

## Improving Students' Creativity In Fine Arts Works Using The Project Based Learning Model In Grade Ii Of SD Negeri 6 Sokong

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### Abstract

*This study aims to determine the level of student creativity in collage visual art through the use of the Project Based Learning model in Class II of SD Negeri 6 Sokong for the 2024/2025 academic year. The background of this research is the low level of student creativity in art learning, as indicated by a lack of confidence in expressing ideas, limited variety in artworks, and minimal active participation in the creative process. The research employed a qualitative approach using the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model, which consists of planning, action, observation, and reflection stages. The research subjects were 15 second-grade students of SD Negeri 6 Sokong. Data were collected through observation, documentation, and interviews. The instruments used included student activity observation sheets and student creativity assessment sheets. The results of the study showed that the application of the Project Based Learning model was effective in enhancing students' creativity in visual art. This was evidenced by an increase in student participation in planning and completing projects, greater confidence in expressing ideas, as well as improved quality and diversity in the students' artworks. The learning process became more meaningful as students were actively engaged, worked collaboratively, and completed real-world projects that aligned with their interests and abilities. Thus, the Project Based Learning model can be considered an effective alternative in art education to develop students' creative potential from an early age, especially in the field of collage visual art.*

**Keywords:** Creativity, Project Based Learning, collage visual art

### INTRODUCTION

The level of creativity that each person possesses is fundamentally different, but this does not prevent anyone from developing their creativity. Talent and ability are the basic assets, but environment and knowledge also greatly influence it. someone in creativity. Creativity is effort build various creation Which allows for empowerment And strengthening for the development of talents that have been discovered. In life, creativity is very important, with creativity we will be encouraged to try various ways of doing things. Something (Zaenal, 2018:642). Creativity is very important to develop from an early age because creativity has a very big influence development aspects of child development. According to Mulyati (in Kusumastutu, 2012:4) if a child's creativity is not developed from an early age, their intelligence and fluency of thinking will be affected. No develop, because To create a product and have high creative talent, a high level of intelligence is also required (Sakti & Sit, 2024). Creativity must be continuously developed, because every human effort to develop oneself and solve the problems faced in the pursuit of progress requires creativity.

individuals or communities cannot find answer for solve the problem, for will experiencing hardship, such as under development, poverty, and ignorance (Qorib et al., 2022). According to Anggraini, in her study on Improving Student Activeness using the Project-Based Learning model, the Project-Based Learning (PBL) model can increase student activeness in learning. With this model, students are more actively involved in the learning process, which helps them understand the material better. In-depth learning. Student engagement also impacts learning outcomes, preventing monotony or boredom. Students not only listen to the teacher's explanations but also engage directly in various activities related to the material, making learning more engaging and enjoyable. With this approach, students can understand the material in a more practical and applicable way, and more easily remember what they have learned (Anggraini & Wulandari, 2020).

According to Fitriyani et al., the implementation of the project-based learning model has a positive influence on increasing student creativity. The project-based learning model has been proven to improve students'

ability to produce innovative and diverse works of art, as well as encouraging them to experiment with various techniques and media. Data analysis shows that students who participated in the project-based learning model in the experimental class experienced a significant increase in creativity compared to students in the control class (Fitriyani et al., 2024).

In general, fine art is a form of artistic expression that uses objects and colors as its primary medium. Fine art is a branch of art that creates works of art whose beauty can be seen with the naked eye and whose form can be touched or felt with the sense of touch. When talking about fine art, it is closely related to the elements within it. The elements of fine art include points, lines, planes, shapes, colors, textures, space, and light and dark. Based on these definitions, painting, architecture, decoration, sketches, relief carvings, illustrations, and sculptures are all included in fine art (Mutawally, 2013). In learning fine art, creativity is essential so that students are able to create original and expressive. However, many students still struggle to express their creative ideas. This can be caused by various factors, such as teacher-centered learning methods, a lack of stimulation to develop imagination, and limitations in exploring art media. Therefore, innovative efforts are needed to enhance student creativity through more participatory and hands-on learning methods.

The project-based learning (PjBL) model is a learning model that involves a project in the learning process. Project-based learning is a learning model that uses projects or activities as a medium (Daryanto, 2014:42). In the Project-Based Learning approach, the instructor acts as a facilitator for students to obtain answers to guiding questions. In a "conventional" classroom, the instructor is considered the person who best masters the material and therefore all information is provided directly to students. In Project-Based Learning classes, students are accustomed to working collaboratively, assessments are conducted authentically, and learning resources can be greatly expanded (Damayanti, 2023).

This Project Based Learning model does not only focus on the final result, but rather emphasizes

the process of how students can solve problems and ultimately produce a product (Darma, 2020). producing original and meaningful works of art. Fine arts learning in grade II is basically very minimal because students are still unable to process the learning given by the class teacher because there are still several obstacles or problems that trigger low levels of student creativity.

Therefore, to enhance student creativity, a project-based learning model is needed so that students gain valuable experience by actively participating in their projects. This is certainly more challenging than simply sitting quietly listening to a teacher's explanation or reading a book and then taking quizzes or tests.

## **METHOD**

This research is a type of Classroom Action Research (CAR). Data collection techniques include direct observation of students' learning processes in the classroom during fine arts lessons. Interviews are conducted with the class teacher. To determine how students' development relates to creativity in learning about fine arts and to understand the learning that has been given to students so that researchers can develop learning using the project-based learning model in learning about fine arts. Furthermore, documentation is carried out to provide evidence to strengthen the results of the research. A second-grade class at SDN 6 Sokong found that many students were less able to express their creative ideas in the form of fine art works. This was evident in the work that tended to be monotonous, less innovative, and minimal exploration of the techniques and media used. Fine art learning in second-grade class at SDN 6 Sokong still tended to be teacher-centered, where students simply followed the teacher's instructions without much opportunity to explore their creative ideas. This resulted in a lack of student interest and active participation in

## **RESULTS AND DISCUSSION**

Before Based on the actions taken, Fine Arts learning tends to be conventional, dominated by lecture and practical methods without adequate guidance in the process of creating artwork. Observations and

interviews with teachers indicate that student creativity is still relatively low. This is evident in the lack of diversity and quality in students' artwork. Furthermore, students are less active in learning, with learning outcomes below the Minimum Completion Criteria (KKM). Many students are passive and lack confidence when creating work.

This situation shows that the learning approach used previously did not fully support the development of student creativity.

### Description of Cycle I

Before the learning process begins, the researcher prepares several learning tools. among them The Learning Implementation Plan (RPP) or Teaching Module, learning media, and student worksheets were developed. The researcher also checked the students' readiness to participate in the learning process. The researcher motivated the students to ensure they understood the lesson well. The first cycle of learning was conducted in two meetings, each of which was adjusted to the schedule provided by the class teacher.

Observations focused on student activities during the learning process using the project-based learning model. Cycle I observations were conducted for 45 minutes. During this observation stage, the teacher also acted as an observer, observing the progress of the research conducted by the researcher to determine whether it was in accordance with the Teaching Module.

Based on the results of observations in the first cycle, it was found that students did not understand how to stick properly, students still had difficulty understanding the concept of making collages properly, students also still needed guidance in sticking collages and there were several students who lacked confidence so that students saw how their friends worked in making the collage.

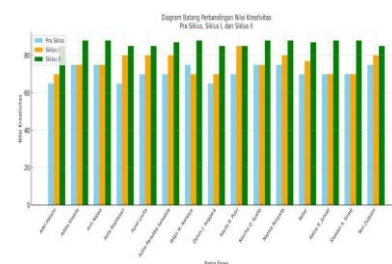
The results of the first cycle observation showed that students' activities in the learning process were quite active and quite thorough, however, there were several students who were not yet active and thorough in the process of working on the collage so that improvements were needed in the next cycle by re-mapping the

steps that needed to be taken to improve the learning process.

### Description of Cycle II

In this second cycle of research, the researcher prepared several learning tools, including the Lesson Implementation Plan (RPP) or Teaching Module, learning media and observation sheets of student activities observed by the homeroom teacher regarding the implementation of the RPP or Teaching Module. Actions in this second cycle were carried out related to the results of cycle I, the implementation of actions in cycle II was an improvement on cycle I, the results of cycle I showed that students still had difficulty understanding the concept of collage, how to stick collages and students' self-confidence was still lacking.

The learning process in the second cycle has improved, both in terms of the implementation of the project-based learning model and student creativity. While some of the shortcomings of the first cycle have been addressed, the results of the research in the second cycle demonstrate an increase in student creativity after using the project-based learning model. This can be seen more clearly in the following diagram:



**Figure 1. Comparison between Pre-Cycle, Cycle I, and Cycle II**

Based on the diagram above, the application of the Project Based Learning (PjBL) learning model in college fine arts learning shows significant results in increasing the creativity of second-grade students at SD Negeri 6 Sokong. This can be seen from the results of the comparison between cycle I and cycle II, both in terms of the value of creativity results and the number of students who achieved completion.

The success of learning with the Project

based learning model in increasing student creativity is in line with the theory put forward by the constructivism Theory according to Vygotsky emphasizes that knowledge is built through social and cultural interactions, not just through individual experiences.

Project-based learning also provides opportunities for students to develop critical thinking, problem-solving, and creativity skills through active involvement in meaningful projects.

## CONCLUSION

Based on the results of classroom action research that has been carried out in two cycles, it can be concluded that the application of the Project Based Learning (PjBL) learning model has proven effective in increasing the creativity of second-grade students of SD Negeri 6 Sokong in learning fine arts on collage material. This can be seen from the increase in college work results in cycle I, out of 15 students, only 10 students (66.7%) achieved completeness, while in cycle II all students (100%) succeeded in achieving completeness. In addition, the application of the PjBL model is also able to increase activeness, motivation, self-confidence, and demonstrate accuracy in working on students. Thus, the Project Based Learning model is worthy of being used as an alternative learning strategy in increasing student creativity from an early age.

## SUGGESTION

The author suggests that teachers implement the Project Based Learning model as an alternative to enhance student creativity, particularly in fine arts, and be more active in guiding and motivating them. Students are expected to be more active, confident, and courageous in expressing their creative ideas and involved in every stage of the project. Schools are expected to support this innovative learning by providing adequate facilities and learning resources. For further research, it is recommended that the Project Based Learning model be applied at different levels and subjects to determine its effectiveness more broadly and in depth.

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