Implementation of Project-Based Learning Model in Improving Creative Thinking Abilities of Elementary School Students

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Abstract
Abstract Creative thinking ability is the ability of students to generate or develop new ideas without being limited by previously existing ideas flexibly. The purpose of this study is to analyze the application of the Project Based Learning learning model in improving students' creative thinking skills. The method used in qualitative research with a literature study or System Literature Review (SLR). The aim is to analyze the comparison of existing theories with previous theories in the research literature. The literature used is literature from research results or studies presented in scientific articles. All articles used are sourced from electronic data literacy search engines Mendeley and Google Scholar. Based on the results and discussion through a systematic literature review in this article, it is concluded that the application of the Project Based Learning learning model can improve students' thinking skills.

Keyword: Learning, Project Based Learning, Creative Thinking

1. INTRODUCTION

Education is a realm that will never run out of discussion, as long as humans exist, there will be education in every life, because through education it can improve the quality of low human resources and is expected to produce high-quality human resources and cause changes in abilities, behavior and creativity. In accordance with the objectives of education in Indonesia as stated in Law. No. 20 of 2003 concerning the National Education System, Article 3 which explains that: "National Education is developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens". High quality education can be obtained through the process of learning and teaching, where learning is an active process that requires encouragement and guidance with the interaction between stimulus and response in order to achieve the expected educational goals with the learning process through the formal sector, namely schools. Schools are one of the formal educations that can be taken to improve the life of the nation. Through school, individual abilities can be developed, from not being able to being able and from not knowing to knowing. The potential of students that is developed through school is the cognitive (knowledge), affective (attitude) and psychomotor (skills) aspects. Therefore, schools as formal educational institutions must always be active in improving the quality of highly competitive human resources in order to produce high-quality, competitive, innovative, creative, collaborative and character graduates.

However, improving the quality of education in schools encounters various obstacles from the achievement of student learning outcomes. Teachers as managers of learning activities must be able to apply varied and non-monotonous learning models to students so as to encourage students to be active in the learning process. Not only active, but students who are able to think creatively are also required in the learning process so that learning objectives can be achieved, as stated in the Regulation of the Minister of Education and Culture page 4 states that: "The 2013 Curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and are able to contribute to the life of society, nation, state and world civilization" (Permendikbud, No. 69 of 2013)". The learning process runs well if it can properly consider various related elements, including: objectives, materials, and methods in learning. In order to achieve success in the learning process, other support is also needed, namely teachers can combine elements related to learning and student behavior. As is the case at this time, students are required to be able to think creatively. According to the Ministry of

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National Education (2010: 10) explains that creative thinking is thinking to do something by producing a way or result from something that has been owned. The class indicator of creative thinking is creating a learning situation that fosters creative thinking and acting power and the provision of challenging tasks that give rise to new works that are authentic or modified. The ability to think creatively has several indicators according to experts, one of which is according to Munandar (2012: 192)namely, students must be able to think fluently, flexibly and originally

1. fluent thinking: where a person is able to generate many ideas, answers and solutions to problems,
2. flexible thinking: where a person is able to produce varied (different) ideas, answers or questions,
3. original thinking: where a person is able to produce new and unique expressions or is able to find unusual combinations of ordinary elements.

This has an impact on the creative thinking skills of students who are not developed, not fluent, not flexible and not original, making it difficult for students to explore their ideas or concepts, as well as problem solving that students cannot solve or do not get solutions. One effort to develop students' creative thinking skills is to create more meaningful and enjoyable learning, as well as learning that involves students optimally so that it can develop students' creative thinking skills. The reality in schools today, there are still many teachers who use conventional learning, so that teachers dominate learning. Of course, the learning that is generally carried out by teachers in schools is not quite right, because learning that is carried out is more dominated by teachers will limit students in the development of their thinking, including students' creative thinking skills. One of the student skills that need to be honed is creative thinking skills. Creative thinking skills are often referred to as student creativity. The aspect of creativity has an important role that students must have in applying the 2013 curriculum so that they can meet the Graduate Competency Standards (SKL), namely having creative, productive, critical, independent, collaborative, and communicative thinking and acting skills through a scientific approach as a development of what is learned in educational units and other sources independently (Lydiati, 2019).

From several opinions of these experts, it can be concluded that creative thinking or creativity is a person's ability to produce new and useful ideas which are a combination of previously existing elements to be able to solve the problems they face. To realize the learning objectives, several learning models are needed. One of the learning models that can realize these objectives is the Project Based Learning learning model. PjBL is a learning model that prioritizes a project to produce a product. Learning activities carried out in the classroom such as sharing project experiences that have been carried out so that the final result of this project is a product that comes from the activities of educators (Ardianti et al., 2017). The advantages of PjBL are that it provides motivation and knowledge to students to create original solutions to the problems they face. The application of this pattern is expected that educators will be able to become facilitators and be able to work together with students to form useful questions and meaningful tasks, so that they can develop knowledge and social skills and assess students from their learning experiences (Efstratia, 2014). Learning using PjBL can provide students to find concepts. Brigili (2021) explains that learning with the PjBL model requires students to be active in the learning process in order to solve problems.

2. RESEARCH METHODOLOGY

The method used in qualitative research with a literature study or System Literature Review (SLR). The goal is to analyze the comparison of existing theories with previous theories in the research literature. The literature used is literature from research results or studies presented in scientific articles. All articles used are sourced from electronic data literacy search engines Mendeley and Google Scholar. The literature used is in accordance with the qualitative approach with the type of literature research. The reason for conducting qualitative research is because this research is exploratory. So that it is then discussed in more depth with the help of related literature or literature review. This is the basis for formulating hypotheses that are used as a comparison with the results or findings of previous research results.

3. RESULT AND DISCUSSION

Creative Thinking Skills

Creative thinking is a high-level thinking process that produces various communicative answers. In addition, creative thinking is also seen as a process used when someone comes up with or brings up a new idea that results from their thoughts (Jaya, 2021). According to Gilford and Torrance, the characteristics of creativity consist of four characteristics, namely Fluency, originality, flexibility, and elaboration. These four

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indicators are important according to (Himmah et al., 2021). Creative thinking skills need to be trained in order to create broad innovations (Hagi et al., 2021). Creative thinking skills are not only important in education and useful in the context of mathematics learning outcomes that will be useful in the school environment, but will also be a provision for life so that they can be accepted in the community. Creativity is part of the study of character education so that creativity is an important aspect in education. Development in observing, asking, trying, associating, and communicating can be done through creativity education (Nurhayati & Rahardi, 2021). Thus, students will have the ability to accept various opinions, suggestions, and criticisms (Herlina, 2019). Creative abilities will continue to follow the times. Therefore, you must be able to adjust your creativity to the times in order to stay competitive with others (Tauhid et al., 2022).

Project Based Learning (PjBL) Learning Model

Paragraph Project Based Learning (PjBL) Learning Model is a learning model that provides opportunities for teachers to manage learning in the classroom by involving project work. Through project work learning, students' creativity and motivation will increase (Nugroho et al., 2022). Project Based Learning (PjBL) is one of the approaches recommended in the Merdeka Belajar curriculum because it can support the 21st century skills that have been explained previously (Satriawati et al., 2023). The advantage of the Project Based Learning (PjBL) learning model is that it provides a special experience for students because the learning process is centered on students. This will create a special impression so that a stronger learning memory will be created (Dasar et al., 2020). (Simangunsong et al., 2022) stated that one of the weaknesses of the Project Based Learning (PjBL) model is that it allows students to be less active in group work. This weakness can be caused by the different characters and knowledge of students. The character of students who are not confident or lazy can make students inactive in learning.

4. CONCLUSION

Based on the results and discussion through systematic literature review in this article, it is concluded that the application of the Project Based Learning learning model can improve students' thinking skills. This can be seen from several articles that have been reviewed by researchers. The project based learning model is very suitable to be applied during classroom learning to improve students' creative thinking skills. Because the project based learning model focuses on making projects as the main learning activity, this will improve creative thinking skills because students will be freer to be creative in making or designing a project. The learning experience obtained by students is a condition that can improve creative thinking skills.

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