Teaching and General Education Studies
E-ISSN 3123-495X
Doi xxx-xxx
Volume 2 Number 2 2026

IMPLEMENTATION OF THE PROJECT BASED LEARNING APPROACH IN LEARNING IN ELEMENTARY SCHOOLS

Gebby*
Elementary School Teacher Education, PGRI Silampari University
gebby1407gmail.com

Accepted: May 21, 2026

Abstract: To facilitate active learning in elementary schools, it is necessary to design and organize learning effectively for the learners. When it is still teacher-centered in many classroom processes, students have lesser interest in the learning process. Therefore, to enhance student participation in learning activity, a suitable learning approach must be developed. One of the methods that could be used is Project Based Learning (PjBL). This study seeks to review the use of Project Based Learning in the elementary education system. The method used in this study is a literature review by analyzing various sources such as books and relevant scientific journal articles. Therefore, applying Project Based Learning in the study results shows that we may be able to develop more involvement and engagement of the students in the learning process, enhance their learning motivation, and encourage them to learn new concepts as well. In addition, this learning mode also serves in enhancing learners' critical thinking skills, creativity, communication skills, and collaboration skills. Students are closely linked to problem-solving, finding out about a topic through project activities, solving the problems, and product design. Hence, Project Based Learning can be applied as an alternative learning model as a means of enhancing the quality of learning in elementary schools.
Keywords: Project Based Learning, learning process, elementary school, student engagement.

INTRODUCTION

Education is a critical component to enhance human resources quality. In education, students acquire knowledge but also acquire the skills to live in real life. Hence, the educational method of schools must be designed well to enable the students to comprehend the learning resources while enhancing cognitive skills. In practice, learning as an active process in elementary schools still often becomes one dominated by teacher-centered learning. Teachers often deliver material through

lectures, while students simply listen to explanations. Thus students are not engaged, which is not enough to learn to a great extent. So that, monotonous learning can also generate bad feelings that students quickly feel bored. Elementary school students are not passive but active, have a high level of curiosity and learn best through their own direct experiences. Hence, an active learning strategy must be adopted that encourages participation in the learning process.

Project-Based Learning (PjBL) is another learning approach for increasing student engagement. That approach focuses on real life projects that contribute to learning activities but as a result, the student is presented with opportunities for real life related research in terms of research or case study types of experiences. Project-Based Learning allows students to explore and collaborate on the learning activities that have done them a lot, ultimately yielding a tangible product. Students don't just receive information from teachers through project-based activities students also search, discuss and problem-solve. Many studies have been done on the use of Project Based Learning. The research conducted by Rahmawati (2023) found that implementation of Project Based Learning can enhance students learning motivation as it makes learning activities more interesting and challenging. Moreover, studies from Wiyati, Rondli and Kanzunnudin (2024) emphasized project based learning process can promote more student's interest in course and also to develop skills such as critical thinking, creativity, communication and collaboration, which are important in developing the 21st century.

More research by Andini and Muhammad (2024) illustrates that Project Based Learning has the capability to enhance the critical thinking skills of elementary school learners on project-based activities that promote the students to investigate questions and collaborate with one another. Thus, the topic of Project Based Learning should be considered very interesting to know for that this methodology is said to elevate the quality of learning and will enhance the development of critical thinking, creativity, communication, collaboration, and so on among numerous significant skills. Hence, this article focuses on studying the Project Based Learning in learning of primary schools and the advantages and challenges in its realization. Project based learning is a student-centered learning method that places projects at the heart of learning activities. According to Grant

(2021), Project-Based Learning is a learning process that encourages students on investigative work on a problem and supports students in reaching a product from a process of learning.

The model of learning of this type focuses on search, investigation and problem-solving both on their own as well as in groups. Students solve the problem individually (understand the idea) and in groups (learn how to solve it). There are a few important principles in Learning Based Project-Based Learning. Students are active participants in project-based learning, while the teacher helps guide teachers guiding activities for learning in this system; one such fundamental principle of learning is student-centered learning. In addition, Project-Based Learning encourages contextual learning. This indicates that the projects students are assigned should be connected to daily life so that students can see the advantages of the learning. In this respect, learning does not have to be theoretical, having a link to everyday life of the students. This not only makes learning a theoretical endeavor but also has real and personal connections to students' everyday lives. That process can be in many ways, ranging from reading books to observations or talking with group members. Both of these activities help build critical thinking and problem-solving skills for students. Project based learning has various stages that must be completed in its development with a view to ensure that learning activities are carried out and carried out systematically. The first is to identify questions or problems that your project activities will use as context. Asking just such a question must be able to engender students' curiosity to look for the answer — so they are prompted to try and find one. The following step is designing the project plan. At this juncture, a teacher and pupils agree the tasks to be performed and what information means, tools for carrying out the task, and supplies needed for the tasks to be done. When children are given good planning, they complete the project in more focus. The project is carried out next.

The students start conducting activities as planned here including looking for information, seeing what happens, talking with the group etc. The teacher plays the role of guides to guide and assist the students in the event that they have some challenge in completing the project work. Students deliver their work to the team at the conclusion of the project. This presentation seeks to improve communication

skills, while also allowing other students to share their comments or insights (either as a critique or constructive criticism) about the presentation of the project. This assessment is important to check how well learning objectives have been met and to adjust learning activities for subsequent sessions. In the learning area, particularly in elementary schools, the Project Based Learning is deemed to be a very suitable model for example, students at this age are generally more able to comprehend new concepts through direct hands-on learning. Project exercises are an effective means by which students can relate the learning material they are having to actual contexts as well as expand their understandings and contribute to the development of contextual thought which leads to learning processes.

ADVANTAGES OF IMPLEMENTING PROJECT BASED LEARNING IN LEARNING

Benefits for enhancing the quality of learning in elementary school through Project-Based Learning. This learning framework results in higher interest of students to study. Participants hear not only the teacher's slides, but also join in discussion, observation, and group work; they are present during all of the class projects. In addition, the use of Project-Based Learning not only makes learners more participative in the learning process, which Wiyati, Rondli, and Kanzunnudin (2024) elaborated, but also helps to develop 21st-century skills like critical thinking, creativity, communication, and collaboration.

Furthermore, Project-Based Learning also aids in building students' critical thinking. Students take part and solve several problems through discussion and analysis as a part of project activities. If students are to know the workings of things, they should be able to look at a learning concept more critically than simply rote memorization. Project-Based Learning can help them to better their critical thinking according to Andini and Muhammad (2024) in elementary school. According to the findings, project activities provide students with a productive tool for investigating a problem and discovering an answer through group discussion.Another advantage is that it enhances student creativity. In project activities, students are given the freedom to create a variety of works based on their own ideas and concepts. These products can include reports, posters, models, or other work related to the learning

material. Furthermore, Project-Based Learning can also improve students' collaboration skills. In group projects, students learn to share tasks, discuss tasks, and help each other complete assigned projects. This is crucial for developing students' social skills.

With these various advantages, Project Based Learning can be an alternative effective learning model to improve the quality of the learning process in elementary schools.

DISADVANTAGES OF IMPLEMENTING PROJECT BASED LEARNING IN LEARNING

On the other hand, Project-Based Learning comes with a lot of pluses and minuses. One common hurdle is limited learning time. Project activities typically require more time than conventional learning methods, so teachers need to manage their learners' time effectively so that project activities can be completed within the specified schedule. Moreover, readiness of teachers in relation to task planning for the project activities is an important variable for the extent of successful implementation of this learning model. Teachers should be able to plan projects that are congruent with the needs of the learning goal and be able to guide students at each step of a project. Another concern is the availability of materials and amenities to carry out project activities. There may be certain project activities where specific tools or materials are needed, which teachers must modify to the availability for the project activities with school settings. Disparities in student abilities can also present a barrier to the use of Project-Based Learning. Due to the characteristics of a class (different ability level of students), it is important for teachers to guide to allow all students to take part in the project activities. Such careful planning and understanding through the use of good learning strategies is needed for Project-Based Learning to operate well and efficiently in elementary school learning and implementation.

COMPARED WITH OTHER LEARNING MODELS

Project-Based Learning (PjBL) makes big differences to traditional learning methods. Traditional learning tasks focus on teacher-led activities. The teacher

becomes the main source of information, and the learners learn mostly by receiving explanations, which results in poor student involvement in a learning context. On the other hand, in Project-Based Learning, the learning activities are student-centered. The instructor acts as a bridge (guide or director for students) in completing assigned projects. Thus students are encouraged to seek information on their own, work at the same time with others and discuss what helps them to correct their own problems. Moreover, PjBL not only gives a more embedded and real-life way of learning but more importantly, it also involves students in the project process. That is far more in sync with traditional learning, as this approach focuses much more on memorizing stuff. Rahmawati (2023) conducted research that demonstrated project-based learning as being more effective than lecture methods in increasing motivation levels in students. Project activities are believed to serve real-life learning experiences with more engagement, challenge and relevance for the students. This, for Project Based Learning, is an alternative learning model that was more innovative, superior to the traditional learning model, especially the new way to increase the learning action of students and student motivation to go out and do things, etc.

CONCLUSION

Project-Based Learning is an effective learning model for elementary schools because it creates a more active, innovative, and meaningful learning process. This learning model emphasizes learning activities through real-life projects, enabling students to not only acquire theoretical knowledge but also apply it in real-life situations.

The implementation of Project-Based Learning has been proven to have various positive impacts on the learning process. Students become more active and directly involved in learning activities, such as discussions, observations, information gathering, and collaboratively completing assignments. This involvement makes learning more engaging and less monotonous, thereby increasing student motivation.

Furthermore, Project-Based Learning plays a crucial role in improving students' conceptual understanding. Through project activities, students learn by directly experiencing the learning process, making the material easier to grasp and retain for

a longer period of time. This demonstrates that project-based learning can shift students' learning patterns from mere memorization to understanding.

Furthermore, this learning model also develops various 21st-century skills that are highly needed in the modern era. These skills include critical thinking, creativity, communication, and collaboration. Students are trained to analyze problems, express opinions, work collaboratively in groups, and produce a product as a result of their learning process.

However, implementing Project-Based Learning also presents several challenges that require consideration. Time constraints, teacher readiness in designing lessons, and the availability of facilities and infrastructure are factors that can influence the success of this model. Therefore, careful planning, appropriate learning strategies, and support from various parties are necessary for optimal Project-Based Learning implementation.

Considering these various advantages and challenges, it can be concluded that Project-Based Learning is a highly relevant alternative learning model for implementation in elementary schools. This model not only improves the quality of the learning process but also equips students with various skills necessary for their future lives. Therefore, teachers are expected to develop and implement this learning model creatively and innovatively according to the conditions and needs of students in the classroom.

References

Andini, R., & Muhammad, A. (2024). *Penerapan model Project Based Learning untuk meningkatkan kemampuan berpikir kritis siswa sekolah dasar*. Jurnal Pendidikan Dasar.

Grant, M. M. (2021). *Project-Based Learning in education*: Theory and practice. Journal of Educational Technology.

Rahmawati, D. (2023). *Pengaruh model Project Based Learning terhadap motivasi belajar siswa sekolah dasar*. Jurnal Pendidikan dan Pembelajaran.

Wiyati, N., Rondli, W. S., & Kanzunnudin, M. (2024*). Implementasi Project Based Learning dalam mengembangkan keterampilan abad 21 siswa sekolah dasar*. Jurnal Pendidikan Dasar.