The effect of the project-based learning model on the ability to think creatively and interest in studying social studies at SDN 55 Pamanjengan, Moncongloe District, Maros Regency

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Abstrak

Tujuan penelitian ini untuk mengumpulkan, mengolah, dan menyajikan data atau informasi yang akurat pengaruh signifikan penerapan model pembelajaran *project based learning* dalam pembelajaran IPS terhadap kemampuan berpikir kreatif siswa SDN 55 Pamanjengan Desa Moncongloe Kecamatan Moncongloe Kabupaten Maros; dan pengaruh signifikan penerapan model pembelajaran *project based learning* dalam pembelajaran IPS terhadap minat belajar IPS siswa. Jenis penelitian ini adalah penelitian survei dengan teknik eksperimen semu. Adapun populasi penelitian adalah seluruh siswa SDN 55 Pamanjengan Kecamatan Moncongloe Kabupaten Maros sesudah tahun pelajaran 2021/2022 sejumlah 321 orang dengan teknik pengambilan sampel sebanyak 54 orang sesuai karakteristik penelitian eksperimen yang menggunakan kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa Nilai proboblitas penanaman konsep (pretes-postes kelompok eksperimen) sebesar $0,000 < 0.05$. Nilai proboblitas minat belajar IPS (pretes-postes kelompok eksperimen) sebesar $0,000 < 0.05$. Nilai proboblitas penanaman konsep (postest kelompok kontrol-eksperimen) sebesar $0,05 = 0.05$. Nilai proboblitas minat belajar IPS (postest kelompok kontrol-eksperimen) sebesar $0,000 < 0.05$. sehingga dapat dipahami bahwa H_0 pada hipotses 1 ditolak maka Ho ditolak H_1 diterima. Demikian juga H_0 pada hipotses 2 ditolak maka Ho ditolak H_1 diterima. Oleh karena itu, dapat dinyatakan terdapat pengaruh pembelajaran berbasis proyek (PBP) terhadap kemampuan berpikir kreatif pada siswa SDN 55 Pamanjengan Desa Moncongloe Kecamatan Moncongloe Kabupaten Maros. Selain itu, juga terdapat pengaruh pembelajaran berbasis proyek (PBP) terhadap minat belajar IPS siswa SDN 55 Pamanjengan Desa Moncongloe Kecamatan Moncongloe Kabupaten Maros.

Kata Kunci: *PBP, berpikir kreatif, dan minat belajar IPS*

Abstract

The purpose of this study was to collect, process, and present accurate data or information on the significant effect of applying the project based learning model in social studies learning on the creative thinking skills of students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency; and the significant effect of applying the project based learning learning model in social studies learning on students' social studies learning interest. This type of research is survey research with quasi-experimental techniques. The research population was all students of SDN 55 Pamanjengan, Moncongloe District, Maros Regency after the 2021/2022 school year with a total of 321 people with a sampling technique of 54 people according to the characteristics of experimental research using an experimental class and a control class. The results showed that the probability value of planting the concept (pretest-posttest experimental group) was $0.000 < 0.05$. The probability value of social studies interest (pretest-posttest experimental group) is $0.000 < 0.05$. The probability value of planting the concept (posttest control-experiment group) is $0.05 = 0.05$. The probability value of interest in learning social studies (posttest control-experiment group) is $0.000 < 0.05$. so it can be understood that H0 in hypothesis 1 is rejected then Ho is rejected H1 is accepted. Likewise, H0 in hypothesis 2 is rejected, then Ho is rejected, H1 is accepted. Therefore, it can be stated that there is an influence of project-based learning (PBP) on the ability to think creatively in students of SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency. In addition, there is also the effect of project-based learning (PBP) on the interest in learning social studies students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency.

Keywords: PBP, creative thinking, and interest in learning social studies

INTRODUCTION

One important component in learning is the educational module. Education programs occupy a strategic position because in general educational programs can be an illustration of a country's vision, mission and instructive goals. It also positions the educational module as a central substance of values that will be converted into subject matter. The headings and objectives of the instructional education module will involve shifts and changes in line with the elements of social change caused by different variables, both inside and outside. Education programs must be adaptive and up-to-date because of their energetic nature in reacting to change.

The educational program as emphasized in Article 1 Paragraph (19) of Law Number 20 of 2003 can be in the form of a set of plans and actions related to objectives, substance, and learning materials as well as strategies used as implementation guidelines. learning

exercises to achieve specific instructive goals (Tim Pustaka Merah Putih, 2007). The improvement of the education program in 2013 can be a follow-up step from the progress in 2006 which includes the coordination of attitudes, information and abilities competencies.

Completion of the education module must be carried out considering the various challenges faced, both challenges from within and from outside. The inner challenges are related to teaching conditions related to teaching requests which refer to the eight National Instruction Guidelines (SNP) which include administrative benchmarks, financing benchmarks, office size and framework, size of teaching staff and teaching staff, substance of benchmarks, compiling steps, assessment guidelines, and graduate competency standards (Hamalik, 2009).

In the process standards in the curriculum it is stated that learning preparation in learning units is provided intelligence, excitement, fun, challenges, encourages students to take part effectively, and provides sufficient space for activity, creativity, and freedom in understanding abilities, interfaces, and physical and mental improvement of students (Salmia, 2020). For this reason, each learning unit carries out the preparation of learning, the use of learning guidelines and learning evaluation in order to increase productivity and adequacy of achieving graduate competencies (Permendikbud Number 65 of 2013).

This is important for rules in actualizing educational programs, especially efforts to make students independent to memorize, work together, and assess themselves to begin with so that students are able to build their will, understanding, and knowledge. Increasing the potential, insight, and interface of students must continue to be pursued. Continuous and comprehensive evaluation is very important in order to achieve this effort (Jihad, Asep., & Abdul, 2013). This introduction is balanced with the stages of student progress through learning that is dynamic, inventive, feasible, and fun. One of the efforts to improve student learning is by using a project-based learning model.

Project-based learning is learning that uses projects/activities as the medium. Students carry out examinations, assessments, clarifications, integrations, and information to communicate various forms of learning outcomes. Project-based learning can be a learning strategy that employs problems as the main step in gathering and coordinating modern information based on involvement in original activities (Gunawan, 2013). Project-based learning demonstrations may be learning demonstrations in which students acquire modern information and skills in the process of planning, organizing, and manufacturing some product or implementation. Project-based learning is the use of effort in the preparation of education and learning, with

the aim of developing learning, in which students use investigative questions and progress that are important to their lives (Agus, 2012).

This effort also serves as material for testing and assessing student competence in certain subjects, instead of taking advantage of normally held examinations Project-based learning centers on the most (central) concepts and standards of a teaching, including students in handling problem practice problems and other significant assignments, giving students the opportunity to work independently to develop their own learning, and come full circle in creating student work products that matter and make sense (Sarah, 2014).

Project-based learning can be a demonstration of learning that has been made in many developing countries such as the United Nations (Ayu & Tri, 2019). In terms of being interpreted into Indonesian, project-based learning implies project-based learning. Project-based learning is a performance or inventive learning approach, which emphasizes relevant learning through complex exercises. This is different from conventional learning models which are generally characterized by short, disconnected/free learning practices, and teacher-centered learning exercises, business-based learning programs emphasize more on long, holistic-interdisciplinary, student-centered learning exercises, and coordinate with real-world teasers and issues. In project-based learning students learn in real problem situations, which can contribute to the birth of timeless information and organize efforts into learning (Inayah, 2021).

Project-based learning is an engaging instructive approach centered on inventive consideration, problem understanding, and interaction between students and their peers to create and use new knowledge. Moreover, this often drains dynamic learning settings, exchange logic with dynamic administrators as analysts (Asan, 2015). Based on this assumption, project-based learning can be a learning methodology based on constructivist learning that requires students to construct their own information. (Taufik, 2013). Constructivism is a widely supported learning hypothesis that relies on the notion that students construct their own information in the setting of meeting their claims (Rizah, 2010). The project-based learning approach can be seen as an approach to creating a learning environment that can encourage students to build personal information and abilities.

Project-based learning has characteristics, namely: (a) students as creators of choices, and create systems, (b) there are problems whose settings are not predetermined, (c) students as originators of handles to achieve results, (d) students are careful to obtain and monitor the data collected, (e) conduct continuous assessments, (f) students frequently audit what they do,

(g) final results can be items and their quality assessed, and (h) the course has an environment that provides resistance and change blame (Asan, 2015).

Project-based learning has tremendous potential to form engaging and important learning encounters for students to enter the workforce. In project-based learning that is linked to creating competency after students work in companies, students become more dynamic in learning, and many skills are effectively built from effort in the classroom, such as group building skills, fun decision making, group problem solving, and group management. These abilities are highly valued when they enter the work environment. and can be a difficult talent to teach through conventional learning (Ahmad Rohani, 2004)

Learning preparation touches three spaces, namely state of mind, information, and ability. Learning outcomes enable the birth of useful, imaginative, imaginative, and emotional students through strengthening the coordination of attitudes, talents, and information. The state of mind space involves changing the substance or structure of education so that students "know why." The information domain includes changes in the substance or structure of education so that students "know what". The talent room includes changing the material or learning materials so students can "know how".

Learning preparation can be done using several existing approaches, methodologies, and selected learning models. The 2013 education program in elementary schools stipulates that the teaching guide in elementary schools uses a coordinated topical approach with exercises outlined through a logical approach. The logical approach to topical coordinative learning can be strengthened by project-based learning (issue-based learning), project-based learning (venture-based learning), and discovery-based learning (revelation learning). In classroom learning settings that apply this learning, students can work in groups or work individually (Trianto, 2009).

The 2013 curriculum is a competency-based curriculum applied in the Implementation of the 2013 Curriculum in Elementary Schools related to the learning process emphasizing the modern pedagogic dimension in learning, namely using a scientific approach. The scientific approach or scientific approach in the learning guide is intended to create competence in the domains of state of mind, information, and abilities. The three competency spaces have various security directions (mental forms). Manners are obtained through the exercise of "tolerating, implementing, increasing values, living, and practicing". Information is obtained through the exercise of "remembering, understanding, applying, analyzing, assessing, creating". Ability is obtained through the activities of "observing, asking, gathering information/trying, reasoning/associating, and communicating".

The 2013 education program will be a subject as well as an inspiration for teachers and students to work hard to realize the goals that have been set and are known together. In the standard process it is stated that learning pays attention to student differences, lesson plans are prepared taking into account gender differences, recognition abilities, mental level, interface, learning inspiration, abilities, potential, social capacity, feelings, learning styles, extraordinary needs, learning speed, foundation social, standards, values, and/or student environment.

The implementation of the 2013 curriculum has been implemented thoroughly. The emphasis is on encouraging students to be better able to observe, ask questions, reason, and communicate (show), what they get or know after getting learning material. Through this approach, it is believed that students will have far superior attitudes, abilities, and information competencies. They will be more imaginative, inventive, and more profitable, so that then they can be effective in dealing with the problems and challenges of their times, entering much better;much better;higher; stronger; better.

The 2013 education program has the characteristic of total learning, that is, certain students are not allowed to do work and recently have been able to complete work using the right method. Students must get appropriate assistance and be given the time needed to realize the required competencies. Students who study gradually should be given more time with the same material, compared to the same students. Competency in the information category (KI-3) and ability (KI-4), students are not allowed to do work or other competencies, recently they have been able to complete work with the right strategy and good results. (Permendikbud Number 65 of 2013).

The application of the learning model as an offer has been implemented in learning in line with the implementation of the 2013 curriculum. Of course this approach must be evaluated comprehensively. One of the efforts to evaluate is through research. Therefore, the authors are interested in conducting research on the effect of the Project Based Learning learning model on the ability to think creatively and interest in learning social studies in elementary school students. This research is expected to be input for teachers as an alternative in utilizing learning models in the 2013 curriculum. The research in question is the effect of the

Project Based Learning learning model on the ability to think creatively and interest in learning social studies students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency.

METHOD

This research is a type of descriptive-experimental research (quasi-experimental/quasi-experimental) which seeks to reveal the data as it is through experiments with quantitative types. In principle, this experimental method is to test the use of two variables, namely text exploration techniques, rhyme dictionaries, and lateral thinking as independent variables and the ability to write rhymes as the dependent variable. These two variables were examined through the experimental method because the implementation was to try out the project based learning model in social studies learning.

This research was conducted in one experimental class and one control class. The experimental class was given social studies learning with a project-based learning model, while the control class was given conventional learning in the form of explaining concepts, giving examples and exercises.

The data in this study were collected through two techniques, namely: 1) Test techniques (testing learning outcomes) to measure students' creative thinking abilities. And 2) The questionnaire technique collects data related to students' social studies learning interests

The data collection process was carried out in several stages, namely: (1) social studies learning using the project-based learning model in two meetings and conventional learning in the control class twice (2) measuring/testing student social studies learning outcomes in the control class and the control class experiments, (3) filling in the questionnaires of students' interest in the control class and experimental class.

To find out whether or not it has an effect, we can see that the application of the project-based learning model (PBP) must, of course, be tested in classroom implementation. The results of the PBP and conventional model trials were compared using the inferential statistical calculation of the "t" test analysis with the help of the SPSS version 2.5 application.

Hypothesis testing is done by three ways of testing, namely Partial Test (t test). The t test basically shows how far the influence of one independent variable individually explains the dependent variable.

The technique used in analyzing data regarding creative thinking skills and interest in learning social studies in this study is the calculation of inferential statistics with the SPSS program. version 2.5.

RESULT AND DISCUSSION

1. Description of students' creative thinking abilities

Based on the results of calculating students' creative thinking scores which are distributed into 25 statement items with 100 maximum scores, it is obtained that the scores of students' creative thinking variables are as summarized in data analysis using SPSS in the following table.

Table 1 Summary of descriptions of creative thinking ability scores

Statistics		Berpikir Kreatif KELAS KONTROL	Berpikir Kreatif KELAS EKSPERIMEN
N	Valid	27	27
	Missing	0	0
Mean		75.26	80.67
Median		76.000	82.0000
Mode		69.00ᵃ	78.00
Std. Deviation		9.13045	8.18618
Variance		83.365	72.328
Range		32.00	27.00
Minimum		60.00	65.00
Maximum		90.00	92.00
Sum		2032.00	2178.00

BBased on the table above, the data analyzed were 54 respondents consisting of (27 people in both the control class and the experimental class. Missing data does not exist, all data is present and everything is analyzed. The summary of the data shows that students' creative thinking scores obtained a minimum score of 60 in the control class and 68.00 in the experimental class. Maximum score of 92 in the control class and 96 in the experimental class. The average or mean value is 75.26 in the control class and 80.67 in the experimental class. The median or median value is 76 in the control class and 82 in the experimental class. The value that often appears or the mode is 68 in the control class and 78 in the experimental class. The standard deviation or standard deviation is 9.13 in the control class and 8.39 in the experimental class. The total score is 2032 in the control class and 2178 in the experimental class.

Based on the mean, median, and mode above the measure of central tendency, the tendency of these values to focus on the middle part of the data is not too far apart, namely sequentially the mean, median, and mode 75,26, 76, and 69 in the control class and 82,67, 82, and 78 in the experimental class. The data is concentrated at one point in the frequency distribution curve so that the frequency distribution curve is relatively symmetrical.

2. Description of students' social studies interest in learning

Based on the results of the calculation of students' social studies learning interest scores which are distributed into four statement items and 20 maximum scores, it is obtained that the score of students' social studies learning interest variable is as a summary of data analysis using SPSS in the following table.

Table 2 Summary description of social studies interest scores

		Minat Belajar IPS Kelas Kontrol	Minat Belajar IPS Kelas Eksperimen
N	Valid	27	27
	Missing	0	0
Mean		66,6666	77.7777
Median		60.0000	70.0000
Mode		60.00	70.00[a]
Std. Deviation		9.22241	9.16486
Variance		85.053	83.995
Range		30.00	30.00
Minimum		54.00	64.00
Maximum		76.00	90.00
Sum		1800.00	2100.00

Based on the table above, the data analyzed were 54 respondents consisting of 27 people in both the control class and the experimental class. Missing data does not exist, all data is present and everything is analyzed. The summary of the data shows that the score of students' social studies learning interest level obtained a minimum score of 40 in the control class and 50 in the experimental class. Maximum score of 70 in the control class and 80 in the experimental class. The average or mean value is 66.67 in the control class and 77.78 in the experimental class. The median or median value is 60 in the control class and 70 in the experimental class. The value often appears or the mode is 60 in the control class and 70 in the experimental class. The standard deviation or standard deviation is 9.22 in the control class and 9.16 in the experimental class. The total score is 1800 in the control class and 2100 in the experimental class.

Based on the arithmetic average (mean) of the median, and the mode above the measure of central tendency, the tendency of these values to focus on the middle part of the data is not too far apart, namely sequentially, the median, and the mode are 66.67, 60, and 60 in the control class and 77,78, 70, and 70 in the experimental class. The data is centered which is located at one point in the frequency distribution curve so that the frequency distribution curve is formed relatively symmetrically.

3. The effect of the project-based learning model on the ability to think creatively and interest in learning social studies

Analysis of the effect of the project-based learning model on the ability to think creatively and interest in studying Social Sciences students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency, each of the creative thinking test instruments and interest in learning Social Studies, both the control and experimental groups each have a value range of 0-100 . Data from the instrument were analyzed with the SPSS One-way Multivariate Analysis of Variance (One-way MANOVA) analysis test through SPSS version 25. The criteria for making decisions on the Fcount test are a Sig value <0.05, meaning there is a difference at a significant level of 5%.

Before the data is analyzed, the data must have a normality test requirement as a condition or assumption of various parametric tests, including the average difference on the basis of decision making. The technique or method for calculating the normality test, namely the Shapiro-Wilk test, is based on the following interpretations: (1) if the significance value is greater than 0.05, then the distribution of the data is declared to meet the assumption of normality or in other words the data is normal, (2) if the value significance is less than 0.05, then the distribution of the data is interpreted as abnormal.

This data analysis uses the Shapiro Wilk test because the sample is below 50 to test whether a sample comes from a population whether it is normally distributed or not. The table below is the result of data analysis of one research sample related to two variables, namely creative thinking and students' social studies learning interest. Based on the output of the analysis using SPSS version 25, the following data is found.

Tests of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
Berpikir kreatif kelas eksperimen	0.959	27	0.197
Berpikir kreatif kelas kontrol	0.943	27	0.126
Minat belajarIPS kelas eksperimen	0.885	27	0.076
Minat belajarIPS kelas kontrol	0.769	27	0.069

*. This is a upper bound of the true significance.

a. Lilliefors Significance Correction

Based on the data above, it can be stated that the four data have a significance value greater than the value of 0.05. Therefore, it can be stated that the data is normally distributed or in other words the data meets the assumption of normality or in other words the data is normal.

Then analyzed the homogeneity of the data before determining the effect of variable X on Y according to the hypothesis. Homogeneity test or homogeneity of variance is a test conducted to find out whether the research data from two or more data distributions have the same variances or not. It is clear that the purpose of this homogeneity test is to show that the samples taken come from populations with the same variance. This homogeneity test is one of the assumptions of the hypothesis testing formula using the t-test, manova. This data is seen in the SPSS summary as follows.

Test of Homogeneity of Variances

	Levene statistic	df1	df2	Sig.
Berpikir kreatif kelas eksperimen	1,042	1	54	.023
Berpikir kreatif kelas kontrol	0,377	1	54	.535
Minat belajar IPS kelas eksperimen	1,912	1	54	.165
Minat belajar IPS kelas kontrol	0,326	1	54	.421

Based on the data above, it can be understood that the data variations in all groups are as follows: The creative thinking value of the control class: $0.024 > 0.05$ The creative thinking value of the experimental class: $0.532 > 0.05$ The control class concept problem solving value: $0.167 > 0.05$ The experimental class problem solving value: $0.421 > 0.05$

From the data above, it can be understood that all test results show that the significance value is greater than 0.05. Therefore, the data meets the assumption of homogeneity.

Furthermore, the influence is analyzed significantly or not related to the proposed research hypothesis. The test is a comparison of the average values of the experimental and control classes regarding the level of creative thinking skills and students' interest in studying Social Sciences which is carried out by the t test as in the summary of the following SPSS data.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Kemampuan berpikir kreatif (Kontrol-Eksperimen)	Equal variances assumed	.311	.579	-2.927	52	.005	-6.85714	2.34287	-11.55431	-2.15997
	Equal variances not assumed			-2.927	53.61	.005	-6.85714	2.34287	-11.55509	-2.15920
Minat belajar IPS (Kontrol-Eksperimen)	Equal variances assumed	.000	.983	-4.497	52	.000	-11.07143	2.46192	-16.00728	-6.13558
	Equal variances not assumed			-4.497	52.00	.000	-11.07143	2.46192	-16.00728	-6.13558

above, a decision was made by looking at the probability of the final score in the control group and experimenting with the variables of creative thinking and social studies learning interest. Based on the table above, it can be seen:

1. The probability value of planting the concept (pretest-posttest of the experimental group) is $0.000 < 0.05$.

2. The probability value of interest in learning social studies (pretest-posttest experimental group) is $0.000 < 0.05$.
3. The probability value of planting the concept (posttest control-experiment group) is $0.05 = 0.05$.
4. Nilai proboblitas minat belajar IPS (postest kelompok kontrol-eksperimen) sebesar $0,000 < 0.05$.

Based on the data above, it can be understood that H0 in hypothesis 1 is rejected, then Ho is rejected, H1 is accepted. Likewise, H0 in hypothesis 2 is rejected, then Ho is rejected, H1 is accepted. Therefore, it can be stated that there is an influence of project-based learning (PBP) on the ability to think creatively in students of SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency. In addition, there is also the effect of project-based learning (PBP) on the interest in learning Social Studies students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency.

COCLUSION

Based on the results of the research above, it can be concluded as follows.

There is an influence of the project-based learning model on the creative thinking skills of students at SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency. This can be seen from the results of data analysis which shows that the probability value < level of confidence $(0.000 < 0.05)$

There is an influence of the project-based learning model on social studies students' interest in SDN 55 Pamanjengan, Moncongloe Village, Moncongloe District, Maros Regency. This can be seen from the results of data analysis which shows that the probability value < level of confidence $(0.000 < 0.05)$.

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