
PROJECT-BASED LEARNING IN SOCIAL STUDIES SUBJECTS CHARACTERISTICS OF ASEAN COUNTRIES IN CLASS 6 ISLAMIC ELEMENTARY SCHOOL

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ABSTRACT

In the realm of social studies education, engaging content and interactive discussions during the learning journey are undeniably crucial. Learning dynamics have shifted; it is no longer solely the teacher's delivering material, but students are now active participants in the educational process. This study aims to implement project-based learning in social studies, focusing on discussions surrounding ASEAN countries. The research methodology employed descriptive qualitative techniques, adopting a case study approach with data collection through observation, interviews, and questionnaires. The findings indicate that the project-based learning approach proves highly suitable for the learning environment. Teachers can guide students through project creation, fostering collaborative efforts among them, particularly in map-making tasks. Through this collaborative effort, students can articulate project outcomes, fostering effective communication among peers. The implementation and observations underscore the efficacy of this approach, notably in students' collaborative efforts in constructing ASEAN country mind maps, rendering the learning process highly engaging. A notable strength lies in

students' collaborative creation of mind maps, enriching the learning experience. However, a key challenge lies in teachers' need to tailor learning materials appropriately to facilitate project creation, ensuring students grasp the process effectively.

Keywords: *Project Based Learning, Social Studies, ASEAN, elementary school.*

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1. INTRODUCTION

Education plays a pivotal role in shaping and empowering individuals, particularly in fostering national and state advancement. The trajectory of a nation's growth hinges on its acknowledgment, valuation, and effective utilization of human capital, underscoring the significance of the educational quality offered to its populace, notably students. As per the Education System Law No. 20 of 2003 in Indonesia, education is described as a deliberate and organized endeavor to foster an environment and educational process where students actively

cultivate their potential to acquire religious, spiritual resilience, self-discipline, individuality, intellect, moral integrity, and the necessary skills essential for both personal and societal needs, as well as the needs of the nation and state.

In recent years, there has been a growing recognition of the importance of incorporating innovative teaching methodologies to enhance student's learning experiences, particularly in the field of Social Studies. With the increasing globalization and interconnectedness of societies, educators face the challenge of preparing students to navigate and understand the complexities of the contemporary world, including the diverse cultures, economies, and political landscapes within regions such as the Association of Southeast Asian Nations (ASEAN).

In Islamic elementary schools, where holistic education is often emphasized, there is a need for pedagogical approaches that not only impart knowledge but also foster critical thinking, cultural sensitivity, and an appreciation for diversity among students. Social Studies subjects play a crucial role in achieving these educational goals by providing opportunities for students to explore historical events, geographical features, and socio-cultural aspects of different regions, including ASEAN countries.

The diminished proficiency of students in grasping concepts and nurturing creative thinking skills is attributed to a deficiency in knowledge and experience, compounded by educators' reluctance to employ innovative and creative learning methods (Bada, 2015). Typically, learning occurs through traditional means, lacking emphasis on self-exploration, inquiry, or discovery activities. This conventional approach not only fails to

enhance students' mastery of scientific concepts and creative thinking skills but also fails to inspire them to engage in deeper inquiries. Ideally, students should not merely memorize learned concepts but should be able to apply them to various contexts by refining their conceptual thinking (Kokotsaki, et al., 2016).

Based on preliminary research observations and interviews with 6th-grade students at Ibnu Hajar Mandiri Islamic Elementary School in Bekasi, it was found that the majority of students lack optimal and sufficient creative thinking skills. This assessment was based on indicators of creative thinking abilities outlined by Susanto (2014, pp. 111-113), which include fluency, originality, flexibility, and elaboration. Fluency pertains to the quantity of ideas or works generated. Originality refers to the production of ideas or works that are distinct from those of their peers. Flexible thinking involves the capacity to consider a problem from various perspectives. Additionally, elaboration skills encompass the ability to add or expound upon details of an object, idea, or situation to enhance its appeal.

An educational approach suitable for fostering these skills is the social studies curriculum. Through social studies instruction, students engage in creative activities that encourage imagination, exploration, curiosity, as well as the ability to make predictions and conjectures. Addressing the aforementioned challenges requires a solution to enhance students' creative thinking capabilities. The sixth-grade social studies teacher at Ibnu Hajar Mandiri Islamic Elementary School endeavors to address this issue by employing diverse instructional models and prioritizing the cultivation of thinking skills. Consequently, the Project-Based Learning model has been selected as a

suitable approach to enhance students' creative thinking abilities. By implementing the Project-Based Learning model within social studies instruction, students not only receive theoretical knowledge but also engage in practical application through project completion. This approach stimulates students to express their creative ideas through the creation of unique works.

The implementation of Project-Based Learning (PBL) in Social Studies subjects focusing on the Characteristics of ASEAN Countries in Class 6 Islamic Elementary Schools presents a multifaceted challenge. Despite the recognized benefits of PBL in fostering critical thinking, problem-solving skills, and deep understanding of subject matter, its integration into the curriculum, especially in subjects like Social Studies within Islamic Elementary Schools, remains underexplored. Furthermore, within the context of studying the Characteristics of ASEAN Countries, specific challenges arise due to the diverse cultural, historical, and socio-economic landscapes across ASEAN member states, which necessitate a tailored approach to education.

The research problem centers on identifying the most effective strategies for integrating PBL into the teaching of Social Studies, particularly in the exploration of the Characteristics of ASEAN Countries, within the framework of the Class 6 Islamic Elementary School curriculum. Key questions arise regarding the adaptability of PBL methodologies to the Islamic educational context, the alignment of PBL with the objectives of Social Studies education, and the development of culturally sensitive and contextually relevant learning materials.

The issues addressed in this paper revolve around three main points: (1) assessing whether the Project Based Learning (PBL) model enhances students' creative thinking skills, (2) evaluating if the PBL model enhances students' grasp of concepts, and (3) examining students' reactions to the implementation of the PBL model in the context of food and health materials (Krajcik, 2006). The intended objectives of this study are to determine the effectiveness of the Project Based Learning (PBL) model in enhancing students' creative thinking abilities and conceptual understanding, as well as to understand students' responses to the utilization of the PBL model in their learning process.

Furthermore, the research problem extends to address the potential barriers and facilitators to the successful implementation of PBL in this context. These may include factors such as teacher readiness and training, availability of resources, cultural perceptions of education, and the existing pedagogical practices within Islamic Elementary Schools. In summary, the research problem seeks to explore the following:

- 1) How can Project-Based Learning (PBL) be effectively integrated into the teaching of Social Studies subjects, particularly focusing on the Characteristics of ASEAN Countries, within the Class 6 curriculum of Islamic Elementary Schools?
- 2) What strategies can be employed to ensure the alignment of PBL with the objectives of Social Studies education in Islamic Elementary Schools?
- 3) What are the potential barriers and facilitators to the successful implementation of PBL in teaching the Characteristics of ASEAN Countries in Islamic Elementary Schools, and how can these be addressed?

In recent years, educational paradigms have shifted towards more interactive and engaging methodologies to enhance students' learning experiences. Project-based learning (PBL) stands out as one of the most effective approaches, particularly in subjects like Social Studies, where understanding diverse cultures and societies is crucial. The significance of utilizing PBL in exploring the characteristics of ASEAN countries for Class 6 Islamic Elementary School students cannot be overstated such as 1) Promotes Active Learning, 2) Encourages Critical Thinking, 3) Fosters Cultural Awareness and Sensitivity, 4) Enhances Collaboration and Communication Skills, 5) Prepares Students for Global Citizenship.

The significance of incorporating Project-Based Learning in exploring the characteristics of ASEAN countries for Class 6 Islamic Elementary School students cannot be overstated. This approach not only enhances students' understanding of diverse cultures and societies but also promotes critical thinking, cultural awareness, collaboration, communication, and global citizenship. By harnessing the power of PBL, educators can create enriching learning experiences that prepare students to thrive in an ever-changing world.

2. REVIEW OF LITERATURE

2.1 Project Based Learning

The classical form of teaching is still the most widely used form of learning, but for certain fields, other forms of learning are needed. Meaningful learning is something that every science teacher should strive for (Hawari, *et al.* 2020). When students learn something and can find meaning, then that meaning can

motivate them to learn. Meaningful learning can train students' thinking habits and motivate them to learn (Kokotsaki, *et al.*, 2016). One strategy to teach students to learn meaningfully is through project-based learning. Project-based learning is one of the suggested models in the competency-based curriculum in elementary schools.

Project-based learning model learning has several stages; First, determining the project at this stage the teacher and students determine the theme/topic of the project. Second, the design of project completion steps. The teacher facilitates students to design the steps of project activities and their management. Third, the preparation of the project implementation schedule. The teacher assists students in scheduling all the activities they have designed. Fourth, project completion by facilitating and monitoring teachers. Fifth, compiling reports and publication of project results. Sixth, evaluation of processes and results. Teachers and students at the end of the lesson reflect on the activities and results of project assignments (Gary, 2015).

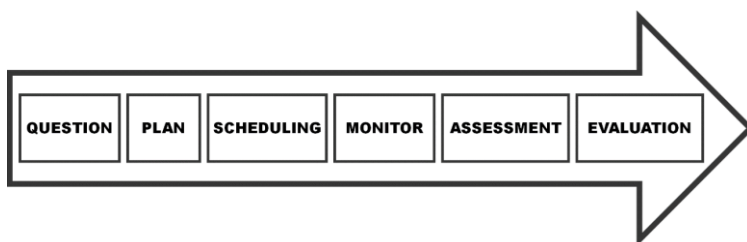


Figure 1. Preview of project-based learning steps

Source: personal document adapted from Hawari and Noor (2020).

Project-based learning is a systematic learning model, which involves students in learning knowledge and skills through a

long and structured search or exploration process for authentic and complex questions and carefully designed tasks and products (Krajcik, 2006). Project-based learning is learning that uses problems as the first step in learning, seeks, and collects data and information from various sources to solve problems and integrate students' knowledge, makes decisions from various alternative problem-solving solutions, and engages in real activities to produce products. with full of creativity (Solomon, 2003).

Project-based learning has great potential to make learning experiences more interesting and meaningful for students to build on. In project-based learning activities, students become more active in learning, and the teacher acts as a facilitator and evaluates the results of student performance including outcomes that can be displayed from the results of the projects they are working on. Various aspects that distinguish project-based learning from conventional learning are presented in the following table.

Table 1. Comparison Between Conventional Learning and Project-Based Learning

Educational Domain	Conventional Learning	Project-Based Learning
Curriculum Focusing	Content coverage Factual knowledge Learn building block skills in isolation	Depth of understanding Mastery of concepts and principles Problem-solving development complex

Scope and Order	<p>Following the curriculum sequence From unit to unit Centered, discipline-based</p>	<p>Follow student interest. Large units are formed from complex problems and issues. Broad, interdisciplinary</p>
Teacher Participation	<p>Lecturer and director Learning a single source of knowledge</p>	<p>Learning resource providers and participants in learning activities Advisor/Partner</p>
Measurement Focus	<p>Product test score. Compare with that other. Information reproduction</p>	<p>Process and product. Real achievement Perform standard work and progress over time. Demonstration of understanding</p>
Learning Resources	<p>Texts, lectures, and presentations Activities and exercise sheets developed by teacher</p>	<p>Directly from the original source (media print, interviews, and documents) Data and materials developed by the student</p>
Learning Method	<p>Support, peripherals, run by teacher. Useful for expanding teacher presentations</p>	<p>Main, integral Directed by students. Use to expand student presentation or reinforce learner ability</p>
Classroom Context	<p>Students work alone. Learners compete with each other. Learners receive information from the teacher</p>	<p>Students work in groups. Collaborative learners with each other Learners construct, contribute, and synthesize information</p>

Learning Role	Carry out teacher's orders. Reminder and repeater of facts students receive and complete short report assignments	Conduct self-directed learning. Reviewer, integrator, and presenter of ideas. Students determine their own assignments and work independently most of the time.
Short term goals	Understanding of facts, terminology, and subject matter.	Comprehension and utilization of intricate concepts and procedures.
Long term goals	Graduates who demonstrate proficiency in standardized tests assessing learning achievement.	Graduates are characterized by their ability to cultivate self-growth, independence, and a commitment to lifelong learning.

Source: Adopted from Thomas et al. (1999).

2.2 Creative Thinking

Creative thinking has components including fluency, flexibility, elaboration, and originality. The ability to think intelligently has characteristics such as sparking many ideas and answers, solving problems or questions, and providing many ways or suggestions for doing things. The ability to think flexibly has characteristics such as seeing problems from different perspectives, looking for many alternative solutions to problems, and being able to change the approach or way of thinking. Detailing skills have the characteristics of being able to enrich and develop an idea or product, detailing in detail an object, idea, or situation so that it becomes more interesting (Mumford, *et al.*, 2013). Original thinking skills have characteristics such as revealing new and unique things that other people have never thought of.

2.3 Social Constructivism

Social constructivism is a foundational theory in education that posits knowledge as socially constructed through interaction with others and the environment (Agius, 2013). In the context of project-based learning (PBL) within social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school, social constructivism emphasizes collaborative learning experiences. Students engage in active exploration and dialogue to construct their understanding of ASEAN countries' cultural, geographical, and socio-political attributes. Through PBL activities such as group research projects or simulations of diplomatic negotiations, students not only acquire factual knowledge but also develop critical thinking skills as they analyse and interpret information within a social context. This approach encourages students to appreciate diverse perspectives and recognize the interconnectedness of societies within the ASEAN region, fostering a deeper understanding of global citizenship and cultural empathy.

Moreover, within the framework of social constructivism, the role of the teacher transforms into that of a facilitator and guide rather than a sole authority figure (Wibisono, 2023). Teachers scaffold learning experiences by providing resources, posing thought-provoking questions, and facilitating collaborative discussions to support students in constructing meaning collaboratively. PBL in social studies subjects offers opportunities for students to engage in authentic tasks that mirror real-world challenges faced by ASEAN countries, thus promoting the relevance and applicability of learning. By actively participating in the PBL process, students develop

communication and teamwork skills essential for effective citizenship and cross-cultural understanding. Overall, integrating social constructivist principles into PBL within the context of studying ASEAN countries in an Islamic elementary school empowers students to become active learners who construct their knowledge within a socio-cultural framework, preparing them to navigate and contribute to an increasingly interconnected world (Lombardo, 2021).

2.4 Cognitive Load Theory

Cognitive Load Theory (CLT) provides valuable insights into designing effective learning experiences, particularly in the context of project-based learning (PBL) within social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school. CLT suggests that learners have limited cognitive resources, and effective instruction minimizes extraneous cognitive load while maximizing germane load to facilitate learning (Plass. et al., 2010). In the context of PBL, educators can apply CLT principles to optimize the design of learning tasks and materials. For instance, breaking down complex information about ASEAN countries into smaller, manageable chunks reduces extraneous cognitive load, allowing students to focus on meaningful learning tasks. Similarly, providing clear instructions and scaffolding support throughout the project helps students allocate cognitive resources efficiently, leading to deeper understanding and retention of knowledge.

Furthermore, CLT emphasizes the importance of considering learners' prior knowledge and expertise when designing learning activities. In the case of studying ASEAN countries,

teachers can assess students' existing understanding of the region and tailor PBL tasks accordingly. By building on students' prior knowledge and experiences, educators can optimize cognitive engagement and foster meaningful connections between new information and existing schemas. Additionally, CLT highlights the significance of incorporating strategies to promote cognitive rehearsal and automation, such as frequent opportunities for reflection and application of learned concepts (Sweller, 2011). Through iterative cycles of learning, students develop cognitive schemas related to the characteristics of ASEAN countries, enhancing their ability to process and integrate information effectively. Ultimately, integrating CLT principles into PBL in social studies subjects not only enhances learning outcomes but also equips students with cognitive strategies essential for lifelong learning and critical thinking.

2.5 Islamic Education Context

In the context of Islamic education, integrating project-based learning (PBL) into social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school holds significant promise. Islamic education emphasizes holistic development, incorporating spiritual, moral, intellectual, and social dimensions into the learning process. PBL aligns well with Islamic pedagogy, as it promotes active engagement, critical thinking, and collaborative problem-solving – all essential aspects of Islamic education. By exploring the cultural, geographical, and socio-political aspects of ASEAN countries through PBL, students not only gain factual knowledge but also develop a deeper understanding of Islamic values such as tolerance, empathy, and respect for diversity.

Moreover, PBL encourages students to reflect on the interconnectedness of global communities, fostering a sense of responsibility as stewards of the Earth, as emphasized in Islamic teachings. Through meaningful inquiry and exploration, students in Islamic elementary schools can cultivate a sense of purpose and agency, preparing them to contribute positively to their communities and the world at large in alignment with Islamic principles.

2.6 Social Studies Subject for Characteristics of ASEAN Countries

The curriculum framework for social studies in Class 6 Islamic Elementary School provides the content and objectives for teaching about the characteristics of ASEAN countries (Amin. et al., 2021). PBL is integrated into this framework to enhance students' understanding and application of the content. The curriculum framework for social studies in Class 6 Islamic Elementary School provides the content and objectives for teaching about the characteristics of ASEAN countries. PBL is integrated into this framework to enhance students' understanding and application of the content.

3. RESEARCH METHODOLOGY

Project-based learning study focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school, a purposive sampling technique could be appropriate. Purposive sampling involves selecting participants based on specific criteria relevant to the research objectives. In this case, the sampling technique should consider factors such as student's

academic performance, language proficiency, cultural background, and prior knowledge of ASEAN countries.

Social Sciences in grade 6 Islamic elementary school discussed one of the most interesting materials, namely ASEAN social and cultural knowledge. In this model, students not only understand the content but also develop skills in students how to play a role in society. Organizational and time management skills, research and inquiry, self-assessment and reflection, group participation and leadership, and critical thinking. Associating, experimenting, discussing, and communicating and 21st-century learning (4C: Critical Thinking, Collaboration, Creative, Communication).

For a project-based learning study focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school, a purposive sampling technique could be appropriate. Purposive sampling involves selecting participants based on specific criteria relevant to the research objectives. In this case, the sampling technique should consider factors such as student's academic performance, language proficiency, cultural background, and prior knowledge of ASEAN countries. Furthermore, considering the cultural context of an Islamic elementary school, it may be beneficial to include students from diverse cultural backgrounds to enrich discussions and promote intercultural understanding. This could involve purposively sampling students from different ethnic or linguistic backgrounds within the school community.

Learning is considered a process of changing behaviour due to experience and practice. The teaching and learning process is an activity that contains interaction between teacher-students and reciprocal communication that takes place in educative

situations to achieve learning objectives (Gary, 2015). Interaction and reciprocal communication between teachers and students are the main characteristics and requirements for the ongoing teaching and learning process. It should be understood that the interaction in the teaching and learning process is not just a communication relationship between teachers and students but is an educative interaction that is not only delivers subject matter but also instills attitudes and values in students who are learning.

Moreover, since the project focuses on ASEAN countries, students with prior knowledge or experiences related to Southeast Asia could be included in the sample to provide valuable insights and perspectives. This might involve selecting students who have family connections to ASEAN countries or who have previously studied relevant topics in social studies classes. Overall, by employing a purposive sampling technique, researchers can ensure that participants in the PBL study possess characteristics relevant to the research objectives, thereby enhancing the validity and richness of the findings. Additionally, this approach allows for the inclusion of diverse perspectives and experiences, contributing to a more comprehensive understanding of the project-based learning process in the context of social studies education in an Islamic elementary school.

3.1 Data Collection

Data collecting in the project-based learning study focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school, a mixed-methods approach could be

employed to gather comprehensive data from multiple sources. The data collection methods could include:

(a) Surveys

Design and administer pre- and post-project surveys to assess students' attitudes, perceptions, and self-efficacy related to social studies and project-based learning. Surveys could include Likert-scale questions to measure students' confidence in their knowledge of ASEAN countries before and after the project, as well as open-ended questions to gather qualitative feedback on their learning experiences.

(b) Interviews

Conduct semi-structured interviews with students, teachers, and school administrators to gain in-depth insights into their experiences with project-based learning. Interviews can explore topics such as students' engagement levels, teachers' instructional strategies, and administrators' perspectives on the integration of PBL into the curriculum. Audio recordings and transcriptions can be used to analyze interview data.

(c) Observations

Conduct semi-structured interviews with students, teachers, and school administrators to gain in-depth insights into their experiences with project-based learning. Interviews can explore topics such as students' engagement levels, teachers' instructional strategies, and administrators' perspectives on the integration of PBL into the curriculum. Audio recordings and transcriptions can be used to analyze interview data.

(d) Student Work Artifacts

Collect and analyze student work artifacts, such as project reports, presentations, and multimedia creations, to assess the quality of students' learning outcomes and their understanding of ASEAN countries' characteristics. Rubrics can be used to evaluate student work based on criteria such as accuracy of information, creativity, and critical thinking skills demonstrated.

(e) Focus Groups

Collect and analyze student work artifacts, such as project reports, presentations, and multimedia creations, to assess the quality of students' learning outcomes and their understanding of ASEAN countries' characteristics. Rubrics can be used to evaluate student work based on criteria such as accuracy of information, creativity, and critical thinking skills demonstrated.

By employing a variety of data collection methods, researchers can triangulate findings to gain a comprehensive understanding of the project-based learning process and its effectiveness in enhancing students' knowledge and skills related to the characteristics of ASEAN countries in class 6 Islamic elementary school.

4. ANALYSIS

Analytical techniques for evaluating the effectiveness and outcomes of project-based learning in social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school can include both qualitative and quantitative methods. The researcher conducted some analytical techniques:

(a) Content Analysis

Analyze the content of student work artifacts, such as project reports, presentations, and multimedia creations, to identify themes, patterns, and depth of understanding regarding ASEAN countries' characteristics. Content analysis can help assess the quality of students' learning outcomes and their ability to apply knowledge gained through PBL.

(b) Qualitative Data Coding

Use thematic coding techniques to analyze qualitative data collected from interviews, focus groups, and open-ended survey responses. By systematically coding and categorizing qualitative data, researchers can identify recurring themes, insights, and perspectives related to students' experiences with PBL and their understanding of ASEAN countries.

(C) Comparative Analysis

Conduct comparative analyses to compare the effectiveness of PBL with traditional instructional methods or to compare outcomes across different groups of students (e.g., high-achieving vs. low-achieving students, students with different levels of prior knowledge). Comparative analysis can help identify the unique benefits and challenges associated with PBL implementation in the context of social studies education in an Islamic elementary school.

By applying these analytical techniques, researchers can gain a comprehensive understanding of the impact of PBL on students' learning outcomes, engagement, and attitudes in the context of social studies education in a class 6 Islamic

elementary school focusing on the characteristics of ASEAN countries.

5. RESULTS AND DISCUSSION

5.1 Planning of Project-Based Learning in Social Subject

The sixth-grade social studies teacher at Ibnu Hajar Mandiri Islamic Elementary School in Bekasi advocates for the use of project-based learning to explore ASEAN countries, finding it highly engaging. Consequently, this approach is integrated into the teaching and learning process. When choosing a model, careful consideration is given to contextual factors such as student demographics, classroom dynamics, available learning materials, educational goals, and the competencies students are expected to develop, aiming to foster their creative thinking skills. By employing this project-based learning approach, social studies education transcends mere theoretical instruction, incorporating hands-on experiences in project creation. This approach aims to stimulate students' creativity, foster collaborative teamwork, and encourage critical thinking. Additionally, through project-based learning, students are encouraged to take an active role and are granted autonomy to express their ideas through their projects. This aligns with Beghetto's (2021) perspective, which suggests that cultivating creativity can be enhanced through classroom activities, discussions, projects, and problem-solving exercises.

The project-based learning model encompasses several stages: Initially, the project is determined, with both the teacher and students collaborating to select the theme or topic. Next, the steps for project completion are designed, with the teacher

guiding students in developing the activities and their management. Thirdly, the schedule for project implementation is prepared, with the teacher aiding students in scheduling the activities they have outlined. Fourthly, the project is executed, with the teacher facilitating and monitoring the process. Subsequently, reports are compiled and the project results are published. Lastly, both the processes and results are evaluated, with teachers and students engaging in reflective discussions on the activities and outcomes of the project assignments after the lesson (Gary, 2015).

In Grade 6 Islamic elementary school, the study of Social Sciences covers captivating topics, including knowledge about the social and cultural aspects of ASEAN. This curriculum not only focuses on content comprehension but also aims to cultivate various skills in students that are essential for active participation in society. These skills encompass organizational and time management, research and inquiry, self-assessment and reflection, group participation and leadership, as well as critical thinking. Moreover, the curriculum emphasizes activities such as association, experimentation, discussion, and communication, aligning with the principles of 21st-century learning, particularly the 4C's: Critical Thinking, Collaboration, Creativity, and Communication.



Figure 2. Preview of Class Activity with Project-Based Learning Method Implementation (Preparation Stages)

5.2 Implementation of Project-Based Learning in Social Subject

When adopting the Project-Based Learning approach in social studies education, a teacher needs to possess strategies and follow stages aligned with the steps or framework of the chosen model. This ensures the attainment of desired objectives.

Effective planning is undeniably crucial in the teaching and learning journey, representing a cornerstone of educators' responsibilities. Well-prepared planning significantly enhances the likelihood of successfully achieving learning objectives (Putra, 2021). Teachers rely on meticulously crafted plans to guide their instructional activities, ensuring alignment with

predetermined learning goals. Among the essential components of these plans is the lesson plan, tailored to align with the Indonesian national curriculum, serving as a fundamental reference point throughout the learning process.

In fostering students' creative thinking skills within social studies education, particularly in exploring the diversity of ASEAN countries, teachers are tasked with crafting lesson plans focused on this objective. The initial step in lesson planning involves determining the learning approach and model to be employed. Here, the chosen model is Project-Based Learning, complemented by a constructivist approach. Subsequently, the planning process extends to selecting learning resources conducive to nurturing students' creative thinking. Among the chosen resources is a poster illustrating all ASEAN countries, designed for interactive manipulation. At Ibnu Hajar Mandiri Islamic Elementary School in Bekasi, the social studies curriculum employing the Project-Based Learning model to delve into ASEAN countries' diversity incorporates various multimedia resources. These include interactive educational videos, concise infographics, and engaging PowerPoint presentations. The integration of such diverse learning media is strategically aimed at inspiring students' creative thinking throughout their social studies learning journey.

5.3 Result of Project-Based Learning in Social Subject

The results of implementing project-based learning in social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school demonstrate several significant findings. Through a mixed-methods approach, including surveys, interviews, observations, and

analysis of student work artifacts, the study reveals compelling insights into the effectiveness and implications of PBL in this educational context.

Quantitative analysis of pre- and post-project surveys indicates a notable improvement in students' understanding and engagement with ASEAN countries' characteristics following the implementation of PBL. Significant increases in students' self-efficacy, enthusiasm for learning, and confidence in their knowledge of ASEAN countries suggest that PBL effectively enhances learning outcomes in social studies education within an Islamic elementary school setting.

Qualitative analysis of interviews and focus groups provides additional depth and context to these findings. Students express enthusiasm for the hands-on, collaborative nature of PBL, emphasizing the value of working together to explore the cultural, geographical, and socio-political aspects of ASEAN countries. Teachers and administrators similarly highlight the positive impact of PBL on students' critical thinking skills, cultural awareness, and sense of global citizenship. Overall, the findings of this study underscore the effectiveness of PBL in social studies education within an Islamic elementary school context, particularly when focusing on the characteristics of ASEAN countries. By providing students with authentic, collaborative learning experiences, PBL enhances their understanding of global issues, promotes cultural sensitivity, and fosters critical thinking skills essential for active citizenship in a diverse and interconnected world.

The discussion of these results highlights the implications for educational practice, emphasizing the importance of

incorporating PBL into the curriculum to promote holistic development and meaningful learning experiences aligned with Islamic values. Additionally, the study identifies areas for further research and refinement, such as exploring the long-term impact of PBL on students' academic achievement and investigating strategies for effectively integrating PBL into diverse educational settings. Overall, the findings of this study contribute valuable insights to the ongoing dialogue surrounding the implementation of PBL in social studies education within Islamic elementary schools, enriching our understanding of effective pedagogical approaches in culturally and religiously diverse contexts.



Figure 2. Preview of Class Activity with Project-Based Learning Method Implementation (Final Result)

6. CONCLUSIONS

From the discussion above, the researcher suggests several things, namely (1) for further research it is better to provide broader and more material (2) the results of this study tend to reveal cognitive aspects and do not reveal more deeply the affective and psychomotor aspects, so for further research, it needs to be balanced with these two aspects (3) for further research, it is better to do research not only once so that the level of confidence in the results of the study becomes higher.

In conclusion, the implementation of project-based learning (PBL) in social studies subjects focusing on the characteristics of ASEAN countries in a class 6 Islamic elementary school has demonstrated significant benefits and implications for educational practice. Through a mixed-methods approach, this study has provided compelling evidence of the effectiveness of PBL in enhancing students' understanding, engagement, and critical thinking skills within an Islamic educational context. Also, in the activities carried out, there was an increase in the ability of students to master concepts who received project-based learning significantly higher than students who received conventional learning.

The findings of this study underscore the importance of integrating PBL into the curriculum of Islamic elementary schools to promote holistic development and meaningful learning experiences aligned with Islamic values. By providing students with authentic, collaborative learning opportunities, PBL enhances their understanding of global issues, fosters cultural sensitivity, and cultivates essential skills for active citizenship in an interconnected world. Based on the results of

this study, several recommendations can be made for educators, policymakers, and curriculum developers; 1) Integration of PBL into Curriculum, 2) Teacher Training and Professional Development, 3) Access to Resources and Technology, 4) Promotion of Cultural Understanding.

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