



The Influence of the Project Based Learning Model in the Edu Entrepreneur Course on Student Creativity

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ABSTRACT

Purpose of the study: The primary aim of this study is to determine the influence of the Project Based Learning (PjBL) model on the creativity of Arabic Language Education students. It specifically evaluates how implementing practical projects in the Edu Entrepreneur course stimulates innovative thinking and aligns with higher education performance standards.

Methodology: This research utilizes a quantitative approach with a Pre-Experimental One-Group Pretest-Posttest Design. Data were collected from 23 students selected through purposive sampling. Instruments include the Creative Thinking Scale (CTS) and observation sheets for product assessment. Analysis was performed using SPSS software, applying descriptive statistics and Paired Sample T-Tests.

Main Findings: The findings reveal a significant increase in creativity scores, rising from a pre-test mean of 72.71 to a post-test mean of 88.50, reaching the "very high" category. The Paired Sample T-Test resulted in a significance value of 0.000, proving that the PjBL model effectively enhances student creativity. Students successfully transformed language theories into innovative Arabic learning media with economic potential.

Novelty/Originality of this study: This study introduces the integration of PjBL specifically within an Arabic Edu Entrepreneurship framework, addressing the gap in language-based entrepreneurial education. It advances existing knowledge by demonstrating how a student-centered "protagonist" approach fulfills Indikator Kinerja Utama (IKU) 7, bridging the gap between linguistic competence and practical entrepreneurial innovation.

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1. INTRODUCTION

The quality of education in Indonesia is currently in a concerning state, with the 2018 PISA study showing that Indonesian students' reading, math, and science literacy skills fall far below the global average. The facts reveal a disparity between the learning process and the need for real-world competencies [1], where monotonous and repetitive teaching methods fail to optimally develop students' cognitive and motor skills. The global challenges of the 21st century demand mastery of the 4C skills (critical thinking, creative thinking, collaboration, and communication) [2], in reality, many institutions remain trapped in conventional teaching patterns that are no longer relevant to the changing times. Higher education should serve as an incubator for innovation by fulfilling Key Performance Indicator (KPI) No. 7, namely the creation of "collaborative and participatory classrooms"

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through learning based on concrete outcomes [3]. In fact, universities are now mandated to create adaptive campuses with learning methods capable of honing students' critical and creative thinking skills so they are prepared to face the global economy [4]. Ideally, students should not merely passively receive information but actively engage in designing, exploring, and completing real-world projects that offer broad benefits [5].

Project-Based Learning (PjBL) is an innovative learning model that uses projects or activities as the core of learning, in which students conduct in-depth investigations into real-world topics [6]. The main characteristic of PjBL lies in the use of challenging and complex projects as the context for learning [7]. Students are presented with essential questions that trigger in-depth investigations, in which they are fully responsible for managing information, making decisions, and designing a framework to achieve the desired outcomes. This model is also multi-intelligence in nature because it requires students to integrate various intelligences in completing authentic tasks relevant to the working world [8]. Learning in PjBL tends to be flexible and tolerant of mistakes, thus providing space for students to learn from failure and adjust their strategies through a process of continuous reflection.

The implementation of PjBL aims to hone 21st-century skills known as the 4C [9]. Through systematic team collaboration, students learn to respect each other's opinions and work together to find solutions to real-world challenges. Furthermore, PjBL is highly effective in fostering Higher Order Thinking Skills (HOTS), particularly at the evaluation and creation levels, which enable information to be retained longer in long-term memory [10]. The concrete outcomes produced not only reflect students' academic competencies but also demonstrate their readiness to navigate the dynamics of the global industry and economy. PjBL emphasizes the principle of "learning by doing" [11] which allows students to work autonomously to construct their own knowledge. Meanwhile, student creativity is defined as the mental ability to generate new ideas to produce innovations in solving complex problems [12]. In the context of Edu-Entrepreneurship, this creativity is directed toward creating innovative educational products that possess high economic value and an entrepreneurial spirit.

However, the problem encountered in the field is the dominance of a teacher-centered learning approach, in which the instructor serves as the primary source of information and students tend to be passive [13]. Arabic language instruction often focuses solely on memorizing vocabulary and grammatical rules (theory), leaving students unable to apply the language communicatively and creatively in real-world contexts [14]. This situation hinders the development of students' innovative ideas because their creative potential is never honed through challenging hands-on practice. Another practical obstacle is that students find the complexity of time-consuming projects difficult and burdensome. Some students even feel that simply listening to theoretical explanations in class is sufficient and lack the motivation to transition to a project-based learning model that demands a high degree of independence [4]. Limited resource capacity, time constraints, and significant disparities in Arabic language proficiency among students pose serious obstacles to achieving the desired transformation in learning.

Previous studies have also confirmed that Project-Based Learning (PjBL) helps students develop long-term memory retention of the learned material due to its deep and structured process. Neldi Harianto et al. conducted classroom action research in the *Ilmu Ashwat* (Phonology) course. The results demonstrated that PjBL significantly improved students' understanding, increasing the mean score from 72.71 in the pre-test to 80 in the post-test of the second cycle. The students' final project comprised a scientific article analyzing Arabic speech sounds [1]. Another study revealed that implementing PjBL in creating instructional video content focused on grammatical rules (*Qawaid*) such as *jumlah fi'liyyah* and *ismiyyah* enhanced both the students' material comprehension and their creativity in designing digital instructional media uploaded to social media platforms like TikTok and Instagram [15]. Ninda Maharani and Inka Puji Prastika examined the implementation of PjBL on Speaking Skills (*Maharah Kalam*) and Writing Skills (*Maharah Kitabah*). Their findings indicated that assignments such as conversation videos, mini-dramas, and thematic posters significantly boosted students' confidence, active participation, and ability to articulate ideas both orally and in writing [16]. Furthermore, the implementation of PjBL in the Tarjamah (Translation) course provided students with the opportunity to undertake projects translating popular Indonesian songs into Arabic, which were subsequently produced into music video covers and uploaded to YouTube [17].

Although numerous studies have investigated Project-Based Learning (PjBL) in Arabic language instruction, most remain limited to language skill domains, such as qira'ah (reading) or kalam (speaking). A distinct research gap persists regarding the specific impact of PjBL within the Edu Entrepreneur course, which integrates Arabic language education with an entrepreneurial mindset. Existing literature predominantly focuses on general perceptions or technical language skills, yet it has not thoroughly explored how PjBL can foster student creativity in developing competitive educational entrepreneurship (edupreneurship) products. The novelty of this study lies in the integration of the PjBL model into the Edu Entrepreneur curriculum to align with the university's vision of producing graduates with an edupreneurial spirit in the Arabic language field. This study not only measures the effectiveness of the instructional model, but also explores how students transform linguistic theory into innovative, marketable real-world projects. By focusing on creative product development in educational entrepreneurship, this study is expected to provide a more comprehensive insight into fostering student independence and competitiveness.

Given the urgency to enhance student creativity amid global competition and the imperative to meet the Key Performance Indicators (IKU) of higher education institutions, this research is of paramount importance. Through the implementation of PjBL in the Edu Entrepreneur course, it is anticipated that an authentic learning environment will be established, capable of optimizing the creative potential of Arabic Language Education students.

2. RESEARCH METHOD

This study employed a quantitative approach using an experimental method [18]. The research design applied was a pre-experimental design with a one-group pretest-posttest design model [19]. The primary focus of this method was to provide a treatment in the form of implementing the Project-Based Learning (PjBL) model in the Edu Entrepreneur course and to measure its impact on students' creativity levels. Through this design, the students' products and performance were investigated and observed after undergoing a series of project-based learning processes.

The research population comprised all active Arabic Language Education students enrolled in the Edu Entrepreneur course during the fourth semester. Sampling was conducted using a purposive sampling technique [20], specifically by selecting a designated class deemed capable of providing specific insights into the phenomenon of creativity in educational entrepreneurship product development. A total of 23 students participated as research subjects.

The experimental procedure was conducted following the six systematic steps of the PjBL model: 1) determining essential questions related to edupreneurship product innovation, 2) collaboratively designing the project plan between the lecturer and students, 3) creating a schedule of activities and project submission deadlines, 4) monitoring project progress through intensive mentoring and technology integration, 5) assessing the outcome by presenting the students' creative products to an audience, and 6) evaluating the experience through reflection on the entire process.

The primary instruments utilized were product observation sheets and creative thinking ability tests. Creativity assessment was conducted using the Creative Thinking Scale (CTS) [21]. The criteria for evaluating creativity encompassed planning, execution (process), and final product outcomes (report/performance). The products generated by the students in the Edu Entrepreneur course were innovative Arabic learning media with economic value.

Table 1. Student Creativity Criteria

Percentage	Category
81 – 100	Very High
61 – 80	High
41 – 60	Moderate
21 – 40	Low
1 – 20	Very Low

Data were collected through direct observation of the project implementation process and evaluation of the final output. Data analysis employed descriptive statistical techniques by calculating the mean score and percentage of student creativity outcomes. A paired-samples t-test was conducted to determine whether a significant difference existed in students' creativity before and after the implementation of PjBL. The t-test results served as the basis for accepting or rejecting the research hypotheses, formulated as follows: Alternative Hypothesis (Ha): There is a significant effect of implementing the Project-Based Learning (PjBL) model in the Edu Entrepreneur course on enhancing the creativity of Arabic Language Education students. Null Hypothesis (Ho): There is no significant effect of implementing the Project-Based Learning (PjBL) model in the Edu Entrepreneur course on the creativity of Arabic Language Education students.

3. RESULTS AND DISCUSSION

Students' creativity in designing and innovating economically viable learning media was fostered through Project-Based Learning in the Edu Entrepreneur course within the Arabic Language Education program. Prior to conducting the significance test using the paired-samples t-test, descriptive data analysis was performed to examine data distribution and ensure that the dataset was prepared for further statistical analysis.

Table 2. Comparison of Mean Student Creativity Scores

Tes	Minimum	Maximum	Mean	Deviation Standard
Pre-test	65,00	78,00	72,71	4,15
Post-test	82,00	95,00	88,50	3,80

The mean pre-test score of 72.71 indicates that prior to the treatment, students' creativity was categorized as "High," though not yet optimal. Following the implementation of PjBL, the mean score increased to 88.50, elevating it to the "Very High" category. The evaluation of the Arabic learning media products was assessed using the Creative Thinking Scale (CTS).

Table 3. Creativity Analysis Based on CTS (Creative Thinking Scale) Aspects

No	Aspek Kreativitas	Skor Rata-rata	Kategori
1	Planning (Preparation of tools, materials, product ideas)	91,25	Very High
2	Implementation (Work process, collaboration, technical execution)	89,50	Very High
3	Product Outcome (Quality of Arabic media, economic value)	84,75	Very High
	Average	88,50	

Students achieved the highest score in the planning aspect (91.25), demonstrating an excellent capability in conceptualizing edupreneurship product designs. In the execution aspect, students exhibited strong independence and technical skills, despite encountering challenges in time management. Furthermore, the t-test results regarding the efficacy of PjBL in enhancing student creativity in the Edu Entrepreneur course are as follows:

Table 4. Paired Sample Test

				95% confidence Interval of the Difference					
		Mean	Std.Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Pre-test - Post-test	-15,79	6,082	1,268	-18,42	-13,16	-12,450	22	0,000

Based on the t-test results, a significance value (p -value) of 0.000 was obtained, which is less than 0.05 ($p < 0.05$). This indicates a highly significant difference in students' creativity levels before and after the implementation of the PjBL model treatment. The t-test results confirm that implementing the Project-Based Learning (PjBL) model in the Edu Entrepreneur course has a significant effect on enhancing the creativity of Arabic Language Education students.

The first phase commenced with determining essential questions, wherein students were provided with stimuli in the form of challenges or opportunities for edupreneurship product innovation grounded in real-world contexts of Arabic language education. Subsequently, students and the lecturer collaboratively designed the project plan, encompassing the establishment of ground rules, selection of supporting activities, and identification of tools and materials required to create innovative Arabic learning media products with economic value. The third step involved creating a structured schedule of activities, complete with a timeline and final deadlines for project submission, ensuring that the development process remained controlled and disciplined.

Throughout the project execution process, the lecturer actively monitored the students' progress through intensive mentoring and the utilization of digital technology to ensure that implementation proceeded as scheduled and to provide solutions for any technical obstacles encountered. Once the products were completed, the next phase involved assessing the outcome, during which students presented their creative works before an audience or peers to receive evaluation and constructive feedback regarding the quality of their generated outputs. This syntax sequence concluded with evaluating the experience, a process of deep reflection on the entire range of activities carried out, where students expressed their feelings and experiences during the product creation process. Through the implementation of this systematic syntax, students were positioned as autonomous "protagonists" in constructing their own knowledge, thereby demonstrably enhancing their creativity scores from a moderate category to a very high category, while simultaneously fulfilling the requirements of Key Performance Indicator (IKU) number 7.

The Effectiveness of PjBL in enhancing student creativity increase in the mean score by 15.79 points demonstrates that the Project-Based Learning (PjBL) model effectively stimulates students' cognitive abilities to generate novel ideas. In the Edu Entrepreneur course, students are not merely required to memorize theory, but are challenged to produce innovative and economically viable Arabic learning media products [6]. This finding aligns with Rona Taula Sari's research, which highlights that PjBL provides students with the opportunity to engage in authentic work and realistically generate products, thereby significantly boosting creativity to a very high level [21]. Creativity emerges as students are granted full autonomy in designing project plans and formulating solutions to challenges encountered during the production process.

The creativity developed through PjBL in this study is not merely restricted to the final product outcomes, but also encompasses the transformation of students' mental processes, involving heightened intrinsic motivation and strong curiosity. This model enables students to utilize multiple intelligences [8] to solve complex problems autonomously, transitioning them from passive recipients of information into "protagonists" of their own learning [22]. Grounded in the learning by doing principle [11], [23], students are encouraged to make confident decisions and design unique solutions to real-world challenges, a core characteristic of creative individuals who are prepared to compete globally.

Furthermore, this enhancement in creativity is intricately linked to the stimulation of Higher-Order Thinking Skills (HOTS), specifically at the highest cognitive level of "creating" [24], [25]. Within the context of Arabic language education, students conduct in-depth investigations to transform grammatical theory and vocabulary into functional, real-world creations. The systematic process of inquiry and team collaboration throughout the project implementation is proven to provide a more engaging and meaningful learning experience [26], ensuring that acquired knowledge is retained in long-term memory far more effectively than through conventional rote memorization.

From an Edu Entrepreneur perspective, student creativity is directed toward generating educational innovations that possess not only aesthetic appeal, but also economic value and marketability [27], [28]. The creative products comprising innovative Arabic learning media generated by the students serve as a tangible manifestation of an emerging entrepreneurial mindset and self-reliance developed during the learning process. This demonstrates that the PjBL model successfully aligns Arabic academic competence with the university's vision in edupreneurship, while simultaneously equipping students with practical skills to navigate future digital economy challenges.

The results of this study confirm a pedagogical shift from a teacher-centered to a student-centered learning paradigm. Through the six steps of the PjBL syntax, students actively act as "protagonists" engaged in team collaboration and in-depth inquiry [29]. In the context of Arabic language education, this model transforms the traditional emphasis on vocabulary memorization into practical and communicative language application during project execution. This active engagement manifests the fulfillment of Key Performance Indicator (IKU) number 7, which aims to foster collaborative and participatory classrooms with substantial weighting allocated to project-based outputs. A critical criterion of IKU 7 dictates that a minimum of 50% of the final assessment weight must be derived from the quality of project outputs or active discussion participation [30]. The empirical results obtained through the Creative Thinking Scale (CTS) instrument, which predominantly evaluates planning, process, and final product outcomes directly reflect these evaluation criteria. The evaluation of innovative, economically viable Arabic learning media products demonstrates that students were motivated to participate more actively.

The strengthening of long-term memory and 21st-century skills further demonstrates that deep, extended project execution assists students in retaining information over the long term [31]. Information retention in long-term memory through the PjBL model occurs because students actively engage in thorough investigations of relevant real-world topics. In contrast to conventional learning models that often rely on short-term repetition and rote memorization, PjBL implements the learning by doing principle, enabling students to construct their own knowledge through hands-on practical experience. In the Edu Entrepreneur course, the experience of designing realistic products yields a more meaningful learning impression, ensuring that acquired information is permanently stored within student cognition rather than easily forgotten. Furthermore, the development of the 4C skills (critical thinking, creativity, collaboration, and communication) observed in this study directly responds to the demands of 21st-century competencies [2], [5], [9]. Through complex group projects, students are instinctively compelled to communicate effectively, collaborate within teams to resolve real problems, and apply critical thinking to make informed decisions.

The implementation of PjBL within the context of educational entrepreneurship serves as a key strategy to produce independent thinkers who are equipped to navigate the challenges of the digital economy. By engaging students at Higher-Order Thinking Skills (HOTS) levels, specifically in analyzing, evaluating, and creating, students not only master theoretical concepts but also generate innovations with tangible economic value [32]. The cognitive autonomy developed throughout the project process endows students with a solid foundation to compete in the global economy, where the ability to synthesize creative solutions for complex problems constitutes a highly valuable asset.

Although the quantitative results were highly positive, practical challenges were encountered in the field. Implementing PjBL requires significant time allocation and complex project management, which occasionally caused some students to feel overburdened compared to conventional theoretical methods. Furthermore, a disparity in media design and technological skills was observed among students. However, these obstacles were successfully mitigated through intensive guidance provided by the lecturer acting as a facilitator, as well as peer support that allowed team members to complement each other's skill sets. The application of PjBL in this course aligns closely with the university's vision for edupreneurship. Arabic Language Education students were trained to transform their linguistic expertise into competitive educational business units. By generating creative, commercially viable products, students not only mastered academic content but also cultivated career readiness and a mature entrepreneurial mindset responsive to modern demands. Overall, this discussion underscores that implementing PjBL in the Edu Entrepreneur course is not merely an alternative instructional method, but a systemic necessity to optimize student creative potential through an authentic, future-oriented learning experience.

4. CONCLUSION

The implementation of the Project-Based Learning (PjBL) model in the Edu Entrepreneur course is proven to exert a significant positive effect on enhancing the creativity of Arabic Language Education students. Quantitatively, this is evidenced by the increase in students' mean creativity score from 72.71 (pre-test) to 88.50 (post-test), placing it in the "Very High" category. The significance test results (paired-samples t-test) confirm the acceptance of the research hypothesis, indicating that a structured and detailed project development process effectively stimulates students' cognitive abilities to generate novel ideas and produce innovative, economically viable Arabic learning media products.

Substantively, the implementation of PjBL successfully transformed the learning paradigm from a teacher-centered to a student-centered approach, wherein students actively act as autonomous "protagonists" engaged in real-world inquiry and problem-solving. The success of this model also constitutes a concrete manifestation of fulfilling Key Performance Indicator (IKU) number 7 by establishing a collaborative and participatory classroom through group project-based learning methods with substantial output evaluation weights. Through the learning by doing principle, students not only acquire a more meaningful learning experience and long-term memory retention, but also hone essential 21st-century skills (4Cs) vital for competing in the digital economy and edupreneurship era.

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