

Application of the Project Based Learning Model in The Development of Student Creativity in Thematic Learning During the Covid 19 Pandemic

Penerapan Model *Project Based Learning* dalam Pengembangan Kreativitas Peserta Didik pada Pembelajaran Tematik di Masa Pandemi Covid 19

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Abstract

Learning is a process of interaction between students and educators. Learning during the COVID-19 pandemic is currently less than optimal because learning is done online. Therefore, MI Hidayatul Muhtadi'in also uses face-to-face learning. One of the educators at MI has used a face-to-face Project Based Learning model that aims to attract students' interest in learning while developing their creativity.

This study aims to: 1) Describe the Planning of a Project-Based Learning Model in Developing Student Creativity in Grade 3 Thematic Learning during the Covid 19 Pandemic at MI Hidayatul Muhtadi'in Rowotamtu. 2) Describe the implementation of the Project-Based Learning Model in Developing Student Creativity in Grade 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Muhtadi'in Rowotamtu. 3) Describe the evaluation of the Implementation of the Project-Based Learning Model in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Muhtadi'in Rowotamtu.

This study uses a qualitative approach and the type of phenomenological research. Determination of research subjects using purposive techniques. Data collection techniques used non-participant observation, unstructured interviews, and documentation. Meanwhile, data analysis used Miles and Huberman's interactive data analysis model, and data validity used source and technical triangulation.

The data collected after the data collection process is as follows: 1) Planning Project Based Learning Model in Thematic learning is, the teacher prepares the syllabus, lesson plans, and tools and materials. 2) Implementing learning using the Project-Based Learning model includes preliminary, core, and closing activities. 3) Evaluation of the implementation of the Project-Based Learning model, which includes attitude assessment, namely spiritual and social, knowledge assessment in the form of oral and written tests, and skills, namely product making.

Keywords: *Project Based Learning, Creativity, Thematic Learning*

Abstrak

Pembelajaran merupakan proses interaksi peserta didik dengan pendidik. Pembelajaran pada masa pandemi covid 19 saat ini kurang maksimal karena pembelajaran dilakukan secara online. Oleh karena itu, MI Hidayatul Muhtadi'in juga menggunakan pembelajaran secara tatap muka dan salah satu pendidik di MI tersebut telah menggunakan model *Project Based Learning* secara tatap muka yang bertujuan untuk menarik minat belajar siswa sekaligus dapat mengembangkan kreativitas mereka.

Penelitian ini bertujuan untuk: 1) Mendeskripsikan Perencanaan Model *Project Based Learning* dalam Pengembangan Kreativitas Peserta Didik pada Pembelajaran Tematik kelas 3 di Masa Pandemi Covid 19 di MI Hidayatul Muhtadi'in Rowotamtu. 2) Mendeskripsikan Pelaksanaan Model *Project Based Learning* dalam Pengembangan Kreativitas Peserta Didik pada Pembelajaran Tematik kelas 3 di Masa Pandemi Covid 19 di MI Hidayatul Muhtadi'in Rowotamtu. 3) Mendeskripsikan evaluasi Penerapan Model *Project Based Learning* dalam Pengembangan Kreativitas Peserta Didik pada Pembelajaran Tematik Kelas 3 di Masa Pandemi Covid 19 di MI Hidayatul Muhtadi'in Rowotamtu.

Penelitian ini menggunakan pendekatan kualitatif dan jenis penelitian fenomenologi. Penentuan subjek penelitian menggunakan teknik *purposive*. Teknik pengumpulan data menggunakan observasi non-partisipan, wawancara tidak terstruktur, dan dokumentasi. Sedangkan analisis data menggunakan model analisis data interaktif Miles dan Huberman dan keabsahan data menggunakan triangulasi sumber dan triangulasi teknik.

Data yang terkumpul setelah proses pengumpulan data, adalah sebagai berikut: 1) Perencanaan Model *Project Based Learning* pada pembelajaran Tematik adalah guru menyiapkan silabus, RPP dan alat dan bahan. 2) Pelaksanaan pembelajaran menggunakan model *Project Based Learning* ini meliputi kegiatan pendahuluan, inti, dan kegiatan penutup. 3) Evaluasi penerapan model *Project Based Learning* yang meliputi penilaian sikap yaitu spiritual dan sosial, penilaian pengetahuan berupa tes lisan dan tes tulis, dan keterampilan yaitu pembuatan produk.

Kata Kunci: *Project Based Learning, Kreativitas, Thematic Learning*

Introduction

Thematic learning is integrated learning that uses a theme to link several subjects so that it can provide meaningful experiences to students (Majid, 2017). The scope of this thematic learning includes several subjects, namely Indonesian Language, Civics, Mathematics, Science, Social Sciences, Physical Education (PJOK), and (Art, Culture and Crafts (SBDP) (Malawi & Kadarwati, 2017).

In this thematic learning, researchers took the subject of Cultural Arts and Crafts (SBDP), which was used in this study. Cultural Arts and Crafts is a learning activity that displays aesthetic, artistic, and creative works of art rooted in norms, values, and behavior. This SBDP lesson has a function and purpose: to develop attitudes and abilities to work and appreciate (Prastowo, 2019). Thus, this subject can encourage students to develop their creativity.

At this time, the learning process at Madrasah Ibtidaiyah and other formal institutions cannot be done face-to-face. This is stated in the Letter of the Ministry of Education and Culture Number 4 of 2020 concerning implementing Education Policies in the Emergency Period for the Spread of Covid 19. It is stated that the learning process

from home is carried out with the following provisions, namely, learning from home through online/distance learning is carried out to provide a learning experience that is enjoyable and meaningful for students without being burdened with demands to complete all curriculum achievements for grade promotion and graduation (Letter of the Minister of Education and Culture Number 4 of 2020). This is done to break the chain of the spread of COVID-19 in Indonesia, which is currently happening.

Based on the explanation above, educators must be able to choose a learning model that is by what is happening now. So that teachers can still teach the material to students. Besides that, teachers and students also constantly interact. Based on this, the recommended learning model in the 2013 curriculum that is suitable for developing students' creativity during the current COVID-19 pandemic is the "Project-Based Learning" learning model. The Project-Based Learning model is one of the recommended learning models in the implementation of the 2013 curriculum because this learning model is one of the efforts to change learning that has been centered on educators into learner-centered learning (Priansa, 2019). This learning model also provides teachers opportunities to manage classroom learning by involving project work (al-Tabany, 2017).

Madrasah Ibtidaiyah Hidayatul Mubtadi'in is a school located in Glagasan hamlet, Rowotamtu, Rambli Puji. This school is one of the schools affected by Covid 19. The school initially used an online system using the Whatsapp application for learning. However, this is not done optimally in learning using the online system. This is because some students do not have cellphones, signal and quota problems, etc. As a result, many materials are left behind, and students do not understand the material presented.

Therefore MI Hidayatul Mubtadi'in agreed to carry out offline learning which was also carried out at the teacher's house and also at school. This agreement also provides an opportunity for one of the educators, namely a grade 3 teacher who always applies the Project-Based Learning model that has been carried out for a long time so that it can still be done during the current pandemic. Using the Project-Based Learning model in thematic learning during the COVID-19 pandemic, grade 3 educators carried out offline methods to arouse students' interest in learning and developing their creativity because these 3rd-grade students are low-class students who need to develop their creativity through one of the learning models, namely the Project-Based Learning model that has been carried out by education in the 3rd grade.

Based on the explanation above, the objectives of this research are:

1. Describe the Project-Based Learning Model Planning in Developing Student Creativity in Grade 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in.
2. Describe the Implementation of the Project-Based Learning Model in Developing Student Creativity in Grade 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in.
3. Describe the Implementation of the Project-Based Learning Model in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in.

Research Methods

The research approach used in this study is a descriptive qualitative approach, which is a study that produces descriptive data in the form of written or oral data from a person and observable behavior (Moleong, 2005). While the type of research used is phenomenological research, this study examines human experience through descriptions of people who are research participants so that researchers can understand the participants' life experiences. Phenomenological research prefers to enjoy the state of symptoms as they are (Saebani & Sutisna, 2018). Determination of research subjects using purposive techniques. Data collection techniques used non-participant observation, unstructured interviews, and documentation. Meanwhile, data analysis used Miles and Huberman's interactive data analysis model, and data validity used source and technical triangulation.

Result and Discussion

A. Planning Project Based Learning Models in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic at MI Hidayatul Muhtadi'in Rowotamtu

Based on the findings in the field, the planning for implementing the Project-Based Learning model in developing students' creativity in thematic learning in grade 3 is that the teacher is obliged to prepare a learning plan, namely the syllabus and Learning Implementation Plan (RPP) which includes learning materials, learning objectives, media learning, tools and materials and so on.

The syllabus is a learning design containing a learning implementation plan systematically arranged and interrelated components to achieve mastery of essential competencies (Majid, 2017). At the same time, the Learning Implementation Plan (RPP) is a face-to-face learning activity plan for one or more meetings (Amri, 2013). A learning implementation will run smoothly and effectively if the lesson plans made by the teacher are arranged systematically and well organized so that the preparation of this Learning Implementation Plan is structured to achieve better learning objectives.

These findings are then analogized with the theory by Ruslan and Rusli Yusuf, namely:

The Learning Implementation Plan (RPP) can be developed through a syllabus about what activities must be carried out by teachers and students during the learning process in an effort to achieve Basic Competence (KD). Every teacher/educator is required to prepare a complete and systematic RPP. RPP is prepared based on KD or sub-themes, which are held in one or more meetings (Ruslan & Yusuf, 2017).

Based on the explanation above, the results of research with the theory proposed by Ruslan and Rusli Yusuf have similarities in planning the Project-Based Learning model in developing students' creativity; educators are required to prepare a complete and systematic syllabus and Learning Implementation Plan. Thus, the planning contained in theory and the study results are by the existing theory.

Based on the results of data analysis, it can be found that the steps for planning the Project-Based Learning model in developing students' creativity in grade 3 thematic

learning during the covid 19 pandemic at MI Hidayatul Mubtadi'in Rowotamtu are that at the planning stage carried out by the homeroom teacher/classroom teacher is to prepare a syllabus and Learning Implementation Plan (RPP) using the Project-Based Learning model and also to prepare any tools and materials used for learning using the Project-Based Learning model by the material being taught such as folding paper, glue, scissors, used cardboard, cotton, ice cream sticks, cardboard, and so on.

B. Implementation of Project Based Learning Models in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in Rowotamtu

Implementation of Learning is the implementation of the lesson plan. The implementation of the learning includes preliminary activities, core activities, and closing activities. The implementation of learning is also a process in such a way according to the steps so that the implementation of learning is by the expected goals.

Implementation of the Project-Based Learning model to develop students' creativity in grade 3 thematic learning during the covid 19 pandemic at MI Hidayatul Mubtadi'in Rowotamtu Rambipuji, namely:

Preliminary activity, this activity was opened with the teacher saying greetings, inviting students to pray before studying, checking student attendance and asking how they were doing, conveying what will be learned and the purpose of the learning being carried out, providing motivation, doing ice breaking and then starting the activity learning.

These findings are then analogized with the theory developed by Abdul Majid, namely:

The purpose of opening the lesson is first, to attract students' attention. Second, fostering student learning motivation can be done in such a way as to build an intimate atmosphere so that they feel close. Third, providing references or signs about the learning to be carried out, which can be done in such a way as to state the goals to be achieved and the tasks that must be carried out to achieve the goals (Majid, 2017).

Based on the explanation above, it shows that the theory developed by Abdul Majid has similarities with the research results, including, in theory, there is a goal of opening learning, namely to attract students' attention. This is also done by educators, namely by doing ice breaking. Furthermore, it fosters learning motivation, and what educators do is provide motivation. Next is to state the learning objectives, and what educators do is the same, namely conveying learning objectives, the last one starting learning. Thus, the research results are relevant to the theory.

Furthermore, the core activity, in this core activity, there are five steps for implementing the Project-Based Learning model in thematic learning. The implementation is:

1) The first is to start with the essential question.

At this stage, students are asked to read the text in the book, then are asked questions by the educator regarding what they have read, given assignments in the book,

and the educator tells students that they will make a collage from pictures of carrots and chicken dolls.

2) The second stage is to design a project plan.

The results of the study indicate that educators and students design project plans that will be made. The teacher asks students to read and understand the steps for making collages and chicken dolls. Next, the educator takes out a carrot image and explains how to make a collage on a carrot image. Furthermore, to manufacture chicken dolls, students are asked to read the steps and remove the tools and materials used.

3) Make a schedule.

The results showed that at this stage, the educators and students agreed to complete the project for one hour, from 8 to 9 o'clock. The teacher also checked the completeness of the tools and materials brought by the students.

4) Fourth, monitor students and monitor project progress.

The study results indicate that educators monitor the making of students' projects. Educators also help the project-making process if there are students who find it difficult or when students lack the tools and materials used. The educator helps them find solutions so that their project work can be completed quickly. In addition, educators also directly assess the project work process and its results. At this stage, the teacher also asks students to remain orderly in implementing learning.

5) Assess project results.

The results showed that educators assessed project results by creating work from beginning to end. In addition, educators ask students to come forward and show their work, present project results related to the steps used, whether appropriate or not, and so on. This is done to train students to have confidence when speaking in front of friends or public. In addition, educators also comment on the results of their projects, whether the results are neat or not and so on.

The findings are analogous to the theory developed by Hari, who explains that the steps of the Project-Based Learning model consist of: Starting with the essential question (starting with the essential question), Designing a Project Plan (designing a plan for the project), Creating a schedule (create a schedule), monitor students and monitor project progress (monitor the student and the progress of the project), assess results (assess the outcome), evaluate experience (evaluate the experience) (Wibowo, 2020).

In the closing activity, the educator reflects by asking questions to students and providing reinforcement so that they remember what they have learned. Educators also do not forget to motivate and remind them always to wash their hands, wear masks, and keep their distance if they are outside crowded places. Educators also ask about their experiences when studying, collect their work, and pray together.

Based on the results of the research on the implementation of the Project-Based Learning model in developing students' creativity, there are similarities with the theory proposed by Hari, such as 1) Starting with essential questions, 2) Designing Project Plans, 3) Making schedules, 4) Monitoring students and monitoring project progress, 5) Assess results, 6) Evaluate experience.

However, in the last step, evaluating experience, the educator takes this step during the closing activity, namely reflecting on the learning activities that have been carried out by asking about students' experiences when learning, whether it was fun or not. Thus, educators carry out learning implementation using the Project-Based Learning model correctly and under the steps of the model. So, educators have carried out the stages of implementing the Project-Based Learning model relevant to the theory.

So, it can be seen that the implementation of the Project-Based Learning model in developing students' creativity in grade 3 thematic learning during the covid 19 pandemic at MI Hidayatul Mubtadi'in has several activities, namely: Preliminary activities, with the teacher saying greetings, inviting students to pray. , check attendance, ask for news, deliver material and learning objectives, provide motivation, do ice-breaking and then start learning. The core activity has five stages based on the steps of the Project-Based Learning model. Closing activity, educators reflect, provide reinforcement, educators also do not forget to motivate and remind them always to wash their hands, wear masks, and keep their distance. Educators also ask about their experiences when studying, collect their work, and pray together.

C. Evaluation of the Implementation of the Project Based Learning Model in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic at MI Hidayatul Mubtadi'in Rowotamtu

Evaluation is the final stage after implementation in the learning process. This evaluation aims to determine the extent to which students' understanding and learning outcomes of the material that has been studied. This evaluation is also critical in the learning process because educators can later see the results of the learning achievements.

Project-based learning provides learning outcomes in the form of knowledge (knowledge), attitudes (attitude or affective), and skills (or psychomotor). Therefore, teachers must use evaluations that can measure these three domains. The form of evaluation can be in the form of a test or a non-test.

Based on the study's results, the evaluation of the Project-Based Learning model to develop students' creativity in grade 3 thematic learning at MI Hidayatul Mubtadi'in, namely the classroom teacher, uses an evaluation that includes three domains, namely the assessment of attitudes, knowledge, and skills.

In attitude assessment, educators conduct attitude assessments, including spiritual and social attitudes. Spiritual attitude by looking at students when praying, then social attitude by looking at students when carrying out learning. Educators observe and judge from the attitude of responsibility towards their work, discipline when working, time discipline, cooperation between friends, and so on.

These findings are analogous to the theory of Ni Wayan and Komang in their book, stating that:

“Attitude evaluation. In this case, the attitude referred to is a spiritual and social attitude. The spiritual attitude in question is faith and piety to God Almighty and the ability of students to practice their religious teachings in everyday life. Social

attitudes are related to the ability of students to practice the eighteen values of the nation's character which consist of religious, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, friendly/communicative, love peace, likes to read, cares about the environment, cares about social and responsibility (Wayan S.D & Wisnu B.W, 2020).”

Furthermore, educators use written and oral tests to assess knowledge. The written test is in the form of working on the questions in the thematic book and for the oral test, namely by asking questions between educators and students and making presentations in front of the class. This is in accordance with Ni Wayan and Komang's theory that “This knowledge evaluation can be done using test and non-test techniques. Test techniques that can be developed include multiple-choice tests, short entries, matchmaking, and descriptions. Non-test techniques include portfolios, structured and unstructured assignments, projects, and products (Wayan S.D & Wisnu B.W, 2020).

Next is a skills assessment. In this skill assessment, educators look at the process of making work/products from the initial process, implementation, to the final process. This is analogous to the theory developed by Ni Wayan and Komang, stating that the evaluation of these skills can be done by carrying out performance practices, product manufacturing projects, portfolios, and writing (Wayan S.D & Wisnu B.W, 2020).

The results of the research conducted by researchers related to evaluating the application of the Project-Based learning model in developing students' creativity in grade 3 thematic learning are relevant to the theory developed by Ni Wayan and Komang; namely, the evaluation carried out by educators covering three domains, namely attitudes, including spiritual attitudes, namely by Seeing students when praying, then social attitudes, namely observing and judging from the attitude of responsibility towards their work, discipline when working, time discipline, cooperation between friends and so on.

Furthermore, according to theory, knowledge is by using test and non-test techniques, then on the results of research, educators use oral and written tests to evaluate this knowledge. Next is skilled, according to theory, which can be done by doing performance practices, product-making projects, portfolios, and writing. Then on the research results, educators use product-related assessments that are assessed from the beginning to the end of product manufacture. Thus, from the results of research conducted that educators have evaluated learning relevant to the theory.

Conclusion

Based on the results of research and data analysis on "The Application of Project-Based Learning Models in Developing Student Creativity in Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in Rowotamtu Rambli Puji Academic Year 2020/2021." Then the researcher can draw conclusions and answers from the research focus as follows:

1. Planning of Project-Based Learning Models in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul

Mubtadi'in Rowotamtu Rambli Puji for the 2020/2021 Academic Year, where educators prepare the syllabus and Learning Implementation Plans (RPP) using the Project model Based Learning prepares tools and materials used in the manufacture of products.

2. The implementation of the Project-Based Learning Model in Developing Student Creativity in Class 3 Thematic Learning during the Covid 19 Pandemic Period at MI Hidayatul Mubtadi'in Rowotamtu Rambli Puji for the 2020/2021 Academic Year is the implementation of learning that uses the Project-Based Learning model which includes preliminary activities, activities core which includes the implementation of learning using the steps of the Project-Based Learning model and closing activities.
3. Evaluation of the implementation of the Project-Based Learning model in this thematic learning using attitude assessments, including spiritual and social attitudes, knowledge assessment in the form of oral and written tests, and skills assessment, namely product making, which is carried out during learning.

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