

ABSTRAK

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran Project Based Learning (PjBL) dalam meningkatkan kreativitas dan hasil belajar siswa pada mata pelajaran Pastry Bakery di SMK Wira Harapan. Penelitian menggunakan metode kuantitatif dengan desain eksperimen pada 36 siswa kelas XI Kuliner 2 dengan instrumen tes kreativitas, tes hasil belajar, dan kuesioner. Hasil analisis uji normalitas menunjukkan data berdistribusi normal (Sig. > 0,05). Uji *paired sample t-test* menunjukkan adanya peningkatan signifikan: rata-rata skor kreativitas meningkat dari 64,89 menjadi 81,97 dengan $t = -13,151$ dan Sig. (2-tailed) = 0,000, sedangkan hasil belajar meningkat dari 67,53 menjadi 86,14 dengan $t = -14,268$ dan Sig. (2-tailed) = 0,000. Peningkatan ini terlihat pada aspek kreativitas (kelancaran, fleksibilitas, orisinalitas, elaborasi) serta ranah kognitif, afektif, dan psikomotorik hasil belajar. Temuan ini membuktikan bahwa PjBL efektif diterapkan dalam pembelajaran praktik kejuruan seperti Pastry Bakery, sehingga disarankan sebagai alternatif strategi pembelajaran di sekolah vokasi untuk meningkatkan kompetensi dan kesiapan kerja siswa.

Kata kunci: *Project Based Learning*, kreativitas, hasil belajar, *Pastry Bakery*, pendidikan vokasi.

ABSTRACT

This study aims to determine the application of the Project Based Learning (PjBL) model in improving students' creativity and learning outcomes in the Pastry Bakery subject at SMK Wira Harapan. The research used a quantitative method with an experimental design on 36 students in Culinary Class XI-2, employing creativity tests, learning outcome tests, and questionnaires as instruments. The results of the normality test analysis show that the data is normally distributed (Sig. > 0.05). The paired sample t-test shows a significant increase: the average creativity score increased from 64.89 to 81.97 with $t = -13.151$ and Sig. (2-tailed) = 0.000, while learning outcomes increased from 67.53 to 86.14 with $t = -14.268$ and Sig. (2-tailed) = 0.000. This improvement is evident in aspects of creativity (fluency, flexibility, originality, and elaboration) as well as in the cognitive, affective, and psychomotor domains of learning outcomes. This finding indicates that PjBL is effectively applied in vocational practical learning, such as pastry baking, so it is recommended as an alternative learning strategy in vocational schools to improve students' competence and work readiness.

Keywords: *Project-based learning, creativity, learning outcomes, pastry bakery, vocational education.*