



The Effect of Project-Based Learning Model on Creativity and Learning Outcomes of Indonesian Language Students at Universitas Muhammadiyah Sidenreng Rappang

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Abstract

This study aims to examine the effect of the Project-Based Learning (PBL) model on the creativity and learning outcomes of Indonesian Language students at Universitas Muhammadiyah Sidenreng Rappang. A quasi-experimental design with a post-test only control group approach was utilized. The study population consisted of Indonesian Language students, with two randomly selected classes serving as the sample. The experimental group was taught using the PBL model, while the control group employed conventional teaching methods. Data on creativity were collected using questionnaires, and learning outcomes were assessed through standardized tests. Data analysis was performed using multivariate analysis of variance (MANOVA) via SPSS software. The results revealed that: (1) the PBL model significantly improved student creativity ($F = 333.687, p < 0.05$), (2) the PBL model had a significant positive effect on learning outcomes ($F = 85.885, p < 0.05$), and (3) there was a significant difference in creativity and learning outcomes between the PBL and conventional teaching groups.

The findings indicate that the PBL model fosters an active and engaging learning environment, encouraging students to solve problems creatively and collaboratively. This approach not only enhances creativity but also improves academic performance. Based on these results, it is recommended that educators adopt the PBL model to promote higher levels of creativity and learning outcomes. Further research is encouraged to explore its application in other disciplines.

Keywords: Project-Based Learning, Creativity, Learning Outcomes, Indonesian Language Education, Active Learning

Abstrak

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran berbasis proyek (Project-Based Learning/PBL) terhadap kreativitas dan hasil belajar mahasiswa Program Studi Bahasa Indonesia di Universitas Muhammadiyah Sidenreng Rappang. Penelitian ini menggunakan desain eksperimen semu dengan pendekatan post-test only control group design. Populasi penelitian terdiri dari mahasiswa Program Studi Bahasa Indonesia, dengan dua kelas yang dipilih secara acak sebagai sampel. Kelompok eksperimen diajar menggunakan model PBL, sementara kelompok kontrol menggunakan metode pembelajaran konvensional. Data kreativitas dikumpulkan menggunakan kuesioner, sedangkan hasil belajar dinilai melalui tes terstandar.

Analisis data dilakukan menggunakan analisis multivariat (MANOVA) dengan perangkat lunak SPSS. Hasil penelitian menunjukkan bahwa: (1) model PBL secara signifikan meningkatkan kreativitas mahasiswa ($F = 333,687$, $p < 0,05$), (2) model PBL memiliki pengaruh positif yang signifikan terhadap hasil belajar mahasiswa ($F = 85,885$, $p < 0,05$), dan (3) terdapat perbedaan signifikan antara kelompok PBL dan kelompok konvensional dalam hal kreativitas dan hasil belajar. Temuan ini menunjukkan bahwa model PBL menciptakan lingkungan belajar yang aktif dan menarik, mendorong mahasiswa untuk memecahkan masalah secara kreatif dan kolaboratif. Pendekatan ini tidak hanya meningkatkan kreativitas tetapi juga memperbaiki hasil belajar secara keseluruhan. Berdasarkan hasil penelitian, disarankan agar pendidik mengadopsi model PBL untuk meningkatkan kreativitas dan hasil belajar mahasiswa. Penelitian lanjutan dianjurkan untuk mengeksplorasi penerapan model ini di bidang studi lainnya.

Kata Kunci: Pembelajaran Berbasis Proyek, Kreativitas, Hasil Belajar, Pendidikan Bahasa Indonesia, Pembelajaran Aktif

INTRODUCTION

Education plays a crucial role in shaping individuals to be competent, innovative, and prepared to face future challenges. Higher education, in particular, has a responsibility to provide students with the tools and methodologies necessary to enhance their creativity and learning outcomes. One such approach that has garnered attention in recent years is the Project-Based Learning (PBL) model.

The PBL model shifts the focus from traditional, teacher-centered methods to student-centered learning, where students are actively involved in solving real-world problems, working collaboratively, and producing tangible outcomes. This approach is particularly relevant in the field of Indonesian language education, where creativity and critical thinking are essential for mastering linguistic and literary skills. Despite its potential, conventional teaching methods that emphasize rote learning and passive knowledge transfer remain dominant in many educational institutions. Such methods often fail to foster creativity and limit students' ability to apply their knowledge in practical contexts. Consequently, there is a growing need to explore innovative teaching strategies that not only improve academic performance but also stimulate students' creative thinking.

This study aims to investigate the effectiveness of the PBL model in enhancing creativity and learning outcomes among students of the Indonesian Language Program at Universitas Muhammadiyah Sidenreng Rappang. By comparing the results of students taught using the PBL model with those taught through conventional methods, this research seeks to provide evidence on the impact of PBL in fostering a more engaging and meaningful learning experience. This research is expected to contribute to the ongoing discourse on innovative educational practices, offering insights into how the PBL model can be

implemented effectively to achieve optimal learning outcomes in the context of Indonesian language education.

LITERATURE REVIEW

The integration of innovative teaching models, such as Project-Based Learning (PBL), has gained prominence in educational research due to its potential to enhance creativity and learning outcomes. Rooted in constructivist learning theory, PBL emphasizes that students learn best when they actively construct knowledge through meaningful activities. According to Dewey (1938), education should be experiential and connected to real-life contexts to make learning relevant and impactful. PBL aligns with these principles by encouraging students to solve problems, think critically, and collaborate, leading to deeper understanding and skill development. Creativity, as a central element of PBL, is often defined as the ability to generate original and valuable ideas (Runco & Jaeger, 2012). Munandar (2009) highlights that creativity is not solely an innate trait but can be developed through appropriate instructional strategies. PBL fosters creativity by providing students with opportunities to explore, imagine, and innovate within a structured learning environment.

Several studies have demonstrated the effectiveness of PBL in enhancing creativity and learning outcomes across disciplines. Triagustiana and Rati (2013) found that PBL significantly improved science achievement and motivation in elementary school students. Thomas (2000) highlighted that PBL promotes higher-order thinking skills and enables students to connect theoretical knowledge with practical applications. Similarly, Satiadarma (2003) emphasized that PBL encourages active participation, problem-solving, and collaboration, which are critical for developing creativity. In language education, PBL has

been shown to improve linguistic skills, critical thinking, and the ability to produce creative written and oral works. However, its implementation requires careful planning and alignment with curriculum goals to achieve desired outcomes.

Creativity and learning outcomes are influenced by several factors that align well with the PBL model. Munandar (2009) identified intrinsic factors such as curiosity, imagination, and critical thinking skills as significant contributors to creativity, while Sugihartono et al. (2007) emphasized the role of external factors such as the learning environment, instructional strategies, and teacher-student interactions. Moreno (2003) argued that collaborative tasks in PBL create a supportive environment where students can share ideas, refine their thinking, and produce innovative solutions. Despite the well-documented benefits of PBL, limited research exists on its application in Indonesian language education at the university level. Additionally, studies exploring the simultaneous impact of PBL on creativity and academic performance are scarce. This research seeks to address these gaps by examining the effectiveness of PBL in improving both creativity and learning outcomes among Indonesian language students. Indonesian language education requires an approach that not only enhances linguistic competence but also nurtures creativity and critical thinking. The PBL model, with its emphasis on real-world applications and collaborative problem-solving, offers a promising solution. By engaging students in meaningful projects, this model can bridge the gap between theoretical knowledge and practical skills, preparing them for future academic and professional challenges. The literature underscores the transformative potential of PBL in education, yet its implementation in Indonesian language education warrants further exploration to validate its effectiveness. This study aims to contribute

to the growing body of knowledge by providing empirical evidence on the impact of PBL in a specific educational context.

RESEARCH METHOD

This study employs a quasi-experimental design with a post-test only control group approach to examine the effects of the Project-Based Learning (PBL) model on creativity and learning outcomes among Indonesian Language students at Universitas Muhammadiyah Sidenreng Rappang. The research design was chosen to compare the experimental group, which received instruction using the PBL model, with the control group, which was taught through conventional teaching methods. The population for this study consisted of students enrolled in the Indonesian Language Program at Universitas Muhammadiyah Sidenreng Rappang. Two classes were randomly selected as the sample, with one class assigned to the experimental group and the other to the control group, ensuring balanced representation and sufficient data for statistical analysis.

The independent variable in this study is the teaching model, which has two levels: the PBL model for the experimental group and the conventional method for the control group. The dependent variables are creativity and learning outcomes, which were measured using standardized instruments. Creativity was assessed using a questionnaire designed to evaluate students' ability to generate ideas, solve problems, and think innovatively, while learning outcomes were measured using a test tailored to the course content, including both objective and essay questions.

The data collection procedure involved dividing students into experimental and control groups. The experimental group participated in project-based learning activities that required collaboration, critical thinking, and problem-solving, while the control group followed a

conventional lecture-based approach. At the end of the study period, both groups completed the creativity questionnaire and the learning outcomes test. Data were analyzed using Multivariate Analysis of Variance (MANOVA) with SPSS 16.0 software to determine the impact of the teaching model on creativity and learning outcomes.

Ethical considerations were also prioritized in this study. Participants were informed of the study's objectives and procedures, and their consent was obtained prior to participation. Data were anonymized to ensure confidentiality, and all research activities adhered to ethical standards in educational research. This methodological approach ensures robust data collection and analysis, enabling reliable conclusions about the effects of the PBL model on creativity and learning outcomes.

FINDINGS AND DISCUSSION

The results of this study demonstrate a significant impact of the Project-Based Learning (PBL) model on the creativity and learning outcomes of Indonesian Language students at Universitas Muhammadiyah Sidenreng Rappang. The findings are presented and discussed as follow The multivariate analysis of variance (MANOVA) revealed that the PBL model significantly enhanced students' creativity compared to the conventional teaching model. The creativity scores of the experimental group, which followed the PBL model, were found to be significantly higher ($F = 333.687, p < 0.05$). This result indicates that students in the PBL environment, who were encouraged to solve problems, think critically, and collaborate, were more capable of generating innovative ideas and approaching tasks creatively. In contrast, students in the control group, who followed

conventional teaching methods, exhibited moderate to high creativity levels, showing less variation and growth compared to the experimental group.

In terms of learning outcomes, the analysis also showed a significant improvement for the PBL group ($F = 85.885, p < 0.05$). Students in the PBL group scored consistently higher in assessments that measured both their theoretical understanding and practical application of knowledge. This finding aligns with previous research by Triagustiana and Rati (2013), which highlighted the positive influence of PBL on academic performance. The active engagement and collaborative problem-solving required in the PBL model likely contributed to the deeper understanding and retention of course material.

The significant differences in creativity and learning outcomes between the experimental and control groups can be attributed to the unique characteristics of the PBL model. PBL encourages students to take an active role in their learning, promoting exploration, experimentation, and reflection. Unlike conventional teaching methods, which often emphasize rote learning and passive knowledge transfer, PBL fosters a more dynamic and student-centered learning environment. This aligns with the findings of Satiadarma (2003), who argued that creativity thrives in environments that challenge students to think independently and innovatively.

Furthermore, the findings support the idea that creativity and academic achievement are interconnected. As suggested by Munandar (2009), creativity can be developed through instructional strategies that challenge students to combine existing ideas and produce new solutions. The PBL model provides such opportunities by encouraging students to collaborate on projects that require creative thinking and practical problem-solving.

The findings of this study underscore the potential of PBL in transforming educational practices. By actively engaging students in meaningful tasks and fostering a supportive

learning environment, PBL not only enhances creativity but also improves academic performance. These results emphasize the need for educators to adopt innovative teaching models like PBL to prepare students for the demands of the 21st century.

the study confirms that the PBL model has a significant positive effect on both creativity and learning outcomes. These findings contribute to the growing body of evidence supporting the use of PBL as an effective teaching strategy in higher education, particularly in the field of Indonesian language education. Future research could explore the application of PBL across other disciplines and its long-term effects on student development.

CONCLUSION

This study concludes that the Project-Based Learning (PBL) model has a significant positive impact on the creativity and learning outcomes of Indonesian Language students at Universitas Muhammadiyah Sidenreng Rappang. The findings demonstrate that students taught using the PBL model achieved significantly higher levels of creativity and academic performance compared to those taught using conventional teaching methods.

The PBL model fosters a dynamic and engaging learning environment, encouraging students to actively participate, collaborate, and solve real-world problems. This approach not only enhances students' ability to generate innovative ideas but also improves their understanding and application of course material. The results highlight that PBL can effectively bridge the gap between theoretical knowledge and practical skills, making learning more meaningful and impactful. Given these findings, it is recommended that educators integrate the PBL model into their teaching strategies to enhance student creativity and learning outcomes. Furthermore, future research should explore the implementation of PBL in

other academic disciplines and its long-term impact on student development to validate and expand on these results. Adopting innovative teaching models like PBL is essential for preparing students to meet the challenges of the modern world.

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