

## The Effectiveness of Project-Based Learning in Enhancing Creativity in Phase B Students at SDN Pekayon 11 Pagi

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### ABSTRACT

**Objective:** This study aims to analyze the effectiveness of Project-Based Learning (PjBL) in enhancing the creativity of Phase B students (Grades III and IV) at SDN Pekayon 11 Pagi. **Method:** A quasi-experimental design with a mixed-methods approach was employed in this study. Data were collected using creativity observation sheets, project assessment rubrics, and student interviews. **Results:** The findings revealed that the implementation of PjBL significantly improved various aspects of student creativity, including fluency, flexibility, originality, and elaboration. PjBL facilitated an active, collaborative, and challenging learning environment that encouraged students to engage in divergent and creative thinking while completing tasks. **Novelty:** This research contributes to the growing body of evidence on the effectiveness of PjBL in enhancing creativity, particularly in Phase B elementary school students. It underscores the potential of PjBL to foster a dynamic learning atmosphere that nurtures creativity and critical thinking in young learners.

## INTRODUCTION

Education in the 21st century demands a transformation in learning practices in elementary schools. Students are no longer simply equipped with the ability to memorize information or mechanically solve problems; they must also possess higher-order thinking skills, such as critical thinking, communication, collaboration, and creativity [1]. One essential competency that must be developed from an early age is creativity. Creativity is the foundation for solving new problems, innovating, and adapting to a dynamic life [2].

In the context of the Independent Curriculum currently implemented in Indonesia, developing creativity is one of the primary learning objectives, particularly in Phase B, namely grades III and IV of elementary school [3]. This phase is a crucial period in students' cognitive, affective, and psychomotor development, as they begin to think logically, construct their own ideas, and express their thoughts in more complex ways. Therefore, the learning strategies used must be able to stimulate these aspects.

However, the reality on the ground still shows that the majority of learning processes in elementary schools are teacher-centered. Teachers often deliver material through lectures, assign written assignments, and assess final results, without providing sufficient space for students to explore ideas, try new things, or solve problems independently. As a result, students' creative potential is not optimally explored [4].

To address this challenge, a learning model is needed that is innovative, enjoyable, and actively empowers students. One approach that has proven effective is Project-Based Learning (PjBL). This model encourages students to learn through ongoing, contextual, and challenging projects. PjBL provides space for students to explore, create, and complete authentic tasks related to real life [5].

PjBL not only encourages students to understand academic concepts but also trains them in collaboration, time management, decision-making, and creative thinking. In the process, students are given the freedom to design and execute their own ideas in the form of meaningful projects. Thus, learning becomes not only a process of knowledge transfer but also a transformative learning experience.

Based on the urgency and need, this study was conducted to analyze the effectiveness of implementing project-based learning in improving the creativity of Phase B students at SDN Pekayon 11 Pagi, with the hope that the results of this study can contribute to the development of more innovative learning practices at the elementary school level.

## **Theoretical Study**

### **Project-Based Learning**

Project-based learning is a learning model that places projects at the core of the learning process. According to Thomas (2000), Project-Based Learning (PjBL) is a learning approach that uses projects as a means to develop students' knowledge and skills through in-depth investigation of real-life problems. The project is not just the final product; the learning process itself becomes a medium for constructing knowledge.

The characteristics of Project-Based Learning (PjBL) include:

1. Students engage in authentic investigation and problem-solving.
2. Learning is collaborative and student-centered.
3. The resulting product is relevant to real life.
4. Assessment is carried out continuously (process and product).

The advantages of Project-Based Learning (PjBL) include increasing learning motivation, strengthening conceptual understanding, and developing 21st-century skills, including creativity. According to Bell (2010), Project-Based Learning (PjBL) provides students with space to think critically, innovate, and produce unique work according to their interests and talents [6].

### **Creativity**

Creativity in the context of education can be defined as a student's ability to generate new, useful, and context-appropriate ideas. Guilford (1950) proposed four main indicators for assessing creativity:

1. Fluency: the ability to generate multiple ideas.
2. Flexibility: the ability to change perspectives or move from one approach to another.
3. Originality: the ability to generate unique and uncommon ideas.
4. Elaboration: the ability to develop or expand ideas in detail.

Creativity does not emerge spontaneously; it must be nurtured through a supportive learning environment. Teachers need to create an atmosphere that encourages exploration, provides challenges, and values diversity of thought.

### **The Relationship between Project-Based Learning (PjBL) and Creativity**

Project-Based Learning (PjBL) is an approach that has a close and significant correlation with the development of student creativity. In PjBL, students act not only as recipients of information but also as designers, implementers, and assessors of learning activities focused on solving real-life problems. This model essentially opens up a broad and flexible space for students to think, enabling them to explore various possibilities, develop alternative solutions, and present ideas in the form of concrete works that reflect their original thinking [7].

Creativity, according to Guilford (1950), encompasses four main components: fluency (the fluency in generating ideas), flexibility (the ability to shift between approaches), originality (the uniqueness of ideas), and elaboration (the development of details). In the context of PjBL, these four aspects are naturally exposed in learning activities. For example, when students are asked to design a simple tool or organize a social campaign in the school environment, they must generate a large number of ideas (fluency), consider various approaches or presentation formats (flexibility), create previously unimagined solutions (originality), and detail their plans down to the implementation stage (elaboration). This process not only engages cognitive abilities but also encourages students' emotional engagement and intrinsic motivation [8].

Furthermore, Project-Based Learning (PjBL) emphasizes the importance of teamwork and open discussion, which indirectly stimulates students to develop ideas in dynamic social interactions. They learn to listen, respond to, and modify others' ideas – a process that is highly valuable in today's era. Thus, creativity emerges not solely as an individual outcome but as a product of productive dialogue and collaboration [9].

Empirical research supports the positive relationship between Project-Based Learning (PjBL) and creativity. Suherman (2021), in his study of elementary school students, showed that student involvement in learning projects increases their activeness, courage to express themselves, and originality in expressing opinions and creating works. A similar finding was found by Lestari (2020), who confirmed that PjBL significantly develops students' creativity compared to conventional, passive, one-way learning [10].

Furthermore, the implementation of PjBL aligns with a contextual learning approach that emphasizes the connection between subject matter and students' real lives. When students understand that learning has practical benefits and is relevant to their experiences, their motivation and desire to innovate also increase. Projects designed in learning not only serve as a medium for mastering basic competencies but also as a means for self-actualization and creative expression [11].

In the context of elementary education, particularly in Phase B (grades III and IV), PjBL is highly relevant, given that at this stage, students begin to develop cognitively toward the concrete operational stage according to Piaget's theory. They are able to

understand simple cause and effect, formulate ideas, and solve practical problems. Therefore, providing students with opportunities to work on meaningful projects can be an important stimulant in optimally cultivating their creative potential from an early age.

In other words, PjBL not only supports the achievement of cognitive goals but also serves as a strategic approach for developing social, emotional, and affective competencies, which play a significant role in developing creative and independent individuals. Therefore, the implementation of project-based learning should be an integral part of the learning process in elementary schools, especially in encouraging the development of student creativity.

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### **Learning Outcomes and Indicators of Learning Success**

Learning outcomes are changes in behavior or abilities acquired by students after undergoing a meaningful learning process. According to Bloom (1956), learning outcomes are divided into three domains: cognitive (knowledge), affective (attitude), and psychomotor (skills). In the context of project-based learning (PjBL), learning outcomes encompass not only understanding academic concepts but also the development of higher-order thinking skills such as creativity, problem-solving, and collaboration.

This study specifically focuses on learning outcomes developing student creativity, which reflects students' ability to generate original, flexible, fluent, and elaborate ideas during the project process. Creativity is viewed as a complex learning outcome because it involves the interaction between knowledge, openness to new ideas, and the ability to express ideas uniquely.

The indicators of learning success in this study include:

1. Increased student creativity, as seen from the aspects of fluency, flexibility, originality, and elaboration.
2. Increased student activity and engagement in the learning process, such as active participation in group discussions, project decision-making, and problem-solving.
3. Students' positive responses to project-based learning, both in terms of learning experiences, challenges, and opportunities to express ideas.

### **Thinking Framework**

In learning for Phase B students, especially in grades III and IV, an approach is needed that can stimulate creative thinking skills and provide space for students to express their ideas and imagination. The project-based learning model is an effective strategy in this context because it positions students as active participants in the learning process.

Project-Based Learning (PjBL) allows students to work in groups to design and complete a project related to real life, making learning contextual and meaningful.

Through stages such as planning, investigation, production, and presentation of the project, students are faced with challenges that encourage divergent and creative thinking.

By actively engaging throughout the process, students develop not only conceptual understanding but also social skills and creativity. Creativity includes the ability to generate many ideas (fluency), generate ideas from various perspectives (flexibility), create unique solutions (originality), and refine ideas into detailed products (elaboration). The conceptual framework of this study can be described as follows:

#### Implementation of Project-Based Learning

1. Increasing Student Activity and Engagement
2. Stimulating Creative Thinking Processes (fluency, flexibility, originality, elaboration)
3. Increasing Student Creativity in Phase B at SDN Pekayon 11 Pagi

## RESEARCH METHOD

### Research Approach and Type

This research used a quasi-experimental method with a mixed methods approach, a combination of quantitative and qualitative. The quantitative approach was used to measure differences in creativity levels before and after the implementation of PjBL, while the qualitative approach was used to explore students' learning experiences and how they expressed their creativity during the project process.

### Research Design

The design used was a pretest-posttest control group design. Students were divided into two groups:

1. Experimental group: learning using the PjBL model.
2. Control group: learning using conventional learning.

Both groups were tested for creativity before and after the learning process.

### Research Subjects

The research subjects were third and fourth grade students at SDN Pekayon 11 Pagi. Subjects were selected purposively based on the school and teacher's readiness to implement PjBL. The number of students in each group was approximately 25–30.

### Research Instruments

The instruments used in this study included:

1. Creativity observation sheet: to observe indicators of fluency, flexibility, originality, and elaboration during the learning process.
2. Project assessment rubric: to assess student work based on dimensions of creativity.
3. Semi-structured interview guide: to explore students' opinions and experiences in participating in project-based learning.

### Data Collection Techniques

Data were collected through:

1. Observations during the learning process.

2. Creativity tests (pretest and posttest).
3. Interviews with several students representing diverse characteristics.
4. Documentation of student project results.

### Data Analysis Techniques

1. Quantitative Analysis: Using statistical tests (t-test) to determine the significance of differences in creativity scores between the experimental and control groups.
2. Qualitative Analysis: Conducted thematically based on the interview and observation results to illustrate how PjBL influences students' creative thinking processes.

## RESULTS AND DISCUSSION

### Results

#### Research Results

This study aimed to determine the effectiveness of implementing the Project-Based Learning (PjBL) model in enhancing the creativity of Phase B students (grades III and IV) at SDN Pekayon 11 Pagi. To this end, a quasi-experimental test was conducted to compare student creativity outcomes between the experimental group (using PjBL) and the control group (using conventional learning).

The instruments used included:

- a. Student creativity observation sheets based on the following indicators: fluency, flexibility, originality, and elaboration.
- b. Project assessment rubrics to measure the quality of the resulting products.
- c. Interviews to obtain qualitative data regarding student perceptions and learning experiences.

#### Pretest and Posttest Results

At the beginning of the lesson (pretest), the average creativity scores of students in both groups were relatively comparable. However, after implementing the PjBL model for several meetings, significant improvements were observed in the experimental group, both quantitatively and qualitatively.

**Table 1.** Comparison of pretest and posttest scores between experimental and control groups.

Group	Average Pretest	Average Posttest	Score Increase
Experimental (PjBL)	64.8	83.2	+18.4
Control (Conventional)	63.5	71.2	+7.7

A statistical test (t-test) showed that the difference in score increase between the two groups was statistically significant ( $p < 0.05$ ), indicating that the Problem-Based Learning model had a greater impact on increasing creativity than conventional learning.

#### Observation and Project Results

During the learning process, students in the experimental group demonstrated

significant improvements in:

- a. Fluency: the ability to generate multiple ideas in completing a project.
- b. Flexibility: the ability to switch from one approach to another in developing a solution.
- c. Originality: creating a unique design or project work that did not imitate other groups.
- d. Elaboration: the ability to develop and detail project ideas into complex and engaging products.

Several student projects reflect creative and collaborative work, such as designing a miniature garden from recycled materials, a water-saving campaign poster, and a replica building made from recycled materials. Students were enthusiastic, actively engaged in discussions, and fully engaged in all stages of the project work.

### **Student Interview Results**

Interviews were conducted with several third and fourth grade students (Phase B) at SDN Pekayon 11 Pagi to determine their responses to the implementation of Project-Based Learning (PjBL). Interview results indicated that the majority of students felt more motivated, enthusiastic, and actively engaged during the project-based learning process.

Students reported feeling freer to express their ideas, more confident when expressing their opinions, and enjoying working together in groups. This demonstrates that PjBL not only enhances cognitive aspects but also supports the development of social skills, courage to express oneself, and a sense of responsibility for the results of group work.

The project-based learning model was also considered enjoyable because it allows students to learn through hands-on experience, exploring ideas, and creating tangible products. This approach strengthens students' creative aspects and encourages independence, mutual cooperation, and critical thinking, as part of the Pancasila Student Profile. Furthermore, this approach encourages more meaningful and in-depth learning, as students truly experience and understand the learning process.

Here are some student quotes from interviews:

1. "I like doing projects because I can generate my own ideas, and it's fun working together." (3rd-grade student)
2. "When I learn through projects, I can think more creatively and don't get bored." (3rd-grade student)
3. "Working on projects makes me excited, especially if my ideas are shared by all my friends." (4th-grade student)
4. "I learn how to work collaboratively and I'm not afraid of making mistakes when expressing my opinion." (4th-grade student)

From these findings, it can be concluded that project-based learning provides a space for students to foster creativity in a natural and enjoyable way. A collaborative, flexible learning environment that values original ideas fosters students' confidence, openness to challenges, and active participation in the learning process. This demonstrates that PjBL is an appropriate approach to supporting the holistic

development of Phase B students and aligns with the spirit of the Independent Curriculum.

### Discussion

The results of this study indicate that the implementation of Project-Based Learning (PBL) has a significant positive impact on increasing the creativity of Phase B students at SDN Pekayon 11 Pagi. This finding aligns with constructivist theory, where students construct knowledge and skills through direct experience, social interaction, and reflection on learning activities.

The Project-Based Learning (PBL) model has been shown to provide students with space to develop ideas, explore alternative solutions, and channel their creativity through concrete projects. This contrasts sharply with conventional approaches, which tend to emphasize memorization and solving routine problems. PBL also fosters students' courage to express ideas, fosters a sense of responsibility for their work, and enhances their ability to collaborate.

These results are also supported by research by Suherman (2021) and Lestari (2020), which shows that project-based learning can enhance students' originality and flexibility of thinking. In the context of Phase B, which is the concrete operational stage of development according to Piaget's theory, this strategy is highly appropriate because it combines concrete, visual, and collaborative activities.

Overall, Project-Based Learning (PBL) is a highly effective learning approach for fostering student creativity from an early age. Teachers act as facilitators and motivators, creating a challenging learning environment and allowing for freedom of thought. Creativity, as a result of learning, will flourish if the process is enjoyable, meaningful, and allows for the unrestricted exploration of ideas.



Figures 1. Research documentation.

## CONCLUSION

**Fundamental Finding** : This study demonstrates that the implementation of Project-Based Learning (PjBL) significantly enhances the creativity of Phase B students at SDN Pekayon 11 Pagi. PjBL fosters key aspects of creativity, such as fluency, flexibility, originality, and elaboration, by actively engaging students in the design, development, and completion of meaningful and contextual projects. **Implication** : The findings suggest that PjBL is an effective model for promoting creativity and critical thinking in elementary school students, aligning with the goals of the Merdeka Curriculum, and contributing to the development of critical, independent, and creative learners. **Limitation** : This study is limited to a specific grade level and context, focusing on one school, which may not fully reflect the broader applicability of PjBL across different schools or educational settings. **Future Research** : Future studies could explore the long-term impact of PjBL on student creativity, compare it with other innovative teaching models, and investigate its effectiveness across different subject areas and educational stages to validate its broader applicability.

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