

Implementation of the Project-Based Learning Model to Improve Students' Creativity in Fine Arts Learning for Grade I at SD Negeri 99 Palembang

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model *Project Based Learning* dalam meningkatkan kreativitas siswa pada pembelajaran seni rupa di kelas I SD Negeri 99 Palembang. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian terdiri atas guru dan siswa kelas I. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi selama proses pembelajaran berlangsung. Data dianalisis dengan tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa penerapan model *Project Based Learning* mampu meningkatkan kreativitas siswa dalam pembelajaran seni rupa. Siswa menjadi lebih aktif, percaya diri, dan mampu mengekspresikan ide kreatif melalui berbagai karya seni yang dibuat. Selain itu, model ini juga mendorong kerja sama, komunikasi, serta antusiasme siswa dalam mengikuti pembelajaran. Dengan demikian, *Project Based Learning* dapat menjadi alternatif model pembelajaran yang efektif untuk meningkatkan kreativitas siswa sekolah dasar dalam pembelajaran seni rupa.

Kata kunci: *Project Based Learning*, kreativitas siswa, pembelajaran seni rupa, siswa sekolah dasar.

Abstract

This study aims to describe the implementation of the *Project Based Learning* model in enhancing students' creativity in visual arts learning in Grade 1 at SD Negeri 99 Palembang. This study uses a qualitative method with a descriptive approach. The research subjects consist of teachers and Grade 1 students. Data collection techniques were carried out through observation, interviews, and documentation during the learning process. The data were analyzed through stages of data reduction, data presentation, and drawing conclusions. The results of the study show that the implementation of the *Project Based Learning* model is able to improve students' creativity in visual arts learning. Students become more active, confident, and able to express creative ideas through various artworks they make. In addition, this model also encourages cooperation, communication, and students' enthusiasm in participating in learning. Thus, *Project Based Learning* can be an effective alternative learning model to enhance the creativity of elementary school students in art learning.

Keywords: *Project Based Learning*, Students' Creativity, Visual Arts Learning, Elementary School Students

1. INTRODUCTION

Education is a conscious effort to transmit culture and knowledge from one generation to the next. Education plays an important role in shaping students' character, abilities, and creativity. In its process, education does not only emphasize knowledge aspects but also the development of students' skills and attitudes (Fitri et al., 2022; Ji, 2022; Redjeki & Muhajir, 2020). Therefore, learning in elementary schools needs to be designed in a balanced way to develop cognitive, affective, and psychomotor aspects in an integrated manner.

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One of the learning areas that can develop students' creativity is fine arts education. Fine arts learning in elementary schools aims to train students to express ideas, develop aesthetic sense, and improve motor skills and imagination through creative activities. In the process, fine arts learning provides space for students to express creativity and produce works according to their imagination (Nisa & Kurnia, 2023; Namaziandost et al., 2020; Zens, 2021). However, this creativity will not develop optimally if learning is still one-way in nature.

In practice, students' creativity in fine arts learning is still not optimally developed because learning is still teacher-centered and does not provide sufficient opportunities for exploration. As a result, students tend to imitate teacher examples without further development of ideas. This condition indicates the need for learning innovation so that students can be more active and creative (Hasanah et al., 2021; Vargas et al., 2020; Panjaitan & Fardana, 2023).

Creativity is an important ability that needs to be developed from elementary school, namely the ability to think creatively, generate new ideas, and find solutions to problems. According to Mulyati (2023), students' creativity can develop better if learning provides opportunities for students to be actively involved in meaningful and contextual activities. Therefore, teachers need to choose appropriate learning models to support the development of creativity.

One learning model that can be applied is Project Based Learning (PjBL). This model provides opportunities for students to learn through real projects, collaborate, think creatively, and produce works. In the process, students do not only receive information but are also involved in planning, implementing, and evaluating projects (Nisa & Kurnia, 2023). This is in line with Fitri et al. (2022), who state that project-based learning can increase student engagement.

In addition, Project Based Learning also promotes the development of 21st-century skills such as collaboration, communication, creativity, and problem-solving. Research by Hasanah et al. (2021) shows that PjBL in SBdP (Arts and Culture Education) learning can increase students' motivation and activeness. Thus, learning becomes more meaningful because students learn through direct experience.

Several studies also show that PjBL has a positive impact on students' creativity. Students become more confident, active, and able to produce more varied and innovative works (Mulyati, 2023). This shows that PjBL is highly relevant to be applied in fine arts learning in elementary schools.

Based on the explanation above, it can be concluded that learning that provides space for students to explore actively is needed. Therefore, the researcher is interested in conducting a study entitled "Implementation of the Project Based Learning Model in Fine Arts Learning for Grade I Students at SD Negeri 99 Palembang."

2. LITERATURE REVIEW

1) Definition of Project Based Learning (PjBL)

The Project Based Learning (PjBL) model is an approach that can improve students' learning motivation, scientific performance, active and independent attitudes, as well as optimize

activities and significantly strengthen students' abilities (Triastuti et al., 2023:14333). According to Mutawally (2021), Project Based Learning is a method that involves students' creativity in analyzing problems, planning projects, arranging schedules, monitoring activities, testing results, and reflecting on and evaluating the projects that have been carried out. This learning model is usually conducted in groups to train cooperation and find solutions to existing problems.

According to Kurniasih and Sani (2020), the Project Based Learning (PjBL) model has advantages in increasing learning motivation, creativity, critical thinking skills, cooperation, and student independence through project activities that provide direct learning experiences.

2) Definition of Creativity

Creativity is an important aspect of human development, including in educational institutions. Schools are the right place to nurture creative talents and students' ability to think creatively. The real challenges in education related to creativity include teachers' understanding of creative teaching methods, instructional strategies that can develop students' creativity, and the concept of creativity itself.

Creativity is a collection of abilities and characteristics that lead to creative thinking. It is influenced by genetic and innate factors, but the role of parents, teachers, and the educational environment is also important in providing conditions that stimulate creativity in learning (Ravari & Salari, 2015). Creative thinking is the ability of individuals to use their minds to generate new ideas, new possibilities, and new discoveries based on originality in the process. Creativity may appear in concrete or abstract ideas and sometimes may even contradict logic. However, creative thinking should be based on existing experience and knowledge. Through experience and knowledge, individuals try to develop ideas from various perspectives to produce new or improved solutions in decision-making and problem-solving (Daud et al., 2012).

According to Munandar (2019), creativity in learning needs to be developed through a learning environment that gives students freedom to explore, ask questions, and try new things. Students with high creativity tend to be more active in finding solutions, confident in expressing opinions, and able to produce innovative ideas in learning activities.

3) Definition of Fine Arts

Fine arts is one of the oldest forms of art known and practiced by humans, including paintings, murals, and sculptures (Hilmi, 2018). Fine arts is a branch of art that expresses human ideas and feelings through the processing of media and the arrangement of design elements and principles. It is a realization of limitless imagination, meaning there are no boundaries in artistic creation, so ideas and imagination never run out (Lita & Assegaf, 2018).

Art can also be seen as a spontaneous yet controllable activity that naturally involves human skills in producing works in the form of crafts, architecture, industry, health, government, law, religion, and education. Art is also defined as an expression of human ideas or feelings manifested through patterns of behavior that produce aesthetic works with symbolic meaning. Aesthetic works have different values depending on the artist or the viewer's appreciation.

The creative process can be applied in two-dimensional or three-dimensional forms (Probosiwi, 2018).

According to Yulia et al. (2023), fine arts learning in elementary schools plays an important role in developing students' creativity, imagination, and motor skills. Through fine arts activities, students can express their ideas, feelings, and experiences into interesting visual works.

3. METHODOLOGY

This study used a qualitative method with a descriptive approach to describe the implementation of the Project Based Learning (PjBL) model in improving students' creativity in fine arts learning. The study was conducted at SD Negeri 99 Palembang in the even semester of the 2025/2026 academic year. The subjects of the study were the Grade I teacher and Grade I students who were involved in fine arts learning. The focus of this study was students' activities in creating artworks, developing ideas, cooperation, and participation during project-based learning activities.

4. RESULT AND DISCUSSION

Result

The author applied the Project Based Learning (PjBL) model in Grade I Fine Arts learning at SD Negeri 99 Palembang with the topic "Shape Creation." The implementation of this model was based on initial observations showing that Fine Arts learning was still teacher-centered and did not provide sufficient opportunities for students to actively express their creativity. Some students were still passive and not confident in expressing their ideas and imagination in creative activities. Therefore, the author implemented project-based learning so that students could learn through direct experience and be actively involved in the learning process.

Project Based Learning (PjBL) is a learning model that engages students actively through real project activities. This model is suitable for Fine Arts learning because it encourages students to explore ideas, develop creativity, and express their thoughts through hands-on art activities.

In its implementation, the lesson began with guiding questions about objects around the students that could be used as inspiration for artwork. Students were then asked to design and create simple artworks using materials easily found in their environment. The author acted as a facilitator, guiding students throughout the process from planning, project execution, to presentation of the final work. Through these project activities, students appeared more enthusiastic, actively asked questions, and were able to express their ideas and creativity freely according to their individual abilities.

The learning process did not only focus on the final product but also emphasized the learning process itself, which encouraged students to think creatively, work collaboratively, and confidently present their work. This experience provided the author with valuable insight into the importance of innovative, student-centered learning as preparation for becoming a professional and creative teacher.

In addition, the results of implementing the Project Based Learning (PjBL) model showed that students became more confident in expressing their ideas and presenting their work in front of the class. Project-based activities created a fun and non-monotonous learning atmosphere, which increased students' motivation to participate in learning. This is in line with the study by Rahmawati and Prasetyo (2024), which states that the application of PjBL in elementary school art learning can improve creativity, self-confidence, and students' ability to develop new ideas through meaningful learning experiences.

Besides improving creativity, the PjBL model also helped students develop collaboration and communication skills during the learning process. Students learned to exchange ideas, help their peers complete projects, and confidently express their thoughts. According to Sari et al. (2022), project-based learning improves students' collaborative skills and active participation because students are directly involved in planning and completing tasks together.

The implementation of PjBL in Fine Arts learning also had a positive impact on students' creative thinking skills. Students did not only imitate teacher examples but began to create forms and artworks based on their own imagination. This is supported by Wulandari and Nugroho (2021), who state that project-based learning can train students' creative thinking through exploration, problem-solving, and independent idea development. Thus, Fine Arts learning becomes more meaningful because students gain direct learning experiences through the creation process.

Based on these findings, it can be understood that the Project Based Learning (PjBL) model is an effective alternative learning approach for Fine Arts learning in elementary schools. This model not only improves students' creativity but also develops activeness, cooperation, communication, and confidence in expressing ideas and artworks.

5. CONCLUSION

Based on the results of the study, it can be concluded that the implementation of the Project Based Learning (PjBL) model in Fine Arts learning for Grade I students at SD Negeri 99 Palembang was able to improve students' creativity. Through project-based learning, students became more active, enthusiastic, and confident in participating in the learning process. They were also able to express their ideas and imagination through various creative artworks they produced.

In addition, the implementation of the PjBL model helped train students' cooperation, communication, and creative thinking skills throughout the learning process. Learning became more meaningful because students were directly involved in planning, implementing, and presenting their project outcomes.

Based on these findings, the author provides several suggestions. Teachers are expected to apply the Project Based Learning model as an innovative learning alternative, especially in Fine Arts education, so that students' creativity can develop optimally. The school is also expected to support the implementation of project-based learning by providing adequate facilities and learning resources. Furthermore, future researchers are encouraged to conduct more in-depth studies on the application of the PjBL model in other subjects or different educational levels in order to obtain broader and more varied research findings.

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