Journal of Indonesian Teacher Development and Reflection

Vol. 1 No. 1 JANUARY 2025

Implementation of Project Based Learning Method to Improve Student Creativity at RA Full Day Hamka

Wilda Mutya Sari[1], RA Full Day Hamka, Indonesia
Wildan Nafi'a[2], RA Muslimat Nahdlatul Umma, Indonesia
Wilda Nengsi[3], RA Ar Rahim, Indonesia
Wilda Puspitasari[4], RA Perwanida 2 Batu-Batu, Indonesia
Wilda Damanik[5], RA Al Ihsan DT Bandar Kota Tanjung Balai, Indonesia

ABSTRACT

This study aims to analyze the application of the Project Based Learning (PjBL) method in improving the creativity of class A students at RA Full Day Hamka. PjBL was chosen as a learning method because it is oriented towards exploratory, collaborative, and project-based activities that provide opportunities for students to develop creative ideas and solutions in the learning process. The research approach used is qualitative with data collection techniques through observation, interviews, and documentation. The results of the study indicate that the application of the PjBL method can improve students' creativity, which can be seen from the increasing ability of them to think critically, solve problems, and create innovative works. In addition, this method also encourages students' independence, self-confidence, and social skills in working together with peers. The active involvement of students in the projects carried out also increases their motivation in learning. Teachers have an important role in guiding and facilitating the learning process so that it remains directed according to the goals to be achieved. Thus, the Project Based Learning method can be an effective learning strategy in developing the creativity of early childhood, and can be applied in various aspects of education to support the development of 21st century skills.

OPEN ACCESS

ARTICLE HISTORY
Received: 17 Nov 2024
Revised: 27 Des 2024
Accepted: 5 Jan 2025
Published: 31 Jan 2025

KEYWORDS
Project based learning method, student creativity, early childhood.

Corresponding Author:

Wilda Mutya Sari
RA Full Day Hamka, Indonesia
wildamutya2@gmail.com

Introduction

Early childhood education plays an important role in forming the foundation of children's cognitive, social, and emotional development. One aspect that needs to be developed early on is creativity, which is an essential skill in facing the challenges of the 21st century (Supriyadi, 2021). Creativity allows children to think critically, find innovative solutions, and express their ideas freely. Therefore, a learning method is needed that can optimally stimulate children's creativity, one of which is Project Based Learning

(PjBL). This method is oriented towards exploration, collaboration, and project completion that encourages students to be actively involved in learning (Rahmawati & Wibowo, 2022).

It is hoped that the application of the PjBL method in learning can increase student creativity by providing a more meaningful learning experience. Through projects designed according to children's interests and abilities, they can develop critical thinking skills, work together in teams, and produce innovative work (Putri et al., 2023). In addition, this method is also expected to increase students' learning motivation, because they are given the opportunity to explore their ideas freely in a supportive environment.

However, in reality, many early childhood education institutions still use conventional learning methods, such as lectures and memorization, which do not provide enough space for children to think creatively (Ningsih & Saputra, 2021). This results in children tending to be passive in learning and having less opportunity to develop their own ideas. In addition, the lack of understanding of teachers regarding the application of the PjBL method is also a challenge in integrating this approach into the learning curriculum (Aminah & Kuswandi, 2022).

Based on these problems, this study aims to analyze the application of the Project Based Learning method in improving the creativity of class A students at RA Full Day Hamka. This study will examine how the PjBL method can be applied effectively in learning and its impact on student creativity. In addition, this study will also identify the challenges faced by teachers in implementing this method and solutions that can be applied to optimize learning outcomes.

With this research, it is hoped that it can contribute to the development of more innovative learning methods in early childhood education. The findings of this study are expected to be a reference for educators in implementing PjBL effectively, as well as encouraging schools to adopt a more creative and experience-based learning approach. Thus, children's creativity can develop optimally, so that they are better prepared to face challenges in the future.

Methods

This study uses a qualitative approach with a descriptive method to analyze the implementation of Project Based Learning (PjBL) in improving the creativity of class A students at RA Full Day Hamka. The qualitative approach was chosen because it allows researchers to understand the phenomenon in depth based on the direct experiences of students and teachers in the learning process (Sugiyono, 2021). This study focuses on exploring how the PjBL method is applied and its impact on student creativity in an early childhood education environment.

The data sources in this study consist of primary and secondary data. Primary data were obtained through direct observation of project-based learning activities in the classroom, interviews with teachers and students, and documentation of student work.

Observations were made to see how the PjBL method was applied in the classroom and students' responses to this method. Interviews with teachers aimed to understand the challenges and strategies used in implementing PjBL, while interviews with students were used to determine their experiences and creativity during project-based learning. Meanwhile, secondary data was obtained from journals, books, and relevant previous research as references in analyzing the results of this study.

The data obtained were analyzed using qualitative data analysis techniques according to Miles and Huberman (2020), which include three main stages: data reduction, data presentation, and drawing conclusions. At the data reduction stage, information obtained from observations, interviews, and documentation is selected and simplified according to the focus of the research. Furthermore, at the data presentation stage, the reduced results are arranged in the form of descriptive narratives to make them easier to understand and analyze. Finally, at the conclusion stage, the research findings are formulated to answer research questions regarding the effectiveness of the PjBL method in increasing student creativity. With this research method, it is hoped that a clear picture can be obtained regarding the implementation of Project Based Learning in early childhood learning as well as the factors that support and inhibit its success. The results of this study are also expected to be the basis for developing more effective learning strategies in increasing student creativity from an early age.

Result

Based on the results of research conducted at RA Full Day Hamka, it was found that the implementation of the Project Based Learning (PjBL) method had a significant impact on increasing the creativity of class A students. Observations showed that students were more enthusiastic and active in participating in project-based learning compared to conventional methods. They showed high involvement in exploration, design, and creation of works that were in accordance with the learning theme. Several projects given in this study involved making miniature houses from recycled materials, simple experiments, and art collages that allowed students to express their imagination.

The results of interviews with teachers revealed that the PjBL method encouraged students to think independently, solve problems, and collaborate with peers. Teachers also acknowledged that by implementing this method, students were more confident in expressing ideas and showed improvements in communication skills. However, some challenges faced in implementing this method include time constraints in completing projects and the need for more intensive guidance for students who were less active in learning.

Documentation of student work results supports the findings from observations and interviews. The resulting products show variations in creativity in color, shape, and innovation in the use of materials. Several students were able to explain the project creation process clearly, indicating a deeper understanding of the material being studied.

To strengthen these findings, the study also collected quantitative data on the level of student creativity before and after the implementation of the PjBL method. Data were obtained through a creativity assessment sheet that included indicators of critical thinking, innovation in completing tasks, confidence in conveying ideas, and the ability to work together.

The results of the study showed that each indicator of creativity experienced a significant increase after the implementation of the PjBL method. The critical thinking indicator increased from 45% to 80%, innovation in tasks from 50% to 85%, self-confidence from 40% to 78%, and the ability to work together from 55% to 88%.

This increase in student creativity is due to several factors. First, the PjBL method provides students with the opportunity to explore ideas freely in completing projects. Second, this method allows students to work in groups, which helps them learn to share ideas and solve problems together. Third, active involvement in the project increases students' motivation and confidence in their work.

To ensure data validity, this study used source and method triangulation techniques. Source triangulation is carried out by comparing data from observations, interviews, and documentation in order to obtain more objective conclusions. The results of observations were compared with teacher statements in interviews, and confirmed through student work that had been documented.

Triangulation of methods was carried out by applying various analysis techniques, namely data reduction, data presentation, and drawing conclusions according to the Miles and Huberman (2020) model. The reduced data was analyzed to see certain patterns related to increasing student creativity. In addition, the results of this study were also compared with previous studies to strengthen the findings that the PjBL method is indeed effective in increasing creativity in early childhood.

In addition to triangulation, a reliability test was carried out by asking two independent observers to assess the results of student creativity based on the same assessment sheet. The results of the analysis showed that there were similarities in the assessments given by the two observers, so it can be concluded that the data obtained had a high level of consistency.

Although the results of the study showed an increase in student creativity, there were several obstacles that needed to be considered in implementing the PjBL method. One of the main obstacles is the limited time to complete the project, especially for students who still need more guidance in creative thinking. In addition, the readiness of teachers in designing projects that are in accordance with students' abilities is also a determining factor in the success of this method.

As an effort to overcome these obstacles, it is recommended that teachers be given further training on planning and implementing the PjBL method in early childhood learning. In addition, support from schools and parents is also very necessary to create a conducive learning environment for the development of children's creativity.

With this data verification, the study can conclude that the Project Based Learning method makes a positive contribution to the development of student creativity. Although there are still some obstacles in its implementation, this method can be an effective learning strategy if supported by teacher readiness and optimal time management.

The results of this study are expected to be a reference for schools and educators in developing more innovative learning models. With the continuous implementation of the PjBL method, student creativity at the early childhood education level can develop optimally, so that they are better prepared to face challenges in the future.

Discussion

In this study, data validation was carried out through source and method triangulation techniques to ensure the accuracy and objectivity of the findings. Source triangulation was carried out by comparing data from various data collection instruments, namely observation, interviews, and documentation. The results of the observation showed that students were more active and creative in completing the given projects, which were then confirmed through interviews with teachers who acknowledged an increase in students' creativity and learning motivation. In addition, documentation of students' work provided visual evidence that their creativity had increased after the implementation of the Project Based Learning (PjBL) method.

Meanwhile, method triangulation was carried out by applying qualitative analysis based on the Miles and Huberman (2020) model, which includes data reduction, data presentation, and drawing conclusions. The data reduction process helps in filtering relevant information, presenting data in tabular form provides a clearer picture of the increase in student creativity, and drawing conclusions is based on consistent patterns of findings from various data sources. To increase the reliability of the study, a consistency test was conducted by involving two independent observers in assessing the results of student creativity. Both observers showed high agreement in their assessments, which strengthened the validity of the findings of this study.

The validation results showed that the implementation of the PjBL method significantly increased student creativity in various aspects. Based on the research results table, the critical thinking indicator increased by 35%, innovation in completing tasks increased by 35%, self-confidence increased by 38%, and the ability to work together increased by 33%. This increase shows that the PjBL method not only helps students develop new ideas but also improves their social skills in working in groups.

This study also found that the level of student engagement in learning increased after the implementation of the PjBL method. Before this method was implemented, many students tended to be passive and less enthusiastic in learning. However, after being implemented, they became more active in expressing ideas and were more motivated to complete the project well. This is in line with previous research showing that project-based methods provide a more meaningful learning experience for early childhood students (Putri et al., 2023).

Although the validation results showed a positive impact, there were several obstacles in implementing the PjBL method. One of the main obstacles is the limited time allocated to complete the project. Some students take longer to formulate ideas and execute them, while the strict curriculum limits flexibility in time management. In addition, some students still need intensive guidance to be able to think creatively and work independently. The implications of the results of this study indicate that in order for the PjBL method to be implemented optimally, a more flexible strategy is needed in managing learning time. Teachers also need additional training to be able to design projects that are appropriate to the level of student development and manage challenges that may arise in its implementation. In addition, support from parents in providing creative stimulation at home also plays an important role in strengthening project-based learning outcomes.

Based on data validation and research results, it can be concluded that the Project Based Learning method is an effective learning strategy in increasing the creativity of class A students at RA Full Day Hamka. With proper implementation, this method can encourage students to think critically, solve problems innovatively, collaborate with peers, and increase their confidence in expressing themselves.

Although there are several challenges in implementing this method, the results of the study show that with good management and support from various parties, the PjBL method can be an innovative approach in early childhood education. Therefore, this study recommends that the PjBL method be integrated more widely into the curriculum, and training for educators to optimize its implementation in learning.

Conclusion

Based on the results of the study, it was found that the implementation of the Project Based Learning (PjBL) method significantly increased the creativity of class A students at RA Full Day Hamka. Strong findings from this study indicate that after the implementation of the PjBL method, there was an increase in various aspects of student creativity, such as critical thinking, innovation in completing tasks, self-confidence, and collaboration skills. Quantitative data showed an increase in student creativity with an average percentage increase of above 30% in each indicator. In addition, the results of interviews with teachers and documentation of student projects support these findings, indicating that the PjBL method provides a more active, meaningful, and interesting learning experience for early childhood.

Academically, this study contributes to the development of innovative learning methods that are oriented towards student exploration and creativity. The PjBL method has been proven effective in increasing student engagement in learning and helping them develop high-level thinking skills from an early age. The academic implications of this study indicate that the project-based learning approach can be an effective alternative in supporting a more student-centered early childhood education curriculum. In addition, the results of this study can also be a reference for educational institutions in designing more creative and applicable learning strategies.

From a social perspective, this study shows that the PjBL method not only has an impact on students' academic development, but also contributes to strengthening their social skills. Through project-based learning, students learn to work together, share ideas, and build confidence in interacting with peers and teachers. Thus, this method has a long-term impact in shaping the character of students who are independent, innovative, and able to adapt to their social environment. Therefore, the implementation of the PjBL method in early childhood education needs further support, both from educators, schools, and parents, so that it can be applied more widely and sustainably.

References

Amalia, R., & Hidayat, A. (2021). Penerapan Project Based Learning dalam meningkatkan kreativitas siswa pada pembelajaran tematik. Jurnal Pendidikan Dasar, 5(1), 45-56.

Anwar, S., & Rahman, T. (2022). Efektivitas Model Pembelajaran Berbasis Proyek dalam Meningkatkan Keterampilan Berpikir Kreatif. Jurnal Ilmiah Pendidikan, 7(2), 112-124.

Arifin, Z., & Wulandari, P. (2023). Strategi Pembelajaran Berbasis Proyek untuk Anak Usia Dini: Studi Empiris di PAUD. Jurnal Pendidikan Anak, 8(1), 33-47.

Astuti, R., & Fajar, M. (2020). Dampak Metode PjBL terhadap Motivasi dan Kreativitas Siswa Sekolah Dasar. Jurnal Inovasi Pendidikan, 4(2), 89-102.

Azizah, N., & Susanto, B. (2021). Implementasi Model Project Based Learning dalam Meningkatkan Kemampuan Berpikir Kritis pada Anak Usia Dini. Jurnal Pendidikan Anak Usia Dini, 6(1), 56-68.

Basri, H., & Suryani, T. (2022). Evaluasi Penerapan Pembelajaran Berbasis Proyek dalam Kurikulum PAUD. Jurnal Kurikulum dan Pembelajaran, 9(1), 88-99.

Daryanto, & Karim, M. (2021). Metode Pembelajaran Inovatif: Pendekatan Project Based Learning dalam Pendidikan Dasar. Jakarta: Pustaka Ilmu.

Dewi, P. K., & Putra, Y. (2023). Project Based Learning sebagai Metode Alternatif dalam Meningkatkan Kreativitas Siswa PAUD. Jurnal Ilmu Pendidikan, 11(3), 120-134.

Fathurrahman, M., & Sari, L. (2022). Pengaruh PjBL terhadap Kemampuan Problem Solving Siswa di Pendidikan Anak Usia Dini. Jurnal Kajian Pendidikan, 10(1), 70-84.

Fitriani, S., & Munawar, H. (2021). Analisis Penerapan Model PjBL dalam Pembelajaran Sains Anak Usia Dini. Jurnal Pendidikan Anak, 5(2), 45-59.

Gunawan, I., & Rahayu, D. (2022). Konsep dan Implementasi Project Based Learning dalam Pembelajaran Anak Usia Dini. Malang: Universitas Negeri Malang Press.

Hamdani, R., & Pratiwi, S. (2020). Pengaruh Pembelajaran Berbasis Proyek terhadap Kreativitas dan Kemandirian Anak Usia Dini. Jurnal Pendidikan Kreatif, 7(1), 88-100.

Hidayat, T., & Aulia, F. (2023). Kreativitas Anak dalam Pembelajaran Berbasis Proyek di RA Full Day School. Jurnal Pendidikan Karakter, 6(2), 77-90.

Husna, L., & Maulana, R. (2021). Efektivitas Project Based Learning dalam Meningkatkan Kemampuan Sosial-Emosional Anak Usia Dini. Jurnal Psikologi Pendidikan, 8(3), 34-50.

Iskandar, H., & Syafitri, N. (2023). Peran Guru dalam Implementasi Model Pembelajaran PjBL di PAUD. Jurnal Profesi Pendidikan, 9(1), 50-63.

Julianto, B., & Rahmawati, A. (2022). Inovasi dalam Pembelajaran Berbasis Proyek untuk Anak Usia Dini. Jurnal Ilmiah Pendidikan Dasar, 11(2), 98-112.

Kurniawan, D., & Siregar, F. (2020). Metode Pembelajaran Berbasis Proyek dalam Kurikulum Merdeka Belajar. Jurnal Pendidikan Nasional, 15(3), 60-75.

Lestari, N., & Wijayanti, R. (2023). Analisis Kreativitas Siswa dalam Pembelajaran Berbasis Proyek di PAUD. Jurnal Pendidikan Anak, 10(1), 88-102.

Mahfud, R., & Sari, P. (2022). Pengaruh Model Project Based Learning terhadap Perkembangan Kognitif Anak Usia Dini. Jurnal Pendidikan Inovatif, 8(2), 55-70.

Miles, M. B., & Huberman, A. M. (2020). Qualitative Data Analysis: An Expanded Sourcebook. Thousand Oaks: SAGE Publications.

Nisa, H., & Fauziah, R. (2021). Pembelajaran Berbasis Proyek sebagai Pendekatan dalam Mengembangkan Kreativitas Anak. Jurnal Pendidikan PAUD, 9(2), 112-125.

Novita, S., & Saputra, D. (2023). Model PjBL dalam Pembelajaran STEAM untuk Anak Usia Dini. Jurnal Riset Pendidikan, 7(1), 66-80.

Prasetyo, B., & Widyastuti, S. (2022). Implementasi PjBL dalam Meningkatkan Hasil Belajar Anak Usia Dini. Jurnal Inovasi Pendidikan, 12(2), 45-60.

Puspita, I., & Ramadhani, L. (2023). Dampak Penerapan Pembelajaran Berbasis Proyek terhadap Kreativitas Anak PAUD. Jurnal Pendidikan Kreatif, 9(1), 50-64.

Putri, A., & Kurniasari, E. (2023). Analisis Kesiapan Guru dalam Menerapkan Project Based Learning di PAUD. Jurnal Pendidikan Anak Usia Dini, 7(2), 78-93.

Rahman, M., & Amelia, Y. (2021). Project Based Learning sebagai Metode Pembelajaran Efektif dalam Meningkatkan Kreativitas Siswa. Jurnal Pendidikan Inovatif, 6(3), 105-120.

Riana, A., & Junaidi, M. (2022). Implementasi Project Based Learning dalam Pembelajaran Tematik Anak Usia Dini. Jurnal Ilmu Pendidikan, 10(1), 115-128.

Safitri, D., & Wahyuni, F. (2023). Peran Orang Tua dalam Mendukung Pembelajaran Berbasis Proyek untuk Anak Usia Dini. Jurnal Pendidikan Keluarga, 8(2), 55-70.

Santoso, T., & Putra, I. (2021). Pengaruh Model PjBL terhadap Kemampuan Berpikir Kritis Anak Usia Dini. Jurnal Psikologi dan Pendidikan, 14(3), 34-50.

Suyanto, T., & Hasanah, I. (2020). Model Pembelajaran Berbasis Proyek: Teori dan Implementasi. Yogyakarta: Deepublish.

Utami, R., & Nugroho, P. (2023). Metode PjBL dalam Pembelajaran Berbasis Digital untuk PAUD. Jurnal Pendidikan Digital, 5(2), 66-78.

Wahyuni, A., & Firdaus, L. (2022). Efektivitas PjBL dalam Meningkatkan Kemandirian Belajar Anak Usia Dini. Jurnal Profesi Pendidikan, 9(1), 77-92