

## Implementation of the Project-Based Assignment Method for Making Eco Print Totebags to Improve Student Creativity in SBdP Learning

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**Abstract:** Cultural Arts and Crafts (SBdP) learning in elementary schools plays an important role in developing students' creativity through meaningful practical activities. The reality in the field shows that the art learning process often still focuses on explaining theory, so students' opportunities to explore and develop creative ideas are not yet optimal. This study aims to describe the implementation of the project-based method of making eco print tote bags, the process of developing students' creativity, as well as the impact of applying this method on students' creativity in SBdP learning at MI Az-Zahro Panunggalan. This research uses a qualitative approach with a case study type of research. Data collection techniques were conducted through observation, interviews, and documentation involving teachers and students in SBdP learning activities. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions. Research results indicate that the application of the project task method through eco-print tote bag making activities is able to create more active, collaborative, and creative learning. Students are directly involved in the process of exploring natural materials, designing motifs, as well as practicing the creation of artworks that promote the development of creative thinking skills. In addition, project activities also increase self-confidence, interest in learning, and the ability to collaborate among students in the learning process.

**Keywords:** project-based learning, student creativity, eco print, SBdP learning

### INTRODUCTION

Arts, Culture, and Craft (SBdP) learning in elementary schools plays an important role in developing students' creativity, imagination, and motor skills (Ikhsan et al., 2025; Ismet et al., 2025; Siregar et al., 2023). Through art learning, students not only learn to produce works, but also develop creative thinking skills, aesthetic sensitivity, and courage in expressing ideas (DOLAPÇIO\u0162LU et al., 2019; Raza, 2023; Ulger, 2018). The SBdP learning process essentially emphasizes practical activities that allow students to learn through direct experience. A learning approach that provides exploration space for students is believed to foster creativity and independence in creating works. Therefore, teachers are required to implement innovative and

contextual learning strategies so that students can actively engage in the learning process (Suryawati & Osman, 2017; Thamrin et al., 2024). One approach that can be used is the project-based method, which allows students to learn through activities of making real products. Through this method, students not only understand the concepts of art theoretically, but are also able to apply them in the form of works that have aesthetic and functional value.

In the development of education today, project-based learning is increasingly being used because it is considered capable of increasing student engagement in the learning process (Morais et al., 2021; Tirado-Morueta et al., 2022; Williamson, 2023). The project assignment method provides students with the opportunity to plan, implement, and evaluate the results of their work independently or in groups. This process can help students develop various 21st-century skills such as creativity, collaboration, communication, and problem-solving abilities (Sahri & Soleh, 2023; Schaddelee & McConnell, 2018; Tirado-Morueta et al., 2022). In addition, project-based learning can also be integrated with values of environmental care through the use of natural materials available around the students. One form of activity that can be carried out in SBdP learning is creating artwork using the eco print technique, which is a technique of printing leaf or flower patterns on fabric by utilizing natural materials. This activity not only trains students' creativity but also introduces the concept of environmentally friendly art.

However, the learning conditions for SBdP in several elementary schools still show various limitations, especially in terms of the teaching methods used. Based on initial observations at MI Az-Zahro Panunggalan, it was found that the SBdP learning process still tends to be teacher-centered and places more emphasis on theoretical explanations rather than creative practice. The lack of variety in learning activities causes students to have fewer opportunities to explore ideas and develop their creativity optimally. In addition, the media and practical activities used in art learning are still limited, so students are not yet much involved in the process of creating innovative works. This condition impacts the low enthusiasm and creativity of students in following SBdP learning. Some students still have difficulty expressing their creative ideas because they are not yet accustomed to project-based learning activities. Therefore, it is necessary to have learning innovations that can increase student engagement while also developing their creativity more optimally.

Several previous studies have shown that project-based learning can enhance students' creativity and skills in various learning areas. However, most of these studies have focused more on the use of project methods in the context of general learning or specific subjects without directly integrating aspects of art and environmental awareness. Moreover, research on the application of the eco print technique in SBdP learning at the elementary madrasah level is still relatively limited. In fact, the eco print technique has great potential to be used as a creative, innovative, and environmentally friendly learning media. Therefore, this study has novelty in integrating the project task method with eco print tote bag making activities as a medium for SBdP learning. This integration is expected not only to enhance students' creativity but also to foster environmental awareness through the utilization of natural materials around them. Thus, this study aims to contribute to the development of a more contextual, creative, and relevant SBdP learning model in line with current educational needs.

Based on the description, this study aims to analyze and describe the implementation of the project-based task method through eco-print tote bag making activities in SBdP learning at MI Az-Zahro Panunggalan. This study also aims to determine the extent to which the project-based task method can improve students' creativity in producing innovative art works. In addition, this study is expected to provide an overview of the learning process that actively involves students in project-based art practice activities. Through eco-print tote bag making activities, students are expected to be able to develop creative ideas, artistic skills, as well as self-confidence in expressing their works. This study is also expected to serve as a reference for teachers in developing more innovative and engaging SBdP learning strategies.

## **METHOD**

This study uses a qualitative approach with a case study type of research aimed at gaining an in-depth understanding of the implementation process of the project-based assignment method in SBdP learning through the activity of making eco-print tote bags (Luthfiyah, 2017; Nugroho, 2021). A qualitative approach was chosen because it is able to describe learning phenomena comprehensively based on experiences, activities, and interactions that occur during the learning process. A case study is used because this research focuses on a specific location, namely MI Az-Zahro Panunggalan, thus allowing the researcher to conduct an in-depth examination of the

learning practices applied at the school. This study seeks to reveal how project-based learning is carried out by teachers and how students actively engage in the creative activity. In addition, this study also examines how the project-based task method can facilitate the development of students' creativity through contextual art practice activities.

The subjects of this study included SBdP subject teachers and students involved in eco print totebag-making learning activities at MI Az-Zahro Panunggalan. Data collection was carried out through several techniques, namely observation, interviews, and documentation. Observation was conducted to directly observe the learning process, the interaction between teachers and students, as well as student activities during the project activities(Wijaya, 2018). Interviews were conducted with teachers and several students to obtain more in-depth information about their experiences in implementing and participating in project-based learning. Meanwhile, documentation was used to complement the research data in the form of photos of learning activities, students' work in the form of eco print totebags, and other supporting documents related to the learning process.

Data analysis in this study was conducted qualitatively through the stages of data reduction, data presentation, and conclusion drawing. Data reduction was carried out by sorting and simplifying the data obtained from observations, interviews, and documentation to focus on the research problems. Next, the reduced data was presented in the form of narrative descriptions to facilitate the researchers in understanding the patterns and relationships among the data found(Wijaya, 2020). The final stage was conclusion drawing, which was carried out gradually based on the interpretation of the analyzed data. To maintain data validity, this study also used source triangulation and method triangulation techniques by comparing data obtained from various sources and data collection methods.

## **RESULT AND DISCUSSION**

### **1. Implementation of the Project Task Method for Making Eco Print Totebags in SBdP Learning at MI Az-Zahro Panunggalan**

The implementation of the project-based method in SBdP learning at MI Az-Zahro Panunggalan begins with the learning planning stage carried out by the teacher before the teaching and learning activities take place. The teacher prepares a lesson plan that includes objectives, activity steps, and media to be used in the learning process. Learning activities are

designed so that students can be actively involved in the creation of art through practical project activities. The teacher also prepares the materials and tools needed for eco print activities, such as plain totebag fabric, leaves, flowers, plastic, wooden hammers, and other supporting materials. The choice of natural materials that are easily found around the school gives students the opportunity to recognize the potential of natural resources in their surroundings. Learning planning also includes strategies for student grouping so that the learning process can take place collaboratively. The teacher provided directions regarding the stages of activities that will be carried out during the eco print tote bag making process.

At the learning implementation stage, the teacher begins activities by providing an introduction to the concept of eco print to the students. The teacher explains that eco print is a technique for printing patterns on fabric by utilizing the natural shapes and colors of leaves and flowers. This explanation is delivered through a simple demonstration so that students can understand the process of creating works more concretely. Students appear enthusiastic when the teacher shows examples of eco print tote bags that have been made previously. Interaction between the teacher and students occurs actively when students begin to ask questions related to materials, techniques, and steps for making the works. The teacher also provides an explanation about the importance of taking care of the environment by using natural materials in artistic activities. This introductory activity provides students with an initial overview of the project activities they will undertake in SBdP learning.

After the introduction stage, students begin to explore the materials that will be used in making eco print tote bags. The teacher invites students to observe various types of leaves and flowers available in the school environment. Students are given the opportunity to choose leaves and flowers that have interesting shapes and textures to be used as motifs on the tote bag. This activity provides students with hands-on experience in recognizing the diversity of natural forms that can be used as an art medium. Students appear actively discussing with their group members about which types of leaves are considered most interesting to use. The teacher acts as a facilitator who provides guidance and helps students determine the composition of the motifs to be created. This exploration process encourages students to think creatively in designing the artwork they will produce.

The next stage is the process of making eco print tote bags, which is carried out in groups by the students. Each group begins arranging leaves and flowers on the surface of the tote bag fabric according to the design that has been planned beforehand. Students then cover the arrangement of leaves with plastic before hammering it with a wooden mallet so that the natural patterns can be imprinted on the fabric. This activity requires meticulousness and cooperation among group members to ensure that the prints appear clear and neat. The teacher walks around observing the students' activities while providing guidance when students encounter difficulties in the pattern printing process. The learning atmosphere appears active because each student is directly involved in the practical activity. This activity provides a different learning experience compared to SBdP lessons, which are usually carried out more through drawing or coloring activities.

During the ongoing activity process, the teacher also gives students the opportunity to express their ideas and creativity in arranging eco print motifs on tote bags. Each group has the freedom to determine the patterns, leaf arrangements, and shape variations that will be displayed in their work. Students seem to show various creative ideas that differ from one group to another. Some students try to combine several types of leaves to create more interesting motifs. This activity shows that the project task method is able to provide space for students to explore creatively in producing art. The teacher gives appreciation for each work produced by the students without comparing the results between groups. An appreciative learning environment makes students feel more confident in expressing their creative ideas.

After the eco-print totebag making activity was completed, the teacher invited the students to reflect on the learning process that had been carried out. Students were asked to share their experiences during the project activity. Some students expressed that they felt happy because they could create their own works using natural materials available around the school. Students also conveyed that this activity provided a new experience in SBdP learning because they could learn while practicing directly. The teacher then invited the students to observe the works of each group and give feedback on the motifs produced. This reflection activity helped students understand the learning process they had gone through during the project activity. The discussion that took place in the class showed active interaction among students in appreciating

their friends' works.

The final stage in the implementation of this project-based task method is the learning evaluation activity conducted by the teacher. The evaluation focuses not only on the students' final products but also on the process of student engagement during the activities. The teacher observes how students collaborate in groups, how they express ideas, and how they complete the assigned project tasks. The eco print tote bag products created by the students show a variety of interesting motifs. Some works display an orderly arrangement of leaves, while others show a freer and more expressive pattern. These variations reflect the process of creativity exploration carried out by the students during the project activities. The evaluation activity also provides an overview of the success of implementing the project-based task method in creating a more active, creative, and enjoyable SBdP learning experience for students at MI Az-Zahro Panunggalan.

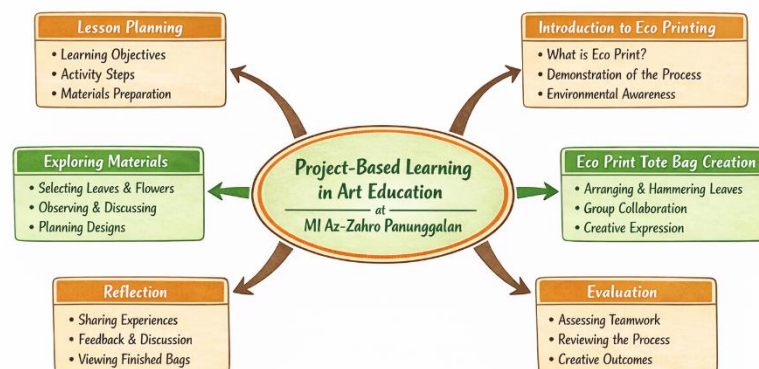


Figure 1 Project Based Learning

## 2. The Process of Developing Student Creativity through Eco Print Tote Bag Making Activities in SBdP Learning at MI Az-Zahro Panunggalan

Students' creativity in SBdP learning at MI Az-Zahro Panunggalan develops through learning activities that provide space for students to explore ideas and experiences directly. The eco print totebag making activity becomes a means that encourages students to think imaginatively in producing unique works of art. Learning activities not only focus on the final outcome of the work but also on the creative thinking process that occurs during the activity.

Students are given the opportunity to observe various shapes of leaves and flowers available in the school environment as a source of inspiration for creating patterns. This observation process helps students recognize the variations in shapes, textures, and sizes of natural materials that can be used as art media. Interaction between students and the surrounding environment provides a more contextual learning experience. This activity opens up opportunities for students to develop aesthetic sensitivity in utilizing natural materials as part of an art piece.

Group discussion activities provide a space for students to convey the ideas and thoughts they have before starting the process of making their work. Each student is involved in group conversations about the pattern designs that will be made on the tote bag. The exchange of ideas among students creates a collaborative learning environment while also encouraging the emergence of various creative ideas. Some students suggest using leaves with unique shapes to produce more interesting patterns. Group conversations also generate various design alternatives that can be used in the creation process. The dynamics of these discussions show that students' creativity does not only arise individually, but also develops through social interaction within the group. This process of sharing ideas provides a learning experience that encourages students to appreciate their peers' opinions and to develop ideas collectively.

Exploration of natural materials provides a learning experience that enriches the students' creative process. Various types of leaves found around the school environment have different shapes, offering a variety of patterns that can be produced on tote bag fabric. Students appear interested in trying various combinations of leaves and flowers they find. Simple experiments conducted by the students help them understand that each type of leaf can produce a different print pattern. This activity encourages students to explore various possibilities in creating interesting designs. The experience of trying different materials makes students more daring in experimenting during the creative process. This exploration process shows that students' creativity develops through activities of trying, observing, and discovering new possibilities in the use of natural materials.

The process of arranging motifs on the surface of tote bag fabric becomes an important part in developing students' creativity. Each group designs a composition of leaves and flowers

in different ways according to the ideas they have. Some groups arrange the motifs symmetrically, while other groups create patterns that are freer and more spontaneous. The activity of arranging motifs involves students' ability to determine the position, balance, and variation of shapes in the designs they create. Students' creativity is seen in the way they combine various leaf shapes to produce visually interesting motifs. This activity also trains students' ability to make decisions regarding design choices considered most appropriate. This creative process provides students with experiences in developing artistic sensitivity through art practice activities.

The activity of hitting leaves with a wooden hammer to create motif prints on fabric provides an interesting learning experience for students. This activity requires precision so that the motifs produced can be clearly seen on the surface of the totebag. Students show curiosity when they observe changes in color and shape of the leaves imprinted on the fabric. This experience generates enthusiasm because students can directly see the results of the process they carried out. Students' creativity emerges when they try to adjust the position of the leaves to produce more interesting patterns. Practical activities that involve hand skills help students understand the relationship between the work process and the resulting creation. This experience demonstrates that creativity develops through active involvement in enjoyable practical activities.

The role of the teacher in the learning process provides important support for the development of students' creativity. The teacher gives guidance and motivation when students experience difficulties in determining designs or arranging patterns on tote bags. The assistance provided is not direct guidance but more about giving students space to discover their own ideas. This approach helps students feel freer to express the creative ideas they have. The teacher also appreciates every work produced by students without judging it based on certain standards. This appreciative attitude creates a positive learning atmosphere, so students feel more confident in creating. The interaction built between teachers and students shows a learning relationship that supports the development of creativity.



Figure 2 Eco Print learning

The eco print tote bag creations produced by the students show a variety of unique patterns. Each group produced designs that differed according to the ideas and experiments they carried out during the learning process. These differences reflect the freedom of expression given to students in creative activities. Some tote bags feature leaf patterns arranged in an orderly manner, while others show more artistic and free forms. The uniqueness of each piece demonstrates that students are able to develop creative ideas through the learning experiences they undergo. These creations also show the students' ability to utilize natural materials as part of the art-making process. The diversity of the works produced reflects the development of students' creativity during the learning activities.

Learning experiences through eco print project activities have a positive impact on the way students view the SBdP learning process. Practical activities carried out make students more actively involved in classroom learning activities. Student enthusiasm is evident when they show their works to friends and teachers in class. The learning process that involves creative activities provides a different experience compared to learning that only focuses on theory. Students feel proud when they can produce tote bags with unique motifs resulting from their own ideas. This activity also provides the experience that learning art can be done through enjoyable and meaningful activities. These experiences show that project-based learning can

encourage the development of students' creativity through direct involvement in the process of creating.

### **3. The Impact of Implementing the Project Assignment Method of Making Eco Print Totebags on Enhancing Students' Creativity in SBdP Learning at MI Az-Zahro Panunggalan**

The implementation of the project-based method in SBdP learning at MI Az-Zahro Panunggalan has had a noticeable impact on increasing student engagement during the learning process. The activity of making eco print tote bags encourages students to participate actively in every stage of the activities carried out in class. Students not only listen to the teacher's explanations but also engage directly in material exploration, motif arrangement, and the printing process on fabric. The practice-oriented learning situation makes the classroom atmosphere more lively and interactive. Students' enthusiasm is evident from their eagerness to participate in each group activity. This active involvement provides a more meaningful learning experience compared to passive learning. The project activities create a learning space that allows students to develop creativity through tangible and enjoyable activities.

Changes in students' learning attitudes are also seen from the increased self-confidence when they create art through the creative process carried out together with group friends. Students show pride when they can complete an eco print tote bag featuring patterns based on their own designs. The experience of producing work independently provides motivation for students to be more confident in expressing the ideas they have. Creative activities make students feel that their ideas have value and can be realized in the form of tangible works. This self-confidence emerges when students realize that each work has a different uniqueness. A learning atmosphere that provides space for appreciation of students' work makes them feel valued in the learning process. This experience has a positive influence on the development of a creative attitude in art learning.

Another impact observed from the implementation of the project-based task method is the increased ability of students to think creatively when designing eco print motifs. The activity of arranging leaves and flowers on the surface of a tote bag provides students with the opportunity to develop diverse ideas. Each group tries to create a different motif composition

according to the ideas they have. This process trains students' ability to make design choices that are considered attractive and have aesthetic value. Creative thinking ability emerges when students try to combine various leaf shapes to produce unique patterns. This activity shows that students' creativity develops through the process of exploration and experimentation conducted directly. This thought process helps students understand that artworks can be created through various creative approaches.

Cooperation among students in groups also developed during the project activities. Each group member had a role in the process of making eco print tote bags, from selecting materials, arranging patterns, to carrying out the printing process. The interactions that occurred within the group showed communication and coordination carried out by the students to complete tasks together. Group discussions provided opportunities for students to exchange ideas in determining the design of the work to be created. This cooperation process shaped a learning experience that encouraged students to support each other in completing project activities. Social relationships among students appeared more active when they worked together to produce artwork. Group activities created a collaborative learning atmosphere in SBdP lessons.

The implementation of the project assignment method also has an impact on increasing students' interest in learning art in the classroom. The activity of making eco print tote bags provides a different learning experience compared to usual art activities such as drawing or coloring. Practical activities involving natural materials make students feel more engaged in the learning process. Curiosity arises when students see how leaves can produce patterns on the surface of the fabric. This experience gives the impression that art learning can be conducted through creative and exploratory activities. Students' interest in learning is evident from their active participation in every activity carried out during the project. This situation shows that innovative learning methods can enhance students' motivation to learn in the field of art.

The eco print tote bag artworks produced by the students show a fairly diverse development of creative abilities. Each piece displays different leaf motifs according to the ideas and experiments carried out by each group. The variations in the motifs that appear

indicate that the students are able to develop creative ideas through art practice activities. Some works show neatly arranged patterns, while others display freer and more artistic forms. These differences in the artworks reflect the freedom of expression given to the students during the learning process. The students' creativity is seen in their courage to try various combinations of materials to produce interesting motifs. These works serve as evidence that project activities can encourage the development of students' creative abilities in SBdP learning.

The learning experience gained through eco print project activities influences the way students understand the learning process in art education. Activities involving hands-on practice help students realize that learning art is not only related to theory, but also to the experience of creating real works. These activities provide opportunities for students to learn through the process of trying, observing, and improving the results of their work. These experiences make students better understand the stages in producing artworks that possess aesthetic value. Project-based learning provides a deeper experience because students are directly involved in every process carried out. The creative activities conducted during the learning process provide meaningful learning experiences for students at MI Az-Zahro Panunggalan.

Table 1 The Impact of Implementing the Project Assignment Method for Making Eco Print Totebags

No	Learning Impact Aspect	Student Creativity Indicators	Description of Field Findings
1	Increased student engagement in learning	Students actively participate in every stage of the project activity	Students were directly involved in selecting materials, arranging leaves, and carrying out the eco print process on the totebag, creating a more active and interactive classroom atmosphere.
2	Increased students' self-confidence	Students dare to present and explain their work	Students showed pride in the eco print totebags they produced and were willing to display and explain the motifs of their work in front of their classmates.
3	Development of creative thinking skills	Students are able to generate diverse design ideas	Each group produced different eco print motifs through various combinations of leaves and flowers.

No	Learning Impact Aspect	Student Creativity Indicators	Description of Field Findings
4	Improvement in idea exploration ability	Students try various variations of shapes and motif compositions	Students experimented with different types of leaves to observe the patterns produced on the totebag fabric.
5	Improvement in collaboration skills	Students are able to work in groups during the project process	Group members shared responsibilities such as selecting materials, arranging motifs, and hammering the leaves to produce clear prints.
6	Increased student interest in SBdP learning	Students show enthusiasm during practical activities	Students appeared more enthusiastic because the learning process involved direct practice using natural materials.
7	Development of artistic creation skills	Students are able to produce artworks with aesthetic value	The eco print totebags produced showed unique motif variations that reflected the creative ideas of each group.

## CONCLUSION

The implementation of the project-based method through eco print tote bag making activities in SBdP learning at MI Az-Zahro Panunggalan provides a more active, creative, and meaningful learning experience for students. The learning process, which involves exploring natural materials, group discussions, and direct practice in creating artworks, can encourage students to develop ideas and imagination more freely. These activities also provide opportunities for students to learn to collaborate, exchange ideas, and express creativity through various motif designs. Students' involvement in each stage of the project activities shows that practice-based learning can create a more dynamic and interactive classroom atmosphere. The eco print tote bag works produced by students display a variety of unique motifs as a form of creative expression developed throughout the learning process.

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