



Research Paper

## Analysis Of Implementation Of The Pjbl Model (Project Based Learning) In Improving The Creativity Of Class Vi Students Uptd Sdn 70 Manjalling Kab. Maros

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**Abstract:** This research aims to determine the implementation of the PJBL (Project Based Learning) model in increasing the creativity of class VI students at UPTD SDN 70 Manjalling Kab. Maros. This research is qualitative research with data collection techniques used, namely interviews and documentation. The data analysis techniques used are data reduction, data presentation, data verification and drawing conclusions. The results of the research obtained are that students' creativity in using plastic waste has increased and is classified as creative, as well as obstacles in implementing the PJBL model due to additional costs during the learning process.

**Keywords:** PJBL Model, Student Creativity

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### I. INTRODUCTION

In a learning process there is an activity where teachers and students can both be involved in various activities, both inside and outside the classroom. By involving students in learning, it can help stimulate and develop their talents, help students think critically, and help them solve problems in learning (Wibowo, 2016). Learning activities are an important part in helping teachers and students achieve their goals and objectives in learning. With these activities, the learning process can be facilitated well. Activities that take place during the learning process are designed to help students learn

In Environmental Education subjects, especially environmental material in elementary schools, this is actually an interesting study. However, the methods used so far have not implemented the actual learning objectives. Based on observations during learning, environmental material is still presented conventionally. This means that learning is still being transformed using lecture and writing methods which are less able to encourage students to be active.

Good material content will influence students' behavioral perceptions of the environment. Therefore, good teaching materials will support effective learning. This is confirmed by (Prastowo, 2011) who says that teaching materials have a big contribution to the success of the learning carried out. For example, currently there are environmental problems especially plastic waste has reached a serious point. This is because plastic cannot be recycled naturally. These plastics will accumulate and become rubbish. Apart from that, this condition is made worse by handling it incorrectly, such as burning it or planting it in the ground. Some are even just thrown into rivers.

Handling plastic waste should use environmentally friendly methods. This aims to ensure that the presence of waste is not only a source of problems, but can also potentially bring benefits to life. So far, the handling of plastic waste has been popular is the 3R (reuse, reduce and recycle) (Suro, 2013). Reuse is repeatedly using items made from plastic. Reduce is reducing the purchase or use of plastic items, especially single-use items. Recycle is recycling items made from plastic.

As a generation 21<sup>st</sup> century, it is not enough to handle plastic waste using the 3R pattern alone. Supposedly, waste can be turned into useful goods and even bring benefits to society. As expressed by (Hamdi, 2011), a new innovation has emerged called 3R++, namely waste management which can provide new added value (benefit) for society.

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Environmental learning can help students overcome problems around them, such as the large amount of plastic waste produced (Sholeh, 2017). Therefore, it is important for students to have the opportunity to improve their competencies. Utilizing plastic waste management learning innovations through Project Based Learning (PJBL) is a valuable way to help students achieve learning outcomes.

According to (Adawiyah, 2021) Using learning methods that do not vary can result in students feeling bored and bored, so that the learning process is less effective and learning objectives are not achieved as expected. According to (Kristin, 2016) creativity is the ability a person has to produce something new either from an idea, and the idea they have will produce something that is useful. These new ideas and thoughts can later help students to develop creativity. In this case, teachers also play an active role in helping develop students creativity in the learning process. Teacher encouragement in developing students creativity will make students more motivated in expressing ideas in the process of developing students' creativity.

PJBL according to the Buck Institute For Education in (Al-Tabany, 2014) is learning that involves students in learning activities both in solving problems and providing opportunities for students to express their creativity more so that it can increase students' creativity. Project Based Learning is a learning model based on project assignments that pays attention to student understanding as the core of the learning process. Students are required to be able to explore with their imagination and thinking so that they are able to assess, interpret and synthesize the information presented. In the Project Based Learning (PJBL) learning model, a teacher gives students assignments in the form of project assignments that encourage and provoke students to play an active role in solving a problem presented to them. The learning model refers to a learning approach that will be used by a teacher in the teaching and learning process including several learning objectives, stages of learning activities, learning environment, and learning management. As an educator who will be emulated by students, a teacher must be able to apply interesting models and learning techniques so that students are creative (Saparuddin & Iskandar, 2017).

Creative thinking capacity is the ability or thought process to present new ideas that can solve problems (Munandar, 2009). According to (Sani, 2013), it is not enough for students to only have knowledge of core subjects, but one of them must be equipped with creative abilities. There is a need for appropriate learning models to increase student creativity in learning activities, especially in processing plastic waste into products. One learning model that can overcome the above problems is the need to apply a project based learning model to increase students' creativity in producing a product from recycled waste. So researchers are interested in conducting research with the title "Analysis of the Implementation of the PJBL (Project Based Learning) Model in Increasing the Creativity of Class VI Students of UPTD SDN 70 Manjalling Kab. Maros."

## **II. RESEARCH METHODS**

This research uses a qualitative method with a case study approach and is descriptive. According to (Arikunto, 2013), a case study is an intensive, detailed and in-depth approach to certain symptoms. The subjects in this research were Environmental Education subject teachers, namely St. Masyita Abd. Hamid, S.Pd who is the key informant and class VI student of UPTD SDN 70 Manjalling Kab. Maros is a supporting informant for 5 students consisting of the following:

No	Student Name	Gender	Age
1	A.S	P	12
2	A.A	P	12
3	A.F.N	P	12
4	A.K	L	13
6	M.R	L	12

The researcher acts as an instrument so that the researcher better understands the conditions/phenomena that occur in detail and in depth, so that the research results obtained are truly valid/objects according to what occurs in the field.

This research will involve collecting qualitative data such as observations, interviews, and documentation to gain a better understanding of student creativity in the project based learning model. Observations are carried out by making direct observations of the phenomena to be studied. Where observation or concentration of attention is carried out on objects using all the sense organs. Data collection is carried out using structured or unstructured interviews, and can be done face to face or in person using the telephone. Interviews were carried out by visiting the informant who then through face to face the researcher asked questions to obtain information from the informant. Data collection is also carried out using the documentation method by looking for data regarding things or variables in the form of notes, achievements, agendas and so on.

The validity of the data through triangulation techniques utilizing sources by comparing and checking back the degree of trustworthiness of information obtained through different times and tools, in this case will be

obtained by comparing data from observations in the field with data from interviews from informants, namely between teachers and students. regarding the application of the basic learning project model in increasing student creativity. After the data is collected it will be analyzed according to the objectives of the research focus. The data analysis used is qualitative descriptive data analysis. The components in data analysis are the formulation of the researcher's problem analyzing data with the data analysis components used by (Miles, Huberman, Rohidi, & Mulyarto, 1992) which consist of data reduction, data presentation, verification or inference.

### **III. RESULTS AND DISCUSSION**

#### **Overview of the Implementation of the Project Based Learning Model Can Increase Student Creativity in Class VI UPTD SDN 70 Manjalling Kab. Maros.**

Creativity is a potential that every human has and is not received from outside the individual and is also the result of interaction between the individual and his environment so that he can produce works. In this regard, students in their creativity can use plastic waste to make works of art so that unused waste scattered around the school environment can be used to make works of art such as flowers from plastic bottles, pots from plastic bottles and etc. Of course, students creativity must receive support from the teacher so that the work produced is more valuable. Work that receives praise of course gives positive value to students because it is appreciation so that students are also more enthusiastic and motivated to create new works. Motivation is very important because it can generate interest in students and then with this interest you can train students talents.

Project-based learning (PjBL) is learning that is applied effectively because it emphasizes contextual learning through complex activities. This means that the project based learning model is very effective in increasing student creativity because in project learning students are given the freedom to independently determine solutions to a problem, build their own knowledge and create real work in the form of products. Apart from that, students are also challenged to solve problems that occur in their environment within a predetermined time collaboratively

The research that has been carried out is in line with previous research by (Rizkasari, Rahman, & Aji, 2022). (real life and experiential learning) so that increasing students' creativity and innovation can run effectively during learning in class. Likewise, research conducted by (Hadi & Syafi'ah, 2020) students creativity in processing plastic waste in the PLH subject was declared very good because students were able to process plastic waste into various product forms.

A series of learning activity processes with learning syntax using the project based learning model provides an increase in student creativity because this model is an innovative learning model that involves students actively in building knowledge, developing various student potentials through a series of processes that help students understand what they are learning. through actions and facilitating students to realize ideas and concepts through products with a series of creative and meaningful processes, as proposed by (Takanjanji, Ekayanti, & Diarta, 2022), the implementation of PJBL will be effective in increasing student creativity because students will study meaningfully and actively learn to understand the material.

Each educational institution has its own concept and model in education, especially environmental education in managing waste. Especially in UPTD SDN 70 Manjalling Kab. Maros. This institution has its own learning model which is applied in processing plastic waste, starting from a quality and good learning model so the results achieved by students are also good, in terms of cognitive and skills.

Looking at the success of learning using a project-based learning model to increase creativity shows that the creativity aspect in learning is seen as follows:

The first stage of presenting before starting PJBL activities, what is done is that the teacher accompanies students to observe the environment around the school, including the waste collection site at the school, and students record important things they find in the environment. The initial concept applied for processing plastic waste before entering into classroom practices is waste activity, waste management, waste utilization and so on. From the results of interviews regarding the application of the Project Based Learning Model can increase the creativity of students in class VI UPTD SDN 70 Manjalling Kab. Maros, obtained information regarding initial activities before starting learning activities.

In the second stage of analyzing, the teacher conducts questions and answers in the form of observations of environmental problems related to waste in the residential or school environment. This question aims to encourage students to look for environmental problems related to waste. In this stage of activity, students' abilities begin to appear when students fluently reveal answers to questions asked by the teacher regarding environmental problems. This research is in line with (Utami, Probosari, & Fatmawati, 2015). who stated that at the stage where teachers ask important questions, students' creative abilities begin to appear in the aspects of fluent thinking and flexible thinking. After answering questions asked by the teacher, students begin an investigative activity directed by the teacher.

In the third stage of planning, the teacher divides students into 6 groups consisting of 6 students. Students sit in groups discussing plans for projects that will be made from processing waste. The working group works on each subject in its respective section.

In the fourth stage of executing, at this stage students carry out the project by referring to the plan (Plan) with the direction and guidance of the subject teacher as facilitator. The time provided to complete the project is quite long, namely 4 – 8 meetings depending on the level of difficulty and the time agreed together. With this stage of activity, it will increase students' habit of appreciating time in activities because project work activities will be given 4 - 8 meetings and not only that, 63 (flexibility) will begin to appear when students provide an idea regarding planning a different waste recycling product. For solving environmental problems, (elaboration) is seen when students work collaboratively to produce detailed student product plans, (originality) is seen when students provide ideas by planning a new and unique product as a solution to environmental problems. Meanwhile (fluency) is seen when students fluently explain ideas about product planning that have been created with their group friends.

The fifth stage of reporting, in the last stage or reporting, participants present the results of the project to friends and teachers in front of the class. The teacher assesses the students' work and provides reinforcement. In the product assessment activity, all aspects of creativity were visible where students smoothly conveyed the results of product presentations and asked questions related to the products displayed. Students can detail and develop the results of their observations to find solutions to environmental problems. This research is also in line with Pinandoyo, SK, 2022, stating the advantages of the PJBL model, namely encouraging students to develop and practice communication skills.

At the UPTD School SDN 70 Manjalling Kab. Maros holds an exhibition of student products or what is usually called Market day where all the results of student projects will be exhibited, held every semester and attended by teachers and parents of students. According to (Setiarsih, 2022), displaying or exhibiting projects, this stage is an award for students and parties who help in working on projects, descriptions and benefits of the projects created. With the exhibition, students feel that the work they have created feels appreciated so that students will feel happy and encouraged to always innovate again.

Condition of the UPTD SDN 70 Manjalling Kab. Maros is now very good, especially regarding creativity compared to previous years. Students are very creative in things utilizing plastic waste into a work of art so that this can train students' creativity. So it can be concluded that the creativity of students at UPTD SDN 70 Manjalling Kab. Maros increased because students not only produced monotonous work, but they produced work that was different both in terms of ideas and different forms.

Of course, this is supported by the role of teachers, and a school curriculum that implements project based learning which provides an overview of handling the problem of plastic waste and the importance of keeping the environment clean so that it can become a work of art that is useful and has economic value.

### **Description of the Obstacles in Implementing the Project Based Learning Model in Increasing Student Creativity in Class VI UPTD SDN 70 Manjalling Kab. Maros.**

Problem-based learning is a learning model that presents contextual problems so as to stimulate students to learn. In classes that implement PBL, students work in teams to solve real-world problems (Surya, Relmasira, & Hardini, 2018). With PBL, meaningful learning will occur. Students who learn to solve a problem will apply the knowledge they have or try to find out the knowledge needed.

However, the use of the project based learning model does not always run smoothly. There are several obstacles that cause the PJBL model to not be optimal. Some students have delays in thinking in the learning process. In this regard, each student has a different level of ability to develop himself, the level of variation in children's character, intellectuality and student will is different (Abidin, Utomo, & Farokhah, 2020). Some students have talent or potential but their willpower is very lacking and some students have a strong will or desire but still need to be guided towards their goals in the sense that they lack skills but have a great desire for learning. There are some students who are not confident in the ideas they produce and do not dare to express creative ideas in producing work and are afraid that the results of their work will not be good.

Some of these things can hinder the development of students' creativity. Such characteristics of students mean that teachers must be able to provide motivation. Teachers need to understand the initial characteristics of students so that they can easily manage everything related to learning, including choosing management strategies, which are related to how to organize teaching, the abilities they have so that the teaching components can be in accordance with the characteristics of the students so that ultimately the learning can be achieved. more meaningful.

According to (Sukiman, 2019), one way that teachers can use to raise students' learning motivation is by designing learning that begins with group formation. By using varied groups, it is hoped that student learning

motivation will occur, thereby creating extraordinary opportunities for students to be involved in completing projects with work together in one group.

In implementing each PJBL learning model there are also difficulties encountered. The difficulties referred to are closely related to the availability of infrastructure to support learning, such as insufficient space or practical tools that still have a high cost while the ability of students or schools to support this funding is not yet adequate (Astuti & Kuswendi, 2022).

#### IV. CONCLUSION

The research results show that the implementation of the Project Based Learning (PJBL) model has had a positive impact on the creativity of class VI students at UPTD SDN 70 Manjalling District. Maros. The following are the conclusions of the research:

The implementation of the PJBL model has succeeded in increasing students' creativity in processing plastic waste in the context of environmental subjects. Students show a significant increase in their creativity, which is reflected in work that is diverse and has economic value. This shows that a creativity-based project learning approach can be successful in encouraging students to think creatively and produce useful products from plastic waste.

In the process of implementing the PJBL model there are several obstacles, namely, some students may face difficulties in following the PJBL approach, especially if they have a slower level of thinking and also additional costs during the learning process can be an obstacle.

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