



Process of Students Decorative Work Creativity in Project-Based Learning

Widya Sinta Kumala Sari^{1✉}, Lintang Kironoratri², Nurudeen Babatunde Bamiro³

^{1,2}PGSD Universitas Muria Kudus, Indonesia

³Lagos State University, Ojo, Lagos State, Nigeria

✉ lintang.kironoratri@umk.ac.id

Submitted: 2023-07-05. Revised: 2023-07-25. Accepted: 2023-09-19

Abstract

This research is motivated by the creative abilities of students who tend to imitate what is done by the teacher. So that students need to learn his potential for creativity. Therefore, the teacher helps and facilitates various skills to develop students' creativity through active learning, one of which is project-based learning. This research aims to describe the results of students' decorative work creativity in project-based learning arts and culture in class IV SD 5 Gondangmanis, Kudus Regency. The method used in this study is a qualitative narrative approach with data collection techniques through observation, interviews, and documentation. The results of this study indicate that the process of creativity in project-based learning is included in the outstanding category. The student creativity indicators consist of fluency, flexibility/flexibility, originality, and elaboration, which are included in the excellent category. Through project-based learning, students can develop their creativity in making decorative works.

Keywords: Creativity, Decorative Works, Project Based Learning

INTRODUCTION

Education is a learning process consisting of teaching and learning activities where there is interaction between students and teachers. In order to carry out education properly and correctly, it is necessary to have an in-depth study of how education is carried out. Education gives a person knowledge, skills and resources (Wijayanti, 2020). Arts and Crafts Education is an interactive process between teachers and students who use learning materials to develop attitudes, skills, and enthusiasm for work. As stated by Ki Hajar Dewantara in Sumanto (2013: 261), art education is one of the determining factors in forming a student's personality; art education in elementary schools can be the basis for forming a

beautiful soul and personality. In line with Fajrie's opinion (2016: 155) that learning art is an artistic activity in the form of aesthetics that the five senses can absorb, and its form includes visual elements in the form of lines, fields, spaces, shapes, colours, shadows, and textures (Hariyani, 2021). Through arts and culture education and crafts, students are trained to develop and express their imagination to produce works (Kutsiyah, 2014).

Decorative work is one of the materials studied at school in art learning. Decorative work is work related to decoration. Decorative work is a type of fine art relating to the images used for decoration. So indirectly, decorative images are interpreted as those whose execution looks smooth and dark and light

colours are not emphasized too much (Wardani, 2019). Decorative works can be done on room objects, buildings, walls and so on by painting or carving using objects such as wood, stone and metal to make an object's surface look beautiful. Usually, during the learning process, the teacher gives an example of a decorative image and then asks students to make an image with the same theme as the sample image the teacher gave. The teacher gives value to the work.

This does not develop and improve creative abilities in making decorative works because the teacher determines the designs that students will make. This reason hinders the ability to be creative in decorative works. Abilities are a person's talents from birth to carry out physical or mental activities (Mashuri, 2021). Therefore, the teacher must give students the freedom to express something and pour it into decorative art. This is in line with the opinion (2022) that creativity is a new way to generate unique ideas and solutions to the problems they are facing. Creativity requires children to do things uniquely. Judging from the characteristics of children at an early age, they have a great curiosity; then they move to the level of knowledge and then to a higher level of creation (Fitri, 2022). Therefore, creativity is part of one's business. Creativity can become art when someone does something.

One form of effort to increase the creativity and quality of art learning is by applying appropriate, exciting, and innovative learning models. The use of learning models is something that can stimulate and influence teacher success in learning (Fitri, 2022). Relevant learning models are learning models that can make students active, creative, and independent. This study used the project-based learning model (PjBL), a pure art learning model that uses projects or activities as the core of learning (Mashuri, 2021).

This was also explained by (2016), who said that the Project Learning model

emphasizes learning for students to be given concrete problems so that students are actively involved in learning. According to (2021), students in learning are asked to find solutions, and in the process, students are asked to work on projects in teams to overcome these problems. It can provide opportunities for students to develop their abilities to create a work/product using the material provided by the teacher (Kusnawan, 2021); through creativity, students can develop their personality and physical and mental character (Agustin, 2021).

Based on previous research conducted (Efrimal, 2017), they obtained results which described that the application of the Project Learning model could increase the accuracy of student learning in fine arts lessons and could increase the creation of fine arts in fine arts lessons at SMA Negeri 3 Seluma so that effectively the application of the Project Based Learning learning model could increase creation. Art in fine arts learning at SMA Negeri 3 Seluma compared to the learning done by the teacher so far. Another study (2020) showed that learning arts and culture using a project-based learning model through a lesson study conducted at a public high school in Serang, Banten, can increase student appreciation and creativity. In addition, it can help teachers develop a set of learning and provide better learning. Furthermore, research from (2022) showed the results of calculating the hypothesis testing using the Independent Sample T-Test technique at a significance level of 5% obtained $t\text{-count} > t\text{-table}$ and $\text{sig (2-tailed)} 0.000 \leq 0.05$. The test results show an influence on the ability to draw student shapes. So, it can be concluded that using the Project Based Learning learning model affects the ability of fourth-grade students at SDN 40 Ampenan to draw shapes.

From the background above, the authors are interested in researching "The Creative Process of Decorative Works of Students in Project Based Learning in Class

IV SD 5 Gondangmanis, Kudus Regency". This problem is considered necessary by the author because, as a teacher, it is necessary to create conditions for students to form their creativity in meeting their learning needs. In addition, I want to create a fun and comfortable learning atmosphere to achieve learning goals.

METHOD

Using a qualitative narrative approach, this research was conducted in grade 4 of SD 5 Gondangmanis, Kudus Regency. Bogdan and Taylor revealed that qualitative methodology produces descriptive data in the form of written or spoken words from people and observed behaviour (Murdiyanto, 2020, p. 19). Therefore, qualitative research emphasizes understanding problems in social life based on their reality (Murdiyanto, 2020). The narrative method was chosen for this research because the writer wanted to systematically understand the creative process of students' decorative works in project-based learning. The following is a qualitative research flow:



Figure 1 Qualitative Research Flow

The place of this research was carried out at Elementary School 5 Gondangmanis. The research was conducted from early July to early August 2023. The researchers chose SD 5 Gondangmanis, where the Elementary School needed help regarding the creativity of students drawing decorative pictures in learning; students only imitated or imitated the drawings given by the teacher.

Data collection techniques in this study are observation, interviews, and documentation. According to Muhadjir

(2016), observation is a data collection technique used to gather data by looking at the research situation. Aspects observed by researchers are the creative behaviour of students making decorative works and project-based learning methods. Furthermore, according to (Abubakar, 2021, p. 67), interviews are a technique for collecting research data by conducting face-to-face or oral questions and answers. In addition, data collection through documentation is data collection through sources that contain the necessary data or information.

The data analysis technique in this study uses qualitative data analysis techniques developed by Miles and Huberman (Nugrahani, 2014, p. 170). The following are the steps for carrying out an information investigation: 1) data collection, namely collecting as much data as possible through data collection techniques; 2) data reduction, namely choosing and summarizing things that correlate with research; 3) data display, namely make descriptive and systematic summaries to convey the conclusions of the research, 4) conclusion, namely concluding the results of analysis and interpretation of data.

RESULT AND DISCUSSION

This research results in the creative process of students' decorative works in project-based learning in class IV SD 5 Gondangmanis. The analyzed aspect results from students' decorative creative works in project-based learning.

This research was conducted twice: Thursday, 27 July 2023 and Saturday, 29 July 2023. The implementation of project-based learning in making decorative works includes the teacher starting learning by asking essential questions, planning project designs, compiling project schedules, monitoring activities for students, and assessing student success.

Based on information from interviews with teachers of grade IV SD 5 Gondangmanis, to develop students'

creativity, teachers have repeatedly used project-based models to assist students in completing assignments in arts and culture lessons. In implementing project-based learning, students become enthusiastic and motivated to complete the product they are working on earnestly. According to (Fitri, 2022), this learning model can provide experience to students in working on projects by actively participating. So, in the learning process, students are more challenged, not just sitting in their seats while listening to the teacher. However, some students need help completing the project.

Based on the results of the research that has been carried out, the creative process of students' decorative works in project-based learning is included in the outstanding category. This is because the teacher has guided students to express opinions and be critical of other people's opinions, designing project designs that will be worked on to develop students' creative ideas without being limited by the teacher. Then, students and teachers make decisions for project implementation schedules, thus providing opportunities for students to work on projects that have been planned independently. Teachers have supervised student activities, so students have meaningful learning experiences in making decorative works.

Drawing tablecloths and trellis forms of creativity puts students' decorative works in the excellent category. This is because the decorative work of drawing tablecloths produced by students shows four indicators of creativity observed by researchers: originality, flexibility, fluency, and elaboration.

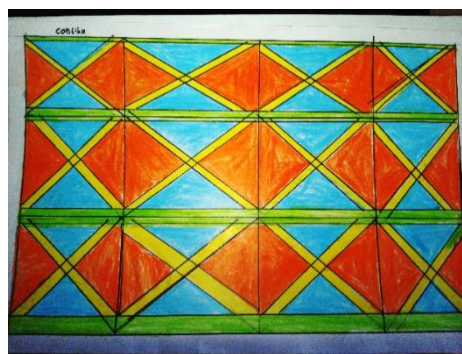


Figure 2 Tablecloth Image Results

The results of the CTK subject's decorative drawings are highly developed in drawing tablecloths by combining colours and repeating shapes. On the fluency indicator, students are not at a loss in doing work on drawing tablecloths and are critical of other people's opinions. The skills of flexible thinking in thinking and responding are highly developed. The originality/originality of the images created begins to develop existing ideas. Detail thinking skills (elaboration) begin to make students diligent and not quickly bored because they are interested in creative activities.



Figure 3 Tablecloth Image Results

The results of the CTR subject's decorative drawing in drawing tablecloths are significantly developed by drawing figurative decorative types by combining several colours. Students do not run out of ideas on the fluency indicator by combining many colours. Flexible thinking skills develop in thinking and responding originality, starting to develop ideas or works that already exist and having a great curiosity. Detailed thinking skills (elaboration) make students diligent and not quickly bored because they are interested in creative activities.

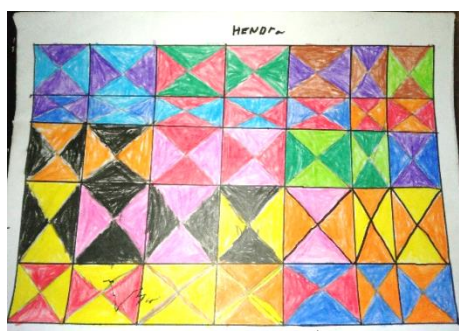


Figure 4 Tablecloth Image Results

The results of the decorative drawing of the MHD subject in drawing tablecloths are significantly developed by drawing simple geometric decorative images combined with dark and bright colours. On indicators of fluency, students do not run out of ideas by combining bright and dark colours. Flexible thinking skills in thinking and responding are highly developed originality, starting to develop ideas or results that already exist and great curiosity. Detail thinking skills (elaboration) make students active and diligent by being interested in creative activities.



Figure 5 Tablecloth Drawing Results

The results of FHM's subject decorative drawing in drawing tablecloths are significantly developed by drawing figurative decorative drawings that look simply but are still cute with a mix of different colours. On the indicator of fluency, students need to be at their wit's end in solving problems. The skills of flexible thinking in response are highly developed originality, starting to develop ideas or results that already exist. Detail thinking skills (elaboration) begin to make students active and diligent because they are interested in creative activities.

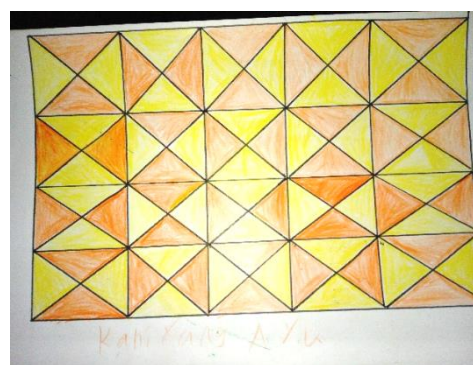


Figure 6 Tablecloth Image Results

The results of KHY's subject decorative drawing in drawing tablecloths began to develop, with simple images and a blend of orange and yellow. On the fluency indicator, students work slowly with much consideration. Flexible thinking skills develop in thinking and responding originality, starting to develop an existing idea. Detail skills (elaboration) make students active, diligent, and not quickly bored in creative activities.

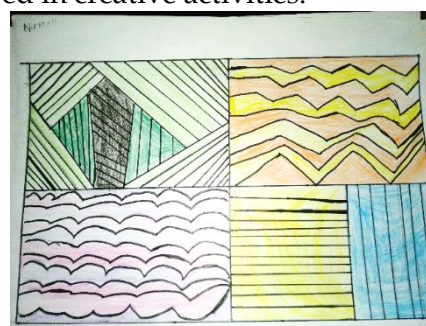


Figure 7 Tablecloth Image Results

The results of the decorative drawing of the NKM subject in drawing tablecloths are very developed, with different lines that make it look attractive. On the indicator of fluency, students need to be at their wit's end in solving problems. Flexible thinking skills are highly developed, as seen when responding to questions and answers with the teacher: authenticity, original ideas, and a great sense of yearning. Detail thinking skills (elaboration) develop an interest in creative activities, so they have an enterprising, diligent attitude and are not quickly bored.

Based on the research results, fourth-grade students at SD 5 Gondangmanis

producing decorative works in project-based learning showed that students' creativity was in an outstanding category. This aligns with Torrance (Relisa, 2019, p. 10), who states that creativity is defined as understanding a problem, finding solutions, drawing hypotheses, testing, and evaluating and communicating the results to others. Meanwhile, according to (Lestari, 2019, p. 3), creativity refers to the ability to carry out an action someone has to create new creations in the form of ideas or actual work. The work can be a new work that has never existed or the result of a combination of several pre-existing works.

Through project-based learning, students can produce creativity in their work. This aligns with research (Rati, 2017) on the project-based learning model; students are faced with solving problems, making their own decisions, and making decisions according to the framework. Therefore, in project-based learning, there is an impact on student creativity. Student creativity should not be understood as the ability to create something entirely new but rather as students' intelligence in combining existing ideas or modifying them according to the needs and facilities available and then applying them in practice.

Based on the research that researchers have done, in learning, the teacher has taught activities to develop students' creativity through teaching good interactions to students by freeing students to express opinions and feelings and not run out of ideas in solving problems. In producing work, the teacher requires students to have original ideas for the designed project. According to (Lestari, 2019), creativity is an individual's ability to use his mind to generate new ideas, new possibilities, and discoveries based on originality.

CONCLUSIONS

Based on the results of research conducted in class IV SD 5 Gondangmanis,

it can be concluded that the creativity produced by students in making decorative works is included in the excellent category. Students succeed in achieving indicators that reflect creative people. The indicators include fluency, flexibility/flexibility, originality, and elaboration.

ACKNOWLEDGMENTS

The researcher would like to thank the supervisor who guided, criticized, and provided suggestions in preparing this article. The researcher also thanks the teachers and fourth-grade students at SD 5 Gondangmanis, who have been willing to take the time to provide facilities for this research.

REFERENCES

- Abubakar, R. (2021). Pengantar Metodologi Penelitian. In *Pengantar Metodologi Penelitian* (p. 218).
- Efrimal, F., Kurnia, N., & Wasidi. (2017). Penerapan Model Project Based Learning (PjBL) Untuk Meningkatkan Kecermatan Dan Kreasi Seni Rupa (Studi Pada Siswa Kelas XI SMA Negeri 3 Seluma). *DIADIK: Jurnal Ilmiah Teknologi Pendidikan*, 7(2), 48-61.
- Fitri, H., Junindra, A., Desyandri, D., & Mayar, F. (2022). Analisis Pembelajaran SBdP menggunakan Model Project Based Learning terhadap Kreativitas Peserta Didik di Sekolah Dasar. *Jurnal Pendidikan Tambusai*, 6, 11082-11088.
- Fujiawati, F. S., Permana, R., & Mustika, G. (2020). Pembelajaran Seni Budaya Dengan Model Project Based Learning (Pjbl). *JPKS (Jurnal Pendidikan Dan Kajian Seni)*, 5(1), 41-55.
- Hariyani, T. I., Fajrie, N., & Roysa, M. (2021). Kreativitas Seni Melalui Metode Collective Painting. *Jurnal Prasasti Ilmu*, 1(2).

- <https://doi.org/10.24176/jpi.v1i2.6237>
- Kokotsaki, D., Menzies, V., & Wiggins, A. (2016). Project-based learning: A review of the literature. *Improving Schools*, 19(3), 267-277. <https://doi.org/10.1177/1365480216659733>
- Kusnawan, H. (2021). Upaya Meningkatkan Hasil Belajar Seni Budaya Siswa Kelas IX melalui Model Project Based Learning. *Jurnal Pendidikan Indonesia Gemilang*, 1(1), 7-12. <https://doi.org/10.53889/jpig.v1i1.18>
- Kutsiyah, M. (2014). Penerapan Metode Proyek untuk Meningkatkan Kreativitas Menggambar Dekoratif pada Siswa di Sekolah Dasar. *Jurnal Pendidikan Dan Pembelajaran*, 2(2), 1-10. <https://www.semanticscholar.org/paper/PENERAPAN-METODE-PROYEK-UNTUK-MENINGKATKAN-PADA-DI-kutsiyah/3c5dec7d9fada80d1fc17babe356bbc97c6c01da>
- Lestari, I. &, & Linda Zakiah. (2019). *Kreativitas dalam Konteks Pembelajaran* (Issue Juni).
- Mashuri, I., Fanani, A. A., Wahyuningsih, R., & Sholekhah, S. (2021). Pendampingan Belajar Siswa Untuk Meningkatkan Kemampuan Menggambar Dengan Model Pembelajaran Project-Based Learning. *ABDI KAMI: Jurnal Pengabdian Kepada Masyarakat.*, 4(2), 158-173.
- Murdiyanto, E. (2020). Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif). In *Bandung: Rosda Karya*. http://www.academia.edu/download/35360663/METODE_PENELITIAN_N_KUALITAIF.docx
- Nugrahani farida. (2014). dalam Penelitian Pendidikan Bahasa. In *Metode Penelitian Kualitatif dalam Penelitian Pendidikan Bahasa* (Vol. 1, Issue 1, p. 305). <http://e-journal.usd.ac.id/index.php/LLT%0Ahttp://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/11345/10753%0Ahttp://dx.doi.org/10.1016/j.sbspro.2015.04.758%0Awww.iosrjournals.org>
- Rainy, F., Dewi, N. K., & Saputra, H. H. (2022). Pengaruh Model Pembelajaran Project Based Learning Terhadap Kemampuan Menggambar Bentuk Untuk Siswa Kelas IV SDN 40 Ampenan. *Jurnal Ilmiah Profesi Pendidikan*, 7(3b), 1543-1551. <https://doi.org/10.29303/jipp.v7i3b.811>
- Rati, N. W., Kusmaryatni, N., & Rediani, N. (2017). Model Pembelajaran Berbasis Proyek, Kreativitas Dan Hasil Belajar Mahasiswa. *Jurnal Pendidikan Indonesia*, 6(1), 60-71.
- Wardani, D. K., Suyitno, & Wijayanti, A. (2019). Pengaruh Model Pembelajaran Project Based Learning terhadap Hasil Belajar Matematika. *Mimbar PGSD Undiksha*, 7(3), 207-213.
- Wijayanti, D., & Kironoratri, L. (2020). *PENINGKATAN HASIL BELAJAR SISWA MELALUI MODEL QUANTUM TEACHING DAN MEDIA PALANG ARAHKU*.