

Eksplorasi Penerapan Project-based Learning pada Sekolah Dasar di Komunitas Gerakan Sekolah Menyenangkan

Exploring the Implementation of Project-based Learning at Elementary School in the Gerakan Sekolah Menyenangkan Community

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Abstract. Education plays a crucial role in preparing students to face the future. Education which is a means of learning and practicing life skills, should experience a shift in roles and paradigms as an effort to overcome the learning crisis. In response to this, elementary school teachers in the Fun School Movement (GSM) Community implemented project-based learning (PjBL). The aim of this research is to explore the implementation of PjBL in GSM communities. This research uses a qualitative case study method involving 7 elementary school teachers who are members of the GSM Community. Data collection was carried out using focus group discussion techniques. This research found that overall there were three main themes, namely stages, challenges and benefits. Overall both students and teachers experienced positive feelings despite facing challenges. The benefits obtained are that students are able to practice 21st century skills, develop positive character, experience contextual learning, become increasingly happy to learn, engage with the learning process, and teachers become more familiar with student characteristics.

Keywords: *community, educational crisis, exploration, project-based learning*

Abstrak. Pendidikan memainkan peran yang krusial untuk mempersiapkan siswa dalam menghadapi masa depan. Pendidikan yang merupakan sarana belajar dan melatih keterampilan hidup seharusnya mengalami pergeseran peran dan paradigma sebagai upaya dalam mengatasi krisis pembelajaran. Merespon hal tersebut Guru SD di Komunitas Gerakan Sekolah Menyenangkan (GSM) menerapkan pembelajaran *project-based learning* (PjBL). Tujuan dari penelitian ini adalah untuk mengeksplorasi penerapan PjBL di komunitas GSM. Penelitian ini menggunakan metode kualitatif studi kasus yang melibatkan 7 guru SD yang tergabung di Komunitas GSM. Pengambilan data dilakukan dengan teknik *focus group discussion*. Penelitian ini menemukan bahwa secara keseluruhan terdapat tiga tema utama yaitu tahapan, tantangan, dan manfaat. Secara keseluruhan baik siswa dan guru mengalami perasaan positif meski menghadapi tantangan. Manfaat yang didapat yaitu siswa mampu melatih keterampilan abad 21, menumbuhkan karakter positif, mengalami pembelajaran kontekstual, menjadi semakin senang belajar, *engage* dengan proses pembelajaran, dan guru lebih mengenal karakteristik siswa.

Kata Kunci: *eksplorasi, komunitas, krisis pembelajaran, project-based learning*

