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Effectiveness of Problem-Based Learning Model to Enhance Students' Creativity in Buddhist Education

ABSTRACT

This study aims to explore the effect of Problem-Based Learning (PBL) on students' learning creativity in Buddhist education. The research focused on Grade VI students at SD Karya Dharma Bhakti 2 Palembang. A quantitative approach was used with a causal correlational research design. Data were collected through a survey using a structured questionnaire, complemented by classroom observations. The sample consisted of 50 students selected using the saturated sampling technique. Data analysis was conducted using SPSS 20 for Windows, employing descriptive statistical methods and simple linear regression to examine the relationship between PBL implementation and students' learning creativity. The results showed that PBL significantly increased students' learning creativity. The average score for PBL implementation was 71.37, while the students' learning creativity score averaged 71, indicating a high level of engagement and creativity. Regression analysis revealed that for each one-unit increase in PBL implementation, learning creativity increased by 0.712 units. The coefficient of determination (R^2) of 0.516 indicated that 51.6% of the variation in creativity was explained by PBL, while the remaining 48.4% was influenced by external factors. The t-test and F-test confirmed the statistical significance of this effect. This study highlights the potential of PBL as an effective pedagogical approach to enhance creativity in Buddhist religious education. By encouraging students to engage in problem-solving and active learning, PBL enhances critical thinking, innovation, and conceptual understanding of Buddhism. This research contributes to existing literature by examining the application of PBL in Buddhist religious education, an area that remains underexplored in academic studies. The results provide empirical evidence supporting PBL as an effective method for enhancing students' learning creativity in Buddhist religious education, bridging the gap between theoretical knowledge and practical application.

Keywords: Creativity; Problem-Based Learning; Buddhist Religious Education; Problem Solving.

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INTRODUCTION

Education is an activity that aims to explore the self in order to acquire knowledge and skills (Sucito, Kabri, & Andanti, 2024). In the modern era, creativity has become a fundamental element in effective education, particularly in the development of critical thinking and problem-solving skills. The study of Buddhism encompasses not only theory, but also practice and spiritual growth. In daily life, various events occur, and addressing these phenomena certainly requires creativity in problem-solving (Amaliana, Surya, Dewi, Dewi, & Dewi, 2024). However, low creativity in learning can hinder the achievement of educational goals and reduce the effectiveness of understanding the concepts being taught.

At SD Karya Dharma Bhakti 2 Palembang, it was found that most students lack motivation to learn, engage in creative activities, and grasp the Buddhist religious education curriculum. This finding underscores the importance of applying the right learning model to enhance students' creativity. If the learning method is inappropriate, students' interest in learning will decrease, which can ultimately affect the overall effectiveness of the learning process (Effendi et al., 2023). Therefore, a more interactive and student- centered learning strategy is needed to overcome this issue.

One of the main challenges in education is the teacher-centered learning model. This model leads to passive students, making it difficult for them to comprehend the material being taught (Sukmaliani, Khiong, & Rejeki, 2021). The paradigm shift in education emphasizes the need to shift the focus from teachers to learners. Effective learning should be enjoyable, active, creative, and innovative (Pradana, Surya, Sakawana, Wiradharma, & Triana, 2024). With these skills, educators can improve communication with students and foster a conducive learning environment. Students' ability to cope with academic pressure also significantly affects their performance in school, including concentration and motivation to learn (Setiyawan, Rejeki, & Sukisno, 2023).

In the literature review, creativity in learning has been discussed in various previous studies. First, some studies examine the concept of creativity as an individual's ability to discover and create something new using innovative methods and models (Darani, Nyanasuryanadi, & Prasetyo, 2023; Harianti & Margaretha, 2014; Hasnawati & Anggraini, 2018; Imamah & Muqowim, 2020; Taliak, Al Farisi, Sinta, Aziz, & Fauziyah, 2024). Second, other studies emphasize that creativity is a direct result of the learning process, which involves the development of cognitive skills such as innovative thinking, generating new ideas, and forming original views (Apriany, Winarni, & Muktadir, 2020; Nugraha, Supriadi, & Firmansyah, 2023; Nurlaela, 2023; Sardin, Dewi, Saleh, & Alrahhal, 2023). Third, research on creativity in the classroom context shows that students' behaviour in solving problems and adjusting to change are important factors in improving learning effectiveness (Damayanti & Anando, 2021; Novitasari & Anugraheni, 2017; Nurhamidah & Nurachadijat, 2023; Siswanto, Nyanasuryanadi, & Prasetyo, 2023).

Although there have been many studies on creativity in education, there is still a gap in understanding the effectiveness of specific learning approaches in enhancing students' creativity. Most of the previous studies focus more on the definition and role of creativity in learning but have not specifically examined the

effect of problem-based learning models in the context of Buddhist education. Therefore, this study seeks to fill this gap by examining how problem-based learning models can enhance students' creativity in Buddhist education.

This study aims to explore the effect of the problem-based learning (PBL) model on the learning creativity of Grade VI students at SD Karya Dharma Bhakti 2 Palembang in the subject of Buddhist Religious Education. By understanding how this approach can enhance creative thinking skills, the research is expected to contribute to the development of more innovative and effective learning strategies in schools.

Based on the research objectives, the hypothesis proposed in this study is that the application of the problem-based learning (PBL) model can significantly improve students' learning creativity in the Buddhist Religious Education subject. The PBL model is considered effective in encouraging students' active engagement through the presentation of real-life situations that require independent and collaborative problem-solving. The social constructivist theory developed by Vygotskij & John-Steiner (1979) emphasizes that effective learning occurs when students actively construct knowledge through social interaction and concrete experiences. Additionally, Guilford (1950) in his Structure of Intellect theory, asserts that creativity involves divergent thinking skills—including fluency, flexibility, and originality—which can be cultivated through open-ended problem-solving activities as implemented in PBL. By applying PBL, students are not only encouraged to understand religious concepts more deeply, but are also required to develop critical, reflective, and innovative thinking skills. Tan's (2003) further highlights that PBL provides learners with the opportunity to integrate knowledge and skills in relevant and challenging contexts, thereby promoting creativity and independent learning. Therefore, this study is expected to make both theoretical and practical contributions to the development of more innovative learning strategies in Buddhist Religious Education, particularly at the primary school level.

METHOD

This research investigates the effect of the Problem-Based Learning (PBL) model on the learning creativity of Grade VI students at SD Karya Dharma Bhakti 2 Palembang, comprising a total of 50 participants. The study aims to assess how the implementation of PBL can enhance students' creativity within a problem-based learning context. A quantitative approach employing a causal correlational research design was utilized, as it facilitates the examination of cause-and-effect relationships between the independent variable (Problem-Based Learning) and the dependent variable (students' learning creativity). This methodology is appropriate for objectively measuring the influence of one variable on another through statistical analysis. Furthermore, the selection of this method is supported by a functional structural model that elucidates the relationships between emergent variables and covariates.

This study involved 50 Grade VI students from SD Karya Dharma Bhakti 2 Palembang as respondents. Given the relatively small population size, a saturated sampling technique was employed, allowing all students to be included in the sample. In addition to primary data collected through questionnaires, secondary

data comprising literature reviews and previous research were utilized to support the analysis.

Data were gathered using a survey method, employing a closed-ended questionnaire designed to assess both the implementation level of Problem-Based Learning (PBL) and students' learning creativity. Complementary classroom observations were conducted to examine student interactions within the PBL framework. Prior to deployment, the research instruments underwent validity and reliability testing to ensure their appropriateness.

Statistical analysis was performed using IBM SPSS Statistics 20 for Windows. Descriptive statistics were utilized to depict data distribution, while simple linear regression analysis was conducted to evaluate the effect of PBL on students' learning creativity. Additionally, correlation tests were administered to examine the relationship between the independent and dependent variables. Hypothesis testing, employing both t-tests and F-tests, was carried out to determine the statistical significance of the observed relationships (Sugiyono, 2017).

RESULTS AND DISCUSSION

1. Descriptive Analysis and Simple Linear Regression of the Effect of Problem-Based Learning on Student Learning Creativity

In education, learning methods play a very important role in determining the effectiveness and learning outcomes of students. One approach that is increasingly being applied in learning is Problem-Based Learning (PBL). This method emphasises problem-based learning that aims to increase students' involvement in finding solutions and understanding concepts more deeply. In this study, a descriptive analysis of the Problem-Based Learning (X) and student learning creativity (Y) variables was conducted to understand how this approach affects the learning process.

Based on the results of the descriptive analysis, the average response from the respondents to the Problem-Based Learning variable (X) was 71.37. This value indicates that the response to the application of problem-based learning method is high. This high response can be interpreted as a positive impact of various factors that support the success of Problem-Based Learning, such as students' understanding of the material, students' active involvement in the learning process, students' ability to work together, and the suitability between learning materials and methods used. These factors contribute significantly in increasing the effectiveness of problem-based learning and ensuring that students not only understand the concepts theoretically but also able to apply them in a broader context.

In addition, a descriptive analysis of the student learning creativity variable reveals that the average score of respondents for this aspect is 71. This score indicates that students' learning creativity is at a good level within the context of school-based education. Learning creativity was assessed based on several key indicators: fluency in thinking, flexibility in problem-solving, elaboration in concept development, and originality of ideas. These findings suggest that students engaged in Problem-Based Learning tend to exhibit high levels of creativity in addressing problems and generating innovative solutions.

To further explore the relationship between Problem-Based Learning and students' learning creativity, a simple linear regression analysis was conducted. This statistical method was employed to determine the extent to which the independent variable (Problem-Based Learning) influences the dependent variable (students' learning creativity). Based on the results of simple linear regression analysis, the regression equation is obtained as follows:

This equation shows that the constant value (b) is 40.219. This means that if there is no influence from the Problem-Based Learning method (X = 0), then student learning creativity has an initial value of 40.219. This constant represents other factors that influence students' learning creativity besides Problem-Based Learning.

Furthermore, the regression coefficient of the Problem-Based Learning variable is 0.712. This means that every one unit increase in the application of Problem-Based Learning will increase students' learning creativity by 0.712 units. In other words, the more intensive the use of Problem-Based Learning method in the learning process, the higher the level of students' creativity in thinking and solving problems.

The result of the t-test analysis shows that the $t\text{-}_{count}$ value is 7.150, while the $t\text{-}_{table}$ value is 1.677. Since the $t\text{-}_{count}$ is greater than the $t\text{-}_{table}$, it can be concluded that the Problem-Based Learning variable has a significant influence on students' learning creativity. This significance shows that the problem-based learning method contributes significantly in improving students' creative thinking skills, both in terms of generating new ideas, understanding concepts more broadly, and in applying knowledge in various contexts.

2. The Effect of Problem-Based Learning on Learning Creativity in Buddhist Education

Creativity is a fundamental component of the educational process, enabling students to develop innovative solutions, engage in critical thinking, and express themselves uniquely. These skills are essential for fostering intellectual growth and adaptability in an ever-evolving world. In the context of Buddhist education, creativity plays a pivotal role in enhancing students' comprehension and engagement with moral and spiritual teachings. Buddhist education emphasizes the development of insight and wisdom over mere accumulation of knowledge, thereby fostering a form of creative education that encourages personal transformation and deep understanding.

To cultivate creativity among learners, educators in Buddhist religious education must possess curiosity, imagination, technical proficiency, and a profound understanding of the criteria for nurturing students' creative capacities. Creativity is inherently a process that yields original abilities and necessitates a diversity of ideas, perspectives, and methods for unique self-expression. Whether pursued individually or collaboratively, creativity leads to the generation of knowledge and solutions with practical applications (Gultom & Sirait, 2022).

In educational settings, fostering creativity requires the implementation of learning models that encourage students to actively explore, experiment, and apply their knowledge in meaningful ways. One effective approach is process-based learning, which focuses on the journey of acquiring knowledge rather than

solely on the end results. This model emphasizes critical thinking, collaboration, and reflection, thereby facilitating deeper understanding and the development of problem-solving skills.

Process-based learning is a pedagogical approach that facilitates students' construction of understanding regarding the social and environmental contexts surrounding them. It supports the development of both fundamental and complex knowledge, aligning with principles of effective learning. This model encourages students to engage in inquiry-based activities and experiences, fostering a deeper comprehension of concepts. A prominent form of process-based learning is Problem-Based Learning (PBL), a student-centred approach that enhances creativity by involving students in the active pursuit of solutions to real-world problems. Unlike traditional methods that emphasize memorization, PBL allows students the autonomy to explore multiple perspectives, leading to a more enriched understanding of subject matter. Through active information seeking, knowledge synthesis, and the application of findings to problem-solving, students not only achieve conceptual understanding but also develop creative competencies (Sukmayasa & Widiastuti, 2022). This model not only renders learning more engaging but also cultivates critical thinking, problem-solving abilities, and collaborative skills.

To assess the extent to which PBL influences learning creativity, researchers often employ statistical analysis tools such as SPSS. A key metric in this analysis is the Model Summary Output, which provides the R Square (R^2) value, indicating the proportion of variance in learning creativity attributable to the implementation of PBL.

Table 1.1 Model Summary

Model Summary				
Model	R	RSquer	Adjusted Rsquer	Std. error of thr Estimate
1	,718[a]	,516	,506	9,919

a. Predictors: (Costant), Problem Based Learning
SPSS Statistic 20

The simple variable correlation of 0.05 and the rtable value of 0.278 were examined using simple regression analysis. The results show that rcount > rtable (0.718 > 0.278), which indicates a significant relationship between Problem-Based Learning (variable X) and learning creativity (variable Y). This indicates that Problem-Based Learning has a great impact in encouraging students' creativity.

To further quantify this relationship, the coefficient of determination (R^2) was calculated. The obtained R^2 value is 0.516, which means that 51.6% of the variance in learning creativity is explained by Problem-Based Learning, while the remaining 48.4% is influenced by external factors such as personal motivation, prior knowledge, and learning environment.

Statistical calculations using SPSS 20 software further strengthened these findings. This study used simple regression analysis, resulting in an Fcount value of 51.127 with a significance level of 0.000. Given that Fcount (51.127) > Ftable

(4.04), the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted, indicating strong evidence that Problem Based Learning significantly affects learning creativity. This finding is in line with existing educational research, which has consistently highlighted the benefits of Problem-Based Learning in enhancing students' creativity. Specifically, the results show that the Problem-Based Learning model in Buddhist religious education has a direct impact on learning creativity, as evidenced by the coefficient of determination R Square (0.516). Descriptive analysis of the interval scale graph further strengthens this conclusion, showing that the average score of students' learning creativity is 71, which falls into the high category.

Problem-Based Learning (PBL) is an instructional approach that effectively fosters creativity by engaging students in active learning processes. Key characteristics contributing to its success include promoting student understanding, encouraging active engagement, facilitating collaboration, and ensuring alignment with relevant learning materials. PBL enhances students' comprehension of complex subjects by motivating them to actively seek knowledge and construct their understanding through real-world problem-solving scenarios. This active engagement shifts students from passive recipients to active participants in the learning process, thereby increasing their motivation and involvement. Furthermore, PBL often involves collaborative tasks, allowing students to develop teamwork skills and benefit from diverse perspectives. By integrating real-world challenges into the curriculum, PBL ensures that learning remains relevant and meaningful, thereby promoting deeper understanding and retention of knowledge. Empirical studies have demonstrated that PBL can significantly enhance students' creative thinking abilities. For instance, research indicates that PBL supports nonroutine problem-solving processes by maintaining uncertainty and encouraging creative thought. Additionally, PBL has been shown to immerse students in authentic scenarios that necessitate creative thinking, aligning with theories of creativity and inquiry-based learning. In the context of this study, the average creativity score of 71 suggests that students were highly engaged and benefited significantly from the PBL model. This finding underscores the effectiveness of PBL in enhancing students' creative competencies and supports its implementation as a valuable pedagogical strategy in educational settings.

Several studies have substantiated the effectiveness of Problem-Based Learning (PBL) in enhancing students' creativity. For instance, Hidayati et al., (2024) and Rauf et al., (2022) demonstrated that PBL significantly improves students' creativity and critical thinking skills by engaging them in active problem-solving processes. Siahaan et al., (2024) and Yusita et al., (2021) further reinforce this idea by showing that PBL increases students' enthusiasm and enjoyment in learning, making it a more engaging and effective pedagogical approach. In addition, research by Andal & Hermosa (2024) found that PBL effectively enhances creative thinking skills across four dimensions: fluency, flexibility, originality, and elaboration. Further research by Dhani, (2023) supports these findings, indicating that the implementation of PBL in educational settings leads to notable improvements in students' creative thinking abilities. Additionally, Sari et al., (2023) and Rifai et al., (2023) identified a significant correlation between the use of PBL and increased learning creativity among students. Collectively, these studies reinforce the notion that PBL is an effective pedagogical approach for fostering creativity in learners. By encouraging active engagement, critical thinking, and

collaborative problem-solving, PBL creates a learning environment conducive to the development of creative skills.

The findings of this study provide compelling evidence that Problem-Based Learning (PBL) positively influences students' creativity within the context of Buddhist religious education. By engaging students in active problem-solving and critical inquiry, PBL fosters the development of innovative solutions and empowers learners to take ownership of their educational journey. At SD Karya Dharma Bhakti Palembang, the implementation of the PBL model resulted in students demonstrating high levels of creativity. This outcome underscores the model's effectiveness in enhancing creative thinking skills in religious education settings. Consequently, educators are encouraged to integrate PBL strategies into their teaching methodologies to maximize student engagement and promote innovation.

DISCUSSION

This research shows that the Problem-Based Learning (PBL) method has a significant influence on students' learning creativity. Based on the descriptive analysis, respondents gave an average score of 71.37 towards PBL, which indicates that this method is well accepted in the learning process. In addition, students' learning creativity also has an average score of 71, which indicates that students involved in PBL show a high level of creativity. The simple linear regression results showed that every one unit increase in the application of PBL increased learning creativity by 0.712 units. The t-test also showed the significance of this effect with t-count greater than t-table. The R-square value of 0.516 indicates that PBL explains 51.6% of the variation in students' learning creativity, while the rest is influenced by external factors.

The relationship between the Problem-Based Learning (PBL) model and students' learning creativity can be explained through the characteristics of PBL which places students as active subjects in the learning process. PBL encourages students to think critically, solve problems, and explore various solutions independently and collaboratively. In this context, students' involvement in dealing with real-world problems allows them to not only understand concepts in an applicable manner, but also develop flexibility and originality of thinking. This is in line with Guilford's theory (1950) which states that creativity includes the ability to think divergently, namely generating many ideas (fluency), adapting to various situations (flexibility), and creating new ideas (originality). This is in line with Guilford's theory (1950) which states that creativity includes the ability to think divergently, namely generating many ideas (fluency), adapting to various situations (flexibility), and creating new ideas (originality). In a similar vein, Wagner (2025) highlights the importance of ethical integration and reflective thinking in Buddhist education, arguing that creativity and inquiry must be cultivated not only for academic achievement but also to enhance moral consciousness. His study emphasizes that the intersection of Buddhist values and critical inquiry creates a meaningful learning context that supports both intellectual and spiritual growth—core objectives also pursued through PBL.

Furthermore, PBL is also based on Vygotsky's (1978) theory of social constructivism, which emphasizes that knowledge is built through social

interaction and meaningful learning experiences. Group discussions, cooperation in solving problems, and active involvement in the explorative process in PBL create space for students to build their understanding deeply. In addition, as stated by Tan (2003), learning that is linked to real and meaningful contexts will foster curiosity and increase students' intrinsic motivation, which in turn strengthens concept understanding and encourages the development of creativity. Thus, the quantitative data showing the significant effect of PBL on students' learning creativity is not only supported by statistical results, but also has a strong theoretical foundation. PBL is proven to not only improve academic achievement, but also shape creative and reflective ways of thinking in Buddhist Education learning.

The findings of this study are in line with the results of research conducted by Hidayati et al., (2024) and Prasetya et al., (2021) which show that PBL can increase student creativity by encouraging the exploration of various solutions to a problem. Research by Siahaan et al., (2024) and Jovini et al., (2023) also support that PBL increases students' enthusiasm and engagement in learning. In addition, Andal & Hermosa, (2024) and Mujiyanto et al., (2022) found that PBL contributes to the development of creativity dimensions such as fluency of thought, flexibility, originality, and elaboration. The main difference in this study lies in the application of PBL in the context of Buddhist religious education, which has not been widely explored in previous studies.

The results of this study have important social, historical, and ideological significance. Socially, these findings show that the Problem-Based Learning (PBL) approach is able to respond to the educational needs of the 21st century by fostering student creativity as part of the essential competencies in a dynamic and complex society (Andal & Hermosa, 2024; Gultom & Sirait, 2022). In the midst of educational challenges that are still oriented towards memorisation, this approach offers a space for dialogue and exploration that is more in line with the character of modern students. Historically, the application of PBL in the context of Buddhist Religious Education reflects the transformation of pedagogical approaches from monological to dialogical, from dogmatic to participatory. This is in line with the progressive educational view that emphasises the importance of students' active involvement in constructing the meaning of learning (Harianti & Margaretha, 2014). Meanwhile, ideologically, this study emphasises that Buddhist values such as wisdom, awareness, and inner development do not have to be conveyed passively, but can be fostered through interactive methods that develop reasoning and reflection. Thus, PBL is not only a technical method, but also an ideological means that supports the formation of a whole human being—knowledgeable, creative, and moral. This research broadens the understanding that modern learning methods do not contradict the substance of religious education, but rather can work together to improve the quality and relevance of spiritual learning in schools (Prasetya et al., 2021; Rauf et al., 2022).

The findings of this study show that the application of Problem-Based Learning (PBL) in Buddhist education has great potential in developing student creativity and engagement. However, there are a number of potential dysfunctions that need to be anticipated. One of them is the inadequate competence of teachers in designing and facilitating contextual problem-based learning. When professional

training is not provided comprehensively, teachers tend to experience methodological confusion or make PBL a mere technical routine, which actually reduces the reflective and spiritual meaning of religious learning (Abildinova, Abdykerimova, Assainova, Mukhtarkyzy, & Abykenova, 2024; Pourshafie & Murray-Harvey, 2013). PBL that is not accompanied by a deep philosophical understanding risks reducing religious practice to a mere exercise in superficial problem solving (Shpeizer, 2019; Wane, Manyimo, & Ritskes, 2011).

In addition, limitations in educational infrastructure—such as inadequate classrooms, lack of digital access, and absence of relevant learning media—pose significant obstacles to the optimal implementation of Problem-Based Learning (PBL) (Kassymova et al., 2020; West & Meier, 2020). In many schools, particularly in resource-constrained settings, these limitations directly impact the effectiveness of learning facilitation that demands collaboration and independent exploration by students (Babitsch, Pöche-Guckelberger, Maske, Egbert, & Hübner, 2024; Chuang, Chen, Hong, & Lin, 2011). Without institutional support and a conducive learning environment, PBL risks becoming a symbolic approach that fails to maximize the potential of holistic learning.

Thus, the primary reflection from this study emphasizes the importance of three fundamental aspects in supporting the successful implementation of PBL in Buddhist education. First, continuous professional development for educators**:** ongoing training is essential to equip teachers with a comprehensive understanding and adequate pedagogical skills to design and facilitate contextual and meaningful problem-based learning experiences. Second, integration of spiritual dimensions in curriculum design**:** prioritizing the inclusion of spiritual elements in every learning project ensures that the learning process transcends a purely technical approach, engaging reflective and religious values central to spiritual education. Third, enhancement of educational facilities and infrastructure: improving facilities—including adequate classrooms, digital access, and relevant learning media—must be an integral part of educational policy to enable the optimal and equitable application of PBL across various school contexts.

CONCLUSION

This study shows that the Problem-Based Learning (PBL) method has a significant influence on students' learning creativity. With an average PBL score of 71.37 and learning creativity of 71, the results of this study indicate that students involved in problem-based learning have a higher level of creativity. The results of simple linear regression analysis showed that a one-unit increase in PBL implementation increased students' learning creativity by 0.712 units. In addition, the R-square value of 0.516 indicates that PBL explains 51.6% of the variability in students' learning creativity, with the rest being influenced by external factors. Thus, this study confirms that the PBL approach can improve students' creative thinking skills, both in the aspects of fluency of thinking, flexibility, elaboration, and originality.

This research makes a significant contribution to educational studies, particularly in the application of the Problem-Based Learning (PBL) method within the context of Buddhist religious education. While many previous studies have examined the benefits of PBL in enhancing creativity, this study highlights its

impact on Buddhist religious education, an area that still lacks academic exploration. The findings can serve as a foundation for the development of innovative learning strategies in religious education, where the PBL method can enhance students' conceptual understanding of moral and spiritual teachings in a more applicable and reflective manner. Additionally, this study provides empirical evidence on the effectiveness of PBL in enhancing students' creativity, which can be used as a reference for future studies related to problem-based learning.

Although this study successfully demonstrates the effect of PBL on students' learning creativity, there are some limitations that should be acknowledged. First, this study was conducted in only one school, SD Karya Dharma Bhakti 2 Palembang, with a limited sample size of 50 students, so the results may not be fully generalizable to a wider population. Second, this study employed a quantitative approach focused on statistical analysis, without a deeper exploration of students' subjective experiences in implementing PBL. Future research could expand the sample size and employ a mixed-methods approach to provide a more comprehensive understanding of students' learning experiences. Additionally, external factors such as the learning environment, teacher support, and parental involvement should be considered in future research to explore other factors that influence students' learning creativity.

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