



Teacher's Strategy in Growing Student Creativity through the Pancasila Student Profile Strengthening Project

Doni Ferdiansyah^{1*}, Honest Umami Kaltsum² 

^{1,2} Elementary School Teacher Education, Muhammadiyah University of Surakarta, Surakarta, Indonesia

ARTICLE INFO

Article history:

Received December 12, 2022

Accepted February 10, 2023

Available online February 25, 2023

Kata Kunci:

Strategi Guru, Kreativitas Siswa, Proyek Penguatan Profil Pelajar Pancasila

Keywords:

Teacher Strategy, Student Creativity, Pancasila Student Profile Strengthening Project



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Rendahnya karakter peserta didik salah satunya tingkat kreativitas yang dimiliki siswa tercatat menurun setelah mengalami pembelajaran daring akibat dari adanya Covid-19. Tujuan penelitian ini yaitu untuk menganalisis strategi guru dalam menumbuhkan kreativitas siswa melalui pembelajaran proyek penguatan pelajar Pancasila, dan mendeskripsikan kendala yang dialami guru beserta solusi yang dilakukan oleh guru dalam melaksanakan pembelajaran proyek. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan model fenomenologi. Subjek dalam penelitian ini ialah guru dan siswa kelas 4 SD. Peneliti mengumpulkan data melalui observasi, wawancara serta dokumentasi. Teknik analisis data yang digunakan adalah model interaktif dari Miles dan Huberman. Hasil penelitian menunjukkan bahwa terdapat dua strategi yang digunakan oleh guru dalam menumbuhkan karakter dan kreativitas siswa, yakni melalui pembelajaran diferensiasi dan pembelajaran proyek penguatan profil pelajar Pancasila. Kendala yang ditemukan selain rendahnya kreativitas siswa ialah terbatasnya referensi buku kurikulum merdeka bagi kelas 1 dan kelas 4, rendahnya ketersediaan fasilitas dan alat penunjang pembelajaran proyek. Kendala yang lain ialah dalam hal penyusunan waktu, sebab pembelajaran berbasis proyek biasanya memerlukan waktu yang cukup lama. Untuk itu diperlukan strategi yang tepat oleh guru dalam upaya menumbuhkan kreativitas siswa. Implikasi penelitian ini diharapkan dapat dikaji lebih mendalam guna melengkapi dan dapat dipakai sebagai pijakan bagi penelitian lain.

ABSTRACT

The low character of students, one of which is the level of creativity possessed by students, has decreased after experiencing online learning due to Covid-19. The purpose of this study was to analyse the teacher's strategy in fostering student creativity through project learning to strengthen Pancasila students and to describe the constraints experienced by the teacher and the solutions made by the teacher in carrying out project learning. This study uses a descriptive qualitative approach with a phenomenological model. The subjects in this study were teachers and 4th-grade elementary school students. Researchers collect data through observation, interviews, and documentation. The data analysis technique used is an interactive model from Miles and Haberman. The results showed that teachers used two strategies in cultivating students' character and creativity: differentiation learning and project learning to strengthen the Pancasila student profile. Constraints found in addition to the low creativity of students are the limited references to the independent curriculum books for grades 1 and 4, the low availability of facilities, and project learning support tools. Another obstacle is time management because project-based learning usually takes a long time. For this reason, the teacher needs the right strategy to foster student creativity. It is hoped that the implications of this research can be studied in more depth to complement and be used as a basis for other research.

1. INTRODUCTION

In early 2022 the government began to aggressively introduce a curriculum to replace the 2013 curriculum, namely the independent learning curriculum. The Free Learning Curriculum is a new policy established by Nadiem Makarim, the Minister of Education and Culture of the Republic of Indonesia. This independent curriculum is the first step in learning recovery caused by Covid-19 to reduce the effects of

learning loss (Rachmawati et al., 2022). Based on the results of the socialization of the independent curriculum conducted by the Ministry of Education, Culture, Research, and Technology explained that to support efforts to restore learning, three things need to be emphasized, namely: 1) Develop students' soft skills and character through project-based learning; 2) Focusing on developing essential materials; 3) The flexibility of the teacher in conducting learning by adjusting the abilities of students.

One of the main characteristics of implementing the independent curriculum is project-based learning which is the highlight learning method. The application of project-based learning is an option in the independent curriculum, which is considered to be able to support the recovery of learning due to learning loss as character development, according to the Pancasila Student Profile. Project-based learning is an active and student-centered teaching method and encourages students to work together (Ferrero et al., 2021; Mahardika et al., 2017). In this era of technological progress, values and character education are needed to balance technological and human development (Chan et al., 2020; Faiz & Kurniawaty, 2022). Based on the opinion of Nadiem Makarim, the Indonesian Minister of Education stated that "The Pancasila Student Profile was created as an answer to one big question, about what competencies will be produced by the Indonesian education system. These competencies include being competent, having character and behaving according to Pancasila values.

Strengthening the Pancasila student profile project is currently starting to be implemented in academic units through driving schools, both at the elementary, middle, and high school levels. Through this driving school program, it is hoped that it can encourage academic units to carry out transformations to improve the quality of learning in schools, one of which is by implementing an independent curriculum (Hidayati et al., 2022; Syafi'i, 2021). The application of this Pancasila profile project can be carried out through school culture, intra-curricular learning, and co-curricular and extra-curricular activities in which the focus is on building character and abilities that are built in daily life and lived within each individual. The purpose of implementing this project learning is to create learning opportunities that effectively solve problems and create the final product. Students try to think critically, analyze data, draw conclusions and communicate findings creatively (Demirtas & Cayir, 2021; Lyu et al., 2021). Because elementary school is the right time to organize project learning so that it can foster student interest, curiosity and active student participation.

Based on the Pancasila student profile, one of the characteristics that must be owned by students is creativity. Previous study states creativity is the ability possessed by a person to produce a new idea or product that has a usability value (Thuneberg et al., 2018). A learner can be creative if he is always open to new experiences, dares to express his opinion, has a high level of confidence and dares to make decisions. In addition, the ease with which students find ideas or answers to a problem indicates creative thinking. However, in the application of current learning, the level of creativity possessed by students is not optimal. Research conducted by previous research states that low creativity in students is caused by educators who only convey material contained in teaching materials, without involving students who have the power unlimited reason (Mery et al., 2022). Besides that, it is also caused by the low use of language and illustrations that are less communicative and interactive in the teaching materials used by students. And there are still many students who are shy and don't dare to ask questions and express opinions. Therefore, teachers need the ability to develop creative ideas possessed by children to solve problems faced by children because the primary elaboration phase of education is an essential phase in supporting the development and equipping children with creative thinking processes (Fadhilah et al., 2022; Nurani et al., 2020).

Therefore, efforts are needed by educators in order to foster the creativity of students, one of which is the project to strengthen the profile of Pancasila students. One school that has implemented learning by implementing the Pancasila profile project is SD Negeri 2 Wates, Simo District, Boyolali Regency. This school has been implementing learning using projects for two months. This project study is carried out once a week, every Saturday. Based on the results of interviews conducted with grade 4 students and teachers, there were several obstacles faced by students, teachers and the school. This is in line with research conducted by previous study there are still many students who are shy and do not dare to ask questions and express opinions (Mery et al., 2022). Besides that, the obstacles teachers and schools face are the limited facilities and infrastructure in implementing this learning project. Especially the need for independent curriculum teaching materials that will be used by students, as well as the limited tools and materials that will be used for project-based learning. Project-based learning should attract students' interest, hone their creativity, and encourage them to ask questions during learning actively. Besides that, encouragement is needed from the teacher and school to immediately seek the availability of teaching materials and tools to support the implementation of project-based learning so that it runs well.

Several studies have been carried out on implementing the Pancasila student profile strengthening project to foster student creativity. First, research conducted by previous research explains

that efforts to foster student interest in learning and creativity are carried out through the Project Based Learning learning model, which consists of six syntaxes, including determining basic questions and problems, designing project plans, setting schedules, tracking student progress and project outcomes, evaluating results and reflecting (Yuniharto & Rochmiyati, 2022). Second, research was conducted to determine the strategies carried out by teachers in implementing the Pancasila Student Profile to shape the character of students (Lubaba & Alfiansyah, 2022). From the results of observations, researchers found strategies used by teachers in implementing Pancasila student profiles, including differentiation learning, learning with projects and habituation. Third, research conducted by other study indicate that through project activities with the theme of entrepreneurship, students' understanding of social arithmetic can be increased (Fadillah et al., 2022). Based on some of the results of these studies, the difference between this study and previous research lies in focus. Previous research only focused on the preparation and strategies used by the teacher in increasing student creativity through project-based learning. Meanwhile, in this study, the focus was not only on the preparation and strategies carried out by the teacher but also on the problems experienced by the teacher and the solutions implemented in implementing project-based learning.

Based on the description of the problem and previous research, the researcher felt the need to study further how the stages of developing creativity in grade 4 students through project learning strengthen the Pancasila student profile. Therefore the purpose of this study is to analyses the teacher's strategy in carrying out project learning to strengthen Pancasila students and to describe the constraints experienced by the teacher and the solutions made by the teacher in carrying out project learning at SD N 2 Walen. As for the hopes of researchers for education practitioners, this paper provides an overview of strategies for cultivating student creativity through learning projects to strengthen the Pancasila student profile and the obstacles faced at SD N 2 Walen. So that in the future, it can also be implemented in surrounding elementary schools that still need to implement project-based learning.

2. METHOD

This study uses descriptive qualitative research with a phenomenological research design. In this study, researchers will analyze the implementation of P5 learning (a project to strengthen the Pancasila student profile) as a form of implementation of the independent curriculum and will research teachers' efforts to foster student creativity in project learning at SD N 2 Walen, Simo District, Boyolali Regency. The subjects in this study were grade 4 teachers who had implemented P5 learning. Then the data sources from this study were the principal, class 4 teachers, and grade 4 students, totaling 15 students. Researchers use qualitative methods to collect data through observation, interviews, and documentation. During the observation, the researcher went to the school to conduct research on implementing P5 learning. Then at the interview stage, the researcher interviewed grade 4 teachers and grade 4 students regarding the implementation of P5 learning. In addition, the researcher completed documentation of the school's state and the dates the learning project was conducted to corroborate the data they had collected. The research instrument used is presented in Table 1.

Table 1. Research Instruments

Indicator	Sub Indicator
Teacher's strategy in project-based learning	<ol style="list-style-type: none"> 1. Determine the basic questions 2. Design a project plan 3. Arrange a schedule 4. Monitor students and project progress 5. Test Results 6. Evaluate project learning
Student creatifity	<ol style="list-style-type: none"> 1. Enjoy trying new things 2. Have high curiosity 3. Happy to imagine 4. Enjoy experimenting with objects

This study uses the Triangulation method to measure the validity of the data. The Triangulation Method is a technique for checking data validity by utilizing other sources (Hardani et al., 2020). The triangulation method used is source triangulation. This is accomplished by contrasting the observational data received by interviewing informants with the documentation that has been gathered. Data analysis techniques in this study took place during data collection through a series of observations and interviews with research subjects to obtain credible answers. The data collection technique used is an interactive

model consisting of a reduction process (data reduction), data display (data presentation), and data conclusion/verification (Ahmad Rijali, 2018; Miles et al., 2014).

3. RESULT AND DISCUSSION

Result

Based on the results of observations and interviews conducted by researchers, Strengthening Pancasila Student Profiles is the main focus of schools, especially for grade 1 and 4 students with differentiation learning strategies and Pancasila Student Profile Project Learning (P5). In differentiation learning, the teacher must be able to creatively design learning in order to achieve the Pancasila student profile. The teacher also provides a variety of activities that make sense so that students can understand and understand the material. For example, the teacher gives material about waste. Then students are invited to classify types of waste to process used materials into valuable crafts. Then the second step, the teacher's strategy, is to do the learning of the Pancasila Student Profile Project. Learning this project is likely to increase student creativity and strengthen student character.

The implementation of Project learning at SD N 2 Walen is carried out every Saturday by adjusting the conditions owned by the school. In preparing project-based learning, several things must be prepared by the teacher, including 1) Determining basic questions, 2) Designing project plans, 3) Arranging schedules, 4) Monitoring students and project progress, 5) Testing results and 6) Evaluating project learning. In project-based learning, students must have several themes, including Sustainable Lifestyle, Bhinneka Tunggal Ika, Local Wisdom, Build Their Soul and Body, Engineering, Entrepreneurship and Technology to build the Unitary State of the Republic of Indonesia. The theme currently being implemented at SD N 2 Walen is Sustainable Lifestyle. In supporting the implementation of this theme, a project on waste was carried out. Students are taught about the types of waste, the bad effects of waste, and how to use this waste.

At the introduction stage, the activities carried out are an introduction to waste, an exploration of types of waste, and an introduction to materials for making pencil box crafts. In the contextual stage, the activities carried out are collecting materials to make handicrafts from waste. Second, an introduction to weaving techniques to students, and third, an introduction to how to make pencil box crafts from used materials. In the action stage, the activities carried out are as follows. First, prepare materials consisting of used bottles, raffia rope, burning glue, scissors, and matches. Second, cleaning used bottles and raffia rope. Third, cut the plastic bottle into two parts, then cut the bottle segments into several parts to be woven into raffia rope. Fourth, prepare the raffia rope, insert the rope on the bottle segment, and then tie it so that it covers all parts. Fifth, give decorations to the bottles that have been woven. The last stage, namely the evaluation of Project Implementation. Teachers assess three criteria: attitude, knowledge, and skills. The assessment instruments are rubrics, direct assessments, and peer-to-peer assessments. One example of the implementation of the Project for processing used materials into pencil box crafts can be seen in Figure 2.



Figure 2. Project Implementation

Based on the results of interviews with grade 4 students, it was found that after carrying out this project learning, average students became happy to conduct experiments with their friends. The imagination possessed by students developed so that it was easy to understand the material provided by the teacher. The power of students' imagination can be seen in the various kinds of project results done individually and in groups. Even at the beginning of the learning project implementation, students needed help understanding the flow of implementing the independent curriculum and learning projects to strengthen the Pancasila student profile (P5).

The research results related to the Implementation of Learning at SD N 2 Walen found that this school uses two different types of curricula. The independent curriculum is used for grades 1 and 4, while the 2013 curriculum is still used for grades 2, 3, 5 and 6. The implementation of the independent curriculum is only carried out in grades 1 and 4 because the independent learning curriculum still requires processes and stages that need to be done quickly. Therefore, for other classes, this independent curriculum becomes a companion curriculum. The implementation of the independent learning curriculum in this school is also carried out to strengthen the character of students. Although, previously, character education in this school had been implemented through outreach activities, it could have gone better. Therefore, according to the Pancasila student profile, the principal and the teacher council began to implement an independent curriculum to foster students' character.

The implementation of the independent curriculum through P5 learning (the Pancasila Student Profile Strengthening Project) requires teachers to master and maximize the learning preparation process so that it fits the needs of students. Based on the results of observations and interviews that researchers at SD N 2 Walen have conducted, strengthening the Pancasila student profile is the main focus of the school, especially for grade 1 and 4 students, which is carried out through differentiated learning and project-based learning (P5) in order to increase the creativity possessed by students.

In the implementation of learning, this project still adjusts to the condition of the school. At SD N 2 Walen, project learning is carried out every Saturday. Its implementation has several existing themes, including Sustainable Lifestyle, Unity in Diversity, Local Wisdom, Build Your Body and Spirit, Engineering, Entrepreneurship and Technology to build the Unitary State of the Republic of Indonesia. Since currently learning at SD N 2 Walen still applies the Sustainable Lifestyle theme, the project implementation is carried out in several stages. Based on the results of interviews with grade 4 teachers, the projects carried out by students include: First, the teacher provides a presentation of material related to the definition and types of waste as well as hands-on practice in classifying types of waste. Second, the teacher gives a material presentation about the types of diseases that arise from waste. Moreover third, the teacher invites students to take advantage of the surrounding waste to be processed into a valuable craft, one of which is making a pencil box craft from used materials. For this reason, before carrying out project-based learning, the teacher must prepare it properly.

An explanation of the steps that need to be prepared in implementing the learning project is as follows. First, define basic questions. Before starting the lesson, the teacher asks several questions that are used as a trigger for students regarding the project that students will carry out. For example, students are asked questions about maintaining a good environment, what dangers arise if we do not keep the environment clean, and so on. Second, designing a project plan. In designing a project, it should be done together with students and teachers. A project is done so that students feel they have ownership of the project. For example, teachers and students must both know the equipment and materials used in preparing a project. Third, make a schedule of activities. Teachers and students jointly arrange a schedule of any project activities that will be carried out during project learning. For example: Determining *the timeline* for completing the project, Determining the final deadline for making the project, and Guiding students so they can make good project planning.

Fourth, monitor student project progress. In project activities, the teacher must always check and monitor students. This monitoring is carried out by facilitating the needs of students in each process of project activities. Therefore, teachers must compile a rubric to assess students more efficiently. Fifth, test results. After the project is completed, an assessment is required by the teacher. This assessment is carried out to measure student achievement, evaluate student progress, provide feedback regarding students' understanding, and assist the teacher in developing what strategies should be implemented for subsequent learning. Sixth, evaluate learning. The teacher and students discuss the project learning tasks they completed at the lesson's conclusion. Through this process, students are asked for opinions about their experiences while carrying out project activities, what obstacles students experience, what benefits can be obtained from the project, and others. The teacher and students carry out an assessment related to the implementation of project activities to improve further learning.

The implementation of the learning project to strengthen the profile of Pancasila students, which was carried out at SD N 2 Walen, was considered quite effective in fostering the creativity of students, one of which was through the practice of using used waste materials to make pencil box crafts that were unique. In the process of making this pencil case, there are several stages. The introduction stage is carried out to guide students regarding the problem of waste. Students are given material about the types of waste, the dangers of waste and the use of this waste. Then the contextual stage, students begin collecting the materials needed to make crafts and are taught about weaving techniques to make crafts from these used materials. The next stage is the action stage. In this stage, students begin to cut used bottles, then weave raffia ropes on the bottles and provide decorations. The final stage is the reflection

stage, where the teacher evaluates the implementation of learning by asking students to evaluate their friends in a group on a self-evaluation sheet.

Based on the results of the interviews that the researchers conducted with the grade 4 teachers, it was found that the obstacles in carrying out this learning project included: Lack of reference books in implementing the Learning Project for Strengthening Pancasila Student Profiles. The lack of learning support books is due to the independent curriculum, which is the curriculum that has just been implemented at this school. Even though the school has proposed buying books from the local government, they still have to wait for some time.

In addition to the limitations of books, the obstacles experienced by some teachers are difficulties in adjusting the time of implementing project learning. That is because the implementation of project learning generally takes quite a long time. For example, implementing one theme can take up to 4-7 weeks. In addition, there are obstacles to the limited facilities and media owned by schools. Moreover, funding must be funded to procure project-based learning tools and materials. So in carrying out project learning, teachers must look for tools and materials that are sober and readily available to students. If students are forced to buy the material, try to make it cheap. That is done to avoid burdening students.

Based on the various kinds of problems above, one of the solutions that the teacher has carried out is to conduct a KKG (Teacher Working Group); through this KKG, teachers from several schools hold discussions regarding the implementation of learning, especially in the independent curriculum which still experiences many obstacles or difficulties. Through this discussion, teachers can share the constraints in their respective schools. When finished, they began to discuss finding solutions to deal with these problems. In addition to conducting KKG, schools will also try to speed up the distribution of learning books from the regions because now we are entering the end of the odd semester of learning. Moreover, strive to provide facilities and tools to support the implementation of project learning.

Discussion

Differentiated learning is an effort to adjust the learning process in the classroom in order to achieve the learning needs of each student. Through this differentiated learning, it is hoped that it can meet learning needs and develop students' creative potential so that students can solve problems and be able to think critically (Alsalhi et al., 2021; Hadi et al., 2022). This follows the results of interviews conducted with grade 4 teachers at SD N 2 Walen, which showed that this differentiated learning is carried out to meet the various needs of different students by referring to aspects of student interest, readiness and abilities possessed by students. Therefore, the teacher provides waste material in applying the Sustainable Lifestyle Theme material. Then students are invited to classify the types of waste to process used materials into valuable crafts. Likewise, in research conducted by previous study that state the teacher's efforts to attract students' attention include ice breaking when students feel bored and not concentrating (Faiz & Kurniawaty, 2022).

This differentiated learning is one of the lessons that provide sample time for students to hone the abilities and potential that exist within each student. Therefore, it is hoped that the teacher can design learning that interests students, so they are happy to ask questions, enjoy being creative and research something new. To develop student creativity, several things must be considered by the teacher, including Understanding student character, identifying student learning needs, developing individual and collaborative learning strategies, giving confidence to students and developing students' thinking potential and problem-solving skills (Aminuriyah et al., 2022; Putra, 2021). Apart from carrying out differentiated learning, SD N 2 Walen also implements learning with a project, often referred to as a project, to strengthen the Pancasila student profile (P5). Through learning, this project is expected to strengthen students' character and increase their creativity. This follows the statement who state that project learning encourages children to conduct experiments directly and gain knowledge (Prachagool, 2021). There are three important elements in the implementation of project learning according to previous researcher including 1) Project learning is triggered through driving questions, 2) There is student activity in asking and activeness in carrying out learning, 3) Project learning must focus on issues -Issues that interest students (Cattaneo, 2017). Besides that, the teacher must analyse the characteristics of project assignments according to changes in the environment so that they can provide students with roles and opportunities to participate properly (Aditama et al., 2022; Kim & Kim, 2021).

Teachers assess three criteria: attitude, knowledge, and skills. The assessment instruments are rubrics, direct assessments, and peer-to-peer assessments. Then the teacher gives suggestions and input regarding the learning that has been done so that it can be carried out better in the future. This follows the results of research which states that the stages in implementing project learning begin with the Introduction Stage, the Contextual Stage, the Action Stage, and the Reflection Stage (Ummah et al., 2019). Students look enthusiastic during learning. This can be seen from the results of interviews with grade 4

students, indicating that they are very happy during learning activities, learning motivation increases, and increases students learn creativity with this project-based learning. The research results from other study show that project-based learning makes the classroom atmosphere fun (Tika & Agustiana, 2021). Students are free to express opinions, ask questions, and make conclusions and answers without shame and fear during the learning process. According to previous study developing creativity from an early age is very important to do, because if children are given this project-based learning model, they can hone their creativity to complete a project well (Yuniharto & Rochmiyati, 2022). This creativity can help students hone their full potential and develop communication skills and problem-solving abilities that students have. In addition, learning this project helps students improve fine motor skills, strengthen cooperation and respect the work of others (Handayani & Sinaga, 2022; Hanifah et al., 2021).

The limitations of books, the obstacles experienced by some teachers are difficulties in adjusting the time of implementing project learning. This statement is the same as the results of research conducted by previous study which states that one of the weaknesses of the project-based learning model is that it takes much time to complete a project (Guo et al., 2020; Hujjatusnaini et al., 2022; Yusriani et al., 2020). So it is not uncommon for project learning to be carried out at home or outside of learning hours, and when learning time starts, students have to present the results of their project. In addition, there are obstacles to the limited facilities and media owned by schools. Moreover, funding must be funded to procure project-based learning tools and materials. That is in line with the statement that state in project-based learning, teachers and students are often burdened with media, reference sources, and assignments that must incur high costs (Chua & Islam, 2021; Yusriani et al., 2020). So in carrying out project learning, teachers must look for tools and materials that are sober and readily available to students. If students are forced to buy the material, try to make it cheap. That is done to avoid burdening students.

Based on the results of the discussion, this project-based learning activity is proven to foster student creativity by utilizing used materials to become valuable pencil box crafts. Project-based learning also fosters other skills possessed by students, such as self-confidence, a sense of responsibility and skills in working with friends. This finding is reinforced by previous research stating that project-based learning motivates students to improve their quality of (Handayani & Sinaga, 2022; Hujjatusnaini et al., 2022). Besides that, it is also in line with the results of research which states that implementing project-based learning can develop skills, train problem-solving abilities and increase active student participation (Hidayati et al., 2022; Susilawati et al., 2017). Therefore, this can be an example of implementing project-based learning for teachers and other schools that have not yet implemented the independent curriculum for grades 1 and 4.

Of course, this study has shortcomings, including limited research time and the need for more facilities and infrastructure owned by the school. Then the advantages of this research are that it is still rare for researchers to research implementing learning projects to strengthen the profile of Pancasila students and the obstacles schools face. Furthermore, only a few schools have implemented project learning to strengthen the profile of Pancasila students in that area. With this research, it is hoped that it can become an example for schools around the area to implement project-based learning immediately. The implication of this research is to provide a reference for teachers regarding the steps for implementing project-based learning so that they become an example to teachers in other schools who still need to implement project-based learning. Based on the research that has been done, there are several limitations in this study, one of which is regarding the topic raised by the author, which is a policy that has just been established by the Ministry of Education and Culture so that the information obtained by researchers cannot be too broad and may change at any time when the researcher has finished doing the research.

4. CONCLUSION

Grade 4 teachers carry out two strategies to foster students' creativity. The first strategy is carried out through differentiation learning by adjusting the interests and talents of students. Then the second strategy is carried out with project-based learning (P5) by utilizing used materials to become valuable crafts. This strategy is considered to develop the character of cooperation and creativity in students. There are still several obstacles in implementing these two strategies, including limited reference independent curriculum books for grades 1 and 4, limited time for project implementation, and minimal availability of facilities and tools to support project learning. For this reason, the teacher needs a solution that is carried out appropriately. This research can be used as reference material for teachers who still need to implement project-based learning. Project learning apart from forming student character, also strengthens students' understanding of learning material.

5. REFERENCES

- Aditama, M. G., Shofyana, M. H., Muslim, R. I., & Pamungkas, I. (2022). Peningkatan Kompetensi Guru dalam Project Based Learning melalui Temu Pendidik Daerah. *Buletin KKN Pendidikan*, 4(1), 90–98. <https://doi.org/10.23917/bkknndik.v4i1>.
- Ahmad Rijali. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, 17(33), 91–94. <https://doi.org/10.18592/alhadharah.v17i33.2374>.
- Alsahhi, N. R., Abdelrahman, R., Abdelkader, A. F. I., Ahmad Al-Yatim, S. S., Habboush, M., & Qawasmi, A. Al. (2021). Impact of Using the Differentiated Instruction (DI) Strategy on Student Achievement in an Intermediate Stage Science Course. *International Journal of Emerging Technologies in Learning*, 16(11), 25–45. <https://doi.org/10.3991/ijet.v16i11.22303>.
- Aminurriyah, S., Markhamah, & Utama. (2022). Pembelajaran Berdifferensiasi : Meningkatkan Kreatifitas Peserta Didik. *Jurnal Mitra Swara Ganesha*, 9(2), 89–100.
- Cattaneo, K. H. (2017). Telling active learning pedagogies apart: From theory to practice. *Journal of New Approaches in Educational Research*, 6(2), 144–152. <https://doi.org/10.7821/naer.2017.7.237>.
- Chan, F., Kurniawan, A. R., Melinda, L. G., Priantini, R., Zubaedah, Z., Suharti, S. R., & Khodijah, S. (2020). Implementasi Pendidikan Karakter Disiplin Pada Peserta Didik Di Sd Negeri 187/1 Teratai. *PENDAS MAHAKAM: Jurnal Pendidikan Dasar*, 4(2), 137–145. <https://doi.org/10.24903/pm.v4i2.405>.
- Chua, K., & Islam, M. (2021). The hybrid Project-Based Learning–Flipped Classroom: A design project module redesigned to foster learning and engagement. *International Journal of Mechanical Engineering Education*, 49(4). <https://doi.org/10.1177/0306419019838335>.
- Demirtas, S., & Cayir, N. A. (2021). An Investigation of Elementary School Teachers' Experiences about Outdoor Education Activities Project*. *Egitim ve Bilim*, 46(208), 1–30. <https://doi.org/10.15390/EB.2021.9565>.
- Fadhilah, Y., Mini, R., Salim, A., & Safitri, S. (2022). Teacher Efficacy and Teacher Social Perception in Creative Teaching for Elementary School Teachers. *Jurnal Ilmiah sekolah dasar*, 6(2), 212–219. <https://doi.org/10.23887/jisd.v6i2.44760>.
- Fadillah, S., Wiwit, & Aisyah. (2022). Meningkatkan Pemahaman Siswa dalam Materi Aritmatika Sosial Melalui Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Pendidikan Matematika*, 13(2), 167–176. <https://doi.org/10.36709/jpm.v13i2.5>.
- Faiz, A., & Kurniawaty, I. (2022). Urgensi Pendidikan Nilai di Era Globalisasi Aiman Faiz 1 , Imas Kurniawaty 2. *Jurnal Basicedu*, 6(3), 3222–3229.
- Ferrero, M., Vadillo, M. A., & León, S. P. (2021). Is project-based learning effective among kindergarten and elementary students? A systematic review. *PLoS ONE*, 16(4 April), 1–14. <https://doi.org/10.1371/journal.pone.0249627>.
- Guo, P., Saab, N., Post, L. S., & Admiraal, W. (2020). A review of project-based learning in higher education: Student outcomes and measures. *International Journal of Educational Research*, 102. <https://doi.org/10.1016/j.ijer.2020.101586>.
- Hadi, W., Prihasti, E., Yuhdi, A., & Agustina, R. (2022). Desain Pembelajaran Diferensiasi Bermuatan Problem Based Learning (Pbl) Mendukung Critical Thinking Skill Siswa Pada Era Kenormalan Baru Pascapandemi Covid-19. *Basastra*, 11(1), 56. <https://doi.org/10.24114/bss.v11i1.33852>.
- Handayani, A., & Sinaga, S. I. (2022). Penerapan Model Project Based Learning dalam Meningkatkan Kemampuan Berpikir Kritis Anak Usia Dini. *PAUD Lectura: Journal of Early Childhood Education*, 5(3), 146–155. <https://doi.org/10.31849/paud-lectura.v>.
- Hanifah, A. N. U., Haq, C. A., Suranto, S., & Susilo, A. (2021). Peningkatan Kreativitas Anak dengan Memanfaatkan Barang Bekas Hiasan Kain Flannel bagi Anak TPA Nurul Yaqin Desa Sugihan. *Buletin KKN Pendidikan*, 3(2), 144–151. <https://doi.org/10.23917/bkknndik.v3i2.15714>.
- Hardani, Andriani, H., & Jumari, U. (2020). *Metode Penelitian Kualitatif dan Kuantitatif* (Husnu Abadi (red); Cetakan I.). CV Pustaka Ilmu.
- Hidayati, N., Hani Saputro, Z., & Lestari, T. (2022). Implementasi Pembelajaran Projek pada Sekolah Penggerak di Era Digital. *Journal of Education and Teaching (JET)*, 4(1), 68–82. <https://doi.org/10.51454/jet.v4i1.200>.
- Hujjatusnaini, N., Corebima, A. D., Prawiro, S. R., & Gofur, A. (2022). The Effect of Blended Project-based Learning Integrated with 21st-Century Skills on Pre-Service Biology Teachers' Higher-order Thinking Skills. *Jurnal Pendidikan IPA Indonesia*, 11(1), 104–118. <https://doi.org/10.15294/jpii.v11i1.27148>.
- Kim, H. W., & Kim, M. K. (2021). A Case Study of Children's Interaction Types and Learning Motivation in Small Group Project-Based Learning Activities in a Mathematics Classroom. *Eurasia Journal of Mathematics, Science and Technology Education*, 17(12). <https://doi.org/10.29333/ejmste/11415>.

- Lubaba, M. N., & Alfiansyah, I. (2022). Analisis Penerapan Profil Pelajar Pancasila Dalam Pembentukan Karakter Peserta Didik di Sekolah Dasar. *EDUSAINTEK: Jurnal Pendidikan, Sains dan Teknologi*, 9(3), 687–706. <https://doi.org/10.47668/edusaintek.v9i3.576>.
- Lyu, Y., Wang, X., Zhang, B., Wang, Y., Jiang, M., Zhang, Q., Zhang, Y., & Liu, W. (2021). Teaching Practice in the “Empathy Design Thinking” Course for Elementary School Students Grounded in Project-Based Learning. *Lecture Notes in Computer Science (including subseries Lecture Notes in Artificial Intelligence and Lecture Notes in Bioinformatics)*, 12779 LNCS(July 2021), 544–555. https://doi.org/10.1007/978-3-030-78221-4_37.
- Mahardika, L., Hermawan, R., & Riyadi, A. (2017). Penerapan Model Project Based Learning Untuk Meningkatkan Kecerdasan Kinestetik Siswa Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar*, 11(1). <https://doi.org/10.17509/jpgsd.v2i1.13238>.
- Mery, M., Martono, M., Halidjah, S., & Hartoyo, A. (2022). Sinergi Peserta Didik dalam Proyek Penguatan Profil Pelajar Pancasila. *Jurnal Basicedu*, 6(5), 7840–7849. <https://doi.org/10.31004/basicedu.v6i5.3617>.
- Miles, M. B., A. M. H., & Saldana, J. (2014). *Qualitative Data Analysis; A Methode Sourcebook* (Third Edit). Arizona State University.
- Nurani, Y., Hartati, S., & Sihadi. (2020). *Memacu Kreativitas Melalui Bermain* (bll 1–238). PT Bumi Aksara.
- Prachagool, V. (2021). Scientific Attitude of Young Children through Literature and Project-Based Learning Organization. *Journal of Educational Issues*, 7(2), 217. <https://doi.org/10.5296/jei.v7i2.19054>.
- Putra, I. M. Y. T. (2021). Implementasi Pembelajaran Flipped Classroom Berbasis Diferensia untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik. *Indonesian Journal of Educational Development*, 2(3), 461–471. <https://doi.org/10.5281/zenodo.5681318>.
- Rachmawati, N., Marini, A., Nafiah, M., & Nurashah, I. (2022). Proyek Penguatan Profil Pelajar Pancasila dalam Impelementasi Kurikulum Prototipe di Sekolah Penggerak Jenjang Sekolah Dasar. *Jurnal Basicedu*, 6(3), 3613–3625. <https://doi.org/10.31004/basicedu.v6i3.2714>.
- Susilawati, A., Hernani, H., & Sinaga, P. (2017). The Application of Project-Based Learning Using Mind Maps To Improve Students’ Environmental Attitudes Towards Waste Management in Junior High Schools. *International Journal of Education*, 9(2), 120–125. <https://doi.org/10.17509/ije.v9i2.5466>.
- Syafi’i, F. F. (2021). Merdeka belajar: sekolah penggerak. *Prosiding Seminar Nasional Pendidikan Dasar*, November, 46–47.
- Thuneberg, H. M., Salmi, H. S., & Bogner, F. X. (2018). How creativity, autonomy and visual reasoning contribute to cognitive learning in a STEAM hands-on inquiry-based math module. *Thinking Skills and Creativity*, 29. <https://doi.org/10.1016/j.tsc.2018.07.003>.
- Tika, I. N., & Agustiana, I. G. A. T. (2021). The Effect of a Blended Learning Project Based Learning Model on Scientific Attitudes and Science Learning Outcomes. *Jurnal Ilmiah Sekolah Dasar*, 5(4), 557–566. <https://doi.org/10.23887/JISD.V5I4.39869>.
- Ummah, S. K., Inam, A., & Azmi, R. D. (2019). Creating manipulatives: Improving students’ creativity through project-based learning. *Journal on Mathematics Education*, 10(1), 93–102. <https://doi.org/10.22342/jme.10.1.5093.93-102>.
- Yuniharto, B. S., & Rochmiyati, S. (2022). Peningkatan Minat Belajar Dan Kreativitas Melalui Project. *Jurnal Pengembangan Pendidikan Dasar*, 6(2), 226–235. <https://doi.org/10.36379/autentik.v6i2.225>.
- Yusriani, Y., Arsyad, M., & Arafah, K. (2020). Kesulitan Guru dalam Mengimplementasikan Model Pembelajaran Berbasis Proyek. *Prosiding Seminar Nasional*, 2, 138–141.