



From Originality to Impact: Assessing Student Creativity with Project-Based Learning

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Abstract. This descriptive quantitative research aimed to strengthen the creative dimension of the Pancasila Student Profile by applying a project-based learning model. The study involved class IV B students from an elementary school in Sidoarjo, where they worked on a poster series project with the theme of Bhinneka Tunggal Ika. Data collection used a creative dimension Pancasila Student Profile questionnaire sheet, an observation sheet, and a serial poster assessment sheet. The study found that the poster series successfully reflected the theme and could be disseminated in the school environment as a reflection of the profile of Pancasila students. Moreover, the students' creative dimension improved significantly, with scores increasing from 52 to 82 in stages 1–4. This project has implications for increasing students' creativity and their understanding of Bhinneka Tunggal Ika and can be utilized for ongoing projects with different themes.

Keywords: project-based learning · creativity · Pancasila Student Profile · poster-making · cultural awareness

1 Introduction

Strengthening the Pancasila Student Profile is the idea of the Ministry of Education, Culture, Research and Technology which states that “Indonesian students are lifelong students who are competent, have character, and behave according to Pancasila values”. This statement is continuous with several competencies, namely the competency to become a democratic citizen of Indonesia and to become a high and productive human being in the 21st Century. In this case, Indonesian students are expected to be able to participate in global development that is sustainable and resilient in facing various challenges [1]. The Pancasila Student Profile itself has six dimensions which become student competencies, including: (1) Faith, piety to God Almighty, and noble character, (2) Global diversity, (3) mutual cooperation, (4) independence, (5) critical reasoning, and (6) creative. These six dimensions represent attitudes and skills competencies according to the identity of Indonesian citizens so that they can broadcast to the world that Indonesian students have a strong and distinctive character.

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T. T. Y. Alabdullah et al. (Eds.): ICIGR 2022, ASSEHR 750, pp. 168–176, 2023.

https://doi.org/10.2991/978-2-38476-052-7_19

The school's effort in implementing the Pancasila Student Profile is by implementing a project to strengthen the Pancasila Student Profile. Through projects, students go through a series of learning processes by understanding, studying, and criticizing important issues such as climate change, anti-radicalism, mental health, culture, entrepreneurship, technology, and democratic life so that students can show relevant important actions [2]. Basically every school has tried to implement projects in their daily lives that are integrated into school intracurricular/extracurricular subjects or by implementing three strategies (differentiated learning, project learning, and habituation). For example, project learning is carried out with the theme "Weaving" where students are able to use used items to be reprocessed by weaving so that they can be reused so that they can reflect the profile of Pancasila students in the creative dimension [3]. Furthermore, there is learning with the "Green Lab" project which is carried out by implementing nine stages (praying, planting seeds, watering, providing fertilizer, planting together, sweeping, disposing of garbage, feeding animals, and lining up) which reflects the profile of Pancasila students in the fifth dimension. -1, 2, and 3 [4]. From this it appears that the importance of learning activities with projects must take precedence. Furthermore, the habituation of the practice of students' religious values is carried out in their daily activities as a form of reflecting the profile of Pancasila students with the dimensions of faith, piety to God Almighty, and noble character [5].

Based on several activities that have been carried out by previous researchers, this proves that the urgency of the need to strengthen the Pancasila Student Profile is quite high at SDI Darul Hikmah because there has never been any activity to strengthen the Pancasila Student Profile. This is the background of this research. This study aims to strengthen the creative dimension of the Pancasila Student Profile through learning with a project of making serial posters with one of the learning themes, namely "*Bhinneka Tunggal Ika*" and producing products at one of the elementary schools in Krian District, namely Darul Hikmah Islamic Elementary School.

2 Methodology

The research method used is descriptive quantitative research. This research applies a project to strengthen the profile of Pancasila students (elementary schools) developed by the Center for Assessment and Learning by providing opportunities for students to "experience knowledge" as a process of strengthening character as well as an opportunity to learn from their surroundings. The Table 1 detailing research activities.

The subjects of this research were 21 students of class IV B. The learning theme used is *Bhinneka Tunggal Ika*. The research instrument was a creative dimension Pancasila Student Profile questionnaire sheet (consisting of 5 indicators and 10 questions) and an observation sheet (implementation of the project plan), and a serial poster assessment sheet. The data collection technique is a self-assessment questionnaire (Likert scale), observation, and poster assessment. The data analysis used is descriptive statistics. A table of creative dimension indicators can be seen in Table 2 [6]:

Next, the criteria for obtaining a creative dimension questionnaire score developed by the researcher are as follows: 1) very creative (85–100); 2) creative (69–84); 3) quite creative (53–68); 4) less creative (37–52); and 5) not very creative (21–36).

Table 1. List of Research Activities

| Activity | Description | Time |
|--|---|-------------------|
| Needs Analysis | Interview with the school about project activities to strengthen the profile of Pancasila students that have been carried out | November 1, 2022 |
| Project design for strengthening the Pancasila profile | Drafting project designs and creating poster series | November 5, 2022 |
| Production poster series 1 | Implementation, observation, and reflection | November 14, 2022 |
| Production poster series 2 | Implementation, observation, and reflection | November 21, 2022 |
| Production poster series 3 | Implementation, observation, and reflection | November 28, 2022 |

Table 2. Creative Dimension Indicator for Questionnaires

| No | Creative Dimension Indicator | Number of Statements |
|----|----------------------------------|----------------------|
| 1 | Able to modify | 2 |
| 2 | Generate original ideas and work | 2 |
| 3 | Meaningful | 2 |
| 4 | Beneficial | 2 |
| 5 | Impactful | 2 |
| | Total | 10 |

3 Result and Discussions

3.1 Needs Analysis

Before conducting the research, the researcher collected initial data during class IV B at SDI Darul Hikmah with a total of 21 students on Tuesday, 01 November 2022. The researcher conducted observations and interviews regarding the creative dimensions of Pancasila Student Profile. Based on the results of observations and interviews that in class IV B had never implemented a creative dimension Pancasila Student Profile project. In order for researchers to have accurate data, the researchers distributed questionnaires to measure the creative dimensions of class IV B students (results are in Table 3).

From the Table 3, it can be seen that the average score of the entire student questionnaire is 52, meaning that it is in the “less creative” criteria and will then be improved in the second stage, namely project design.

Table 3. Scores per Creative Dimension and the Average Score of the Needs Analysis Stage

| No | Creative Dimension Indicator | Score |
|----|---|-------|
| 1 | Able to modify | 60% |
| 2 | Generate original ideas and work | 40% |
| 3 | Meaningful | 33% |
| 4 | Beneficial | 29% |
| 5 | Impactful | 29% |
| | The average score of the research subject questionnaire | 52 |

Table 4. Scores Per Creative Dimension and The Average Score of The Series 1 Stage

| No | Creative Dimension Indicator | Score |
|----|---|-------|
| 1 | Able to modify | 73% |
| 2 | Generate original ideas and work | 65% |
| 3 | Meaningful | 57% |
| 4 | Beneficial | 63% |
| 5 | Impactful | 67% |
| | The average score of the research subject questionnaire | 63 |

3.2 Project Design to Strengthen the Profile of Pancasila Students

After knowing the acquisition score of the creative dimension questionnaire, namely 52 (less creative). This is because students have never produced work that is original and has an impact and has something to do with the topic of learning. Therefore, we started designing a profile project in the project plan with the main activity being to make serial posters (three series) with the theme *Bhinneka Tunggal Ika*. The reason for choosing this theme is because the student's learning position is right on that theme in the hope that it will not distract students' focus on irrelevant topics. In addition, the theme is relevant to the main theme of the SD/MI profile project available in the guidebook [2].

3.3 Production Poster Series 1

The researcher conveyed the project plan to the students to make series 1 posters by emphasizing the creative dimension (paying attention to modification elements, producing original ideas and work, having meaning, benefits, and impact). This stage is held in one meeting on Monday, 14 November 2022 with an allotted time of 3×35 min and in groups of up to 4 students. In this study, the researcher acted as an observer. After making the poster, students filled out a questionnaire as a self-assessment. The results of the questionnaire can be seen in Table 4.

From Table 4, it can be seen that the average score of the entire student questionnaire is 63, meaning that it is in the "quite creative" criteria and will then be improved in the

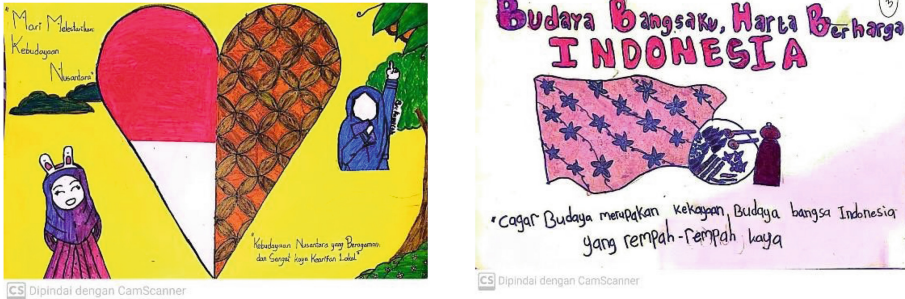


Fig. 1. Posters Series 1



Fig. 2. Poster Making Process

third stage, namely making poster series 2. The results of poster series 1 and poster making activities can be seen in Figs. 1 and 2.

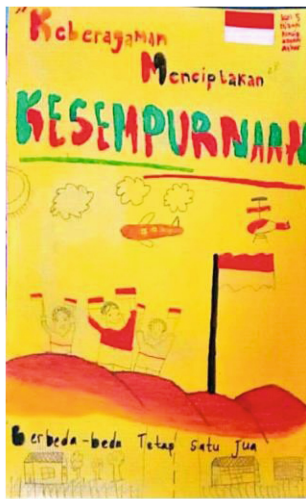
3.4 Production Poster Series 2

The researcher conveyed the project plan to the students to make series 2 posters with the same theme as series 1, namely “*Bhinneka Tunggal Ika*” and emphasized the preparation of posters on the creative dimension (paying attention to modification elements, producing original ideas and works, having meaning, benefits, and impact). This stage is held in one meeting on Monday, November 21, 2022 with a time allocation of 2×35 min and in groups of up to 4 students (the same group as series 1). In this study, the researcher acted as an observer. After making the poster, students filled out a questionnaire as a second self-assessment as an evaluation. The results of the questionnaire can be seen in Table 5.

From the Table 5, it can be seen that the average score of the entire student questionnaire is 75, meaning that it is in the “creative” criteria and will then be increased in the last stage, namely making poster series 3. The results of the series 2 poster can be seen in Fig. 3.

Table 5. Scores Per Creative Dimension and The Average Score of The Series 2 Stage

| No | Creative Dimension Indicator | Score |
|----|---|-------|
| 1 | Able to modify | 81% |
| 2 | Generate original ideas and work | 73% |
| 3 | Meaningful | 73% |
| 4 | Beneficial | 81% |
| 5 | Impactful | 73% |
| | The average score of the research subject questionnaire | 75 |

**Fig. 3.** Posters Series 2

3.5 Production Poster Series 3

The researcher conveyed the project plan to the students to make series 3 posters with the same theme as series 1 and 2, namely "*Bhinneka Tunggal Ika*" and emphasized the preparation of posters on the creative dimension (paying attention to elements of modification, producing ideas and works that are original, have meaning, benefit and impact). This stage is held in one meeting on Monday, November 28, 2022 with a time allocation of 2×35 min and in groups of up to 4 students (the same group as series 1). In this study, the researcher acted as an observer. After making the poster, students filled out a questionnaire as a second self-assessment as an evaluation. Scores per creative dimension and the average score of the series 2 stage can be seen in Table 6.

From the Table 6, it can be seen that the average score of the entire student questionnaire is 75, meaning that it is in the "creative" criteria. The results of series 3 posters can be seen in Fig. 4.

Table 6. Scores Per Creative Dimension and The Average Score of The Series 2 Stage

| No | Creative Dimension Indicator | Skor |
|----|---|------|
| 1 | Able to modify | 85% |
| 2 | Generate original ideas and work | 77% |
| 3 | Meaningful | 77% |
| 4 | Beneficial | 81% |
| 5 | Impactful | 75% |
| | The average score of the research subject questionnaire | 82 |

**Fig. 4.** Posters Series 3

3.6 Analysis

The research results obtained can provide answers to the question “how important is the activity to strengthen the Pancasila Student Profile?”. All the efforts that have been made by the teacher will definitely produce positive side effects, both in the short and long term. There is so much research and community service engaged in the field of Pancasila Student Profiles which is motivated by the lack of optimal strengthening of character education through Pancasila Student Profiles for teachers in the field [7]. One of the supporting tools for strengthening the Pancasila Student Profile is the use of instructional media. Learning media helps: 1) increase motivation in learning to strengthen the profile of Pancasila students in elementary schools; 2) become a facility in active learning for students to strengthen the profile of Pancasila students in elementary schools; and 3) make it easier for students to understand learning to strengthen the profile of Pancasila students in elementary schools [8]. This is what strengthens the research results obtained, namely students become more creative in making posters through a series of projects that produce 3 series of posters. Besides creativity, through learning projects like this,

students' self-confidence can be measured and they have high self-confidence potential students' personal resilience [9, 10]. There are so many positive impacts from efforts to strengthen the profile of Pancasila students that can be analyzed and measured, with the hope of improving the quality of Indonesian identity in the eyes of the world.

4 Conclusion

The results and conclusions obtained in this study are: 1) a series of posters that reflect the theme “*Bhinneka Tunggal Ika*” and can be disseminated in the school environment as a meaningful and useful effort as a reflection of the profile of Pancasila students; 2) the creative dimension of students has increased, seen in the successive acquisition of creative dimension questionnaire scores at stages 1–4, namely 52, 63, 75, 82. This serial poster-making project has implications for increasing students' creativity and certainly has an impact on their understanding of *Bhinneka Tunggal Ika*. So, it is certain that this program can be further utilized in ongoing projects with different themes.

Acknowledgements. First, the author would like to thank the University of Muhammadiyah Sidoarjo, for providing the opportunity to participate in international conferences as a form of publishing scientific papers so that this scientific work can be useful for the general public. Second, author would like to thank to SD Islam Darul Hikmah for the permission of the school to become a research location.

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