

### The Effect Of The Project Based Learning Model On Creativity And Indonesian Language Learning Outcomes Of Grade V Elementary School Students In Poigar District



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#### Abstract

*This study aims to analyze the effect of the project-based learning model on creativity and Indonesian language learning outcomes, especially in fiction and non-fiction stories of fifth-grade elementary school students in Poigar District. This study is based on the low creativity and learning outcomes of students caused by learning that is still centered on elementary school teachers and the lack of use of innovative learning models. This study uses a quantitative approach with a quasi-experimental method (equation experiment) and a non-equivalent group design. The study population was 40 fifth-grade students consisting of two schools, namely SDN 1 Poigar and SDN 1 Nanasi. The research sample was taken using a purposive sampling technique with 20 students as the experimental class and 20 students as the control class. Data collection techniques used tests, questionnaires, and observations. The research instrument has been tested for validity and reliability with the results of all items declared valid and reliable. Data analysis was carried out through normality tests, homogeneity tests, and hypothesis testing using independent sample t-tests. The results showed that there was a significant influence of the use of the project-based learning model on student creativity and learning outcomes. This is evidenced by a significance value (2-tailed) of  $0.001 < 0.05$ . In addition, the implementation of the PjBL model can increase students' active involvement, creative thinking skills, and learning outcomes in writing fiction and non-fiction stories. Based on the research results, it can be concluded that the project-based learning model is effective in improving creativity and Indonesian language learning outcomes of fifth-grade elementary school students. Therefore, this model is recommended to be implemented as an alternative innovative learning to improve the quality of learning.*

## **INTRODUCTION**

Education is a fundamental need for national development, improving the quality of human resources that can position Indonesia at the forefront of economic, political, and socio-cultural development. Education is a conscious and structured effort aimed at improving the standard of living and the potential of a generation of people who are internationally competitive and play a vital role in achieving national progress and prosperity. A nation's education must reflect the character and potential of a generation who are always devout and faithful to God Almighty, who are personable, knowledgeable, capable, responsible, creative, independent, and democratic. Education is one type of effort to realize the learning process so that students can achieve their potential.

In essence, teaching and learning activities are a process of interaction or reciprocal relationship between teachers and students within a learning unit. As one component in the learning process, teachers play a crucial role. Teachers are not merely transmitters of material; they are also central to learning. As both organizers and actors in the teaching and learning process, teachers direct how it is implemented.

In general, education can be defined as a conscious and planned process aimed at developing students' potential to develop spiritual and religious strength, self-control, personality, intelligence, and the skills necessary for life. This aligns with the national education goals, which emphasize holistic human development, encompassing cognitive, affective, and psychomotor aspects.

Indonesian language learning in elementary schools plays a crucial role in developing students' language skills, critical thinking skills, and creativity. However, in practice, classroom learning still tends to use conventional, teacher-centered methods. The teacher explains the material, provides examples, and then students complete assignments. This learning pattern leaves students passive, unmotivated, and limited in developing creative ideas and higher-order thinking skills.

Learning Indonesian plays a crucial role in the development of various disciplines and in

advancing human thought. Language is one of the subjects studied in elementary school. In general, Indonesian in elementary school is considered a very boring subject. Consequently, the current trend in Indonesian language learning is a lack of student attention and participation in the learning process, students are less active, the learning process is still teacher-centered and dominated by lecture methods, and this results in students being less active in the learning process. This will impact student learning outcomes.

Learning to write in elementary school is a crucial language skill to develop from an early age. Writing serves not only as a means of expressing ideas, thoughts, and feelings, but also as an indirect communication tool that plays a crucial role in students' academic and social lives. Therefore, writing skills need to be taught systematically and continuously.

Writing instruction in elementary school typically begins with basic skills, such as writing letters, words, and simple sentences, then progresses to more complex skills such as writing paragraphs, stories, and various types of text, including fiction and nonfiction. This process is carried out in stages according to the students' cognitive development and language skills.

Story writing is the activity of arranging a series of events or experiences, whether real (nonfiction) or imaginative (fiction), into a written form with a clear plot. Through this activity, students learn to organize ideas, choose appropriate words, and use good and correct language structure.

Fiction is a written work containing a story that is the result of the author's imagination or invention, not entirely based on reality. Fiction is created with the aim of entertaining, conveying a moral message, and developing the reader's imagination. Despite being imaginary, fictional stories are logically structured and have a clear structure, making them easy to understand. Fiction is an important subject because it can help students develop creativity, language skills, and imaginative thinking. Through reading and writing fictional stories, students are trained to express their ideas and feelings in engaging written form.

Nonfiction is a written work based on facts or real events. It aims to provide information, experiences, or knowledge to readers in an

objective and verifiable manner. Unlike fiction, which is imaginative, nonfiction emphasizes data accuracy and reality. Nonfiction plays a crucial role in training students to express experiences and information clearly and systematically. Through writing nonfiction, students learn to convey events they have experienced or observed using coherent and logical language.

Based on initial observations conducted by researchers in fifth-grade elementary schools, it was found that students still experience difficulties in writing fiction and nonfiction stories. Furthermore, students tend to be less active and less creative in expressing their ideas in written form. This impacts student creativity and learning outcomes in Indonesian, and teachers have not yet used innovative learning models that can stimulate students' ideas and imagination.

In the problems that occurred in grade V of elementary schools in Poigar District, namely SDN 1 Poigar and SDN 1 Nanasi, researchers applied alternative problem solving as an effort to improve the quality of learning that can encourage active student involvement and increase creativity in the process of learning Indonesian.

The Project Based Learning model in learning can encourage creativity, independence, responsibility, self-confidence, as well as creative and analytical thinking in students. According to Rorimpandey (2023), by using the PJBL learning model, students can learn the concept of problem-solving and can develop critical thinking skills. One of the reasons for using the Project Based Learning (PjBL) model in the learning process is to increase student creativity and bring out student thinking skills that can be applied in solving project problems with various interpretations and different data. By using this model, it is hoped that students can play an active role in generating ideas/creative skills and working together in making the given project. In addition, Project Based Learning (PjBL) is a pedagogical approach that combines problem-solving processes, creativity, and collaboration in the context of project completion. Students actively construct knowledge through direct experience, not just passively receiving information.

According to Rorimpandey (in Waskito, 2023), learning with the Project Based Learning model emphasizes student activities to produce

products as a form of applying the skills of researching, analyzing, creating and presenting products from concepts that have been learned with real experiences. The Project Based Learning model is very suitable for writing fictional and non-fiction story materials. Ultimately, students in grade V of elementary school will produce a project, namely writing fictional and non-fiction stories.

Based on the review above, it shows that this problem is worthy of being researched and made the title "The Influence of Project Based Learning on Creativity and Indonesian Language Learning Outcomes of Grade V Elementary Schools in Poigar District".

## **RESEARCH METHODS**

This research is a quantitative research. According to Sugiyono (2020), quantitative research is a research method that aims to test hypotheses by obtaining data through measurement or observation of predetermined variables. In this study, it is hoped that accurate data will be obtained regarding the effect of the Project Based Learning model on the creativity and learning outcomes of fifth-grade students at Poigar District Elementary School. By using an experimental design Non-equivalent Control Group Design, namely the experimental class was given treatment using a problem-based learning model, while the control class used a conventional learning model.

The research population was all 40 fifth-grade elementary school students in the 2026 academic year. This population consisted of two classes, namely 20 fifth-grade students from SDN 1 Poigar and 20 fifth-grade students from SDN 1 Nanasi.

A sample is a subset of the entire population used as a data source in this study. Of the total population of 40 fifth-grade elementary school students in Poigar sub-district, the entire population served as the sample. Specifically, the sample consisted of 20 fifth-grade students from SDN 1 Poigar and 20 fifth-grade students from SDN 1 Nanasi. Thus, the total sample size for this study was 40 students.

The sample for this study was taken using purposive sampling, a technique for determining samples based on specific considerations. These considerations include selecting schools and classes with a balanced number of students, teachers of the same subject, and relatively equivalent learning conditions. This was done to ensure the selected sample aligns with the research objectives and can provide representative data. According to Sugyono (2020), purposive sampling is a sampling technique based on specific considerations according to the research needs. The sample for this study consisted of an experimental class implementing project-based learning and a control class implementing conventional learning.

Data collection is an important step in research, so it requires appropriate data collection techniques to produce appropriate data. In collecting research data, several methods are used to obtain accurate data and pay attention to the relevance of the data obtained. The data are collected through three techniques: (1) tests to measure learning outcomes in the form of pre-tests and post-tests; (2) questionnaires with a Likert scale to measure student creativity containing 10 questions; and (3) observations to observe the learning process. The validity of the instrument was tested using the Pearson Product Moment method with a significant value of 0.05 and an  $r$  table value of 0.444. The reliability of the instrument was tested using the Cronbach's Alpha formula.

Data analysis techniques include: (1) normality test aims to determine whether the pretest and posttest data are normally distributed using Shapiro-Wilk; (2) homogeneity test aims to determine whether the variance between the experimental and control groups is the same using Levene Test; and (3) hypothesis test is used to determine the effect of the Project Based Learning model using Independent Samples t-Test which compares the creativity posttest scores and learning outcome scores between the experimental and control groups with sig.  $<0.05$  criteria meaning there is a significant effect of the PjBL model. All analyses were carried out using Microsoft Excel.

## **RESULTS AND DISCUSSION**

### **1. Instrument Test Results**

Before the instrument was used in the main study, a trial was conducted at SDN 2 Nanasi with 20 respondents. The validity decision criterion was that if the calculated  $r >$  table  $r$ , then the instrument was declared valid.

Based on the validity test results, all items have a calculated  $r$  value greater than the  $r$  table (0.444), so all items are declared valid. The reliability test results show Cronbach's Alpha values: Creativity (Y1) = 0.863; Pretest Learning Outcomes (Y2) = 0.822; and Posttest Learning Outcomes (Y2) = 0.870. Referring to the interpretation of the  $r$  coefficient, all values are in the range of 0.70-0.90 so that the instrument is declared reliable and suitable for use as a data collection tool.

### **2. Statistical Prerequisite Test**

The normality test using Shapiro-Wilk showed a significant value of 0.08 for the control class and 0.16 for the posttest ( $>0.05$ ), and 0.08 for the experimental class and 0.74 for the posttest ( $>0.05$ ). Thus, the data in both classes were normally distributed. The homogeneity test using Levene's Test obtained a significant value of 0.577 ( $>0.05$ ), so the variance between the experimental class and the control class was homogeneous. The fulfillment of these two assumptions allows the use of the Independent Samples t-Test in hypothesis testing.

### **3. Hypothesis Testing**

Based on the results of the Independent Samples t-Test, a significance value (2-tailed) of  $0.001 < 0.05$  was obtained. Thus, the research hypothesis stating that there is an influence of the Project Based Learning model on creativity and Indonesian language learning outcomes of fifth grade elementary school students in Poigar District can be accepted.

The results of the study indicate that the Project-Based Learning model has a significant impact on the creativity and Indonesian language learning outcomes of fifth-grade students. This finding aligns with research by Solehah and Carolina (2022) who found a positive influence of Project-Based Learning (PjBL) on the creativity and learning outcomes of high school students. Similarly, research by Lesman et al. (2023) confirmed that the implementation of Project-

Based Learning (PjBL) can improve students' creativity and critical thinking skills.

The increase in creativity in the experimental class occurred because PjBL provided opportunities for students to actively participate in the learning process through exploration, planning, and product creation in the form of fiction and nonfiction writing. This model encourages the development of four aspects of creativity—fluency, flexibility, originality, and elaboration—because students are given the freedom to express opinions, discuss, and solve problems independently and in groups (Munandar, 2021). Social interaction in group work also enriches ideas and improves the quality of students' work.

The improvement in learning outcomes in the experimental class was due to the learning-by-doing principle applied in PjBL. Students not only memorize material but also understand, apply, and create real-world work. The learning process, which involves higher-order thinking activities such as analyzing, evaluating, and creating, aligns with modern learning approaches that emphasize the development of Higher Order Thinking Skills (HOTS) (Darling-Hammond et al., 2020). In contrast, the control class, with conventional teacher-centered learning, produced lower creativity and learning outcomes because students received fewer opportunities to develop. According to Rindengan, M.E (2022), the use of appropriate learning models can significantly improve student learning outcomes in Indonesian language learning. According to Liando, MR, et al. (2023), the project-based learning (PjBL) model can improve student learning outcomes in Indonesian language learning through project-based activities. According to Rorimpandey, WHF, et al. (2022), student learning outcomes are influenced by various factors, including the use of appropriate learning models.

The results of this study also confirm a close relationship between creativity and learning outcomes. Students with high levels of creativity tend to have better learning outcomes because their flexible and independent thinking skills help them understand material more effectively. These findings strengthen the argument that the use of innovative learning models such as PjBL is an

urgent need to improve the quality of Indonesian language learning in elementary schools.

## **CONCLUSION**

Based on the results and discussions described previously, the following conclusions were obtained:

1. The analysis results show that there is a significant influence of the Project Based Learning model on creativity and Indonesian language learning outcomes of fifth-grade elementary school students in Poigar sub-district. This is proven by the results of the hypothesis test which shows a significance value of less than 0.05, so the research hypothesis is accepted.
2. The Project-Based Learning model has been proven to enhance student creativity. This is achieved through active student involvement in the learning process, particularly in designing, developing, and producing works in the form of fiction and nonfiction stories. This model provides students with the opportunity to develop ideas, think creatively, and collaborate with peers.
3. The Project-Based Learning model also has a positive impact on student learning outcomes. Students who use this model demonstrate better learning outcomes than those who use conventional learning. This is because students learn through direct experience (learning by doing), resulting in a deeper understanding of the material.
4. There is a close relationship between creativity and student learning outcomes. Students with high levels of creativity tend to have better learning outcomes. Therefore, increasing creativity through the influence of the Project-Based Learning model also contributes to improved student learning outcomes.

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