Creative Project Work as A 21st-Century Education Tool

Gurumoorthy Poobalan

Faculty of Psychology and Education, University Malaysia Sabah, 88400 Kota Kinabalu, Sabah, Malaysia
Email: guru8826@gmail.com

Junaidi Asman

D/A Pejabat Pelajaran Daerah Kecil Lawas, 98850, Lawas, Sarawak, Malaysia
Email: junaidiasmanskll@gmail.com

Roslee Talip

Faculty of Psychology and Education, University Malaysia Sabah, 88400 Kota Kinabalu, Sabah, Malaysia
Email: roslee_73@ums.edu.my

Rosna Padan

D/A Pejabat Pelajaran Daerah Kecil Lawas, 98850, Lawas, Sarawak, Malaysia
Email: rosnapadan@yahoo.com

Sukuneswari Kaliappan

SMK Bukit Kepayang, Seremban, Malaysia
Email: krismaithili@yahoo.com

Christina Micheal

SMK Raja Jumaat, Portdickson, Negeri Sembilan
Email: Tinaangelina88@gmail.com

Lindy Marcus

SMK Beluran, Sabah, Malaysia
Email: lindyjanemarcus@gmail.com

Abstract
Virtual classrooms have replaced face-to-face classes since the early 2020s because of covid-19 transmission. Students' abilities and potential remain untapped despite the increasing prevalence of face-to-face classes. According to the Malaysian Ministry of Education, a student's goals cannot be achieved if their abilities and potentials are only partially developed

in the classroom. The short session and a big number of students in the class were to cause for the low level of student involvement and the inability to improve problem-solving performance in the real world. Thus, creative project work was incorporated into classroom learning as a result. This study focuses on the use of creative project work in form 2 history lessons as an effective teaching and learning method in the twenty-first century. Students can improve their subject mastery, motivation, teamwork, resource management, and project management skills through project-based learning. Using creative project work in the classroom may also be a lot of fun for students. Because of this, pupils are encouraged to work on their communication skills. Preparation, implementation, presentation, assessment and evaluation, and appreciation all go into the making of a creative endeavor. Student academic development is bolstered by creative project-based teaching and learning, as well as preparing them for future socioeconomic and global difficulties.

Keywords: Creative Project Work, History Lessons, Motivation, Teamwork, 21st-Century Education

Introduction
Malaysia is a fast-expanding nation in tandem with the current globalization boom. In order to achieve world-class education, Malaysia must implement a transformation that will have a global influence on education. In the 20th century, traditional teaching and learning process involving kids are solely taught reading, writing, and recalling information. Students are taught to recall and comprehend information based only on reading and writing. To maintain order, pupils are prohibited from speaking throughout the teaching and learning process. This circumstance rendered 20th century classroom learning tedious and rendered pupils unable to concentrate.

As a result, students grow unmotivated to seek out material related to their education; they simply await the knowledge to be spoon-fed to them. Even if a student earns good grades, he or she may not be admitted to the university course of their dreams owing to a lack of additional value that should be implemented during the course of study. Therefore, the Malaysian Ministry of Education (MOE) has assessed the implementation requirements and is working to ensure success.

Beginning in 2014, MOE has adopted 21st century learning (PAK21) in accordance with its objectives and the times. PAK21 has become a hot topic in the world of education since it is believed to be able to suit the educational demands of the present while also bringing about new improvements in the world of education. It is claimed that PAK21 is a student-centered learning method. Several factors are implemented, including communication, collaboration, critical thinking, imagination, and the application of pure ideals and ethics. These items are also known as fundamental standards in PAK21.

The Ministry of Education has unveiled the Malaysia Education Development Plan, seen in figure 1. The Malaysian Education Development Plan will continue to respect the National Education Philosophy's goals for a balanced education as the foundation for the aspirations of every student. The plan also references other high-performing education systems in order to generate details for particular abilities and qualities that may be taught to children in order to prepare them to lead future global economic and world growth. Aspects like the value of knowledge and skills, critical thinking, creative and inventive "leadership abilities,"

bilingualism, ethics and spirituality, and the spirit of national identity are included in the plan. The strategy also highlights initiatives to enable all students to contribute meaningfully to their families, communities, and nations.

Figure 1. Student Aspirations *(Source: Kementerian Pendidikan Malaysia, 2015)*

Background of the Study
Since the adoption of the Movement control order (MCO) in early 2020 to limit the spread of the Covid-19 outbreak, all industries, including face-to-face learning, have been shut down. Immediately thereafter, virtual teaching and learning commenced. Virtual teaching and learning cannot fully develop students' potential, and there is even a student dropout rate in teaching and learning at home, particularly in rural regions. Despite the fact that face-to-face learning had begun to be introduced following MCO, students sensed a decline in enthusiasm in learning (Gupta et.al., 2022; Tzankova et.al., 2022; Nasution et.al., 2022). Thus, it may be inferred that the mental health of students is also affected by MCO and Covid-19 (Horita *et al.*, 2022; Sivertsen *et al.*, 2022; Rasheed *et al.*, 2022), resulting in a lack of motivation to study.

Moreover, based on the instructors' observations, Form 2 pupils observed that the typical student reported having difficulty recalling historical information (Amali *et al.*, 2022) since there were too many facts to remember. This encourages students to disregard the topic of History since it is boring, difficult to comprehend, and has no direct relevance to their life (Perdana & Ekwandari, 2022), resulting in the passive teaching and learning of History. To solve the issue, instructors and students collaborate to provide a dynamic and engaging curriculum. There is a wide variety of creative project work that can be utilized in academic contexts to enhance the level of academic accomplishment attained by students. Figure 2 provides an example of one of them.
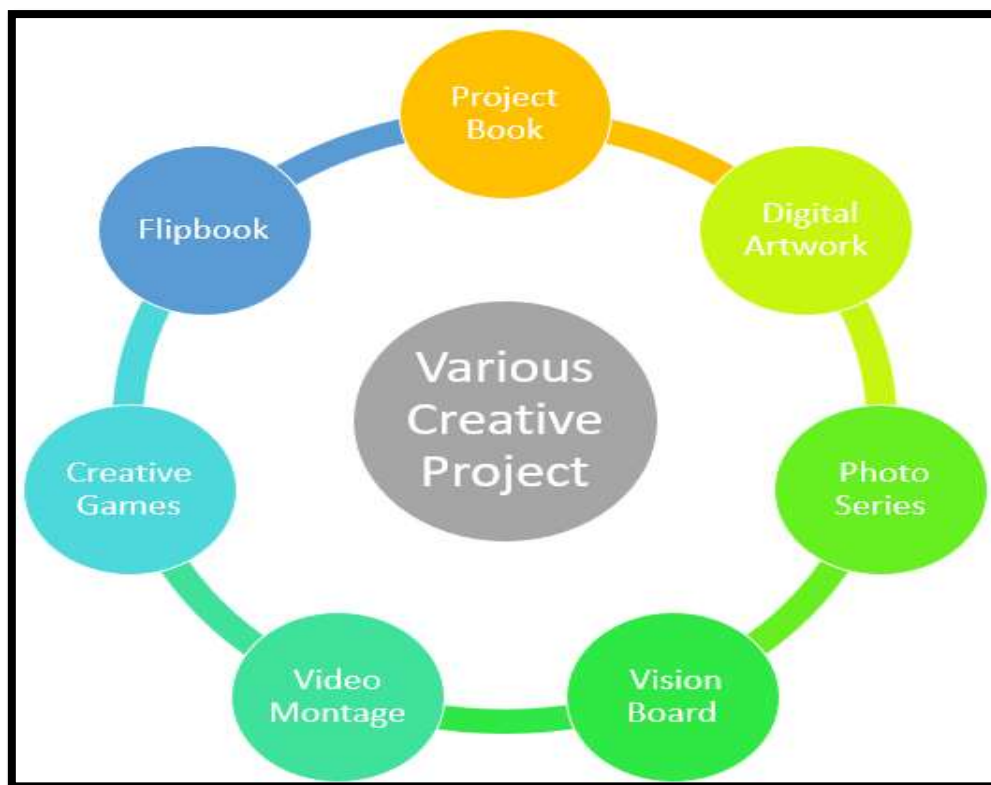
Figure 2. Examples of Creative Project Work

Problem Statement
Covid-19 also affected students' mental health (Muhamed & Azman, 2021). They begin to feel emotional stress or life stress as a result of long-term face-to-face learning or dropping out of online teaching and learning when they attend face-to-face classes (Krifa *et al.*, 2022; Ma *et al.*, 2022; and Fried *et al.*, 2022). When kids are overly silent and lack communication in class, teachers might detect this circumstance. When mental stress leads to violent student behavior or an increase in suicide attempts, this can lead to out-of-control occurrences (Koelen *et al.*, 2022). As a result, the execution of creative project work will create possibilities for students to cooperate and communicate with teachers and colleagues while it is being implemented.

According to observations, pupils are also bored with classroom instruction and learning (Andriyani *et al.*, 2022). This might be due to the classroom's teacher-centered teaching-learning process and students' passive behavior. Furthermore, due to a shortage of teaching and learning time (Fuadzah, 2022), hands-on activities are limited for a topic that does not include all pupils. Due to the dominance of active students in the classroom, certain children may not be able to develop certain talents and potentials. Furthermore, due to the enormous number of pupils in the class, not all kids received equal attention from the teacher. Thus, the implementation of creative project work is intended to draw students' attention to the need of artistically presenting data acquired while providing opportunity for all students to develop their abilities and potential.

The implementation of creative project work has resulted from the fading of students' motivation to learn. Students had little motivation to learn after nearly two years of online

teaching and learning because they thought they had missed numerous classes (Bian *et al.,* 2022). Furthermore, kids who are infected with the Covid-19 virus would, understandably, lose attention and motivation to learn (Ivanec, 2022). When peers collaborate and encourage one another, learning motivation is likely to rise (Mozelius, 2022). As a result, students have the opportunity of implementing creative project work that requires teamwork.

According to the Malaysian Ministry of Education, effective teaching and learning should include all aspects of student aspirations. As a result, this creative project work is intended to be executed in such a way that it will indirectly increase student quality in terms of knowledge and skills, critical thinking, creative and innovative "leadership qualities," bilingualism, ethics and spirituality, and national identity spirit (Al-Yatim, 2022). This will undoubtedly provide pupils with the opportunity to learn a variety of self-awareness and prepare them to confront any crucial issue that may arise in the future.

Objective
The objective of this study is application of creative project work in form 2 History lessons as an effective teaching and learning tool.

Methodology
This project was completed in Raja Jumaat National Secondary School in Portdickson, Negeri Sembilan, Malaysia. This invention centers on the discipline of History. This Innovation Creative Project work also entails direct research where students are introduced to a variety of methodologies and abilities, such as locating, gathering, and evaluating information. Students provide research findings in numerous formats, including project work, reports, and presentations. Thus, students may use History, Elements of Citizenship, and Civic Values while also developing their creativity.

The five steps of this innovation concept are planning, implementation, presentation, assessment and evaluation, and appreciation. This approach is described in depth in table 1. The project required four weeks for completion.

Table 1
Implementation Process of Creative Project Work

Planning
Learning Standard National Historian Describe the efforts and contributions of the country's leaders in fighting and defending the country's sovereignty **Objective** Create a creative project based on your research about Malaysian leaders.
Implementation
1. **Selection of National Historical Figures** Students select a National Historian based on a preliminary survey based on suggested discussions between group members.   2. **Conduct a literature review.**

The evaluations of material acquired from journals, books, and research that are provided to students in exploration of previous studies. (Thesis) previous research for current research. A literature review is a methodical procedure that necessitates investigation and the ability to locate, collect, study, and synthesise material in depth. The importance of a literature review stems from the fact that it may give ideas and guidance for future study.

3. Students seek evidence and credible sources

The first or primary source and the second or secondary source are the two types of sources. Primary sources are sources that have not been interpreted and are of an original character. These sources include paper, fossils, artefacts, and oral evidence, among others. Secondary sources are items that have been analysed or manipulated using primary sources. Secondary sources include publications such as books, periodicals, articles, newspaper articles, and scientific experiments.

4. Data analysis and report preparation

The data or materials obtained should be analyzed to determine the truth of the data in the project work. Pupils need to make comparisons from various sources to determine the validity of facts from the sources obtained. Students organize the data obtained and discuss among group members in determining how to present the output.

Presentation

Students produce reports and complete tasks based on their artistic ability.

The research report is the result of the work of students individually or in groups. The report can also be in the form of writing or presentation that can be made in a graphic presentation of a creative project book either in the form of folios, scrapbooks, timelines, tables, powerpoint slides, i-Think maps and appropriate existing materials at no cost.

Assessment And Evaluation

Assessment and evaluation is the process of determining the amount to which students know, comprehend, and can accomplish or have mastered what they have studied based on the results of project work and the levels of achievement outlined in the curriculum document. This creative project work enables teachers to conduct ongoing evaluations throughout the teaching and learning process. Teachers also must organise, create, deliver, evaluate, record, and report student success on these tests. In addition, students at this level will get suggestions for development based on communication sharing throughout the delivery of generated materials and the establishment of rubrics.

Appreciation

Give appreciation to all students involved without embarrassing the project work produced and give recognition by reusing the results of the project as a teaching aid in the next History class. This effort can cultivate students' interest in the subject of History and at the same time can improve achievement in examinations.

The teacher functions as a facilitator who helps and supports the students during the implementation of this creative project activity. The instructor determines the subject or

theme of the study to be conducted. Teachers must assist students in defining research and formulating meaningful inquiries regarding the researched topics. Teachers aid students in planning and arranging the work process in accordance with the specified checklist; Teachers function as facilitators for the completion of creative project work.

The teacher splits the students into small groups (two or three students per group) and ensures that all group members engage and are aware of their particular duties. Teachers oversee student work and ensure that students complete their reports on time.

Benefits to Students

Students receive valuable experience while working on creative projects in this way. Students can also learn how to use history in their daily lives. It can also impact pupils' attitudes and behavior indirectly as a result of previous events and experiences. As a consequence, the kids demonstrated responsibility toward religion, race, and nation, while also increasing awareness about the need of maintaining and safeguarding our country's historical legacy.

Students can improve their mastery of the subjects being studied, increase their learning motivation, improve collaboration, improve resource management skills, provide students with project management experience, provide learning experiences that are parallel to the real world, and provide a fun teaching process when creative project work is used in teaching and learning. As a result, students will have the option to participate in a variety of activities, giving them the opportunity to refine and enhance their communication skills.

Students can also develop soft skills in order to become well-informed citizens. Furthermore, this practice might help pupils develop a sense of patriotism. The creation of various types of presentations and discoveries based on students' creative project work becomes a learning tool for other students and future generations.

Conclusion

The application of creative project work enables students to grasp and comprehend a historical character or event from several viewpoints and to immerse themselves imaginatively in the circumstances of a historical figure or event. Finally, students can view history with empathy in order to cultivate a more receptive, tolerant, and mature attitude in order to produce citizens that appreciate the nation state.

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