Implementation Learning Based Project To Creativity Study PPKn Class X SMAN 14 Medan

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Abstract

Writing work scientific aim count influence implementation learning with a project focus to improvement creativity Study student in class X at SMAN 14 Medan. Study This started from background behind problem ie exists problem learning happens in the classroom so that hinder the learning process teaching, As for the problem the is students are less open to input where students are reluctant to change bad habits such as picking on friends, being noisy in class and not paying attention to the teacher, then students are less creative in answering questions, the average answer they say and write is the same answer and monotonous, students are less having a sense of responsibility for what is done and no lack of a sense of independence dominates the classroom, where there are only a few students who are able to complete challenges uniquely and uniquely and the rest only look at and follow the answers in book language, so that the answers given tend to be the same. This problem refers to a lack of student creativity because it shows creativity indicators. The low level of student learning creativity means that students are limited in developing themselves, this is because they do not feel the freedom of expression, so solutions must be immediately provided so that learning can take place optimally. Researchers provide a solution in the form of implementing a project-based learning model so that students are free to provide and express unique and unique ideas with supervision and guidance from the teacher. This research uses a quantitative approach with systematic data presentation regarding the assessment of statistical figures which are presented objectively and straightforwardly so that the results obtained are a real picture in the field and not the result of the researcher's subjectivity. The type of research method used is classroom action research or PTK which is carried out in two cycles, where the first cycle is carried out as a solution to problems that have not been resolved in the first cycle. Each cycle is carried out with two meetings. Classroom action research is carried out through four stages, namely the planning stage, action implementation stage, observation and reflection. The subjects in this research were students of class X IKM 5 SMAN 14 Medan with a total of 38 students in one class unit. The results in this research are with results observation about mark creativity Study student so found that's it giving action on the cycle First Not yet find maximum results and not yet passed the graduation limit namely 75%. So that researcher must carry out study cycle second. There are problems that must be solved repaired and found in implementation cycle First is a teacher lacking provide stimulus, too much explanation fast, and giving problem in missing projects concrete so that give rise to interpretation double by participants educate and collaborate group Still in threshold value 55-70 where mark the Still classified to category low value, problems in cycle I create Work The same in group less than optimal and adequate so that must given improvements to the cycle furthermore. exists significant improvement about implementation learning based project to creativity Study PPKn student Where show the average figure was 83% at meetings First with status from not enough become OK, then on to the meeting both also experienced high increase ie of 88% which shows already in category completeness and visibility Work The same in group experience increase Where the average level obtained initially only by 60% increase to 80-85%. So that can concluded that increase the show there is good influence in application of learning models based project in improvement cooperation participant educate in group.
Keywords: Learning Based Projects, Creativity Learning, Citizenship Education

INTRODUCTION

Learning is a series of processes of preparing oneself through useful activities which contain the stages and ways of facing the future maturely and wisely, through learning activities the knowledge taught will be transferred and become new knowledge and new experiences for individuals to continue to develop., this provisioning process can take place since in the womb. Learning is an instillation of morals and knowledge that is developed in maintaining behavior related to human relationships in order to obtain new learning experiences that have positive value for survival (Festiawan, 2020) . The main and first learning activity is learning carried out in the family through the family environment, then the next, broader learning environment is the school learning environment in the world of education. In the school learning environment in the world, education is carried out holistically through each subject and in other teaching.

Education is a series of learning activities that form knowledge and attitudes and are also carried out by teaching staff to their teaching participants or in schools known as students. Education is something that students must have because with education students can develop and think critically. Education is one of the factors that influences the progress of a nation, through education a nation can develop various sciences and technologies that are beneficial for the life of the nation itself. Education in the era of globalization must be influenced by thorough educational preparation, one of which is the existence of regulations that regulate, government efforts to develop, maintain and protect the quality of human resources as outlined in a law, namely Law no. 20 Years. 2003 (Republic of Indonesia, 2003) which contains the meaning that national level education has a mission to develop the potential and abilities of students in order to form human beings who are faithful and devout, have a sound mind and are independent and creative in acting and have high responsibility (Ratnawulan et al.. , 2024).

Advanced and successful education is education that is able to meet the learning needsof students, the course of advanced education must be balanced with the development of adequate teaching and learning processes, there must be adequate facilities and equipment, apart from that the learning conditions and learning environment must also support the development of education. the. One of the main focuses in learning to create a good learning environment is the existence of a harmonious relationship between teachers and students, where when teaching effective subjects students listen carefully, and when students listen carefully the teacher has thorough preparation. In reality, currently, learning in class often takes place not optimally, this is due to learning problems that arise either due to teachers or students who are not ready to receive learning. So teachers as teaching staff should think about and prepare themselves for problemsthat might arise. For example, when carrying out an introduction to the field of schooling at SMAN 14 Medan, researchers found problems that hampered the learning process, thereby hindering the progress of the world of education. The following are the problems that occur in the classroom, namely, students are less open to input, where students are reluctant to change bad habits such as picking on friends, being noisy in class and not paying attention to the teacher, then students are less creative in answering questions than the answers they give. and writing are the same and monotonous answers, students lack a sense of responsibility for what they do and no lack of a sense of independence dominates the classroom, where there are onlya few students who are able to complete challenges uniquely and uniquely and the rest just look at and follow the answers with book language, so the answers given tend to be the same. This problem refers to a lack of student creativity because it shows creativity indicators.

Creativity is a mindset that is often thought of as a natural skill that only a few people have, so it often gives rise to the understanding that not all people who are not talented have

high creativity. This assumption is not always true, considering that there are some people who only have abilities when they reach a certain age. Initial assumptions show that not everyone correctly understands what is meant by learning creativity. This problem must be immediately provided with a solution, while the solution from researchers is to implement project-based learning so that students can move actively and creatively in solving existing problems. Project activity-based learning is a type of learning activity that involves students being active in it. When learning takes place, students will try to relate problems to project completion, the aim of which is to explore and understand problemsin everyday life and how to solve them. The learning experience produced through this learning project is to provide opportunities for the widest possible enjoyable learning experience for students, so that the teaching and learning activities that take place are not just ordinary experiences but experiences that will always be remembered and whose value can be used in everyday life (Rati et al., 2017). Using project-based learning, students can develop their learning creativity, so researchers are interested in researching the Implementation of Project-Based Learning on Civics Learning Creativity for Class X Students at SMAN 14 Medan.

RESEARCH METHODS

Data processing and searching for answers regarding facts in this research use the Classroom Action Research model. Classroom action research is a form of research by providing certain actions in a problem case aimed at resolving the problem whose effect is measured using a series of appropriate research instruments (Heble, 2017) . The PTK model in this research uses the model referred to by Kemmis and M Taggart, namely a planning process, a process of action or action, an observation process and a reflection process. If a series of reflection stages is found to be unsatisfactory, the researcher must carry out the activities of a series of stages repeatedly until an answer is found regarding the positives and negatives of the research results in question. The subjects in this research were students of class X IKM 5 SMAN 14 Medan with a total of 38 students. Data collection in this research used instruments in the form of interview sheets, observation sheets and questionnaires. The interviews conducted were joint interviews with Civics subject teachers who were directly involved as resource persons, in order to identify creativity problems that occurred in the classroom. Then the observation sheet is used to observe students' activities during project-based learning, and questionnaire data is used as a tool to determine students' collaboration skills through group work activities in completing projects. The score calculation in this study uses a percentage formula. The data obtained is qualified with a predetermined score based on the collaboration skills categorization guidelines adapted from Arikunto, (2016). Furthermore, to determine classical completeness, it is said tobe achieved if 75% of all students can collaborate in group work activities. Collaboration skillscategory.

RESEARCH RESULTS AND DISCUSSION

This research is research regarding the application of project-based learning to students' history learning creativity, where research carried out in class By implementing a project-based learning model, students begin to express creativity in PPKn learning that was previously invisible. The presentation of data results in proving this statement is presented through two action cycles in classroom action research.

Discussion
Cycle I Research Results

In cycle I, what was prepared by the researcher were learning tools such as teaching modules, teaching materials, LKPD, learning media and mature attitudes in carrying out learning. In cycle I there were several different instruments to answer different problems, observation sheets were used to assess the level development of students' PPKn learning creativity, questionnaire sheets as an instrument to answer students' collaboration skills in groups. The first cycle was carried out in two meetings with each meeting lasting two hours of lessons. The first cycle found that there had not been an increase in the influence of students' PPKn learning creativity because the research implementation by researchers was still not optimal. The following is a presentation of the data in cycle I research.

Table 1. Results of Obtaining Observation Sheet Data Concerning PPKn Learning Creativity forCycle I Students

No	Indicator	Meeting I		Meeting II	
		Score	Criteria	Score	Criteria
1	Students are active in carrying out learning by providing uniqueand distinctive answers	65%	Not enough	67%	Not enough
2	Students dare to make differentdecisions	65%	Not enough	65%	Not enough
3	Students have answers and waysof solving problems that are different from other groups	65%	Not enough	68%	Not enough
4	Students are able to beresponsible	60%	Not enough	70%	Enough
5	Students are independent incompleting assignments with their ideas and thoughts	60%	Not enough	68%	Not enough
	Average	63%	Not enough	68%	Not enough

Based on the observation results regarding the value of students' learning creativity, it was found that giving action in the first cycle had not yielded maximum results and had not passed the passing limit of 75%. So researchers must carry out the second cycle of research. The problems that must be corrected and found in the implementation of the first cycle are that the teacher did not provide enough stimulus, explained too quickly, and gave problems in the project that were less concrete, giving rise to multiple interpretations by students.
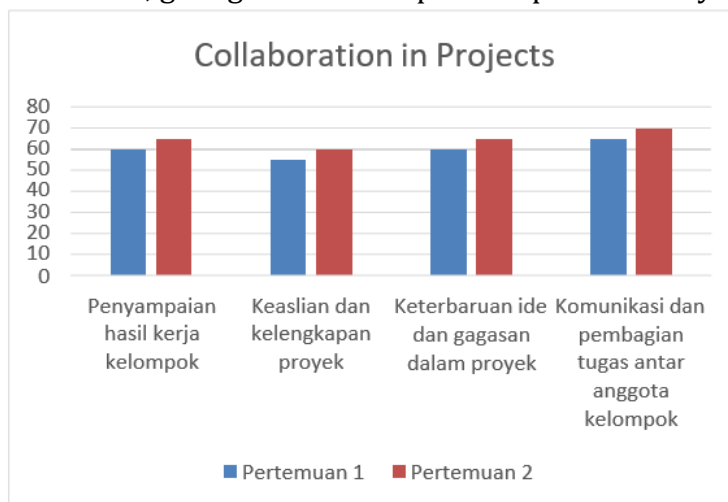
Graph 1. Results of student collaboration in completing group assignments

Based on the graph above, it can be seen that group collaboration is still within the threshold of 55-70, where this value is still in the low value category. The problems in cycle I made collaboration in groups less than optimal and adequate, so improvements must be made in the next cycle.

Cycle II Research Results

In the second cycle, improvements and solutions were provided to problems that occurred and resulted in non-optimal research results in the first cycle. The things prepared in cycle II are teaching tools, teaching materials, LKPD, and the readiness and maturity of the teacher's teaching techniques. In the second cycle, it was carried out in two meetings with each meeting lasting 2 hours. The implementation of the second cycle is a refinement of the first cycle. The results obtained in the second cycle were an increase in student learning creativity and good cooperation in completing group projects. The following are the results of observation data and questionnaires regarding the project-based learning process in class X IKM 5 SMAN 14 Medan.

Table 2. Results of Observation Sheet Data Processing Regarding Students' PPKn LearningCreativity

No	Indicator	Meeting I		Meeting II	
		Score	Criteria	Score	Criteria
1	Students are active in carrying outlearning by providing unique and distinctive answers	85%	Good	87%	Good
2	Students dare to make differentdecisions	85%	Good	85%	Good
3	Students have answers and ways of solving problems that are differentfrom other groups	85%	Good	88%	Good
4	Students are able to be responsible	80%	Good	80%	Good
5	Students are independent in completing assignments with theirideas and thoughts	80%	Good	88%	Good
	Average	83%	Good	88%	Good

Based on the results of the above data, it can be seen that there has been a significant increase in the application of project-based learning to student PPKn learning creativity, which showed an average figure of 83% at the first meeting with the status from poor to good, then at the second meeting there was also a high increase. namely 88% which shows that it is in the completeness category.
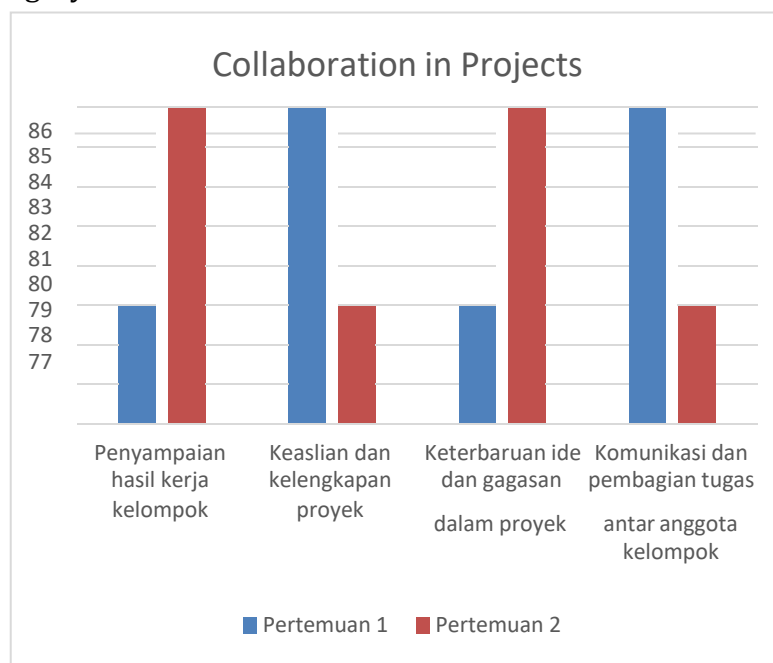
Graph 2. Group Collaboration In Project Completion And Results

Based on the graph above, it appears that cooperation in groups has increased, where the average level obtained initially was only 60%, increasing to 80-85%. So it can be concluded that this increase shows that there is a good influence in implementing the project-based learning model in increasing student cooperation in groups.

CONCLUSION

Based on results acquisition of data that has been obtained analyzed so found results study that's it exists improvement creativity Study PPKn student with implementation of the learning model based project in class X IKM 5 SMAN 14 Medan, with results observation about mark creativity Study student so found that's it giving action on the cycle First Not yet find maximum results and not yet passed the graduation limit namely 75%. So that researcher must carry out study cycle second. There are problems that must be solved repaired and found in implementation cycle First is a teacher lacking provide stimulus, too much explanation fast, and giving problem in missing projects concrete so that give rise to interpretation double by participants educate and collaborate group Still in threshold value 55-70 where mark the Still classified to category low value, problems in cycle I create Work The same in group less than optimal and adequate so that must given improvements to the cycle furthermore. exists significant improvement about implementation learning based project to creativity Study PPKn student Where show the average figure was 83% at meetings First with status from not enough become OK, then on to the meeting both also experienced high increase ie of 88% which shows already in category completeness and visibility Work The same in group experience increase Where the average level obtained initially only by 60% increase to 80-85%. So that can concluded that increase the show there is good influence in application of learning models based project in improvement cooperation participant educate in group.

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