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Efforts To Improve Students' Creativity in Indonesian Language Subjects Using A Project-Based Learning Model in Grade V of State Elementary School 98 Jambi

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ABSTRACT
The purpose of this study was to improve students' creativity through a project-based learning model in grade V of SD Negeri 98 Jambi. This study is a Classroom Action Research (CAR). Where each cycle includes planning, implementation, observation, and reflection carried out in 2 cycles. The subjects and place of research were grade V students of SD Negeri 98 Jambi with a total of 30 students. Data in the study were obtained from observations. Analysis of actions was descriptively qualitative and quantitative. The results of this study indicate that the application of project-based learning models can improve the creativity of fifth-grade students of SD Negeri 98 Jambi. The increase in presentation in each cycle is: cycle I the percentage obtained was 74.6%. In cycle II the percentage increased to 85.3%. The conclusion obtained from the results of this study is that the use of project-based learning models or Project Based Learning (PjBL) can improve the creativity of fifth-grade students of SD Negeri 98 Jambi.

ABSTRAK
Tujuan penelitian ini untuk meningkatkan kreativitas siswa melalui model pembelajaran berbasis proyek di kelas V SD Negeri 98 Jambi. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Dimana setiap siklus meliputi perencanaan, pelaksanaan, observasi, dan refleksi yang dilakukan dalam 2 siklus. Subjek dan tempat penelitian adalah siswa kelas V SD Negeri 98 Jambi dengan jumlah 30 siswa. Data dalam penelitian diperoleh dari observasi. Analisis tindakan secara deskriptif kualitatif dan kuantitatif. Hasil penelitian ini menunjukan bahwa penerapan model pembelajaran berbasis proyek dapat meningkatkan kreativitas siswa kelas V SD Negeri 98 Jambi. Peningkatan presentasi setiap siklus adalah siklus I presentase yang diperoleh 74,6%. Pada siklus II mengalami peningkatan presentase menjadi 85,3%. Kesimpulan yang didapat dari hasil penelitian ini yaitu penggunaan model pembelajaran berbasis proyek atau *Project Based Learning* (PjBL) dapat meningkatkan kreativitas siswa kelas V SD Negeri 98 Jambi.

INTRODUCTION

Creativity is a skill students need to solve problems and discover new ideas. Creativity can be defined as the ability to think divergently, or find multiple solutions to the same problem. Students' creativity can also be defined as their ability to generate diverse ideas through broad and diverse thought processes. Creative thinking habits must be implemented throughout the learning process, especially in classroom instruction (Nurhaswinda et al., 2023).

According to Muqodas (2015), creativity is a person's ability to produce something new, either from ideas or concrete results that are different from what has been done before. In the fields of science and art, this is known as creativity. Creativity requires a creative passion rooted in curiosity, openness, and a strong commitment to realizing ideas. Good education is education that is able to stimulate student creativity, even though creativity is not one of the main components in education.

The government has paid more attention to the issue of student creativity in learning. However, in reality, learning still tends to hinder student creativity, such as assessment systems that overemphasize correct and incorrect answers without considering the learning process. Students tend to be passive participants in learning activities and reluctant to express their ideas in front of the class. As a result, students' creativity is not channeled in the learning process, hindering their ability to develop it.

The use of learning models that do not encourage students to think deeply impacts low creativity and high-level thinking skills. Creative learning can be created with various learning strategies, including Project-Based Learning, a learning model that uses projects or activities as a learning tool to achieve competencies in attitudes, knowledge, and skills. The emphasis of learning is on student activities to solve problems by applying skills in research, analysis, creation, and presentation of learning products based on real-life experiences.

In the research used to overcome the problem of creativity is using the Project Based Learning method. Project Based Learning requires students to develop conceptual knowledge and creative thinking skills, in accordance with the principle of lifelong learning which refers to the four pillars of universal education, namely learning to know, learning by doing (learning to do), learning to live together (learning to live together) , and learning to be (Arisanti, 2016).

Learning methods and techniques are part of a learning strategy. Project-based learning is a learning process that directly involves students in implementing a project. Essentially, this learning model develops problem-solving skills by working on a project that can produce results. When implemented, this model provides students with numerous opportunities to make conscious decisions regarding topic selection, conducting research, and completing a specific project (Nikolaos, 2024).

According to Biazus and Mahtari in Susilawati (2023), project-based learning, based on a student-centered learning approach, creates a "constructivist" learning environment where students construct their own knowledge and the teacher acts as a facilitator. Project-based learning is believed to provide significant learning experiences for students. The project-based learning model enables students to acquire knowledge, skills, and attitudes through data exploration, assessment, interpretation, and synthesis.

Project-based learning is a new educational approach used in curriculum and teaching reform. This method is driven by real-world problems and combines multiple disciplines in a single project. This method develops students' abilities to think critically, communicate, collaborate, identify problems, solve problems, and think creatively. Many studies have shown that project-based learning can improve students' learning motivation, problem-solving skills, teamwork, communication skills, and creative performance (Zhang and Ma, 2023).

According to Solomon in Keskin, Akcay, & Kapici (2020), project-based learning occurs when students collaborate in groups or individually to produce a tangible product. This is a type of student-centered teaching method. Project-based learning has the potential to increase student motivation. Students can become more engaged in learning. Thus, they may have the

opportunity to develop higher-order skills such as problem-solving and self-evaluation. This method also enhances student collaboration within groups.

Project-based learning activities encompass a variety of activities that enable students to consistently identify and solve problems. Thus, these activities gradually enhance students' practical problem-solving skills. The processes of initiation, design, implementation, and evaluation are the main components of project-based learning activities. The design process includes designing inquiry activities, designing collaborative formats, and managing student control in terms of time and quality. During the evaluation process, students report on their work, and the teacher conducts a summative evaluation to ensure the project is completed (Yang, Zhang, & Shen, 2024).

Based on observations and interviews conducted on April 22, 2024, in grade V of SD Negeri 98 Jambi, student learning outcomes were generally quite good. Although student learning outcomes were quite good, some students paid less attention to the teacher's explanations, indicating low learning motivation. In line with these observations, interviews with the class teacher indicated that the students' cognitive abilities were quite good. However, the teacher acknowledged that some students' creativity was still low.

Based on the description above, the researcher applies a project-based learning model or Project Based Learning (PjBL) which can improve student creativity. Therefore, the researcher will conduct Classroom Action Research (PTK) with the title: "Efforts to Improve Student Creativity in Indonesian Language Subjects Using Project-Based Learning Models in Class V of SD Negeri 98 Jambi".

METHOD

The subject of the study was the Indonesian language subject with descriptive text material in grade V of SD Negeri 98 Jambi, consisting of 30 students consisting of 13 male students and 17 female students. The time used by the researcher for this study was carried out from April 15, 2024 to May 25, 2024 to collect data and information regarding the application of the project based learning model in improving student creativity in the Indonesian language subject in grade V of SD Negeri 98 Jambi. The study was carried out for two cycles, with a test of learning evaluation results at each meeting. The place of implementation in this study was SD Negeri 98 Jambi.

This study employed a descriptive qualitative research approach, a scientific method commonly used by researchers in the social sciences, including education. The researcher chose this approach because it allows researchers to discover and understand the results from written or oral data from individuals and observed behavior. This study aims to gain a deeper understanding of the application of project-based learning. Descriptive qualitative research is a type of research that emphasizes understanding social issues by referring to holistic, complex, and detailed realities or natural settings. Qualitative data is obtained by reflecting on observations of the application of project-based learning models in learning. The researcher then analyzes the observations into sentences, thus providing a snapshot of the students' conditions during the learning process.

This qualitative research aims to document and understand the impact of technology on supporting professional development. It focuses on the impact of project-based learning on students and how teachers can support technology to enhance student learning. Data were collected through observations, reflective field notes, and informal interviews (Barksdale, Upadhyay, & Vernon, 2021). This study used an observation sheet. An observation sheet is a checklist containing several items to be observed by the observer regarding students' creative thinking skills. The observation sheet was created based on creativity indicators triggered by the project-based learning model.

Observation is not a common practice, especially when it is planned and prepared with criteria and notes. Predetermined and known criteria help researchers organize and achieve

specific goals, allowing for the validation of educational practices. Teachers participating in this study emphasized the importance of establishing a systematic observation process, which offers rigor and objectivity in validation (Verastegui, Manso, & Ubeda, 2023).

Before conducting the research, the researcher will verify the observation sheet to ensure that the data collected is valid. In addition to the observation sheet, the researcher will also validate the Learning Process Plan (RPP), which is the steps in the learning process. Validation will be carried out by a validator deemed capable of validating the observation sheet and the RPP that have been created. Validation will be supported by several points to be filled in by the validator. Validation will be carried out until the validator states that the observation sheet and RPP are valid and can be implemented .

Descriptive qualitative data analysis was obtained by reflecting on the observational data on the implementation of the project-based learning model in learning. The observation results were then described in sentences by the researcher, thus providing an overview of the students' conditions during the learning process (Assingkily, 2021). Data analysis of students' creative thinking skills was analyzed descriptively using the percentage of students' creative thinking skills calculated using the following average value percentage formula:

$$NP = \frac{R}{SM} \times 100\%$$

Information :
NP : The percentage value sought or expected
R : Scores obtained by students
SM : Maximum score

The observation sheet data on students' creative thinking skills is described based on the results of observations from the research. The assessment criteria categories for the observation results of students' creative thinking skills can be seen in Table 1 below.

Table 1. Criteria for Observation Assessment of Students' Creative Thinking Skills

No	Interval	Category
1	86 – 100	Very Creative
2	76 – 85	Creative
3	66 – 75	Quite Creative
4	56 – 65	Lack of creativity
5	0 – 55	Very Less Creative

FINDINGS AND DISCUSSION

The research was conducted for 2 cycles, both cycle I and cycle II, there were 30 students as research subjects for observing the creative thinking abilities of fifth grade students in Indonesian Language subjects at SD Negeri 98 Jambi which used the Project Based Learning learning model. Observations were made based on indicators of students' creative thinking during the learning process.

Creative thinking skills using the Project Based Learning (PjBL) learning model in Indonesian language subjects where the data obtained is based on the results of observations of creative thinking skills in each group in the application of learning using the Project Based Learning (PjBL) model on descriptive text material in class V of SD Negeri 98 Jambi. The results of learning observation data are presented in the table below.

Table 2. Results of Observations on Creative Thinking Skills of Class V Students in Cycle I

Information	Cycle I
Total Value	1682
Average	56
Presentation of Student Creativity in Classical	74.6% (Quite Creative)

From the table, it can be concluded that students' creativity in the Indonesian language subject on descriptive text material in grade V of SD Negeri 98 Jambi after the implementation of the learning model in cycle I with a percentage of 74.6% is included in the fairly creative category. Furthermore, in learning Indonesian language on descriptive text material in grade V of SD Negeri 98 Jambi using the Project Based Learning (PjBL) model in cycle II, the following data were obtained.

Table 3. Results of Observations on Creative Thinking Skills of Class V Students in Cycle II

Information	Cycle II
Amount	1920
Average	64
Presentation of Student Creativity in Classical	85.3% (Creative)

The table shows an increase in the creativity of fifth-grade students at SD Negeri 98 Jambi after the implementation of the project-based learning model. The percentage of successful actions in cycle I, which was 74.6%, increased by 10.7% in cycle II to 85.3%. The achievement of classical mastery in this cycle exceeded 75%, meeting the mastery criteria. Therefore, the action was stopped in cycle II.

Comparative observations and student learning outcomes are obtained from analysis by comparing observations and learning outcomes carried out by students which aims to see creative thinking skills in the Indonesian language subject on descriptive text material by fifth grade students starting from cycle I to cycle II. The analogy of obtaining observations of the teaching and learning process is based on indicators of students' creative thinking skills which can be observed in table 4.

Table 4. Comparison of Observations of Creative Thinking Skills of Fifth Grade Students

	Cycle I	Cycle II
Average	56	64
Presentation	74.6%	85.3%

As can be seen in the table above, the percentage difference between cycles I and II was 10.7%. Therefore, it can be concluded that there was a significant increase in creative thinking skills from the learning observations. This increase in creative thinking skills was positively correlated with student learning outcomes in the Indonesian language subject, specifically descriptive texts. Therefore, it can be concluded that the project-based learning model has an impact on student creativity.

The results of the actions from cycle I and cycle II carried out by the researcher showed that there was an increase in student creativity which was enhanced through the Project Based Learning (PjBL) model in class V of SD Negeri 98 Jambi. The action design carried out by the researcher included four stages, namely: planning, implementation, observation and reflection. In cycle I, the percentage of class success was 74.6% with a fairly creative category.

In cycle I, the class' success rate did not reach the 75% success criteria set by the researcher. The final stage is reflection, which involves analyzing observation results and

identifying actions that should be maintained, improved, or eliminated. The results of the reflection in cycle I are used to refine the actions taken in the next cycle.

Based on reflections on cycle I, several issues were found among students and teachers, including students who did not pay attention when the teacher explained, lacked motivation to learn, gave up easily when faced with difficulties, and were reluctant to share ideas in front of the class. Teachers also found that they had not used appropriate learning media and did not divide the students into heterogeneous groups.

Activities that teachers need to maintain in cycle I, which is carried out once a meeting, include conducting apperception at the beginning of each lesson and conveying learning objectives to students, encouraging students to be active in learning, and giving awards to the best group. Meanwhile, teacher activities that need to be improved include teachers not providing motivation, teachers not using learning media, teachers not dividing groups heterogeneously.

To improve cycle II, teachers must maintain the positive activities of cycle II. It is important to provide rewards and a competitive atmosphere to enhance students' creative thinking skills and increase their active participation in learning. Furthermore, teachers must use appropriate learning media, divide students into heterogeneous groups, and master the steps of the project-based learning model to ensure more effective project completion time.

The results of observations in cycle II showed an increase from cycle I. In cycle II the percentage of class success reached 85.3% with a creative category. In cycle II, it has met or achieved the success criteria set by the researcher, namely 75% so that the research in cycle II is considered successful. Based on data analysis and discussion, project-based learning strategies or Project Based Learning can improve students' creative thinking skills in Indonesian language subjects with descriptive text material in grade V students of SD Negeri 98 Jambi.

CONCLUSION

Islamic faith education plays a crucial role in facing the challenges of modernity in achieved the completion criteria with a score of 56. In cycle I, meeting 1, the percentage of completion achieved was 74.6%. In cycle II, improvements using the project-based learning model were more effective. In cycle II, there was a significant increase of 85.3%. It is proven that there is a good improvement after the Project Based Learning model is applied in cycle II by achieving the “creative” category with a class completion criterion of 75. So the action of using the Project Based Learning model can increase the creativity of Indonesian Language students in descriptive text material for grade V students of SD Negeri 98 Jambi. Based on the research results, the following suggestions can be put forward: (1) In implementing a project-based learning model, it is best to use learning media that is related to the material being taught. (2) Teachers should explain learning objectives more clearly. (3) Teachers should give awards to the best groups to encourage the motivation of students who have not achieved it. (4) In the project-based learning model, students are expected to be more active in participating in learning activities. It is hoped that the results of this research will help schools create more creative learning policies.

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