

The application of the Project Based Learning (PjBL) learning model in improving the innovative character of elementary school students through fine arts: Literature study

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Abstract

This study aims to examine the application of the Project Based Learning (PjBL) learning model in improving the innovative character of elementary school students through fine arts learning. The method used in this study is a literature study with a qualitative approach. Data sources were obtained from relevant national and international scientific journal articles, proceedings, and electronic books and published in the 2020-2025 range. Data were analyzed using content analysis techniques to identify research findings related to the effectiveness of PjBL in fine arts learning. The results of the study show that the PjBL model is able to increase creativity, interest in learning, and form students' innovative character through active involvement in the planning and completion process of art projects. Project-based learning provides a meaningful learning experience, encouraging students to think creatively, dare to try new ideas, and produce innovative artwork. Therefore, PjBL is recommended as an alternative learning model that is effective in the development of innovative character of elementary school students.

1. Introduction

Basic education plays a pivotal role in shaping the academic competence and character of students from an early age. The elementary school curriculum is designed not only to enhance academic knowledge but also to cultivate cognitive abilities, including creativity and critical thinking, as well as 21st-century competencies such as innovation, problem-solving, collaboration, and creativity (Dilekçi & Karatay, 2023). The possession of an innovative character is imperative for students to confront the challenges posed by a highly dynamic and competitive global environment, including in the domains of art and culture (Saunders, 2021).

The innovative character is defined by the capacity to think creatively, generate new ideas, and apply them in real contexts in a productive and aesthetically pleasing manner. This character plays an important role not only in the academic realm but also in the personal and social development of students (Daud et al., 2023). However, in the context of learning practices in elementary schools, teacher-centered or memorization-based learning methods remain prevalent. Consequently, the opportunity for students to cultivate innovative characters through meaningful activities remains constrained. This condition underscores the necessity for the utilization of learning models that are active, contextual, and capable of providing an authentic learning experience to students (Herrington et al., 2023).

One of the potential learning approaches to overcome these challenges is Project Based Learning (PjBL). PjBL is a learning model that emphasizes the completion of authentic projects designed by students independently or in groups to achieve specific learning objectives. This pedagogical model positions students as the primary agents of their own learning, entrusting them with the responsibility of designing, executing, and assessing project-related activities. This approach is designed to foster the development of creative thinking skills and an innovative disposition in students (Chen et al., 2022). The projects carried out in PjBL provide a tangible context that requires students to understand problems, seek information, develop solutions, and produce products that are meaningful and relevant to daily life.

A substantial body of research conducted at the elementary school level has demonstrated that the implementation of PjBL can enhance students' creativity across diverse academic disciplines.

Research indicates that PjBL is effective in increasing student creativity in learning, as evidenced by an increase in creativity scores after the implementation of this model compared to conventional methods (Pratama, 2025). Furthermore, empirical evidence from classroom-based action research on fine arts education indicates that the integration of Project-Based Learning (PjBL) within the framework of Culturally Responsive Teaching (CRT) leads to a substantial enhancement in students' creativity. This observation is supported by the findings of Rabia et al. (2025), who reported that a project involving the fabrication of pencil containers from woven hemp rope fosters the development of students' creative thinking skills and original ideas.

Other findings also demonstrate the efficacy of the PjBL model in enhancing elementary school students' learning outcomes quantitatively, as evidenced by the increase in learning outcome scores in experimental classes that employ PjBL (Chairunnisa et al., 2025). While PjBL has been shown to be effective in promoting creativity and fine arts learning outcomes, there is a paucity of studies that explicitly examine the influence of PjBL on the innovative character of elementary school students. These students are not only capable of producing creative works but also possess the ability to think innovatively, develop new ideas, overcome obstacles to the work process, and apply aesthetic and functional solutions independently. The pertinence of fine arts in this context stems from its capacity to serve as a medium for students to articulate visual expression, imagination, and novel concepts through diverse media and creative methodologies. Consequently, when imparted through a structured and experiential curriculum, fine arts possess the potential to foster the development of innovative characters among students.

The implementation of PjBL in fine arts instruction is anticipated to enhance not only students' technical writing abilities but also their innovative capacity. This capacity entails the ability to think flexibly, to experiment with new approaches, to address artistic challenges, and to evaluate the process and outcomes of their work in a reflective manner. The present study is designed to examine more deeply how the PjBL model can contribute to improving the innovative character of elementary school students through fine arts learning. Consequently, this research endeavors to make an empirical contribution to the practice of learning fine arts in elementary schools. This contribution is expected to be more innovative and effective, and to align with the demands of the 21st-century character in elementary schools.

2. Method

The method used in this study is a literature study. This literature study method is carried out by collecting, studying, and analyzing various literature sources relevant to the research topic, especially those related to the *Project Based Learning* (PjBL) learning model, the innovative character of elementary school students, and fine arts learning. The literature sources used include national and international scientific journal articles, proceedings, and electronic books published in the period from 2020 to 2025 to ensure the novelty and relevance of the study to the latest educational developments. According to (Chairudin et al., 2023) there are several research procedures in this literature study which are described in Figure 1 below.

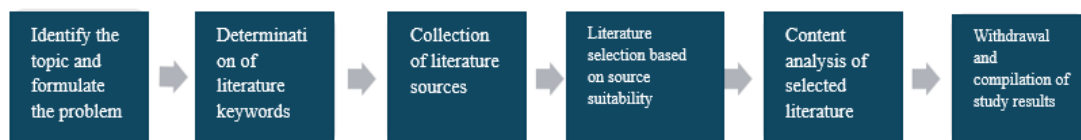


Figure 1. Literature Study Research Stage

The data used in this study is secondary data obtained from various scientific sources, such as national and international journal articles, proceedings, and relevant electronic books. The data collection process is carried out through a search of scientific databases that can be accessed online using keywords that are in accordance with the focus of the research. The literature obtained was then selected based on inclusion and exclusion criteria, namely the suitability of the topic with the discussion of PjBL, innovative character, fine art learning, and the context of elementary school education. Data analysis is carried out using content *analysis* techniques by reviewing, comparing, and synthesizing the findings of previous research. The results of the analysis are then presented in a descriptive-analytical manner to provide a systematic and in-depth picture of the contribution of

the Project Based Learning (PjBL) learning model in improving the innovative character of elementary school students through fine arts learning.

3. Results and Discussion

The results of the research were obtained from 10 scientific articles that were selected to be reviewed. In this section, the researcher describes the research findings to answer the focus of the study that has been previously determined, based on data collected from various sources in Table 1 below.

Table 1. Literature Review

No	Author Name	Source (Journal & Year)	Article Title	Research Methods	Research Results
1	Mutiara Rosalina, Herry Sanoto	<i>Didaktik: Jurnal Ilmiah PGSD FKIP Universitas Mandiri</i> (2023)	Upaya Peningkatan Kreativitas Siswa dengan Model <i>Project Based Learning</i> Pelajaran Seni Rupa Kelas II di SD Negeri Pulutan 02	Classroom Action Research (PTK)	The application of the PjBL model increased student creativity from an average of 70% in cycle I to 85% in cycle II.
2	Eva Ari Lestari, et al.	<i>Jurnal Pendidikan Dasar Perkhasa</i> (2024)	Pengaruh Model <i>Project Based Learning</i> dengan Memanfaatkan Limbah Plastik untuk Meningkatkan Kreativitas Siswa Kelas V Sekolah Dasar	Quantitative Pre-Experimental (One Group Pretest–Posttest)	Students' creativity increased significantly with an average score from 74.99 to 85.23.
3	Siti Chairunnisa, et al.	<i>Jurnal Ilmiah Pendidikan Dasar (JIPDAS)</i> (2025)	Pengaruh Model Pembelajaran <i>Project Based Learning</i> terhadap Hasil Belajar Siswa pada Mata Pelajaran Seni Rupa Kelas III SD Negeri 105277	Pretest – Posttest Control Group Design	The PjBL model had a significant effect on learning outcomes with an increase in score from 57.71 to 79.79.
4	Sonya Martina	<i>Journal of Language, Literature, and Arts</i> (2025)	Implementasi <i>Project Based Learning</i> terhadap Kreativitas Siswa pada Pembelajaran Seni Rupa di Kelas II SD	Qualitative Descriptive	PjBL enhances students' creativity through active involvement in the design and completion of art projects.
5	Feby Indriani, et al.	<i>Al-Madrasah: Jurnal Ilmiah Pendidikan Madrasah Ibtidaiyah</i> (2025)	Pengaruh Model Pembelajaran <i>Project Based Learning</i> terhadap Kreativitas Siswa Kelas V pada Materi Seni Rupa Dua Dimensi	Quasi Experiment (Nonequivalent Control Group Design)	PjBL has a positive and significant effect on students' creativity in making collage artworks.
6	Fiskiyatur Rohmah, et al.	<i>Jurnal Studi Multidisipliner</i> (2024)	Pengaruh Model Pembelajaran PjBL terhadap Kreativitas Siswa pada Materi Mozaik Kelas III SD	Experiment (Non-Equivalent Control Group)	The use of PjBL significantly improves students' ability to develop new ideas and create innovative mosaic works.
7	Syahla Sabikha Maulana	<i>Mesada: Journal of Innovative Research</i> (2025)	Penerapan Model Pembelajaran <i>Project Based Learning</i> pada Pelajaran Seni Rupa Kelas IV untuk Meningkatkan Kreativitas Belajar Peserta Didik SDN 77/1 Penerokan	Classroom Action Research (PTK)	Student creativity increased from 81% in the first cycle to 91% in the second cycle with the good category.
8	Awaluddin Muin, Yasmin Justitiana	<i>JPEIR: Journal of Primary Education Innovation and Research</i> (2025)	Penerapan Model Pembelajaran <i>Project Based Learning</i> dalam Meningkatkan Minat Belajar Mata Pelajaran Seni Rupa Siswa Kelas VI SD Inpres 4/82 Pacing	Classroom Action Research (PTK)	The PjBL model is effective in increasing students' learning interest in learning fine arts based on the results of cycles I and II.
9	Hasanatul Fitri, et al.	<i>Jurnal Pendidikan Tambusai</i> (2022)	Analisis Pembelajaran SBdP Menggunakan Model <i>Project Based Learning</i> terhadap Kreativitas Peserta Didik di Sekolah Dasar	Qualitative (Literature Study / Descriptive Analysis)	PjBL provides a real experience for students to explore and optimize creativity.

No	Author Name	Source (Journal & Year)	Article Title	Research Methods	Research Results
10	Dhea Febriya, et al.	<i>Jurnal Kompetensi Guru Indonesia</i> (2025)	Meningkatkan Hasil Belajar Siswa SD Kelas V pada Mata Pelajaran Seni Rupa Menggunakan Model PjBL dan Pendekatan TaRL di SDN 131/IV Kota Jambi	Classroom Action Research (PTK)	The combination of PjBL and TaRL is effective in increasing learning outcomes, interests, and student involvement in art learning.

Based on the results of a study of ten relevant scientific articles, it can be concluded that the application of the Project Based Learning (PjBL) learning model has a positive influence on increasing the creativity and innovative character of elementary school students, especially in fine arts learning. The majority of research shows that PjBL is able to create student-centered learning, thus providing a wider space for students to explore ideas, develop creativity, and produce innovative artworks.

The results of the study using the Classroom Action Research (PTK) method showed a significant increase in student creativity from cycle to cycle after the application of the PjBL model. Research by Rosalina and Sanoto (2023) and Maulana (2025) proves that student creativity increases consistently because students are directly involved in the process of planning and implementing art projects. This active involvement encourages students to think independently, dare to express ideas, and try various alternative solutions in producing works of art.

In addition, research with quantitative and experimental approaches also strengthens these findings. Research by Lestari et al (2024) and Chairunnisa et al (2025) shows that there is a significant increase in the value of creativity and student learning outcomes after the implementation of the PjBL model. Art projects designed in learning allow students to integrate knowledge, skills, and attitudes simultaneously, making learning more meaningful.

Fine arts packaged through PjBL have proven to be able to facilitate the emergence of innovative character of students. This can be seen from students' ability to develop new ideas, use materials and media creatively, and produce works that have aesthetic value and uniqueness. Research by Rohmah et al (2024) and Indriani et al (2025) shows that students are able to produce more varied and innovative mosaic and collage artwork after participating in project-based learning. This activity trains students to think divergent and flexible, which is an important indicator of innovative character. In addition to creativity, the application of PjBL also has an impact on students' affective aspects, such as interest and motivation to learn.

Research by Muin and Justitiana (2025) shows that PjBL is able to increase students' interest in learning fine arts because students feel more challenged and directly involved in the process of working. This is in line with the findings of Febriya et al (2025) which show that the combination of PjBL with other approaches is able to increase active student involvement during the learning process. Findings from qualitative research and literature studies also strengthen the effectiveness of PjBL in fine arts learning. Research by Fitri et al (2022) confirms that PjBL provides a real and contextual learning experience for students, so that they are freer to explore their creativity and innovation potential.

Fine arts learning that emphasizes project processes and products allows students to learn through hands-on experience rather than just imitating the example provided by the teacher. Overall, the results of the literature review show that the application of the Project Based Learning learning model in fine arts learning in elementary schools is effective in increasing creativity as well as forming students' innovative character. The PjBL model encourages students to be active, creative, and innovative through a contextual and meaningful learning process. Therefore, PjBL can be used as an alternative learning model recommended for elementary school teachers, especially in fine arts learning, to support the development of students' innovative character in accordance with the demands of 21st century education.

4. Conclusion

Based on the results of literature studies on various relevant studies, it can be concluded that the application of the Project Based Learning (PjBL) learning model is effective in increasing creativity and shaping the innovative character of elementary school students through art learning. The PjBL model provides a meaningful learning experience by actively involving students in the planning, implementation, and completion of art projects, thereby encouraging students to think creatively, dare to express ideas, and produce innovative works. The results of the study show that PjBL not only has an impact on improving learning outcomes and art skills, but also on students' affective aspects, such as learning interest and motivation. Through project-based learning, students have the opportunity to explore ideas, use various media and materials creatively, and develop flexible thinking and problem-solving skills that are part of an innovative character.

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Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript. AI were used only to improve readability and language under strict human oversight; no content, ideas, analyses, or conclusions were generated by AI.

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