

Application of Project Based Learning in Children's Fashion Learning in Class XI Fashion 1 SMK Negeri 1 Jabon

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Abstrak

Tujuan penelitian ini adalah (1) Untuk mendeskripsikan keterlaksanaan *project based learning* pada pembelajaran busana anak di kelas XI Tata Busana 1 SMK Negeri 1 Jabon (2) Untuk mendeskripsikan tingkat kreativitas siswa pada pembelajaran busana anak di kelas XI Tata Busana 1 SMK Negeri 1 Jabon. Jenis penelitian ini adalah penelitian *eksperimen* semu dengan menggunakan *pre-eksperimental desain*. Desain yang digunakan pada penelitian ini adalah desain *one-shot case study*. Dimana pada peneliti memberikan model pembelajaran *project based learning* pada materi pembuatan busana anak untuk selanjutnya melihat pengaruh terhadap kreativitas siswa. Data dikumpulkan dengan menggunakan observasi dan lembar penelitian hasil belajar. Instrumen yang digunakan adalah (1) Lembar observasi, ini berupa lembar keterlaksanaan model pembelajaran *project based learning*. Lembar keterlaksanaan model pembelajaran *project based learning* digunakan untuk memperoleh data keterlaksanaan *project based learning* pada pembelajaran busana anak di kelas XI Tata Busana 1 SMK Negeri 1 Jabon (2) Lembar rubrik penilaian hasil belajar digunakan untuk mengukur kreativitas siswa setelah diterapkan model pembelajaran *project based learning* pada pembelajaran busana anak di kelas XI Tata Busana 1 SMK Negeri 1 Jabon. Teknik analisis data yang digunakan adalah deskriptif kuantitatif. Hasil penelitian menunjukan bahwa: (1) Keterlaksanaan penerapan model pembelajaran *Project Based Learning* Pada Pembelajaran Busana Anak Di Kelas XI Busana 1 SMK Negeri 1 Jabon menunjukan kualitas sangat baik. (2) Tingkat kreativitas siswa pada pembuatan busana anak di kelas XI SMK Negeri 1 Jabon setelah menerapkan model pembelajaran *Project Based Learning* mencapai 75% (27) siswa dengan kategori sangat kreatif dan 25% (9) siswa dengan kategori kreatif.

Kata kunci: Penerapan, Kreativitas, Model Pembelajaran *Project Based Learning*, Busana Anak

Abstract

The objectives of this study are (1) to describe the implementation of project-based learning in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon (2) to describe the level of student creativity in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon. This type of research is a pseudo-experimental research using pre-experimental design. The design used in this research is a one-shot case study design. Where the researcher provides a project-based learning model on the material of making children's clothing and then sees the effect on student creativity. Data were collected using observation and learning outcomes research sheets. The instruments used were (1) Observation sheet, this is in the form of a project-based learning model implementation sheet. The implementation sheet of the project-based learning learning model is used to obtain data on the implementation of project-based learning in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon (2) Learning outcomes assessment rubric sheet is used to measure student creativity after applying the project-based learning learning model in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon. The data analysis technique used was descriptive quantitative. The results of the study indicate that: (1) The implementation of the Project Based Learning model in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon shows very good quality. (2) The level of student creativity in making children's clothing in class XI SMK Negeri 1 Jabon after applying the Project Based Learning model reached 75% (27) students in the very creative category and 25% (9) students in the creative category.

Keywords : *Application, Creativity, Project Based Learning Model, Ana Clothing*

INTRODUCTION

The development of technology and science that is quite advanced and rapid requires adequate quality of human resources (Salahuddin, 2017). To improve the quality of human resources is done through the education system. The purpose of education is to educate the nation's life, devoted to God Almighty, and have a knowledge, physically and mentally healthy, also have noble character, independent, steady personality, and also responsible, not only for themselves but for the state and nation (UU No. 2 Tahun 1985). To improve education in Indonesia, the Ministry of Education and Culture (Kemendikbud), established an education program known as the independent learning program (Aisam, Khannanah, Juniati, 2022). Merdeka Belajar is a program that is very much in line with the agenda of improving the quality of education. The program can be implemented well on condition that there is an understanding of the implementation of the program (Sudarto, 2021). This program is closely related to vocational secondary education where in its implementation vocational education implements an independent learning curriculum (Sudarto, 2021).

Government Regulation No. 29/1990 describes vocational secondary education as education that aims primarily to prepare graduates to enter the workforce or become mid-level professionals. Vocational high schools (SMK), have a variety of expertise programs that are in accordance with the type of employment. One of the existing expertise programs is couture. SMK fashion craftsmanship program, prepares students to have the expertise of knowledge, skills and components in the field of fashion. One of them is SMK Negeri 1 Jabon. Based on the curriculum applied at SMK Negeri 1 Jabon, it already uses the independent learning curriculum, where the independent learning curriculum is used in class X and class XI (Curriculum of SMK Negeri 1 Jabon, 2022). Based on the development of an independent curriculum, information was obtained from SMK Negeri 1 Jabon teachers that the material for making children's clothing is material that must be taken in class XI semester 1. This material is developed from the learning elements of making clothing and linen, and the learning phase in phase F.

Based on the results of interviews with one of the children's fashion learning teachers at SMK Negeri 1 Jabon, that students are less able to make children's clothing creatively seen from the value of student learning outcomes as many as 36 students get a score of 34.2 to 73. Judging from the results of student learning, students are only fixated on examples of explanations from teachers so that students are less free in exploring designs, variations in pattern breaking, and material selection in making children's clothing. Seen from the results of the clothes that look similar to each other such as using a ruffle design at the waist, round neckline, square neckline, slippery sleeves, lace part of the skirt, lace at the waist, pattern break at the waist and others. In addition, students do not have the initiative to learn about making designs, selecting types of materials for making clothes, and various kinds of pattern breaks outside of school with educators or independently so that the ability to understand and develop children's fashion designs tends to be low.

Based on the results of interviews with SMK students on the material of making children's clothing, the students said they had several obstacles, including students only fixated on explanations from the teacher and students felt less able to develop ideas in the process of making designs, developing patterns and selecting appropriate materials. Based on the results of observations made by the author during PLP (Introduction to the School Environment), the learning process in class XI has used an independent learning curriculum, but the implementation is not optimal. This can be seen from the observation where the teacher still uses direct learning. So that students are only fixated on the explanation from the teacher. The result of students being fixated on the explanation from the teacher is the results of clothing that looks similar to one another.

The influence of teacher-centered learning has resulted in students only being fixated on examples of explanations from the teacher, so that students are less able to find ideas and creativity in making children's clothing. Therefore, teachers must be able to apply innovative and creative learning models, so that students actively develop their potential. Learning concepts will be easily understood and remembered if presented with the right learning model, so that it will

make students more excited and not feel bored or bored in learning (Noka and Djumaili, 2016). Of the existing learning models, one of the appropriate learning models used that is interesting and fun is project-based learning, namely Project Based Learning. With project-based learning, student creativity will increase (Wena, 2014).

The Project Based Learning learning model is the right model to improve student creativity (Rizkasari, Rahman, and Aji, 2022). In Project Based Learning has 6 phases including phase 1 Presentation of the problem (start with essential question), phase 2 Design the project (design project), phase 3 Follow the schedule (create schedule), phase 4 Monitor the making of the project (monitoring the students and progress of the project), phase 5 Conduct assessment (assess the outcome), and phase 6 Evaluation phase (evaluate the experience) (Kelmdikbuld, 2014). Project Based Learning is strongly related to the level of student creativity, student motivation to learn and the growth of student confidence (Aullia, 2020). According to Fathurrohman (2015), Project Based Learning has relevance in learning because one of the characteristics of Project Based Learning is that it requires creative thinking skills, skills in investigating information, critical thinking, and describing information.

Student creativity can grow and develop if a teacher in carrying out learning gives more students to take a role in completing projects so that students can foster creativity (Rahmadani, 2022). Creativity is the ability to create or find something new that is different from before. There are 4 main components of creativity assessment, namely Fluency (ability to think fluently), Flexibility (ability to think flexibly), Originality (ability to think original), Elaboration (ability to elaborate / detail) (Shelffield, 2013).

Based on the background of the problems described above, the researcher will then conduct research on "Application of Project Based Learning in Children's Clothing Learning in Class XI Fashion 1 SMK Negeri 1 Jabon". With the research objectives, namely: (1) To describe the implementation of project-based learning in children's fashion learning in class XI Fashion 1 SMK Negeri 1 Jabon. (2) To describe the level of student creativity in children's fashion learning in class XI Fashion 1 State Vocational School 1 Jabon.

METHOD

The research method in this study used a pseudo-experimental research method using a pre-experimental design. The design used in this study is a one-shot case study design. Where researchers provide a project-based learning model in the material of making children's clothing and then see the impact on student creativity. This study used a pseudo research design (pre-experimental design), namely a one-case study.



Description:

- X = Treatment is when the class is taught with the Project Based Learning model.
- O = Observation (student creativity)

This research was conducted at SMK Negeri 1 Jabon which is located at Jl. Raya Pangreh, Pangreh, Kec. Jabon, Kab. Sidoarjo Prov. East Java. The research time was carried out during semester 1. Starting on November 14, 2022 until December 14, 2022. The research subjects were students of class XI Fashion 1 at SMK Negeri 1 Jabon, with a total of 36 students. Data collection methods in this study include observation to obtain data related to the implementation of the project-based learning model. Observations were carried out by 3 observers, namely one expert observer (teacher) and two semi-expert observers (peers). Assessment of Learning Outcomes, Assessment of learning outcomes to measure and obtain data related to the value of student creativity after using the project-based learning model. The instruments used in this study are, observation sheet for the implementation of project-based learning developed based on project-based learning syntax. Learning outcome assessment sheet learning outcome assessment instrument developed based on creativity theory. The learning outcome assessment

sheet is used to measure the level of creativity. This learning outcome assessment sheet is in the form of a creativity assessment rubric sheet.

Data Analysis Method

The data analysis method used in this research uses quantitative descriptive method. Descriptive quantitative here is used to process data from observations of the implementation of project-based learning and learning outcomes data.

To answer the formulation of the first problem using the average formula from the observation of the implementation of project-based learning conducted by 3 observers. With the formula:

$$x = \frac{\sum Xi}{n}$$

Description:

- x = mean value
- $\sum xi$ = Total score of 3 observers
- N = Number of observers

And then it will be categorized according to table 1

Tabel 1. Categorization of project-based learning implementation scores

Value range	Criteria
0 - 1	Not very good
1.1 - 2	Not good
2.1 - 3	Good enough
3.1 - 4	Good
4.1 - 5	Very good

(Samsinar, 2017)

Data from creativity scores will then be summed up and categorized according to the creativity criteria table, namely table 2.

Tabel 2. Categorization of creativity scores

Value range	Criteria
0 - 20	Not very good
21 - 40	Not good
41 - 60	Good enough
61 - 80	Good
81 - 100	Very good

(Samsinar, 2017)

RESULTS AND DISCUSSION

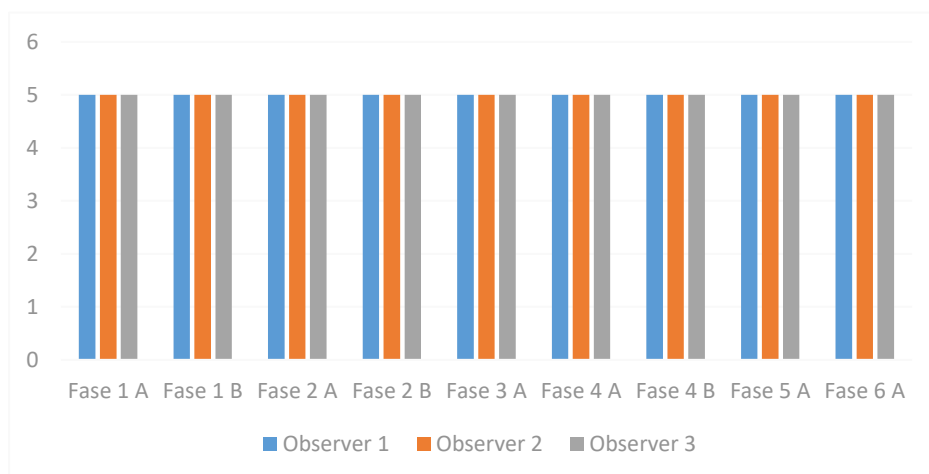
Research Results

Implementation of project-based learning in children's fashion learning in class XI SMK Negeri 1 Jabon

Table 3 Result of Observation Sheet of Project Based Learning Implementation

No	PJBL MODEL PHASES	LEARNING FLOW		QUALITY			Ave- rage
		Teacher Activity	Student Activity	O1	O2	O3	
1	Problem presentation (Start With the	Explain the topic of the material, learning objectives, prepare	Pay attention to the teacher's explanation	5	5	5	5

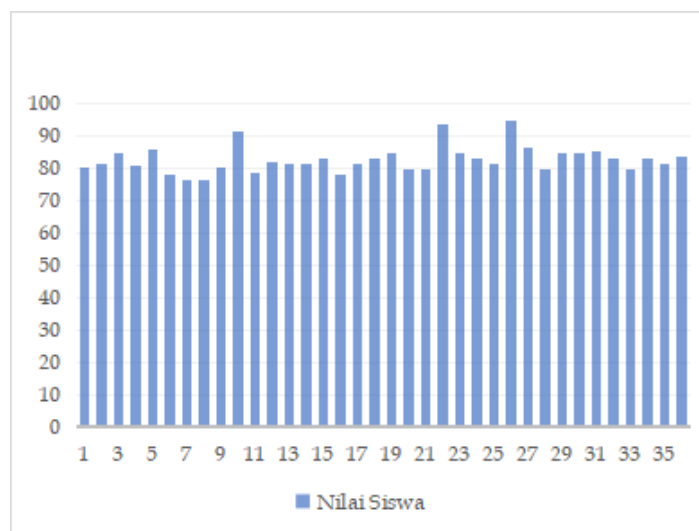
	<i>Essential Question</i> (Fase 1)	students, and make apperceptions	Together with the learners formulate the project question	Together with the teacher formulate the project question	5	5	5	5
2	Designing the project (<i>Design a Plan for the Project</i>) (Fase 2)	Organize into groups	Organize into groups	Select groups based on the chosen problem	5	5	5	5
			Designing task activities	Draft task activities	5	5	5	5
3	Develop a schedule (<i>Create a Schedule</i>) Fase 3	Guiding and emphasizing that each group must schedule the implementation of the project work stages by setting a reference that will be reported at each class meeting.	Develop a schedule for the implementation of the project work stages by setting a reference that is reported.		5	5	5	5
4	Monitor project creation (<i>Monitor the Progress of the Project</i>) Fase 4	Monitor the progress of group project work	Monitor the progress of group project work	Report project progress against schedule	5	5	5	5
			Provide guidance or instructions on what to do	Listen to and carry out guidance or instructions received	5	5	5	5
5	Outcome assessment (<i>Assess the Outcome</i>) Fase 5	The teacher assesses the products produced by the group	Student groups receive assessment results from the teacher		5	5	5	5
6	Evaluation stage (<i>Evaluate the Experience</i>) Fasel 6	Together with the learners, evaluate the group project in a series of activities that have been carried out.	Together with the teacher, evaluate the group project in a series of activities that have been carried out.		5	5	5	5



Bar Diagram 1 Average Score of the Application of the Project Based Learning Model in Children's Clothing Learning in Class XI Clothing 1 SMK Negeri 1 Jabon

Based on the table and also the bar chart, it can be seen that the results of the application of the Project Based Learning learning model in phase 1 activities, namely presenting the problem (Start With the Essential Question) with 2 learning flow activities, namely the first activity has an average of 5 and the second activity has an average of 5. Phase 2, namely designing a project (Design a Plan for the Project) with 2 learning flow activities, namely the first has an average of 5 and the second activity has an average of 5. Phase 3, namely Developing a schedule (Create a Schedule) with 1 learning flow activity has an average of 5. Phase 4, namely Monitor the Progress of the Project with 2 learning flow activities, namely the first activity has an average of 5 and the second activity has an average of 5. Phase 5, namely Assess the Outcome with 1 learning flow activity has an average of 5. Phase 6, namely the evaluation stage (Evaluate the Experience) with 1 learning flow activity has an average of 5. The total of the 6 phases is 30, the total results will be divided by 6 to find the average, namely 5. The average of the 6 phases is 5 with very good criteria.

The level of student creativity in children's fashion learning through project-based learning in class XI SMK Negeri 1 Jabon.



Bar Diagram 2 Student Creativity Level after Using Project Based Learning Model in Children's Clothing Learning in Class XI Clothing 1 SMK Negeri 1 Jabon

Based on the data in bar chart 2, there is a value of learning outcomes at the level of student creativity after applying the Project Based Learning learning model, the value of student learning outcomes as many as 36 students obtained scores of 79.8 to 93.6. This indicates that the Project Based Learning learning model can meet the criteria for learning completeness at the level of student creativity in children's fashion material class XI Fashion 1 SMK Negeri 1 Jabon, which is 75

Discussion

Implementation of project-based learning in children's fashion learning in class XI SMK Negeri 1 Jabon

Based on the results of the study, it is explained that the data on the implementation of the Project Based Learning learning model is very well implemented because all phases in the Project Based Learning learning model are achieved. Where in accordance with the opinion of The George Lucas Education Foundation and Doppet (Kemdikbud, 2014), the Project Based Learning phase consists of phase 1 phase 1, namely presenting the problem (Start With the Essential Question) has an average of 5 which is very good, phase 2, namely designing the project (Design a Plan for the Project) has an average of 5 which is very good, phase 3, namely preparing a schedule (Create a Schedule) has an average of 5, which is very good, phase 4, namely monitoring project

creation (Monitor the Progress of the Project) has an average of 5, which is very good, phase 5, namely Assess the Outcome (Assess the Outcome) has an average of 5, which is very good, Phase 6, namely the evaluation stage (Evaluate the Experience) has an average of 5, which is very good. Of the 6 phases has an average of 5 which is very good. This indicates that the Project Based Learning model is well implemented and through this learning model the teacher can provide material with the selection of the right learning model.

The level of student creativity in children's fashion learning through project-based learning in class XI SMK Negeri 1 Jabon.

Meanwhile, student learning outcomes at the student creativity level after using the Project Based Learning model can meet the minimum completeness. This explains the Project Based Learning learning model produces excellent learning outcomes. The Project Based Learning learning model is learning centered on how students can complete learning projects to increase student creativity (Ananda, 2018). Learning outcomes can be improved with the Project Based Learning learning model by strengthening understanding of concepts and skills, increasing learning motivation, and can encourage students to work collaboratively, solve problems, be creative, communicate well, and take initiative in learning, so that students can develop skills (Aullia, 2023). The results of this study indicate that there is an effect of the Project Based Learning learning model on student creativity in children's fashion learning. Student creativity can increase through the right learning model, so that students can be creative and able to develop skills. Rauza (2017) explains that the project-based learning model is a learning model where students can work on a project (work), which can increase creativity.

CONCLUSION

Based on research on the Application of Project Based Learning in Children's Fashion Learning in Class XI Fashion 1 SMK Negeri 1 Jabon, it can be concluded that: 1.The implementation of the learning model implementation of Project Based Learning on Children's Fashion Learning in Class XI Fashion 1 SMK Negeri 1 Jabon shows very good quality. (Average 5) 2.The level of student creativity in making children's clothing in class XI SMK Negeri 1 Jabon after applying the Project Based Learning learning model, 75% (27) students in the very creative category and 25% (9) students in the relative category.

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