

Improving Students' Creativity By Utilizing Used Goods Through Project Based Learning Class Iii B Sdn 231 Padang Assompereng Luwu District)

Dewi Chaerani¹, Erni², Sulaiman³

¹²³ Universitas Cokroaminoto Palopo, Indonesia; dewichaerani63@gmail.com, ernirasyid84@gmail.com, sulaimanjalil486@gmail.com

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Abstract

This study aims to determine the increase in student creativity through the application of the Project Based Learning (PjBL) learning model by utilizing used goods in class III B students of SDN 231 Padang Assompereng, Luwu Regency. This study is a Classroom Action Research (CAR) which is carried out in two cycles, including the planning stage, action implementation, observation, and reflection. Data collection techniques use observation and tests with instruments in the form of learning implementation observation sheets, student activity observation sheets, and student creativity assessment sheets. Data are analyzed using quantitative descriptive analysis. The results of the study indicate that the application of the Project Based Learning (PjBL) model through the utilization of used goods can significantly increase student creativity. In Cycle I, creativity completeness reached 62% (13 students) with an average score of 69, so the success indicator has not been achieved. After learning improvements were made in Cycle II, completeness increased to 100% with an average score of 84, indicating that all students have achieved the success indicator in the very creative category. Thus, the application of the Project Based Learning (PjBL) model through the utilization of used goods is effective in increasing the creativity of class III B students at SDN 231 Padang Assompereng, Luwu Regency.

Keywords

Student creativity; Project Based Learning (PjBL); utilization of used goods;



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INTRODUCTION

Elementary education plays a strategic role in shaping the foundation of children's thinking skills, one way of doing this is through the development of creativity from an early age. In the era of globalization, creativity is no longer merely artistic talent, but rather an essential ability to solve problems and create innovation (Sindi et al., 2023). Unfortunately, the reality on the ground shows that many elementary schools remain trapped in conventional learning

methods. This teacher-centered, memorization-oriented approach indirectly limits students' freedom to explore, express themselves, and develop their imaginations freely (Aufa et al., 2023).

Furthermore, school environments often produce large amounts of waste or used materials, such as paper, cardboard, and plastic bottles, which are often discarded without optimal management. Yet, these unused materials hold great potential when integrated into the fine arts learning process. Transforming used materials into aesthetically pleasing and useful works of art not only hones students' motor skills and original thinking but also effectively fosters their awareness and concern for environmental sustainability from a young age (Astuti et al., 2024).

Used goods can be transformed into attractive and highly useful products with a touch of creativity. This activity can provide a means for students to channel new ideas, innovate, and learn to collaborate. This aligns with the opinion of Nurmala et al. (2021) that creativity is the ability to think originally, flexibly, and fluently to generate new, useful ideas or solutions. Creativity is a crucial aspect that needs to be developed in elementary schools because during this period, children are at an ideal developmental stage for free imagination and creativity.

This ideal condition is not yet reflected in grade III B of SDN 231 Padang Assompereng, Luwu Regency. Based on initial observations, the level of student creativity in fine arts lessons is relatively low, with the majority of students tending to imitate the teacher's examples without daring to innovate. Pre-action data shows that of 21 students, only 33.33% (7 students) successfully achieved the Minimum Completion Criteria (KKM) of 75, while the remaining 66.67% (14 students) failed to complete the task. This problem is exacerbated by the rare use of school waste as a learning medium, due to children's fear of making mistakes due to criticism or overly strict supervision.

To address this gap, a transformation of learning models is needed, one of which is through the implementation of Project-Based Learning (PjBL). The PjBL model places students at the center of learning through the completion of real-life projects relevant to their surroundings (Wena, 2021). Through project-based art creation from used materials, students are required to actively collaborate, think critically, and manage groups independently (Widiyaningsih et al., 2023). Therefore, this classroom action research aims to test the effectiveness of the PjBL model in boosting the learning creativity of third-grade students at SDN 231 Padang Assompereng through the utilization of used materials..

METHODS

This research is a Classroom Action Research (CAR) conducted in several cycles. Each cycle consists of four stages: planning, action, observation, and reflection. In this study, the researchers used the CAR model developed by Kemmis and McTaggart, which takes the form of a spiral cycle. This research was conducted at SDN 231 Padang Assompereng, Luwu Regency, South Sulawesi Province. The research took place from April to May during the even semester of the 2026 academic year. The study involved all 21 students (12 boys and 9 girls) of grade III B of SDN 231 Padang Assompereng.

Cycle I was conducted to determine the improvement of student creativity through the application of the Project-Based Learning (PjBL) model utilizing used materials in Fine Arts learning in grade III.B of SDN 231 Padang Assompereng. In this cycle, the researchers implemented learning in stages to actively engage students in the project activities of creating artworks from used materials. Cycle I consists of the planning, action, observation and reflection stages.

FINDINGS AND DISCUSSION

Findings

This study was a Classroom Action Research (CAR) conducted at SDN 231 Padang Assompereng, Luwu Regency, South Sulawesi Province. The subjects were 21 third-grade B students, consisting of 12 boys and 9 girls. This study aimed to enhance student creativity through the utilization of used materials using the Project-Based Learning (PjBL) model. The research was conducted in two cycles, each encompassing planning, implementation, observation, and reflection.

The pre-cycle results indicated that student creativity in fine arts learning was still relatively low. Most students simply copied the teacher's work and were unable to develop ideas independently. Furthermore, students lacked confidence in exploring materials and tools, and the teacher-dominated learning process limited students' creative space. Therefore, of the 21 students, 14 had not achieved learning completion, placing 33% of the students in the less creative category. This was evident in the students' low ability to generate ideas, utilize used materials creatively, and present neat and attractive work.

The results of student creativity were carried out to determine the increase in creativity of class III B students after the implementation of the Project Based Learning (PjBL) learning model through the use of used goods in cycle I. Assessment was carried out during the project process and on the results of student work using a creativity assessment sheet that includes aspects of fluency of ideas, originality of work, neatness, and the ability to utilize used goods into works that are useful and aesthetic. Assessment was given at the last meeting of cycle I after students completed and presented the results of their projects.

Based on the data in Table 6, information was obtained regarding the results of the student creativity assessment in Cycle I. The table shows that some students began to experience increased creativity after the implementation of the Project-Based Learning (PjBL) model through the utilization of used materials. Of the 21 students, 13 (62%) achieved completion, while 8 students (38%) had not yet completed the task. These results indicate that students' creativity is beginning to develop, particularly in their ability to generate ideas and utilize used materials to create simple works.

The average student creativity score in Cycle I was 69, falling within the creative category. Although there was an increase compared to the pre-cycle level, the classical

achievement of student creativity in Cycle I did not reach the success category, with a completion percentage of 62%. Therefore, the researchers continued the action in Cycle II with the aim of enhancing student creativity and achieving more optimal results. To clarify the results of the student creativity assessment based on creativity level categories in Cycle I, the following diagram is presented.

Based on the diagram of student creativity levels in Cycle I, 7 students (33%) were categorized as highly creative, 6 students (29%) were categorized as creative, and 8 students (38%) were categorized as moderately creative. Furthermore, no students were categorized as less creative. These results indicate that the majority of students had achieved creativity levels in the creative and highly creative categories. However, some students remained categorized as moderately creative, necessitating improvements in the learning process. Therefore, the research continued into Cycle II with the aim of enhancing student creativity to achieve more optimal results.

Based on observations and assessments, it was discovered that the implementation of the Project-Based Learning (PjBL) model through the utilization of used materials began to show an increase in student creativity, but the results were not optimal. Several obstacles were identified, including some students' lack of confidence in developing creative ideas independently, and some students' work was still messy and lacked variety. Furthermore, teacher guidance was not provided evenly to students, and learning time management was still ineffective.

Based on the results of the reflection, the researcher will make improvements in cycle II by increasing guidance for each student, providing motivation so that students are more active and confident in expressing creative ideas, improving learning management, and providing clearer directions in the process of creating work so that success indicators can be achieved optimally.

Student creativity measurements in Cycle II were conducted to determine improvements in student creativity after implementing the Project-Based Learning (PjBL) model through the use of used materials. Assessments were based on fluency of ideas, originality of work, neatness, and the ability to utilize used materials to create useful works. The results of the creativity assessment of grade IIIB students at SDN 231 Padang Assompereng in Cycle II are shown in the following table.

The average student creativity score in cycle II reached 84 and is included in the very creative category. These achievements demonstrate an increase in student creativity compared to the results obtained in Cycle I. This improvement is reflected in students' ability to develop more varied ideas, utilize used materials to create useful and attractive works, and produce neater, more original works. Furthermore, students appeared more active in participating in the lesson and more confident in expressing their opinions and ideas. Thus, all students met the established Learning Objective Achievement Criteria (KKTP). Therefore, classical completion in Cycle II has achieved the research success indicator. To clarify the distribution

of student creativity levels, the results are presented in a diagram of student creativity levels in Cycle II.

Based on the diagram of student creativity levels in Cycle II, 14 students (67%) were in the highly creative category, and 7 students (33%) were in the creative category. No students were found in the moderately creative or less creative categories. These results indicate an improvement compared to Cycle I, where 8 students (38%) were still in the moderately creative category.

Based on the results of observations and assessments in cycle II, the implementation of the Project Based Learning (PjBL) model through the utilization of used goods has been running well and is able to increase the creativity of class III B students of SDN 231 Padang Assompereng. Students appear more active, confident, and able to develop creative ideas independently in making works from used goods. In addition, the results of student work also show an increase in terms of creativity, originality of ideas, and neatness of work. With the achievement of the established success indicators, the research was stopped in cycle II. To see the increase in student creativity from the pre-cycle stage, cycle I, and cycle II, the following diagram of the level of success in increasing student creativity is presented.

Based on the diagram of success rates for increasing student creativity, there is an increase in student creativity completion in each cycle. In the pre-cycle phase, 7 students (33%) completed the project, while 14 students (67%) did not complete it. In cycle I, the number of students who completed the project increased to 13 (62%), while the number of students who did not complete the project decreased to 8 (38%). Furthermore, in cycle II, all students achieved completion, with 21 students (100%), and no students were still unable to complete the project. These results indicate that the implementation of the Project-Based Learning (PjBL) model through the use of used materials can gradually increase the creativity of grade IIIB students at SDN 231 Padang Assompereng. This improvement is evident in the increasing number of students who completed the project in each cycle, reaching 100% completion in cycle II. Thus, the implementation of PjBL based on the use of used materials is considered effective in increasing student creativity and has met the research success indicators.

According to Kadek et al., (2022), learning outcomes are changes that occur in students after participating in the learning process, demonstrating their mastery of the material taught. These changes refer to predetermined learning objectives and can encompass the cognitive, affective, and psychomotor domains. Through learning outcomes, teachers can also determine each student's ability level and group them based on their level of achievement. In this study, the focus of the study was on cognitive learning outcomes.

A functional tissue case using recycled cardboard, a rectangular shape, in brown, is a result of the second cycle of creativity for a Grade 3B student.

According to Nugraha et al. (Tamping & Sulaiman, 2024) While Arts, Culture, and Skills has become part of the school curriculum, its implementation in the field still does not fully meet the competency standards set in the 2013 Curriculum. This subject plays a crucial role in developing students' creativity, increasing their sensitivity to aesthetic elements, and honing

their skills in directed artistic creation. Therefore, students need ample opportunities to express their ideas, concepts, and imagination through various forms of art as a means of expressing feelings and developing their creativity.

Creativity is the ability to generate ideas, concepts, or works that are new and different from those that already exist. Creativity can also be understood as the ability to produce original results through unique thought processes, resulting in innovations or works that possess novelty (Tamping & Sulaiman, 2024).

Discussion

Based on the results of the research conducted over two cycles, it can be concluded that the implementation of the Project-Based Learning (PjBL) model, based on the utilization of used materials, significantly boosted the fine arts creativity of third-grade students at SDN 231 Padang Assompereng. In the pre-cycle phase, the majority of students (66.67%) had not achieved mastery because learning was still one-way and lacked exploration. After the implementation of the first cycle, from project determination to presentation, positive changes in learning behavior began to emerge. However, the results of the first cycle were not optimal, with an average score of 69 and a mastery rate of only 62% (13 students). The main obstacles in this phase were students' low independence in exploring ideas, untidy work, and uneven teacher guidance.

In-depth reflection at the end of the first cycle led to several tactical improvements in the second cycle, including strengthening personal motivation, providing a variety of examples of work, and structuring a more conducive classroom management system. These improvements yielded very satisfactory results in the second cycle. The classroom atmosphere became more lively, students became more confident in expressing their ideas, and the resulting products were much neater and displayed high levels of originality. Quantitatively, the average student creativity score jumped to 84, with a completion rate of 100%. This collective success strongly indicated that the intervention had met its target, thus ending the cycle of action.

The essence of the success of the PjBL model in this research lies in the shift in students' roles from passive recipients of information to active creators. Through real-life project-based assignments, students were challenged conceptually and motorically to plan, solve group problems, and implement school waste into useful works of art. The trial-and-error process of processing used materials such as cardboard and plastic bottles stimulated flexible thinking and imagination without fear of error. Minor obstacles, such as limited equipment at the beginning of the session, were successfully mitigated through a rotational logistics system and stricter classroom supervision by the researchers. The findings of this classroom action research strongly align with a previous study by Lestari et al. (2024), which confirmed that PjBL based on the use of plastic waste effectively fosters the creativity of elementary school-aged children. The common thread across these two studies demonstrates that project-based learning provides students with contextual creative freedom. Through the structured syntax

of Project-Based Learning (PjBL), the integration of used materials from the school environment is not merely an inexpensive alternative medium, but a powerful educational tool for sparking creativity and fostering ecological awareness in children from an early age.

CONCLUSION

Based on the results of the research, conducted over two cycles, it can be concluded that the application of the Project-Based Learning (PjBL) model through the utilization of used materials can enhance the creativity of grade IIIB students at SDN 231 Padang Assompereng, Luwu Regency. This improvement can be seen in the results of the student creativity assessment, which showed progress in each learning cycle. In Cycle I, 13 students, or 62%, achieved completion, with an average score of 69, placing the students' creativity level in the creative category. Furthermore, in Cycle II, all students achieved completion, or 100%, with an average score increasing to 84, placing the students' creativity level in the very creative category. In addition, the implementation of the Project Based Learning (PjBL) learning model also makes students more active in participating in learning, more confident in conveying ideas, and able to utilize used goods to create neater, more attractive, creative, and useful works.

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