The Effect of Using a Project Based Learning Model Assisted by Creative Media on Increasing Student Interest in Learning

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Abstrak

Tujuan dari penelitian ini adalah untuk melihat dampak implementasi project based learning yang didukung oleh media kreatif dapat mempengaruhi minat siswa dalam dan di luar kelas untuk belajar. Studi ini melibatkan 50 siswa dari SMPN 21 Mataram, yang dibagi menjadi dua kelompok berbeda: kelompok eksperimen dan kelompok kontrol. Peneliti menggunakan kuesioner untuk memperoleh data minat belajar siswa. Instrumen telah diuji validitas dan reliabilitasnya. Sebelum melakukan pengujian hipotesis, peneliti melakukan uji prasyarat terhadap data hasil penelitian.Peneliti melakukan Uji Prasyarat melalui uji homogenitas menggunakan uji Levene sedangkan, untuk uji normalitas rumus statistic yang digunakan adalah Uji Kolmogorov-Smirnov dan Shapiro-Wilk.Hasilnya menjadi dasar pengujian Hipotesis dengan menggunakan Mann Whitney U Test dengan uji non-parametrik dengan kesimpulan yang menegaskan bahwa ada pengaruh mengenai penerapan PjBL terhadap peningkatan minat belajar siswa yang terbukti secara statistik melalui penerimaan Ha (nilai Asymp.Sign sebesar 0,001 < 0,05) maka dapat disimpulkan bahwa hipotesis Alternatif diterima.Hasil penelitian ini menunjukkan bahwa penggunaan media kreatif dalam pembelajaran berbasis project secara signifikan meningkatkan minat siswa dalam belajar. Temuan penelitian ini sangat mendukung gagasan bahwa penggunaan pembelajaran berbasis project yang kreatif mampu menjadi metode yang efisien untuk mengembangkan dorongan dan minat siswa untuk belajar di sekolah formal
Kata Kunci: Project Based Learning berbantuan Media Kreatif, Minat Belajar

Abstract

The purpose of this study is to see the impact of the implementation of project-based learning supported by creative media can influence students' interest in and outside the classroom to learn. class to learn. The study involved 50 students from SMPN 21 Mataram, who were divided into two different groups: an experimental group and a control group. experimental and control groups. The researcher used a questionnaire to obtain data on students' interest in learning. The instrument has been tested for validity and reliability. Before conducting hypothesis testing, the researcher Researchers conducted a prerequisite test on the research data. Prerequisite test through homogeneity test using Levene test while, for the normality test the statistical formula used is the Kolmogorov-Smirnov Test and Shapiro-Wilk.The results are the basis for hypothesis testing using the Hypothesis testing using the Mann Whitney U Test with non-parametric tests with conclusions conclusion which confirms that there is an influence regarding the application of PjBL on increasing students' students' interest in learning which is statistically proven through the acceptance of Ha (Asymp.Sign value of 0.001 <0.05), it can be concluded that the Alternative Hypothesis is accepted. The results of this study indicate that the use of creative media in project-based learning is significantly The results of this study indicate that the use of creative media in project-based learning significantly increases students' interest in learning. in learning. The findings of this study strongly support the idea that the use of project-based learning creative project-based learning can be an efficient method to develop students' drive and students' interest in learning at school
Keywords: Project Based Learning assisted by Creative Media, Learning Interest

INTRODUCTION

Education is a method which is designed to achieve certain goals. In it, it is important for students to know what they want to achieve those goals. With this awareness, they can determine the best strategy to achieve them, which starts with discovering their interests and talents as well as the industry they want to pursue in the future. In accordance with Law No. 20 of 2003, education is described as a planned and conscious effort in building an ideal learning environment and stage. Through this approach, students can actively develop their spiritual and religious strengths, such as forming good morals, the ability to control themselves, build personality, improve intelligence, and hone the capabilities needed for themselves, family, nation, and country. Education is not just a process of absorbing information, but also a place to form individuals who are morally, intellectually and socially resilient. The basic purpose of education is to provide students with the capabilities and knowledge necessary to excel in their professional and personal lives while also making a favorable impact on society.

Understanding learning models is essential in contemporary education. Learning models refer to methods or programs used by educators to achieve learning intentions. The main objective is to integrate methodological frameworks into the educational process, both in the classroom and in other learning settings, to enhance student learning and achieve optimal results. Joyce & Weil (as stated in Rusman, 2018) claim that learning models incorporate multiple methods for presenting instructional content. This paradigm includes the creation of relevant instructional resources, strategic planning for future curriculum, and comprehensive administration of the learning process. This field includes methods such as active learning, collaborative learning, problem-based learning and other similar approaches. Each model has different characteristics and methodologies. Researchers specifically create them to meet different educational goals and cater to individual student requirements. Choosing the right learning style can greatly enhance students' learning experience. Choosing the right learning style can create students' active participation in the learning process, encourage collaboration, and facilitate the development of cognitive, social, and emotional abilities. This method is in line with the educational trend of transitioning towards a more student-centered approach. The researcher expects that students will gain deeper understanding, participate in collaborative efforts, and actively engage in the learning process. Having a thorough understanding of various learning models allows educators to create more meaningful and effective learning experiences that are customized along with the needs and abilities of each student.

Research has shown that the project-based learning (PjBL) style effectively increases student engagement in learning. In accordance with what is said by Daryanto and Raharjo (2012: 162), who define PjBL as a method in which students actively participate in solving authentic problems, allowing them to combine new knowledge through practical experience and practical tasks. Research shows that PjBL-based learning not only combines information from different fields through practical applications but also encourages active student involvement in the learning process. Under such circumstances, the teacher's responsibility is to assist and motivate students to actively engage in group discussion and exploration to acquire knowledge and skills. Because this method does not just provide students with essential knowledge but also offers practical learning opportunities that apply to real-life situations. This technique increases students' involvement in the subject being studied and promotes meaningful and influential learning experiences.

Learning media play an important function in the educational process because they accommodate students to understand material and educational objectives effectively. Latuheru (1988:14) defines learning media as tools or devices that transmit learning messages or information from teachers or educators to students or student participants. Learning media

continues to develop in accordance with current technological advances. Students, for example, can now take classes remotely with more flexibility using smartphones and apps such as Zoom and YouTube. However, there are concerns that research delays may negatively affect students' academic performance. This research will offer a clearer understanding of how to optimize learning media in modern education to facilitate a more comprehensive and effective learning process for students at different levels of education.

RESEARCH METHODS

This study used a quantitative approach, survey research methodology, and a pseudo-experiment with a non-equivalent control group design as the research design. As a continuation of the actual experiment, Sugiyono (2012: 77) states that this type of quasi-experiment is used to overcome the challenges of identifying a control group in a study. Although this design includes a control group, it cannot fully control external factors that affect the way the experiment is conducted. This quasi-experimental design is used because, in practice, it is difficult to obtain a control group for research. In contrast, a non-equivalent control group design uses an experimental group, although the experimental group is selected based on class size rather than randomly. The population of this study consisted of all VII A and VII B grade VII students of SMPN 21 MATARAM. There were twenty-five students in class VII A and twenty-five students in class VII B. Thus, the total number of students was fifty-five. So, all students totaled fifty people. The stratified cluster random sampling approach is the method used in the sampling process. From this school, two classes were selected to be used as research subjects. One class served as the control group, and the other class as the experimental group.

Table 1. Quasi-Experimental Research Design

Group	Pre-Test	Treatment	Post-Test
E	O_1	X	O_2
K	O_3	-	O_4

Description:
E : Experimental group (group treated using the PjBL learning model assisted by Creative Media)
K : Control group (group that is given another treatment (not using the PjBL learning model assisted by Creative Media)
O1: experimental group pretest
O2: experimental group posttest
O3: control group pretest
O4: control group posttest
X : The use of project-based learning method in learning Civics.

Collaborative and participatory. The following Learning Improvement Implementation Procedure will be carried out in 4 stages, namely: design, actualization, observation, and evaluation.

RESEARCH RESULTS AND DISCUSSION
Instrument Test Results
Validity Test

The validity test results can be seen in table 2, below:

Table 2. Validity Test Results

Questionnaire item number	Correlation coefficient	Description

1	0,575	VALID
2	0,482	VALID
3	0,506	VALID
4	0,533	VALID
5	0,605	VALID
6	0,546	VALID
7	0,569	VALID
8	0,486	VALID
9	0,582	VALID
10	0,464	VALID

Before being distributed to the sample class, the results of the questionnaire and the previous population are depicted in Table 2. The test results show that the 10 statement items in the questionnaire are considered "valid", and each statement item has a different correlation coefficient value. The statement with the highest correlation coefficient was 0.605, and the statement with the lowest correlation coefficient was 0.464. In the context of student learning interest, the validity of the statements in the questionnaire indicates the extent to which the statements can be relied upon to measure or represent the desired construct.

Reliability Test

The reliability test is carried out after the validity test process is complete to determine the reliability or consistency of the learning interest measurement tool. The reliability test is carried out to ensure that the tools used are reliable for measuring the same variables consistently. In general, reliability refers to how stable and consistent the instrument measurement results are in various situations. Table 3 shows the results of this reliability test, displaying the value of Cronbach's alpha coefficient, used to measure the internal consistency of the instrument items; higher values of this coefficient indicate that the instrument has a higher level of reliability, with items within the same construct being mutually consistent.

Table 3. Reliability Test Results

r_{count}	r_{table}	Criteria
0,714	0,404	Tall

In the table above, the rcount value is the result of calculating the correlation of the data collected, with a specific rcount value of 0.714. Furthermore, the rtable value is 0.404, the same as in the previous validity test. This instrument is considered to have a high level of reliability, according to the criteria listed in Table 3.1. In this context, instrument reliability refers to how consistent the instrument is in measuring a construct or variable. The value of rcount > rtable indicates that this study interest instrument has a good level of consistency in measuring students' interest in learning, which means that the instrument results are reliable and consistent in accurately measuring the level of students' interest in learning. As this instrument meets all the standards or criteria set for reliability, the results of the learning interest measurements made with this instrument can be interpreted with high confidence. This ensures that analysis and conclusions based on the data generated by this instrument can be considered valid and accountable.

Table 4. Criteria for the rcount Value of Instrument Reliability

Value	Description
$r_{hitung} < 0,20$	Very low
$0,20 \leq r_{count} < 0,40$	Low
$0,40 \leq r_{count} < 0,70$	Currently

$0,70 \leq r_{count} <0,90$	Tall
$0,90 \leq r_{count} <1,00$	Very high

This instrument meets the high criteria for reliability, as indicated by the obtained rcount value of 0.714, which is within the range of 0.70 to 0.90, and in accordance with the criteria listed in the previous table. This indicates that this instrument shows a high level of consistency in measuring the student learning interest variable. In the next stage, this tool can be used to collect research data. The use of this reliable tool will give respondents confidence that the data they collect will be consistent and reliable. The reliability test results show that the rcount value (0.714) > rtable (0.404). This indicates that the tool used has exceeded the minimum required for reliability, indicating adequate consistency in the statistical measurement of learning interest.

Prerequisite Test Results
Normality Test

The normality test was carried out on the data on the results of students' learning interest to determine whether the data distribution followed a normal pattern, most of the success of statistical analysis assumes that the data comes from a normal distribution. Table 4 provides more detailed information about the distribution of data on learning interest results, showing whether the data can be statistically considered normal or not. This normality analysis helps researchers to choose appropriate and valid statistical methods in analyzing the relationship between certain variables or testing hypotheses in research. In this situation, if the normality test results show that the data is not normally distributed, the researcher should consider changing the data or using an appropriate non-parametric statistical method. Conversely, if the data is normally distributed, parametric statistical methods such as t-test or regression analysis can be used more accurately. Thus, Table 4 provides important information to ensure that the data analysis on students' learning interest has been done correctly and in accordance with the required statistical assumptions.

Table 5. Normality Test Results of Pre-test & Post-test Student Learning Interest

Tests of Normality							
	Group	Kolmogorov-Smirnov^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Results	Posttest Control	.382	25	.000	.758	25	.000
	Posttest Eksperimen	.182	25	.032	.885	25	.009
a. Lilliefors Significance Correction							

The results of the normality test are shown in Table 4:
1. Kolmogorov-Smirnov Test. The Kolmogorov-Smirnov (K-S) test utilizes in testing that the data follows a normal distribution. After testing using SPSS.26, the significance values (Sig.) for both groups (Posttest Control and Posttest Experiment) of 0.000 and 0.032 are smaller than 0.05 (0.000 and 0.032), which indicates that the data is not normally distributed or H0 is rejected according to the K-S test.
2. Shapiro-Wilk Test. The Shapiro-Wilk test is also used in testing data normality. After testing using SPSS.26, the significance value (Sig.) for both groups (Posttest Control and Posttest Experiment) Shapiro-Wilk test shows 0.000 and 0.009 smaller than 0.05, this indicates that the data is not normally distributed or HO. Based on the results of both tests (Kolmogorov-Smirnov and Shapiro-Wilk), the post-test results of the control group and the experimental group were determined not to be normally distributed.

Homogeneity Test

The homogeneity test was carried out to determine whether the data on students' learning interest results were distributed homogeneously. This test is important because it shows that the variability between groups of data is not statistically significant, which allows for further valid analysis. Table 5 displays the results of homogeneity tests and statistics related to data homogeneity. This table also includes statistical values used to test homogeneity between groups of data, such as the F value or Levene's test. Data homogeneity analysis ensures that differences in data groups are not caused by significant variability between them. If the data are homogeneous, then further analysis can be carried out with confidence that uncontrolled variability does not cause differences in the groups. The results of the homogeneity test can be seen in table 5 that the instrument in the homogeneity test shows the following numbers:

Table 6. Homogeneity Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Results l	*Based on Mean*	63.602	1	48	.000
	Based on Median	32.431	1	48	.000
	Based on Median and with adjusted df	32.431	1	32.576	.000
	Based on trimmed mean	60.477	1	48	.000

From the results of homogeneity testing using SPSS.26, the result of the significance value of Based on Mean is 0.000 less than 0.05, which means that the variance is not homogeneous.

Hypothesis Test

In order to determine the impact of PjBL on student learning attention, hypothesis testing is carried out with Pre-Test and Post-Test data. This hypothesis test analysis aims to determine whether there is a statistically significant disparity between the average learning interest of students before and after PjBL is used. If there is a significant difference, this will support the argument that PjBL increases students' learning interest. The results of this hypothesis test are crucial to determine the extent to which a particular teaching strategy can increase students' motivation to learn and engage in the learning process. Table 6 below displays the results of the hypothesis test:

Table 7. Hypothesis Test Results

Ranks				
	class	*N*	*Mean Rank*	*Sum of Ranks*
Interest to learn	control	25	13.50	337.50
	experiment	25	37.50	937.50
	Total	50		

Table 8.

Test Statistics[a]	
	minat belajar
Mann-Whitney U	*12.500*
Wilcoxon W	*337.500*
Z	*-5.978*
Asymp. Sig. (2-tailed)	*<.001*
a. Grouping Variable: control dan eksperimen	

The basis for taking hypothesis results is using the mann withnay formula. Based on the "test statistics" output, the Asymp. Sign value of 0.001 <0.05. then it can be concluded that "Alternative hypothesis accepted". There is evidence that the PjBL learning model assisted by creative media at SMPN 21 Mataram increases student engagement in the classroom. Hypothesis testing results show that students' average learning interest is statistically different between before and after the use of PjBL. The results support this conclusion. This result shows that the PjBL method can make students more interested in learning at school. This result is very important for education because it shows that the creative media-assisted PjBL learning model not only improves students' understanding of the lesson but also makes them more involved and interested in the learning process.

Discussion
Results of the Research Instrument Trial

After compiling a questionnaire focusing on relevant variables related to students' knowledge of the creative media-assisted PjBL learning model, researchers proceeded to distribute it to learners as the first step in their research. The questionnaire was designed to gather comprehensive information regarding learners' experiences during the learning process, as well as to explore their level of interest in learning when the creative media-assisted PjBL learning model was implemented or not. Learners who completed the questionnaire responded positively to their experience of learning using the creative media-assisted PjBL learning model. The results of this questionnaire indicated that students felt actively engaged in learning, showing high interest in interactive and context-relevant learning methods. The data collected from the questionnaires are considered valid and reliable as research instruments, which will provide a solid foundation for further analysis. The validity and reliability of these instruments guarantee that the results obtained from the research are reliable in evaluating the effectiveness of the PjBL model and creative media in enhancing students' learning experience and interest. This step is key in preparing a solid foundation before the actual implementation of the PjBL learning model assisted by creative media in the experimental class. Thus, the researcher can ensure that the chosen approach not only has a positive impact on students' learning experience but also increases their interest in the learning process, which is the main objective of this study.

Validity Test

The validity test is an important stage in research, according to Sugiyono (2017). The aim is to ensure that the instrument used can measure exactly what is desired from the research subject. The tool created for this study consists of ten statements intended to measure students' learning interest in the PjBL model. To test validity, the Product Moment Correlation method was used at a significance level of 0.05 or 5%. The purpose of this validity test process is to find out how well the tool is able to measure the learning interest variable. If the value (rcount) > (rtable) in accordance with the standards set, then the instrument is considered valid. The validity test results show that each of the ten statements in the learning interest instrument is valid. These results indicate that the tool is reliable in measuring students' interest in learning in this study. With a valid instrument, research can proceed with confidence that the data collected will provide accurate and reliable results about students' learning interest as an impact of the implementation of the PjBL learning model assisted by creative media. The validity of this instrument provides a strong foundation for researchers to further explore the impact and effectiveness of the PjBL learning model assisted by creative media to increase students' interest in learning.

Reliability Test

The reliability test indicates to evaluate how consistent the measurement results are with the same instrument on the same object. This is important to ensure that the instrument used is reliable and gives consistent results if you make repeated measurements of the same phenomenon (Sugiyono, 2019). Researchers used the Cronbach's Alpha calculation method to evaluate the reliability of the instrument used to measure student learning interest after participating in the PjBL learning model activities assisted by creative media. Cronbach's Alpha is a common method for evaluating the internal consistency of measuring instruments such as questionnaires. If the Cronbach's Alpha value rcount> rtable, in accordance with the standards set, the instrument is considered reliable. The reliability test results for this study show that the rcount value obtained is 0.714> the rtable value set at 0.404. These results indicate that the tool used can be considered reliable as a measuring tool on student learning interest after following the PjBL learning model assisted by creative media with consistency.

Prerequisite Test Results and Research Hypotheses
Prerequisite Test Results
Normality Test Results

Normality test is a statistical technique used in determining whether the residual variables in the regression model are normally distributed (Ghozali (2021: 196)). This test is often carried out using the Kolmogorov-Smirnov formula, where the data is considered to follow a normal distribution if the significance value (p-value) of the normality test is> from 0.05. Rather, it is considered not normally distributed if the significance value is less than 0.05. In this research framework, we tested the normality hypothesis using the post-test data of students' enthusiasm in learning from both the control and experimental classes. If the samples do not follow a normal distribution, the Shapiro-Wilk test will give incorrect results. If the significance value is more than 0.05, the null hypothesis (H0) is accepted, and if the significance value is less than 0.05, the alternative hypothesis (H0) is rejected. This is the decision-making framework based on the Shapiro-Wilk test. The test results show that the data significance values (Sig.) for both groups (Post-test Control and Post-test Experimental) of 0.000 and 0.032 are smaller than 0.05 (0.000 and 0.032), which indicates that the data are not normally distributed or H0 is rejected according to the Kolmogorov-Smirnov K-S test. In addition, the significance values (Sig.) based on the Shapiro-Wilk test, the data do not follow a normal distribution for the second group (Posttest Control and Posttest Experimental), because 0.000 and 0.009 are less than 0.05. The results showed that the data on students' learning interest after the exam did not follow a normal distribution. Overall, this finding rules out a normally distributed posttest data set for both the control and experimental groups.

Homogeneity Test Results

According to Maksum (2012), To ensure that you can compare different groups or categories of data fairly, the homogeneity test looks for signs that the variances are similar. Here, we use Levene's test to see if the variances of the groups are indeed homogeneous. By comparing the sig value on the Levene statistic to 0.05 (sig > 0.05), the homogeneity test can confirm whether the two groups, the experimental group and the control group, have significant variances. This information is then used to accept or reject the hypothesis. To make a judgment, we look at the significance level (Sig) relative to the mean. If it is greater than 0.05 then the variance of the data can be said to be homogeneous. If it is smaller than 0.05 then the data variance can be said to be inhomogeneous. Because the significance value based on the mean of the homogeneity test is less than 0.05 (0.000), it can be concluded that the variance is

not homogeneous. These results indicate that the homogeneity criterion does not meet the variance in the groups of learning interest data in this study. It can be concluded that the information about students' learning attention in this study is categorized as inhomogeneous data. This finding is very important because it ensures that further non-parametric statistical analysis can be carried out with confidence in accordance with the hypothesis test on the student learning interest variable.

Hypothesis Test Results

Hypothesis is defined by Poletiek in Anuraga et. al. (2021) as an unproven, short-lived, and untested premise or perspective. When dealing with ordinal or interval data that does not follow a normal distribution, a non-parametric test called the Mann Whitney U Test can be used to understand the difference between the medians of two related groups. The decision in this hypothesis test is based on If the asymptotic significance level is less than 0.05 then the null hypothesis is accepted, and if it is more than 0.05 then the null hypothesis is rejected. The hypothesis test shows the finding that 0.001 is less than 0.05. We can say that the premise of this study is correct; the data shows that there is an effect on students' interest in learning. The data combined in the study showed that students' interest in learning increased when the PjBL learning model assisted by creative media was applied. The results of the hypothesis analysis show that students are more interested in learning when using this learning model. Table 6 shows that these two variables have a close correlation with each other, with a significance value <0.05, which is the standard for hypothesis test conclusions. Based on these results, students' interest in learning increases when creative learning resources are used. In essence, if we want our students to be more engaged and enthusiastic learners, we need to equip them with interesting and innovative learning paradigms. However, students can become less engaged and enthusiastic if they find the learning process boring or do not use creative media. Based on these findings, it is clear that engaging learning design is essential to make the classroom a more interesting place and stimulate students to learn. This conclusion can be used to help build better school lesson plans that not only teach what students should learn, but also increase their participation in the learning process.

At the initial research stage, researchers used observation sheets to observe classroom learning activities as well as student and teacher participation. The observation results in the experimental class showed that students tended to be less active, which had an impact on the lack of interactivity in the classroom. It can be said that 70% of students showed a lack of interest in learning, and in contrast 30% of students actively participated in learning at the time of the research. This finding indicates that students' interest in learning in class did not increase significantly. Therefore, the researcher sought samples from the control class and continued with the investigation. Students in the control group who are more active will be compared with students in the experimental group. The next experimental class was believed to have a marked increase in student engagement after using the PjBL learning paradigm with the use of creative media. The aim is to get children more engaged in the classroom and make it a more dynamic experience for everyone. Thus, this research aims to do more than just evaluate the learning model; it also seeks to increase classroom participation and improve students' general enthusiasm in learning.

In the implementation of the learning model, special treatment was given to increase interest in learning that could potentially affect the level of learner participation in the experimental class. The special treatment given to this class aimed at improving the interactivity and quality of learning in the classroom. The learning process was smooth and organized, supported by the use of creative, innovative and effective learning media. Learners

show high interest in learning to actively participate in learning activities. They actively asked questions, gave answers, and responded to the material taught. Afterwards, the researcher conducted an evaluation at the end of the learning session to assess students' understanding of the subject matter. The results of this study indicate that in the experimental class there was a significant increase in the level of students' learning interest during the learning process. This finding confirms that the implementation of creative media-assisted PjBL learning model can positively influence students' learning interest as well as the quality of their learning interaction and achievement in a well-structured learning environment.

Learning models that use media creatively and effectively into the learning process are essential to attract students' attention and maintain it throughout the lesson. Why? Because if the teacher does not shake up the lesson, students will lose interest and eventually drop out. The fact that some students lack the motivation to continue learning is another issue. Developing new learning models that attract students' interest in education is an ongoing responsibility of educators. In addition, students' learning motivation can also be affected by boring and inefficient learning approaches. Therefore, this research will rectify the problem. Due to its reputation in increasing student engagement, interest and motivation, the PjBL learning paradigm with the use of creative media was chosen. Given, the learning model allows students to discover and solve practical problems and integrate new knowledge from their daily experiences, with the help of creative and interesting learning media, it is expected that this method will improve students' understanding of the subject matter. Not only that, when teachers use interesting and relevant learning media so that students can relate it to their daily lives, then students will participate more actively in the PjBL learning model and make better use of the information presented. individual learning.

The PjBL learning model assisted by creative media can increase students' interest in learning by introducing them to real-life problems, especially those related to their environment. PjBL allows students to understand learning materials better through the process of identifying, analyzing, and solving real problems using a project. This learning model not only improves students' understanding of concepts theoretically, but also enhances their ability to think creatively and solve problems that students face every day. By providing a real and relevant context, PjBL transforms the traditional approach to learning into a more meaningful and engaging learning experience for them. Not only do students learn to master the subject matter, but students also learn to apply knowledge in real-life situations.

CONCLUSION

The use of creative media-assisted PjBL learning models in the classroom can help educators increase students' enthusiasm for learning by introducing them to real-life problems, especially those related to their environment. creative media-assisted PjBL learning models allow students to better understand learning materials through the process of identifying, analyzing, and solving real problems. This learning model must be organized systematically, related to each other, and relevant to the subject matter that students learn. In addition, this learning model also not only helps students understand concepts theoretically, but also helps them become more creative and able to overcome the problems they face every day. The use of creative media-assisted PjBL learning model not only improves the understanding of the subject matter, but also increases their interest in learning. By providing a real and relevant context, this learning model transforms the traditional approach to learning into more meaningful and interesting learning for them. Students not only learn to master the material

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