of thinking and finding solutions independently and realistically. Projects undertaken by students will make students more skilled, creative, skilled, and confident by processing and drawing conclusions from projects that have been carried out that are practical.

Research conducted by Helmi Pakas and Muliati Syam (2016) proves that the results of implementing PjBL in physics materials have better student learning quality, such that students become more creative, cooperative, and active. The application of PjBL can improve students' skills well and make the attainment of indicators of thinking skills increase in learning physics (Pramudita, 2018). This study aims to determine whether there is an increase in students' creative thinking skills on Newton's law of gravity material at MAS Jabal Nur by applying the PjBL learning model. Project-based learning (PjBL) is an application of active learning, constructivism theory from Jean Dewey regarding the concept of "Learning by Doing" The process of obtaining learning outcomes. He together with Idit Harel in his publication titled Situating Constructionism (1991) introduced the term constructionism (Warsono, 2013). Project-based learning is

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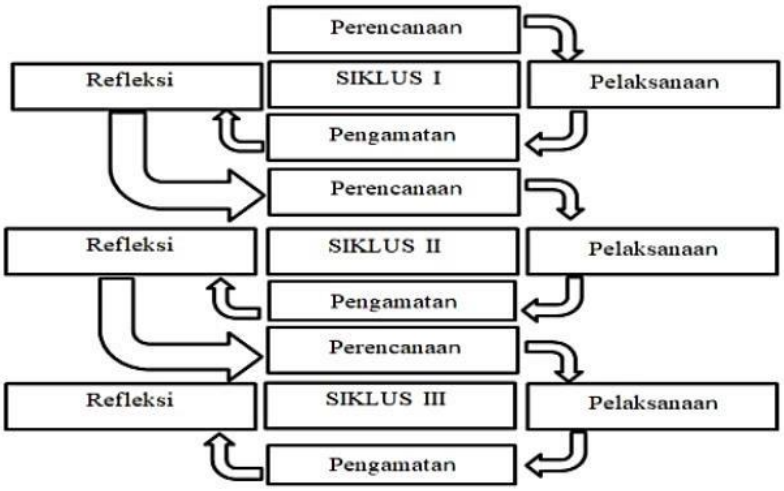
a learning strategy that empowers students to gain new knowledge and understanding based on security through various presentations. The characteristics of project-based learning are that students investigate important ideas and ask questions, students find understanding in the process of investigating, according to their needs and interests, produce products and think creatively, critically and are skilled at investigating, concluding material, and connecting with real-world problems, authentic and issues (Riyanto, 2009).

3. Methods

3.1. Participants and context

This study uses a qualitative method of Collaborative Classroom Action Research (PTK-K). The classroom action research model taken in this study is the model developed by Kemmis & Mc Taggart with four steps presented in carrying out CAR (Arikunto et al., 2019). The following is the PTK cycle flow used in this study, illustrated in the image below:



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3.2. Material

This research was conducted at SDN 01 Rejowinangun. The research subjects were class II students in the 2022/2023 academic year. This research consists of 2 cycles. The role of the researcher in this classroom action research is as a teacher. The instrument used for data collection in the study used the implementation of learning and creativity instruments through observation sheets of student and teacher activities to measure the increase in the implementation of learning and student creativity. While the success criteria for increasing student creativity are: more than or equal to 75% of students have achieved creative or very creative criteria and an increase in creativity test results from cycle I to cycle II.

3.3. Data Collection and analysis

Data collection technique is the most strategic step in research, because it aims to obtain data. Data collection techniques in this study were observation (interviews and observations of related phenomena at school), field note sheets, and documentation to collect data about activities during learning activities, as well as observing students' creativity in writing illustrated stories as the subject matter of learning.

3.4. Ethical Considerations

All research involves humans as research subjects. Based on this, in this study there are basic principles of research ethics, including: the first is respect for people, in this case we must respect and respect each other for students, then the second is benefits, in this study there are benefits for namely providing benefits to learning in schools, especially in Indonesian language subjects, the third is not endangering researchsubjects.

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3.5. Limitations to the Study

There are limitations that are owned by researchers related to time, effort, and costs, this research is limited to efforts to increase the creativity of students in Indonesian language lessons.

4. Results and Discussion

Implementation of learning by applying the project-based learning model for Class II students at SDN 01 Rejowinangun to increase creativity has been carried out according to the procedures that have been designed. Its application is to involve 20 class II students in the learning process. The research was carried out in two cycles and each cycle consisted of two meetings. The learning design uses a project-based learning model which refers to learning steps according to Rahmadani (2019) which consists of five steps, namely: 1) determining the project theme, 2) establishing the learning context, 3) planning activities, 4) processing activities-activity, 5) implementation of activities to complete the project.

4.1 Pre-Action

Before carrying out the research, the researcher made observations in the classroom first, especially in Indonesian language lessons. It aims to find out how learning takes place in the classroom. Based on the results of observations made, there were students who were classified as low in creativity, especially in Indonesian language lessons. In the pre-action activities, the researcher also provided opportunities for students to draw and write short stories that matched the pictures that had been made.

4.2 Cycle – 1

Planning is prepared according to the problem to be solved, namely increasing creativity in Indonesian subjects by making picture stories in grade II elementary schools. At this stage, the actions taken during the research were: a) Developing a learning

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implementation plan (RPP) that is in accordance with the material and using the PjBL model, b) preparing learning media, c) preparing student worksheets, d) making an appropriate assessment rubric.

In the action stage of the cycle I, the learning process was carried out in the classroom using the plans that had been prepared using the PjBL model with the activities of determining themes for stories to be made and composing stories using appropriate punctuation and capital letters.

The results of observing the level of student creativity in cycle I showed that student creativity reached 59% in the medium category. In cycle 1, the indicator of low creativity is in the imagination power of children with a percentage gain of 27%. While the results of the product assessment carried out in cycle I showed that the ability to design children's work ranked second, namely 68%, but in terms of aesthetics, beauty and responsibility were still low with a percentage value of 50%.

4.3 Cycle - 2

Planning is prepared according to the problem to be solved, namely increasing creativity in Indonesian subjects by making picture stories in grade II elementary schools. At this stage, the actions taken during the research were: a) Developing a learning implementation plan (RPP) that is in accordance with the material and using the PjBL model, b) preparing learning media, c) preparing student worksheets, d) making an appropriate assessment rubric.

In the action stage of cycle II, students were asked to perfect the illustrated stories that had been made by writing stories that matched the correct punctuation and capital letters. Then students with groups that have been determined from the start are as creative as possible to complete the assigned picture story project.

The results of observations in cycle II showed an increase in creativity from cycle I to cycle II. Likewise with the creativity of students in producing products. The average

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percentage of student creativity increased from 59% to 65% showing a high indicator with an increase of 6%. For product assessments produced by students the overall average value rose from 64% to 72% with an increase of 8%.

4.4 Increasing Student Creativity through a Project-Based Learning Model

The results obtained in cycle I and cycle II are in line with the characteristics of creativity according to Munandar (2006). These characteristics include 1) having great curiosity; 2) often ask weighty questions; 3) provide many ideas and suggestions; 4) able to express opinions spontaneously and not be shy; 5) have a sense of beauty; 6) have their own opinion and are not easily influenced by other people; 7) have a great sense of humor; 8) have a strong imagination; 9) able to submit thoughts and ideas that are different from other people (original); 10) can work alone; 11) love to try new things; 12) can develop an idea proven by the results obtained in cycles I and II there are indicators that have increased.

Each research cycle continues to show gradual improvement. This happens as a result of improving the learning process carried out by the teacher and accompanied by guidance and direction that continues to be carried out while students are doing project-based learning. The increase in student creativity through the Project Based Learning Model can be presented in the following table:

Results of Student Product Assessment in the Implementation of Learning Using the Project-Based Learning (PjBL) Model

No	Assessment Aspects	Cycle I	Cycle II
1	An attitude of Responsibility and Discipline	50%	55%
2	Story Suitability	75%	90%
3	Ability to Design Works	68%	82%
4	Works/Images	70%	95%
5	Aesthetics / Beauty	65%	85%
Average		**66%**	**81%**

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5. Conclusion

The application of the project-based learning model can increase the creativity of students. As for the implementation, it begins with an orientation and explaining the material in general, and giving assignments that are appropriate to the material and can develop the creativity of students. Students are given enough time to write stories and describe them according to the stories that have been made in groups. The final results of group discussions are presented in front of the class and there are responses or feedback from other students.

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