

## ABSTRAK

### MODEL PEMBELAJARAN BERBASIS PROJECT BASED LEARNING (PJBL) PADA MATA PELAJARAN SENI BUDAYA DALAM KURIKULUM MERDEKA

Oleh

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Penelitian ini bertujuan untuk mendeskripsikan penerapan model *Project Based Learning* (PjBL) pada mata pelajaran Seni Budaya dalam Kurikulum Merdeka di kelas XI.B SMA Negeri 1 Kotaagung. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif melalui teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model PjBL dilaksanakan melalui enam tahapan pembelajaran, yaitu penentuan pertanyaan mendasar, perencanaan proyek, penyusunan jadwal, monitoring proyek, pengujian hasil, serta evaluasi dan refleksi. Pada aspek konten, pembelajaran memuat materi seni rupa yang meliputi konsep dasar seni lukis, unsur-unsur seni rupa, teknik melukis pada totebag, serta persiapan pameran karya. Pada aspek proses, siswa terlibat aktif dalam kegiatan diskusi, perencanaan proyek, praktik melukis, presentasi, pameran karya, dan refleksi pembelajaran sesuai sintaks PjBL. Pada aspek produk, siswa menghasilkan karya seni lukis pada totebag yang menunjukkan keberagaman ide, kreativitas, dan kemampuan berekspresi melalui karya seni. Penerapan model PjBL mampu menciptakan pembelajaran yang lebih aktif, kreatif, dan berpusat pada peserta didik serta sesuai dengan karakteristik Kurikulum Merdeka. Selain itu, penerapan model PjBL juga membantu meningkatkan kreativitas, rasa percaya diri, dan kemampuan komunikasi siswa selama proses pembelajaran berlangsung. Guru berperan sebagai fasilitator yang membimbing siswa selama pengerjaan proyek sehingga pembelajaran menjadi lebih interaktif dan bermakna.

**Kata Kunci:** *Project Based Learning* (PjBL), Seni Budaya, Kurikulum Merdeka.

## **ABSTRACT**

### **PROJECT BASED LEARNING (PjBL) MODEL IN CULTURAL ARTS SUBJECTS WITHIN THE MERDEKA CURRICULUM**

*by*

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*This study aims to describe the implementation of the Project-Based Learning (PjBL) model in the Cultural Arts subject within the Merdeka Curriculum in class XI.B of SMA Negeri 1 Kotaagung. This research employed a qualitative method with a descriptive approach through observation, interviews, and documentation techniques. The findings revealed that the implementation of the PjBL model was carried out through six learning stages: determining essential questions, project planning, scheduling, project monitoring, product assessment, and evaluation and reflection. In terms of content, the learning process included visual arts materials covering the basic concepts of painting, elements of visual arts, painting techniques on tote bags, and exhibition preparation. In terms of process, students actively participated in discussions, project planning, painting practices, presentations, artwork exhibitions, and learning reflections in accordance with the PjBL syntax. In terms of product, students produced painted tote bag artworks that reflected diverse ideas, creativity, and the ability to express themselves through art. The implementation of the PjBL model was able to create a more active, creative, and student-centered learning environment that aligns with the characteristics of the Merdeka Curriculum. Furthermore, the application of PjBL helped improve students' creativity, self-confidence, and communication skills throughout the learning process. The teacher acted as a facilitator who guided students during project implementation, making the learning experience more interactive and meaningful.*

**Keywords:** *Project Based Learning (PjBL), Cultural Arts, Merdeka Curriculum.*