



Implementation Of Project Based Learning (PjBL) Method On Music Learning In Junior High School Regina Pacis Surakarta

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Abstract

Learning methods used to teach in online classes provide solutions so students can continue to understand the material presented, have appreciation and innovate in participating in teaching and learning activities. The project based learning method is a learning method that involves a project or activity as a medium in the learning process. This method focuses on student activities to be able to understand a concept and principle by conducting in-depth research on a problem and finding relevant solutions. This learning method makes students active, independent in learning, can apply the knowledge they already have, practice various thinking skills, attitudes, and concrete skills. Meanwhile, for complex problems, learning is required through investigation, collaboration and experimentation in making a project, as well as integrating various subjects (materials) in learning. Teachers at Regina Pacis Junior High School Surakarta use project based learning methods in their learning. The teachers at the junior high school combined 3 lessons to make one project. The research method used in this study is qualitative with descriptive exposure. The research subjects were music teachers at Regina Pacis Junior High School, Surakarta. The results of data collection using observation, interview, documentation, and data analysis techniques. The data analysis technique is divided into three stages, namely data reduction, data presentation, and drawing conclusions. The results of interviews and observations that have been collected include documentation, pictures, photos, videos, field notes, personal notes, and other documents after being studied, examined and researched and then reduced to an abstraction.

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INTRODUCTION

Education in Indonesia at this time is very advanced, with the many creativity of teachers in the classroom providing knowledge learning which is very fruitful for the children of the Indonesian nation. With the national education system, it is expected to realize the development of the quality of people in their lives for their personal and state welfare. Now, education is needed to create quality, intelligent and responsive human beings to be able to innovate continuously so as not to be left behind by other countries. If so, then the role of the teacher is very important to provide an example in order to develop the potential and creativity of students. In addition to the teacher's role, the determining factor is also in curriculum improvement (Azimah & Utomo, 2018).

Education is a cultural product that contains various fields of study, including the field of art studies, especially the art of music. Music education provides knowledge, understanding, and competence to students about beauty (aesthetica) which students about beauty (reflected through the elements of expression, appreciation, and harmony). So that with the art of music, they can develop musical expression, they can develop the expression of the soul, an attitude of appreciation, and can provide experiences in forming harmony with other people and nature. (Desyandri, 2014).

Learning the art of music in schools is basically an interaction of students and teachers to start creativity, express, innovate and appreciate musical works of art. The implementation of music learning in general uses the lecture and drill methods, but it is felt that it still needs to be developed because music learning in schools does not only have to master musical skills and vocal processing, but is expected to develop critical, appreciative, creative, imaginative, and innovative abilities, so that students can explore their imagination through the works they make (Utomo, 2013). Learning is said to be

successful if students are actively involved in successful learning.

However, due to the Covid-19 pandemic that has occurred since March 2020, the lecture or drill method cannot be carried out effectively. The lecture method must be done virtually through the Zoom application or WhatsApp Video Call because learning must be done remotely (Distance Learning). Based on this situation, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter no. 4 of 2020. Point 2 in SE no. 4 of 2020 states that:

- a. Learning from Home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from Home can be focused on life skills education, including regarding the Covid-19 pandemic;
- c. Learning from Home learning activities and tasks may vary between students, according to their individual interests and conditions, including considering the gap in access/learning facilities at home;
- d. Evidence or products of Learning from Home activities are given qualitative and useful feedback.

In conditions like this, teachers must look for effective learning methods so that students can receive and understand the material well so that the learning process can be said to be successful even though there are many obstacles and obstacles in distance learning.

Learning methods used to teach in online classes must provide solutions so that students can continue to understand the material presented, have appreciation and innovate in participating in teaching and learning activities. The role of the teacher in the online classroom will determine the success of achieving the quality of student learning and spearheading the success of students in understanding the material presented. Goodman dan Stivers said project based learning methods create a "constructivist"

learning environment where students construct their own knowledge and educators become facilitators (Lailatunnahar, 2021). The project-based learning method is an innovative learning centered on students (student centered) and establishes the teacher as a motivator and facilitator, where students are given the opportunity to work autonomously to construct their learning. The project based learning (PjBL) method is a learning model that involves a project or activity as a medium in the learning process. This method focuses on the activities of students to be able to understand a concept and principle by conducting in-depth research on a problem and looking for relevant solutions and students learn independently and the results of this learning are products.

Project-based learning method (project based learning) is one of the learning methods that make students active and independent in learning. Project-based learning methods can be used to apply existing knowledge, train various thinking skills, attitudes, and concrete skills. Whereas in complex problems, learning is needed through investigation, collaboration and experimentation in making a project, as well as integrating various subjects (materials) in learning. By applying the project-based learning method, it is hoped that students will practice independence, collaboration and experimentation in themselves.

Teachers at Regina Pacis Junior High School Surakarta use project-based learning methods in learning. Based on initial observations made at Regina Pacis Junior High School Surakarta, it was found that the implementation of project based learning methods was very effective for distance learning, but this needs to be investigated further. Nugroho Purna Widiyanto, teacher of Arts and Crafts as well as the Head of the Implementation Team for project-based learning at Regina Pacis Junior High School, Surakarta, said that the purpose of the learning method used in the SMP is so that students can master 21st Century skills, namely 4C

(Critical Thinking, Collaborative, Communication and Creativity).) which leads to Freedom of Learning.

The teacher acts as a facilitator, coach and architect of learning (designing), so that students are required to be more active in the teaching and learning process. Based on this background, the researcher is interested in conducting a research entitled "Implementation of Project based learning (PjBL) Methods in Music Art Learning at Regina Pacis Junior High School Surakarta". So far there has been no research on the application of Project based learning (PjBL) learning methods in these schools. And this research is focused on the application of the Project based learning (PjBL) method in distance learning.

METHODS

The type of research data on the Implementation of Project Based Learning (Pjbl) Methods in Music Art Learning at Regina Pacis Junior High School Surakarta is qualitative data in the form of processes and analysis of the learning methods used. Sources of data used in this study are primary data sources and secondary data sources. Primary sources are data sources that directly provide data to data collectors. The form of primary data in this study is in the form of detailed observations of project-based learning methods in distance learning. The data in the research on these observations will be obtained from videos made by students as the final result of the project based learning method. The next data is the recording of the application process of the project based learning method in distance learning which is carried out by means of interviews and visual recording in the form of a photo camera. Interviews and recordings will be conducted with several informants, namely music teachers at Regina Pacis Junior High School Surakarta. In addition, researchers also take steps to obtain data from secondary data sources, namely in the form of data that supports research. Secondary data is a source of data obtained indirectly, but can

help and provide supporting information as research material. The data includes reading sources or through library studies, reading journals, photos of activities and books related to research.

In addition, researchers also collect data or anything related to project-based learning methods in distance learning music subjects at Regina Pacis Junior High School Surakarta.

RESULTS AND DISCUSSION

Description of Field Data

The 2013 curriculum has several aspects of assessment, namely aspects of knowledge, aspects of skills, aspects of attitudes, and behavior. Cultural Arts is one of the subjects that are still included in the 2013 Curriculum, Cultural Arts consisting of Dance, Theater Arts, Music and Fine Arts which aims to develop appreciation and creativity so as to arouse students' interests and talents..

Learning the art of music at school is a means of expressing expression, imagination, creativity and appreciation of musical works. By learning music, children practice socializing in life, this can be applied when presenting musical ensembles where all members must be able to work together, respect each other and be disciplined. Music lessons at school are not actually teaching how to play a musical instrument but basic lessons in playing music using simple tools such as a piano, recorder and guitar. The implementation of music learning in general uses the lecture and drill method, but this method is still needed to be developed because music learning in schools does not only master musical and vocal skills, but is expected to develop critical, appreciative, creative, imaginative, and innovative abilities, so that students can explore their imagination through the works they make (Utomo, 2013).

Project-based learning (PjBL) is the application of active learning. In simple terms project-based learning is defined as a teaching that tries to link technology with everyday life problems that are

familiar to students, or with school projects. According to Trianto, the project-based learning model has enormous potential to create a more interesting and useful learning experience for students (Titu, 2015). In project-based learning, students are encouraged to be more active in learning.

Wina Sanjaya (Qomariyah, 2019), stated that Project Based Learning is learning that provides opportunities for teachers to manage learning in the classroom by involving project work. Project-based learning has enormous potential to make learning experiences more interesting and useful for students. The project-based learning method according to the Buck Institute for Education (Rati et al., 2017) is a systematic learning method that involves students in learning knowledge and skills through a process of investigating real problems and making carefully designed works. Meanwhile, according to Ridwan Abdullah Sani (Rati et al., 2017) is teaching and learning that involves students to work on a project that is useful for solving community or environmental problems.

Project-based learning has great potential to provide a more interesting and meaningful learning experience for students according to Gear (Rati et al., 2017). Meanwhile, the characteristics of project-based learning according to the Center for Youth Development and Education Boston are: 1) Students make their own decisions within a predetermined framework. 2) Students try to solve a problem or challenge that does not have a definite answer. 3) Students are encouraged to think critically, solve problems, collaborate, and try various forms of communication. 4) Students are responsible for finding and managing the information they collect on their own. 5) Evaluation is carried out continuously throughout the project. 6) Students regularly reflect and reflect on what they have done, both the process and the result.

Due to the high spike in Covid-19 cases from the end of May and the implementation of PPKM in Java and Bali

from July 3, 2021, researchers can only conduct initial research on August 20, 2021 at Regina Pacis Junior High School Surakarta.

Researchers had the opportunity to conduct interviews with teachers of Arts and Crafts as well as the Head of the Implementation Team for project-based learning at Regina Pacis Junior High School Surakarta, Nugroho Purna Widiyanto, S.Pd. In the interview, the researcher explored information related to the application of project-based learning methods at Regina Pacis Junior High School, Surakarta. The project-based learning method is carried out with reference to the National Assessment which aims to improve the quality of education and is designed to produce accurate information in order to improve the quality of teaching and learning which in turn will improve student learning outcomes (development of student competence and character). With this project-based learning method, students are expected to be able to master 21st Century skills, namely 4C (Critical Thinking, Collaborative, Communication and Creativity). The direction of applying this method is Merdeka Learning, which is to provide flexibility for students to choose lessons according to their interests. The Independent Learning Policy itself is designed based on the wishes and prioritizing the needs of students.

In project-based learning, the teacher only acts as a facilitator, coach and architect of learning so that students are required to be more active. Teachers are no longer using conventional methods (lectures) but are more towards facilitating, directing questions during discussions and then directing students to make material conclusions. When conducting virtual face-to-face, the teacher usually conducts a question and answer/discussion with students and if necessary, the teacher will conduct a demonstration (vocal material). Based on the information that the researcher got from the interview with Nugroho Purna Widiyanto on August 20, 2021, the researcher felt the need to make further

observations at Regina Pacis Junior High School. On August 24, 2021, researchers visited Regina Pacis Junior High School Surakarta and had the opportunity to meet and discuss with the Principal of Regina Pacis Junior High School Surakarta, Ms. M.M Wahyu Utami, she invites researchers to conduct research at the school he leads. In addition, he provides a lot of information related to student achievement in participating in learning using project-based methods, how students become more creative and independent in learning. He is looking forward to the researchers' suggestions for the development of project-based learning methods applied at Regina Pacis Junior High School Surakarta.

Analysis of the Application of Distance Learning with Project Based Learning Methods in Music Arts Subjects at Regina Pacis Junior High School Surakarta

Before carrying out learning with project-based methods, teachers between subjects will coordinate to plan and design lessons based on major themes so that all processes and results remain focused on Independent Learning.

a. Stages of Learning Activities With Project-Based Methods

In this semester, the allocation of time needed to make 1 project is 6 weeks, so in one semester there are at least 3 student projects. It also depends on the effective days of learning listed on the Education Calendar. Last year, the allocation given to students to complete 1 project was only 4 weeks or 1 month. After going through the evaluation process and opinions from parents and the curriculum section, starting this semester, the time allocation is increased by 2 weeks to 6 weeks with the details of the 2 weeks being used for the responsibility of each subject to carry out synchronous and asynchronous.

The stages of learning activities using project-based methods at Regina Pacis Junior High School Surakarta are as follows:

1). Weeks Ist and IInd: Synchronous Learning (students meet face-to-face – Google Meet, Ms Teams, Zoom) and Asynchronous (Students do the teacher's orders and do assignments). In the first week, students are taught subject matter from each teacher. At this stage the teacher assesses students in terms of Cognitive and Skills (Psychomotor). If they have difficulty, students can contact the subject teacher via messages on the WhatsApp application.



Figure 1. Virtual face-to-face teaching and learning activities through the Ms. Teams

2). Week IIIrd: Students are given the task of reading articles and working on literacy, this is intended so that reading culture can be improved. Students are given guiding questions that lead to project-based learning methods and the questions given are based on a problem. In this stage, Bloom's Taxonomy in the cognitive domain (C1 – C6) is also used to classify each stage. At this stage the teacher assesses students in terms of literacy and evaluation.

3). Week IVth: Children work in groups. The teacher chooses a leader for each group with the intention that the group distribution is balanced. 1 class consists of 30 students and is divided into 8 groups. In this stage, each group plans to create a project and assign tasks to each member. At this stage the teacher assesses the creativity of students in making projects.

4). Week Vth: Students make projects according to plan, combining 3 lessons in 1 project (integrated learning). During the project creation process (from planning to production) the teacher acts as a facilitator/coach. Students can discuss and consult with subject teachers or

supervising teachers. After the project is completed, presented and approved by the teacher, the next step is submission. Projects are submitted by uploading on a link and then it will be checked again by the school IT team whether this project violates copyright or not. If there is copyright infringement, the work will be returned and asked to be corrected. If there is no copyright abuse, it will be uploaded on the Youtube channel of SMP Regina Pacis Surakarta. At this stage the teacher assesses the way students present their projects.

5). Week VIth: Works are generally promoted to get as many likes as possible. In this stage the teacher assesses the student's ability to communicate with other students, teachers, parents and their other friends.

The Effectiveness of Learning With Project-Based Methods

The challenges in the future that increase as well as increasingly fierce competition require educational outcomes that are not only skilled in a field but also creative in developing the field they are engaged in. This needs to be realized in every subject at school, including the Arts and Crafts subjects. Creativity is very important to be fostered in students, especially in Art and Craft lessons. With an appropriate learning model students' creativity can be increased.

Currently, many schools still use conventional methods (lectures) in learning. The teacher gives lectures and gives notes in delivering the subject matter. This causes students to become bored quickly and less active in learning activities. If changes are not made in the learning process, students will always be passive, their level of thinking is only at the stage of remembering, memorizing and if given thinking and conceptual questions they will not be able to solve them. Therefore, to create a more effective learning process, teachers must enter the world of students and look for references to more effective, fun and interesting

learning methods that can increase interactions that occur in students, improve creative thinking skills and can improve student achievement. Learning methods play a very important role in the learning system. Therefore, intelligence and skills of teachers are needed in choosing learning methods. The selection of an inappropriate method will make learning ineffective.

Efforts taken by Regina Pacis Junior High School Surakarta to improve students' creative thinking skills in Art and Craft subjects are by applying project-based learning methods. In learning with this method, students are required to master 21st Century skills, namely 4C (Critical Thinking, Collaborative, Communication and Creativity). In Critical Thinking skills students are given articles or materials to look for problem topics and solutions. In Collaborative skills students will work together in groups to make a product. When students study in teams, students will find the skills to plan, organize, negotiate, and make consensus about things to be done. In Communication, students learn to communicate an idea to be able to produce a product. This of course requires good communication with group members. Communication is very important considering that fellow group members are in their respective homes because of the current pandemic, intense communication is needed because fellow members do not meet. One of the benefits of the project-based learning method is that in distance learning students have limitations to communicate directly but with this learning method they greatly maximize communication and cooperation because of the demands of the task. Their communication and cooperation skills are more improved than before. Students must socialize and communicate with group members well if the product they are going to make can be realized and get maximum results / value. Communication between fellow members is usually done via Zoom, Ms Teams, WhatsApp, Telegram and Line. In Creativity skills, students are expected to

be able to increase creativity in creating products / content, editing videos using existing technology and applications.

Project-based learning focuses on products resulting from the big themes that the teacher gives to students. Students are directed to be able to engage in constructive investigations. This investigation can be in the form of design, decision making, problem finding, problem solving, discovery or the process of making products from a given major theme. In project-based learning, these activities must include the transformation and construction of knowledge on the part of the students. This learning encourages students to gain learning experiences to a significant degree. Based on the information that the researcher got from the results of an interview with Nugroho Purna Widiyanto, through a Zoom meeting on September 13, 2021, information was obtained in the form of several materials delivered that were not on target, Nugroho Purna Widiyanto, explained that the materials used at Regina Pacis Junior High School Surakarta lead to big themes, for example, about climate change, reducing poverty and implementing health protocols., this results in attachment to the material sometimes difficult to connect, so both teachers and students have to look for many suitable articles from the internet. Teaching and learning activities using this learning method are fun, which can be seen from the student's complete limit which can be exceeded from the results of making products. Nugroho Purna Widiyanto added that if there are students who have not completed, they will continue to be guided to improve the product to get maximum results.

The project-based learning method can be an alternative model in all subjects and provide a new nuance in conventional learning.

Learning Outcomes of Music Arts Subjects Using Project Based Learning Methods

Each stage of learning activities using project-based learning methods

emphasizes the development of 21st Century skills. At the Synchronous and Asynchronous stages students carry out activities to understand, seek and obtain information before designing projects / products. This activity of seeking and obtaining information is part of an activity that can develop students' critical thinking skills.

In addition, at the stage of planning activities (product design), developing a project / product (making products), and trying are also activities that can develop student skills, especially Collaborative skills. At the planning activities stage (product design), skills that can be developed are project planning starting from determining the product to be made, tools and materials used, product manufacturing work steps and project implementation schedule. At the stage of developing a project/product (making a product), students learn to carry out activities according to the activity plans that have been made previously (Creativity). At this stage students must be able to make arrangements for implementation/manufacture and products so that the project can run well. Furthermore, at the trying stage, the skill that can be developed is Communication, where students are required to be able to show their products/projects to other students by asking for Likes on the Youtube Channel where their products are uploaded.

When students carry out project activities to produce an outcome, students will also involve their creativity. According to Maimunah (Isa & Jamil, 2012, p. 195), creativity is needed to generate new ideas in order to solve problems, make improvements, increase effectiveness, and add value. The same thing was conveyed by Plucker (Kaufman, Plucker & Baer, 2008, p.1) that creativity makes a person or group able to produce new and useful products.

Obstacles in Teaching and Learning Activities Using Project Based Learning Methods

Some of the obstacles encountered by teachers and students of Regina Pacis Junior High School Surakarta in using project-based learning methods include:

1. The material used is not right on target because it refers to a big theme, so the teacher cannot explore music material well, linkages with the material in several themes are also difficult to relate, so teachers and students have to look for appropriate articles. The solution to this problem is that the subject teacher provides knowledge, theoretical values and practical values according to the big theme.

2. Technical constraints such as devices used by students, internet networks because not all students are in areas with good internet network strength (eg students who live in Papua), student character (independence, responsibility, discipline). The solution for students who have device problems is that students are asked to come to school to be able to complete assignments at school (only 1 to 2 students are allowed). Constraints related to student character have a more personal solution, namely by continuing to provide assistance. If the mentoring of teachers with students is not optimal, the teacher will collaborate with parents on a regular basis, so that parents can also monitor the responsibility, discipline and completeness of students in following subjects. If the teacher finds out that a student has dyed hair, has long hair (male), has not showered, forgets to attend attendance, is late in collecting assignments, gets up late and so on, then the teacher will impose a warning and then provide personal assistance to the students so that the teacher is involved in the process of inculcating student character.

CONCLUSION

The project-based learning method is an example of the application of active learning. In simple terms, project-based learning is defined as a method that tries to link technology and creativity to make a product with the conditions that

exist around students. According to (Trianto, 2011: 51) project-based learning models have enormous potential to make learning experiences more interesting and useful for students.

Project-based learning at SMP Regina Pacis Surakarta makes students more active in learning because students are interested in participating in fun learning activities.

The task of the teacher is only as a facilitator, trainer, designer who has a role in evaluating the products of student work. The evaluation carried out by the teacher showed that the students exceeded the complete limit value, and the success of teaching and learning activities using project-based learning methods at Regina Pacis Junior High School Surakarta had a percentage of 85 - 90 %.

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