

## **Application of Project-Based Learning Model to Enhance Creative Thinking Skills In Social Studies Learning For Students at MTS N 9 Agam**

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**Abstract.** *This study aims to obtain information and discuss the application of the Project-Based Learning model in enhancing students' creative thinking skills in social studies learning for Grade IX students at MTsN 9 Agam. The research employed a Classroom Action Research design with a qualitative approach conducted from January to June. The study consisted of three cycles, where Cycles I and II were conducted over three sessions, while Cycle III consisted of two sessions, following the planning, implementation, observation, and reflection procedures. The subjects of the study were 32 Grade IX students in class A at MTsN 9 Agam. Data were collected through learning outcome tests, student observation sheets, and field notes. The research findings revealed that the average number of students' creative thinking abilities during the teaching and learning process for the five indicators ranged from creative to highly creative. The students' learning outcomes showed an improvement in mastery, with 23 students (78.39%) achieving mastery in Cycle II, which increased to 26 students (86.49%) in Cycle III.*

**Keywords:** *Project-Based Learning Model, Creative Thinking Skills, Social Studies.*

### **INTRODUCTION**

According to Article 2 of Law Number 20 of 2003 concerning the National Education System, national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Furthermore, Article 3 emphasizes that national education functions to develop the capabilities and shape the character and civilization of the dignified nation in order to enlighten the lives of the nation. Its objective is to develop the potential of learners to become individuals who have faith and devotion to the Almighty, possess noble character, are healthy, knowledgeable, capable, skillful, creative, independent, and responsible citizens.

To achieve the goals of national education, it is necessary to establish the qualifications and competencies of graduates, as stated in the graduation competency standards. In the explanation of Article 35 of Law Number 20 of 2003, it is mentioned that graduation competency standards represent the qualifications and competencies that learners must meet or achieve in terms of attitudes, knowledge, and skills in a unit of education at the primary and secondary levels.

Social Studies is an integrated subject matter that simplifies, adapts, selects, and organizes concepts and skills from history, geography, sociology, anthropology, and economics. According to Puskur (Kasim, 2008:4), geography, history, and anthropology are disciplines that have high integration.

## 2 | Application Project-Based Learning.....

The objective of Social Studies is to equip learners with awareness, positive mental attitudes, and skills related to their inseparable environmental lives. It also aims to equip learners with the ability to identify, analyze, and develop alternative solutions to social problems occurring in society. The creative thinking skills of learners in the Social Studies learning process are crucial so that learners can acquire meaningful learning experiences that are memorable and ingrained in their memory (Nursid Sumaatmadja, Supriatna, 2008).

However, the current phenomenon in the field indicates that the implementation of the teaching and learning process for the Social Studies subject does not meet expectations. As a Social Studies teacher at MTsN 9 Agam, the researcher has made various efforts using different methods and learning models, such as discussion methods, jigsaw models, make match, individual and group assignments, and other learning models. However, the learning outcomes of Grade IX students in class A have not yet reached the desired level of mastery.

To address the above issues, one strategy that can be taken to enhance creative thinking and learning outcomes of students is to use an engaging learning model. The model believed to be able to overcome these problems is project-based learning.

One alternative that is considered capable of improving the understanding of concepts, creative thinking skills, and the active and collaborative work of students in Social Studies learning is project-based learning. This approach emphasizes learner-centered teaching through project assignments. Project-based learning provides opportunities for students to work autonomously, develop their own learning, create more realistic outcomes, and produce a tangible product (Wikipedia, 2009 in Ida Ayu, 2013).

Based on the background mentioned above, the researcher conducted a study on the "Application of Project-Based Learning Model to Enhance Creative Thinking Skills in Social Studies Learning for Grade IX Students in Class A at MTsN 9 Agam."

### LITERATURE REVIEW

#### 1. Creative Thinking

According to Johnson (2010:183), creative thinking is a mental activity that fosters original ideas and new understandings. To help students develop their creative thinking, teachers should consider important aspects that contribute to their development. Hamalik (2002:179) states the following about specific aspects of creative thinking.

The specific aspect of creative thinking is divergent thinking, which is characterized by flexibility, originality, and fluency. Flexibility represents diversity or responsiveness to stimuli. Originality reflects the level of uniqueness in a number of ideas, answers, or opinions regarding a problem, event, or phenomenon. Fluency refers to the quantity of output, which means that the more answers there are, the more creative it is. Another opinion expressed by Gunawan (2003:178) states that:

Creative thinking is the ability to use complex thinking structures to generate new and original ideas. Creative thinking includes skills (the ability to generate ideas), flexibility (the ability to generate different ideas), originality (the ability to generate unique ideas), elaboration (the ability to produce detailed information), and synthesis (the ability to combine components or ideas into a new train of thought).

#### 2. Project Based Learning Model

Project-Based Learning is a learning model that utilizes projects/activities as a medium. Students engage in exploration, research, interpretation, synthesis, and information gathering to produce various forms of learning outcomes. The Project-Based Learning

model involves focusing on meaningful questions and problems, problem-solving, decision-making, searching for various sources, providing opportunities for collaborative work, and concluding with the presentation of tangible products (Thomas, 2000 in Niluh Putu, 2012). As described in the book "Implementasi Kurikulum 2013" (2013:210):

Project-Based Learning is a learning model that uses problems as the initial step in collecting and integrating new knowledge based on the students' experiences in thinking creatively in a real context. Project-Based Learning is designed to be used for complex problems that require students to investigate and understand them.

Project-Based Learning is a learning model that has been widely developed in advanced countries such as the United States. When translated into Indonesian, Project-Based Learning means "pembelajaran berbasis proyek." The George Lucas Educational Foundation (2005) provides a more comprehensive definition of Project-Based Learning:

- a. Project-Based Learning is curriculum fueled and standards-based.
- b. Project-Based Learning asks a question or poses a problem that each student can answer. It requires teachers and students to develop guiding questions. Given that each student has different learning styles, Project-Based Learning provides opportunities for students to explore content using various meaningful methods and collaborate in experiments. This allows each student to ultimately answer the guiding question.
- c. Project-Based Learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum.
- d. Project-Based Learning is a method that fosters abstract, intellectual tasks to explore complex issues. Students engage in exploration, assessment, interpretation, and synthesis of information through meaningful ways.

Global SchoolNet (2000) reported the results of The Autodesk Foundation's research on the characteristics of Project-Based Learning. The research identified the following characteristics:

- a. Students make decisions about a framework.
- b. Students are presented with a problem or challenge.
- c. Students design the process to determine solutions to the presented problem or challenge.
- d. Students collaboratively access and manage information to solve the problem.
- e. Continuous evaluation is carried out throughout the process.
- f. Students periodically reflect on the creative thinking they have employed.
- g. The final product of creative thinking is evaluated qualitatively.
- h. The learning environment is highly tolerant of mistakes and changes.

### **3. Social Learning**

#### **a. Learning and Teaching**

According to Siregar and Nara (2010:3), "learning is a complex process that occurs in all individuals and continues throughout their lives, from infancy (even in the womb) to the grave." One of the signs that someone has learned something is the presence of behavioral changes in them. These behavioral changes involve cognitive, affective, and psychomotor aspects.

Skinner (1958) in Ruminiati (2007:15) states that "learning is a process or progressive adjustment of behavior. Learning is defined as a change in the probability or likelihood of a response occurring."

It can be concluded that teaching is a planned process undertaken by teachers to influence the learning process of students with specific goals in mind, using various methods to ensure that students achieve optimal learning outcomes.

**b. Understanding Social Sciences**

Social Sciences (IPS) is a field of study that combines several social subjects. Social science serves as the foundation of IPS, but it should be noted that not all social sciences automatically become the main topics of IPS. The age level, educational level, and the students' knowledge development greatly determine which social science subjects are appropriate as the main topics of IPS (Ahmadi, 2003:2).

**c. Objectives of Social Sciences Subject**

The subject of Social Sciences provides students with knowledge about life in society and its surrounding environment, as well as the issues that occur within it. These issues include cultural, economic, and political matters. Students are taught this subject because Social Sciences has specific objectives.

According to Supardi (2011:186-187), the objectives of the Social Sciences subject are as follows:

- 1) To provide knowledge that enables students to become good citizens, to be aware of themselves as creatures of God, to understand their rights and obligations as citizens, to be democratic and responsible, and to have national identity and pride.
- 2) To develop critical thinking and inquiry skills, enabling students to understand, identify, analyze, and develop social skills to participate in solving social problems.
- 3) To cultivate self-directed learning, as well as fostering teamwork through more creative and innovative learning programs.
- 4) To develop intelligence, social habits, and social skills.
- 5) Social Sciences learning is also expected to instill in students the appreciation for good and noble values, including morality, honesty, justice, and others, so that they possess noble character.
- 6) To develop awareness and concern for society and the environment.

**RESEARCH METHOD**

**1. Research Design**

The research design used by the researcher is Classroom Action Research (CAR) with a qualitative approach. Classroom Action Research (CAR) is a form of classroom-based research conducted by educators to solve teaching and learning problems, improve the quality and outcomes of teaching and learning, and experiment with new teaching practices for the purpose of enhancing the quality and outcomes of teaching and learning (Sumadayo, 2013:20). The research design employed in this study is the Hopkins' action research design.

**2. Research Setting and Characteristics of Research Subjects**

**a. Research Setting**

This research was conducted at MTs Negeri 9 Agam during the second semester of the academic year 2020/2021. The research was conducted by the researcher who is also an IPS teacher at MTsN 9 Agam, with assistance from one colleague who acted as an observer.

**b. Research Subjects**

The research subjects were the students in class IX A, totaling 32 individuals, enrolled in the second semester of the 2020/2021 academic year. Among the students, there were 18 females and 13 males.

## RESULTS AND DISCUSSION

### 1. Result

The Classroom Action Research conducted at MTs Negeri 9 Agam was carried out gradually in cycles, consisting of three cycles. Each cycle comprised four stages: planning, implementation, observation, and reflection. This section will present, among others, the results of the observation on the implementation of the project-based learning model using crossword puzzles to enhance the creative thinking skills and learning outcomes of the students in class IX A at MTsN 9 Agam in the academic year 2020/2021.

#### a. Description of Data on Students' Creative Thinking Skills - Cycle I

Cycle I consisted of four meetings. The first meeting took place on Monday, January 15, 2021. The second meeting was held on Tuesday, January 16, 2021. The third meeting occurred on Monday, January 22, 2021. Lastly, the final assessment for Cycle I was conducted on Tuesday, January 23.

The students' creative thinking skills in Cycle I generally showed improvement in each meeting, although there was a decrease in one indicator during the first meeting.

#### b. Description of Students' Learning Outcomes - Cycle I

No	Name	Pre-Cycle Score	Remarks	Cycle 1 Score	Remarks
1	A	75	Complete	90	Complete
2	B	76	Complete	80	Complete
3	C	88	Complete	80	Complete
4	D	75	Complete	75	Complete
5	E	52	Not Complete	75	Complete
6	F	82	Complete	50	Not Complete
7	G	66	Not Complete	75	Complete
8	H	68	Not Complete	90	Complete
9	I	60	Not Complete	80	Complete
10	J	80	Complete	50	Not Complete
11	K	75	Complete	75	Complete
12	L	76	Complete	76	Complete
13	M	60	Not Complete	76	Complete
14	N	56	Not Complete	85	Complete
15	O	60	Not Complete	83	Complete
16	P	75	Complete	75	Complete
17	Q	75	Complete	50	Not Complete
18	R	68	Not Complete	75	Complete
19	S	68	Not Complete	60	Not Complete
20	T	50	Not Complete	78	Complete
21	U	68	Not Complete	75	Complete
22	V	76	Complete	70	Not Complete
23	W	78	Complete	50	Not Complete
24	X	75	Complete	75	Complete
25	Y	76	Complete	63	Not Complete
26	Z	88	Complete	80	Complete
27	AA	66	Not Complete	75	Complete
28	AB	52	Not Complete	50	Not Complete
29	AC	82	Complete	75	Complete

<b>30</b>	AD	66	Not Complete	75	Complete
<b>31</b>	AE	68	Not Complete	56	Not Complete
<b>Total Not Complete</b>			<b>14</b>	<b>9</b>	
<b>Total Complete</b>			<b>17</b>	<b>23</b>	
<b>Average</b>			<b>69,92</b>	<b>78,26</b>	

**Explanation:**

<b>Initial Condition</b>	<b>Siklus I</b>	<b>Refleksi</b>
<b>Initial Daily Assessment:</b>	Cycle 1 Daily Assessment:	Comparative Description:
<b>Lowest score: 50</b>	Lowest score: 50	The lowest score remains the same at 50.
<b>Highest score: 88</b>	Highest score: 90	The highest score has increased from 88 to 90.
<b>Mean score: 69.92</b>	Mean score: 78.26	The mean score has increased from 69.92% to 78.26%.
<b>Number of students who have not passed: 17</b>	Number of students who have not passed: 11	The reflection on the learning outcomes in cycle 1 has achieved a mean score that exceeds the minimum completeness criteria (KKM) in a classical sense. However, individually, there are still 11 students who have not passed.

It can be concluded that there was an increase in student learning outcomes from the initial condition to cycle I by 8.34%. The classical mastery level in the initial condition was only 54.05%, and after the learning process in cycle I, the classical mastery level increased to 70.27%. This indicates a 16.22% increase in classical mastery level from the initial condition to cycle I. The increase in scores between the initial condition and cycle I can be seen in the graph below.

There was an improvement in student learning outcomes with the project-based learning model as a result of the increased creative thinking skills of the students. From the graph above, it can be observed that there was an increase in mastery level from the initial condition after undergoing the learning process in cycle I. The students achieved a mastery level of 70.27% in cycle I. However, the average assessment score has not reached the target of 80% for students who have mastered the material. For students who have not yet achieved mastery, remedial measures and additional practice exercises should be provided to ensure future learning outcomes meet the minimum completeness criteria.

**c. Description of Data on Students' Creative Thinking Ability in Cycle II.**

Cycle II was conducted for a total of 4 meetings, namely on Monday, January 29, 2021, for the first meeting. Tuesday, January 30, 2021, for the second meeting, Monday, February 5, 2018, for the third meeting, and Tuesday, February 6, 2021, which was used for the final assessment of cycle II.

<b>No</b>	<b>Name</b>	<b>Pre-Cycle Score</b>	<b>Remarks</b>	<b>Cycle 1 Score</b>	<b>Remarks</b>
<b>1</b>	A	90	Complete	92	Complete
<b>2</b>	B	80	Complete	78	Complete

3	C	80	Complete	100	Complete
4	D	75	Complete	54	Not Complete
5	E	75	Complete	75	Complete
6	F	50	Not Complete	75	Complete
7	G	75	Complete	58	Complete
8	H	90	Complete	98	Complete
9	I	80	Complete	75	Complete
10	J	50	Not Complete	80	Complete
11	K	75	Complete	84	Complete
12	L	76	Complete	94	Complete
13	M	76	Complete	100	Complete
14	N	85	Complete	94	Complete
15	O	83	Complete	84	Complete
16	P	75	Complete	75	Complete
17	Q	50	Not Complete	76	Complete
18	R	75	Complete	84	Complete
19	S	60	Not Complete	78	Complete
20	T	78	Complete	78	Complete
21	U	75	Complete	78	Complete
22	V	70	Not Complete	60	Not Complete
23	W	50	Not Complete	54	Not Complete
24	X	75	Complete	94	Complete
25	Y	63	Not Complete	62	Not Complete
26	Z	80	Complete	54	Not Complete
27	AA	75	Complete	100	Complete
28	AB	50	Not Complete	75	Complete
29	AC	75	Complete	76	Complete
30	AD	75	Complete	50	Not Complete
31	AE	56	Not Complete	68	Not Complete
<b>Total Not Complete</b>			9		5
<b>Total Complete</b>			23		26
<b>Average</b>		78,26		77,78	

**Explanation:**

Cycle I	Cycle II	Refleksi
<b>Daily Test in Cycle 1:</b>	Daily Test in Cycle 2:	Comparative Description:
<b>Lowest score: 50.</b>	Lowest score: 50.	The lowest score remains the same at 50.
<b>Highest score: 90.</b>	Highest score: 100.	The highest score increased from 90 to 100.
<b>Average score: 78.26.</b>	Average score: 77.78.	The average score decreased from 78.26% to 77.78%.
<b>Number of students who have not achieved proficiency: 11.</b>	Number of students who have not achieved proficiency: 8.	Reflection on learning outcomes in Cycle II has reached an average that exceeds the classical completeness criteria (KKM). However, there are still 8 students who have not achieved proficiency on an individual basis.

It can be concluded that there was a decrease in the average learning outcomes of students in Cycle I in classical terms compared to Cycle II by 0.48%. The average learning outcome in classical terms in Cycle I reached 78.26%, and after the learning process in Cycle II, the average learning outcome decreased to 77.78%. However, the classical proficiency level increased from 70.27% to 78.38%, an increase of approximately 8.11%. This indicates an increase in classical proficiency from Cycle I to Cycle II by 8.11%. The improvement in proficiency in the assessment of Cycle I and Cycle II can be seen in the graph below.

There was an improvement in student learning outcomes with the implementation of project-based learning using crossword puzzles as a means to enhance students' creative thinking skills. From the graph above, it can be observed that there was an increase in proficiency from Cycle I to Cycle II, with students achieving a proficiency level of 78.38% in Cycle II. However, the average assessment score in classical terms has not yet reached the target of 80% for students who have achieved proficiency. For students who have not reached proficiency, remedial measures and additional practice exercises should be provided to ensure future learning outcomes meet the minimum competency standards (KKM).

#### d. Description of Students' Thinking Skills Data in Cycle III

Siklus III dilaksanakan sebanyak 3 kali pertemuan yakni hari Senin tanggal 12 Februari 2021 untuk pertemuan pertama. Hari Selasa tanggal 13 Februari 2021 untuk pertemuan kedua, hari Senin tanggal 19 Februari 2021 yang digunakan untuk melaksanakan ulangan akhir siklus III.

No	Name	Cycle II Score	Remarks	Cycle III Score	Remarks
1	A	92	Complete	85	Complete
2	B	78	Complete	78	Complete
3	C	100	Complete	100	Complete
4	D	54	Not Complete	80	Complete
5	E	75	Complete	80	Complete
6	F	75	Complete	80	Complete
7	G	58	Complete	80	Complete
8	H	98	Complete	80	Complete
9	I	75	Complete	85	Complete
10	J	80	Complete	85	Complete
11	K	84	Complete	95	Complete
12	L	94	Complete	80	Complete
13	M	100	Complete	90	Complete
14	N	94	Complete	90	Complete
15	O	84	Complete	85	Complete
16	P	75	Complete	80	Complete
17	Q	76	Complete	85	Complete
18	R	84	Complete	75	Complete
19	S	78	Complete	80	Complete
20	T	78	Complete	95	Complete
21	U	78	Complete	80	Not Complete
22	V	60	Not Complete	65	Not Complete
23	W	54	Not Complete	70	Not Complete



24	X	94	Complete	75	Complete
25	Y	62	Not Complete	80	Complete
26	Z	54	Not Complete	88	Complete
27	AA	100	Complete	80	Complete
28	AB	75	Complete	54	Complete
29	AC	76	Complete	75	Complete
30	AD	50	Not Complete	85	Complete
31	AE	68	Not Complete	80	Complete
<b>Total Not Complete</b>			<b>7</b>		<b>3</b>
<b>Total Complete</b>			<b>24</b>		<b>28</b>
<b>Average</b>			<b>77,78</b>		<b>80,74</b>

### Description:

Cycle II	Cycle III	Refleksi
<b>Daily Assessments in Cycle 2:</b>	Daily Assessments in Cycle 3:	Comparative Description:
<b>Lowest score: 50</b>	Lowest score: 54	The lowest score in Cycle 2 is 50, while in Cycle 3 it is 54.
<b>Highest score: 100</b>	Highest score: 100	The highest score remains the same at 100.
<b>Mean score: 77.78</b>	Mean score: 80.74	The mean score increased from 77.78% to 80.76%.
<b>Number of students who have not met the passing criteria: 8 students</b>	Number of students who have not met the passing criteria: 5 students	Reflection on learning outcomes in Cycle 3 has surpassed the classical passing criteria on average. However, there are still 5 students who have not met the passing criteria individually.

It can be concluded that there is an increase in the average learning outcomes of students in Cycle III by 2.98%. The average learning outcomes in Cycle II reached 77.78%, and after the learning process in Cycle III, the average learning outcomes decreased to 80.76%. However, the classical passing rate experienced an increase from 78.38% to 86.49%, an increase of approximately 8.11%. This indicates an increase in both the average scores and classical passing rate from Cycle II to Cycle III by 8.11%. The increase in learning outcomes is evident in the form of improved performance in the assessments of Cycle II and Cycle III, highlighting the effectiveness of the project-based learning model in enhancing student learning outcomes.

### Discussion

The implementation of learning using the project-based learning model, where students work in groups to create a product such as a crossword puzzle that develops creative thinking skills, allows collaborative project work to be presented to the class. This aligns with Thomas's (2000) viewpoint as cited in Niluh Putu (2012), stating that project-based learning is a model that utilizes projects or activities as a medium. Students explore, research, interpret, synthesize, and gather information to produce various forms of learning outcomes.

The researcher reflected on the weaknesses identified in Cycle I and sought solutions for improving Cycle II. Therefore, the teacher needs to create a well-managed classroom environment where students are not noisy or engaged in unnecessary conversations, ensuring a conducive

atmosphere for effective learning. The teacher must optimize the implementation of the project-based learning model using crossword puzzles to enhance creative thinking skills, specifically focusing on creating crossword puzzles for students in class IX A.

The implementation of Cycle II has shown improvement as the teacher addressed the weaknesses identified in Cycle I. It can be concluded that the application of the project-based learning model using crossword puzzles can enhance students' creative thinking skills. However, there is still a need to conduct Cycle III because in Cycle II, the learning outcomes of students have not reached the maximum level of proficiency, which is  $\leq 80$ . Therefore, Cycle II needs further improvement in Cycle III.

The implementation of the project-based learning model follows the stages or syntax in PBL, where students are given a meaningful problem or question to generate creative ideas or solutions. This problem is then solved through collaborative project work, specifically the creation of a crossword puzzle. This aligns with the perspective presented by Thomas (2000) as cited in Niluh Putu (2012), stating that project-based learning involves meaningful questions and problems, problem-solving, decision-making, the process of seeking various sources, providing opportunities for collaborative work among members, and culminating in the presentation of tangible products.

### 1. Learning Outcomes

Learning outcomes in Cycle I indicate that approximately 70.27% of the students have achieved proficiency. This means that 26 students obtained scores below 75, while there are still 11 students who have not reached proficiency, scoring above 75 or below the minimum passing grade (KKM), accounting for approximately 29.73%. In Cycle II, the learning outcomes obtained from the posttest showed a decrease in the average learning achievement, from 78.26 to 77.78. However, the number of students who achieved proficiency increased from 26 students (70.27%) in Cycle I to 29 students (78.39%) in Cycle II, resulting in an increase in proficiency of approximately 8.21%. Nevertheless, the teaching and learning process in Cycle II has not reached proficiency as the overall learning achievement has not reached 85%, with 26 out of 37 students (78.38%) scoring above 75.

In Cycle III, both the average learning outcomes and student proficiency showed improvement. The average score of the students in Cycle II was 77.78, which increased to 80.74 in Cycle III, indicating an improvement of approximately 2.96. The number of students who achieved proficiency increased from 29 students (78.39%) in Cycle II to 32 students (86.49%) in Cycle III, resulting in an increase in proficiency of approximately 8.10%. Therefore, the teaching and learning process in Cycle III was successful as the proficiency level reached 85%, with 32 out of 37 students (86.49%) scoring above 75. Generally, the students who did not achieve proficiency were those who had relatively lower learning abilities in the implementation of the project-based learning model using crossword puzzles, which had an impact on their learning outcomes.

Based on the learning outcomes of the students in Class IXAMTs Negeri 9 Agam, it can be concluded that the project-based learning model can improve student learning outcomes. Some students did not achieve proficiency due to their lower learning capacity, and one of them was a student with inclusion needs who had a slower learning pace. The connection between students' creative thinking abilities and their learning outcomes aligns with Piaget's cognitive theory, which explains the cognitive processes involved in acquiring new knowledge, how it is organized, stored in memory, and further used in learning and problem-solving. Therefore, it can be inferred that the implementation of the project-based learning model can enhance students' creative thinking abilities and improve their social studies learning outcomes in Class IX A MTs Negeri 9 Agam.

## CONCLUSIONS AND SUGGESTIONS

### 1. Conclusions

Based on the research and its discussion, the following conclusions can be drawn from this action research:

- a. The Project-Based Learning model can enhance students' creative thinking abilities in the subject of Social Studies. This is evident from the research results, which indicate that the average level of students' creative thinking abilities during the teaching and learning process is classified as creative, and in some cases, highly creative.
- b. The implementation of the Project-Based Learning model can improve students' learning outcomes. This is evident from the research results, which show that the average level of learning achievement has increased. In Cycle II, 23 students (78.39%) achieved proficiency, while in Cycle III, the number increased to 26 students (86.49%), resulting in an overall increase in proficiency of approximately 8.10%.
- c. All issues related to the implementation of the Project-Based Learning model and the stages involved in this approach have been successfully addressed and resolved during the research process.

### 2. Suggestions

Based on the conducted research, the following recommendations can be suggested:

- a. Teachers are encouraged to utilize the Project-Based Learning model as it can enhance students' creative thinking abilities in the subject of Social Studies. This is evidenced by the research results, which demonstrate an overall improvement in the average level of students' creative thinking abilities during the teaching and learning process.
- b. Teachers should implement the Project-Based Learning model as it can improve students' learning outcomes. This is supported by the research findings, which indicate an overall increase in the average level of learning achievement.
- c. Teachers can improve the teaching and learning process by incorporating the Project-Based Learning model and following the stages involved in this approach.

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