

Project Based Learning in Creating Creative And Productive Learning at 1st Class of SDN 3 Menggala Pemenang, Academic Year 2024/2025

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Abstract

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This research aims to describe the facts in the field regarding project-based learning in creating creative and productive learning in 1st class SDN 3 Menggala. The research has been conducted using several methods, namely observation, interview and documentation methods. The data analysis was carried out with several techniques, namely condensation, presentation and drawing conclusions so as to obtain valid data. To test the validity of the data obtained, researchers conducted several triangulation techniques, namely triangulation including triangulation of sources, time and triangulation of techniques. Then after conducting several research techniques the research found that the implementation of project learning in 1st class SDN 3 Menggala can create creative and productive learning which is implemented in learning Mathematics, Indonesian Language and SBDP. The learning is in the form of project learning to make picture number cards/tickets.

Keywords: Creative, Productive Learning, PJB (Project Based Learning)

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INTRODUCTION

Indonesia at this time that wants to be realized is the development of technology. To achieve an equality between the development of a nation's success, it is also seen how the education system is in it. Education is an activity that must be carried out and traveled by humans so that it can change the mindset. Every great and also professional educator. There are several kinds of teacher skills so that it can be said that professional teachers are skills from several skills, namely pedagogical, social, personality and professional skills. In an educational institution teachers are required to provide interesting, varied and not boring teaching. So that in carrying out its role educators must master various kinds of media, methods, strategies, and various components in learning. As time goes by, all of these continue to develop and continue to change, just as the curriculum continues to change.

Every educational institution certainly has a curriculum as a guide in planning and running the learning process. However, over time the curriculum continues to change and will continue to be developed in order to be adjusted to changing times. Of course, following how technology is developing and learning styles are increasingly modern. Therefore, curriculum changes certainly have goals to be achieved. Like the independent curriculum, of course, it has a target to aim for. Agil Handayani et al (2022) This Merdeka curriculum is a curriculum that

wants to implement a Project Based Learning learning model, namely learning that emphasizes problem solving, assessment, presentation of exploration results, guidelines or ways to solve problems, and information to produce meaningful learning for students. This learning is in the form of project learning or often called PJBL.

When a real learning process occurs, of course, educators can use an interesting model in learning. Like not only being fixated in the classroom but children are given the freedom to develop their talents and creativity and knowledge through learning models that are designed according to the needs of the characteristics of students. Siti Erlinda Diningrum et al (2023) there are three things that need to be considered in designing a learning model, namely, 1) the characteristics of the material used for the learning process, 2) the objectives and achievements of learning so that it is directed, and 3) the extent of the level of understanding of students in receiving information or lessons. The learning model becomes an option, educators can apply by adjusting the material and efficiently achieving the goals of the teaching and learning process.

One type of learning model that can indeed be a reference in learning is project-based learning. One of the learning models that is the subject of discussion Project-based learning (PJBL) will often appear in the discussion. PJBL is not only interesting but can develop various kinds of knowledge, such as creativity, language development, a sense of independence, productivity, and also a sense of responsibility.

During the learning process, of course, students are not only fixated on one learning model. However, students need something that is indeed a need in the environment and conditions of students. In these problems, educators can do alternatives, one of which is in the development of creativity and productivity can be done with projects and interaction between students and educators and students. Therefore, the existence of project-based learning can increase students' experience in problem solving, teamwork, and creatively making a project and interesting. Project-based learning gives learners hands-on experience. They do not just listen to lectures or read materials, but are actually involved in hands-on activities that require them to be involved in the learning process.

Nina Swihandayani (2023) low-grade students are a period of transition. In connection with children who experience transitions, teachers want to be sure to be able to create interesting learning designs and a pleasant learning climate. Therefore, teachers must understand the characteristics of low-grade students. The emergence of project-based learning teachers can use this project learning to adjust to the curriculum and learning environment.

Based on the results of preliminary studies conducted at SDN 3 Menggala on February 1, 2025 when learning takes place the teacher applies an interesting learning model. The learning model is learning that involves student activeness. In this case, students will be involved in solving problems that they will solve in the form of project learning in grade 1 SDN 3 Menggala. The project activity is inseparable from the teacher's role in creating a learning climate that can attract attention and be fun for students, especially low-grade students.

Project learning in the classroom can create interesting learning and increase students' interest in learning. Project learning students will be trained in creativity.

The project will be the result of students' work which will be poured in the form of product-shaped creativity. In addition to being creative learning, this learning will also produce a product in the form of children's work and knowledge, both in terms of language and motor development.

After conducting the preliminary study, the researcher found a phenomenon that attracted the researcher to examine the phenomenon. The phenomenon of project learning implementation in class 1 of SDN 3 Menggala is the background for researchers to conduct research on project-based learning.

RESEARCH METHODS

The research approach is the method used by researchers in research. The approach in this study is a qualitative research approach. Creswell in Rukin (2019), a qualitative research approach is a statement or perspective from various inputs from all participants involved in a study and also from various data sources, namely, observation notes, interviews, experiences and history.

Lincoln and Guba in Rukin (2019), that a qualitative research approach tends not to emphasize the discovery of laws and not to make generalizations but to make a deep explanation or exploration of the object. Rukin (2019), qualitative research is research that is descriptive and utilizes a theoretical basis so that the focus of research is in accordance with the facts in the field. So the research approach that will be used aims to describe how the facts in the field.

The type of research used in the case study approach in this research is a case study where this type of research will aim to find out the facts that exist thoroughly in a specific context such as individuals, groups, organizations or events. This type of case study research can be used in this research which will explore information about the use of project learning models in a lesson to create creative and productive learning. This research was conducted in 1st class of SDN 3 Menggala.

RESULTS AND DISCUSSION

A. General Conditions of the Research Location

The general conditions of the research location are found in three main points, namely teachers, students, and facilities and infrastructure. There are 10 teachers and employees at SDN 3 Menggala, of whom 8 have been appointed as civil servants and 1 is still an honorary teacher at SDN 3 Menggala. Most of them have a bachelor's degree in education, while some are still pursuing a bachelor's degree. The principal of SDN 3 Menggala, Mr Juramli M.Pd, has also been a lecturer at the STKIP campus and is active in teacher training organizations. Some of the teachers at SDN 3 Menggala are also members of SGI Sekolah Guru Indonesia, which implements project learning training.

The total number of students from grade 1 to grade 6 is 169. Among them, 90 are male and 79 are female. Most of them live in Kerujuk Hamlet, Menggala Village, where Kerujuk is one of the tourist destinations that is quite famous among the people of Pemenang Sub-district, especially Menggala Village. This tourism is known for its local culture which is still maintained so that it becomes its own attraction, not infrequently many students come to hold outbon and learn in nature. In this regard, teachers also often carry out activities in nature such as exercising

leisurely walks directly into nature. This method provides direct experience for students to understand nature and observe the nature around them.

Facilities and infrastructure also support classroom learning. Although it still carries the local culture, SDN 3 Menggala is also not left behind in the field of technology. The school facilitates teachers in various aspects such as LCD projectors, computers, printers, textbooks, and internet access. Even though it is located in the interior, SDN 3 Menggala does not lack in facilities or infrastructure. From the presentation of the research results on the implementation of project learning in creating creative and productive learning at SDN 3 Menggala, it is stated that, in project learning there is creative and productive learning, this learning can be said to be creative, because in the implementation of project learning that has been carried out in the observation process, children work on project tasks with their own creativity or ideas so that the results of a project learning in this learning have their own creative value.

Besides the value of creativity, there is also productive learning. Productive learning occurs indirectly, productive occurs when they solve problems and gain experience. Productive is not only seen from the products produced physically but also non-physical products. The physical product in question is in the form of the results of the implementation of projects that can be seen in real terms that have been done by children during the learning process. Then the intended non-physical product is in the form of knowledge and experience gained indirectly.

B. Implementation of Project Based Learning (PJBL) in 1st Class SDN 3 Menggala

The implementation of project learning is learning that cannot be carried out instantly but this project learning certainly requires careful planning. In the implementation of project learning, it starts from the planning stage, the most important of which is the Learning Implementation Plan (RPP). In making lesson plans, teachers prepare how to plan the implementation of this project learning so that it is fun and attracts the attention of students.

In project learning, of course, teachers must understand several steps of implementing project learning so that it runs systematically. In this regard, it has been described by the grade 1 teacher in the interview process and can be seen in the lesson plan documentation as evidence that project learning has stages. The results of the 1st grade teacher interview on Tuesday, May 13 that the stages are:

“Determining the topic / project, project planning, implementation, presentation of results, and evaluation of project results and understanding of the material”.

After determining the implementation plan, the most important thing is to link the main subject with other subjects in this study, the subject matter of learning is Mathematics which is associated with Indonesian Language and Cultural Arts and Crafts. Then the three subjects are collaborated in a project in the form of illustrated number cards/tickets. After determining the project theme, teachers and students will work together to prepare existing tools and materials to support the implementation of project learning. The tools and materials used in this pictorial number card/ticket making project learning are, scissors, ruler, manila paper, colored pencils and eraser.

The implementation of project learning in grade 1 is guided by the grade 1 homeroom teacher, Mrs. Nurfazilah S.Pd. and is carried out at the end of the material to find out the extent of understanding of grade 1 students in recognizing numbers from 21-100. Before doing project learning the teacher provides material on numbers 21-100 in stages from numbers 21-50, and 50-100.

The characteristics of project learning in grade 1 certainly have differences with higher grades so that teachers must adjust how to develop lesson plans. Teachers must be able to plan interesting learning for grade 1 has a super active character who moves and tends to like to play and has a very low focus that can be seen during the observation process on Wednesday, May 14, 2025. Seeing the characteristics of these first grade children, the teacher provides project learning as an alternative to overcome the characteristics of children who are actively moving and as an evaluation of the extent of learning success.

After being given the project learning, students are actively learning and working on the projects they do so that in this case the researcher can conclude that project learning is able to have an impact on the learning process. Project learning in class 1, the teacher does more assistance because the independence of class 1 children is still low. And also in project planning the teacher also involves parents, this is done to evaluate and support the implementation of project learning. Interview on Tuesday, May 13, 2025:

"In planning activities, of course, parents will also be informed to prepare tools and materials. Because grade 1 children still need assistance and their level of independence is still low".

The characteristics of project learning implemented in grade 1 can be adapted to the needs of the environment, the same as in higher grades. Project learning is also adjusted to the needs. However, in grade 1 the learning provided is easier so that children do not feel difficulties in doing project learning. Project learning in grade 1 in creating creative and productive learning can be applied by understanding several characteristics, which are more specifically described by grade 1 teacher Nurfazilah S.Pd interview on Tuesday, May 13, 2025:

"In the implementation or application of project learning in grade one, we can apply it by remembering some of the characteristics that become a reference that the characteristics of project learning in grade 1 are, with interesting and fun learning, focusing more on the process, the materials used are concrete so that children are easy to follow and teach, the projects given are simple, then intensive guidance due to lack of independence".

The difference that we can see from project learning in grade 1 with higher grades is in terms of product results. This was also explained by the grade 1 teacher of SDN 3 Menggala in an interview on Tuesday, May 13, 2025:

"The difference between project learning in class 1 and other higher grades can be seen in terms of results. In addition, it can also be distinguished in terms of assistance because their level of independence is still low so the teacher provides more assistance than the higher grades. Judging from the goal that project learning in grade one is to improve basic skills which include creativity and cooperation. So the most important thing is the process."

In implementing project-based learning, it can be implemented in several stages. The learning is implemented in three subjects, namely Mathematics, Indonesian Language, and SBDP. However, the implementation uses number recognition material taken from mathematics. The project-based learning process is in the form of illustrated number cards/tickets. The project-based learning activity aims to evaluate the success of learning number materials and children's writing skills. This activity is carried out at the end of the material or after the learning material has been delivered because the purpose of making these number cards/tickets is to evaluate students' understanding.

The delivery of the number material from 21-100 and delivered in stages. Then when the material is finished the teacher gives a project assignment in the form of making picture number cards/tickets. The activity begins with several stages, among the stages to be carried out there is a process of creativity and productivity of children integrated in a project-based learning / PJBL.

The stages of project learning implementation can also be adjusted to the research of Wayan Sujana (2019.) The implementation can be realized in the project learning process. Researchers can conclude this opinion when they have conducted several project learning research methods in grade 1 SDN 3 Menggala. The implementation of this learning is by:

1. Determining Learning Objectives

The purpose of project learning on number recognition material is to evaluate students' understanding of material in recognizing and writing numbers from 21-100. Before doing project-based learning the teacher determines the learning objectives. So that the learning provided is targeted and directed. These objectives can be seen from the documentation in the form of RPP (Learning Implementation Plan) Class 1 SDN 3 Menggala.

2. Selection of Relevant Projects

The selection of relevant projects aims to match student interests, relate to the curriculum, level of difficulty and have creativity to provide children with space to think critically and innovatively in solving a problem. From the explanation of the research results that in project learning there has been a selection of relevant projects because it has been adjusted to the level of ability of students. The project chosen in the learning process that has been carried out in the observation process at SDN 3 Menggala is in the form of illustrated number cards/tickets.

3. Project Planning

Project planning is done to give children space to plan the selection of projects, as well as their implementation. Project planning in selection and implementation involves students, teachers, and parents. The goal is to support the success of project learning to run well. Regarding project planning, it has been described in the research results of the interview research technique.

4. Organizing Groups or Teams

Organizing groups or teams in project learning in this observation process is not used because this learning is carried out individually because this learning process aims for evaluation.

5. Project Implementation

The implementation of this project learning is in the form of picture number cards/tickets. Before carrying out the project the teacher first modeled the

manufacturing process. This picture number card/ticket is done in stages: Prepare the materials (manila paper, color pencils), Choosing a favorite number, Writing the number and number name, Decorating and drawing the number card, and Presenting the number cards/tickets in front of the class in turn.

6. Monitoring and Evaluation

Monitoring of the project learning process is carried out intensively because class one still requires assistance Evaluation of project learning implementation activities in the observation process is carried out at each stage of the implementation so that no child is left behind in project implementation because this learning process is carried out individually.

7. Reflection in Learning

This learning reflection aims to see how far the students' understanding of the project learning. During the observation, there was a reflection of learning through several questions about the implementation process and the experience they got.

8. Presentation and Sharing

Presentation and sharing is done to share the results that have been done by presenting and showing the numbers they make. The numbers they write are certainly different. Due to differences in thinking, creative learning occurs. In addition to different numbers, the pictures and colors are also different. Then the result is a product that they can see and the experience of the process is a product that is not visible but will stick in their memory.

9. Overall Evaluation

The overall evaluation aims to see from the beginning to the end of the learning process. The overall evaluation is done through questions and the results of the projects they work on.

C. The Characteristics of Project Learning

Project learning is a learning model that can be implemented at any school level, but can be differentiated by the level of ability of students. Hosnan (2014) has explained the characteristics of project learning. From the discussion of Hosnan (2014), it explains several points that can refer to the process of implementing project learning in the classroom. As for some characteristics of project learning in class 1 as described from the research results, namely.

1. Interesting and fun learning

To adjust to the characteristics of grade 1 children who are still actively moving and playing and a low level of focus. With the project learning, children will be conducive and get new learning experiences. Interesting and fun learning can be planned well. Interesting learning happens when they get something new and enjoyable when learning is not monotonous. In the observation process of making illustrated number cards/tickets that indirectly attracts the attention of students with this new thing then learning feels fun when they are free to explore.

2. Focus more on the process

In the observation process, project learning does not emphasize the results they get because of the limited creations they have compared to higher classes lower grade 1. So what needs to be considered is the process.

3. The materials used are concrete

The materials used are very easy to obtain so that it allows for project learning in grade one which is implemented in the form of picture number cards/tickets.

4. The project is simple
5. The project in grade 1 is very simple. The goal is for students to be able to imitate or follow each work step of project learning.
6. Intensive guidance

Intense guidance is carried out to facilitate students in every step of the learning process. Compared to higher grades, lower grades need more guidance based on their low independence.

Project-based learning is a theory related to constructivism learning theory. The theory of constructivism used in the learning process is integrated when children begin to use their ideas in problem solving and resolution. In this project-based learning, children will directly explore their abilities indirectly in solving their problems.

Constructivism learning theory is strengthened by Jerome Bruner's theory which explains that knowledge comes from oneself and is built slowly. When incorporating a theory described by Jerome Bruner in a lesson, children will be trained to be independent and will gain experience from the learning process. The learning process in project learning is usually carried out directly and directly involved for students to carry out a project.

The success of Jerome Bruner's theory in Damanhuri (2024) exploring knowledge from oneself in the learning process occurs indirectly. Children get new experiences in a learning process in the form of a project. It can be seen from the results of evaluation and learning reflection that children already understand how to form and write numbers from 21-100.

Creative and productive learning in project learning occurs when they work on projects and the results of the project work are the products they get so that it can be said that PJBL Project Based Learning in creating creative and productive learning in grade 1 SDN 3 Menggala is successful and can be used as an example of other schools for project learning.

CONCLUSIONS

It can be concluded from the explanation of the implementation of project learning in creating creative and productive learning in class 1 of SDN 3 Menggala and the characteristics of project learning applied in class 1 of SDN 3 Menggala. The implementation of project learning is in accordance with the theory used and some previous research on project learning.

Determining learning objectives, selection of relevant projects, project planning, group or team organization, project implementation, monitoring and evaluation, reflection and learning. Presentation and sharing and overall valuation. Characteristics of project learning applied in class 1 SDN 3 Menggala are interesting and fun learning, more focus on the process, the materials used are concrete so that children are easy to follow and teach, the projects given are simple, then intensive guidance due to lack of independence.

RECOMMENDATION

School Principal: It is expected that school principals continue to support the implementation of project learning in the learning process by providing adequate resources and facilities so as to achieve effective learning.

Grade 1 Teacher: It is hoped that in learning, teachers will continue to use project learning to increase student creativity and learning productivity.

Future Researchers: From the results of this study, further researchers can make this research as a reference that focuses on relevant studies, especially on research that is about project-based learning / PJBL

Institutions: Institutions can consider developing project learning programs that can be integrated with the school curriculum.

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