UNIVERSITAS MUHAMMADIYAH KALIANDA
Fakultas Teknologi Dan Bisnis – Fakultas Hukum Dan Ilmu Pendidikan
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SURAT PERJANJIAN PELAKSANAAN PENELITIAN DOSEN
No : 006 /LPPM-UMKAL/I/2025

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS MUHAMMADIYAH KALIANDA

DENGAN

KETUA PELAKSANA HIBAH PENELITIAN/PENGABDIAN KEPADA MASYARAKAT

Pada hari Selasa tanggal Empat Belas bulan Januari tahun Dua Ribu Dua Puluh Lima, kami yang bertanda tangan dibawah ini:

1. **Lukman Nuzul Hakim, S.Kom.,M.M** : Ketua LPPM Universitas Muhammadiyah Kalianda yang berkedudukan di Jl.Trans Sumatra Jati Permai Way Urang Kalianda, Lampung Selatan dalam hal ini bertindak untuk dan atas nama Universitas Muhammadiyah Kalianda untuk selanjutnya yang disebut **PIHAK PERTAMA.**

2. **Reza Mareta Putri, M.Pd** : Dosen Progam Studi Pendidikan Guru Sekolah Dasar (PGSD) Univeritas Muhammadiyah Kalianda yang berkedudukan di Jl.Trans Sumatra Jati Permai Way Urang Kalianda, Lampung Selatan dalam hal ini bertindak sebagai pengusul dan Ketua tim peneliti Tahun Anggaran 2025 selanjutnya disebut **PIHAK KEDUA**.

PIHAK KESATU dan **PIHAK KEDUA** secara bersama-sama selanjutnya disebut PARA PIHAK.

PARA PIHAK sepakat mengikatkan diri dalam Kontrak Pelaksanaan Program Penelitian Tahun Anggaran 2025 yang selanjutnya disebut Kontrak Penelitian, dengan ketentuan dan syarat sebagai berikut:

PASAL 1
RUANG LINGKUP

PIHAK PERTAMA dalam jabatannya tersebut di atas memberi tugas kepada **PIHAK KEDUA** dan **PIHAK KEDUA** menerima tugas tersebut dari **PIHAK PERTAMA**, untuk melaksanakan dan menyelesaikan Hibah Internal Penelitian Tahun Anggaran 2022 dengan judul "*Contextual Projective Learning Model in Elementary School Science Education: An Analysis of the Learning Process and Student Engagement*"

PASAL 2
DANA PENELITIAN

1. Besarnya dana untuk melaksanakan penelitian dengan judul sebagaimana dimaksud pada Pasal 1 adalah sebesar Rp 6.000.000,- (Enam juta rupiah) sudah termasuk pajak.
2. Dana Penelitian sebagaimana dimaksud pada ayat (1) dibebankan pada Anggaran RAT Universitas Mahummadiyah Kalianda tahun anggaran 2025/2026

PASAL 3
TATA CARA PEMBAYARAN DANA PENELITIAN

1. **PIHAK PERTAMA** akan membayarkan Dana Penelitian kepada **PIHAK KEDUA** secara sekaligus (100%) sebesar Rp 6.000.000,- (Enam juta rupiah) setelah kontrak penelitian ditandatangani oleh PARA PIHAK dan **PIHAK KEDUA** telah melengkapi seluruh persyaratan administrasi yang ditetapkan oleh LPPM Universitas Muhammadiyah Kalianda.
2. Dana Penelitian sebagaimana dimaksud pada ayat (1) akan disalurkan oleh **PIHAK PERTAMA** kepada **PIHAK KEDUA** melalui transfer ke rekening bank atas nama Ketua Peneliti atau melalui mekanisme pembayaran lain yang ditetapkan oleh Universitas Muhammadiyah Kalianda**.**
3. **PIHAK PERTAMA** tidak bertanggung jawab atas keterlambatan dan/atau tidak tersalurkannya dana penelitian yang disebabkan oleh kesalahan atau ketidaksesuaian data peneliti, nama bank, nomor rekening, dan persyaratan administrasi lainnya yang disampaikan oleh **PIHAK KEDUA**.

PASAL 4
JANGKA WAKTU

Jangka waktu pelaksanaan penelitian sebagaimana dimaksud dalam Pasal 1 sampai dengan selesai 100%, adalah terhitung sejak tanggal 14 Januari 2025 dan berakhir pada tanggal 30 April 2025.

PASAL 5
LUARAN

1. **PIHAK KEDUA** berkewajiban untuk mencapai target luaran wajib penelitian berupa artikel ilmiah yang dipublikasikan pada jurnal nasional terakreditasi SINTA 3 (peringkat 3) atau lebih tinggi.
2. **PIHAK KEDUA** berkewajiban untuk melaporkan perkembangan pencapaian target luaran sebagaimana dimaksud pada ayat (1) kepada **PIHAK PERTAMA**.
3. **PIHAK KEDUA** wajib menyerahkan bukti publikasi atau bukti penerimaan artikel (Letter of Acceptance/LoA) dari jurnal nasional terakreditasi sesuai target luaran kepada **PIHAK PERTAMA** sebagai bagian dari pertanggungjawaban pelaksanaan penelitian.

PASAL 6
HAK DAN KEWAJIBAN PARA PIHAK

1. Hak dan Kewajiban **PIHAK PERTAMA**:
   a) **PIHAK PERTAMA** berhak untuk mendapatkan dari **PIHAK KEDUA** luaran penelitian sebagaimana dimaksud dalam Pasal 5.
   b) **PIHAK PERTAMA** berkewajiban untuk memberikan dana penelitian kepada **PIHAK KEDUA** dengan jumlah sebagaimana dimaksud dalam Pasal 2 ayat (1) dan dengan tata cara pembayaran sebagaimana dimaksud dalam Pasal 3.

2. Hak dan Kewajiban **PIHAK KEDUA**:
    a) **PIHAK KEDUA** berhak menerima dana penelitian dari **PIHAK PERTAMA** dengan jumlah sebagaimana dimaksud dalam Pasal 2 ayat (1);
    b) **PIHAK KEDUA** berkewajiban menyerahkan kepada **PIHAK PERTAMA** luaran dari hasil penelitian sesuai dengan judul penelitian sebagaimana tercantum dalam Pasal 1, dengan target luaran berupa artikel ilmiah yang dipublikasikan pada jurnal nasional terakreditasi SINTA 3 (peringkat 3) atau lebih tinggi, serta menyerahkan catatan harian pelaksanaan penelitian;
    c) **PIHAK KEDUA** berkewajiban untuk bertanggung jawab dalam penggunaan dana penelitian yang diterimanya sesuai dengan proposal dan Rencana Anggaran Biaya (RAB) kegiatan yang telah disetujui;
    d) **PIHAK KEDUA** berkewajiban untuk menyampaikan kepada **PIHAK PERTAMA** laporan penggunaan dana penelitian sebagaimana dimaksud dalam Pasal 7;
    e) **PIHAK KEDUA** berkewajiban menyampaikan laporan kemajuan dan laporan akhir penelitian beserta bukti pencapaian luaran kepada **PIHAK PERTAMA** sesuai dengan jadwal dan ketentuan yang telah ditetapkan oleh LPPM Universitas Muhammadiyah Kalianda.

PASAL 7
LAPORAN PELAKSANAAN PENELITIAN

1. **PIHAK KEDUA** berkewajiban untuk menyampaikan kepada **PIHAK PERTAMA** berupa laporan kemajuan dan laporan akhir mengenai luaran penelitian dan rekapitulasi penggunaan anggaran sesuai dengan jumlah dana yang diberikan oleh **PIHAK PERTAMA**, yang tersusun secara sistematis sesuai pedoman yang ditentukan oleh **PIHAK PERTAMA**.
2. **PIHAK KEDUA** berkewajiban menyerahkan laporan kemajuan, laporan akhir penelitian, dan Surat Pernyataan Tanggung Jawab Belanja (SPTB) atas penggunaan dana penelitian yang telah dilaksanakan paling lambat pada tanggal 30 April 2025.
3. Laporan hasil penelitian sebagaimana tersebut pada ayat (2) harus memenuhi ketentuan sebagai berikut:
    a) Bentuk/ukuran kertas A4;
    b) Pada bagian bawah cover laporan ditulis:

Dibiayai oleh:
Lembaga Penelitian dan Pengabdian kepada Masyarakat (LPPM)
Universitas Muhammadiyah Kalianda
Tahun Anggaran 2025

PASAL 8
MONITORING DAN EVALUASI

PIHAK PERTAMA dalam rangka pengawasan akan melakukan Monitoring dan Evaluasi (Monev) internal terhadap kemajuan pelaksanaan Penelitian Internal Universitas Muhammadiyah Kalianda Tahun Anggaran 2024/2025, guna memastikan pelaksanaan penelitian berjalan sesuai dengan proposal yang telah disetujui, jadwal kegiatan, penggunaan anggaran, serta pencapaian target luaran penelitian sebagaimana ditetapkan dalam kontrak ini.

Pasal 9
Sanksi

(1) Apabila **PIHAK KEDUA** tidak menyelesaikan penelitian sesuai waktu yang ditetapkan, maka dapat dikenakan sanksi administratif sesuai peraturan LPPM
(2) Apabila terjadi pelanggaran akademik (plagiarisme/fabrikasi data), maka dana wajib dikembalikan dan dikenakan sanksi sesuai ketentuan yang berlaku.

Pasal 10
Keadaan Memaksa (Force Majeure)

Apabila terjadi keadaan memaksa (bencana alam, wabah, kebijakan pemerintah, dan lain-lain), **PIHAK KEDUA** wajib melaporkan secara tertulis paling lambat 7 (tujuh) hari sejak kejadian.

Pasal 11
Penyelesaian Perselisihan

Perselisihan diselesaikan secara musyawarah. Apabila tidak tercapai kesepakatan, maka diselesaikan sesuai ketentuan hukum yang berlaku.

Pasal 12
Ketentuan Lain-lain

Hal-hal yang belum diatur dalam perjanjian ini akan diatur dalam addendum kontrak yang merupakan bagian tidak terpisahkan dari perjanjian ini.

Pasal 13
Penutup

Surat Perjanjian ini dibuat rangkap 2 (dua) dan mempunyai kekuatan hukum yang sama.

PIHAK PERTAMA
Ketua LPPM UM Kalianda,

Lukman Nuzul Hakim,M.M.
NIDN. 0223048903

PIHAK KEDUA
Penerima Dana Penelitian,

METERAI TEMPEL

Reza Mareta Putri, M.Pd
NUPTK. 5654774675230192

Mengetahui
Rektor,

Susilawati,S.Sos.,M.IP.,M.M
NIDN. 0221106703

Transaction Information

Maker
22-Jan-2025 16:00
LINDA SAFITRI H

Releaser
22-Jan-2025 16:15
SUSILAWATI

Transfer Dari

Bank Name	:	Bank Syariah Indonesia
Account Number	:	7216701555
Account Name	:	UNIVERSITAS MUHAMMADIYAH KALIANDDA
Account Alias Name	:	UNIVERSITAS MUHAMMADIYAH KALIANDDA

Transfer Ke

Bank Name	:	BANK SYARIAH INDONESIA
Account Number	:	7297246083
Account Name	:	Reza Mareta Putri
Account Alias	:	-

Transaction Summary

Payment Type	:	In House - PB
Payment Ref#	:	2026012676LUIT9L2
FT Number	:	FT26026FLN75
Payment Subject	:	Pembayaran Jurnal PGSD
Trans#	:	1
Message	:	-
Frequently	:	1x
Payment Date	:	22 Jan 2025 (Immediate)
Amount	:	IDR 6,000,000.00
Biaya Transfer	:	IDR 0.00
Total Debet	:	IDR 6,000,000.00
Status	:	Completed - Success

LAPORAN PENELITIAN

CONTEXTUAL PROJECTIVE LEARNING MODEL IN ELEMENTARY SCHOOL SCIENCE EDUCATION: AN ANALYSIS OF THE LEARNING PROCESS AND STUDENT ENGAGEMENT

TIM PENELITI:

Reza Mareta Putri, M.Pd. (Ketua)
Annisa Yola Shafarina, M.Pd (Anggota)
Elisa dwi febriyanti (Anggota Mahasiswa)
Fathul Agis (Anggota Mahasiswa)

LEMBAGA PENELITIAN DAN PENGABDIAN KEPADA MASYARAKAT
UNIVERSITAS MUHAMMADIYAH KALIANDA

2025

HALAMAN PENGESAHAN

Judul Penelitian	:	Contextual Projective Learning Model In Elementary School Science Education: An Analysis Of The Learning Process And Student Engagement
Ketua Peneliti		
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b. Jenis Kelamin	:	Perempuan
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Jumlah Mahasiswa Terlibat	:	2
Lokasi Penelitian	:	SD Aisyiyah Kalianda
Jumlah RAB yang Diusulkan	:	Rp 6.000.000
Luaran Penelitian Wajib	:	Jurnal Terakreditasi Sinta 2

.

Mengetahui,
Dekan

Dra. Yulia Fahda, M.Pd
NUPTK. 3046741641300003

Ketua Peneliti,

Reza Mareta Putri, M.Pd.
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Menyetujui,

Rektor,

Susilawati, S.Sos.,M.IP.,M.M.
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"CONTEXTUAL PROJECTIVE LEARNING MODEL IN ELEMENTARY SCHOOL SCIENCE EDUCATION: AN ANALYSIS OF THE LEARNING PROCESS AND STUDENT ENGAGEMENT"

RINGKASAN

This study investigates the implementation of the Contextual–Projective Learning Model (KP) in elementary school science and its impact on student engagement and conceptual understanding, aiming to explore how contextual and project-based learning can foster meaningful learning experiences. The research was conducted at SD Aisyiyah Kalianda, focusing on the water cycle topic. A qualitative descriptive approach was employed, combining classroom observations, semi-structured interviews with teachers and students, and analysis of learning documentation. Data were analyzed thematically using Miles, Huberman, and Saldaña's interactive model to identify patterns in the learning process and student engagement. Findings indicate that KP effectively transforms the learning environment from teacher-centered to student-centered, positioning students as active knowledge constructors. Students engaged in discussions, collaboratively planned and executed mini-projects, and presented outcomes, enhancing cognitive, social, emotional, and behavioral engagement. Conceptual understanding improved as students connected theoretical knowledge with practical observation. The approach also fostered 21st-century skills, including critical thinking, creativity, collaboration, and communication (4C skills). Challenges such as limited instructional time, varying student abilities, and constrained resources were mitigated through structured project planning, differentiated guidance, peer teaching, and creative use of simple, local materials. This study highlights the integration of contextual learning with project-based activities in elementary science, emphasizing simultaneous development of conceptual understanding and 21st-century skills, with the teacher acting as an active facilitator. The findings provide both theoretical insights into constructivist, student-centered learning and practical guidance for implementing effective, meaningful science education at the elementary level.

Keyword : Contextual–Projective Learning, Science Education, Student Engagement, Project-Based Learning, Elementary School, 21st-Century Skills

A. **HASIL PELAKSANAAN PENELITIAN:** Tuliskan secara ringkas hasil pelaksanaan penelitian yang telah dicapai sesuai tahun pelaksanaan penelitian. Penyajian meliputi data, hasil analisis, dan capaian luaran (wajib dan atau tambahan). Seluruh hasil atau capaian yang dilaporkan harus berkaitan dengan tahapan pelaksanaan penelitian sebagaimana direncanakan pada proposal. Penyajian data dapat berupa gambar, tabel, grafik, dan sejenisnya, serta analisis didukung dengan sumber pustaka primer yang relevan dan terkini.

Pengisian poin A sampai dengan poin F mengikuti template berikut dan tidak dibatasi jumlah kata atau halaman namun disarankan seringkas mungkin. Dilarang menghapus/memodifikasi template ataupun menghapus penjelasan di setiap poin.

Penelitian ini mengkaji implementasi Contextual–Projective Learning Model (KP) dalam pembelajaran IPA di SD Aisyiyah Kalianda pada materi siklus air. Penelitian menggunakan pendekatan deskriptif kualitatif. Data diperoleh melalui observasi proses pembelajaran, wawancara semi-terstruktur dengan guru dan siswa, serta dokumentasi pembelajaran. Data dianalisis secara tematik dengan model interaktif Miles, Huberman, dan Saldana.

Hasil penelitian menunjukkan perubahan proses pembelajaran dari pola yang berpusat pada guru (teacher-centered) menuju pembelajaran yang berpusat pada siswa (student-centered). Siswa terlibat dalam mengidentifikasi persoalan kontekstual, merencanakan proyek mini, melaksanakan kegiatan/proyek, mempresentasikan hasil, dan melakukan refleksi. Guru berperan sebagai fasilitator yang memberikan arahan, memantau proses, menyediakan dukungan, serta membantu siswa menghubungkan pengalaman proyek dengan konsep ilmiah.

1. Tahapan implementasi model KP

No.	Tahap	Aktivitas dan hasil pelaksanaan
1	Identifikasi masalah kontekstual	Guru mengajukan pertanyaan pemantik yang berhubungan dengan fenomena siklus air dan pengalaman sehari-hari siswa; siswa mengamati, bertanya, dan mengidentifikasi persoalan.
2	Perencanaan proyek	Siswa berdiskusi menentukan tujuan, bahan, langkah kerja, pembagian tugas, dan prosedur proyek mini dengan bimbingan guru.
3	Implementasi proyek dan fasilitasi guru	Siswa melaksanakan proyek/miniatur siklus air, mengamati proses, berdiskusi, memecahkan masalah, dan menggunakan bahan sederhana/lokal; guru memantau dan memberi umpan balik.
4	Presentasi hasil proyek	Kelompok mempresentasikan hasil dan menjelaskan konsep siklus air menggunakan bahasa sendiri serta mengaitkannya dengan fenomena nyata.
5	Refleksi pembelajaran	Siswa dan guru merefleksikan pengalaman, pemahaman, tantangan, serta hal yang dipelajari selama proyek.

2. Hasil keterlibatan siswa

Artikel melaporkan keterlibatan siswa dalam empat dimensi. Pada dimensi kognitif, 85% siswa mampu mengaitkan konsep siklus air dengan pengalaman nyata. Pada dimensi perilaku, 88% kelompok menyelesaikan proyek tepat waktu sesuai peran yang telah ditetapkan. Keterlibatan sosial terlihat melalui kolaborasi, komunikasi, dan koordinasi kelompok. Keterlibatan emosional terlihat dari antusiasme, minat, motivasi, dan partisipasi aktif siswa.

Dimensi	**Indikator dalam artikel**	**Temuan yang dilaporkan**	**Data**
Kognitif	Mengajukan pertanyaan, menganalisis fenomena, menjelaskan, dan menghubungkan konsep	Siswa mengaitkan konsep siklus air dengan pengalaman nyata.	85% siswa
Perilaku	Aktivitas, tanggung jawab, penyelesaian proyek tepat waktu	Kelompok menyelesaikan proyek tepat waktu dengan pembagian peran yang jelas.	88% kelompok
Sosial	Kolaborasi, komunikasi, koordinasi	Siswa bekerja kolaboratif dan mendukung anggota kelompok; beberapa kelompok mengalami kesulitan koordinasi.	Kualitatif
Emosional	Antusiasme, minat belajar, motivasi	Siswa tampak senang, tertarik, dan termotivasi berpartisipasi dalam proyek.	Kualitatif

3. Pemahaman konsep dan keterampilan abad ke-21

Kegiatan proyek membantu siswa menghubungkan pengetahuan teoretis dengan pengamatan dan pengalaman konkret. Pada materi siklus air, siswa mengamati dan menjelaskan proses penguapan, kondensasi, dan presipitasi melalui proyek/miniatur. Artikel juga melaporkan penguatan keterampilan 4C, yaitu critical thinking (berpikir kritis), creativity (kreativitas), collaboration (kolaborasi), dan communication (komunikasi). Temuan ini didasarkan pada observasi proses, wawancara, dan dokumentasi, bukan pengujian statistik eksperimental.

4. Kendala dan strategi penanganan

Kendala yang diidentifikasi meliputi keterbatasan waktu pembelajaran, variasi kemampuan siswa, dan keterbatasan sumber daya/bahan. Strategi yang dilakukan meliputi

perencanaan proyek secara terstruktur, pembagian tugas, bimbingan yang disesuaikan dengan kebutuhan siswa (differentiated guidance), pembelajaran teman sebaya (peer teaching), serta pemanfaatan bahan sederhana dan lokal.

Secara keseluruhan, hasil penelitian mendukung potensi model KP dalam menciptakan pembelajaran IPA yang kontekstual, partisipatif, dan bermakna. Karena desain penelitian bersifat deskriptif kualitatif, hasil ini ditafsirkan sebagai temuan proses dan indikasi perkembangan keterlibatan serta pemahaman konseptual, bukan bukti hubungan sebab-akibat atau efektivitas komparatif.

B. **STATUS LUARAN**: Tuliskan jenis, identitas dan status ketercapaian setiap luaran wajib dan luaran tambahan (jika ada) yang dijanjikan. Jenis luaran dapat berupa publikasi, perolehan kekayaan intelektual, dan lain-lain sesuai dengan kategori pada tabel di bawah. Uraian status luaran harus didukung dengan bukti ketercapaian luaran sesuai dengan luaran yang dijanjikan dan dituangkan dalam luaran. Lengkapi isian jenis luaran yang dijanjikan serta lampirkan bukti dokumen ketercapaian luaran wajib dan luaran tambahan.

1. Capaian Luaran

Tabel Hasil Capaian Luaran Penelitian

No	Jenis Luaran	Kategori/ Subkategori	Wajib*	Tambahan*	Uraian Capaian (TA)**
1	Artikel ilmiah dimuat di jurnal	Nasional terindeks SINTA (IJORER; SINTA 2)	[√ jika sesuai proposal]	[√ jika sesuai proposal]	Published: IJORER, Vol. 6 No. 3, May 2025. DOI: 10.46245/ijorer.v6i3.1353.
2	Artikel ilmiah dimuat di prosiding	Internasional terindeks / Nasional	—	—	Tidak dilaporkan dalam artikel.
3	Invite speaker dalam temu ilmiah	Internasional / Nasional	—	—	Tidak dilaporkan dalam artikel.
4	Hak Kekayaan Intelektual (HKI)	Paten / Paten sederhana / Hak cipta / Merek / Desain / PVT	—	—	Tidak ada informasi pendaftaran atau perolehan HKI dalam dokumen artikel.
5	Feasibility Study	—	—	—	Tidak dilaporkan.
6	Teknologi Tepat Guna	—	—	—	Tidak dilaporkan sebagai luaran tersendiri.
7	Tingkat Kesiapan Teknologi (TKT)	—	—	—	Tidak dilaporkan.

Catatan: TA = Tahun Akademik. Tanda wajib/tambahan harus ditetapkan berdasarkan proposal/kontrak hibah, bukan diasumsikan dari artikel. Kategori jurnal dan status publikasi telah dicocokkan dengan rekaman Garuda dan laman jurnal.

a. Publikasi Artikel
Status: published. Judul: “Contextual Projective Learning Model in Elementary School Science Education: An Analysis of the Learning Process and Student Engagement.” Jurnal: IJORER: International Journal of Recent Educational Research, Volume 6 Nomor 3, May 2025. DOI: https://doi.org/10.46245/ijorer.v6i3.1353. Rekaman artikel tersedia pada Garuda Kemdiktisaintek: https://garuda.kemdiktisaintek.go.id/journal/view/21744. Bukti yang dilampirkan: halaman artikel jurnal/metadata DOI dan naskah artikel.

b. Publikasi HKI
Tidak terdapat informasi pendaftaran atau perolehan HKI dalam artikel yang menjadi dasar penyusunan laporan ini. Jika terdapat sertifikat HKI terpisah, lengkapi status dan nomor sertifikat berdasarkan dokumen resmi.

c. Penyaji Seminar
Tidak terdapat informasi mengenai kegiatan sebagai penyaji seminar dalam artikel. Jika ada, tambahkan judul kegiatan, penyelenggara, tempat, dan tanggal pelaksanaan berdasarkan sertifikat atau undangan.

d. Teknologi Tepat Guna
Artikel melaporkan penggunaan proyek/miniatur siklus air dan bahan sederhana/lokal sebagai media kegiatan pembelajaran. Namun, artikel tidak menyatakan bahwa produk tersebut didaftarkan atau dilaporkan sebagai luaran Teknologi Tepat Guna tersendiri

2. Keterkaitan Mata Kuliah

Kegiatan penelitian ini terintegrasi dan memiliki keterkaitan dengan mata kuliah:

No	Nama Mata Kuliah	Sub-CPMK yang relevan	Bentuk Integrasi	Dosen Pengampu
1	Strategi/Model Pembelajaran	Mahasiswa mampu menganalisis dan merancang pembelajaran berpusat pada peserta didik serta menerapkan pendekatan kontekstual dan berbasis proyek.	Studi kasus implementasi lima tahap model KP pada pembelajaran IPA.	[Isi nama dosen pengampu]
2	Pembelajaran IPA di SD / Konsep Dasar IPA	Mahasiswa mampu mengaitkan konsep IPA dengan fenomena sehari-hari dan	Materi siklus air, proyek miniatur, dan analisis pemahaman konseptual siswa.	[Isi nama dosen pengampu]

		merancang aktivitas pembelajaran IPA kontekstual.		
3	Evaluasi Pembelajaran	Mahasiswa mampu mengidentifikasi indikator dan teknik pengamatan keterlibatan belajar siswa.	Studi kasus instrumen observasi dimensi kognitif, perilaku, sosial, dan emosional.	[Isi nama dosen pengampu]

Catatan: Daftar mata kuliah di atas merupakan usulan keterkaitan substansi. Nama mata kuliah, rumusan CPMK/Sub-CPMK, dan dosen pengampu harus disesuaikan dengan kurikulum serta RPS program studi yang benar-benar digunakan.

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C. PERAN MITRA (Jika ada): Tuliskan realisasi kerjasama dan kontribusi Mitra. Bukti pendukung realisasi kerjasama dan realisasi kontribusi mitra dilaporkan sesuai dengan kondisi yang sebenarnya. Bukti dokumen realisasi kerjasama dengan Mitra dilampirkan

Lokasi penelitian yang disebutkan dalam artikel adalah SD Aisyiyah Kalianda. Artikel menjelaskan keterlibatan guru dan siswa sebagai sumber data serta konteks pelaksanaan pembelajaran. Namun, artikel tidak menjelaskan secara rinci adanya perjanjian kerjasama formal, kontribusi pendanaan, penyediaan fasilitas, atau kontribusi tertulis dari mitra. Oleh karena itu, peran SD Aisyiyah Kalianda dalam laporan ini dicatat sebagai lokasi/konteks penelitian dan partisipasi guru serta siswa. Status mitra formal dan bentuk kontribusi lainnya perlu dikonfirmasi melalui surat izin penelitian, MoU/PKS, surat tugas, atau dokumen pendukung yang tersedia.

D. **KENDALA PELAKSANAAN PENELITIAN**: Tuliskan kesulitan atau hambatan yang dihadapi selama melakukan penelitian dan mencapai luaran yang dijanjikan, termasuk penjelasan jika pelaksanaan penelitian dan luaran penelitian tidak sesuai dengan yang direncanakan atau dijanjikan.

Berdasarkan artikel, kendala pelaksanaan meliputi: (1) waktu pembelajaran yang terbatas untuk menyelesaikan seluruh tahapan proyek; (2) kemampuan dan kecepatan belajar siswa yang beragam; dan (3) keterbatasan sumber daya serta bahan untuk kegiatan proyek. Kendala tersebut ditangani melalui perencanaan proyek yang terstruktur, pembagian tugas dan tahapan kegiatan, pemberian bimbingan yang berbeda sesuai kebutuhan siswa, peer teaching, serta pemanfaatan bahan sederhana dan lokal.

Artikel tidak memuat rincian kendala administratif, anggaran, jadwal hibah, atau hambatan dalam proses publikasi. Bagian tersebut perlu ditambahkan oleh peneliti jika memang terjadi dan didukung bukti/dokumentasi. Jangan mencantumkan kendala yang tidak dialami.

E. **RENCANA TAHAPAN SELANJUTNYA:** Tuliskan dan uraikan rencana penelitian di tahun berikutnya berdasarkan indikator luaran yang telah dicapai, rencana realisasi luaran wajib yang dijanjikan dan tambahan (jika ada) di tahun berikutnya serta *roadmap* penelitian keseluruhan. Pada bagian ini diperbolehkan untuk melengkapi penjelasan dari setiap tahapan dalam metoda yang akan direncanakan termasuk jadwal berkaitan dengan strategi untuk mencapai luaran seperti yang telah dijanjikan dalam proposal. Jika diperlukan, penjelasan dapat juga dilengkapi dengan gambar, tabel, diagram, serta pustaka yang relevan. Pada bagian ini dapat dituliskan rencana penyelesaian target yang belum tercapai.

1. Roadmap Penelitian Dosen

Tahap roadmap	**Uraian**
Tahap 1 – Penelitian awal (telah dilakukan)	Menganalisis proses implementasi model Contextual–Projective Learning pada pembelajaran IPA materi siklus air serta keterlibatan siswa melalui pendekatan deskriptif kualitatif. Luaran: artikel ilmiah yang telah dipublikasikan.
Tahap 2 – Pengembangan dan validasi model	Merumuskan sintaks, prinsip reaksi, sistem sosial, sistem pendukung, dan dampak instruksional model KP; melakukan validasi ahli pendidikan IPA/pembelajaran dan revisi model.
Tahap 3 – Uji coba terbatas dan revisi	Melaksanakan uji coba terbatas pada beberapa kelas/sekolah, mengumpulkan data keterlaksanaan, kepraktisan, respons guru-siswa, serta memperbaiki perangkat pembelajaran.
Tahap 4 – Uji efektivitas dan perluasan	Menguji model dengan rancangan kuantitatif atau mixed methods pada sampel dan konteks yang lebih luas, dengan indikator pemahaman konsep, student engagement, dan keterampilan 4C.

2. Rencana penelitian di tahun berikutnya

   Rencana lanjutan yang disarankan adalah mengembangkan hasil temuan awal menjadi model KP yang memiliki sintaks dan perangkat pembelajaran yang terdefinisi dengan jelas. Kegiatan meliputi: (a) telaah teori dan pemetaan hasil penelitian awal; (b) penyusunan draf model, modul ajar, lembar kerja proyek, panduan guru, dan instrumen observasi keterlibatan; (c) validasi oleh ahli; (d) revisi; (e) uji coba terbatas; dan (f) penyusunan artikel hasil pengembangan/validasi untuk jurnal ilmiah. Jadwal dan target luaran harus disesuaikan dengan tahun pendanaan berikutnya serta proposal yang disetujui.

   Target yang belum dapat diverifikasi dari artikel—misalnya HKI, seminar, atau luaran tambahan lain—perlu diperiksa terhadap proposal/kontrak. Jika dijanjikan, masukkan rencana penyelesaiannya secara spesifik beserta waktu dan bukti yang akan dihasilkan.

F. KESIMPULAN DAN SARAN

Kesimpulan

Merupakan pernyataan singkat dan tepat jawaban permasalahan yang dijabarkan dari hasil penelitian dan di dalam simpulan tidak boleh ada diskusi.

Saran

1. Kesimpulan

   Penelitian menunjukkan bahwa Contextual–Projective Learning Model pada pembelajaran IPA materi siklus air di SD Aisyiyah Kalianda dilaksanakan melalui lima tahap, yaitu identifikasi masalah kontekstual, perencanaan proyek, implementasi proyek dengan fasilitasi guru, presentasi hasil, dan refleksi. Proses ini mendorong pergeseran pembelajaran ke arah student-centered serta memberi ruang bagi siswa untuk membangun pemahaman melalui pengalaman dan proyek.

   Keterlibatan siswa tampak pada dimensi kognitif, perilaku, sosial, dan emosional. Artikel melaporkan 85% siswa mampu menghubungkan konsep siklus air dengan pengalaman nyata dan 88% kelompok menyelesaikan proyek tepat waktu. Temuan kualitatif juga menunjukkan kolaborasi, komunikasi, antusiasme, dan motivasi siswa. Model ini berpotensi mendukung pemahaman konsep dan keterampilan 4C, dengan catatan bahwa temuan bersifat deskriptif kualitatifKeterlibatan siswa tampak pada dimensi kognitif, perilaku, sosial, dan emosional. Artikel melaporkan 85% siswa mampu menghubungkan konsep siklus air dengan pengalaman nyata dan 88% kelompok menyelesaikan proyek tepat waktu. Temuan kualitatif juga menunjukkan kolaborasi, komunikasi, antusiasme, dan motivasi siswa. Model ini berpotensi mendukung pemahaman konsep dan keterampilan 4C, dengan catatan bahwa temuan bersifat deskriptif kualitatifSaran Perbaikan.

2. Saran

   Penelitian berikutnya disarankan untuk: (1) memperjelas definisi operasional dan karakteristik pembeda model KP dari pendekatan kontekstual dan project-based learning yang telah ada; (2) menyusun perangkat dan instrumen model yang tervalidasi; (3) melibatkan lebih banyak sekolah dan karakteristik siswa yang beragam; (4) menambahkan pengukuran awal-akhir atau kelompok pembanding apabila hendak menguji efektivitas dan pengaruh; (5) mendokumentasikan secara lebih rinci jumlah peserta, durasi, prosedur, dan bukti tiap tahap; serta (6) merencanakan strategi pengelolaan waktu, diferensiasi pembelajaran, dan penyediaan bahan proyek sejak awal.

DAFTAR PUSTAKA: Penyusunan Daftar Pustaka berdasarkan sistem nomor sesuai dengan urutan pengutipan. Hanya pustaka yang disitasi pada laporan akhir yang dicantumkan dalam Daftar Pustaka.

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LAMPIRAN

Lampiran Justifikasi Realisasi Anggaran Penelitian

A. Ringkasan Realiasasi Biaya Penelitian yang diajukan

No	Jenis Pengeluaran	Jumlah (Rp)	Persentase (%)
1	Honorarium	600.000	10%
2	Bahan habis pakai, peralatan, penunjang dan lain-lain	4.800.000	80%
3	Transportasi, konsumsi	600.000	10%
JUMLAH		**6.000.000**	**100%**

B. Realisasi Biaya Penelitian yang diajukan

1. Honorarium

Honor	Honor/Jam (Rp)	Waktu (jam/minggu)	Minggu	Honor (Rp)
Pelaksana 1	25.000	2	6	300.000
Pelaksana 2	25.000	2	6	300.000
Subtotal (Rp)				600.000

2. Pembelian Bahan Habis Pakai, Penunjang dan Lain-lain

Material	Justifikasi pembelian	Kuantitas	Harga satuan (Rp)	Harga (Rp)
ATK dan perlengkapan penelitian	Administrasi dan pencatatan kegiatan penelitian	1 paket	400.000	400.000
Kertas HVS	Pencetakan instrumen dan dokumen penelitian	2 rim	100.000	200.000
Tinta printer	Pencetakan instrumen dan laporan	2 unit	150.000	300.000
Penggandaan instrumen penelitian	Keperluan observasi dan wawancara	1 paket	400.000	400.000
Alat peraga pembelajaran	Media pendukung model Contextual–Projective Learning	1 paket	800.000	800.000
Bahan proyek siklus air	Bahan praktik proyek pembelajaran IPA	1 paket	1.200.000	1.200.000
Perlengkapan dokumentasi	Dokumentasi proses pembelajaran dan penelitian	1 paket	300.000	300.000
Pengolahan data penelitian	Pengolahan dan analisis data hasil penelitian	1 paket	500.000	500.000

Penggandaan laporan penelitian	Pencetakan laporan hasil penelitian	1 paket	300.000	300.000
Bahan penunjang lainnya	Kebutuhan pendukung pelaksanaan penelitian	1 paket	400.000	400.000
Subtotal (Rp)				4.800.000

3. Perjalanan dan Konsumsi

Material	Justifikasi pembelian	Kuantitas	Harga satuan (Rp)	Harga (Rp)
Transportasi penelitian	Perjalanan menuju lokasi SD Aisyiyah Kalianda	2 kali	100.000	200.000
Transportasi observasi	Kunjungan observasi pembelajaran	1 kali	100.000	100.000
Transportasi wawancara	Pengumpulan data guru dan siswa	1 kali	100.000	100.000
Konsumsi kegiatan penelitian	Konsumsi selama pengumpulan data	2 kegiatan	75.000	150.000
Transportasi koordinasi	Koordinasi dengan pihak sekolah	1 kali	50.000	50.000
Subtotal (Rp)				600.000

REKAPITULASI TOTAL ANGGARAN SATU TAHUN

No.	Komponen Pengeluaran	Jumlah (Rp)	Persentase
1	Honorarium	600.000	10%
2	Bahan habis pakai, peralatan, penunjang dan lain-lain	4.800.000	80%
3	Perjalanan dan konsumsi	600.000	10%
	TOTAL ANGGARAN SATU TAHUN	6.000.000	100%

Kalianda, 29 April 2025

Mengetahui,
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Contextual Projective Learning Model in Elementary School Science Education- An Analysis of the Learning Process and Student Engagement

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Contextual Projective Learning Model in Elementary School Science Education: An Analysis of the Learning Process and Student Engagement

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ABSTRACT

This study investigates the implementation of the Contextual–Projective Learning Model (KP) in elementary school science and its impact on student engagement and conceptual understanding, aiming to explore how contextual and project-based learning can foster meaningful learning experiences. The research was conducted at SD Aisyiyah Kalianda, focusing on the water cycle topic. A qualitative descriptive approach was employed, combining classroom observations, semi-structured interviews with teachers and students, and analysis of learning documentation. Data were analyzed thematically using Miles, Huberman, and Saldaña's interactive model to identify patterns in the learning process and student engagement. Findings indicate that KP effectively transforms the learning environment from teacher-centered to student-centered, positioning students as active knowledge constructors. Students engaged in discussions, collaboratively planned and executed mini-projects, and presented outcomes, enhancing cognitive, social, emotional, and behavioral engagement. Conceptual understanding improved as students connected theoretical knowledge with practical observation. The approach also fostered 21st-century skills, including critical thinking, creativity, collaboration, and communication (4C skills). Challenges such as limited instructional time, varying student abilities, and constrained resources were mitigated through structured project planning, differentiated guidance, peer teaching, and creative use of simple, local materials. This study highlights the integration of contextual learning with project-based activities in elementary science, emphasizing simultaneous development of conceptual understanding and 21st-century skills, with the teacher acting as an active facilitator. The findings provide both theoretical insights into constructivist, student-centered learning and practical guidance for implementing effective, meaningful science education at the elementary level.

INTRODUCTION

Education is a strategic instrument for improving human resources, especially in addressing the challenges of the 21st century. Modern education emphasizes not only knowledge acquisition but also the development of critical thinking, creativity, collaboration, and communication skills—commonly known as 21st-century skills (Fahri, 2025). Therefore, enhancing the quality of education requires improving learning processes that actively involve students in constructing meaningful knowledge (Pandales, Yollanda, Yani, Mardotila, & Prayanto, 2025).

In recent years, the shift from teacher-centered to student-centered learning has become increasingly prominent, driven by technological developments and the demands of a digital society (Sinaga & Firmansyah, 2024). Learning is expected to provide opportunities for students to engage actively through contextual and experiential activities (Vieri, Azmi, & Gusmaneli, 2025). However, in many elementary classrooms, teaching still relies heavily on lectures and conventional assignments, resulting in limited student engagement and superficial conceptual understanding (Anggriani, Sitianingrum, & Mulyono, 2025; Serly et al., 2025). This gap between teaching practices and the goals of active, meaningful learning underscores the need for innovative instructional models.

Science learning in elementary education, in particular, requires active student participation, as its concepts are closely linked to natural phenomena and daily life experiences (Pahru, Hikmah, Pransisca, & Gazali, 2025). Traditional approaches that

focus solely on abstract concepts often make it difficult for students to understand and apply scientific principles concretely (Rahmadini, Taofik, & Soleh, 2025). Previous research has demonstrated that contextual learning and project-based approaches can improve conceptual understanding and student engagement (Suhermi, Barokah, & Kamal, 2025; Cahyati & Sriwijayanti, 2024). Nonetheless, studies that specifically examine the integration of contextual learning with project-based activities—particularly the learning process and student engagement in elementary science—remain limited.

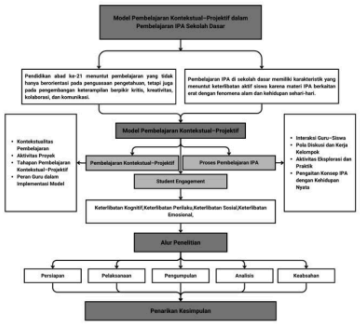
The Contextual–Projective Learning Model (KP) addresses this gap by combining contextual learning with simple project-based activities that connect science concepts to real-life experiences. Students are encouraged to observe, explore, collaborate, and apply concepts in meaningful ways, while teachers facilitate, guide, and provide feedback throughout the process (Prasetya & Trisnawati, 2021; Suhermi, Barokah, & Kamal, 2025). Moreover, integrating digital tools, such as educational videos and simulations, can further enhance engagement and support the development of early digital literacy (Kurniawan, Adrias, & Syam, 2025).

Despite the proven benefits of contextual and project-based learning, there is limited research examining how the Contextual–Projective Learning Model specifically affects the learning process and holistic student engagement in elementary science classrooms. Understanding these aspects is essential for designing learning experiences that are both meaningful and effective.

This study aims to analyze the learning process and student engagement in the implementation of the Contextual–Projective Learning Model in elementary school science learning. The results are expected to provide theoretical insights and practical guidance for teachers in creating student-centered, active, and contextually relevant science learning environments.

RESEARCH METHOD

This study employed a qualitative approach with a descriptive design to provide an in-depth understanding of the learning process and student engagement in elementary school science through the Contextual–Projective Learning Model (Creswell & Poth, 2018; Nababan & Marpaung, 2024). A qualitative descriptive method was chosen because the aim was not to test hypotheses or quantify effects, but to explore and describe the learning phenomena within the natural classroom context, capturing both process and interaction dynamics.



The research was conducted at SD Aisyiyah Kalianda, involving classroom teachers and students actively participating in science lessons using the Contextual–Projective Learning Model. Participants were selected through purposive sampling to ensure that those chosen were directly engaged in the targeted learning activities and could provide rich information on the learning process (Ridho et al., 2025).

Data collection combined multiple techniques to ensure depth and triangulation. Classroom observations focused on teacher facilitation, learning stages, and student engagement, including cognitive, behavioral, social, and emotional aspects. Semi-structured interviews were conducted with teachers and selected students to explore their experiences, perceptions, and reflections on learning activities. Documentation, such as lesson plans (RPP/teaching modules), student worksheets, project outputs, and photographs of learning activities, was collected to complement observational and interview data (Creswell & Poth, 2018; Nababan & Marpaung, 2024).

Data analysis followed the interactive model of Miles, Huberman, and Saldaña, comprising data reduction, data display, and conclusion drawing. Themes were identified to reveal patterns in learning processes and forms of student engagement throughout the implementation of the Contextual–Projective Learning Model. Thematic analysis allowed for systematic interpretation of complex qualitative data while maintaining the richness of classroom experiences (Creswell & Poth, 2018; Nababan & Marpaung, 2024).

To ensure the validity and credibility of findings, the study applied both technique triangulation and source triangulation. Observational data were cross-checked with interview responses and documentation, while perspectives from teachers and students were compared. This methodological rigor strengthens the trustworthiness of the results and ensures that the study accurately represents the actual classroom learning phenomena (Creswell & Poth, 2018; Nababan & Marpaung, 2024).

RESULTS AND DISCUSSION

Implementation of the Contextual–Projective Learning Model in Science Learning

The implementation of the Contextual–Projective Learning Model at SD Aisyiyah Kalianda on the topic of the water cycle was conducted through face-to-face learning by utilizing the surrounding environment as a contextual learning resource. The learning

process demonstrated a clear shift from a teacher-centered approach to a student-centered approach. In this context, the teacher acted as a facilitator by presenting guiding questions related to natural phenomena close to students' daily lives, such as rainfall or water puddles, which successfully stimulated students' curiosity, enthusiasm, and active participation in the learning process.

Students then continued the learning activities through a mini-project involving the creation of a water cycle model using simple materials, such as plastic bottles, water, and transparent plastic. This project-based activity emphasized planning processes, collaboration among group members, and students' ability to connect hands-on activities with science concepts. Throughout the project implementation, the teacher provided flexible guidance and support without reducing students' independence, allowing learners to explore, experiment, and construct their own understanding of the water cycle concepts.

Stages of the Contextual–Projective Learning Model Implementation

The implementation of the Contextual–Projective Learning Model in science learning was carried out in structured stages, beginning with problem identification, followed by project planning, project execution, presentation of results, and reflection. Each stage emphasized active interaction between teachers and students, as well as authentic learning experiences through project activities. This staged approach enabled students to engage meaningfully with scientific concepts, enhanced their conceptual understanding, and fostered higher levels of cognitive, social, and behavioral engagement throughout the learning process.

Table 1. Stages of Implementing the Contextual–Projective Learning Model

Learning Stage	Teacher Activities	Student Activities	Observation Findings / Notes
Identification of Contextual Problems	Posing guiding questions related to natural phenomena closely connected to students' daily lives (e.g., rain and water puddles).	Responding to questions, sharing personal experiences, and expressing opinions based on everyday observations.	Students demonstrated high enthusiasm and responsiveness; several students actively shared real-life experiences related to rain and water puddles in their surroundings.
Project Planning	Providing general guidance and ensuring that the project plan aligns with the science learning objectives.	Designing a water cycle mini-project, selecting materials, distributing group tasks, and outlining work procedures.	Students showed strong collaborative skills, a sense of responsibility toward group tasks, and clear role distribution within groups.

Project Implementation and Teacher Facilitation	Monitoring the project implementation process and providing guidance and conceptual clarification when necessary.	Carrying out the project, engaging in group discussions, experimenting with various approaches, and assisting peers.	Students actively participated in discussions, demonstrated creativity, and completed the project with minimal teacher assistance; they showed improved understanding of evaporation, condensation, and precipitation concepts.
Presentation of Project Outcomes	Facilitating presentations, posing follow-up questions, and assessing students' conceptual understanding.	Explaining the water cycle mini-project, linking observed processes to scientific concepts, and responding to questions from peers and the teacher.	Most students were able to explain the water cycle concepts using their own words and relate them to real-life experiences.
Learning Reflection	Leading reflective discussions by asking about learning experiences, challenges encountered, and conceptual understanding.	Reflecting on the project process, discussing challenges, and articulating lessons learned.	Students recognized the connection between project activities and science concepts; learning was perceived as more meaningful and reflective.

The table above indicates that the implementation of the Contextual–Projective Learning Model was carried out in sequential stages to maximize student engagement and conceptual understanding. During the problem identification stage, the teacher stimulated students' curiosity through contextual questions related to everyday phenomena, such as rain or water puddles, enabling students to connect scientific concepts with their real-life experiences ("*When the teacher asked about rain or water puddles, I immediately remembered my experience of small floods around my house, so it was easier to understand.*" – Student D).

The project planning stage emphasized students' ability to plan activities and divide tasks, thereby fostering responsibility and collaboration ("*We divided the tasks some prepared the materials, others assembled the project so the project was completed quickly and everyone was involved.*" – Student E).

During the project implementation and teacher facilitation stage, students actively interacted through experiments using a water cycle miniature, group discussions, and problem-solving activities, while the teacher observed and supported their creativity ("*Students appeared very creative; they tried various ways to observe the processes of evaporation and condensation on their own without continuous direction from me.*" – Science Teacher).

The presentation stage allowed students to explain scientific concepts using their own language and relate them to real-life experiences ("*Explaining the project in front of*

my classmates made me more confident and helped me truly understand how the water cycle occurs." – Student F). The reflection stage emphasized self-evaluation and comprehensive understanding, reinforcing students' cognitive, social, and emotional engagement as well as their concrete understanding of science concepts ("*Reflection helped students realize that all project activities were directly related to science concepts, not merely making a miniature*." – Science Teacher).

Science Learning Process through the Contextual–Projective Approach

Science learning through the Contextual–Projective approach was interactive and participatory. The teacher facilitated learning by posing guiding questions, while students actively engaged in discussions, observations, and the construction of water cycle miniatures. Project-based activities transformed abstract concepts into concrete experiences, enhancing students' understanding, motivation, and collaboration. One student stated, "*I understand the water cycle more easily because I made the miniature myself,*" and the teacher added, "*Students appear creative and confident, and they are able to explain concepts using their own words.*" The teacher's role as a facilitator ensured that all activities aligned with the learning objectives.

Student Engagement in Science Learning

Student engagement in Contextual–Projective-based science learning was evident across cognitive, behavioral, social, and emotional dimensions. Students actively participated in discussions, explored concepts through water cycle mini-projects, and presented the outcomes of their group work, indicating a holistic form of engagement that supports meaningful learning.

Table 2. Student Engagement in Contextual–Projective-Based Learning

Aspect	Indicators	Findings
Cognitive	Asking questions, analyzing phenomena, explaining concepts	85% of students were able to relate the water cycle concept to real-life experiences
Behavioral	Activeness, responsibility, discipline in completing the project	88% of groups completed the project on time with clearly defined roles
Social	Collaboration, communication, coordination	All groups worked collaboratively and supported members who experienced difficulties
Emotional	Enthusiasm, learning motivation	Students were happy, interested, and highly motivated to participate in the project

The table indicates that student engagement in Contextual–Projective learning occurs holistically, encompassing cognitive, behavioral, social, and emotional aspects. Most students were able to connect science concepts with real-life experiences, as expressed by Student A: *"I found it easier to understand the water cycle because I made the miniature myself."* Behavioral engagement was evident in students' ability to complete projects on time with clearly defined roles, as stated by Student B: *"We divided the tasks clearly, so all*

members were involved and the project was completed on schedule." Social engagement was reflected in collaboration and mutual assistance among group members, while emotional engagement was shown through students' motivation and enjoyment in learning, as expressed by Student C: *"Learning science became fun because we could discuss with friends and make projects, not just read books."* These interview results strengthen the observational findings, confirming that the Contextual–Projective model not only enhances conceptual understanding but also promotes active participation, collaboration, and overall learning motivation.

Teachers' and Students' Responses to the Contextual–Projective Learning Model

The results of interviews and observations show that the Contextual–Projective Learning Model was well received by both teachers and students and had a positive impact on the science learning process. Teachers perceived that the model increased student activeness and facilitated conceptual understanding, as one teacher stated: *"With this model, students are more active in asking questions and discussions, become more confident in expressing opinions, and try to explain concepts in their own words."* Students also reported enjoyable and easily understood learning experiences through the miniature project, for example, Student A stated: *"I found it easier to understand the water cycle because I made the miniature myself,"* Student B said: *"Learning science became fun because we could discuss and make projects,"* and Student C added: *"I feel more confident explaining the project results in front of my classmates."* These findings indicate that the contextual–projective approach significantly enhances students' motivation, curiosity, communication skills, and social and emotional engagement.

Development of Students' Science Conceptual Understanding

The implementation of the Contextual–Projective Learning Model had a positive impact on students' science conceptual understanding. Active engagement through the water cycle miniature project enabled students to connect theory with real phenomena, such as evaporation, condensation, and rainfall. Prior to implementation, most students understood science concepts only theoretically; after the project, they were able to explain concepts in their own words and demonstrated more reflective understanding. This is illustrated by Student A's statement: *"I found it easier to understand the water cycle because I made the miniature myself,"* and Student B's comment: *"Learning science became fun because we could discuss with friends and make projects, not just read books."* Project activities functioned as contextual learning media that fostered critical thinking, detailed observation, and collaboration, thereby transforming abstract concepts into concrete and memorable learning experiences. During implementation, challenges such as limited time, differences in student abilities, and limited materials were addressed through session division, individual guidance, peer teaching, and the use of simple materials. Meanwhile, the teacher's role as a facilitator and mentor ensured that every student achieved optimal conceptual understanding.

DISCUSION

The Significance of Implementing the Contextual–Projective Learning Model in Elementary Science

The findings indicate that the implementation of the Contextual–Projective Learning Model (KP) at SD Aisyiyah Kalianda has strategic significance in creating meaningful learning (Ridho et al., 2025). This model positions students as active subjects who construct knowledge through real-life experiences and project-based activities. By linking science content with everyday phenomena, initially abstract concepts become more concrete and easier to understand. For example, through a water cycle miniature project, students can directly observe evaporation, condensation, and precipitation processes, enabling both cognitive and practical understanding. These findings align with previous studies showing that project- and context-based learning enhances conceptual understanding of science and promotes active student engagement (Hayati et al., 2013; Ulfa, 2020).

Contextual–Projective Model and Student-Centered Learning Process

The KP model shifts the teaching-learning dynamic to student-centered learning, where teachers act as facilitators and guides, while students take responsibility for planning, executing, and evaluating projects independently. Activities such as group discussions, project exploration, planning, and project presentation simultaneously enhance active learning, critical thinking, learning motivation, and social skills. The water cycle miniature project allows students to connect theory with real-world phenomena, making previously abstract science concepts more practical and deeply understood (Salsabila, 2024; Devanti et al., 2023).

Student Engagement in KP Learning

Student engagement in this study encompasses cognitive, behavioral, social, and emotional aspects. Observations and documentation show that students actively ask questions, analyze, discuss, and collaborate in project implementation, while exhibiting high emotional motivation. One student remarked, *"I understand the water cycle better because I made the miniature myself,"* while a teacher added, *"Students appear creative and confident, able to explain concepts in their own words without much guidance."* These findings are consistent with prior research on student engagement in project- and context-based learning (Novianti et al., 2023; Marganingtyas et al., 2025).

Contribution of the Model to Science Concept Understanding

The KP model effectively enhances meaningful understanding of science concepts. Students can systematically explain natural phenomena, observe, analyze, and draw conclusions through context-based projects. Activities linking science concepts with daily-life phenomena facilitate the transition from abstract to concrete concepts, cultivate critical and reflective thinking, and strengthen the connection between theory and students' real experiences, resulting in deeper and more applicable conceptual understanding (Berlian, 2025; Pepilina et al., 2025).

Development of 21st-Century Skills (4C)

KP supports the development of 21st-century skills: Critical Thinking, Creativity, Collaboration, and Communication (4C). Students analyze the water cycle (Critical Thinking), innovate in designing the miniature project (Creativity), collaborate effectively in groups (Collaboration), and present project results clearly and systematically (Communication). Thus,

academic competence and 21st-century skills are achieved simultaneously (Berlian, 2025; Pepilina et al., 2025).

Teacher's Role in Learning Success

Teachers act as facilitators, mentors, and project supervisors in KP implementation. They begin learning with contextual questions, monitor project progress, provide feedback, and manage differences in student abilities through differentiated tasks, additional guidance, and peer teaching. Active teacher guidance ensures optimal science concept understanding while increasing motivation, discipline, and student engagement (Saputri, Rizkia, Alfiah, & Sabibah, 2024; Putri, Rahma, Silvarana, & Baqi, 2025).

Implementation Challenges and Solutions

Several challenges arose during KP implementation, including limited class time, student ability variation, and constrained resources. Strategies to address these challenges included dividing project stages into multiple sessions, providing individual guidance, peer teaching, and utilizing simple, locally available materials. These challenges became opportunities to design more effective and adaptive learning, maintaining optimal learning processes and student participation (Mawardah, Damayanti, Ramadhini, Suriansyah, & Pratiwi, 2025; Mertasari, Candiasa, & Purwa, 2018).

Relation to Previous Studies

These findings are consistent with Misbahudholam & Hardiansyah (2022), who demonstrated that contextual learning improves student interaction, conceptual understanding, and social skills. They also align with Fadilah et al. (2025), emphasizing that simple, real-life projects enhance motivation, conceptual understanding, and 21st-century skills (4C). This study extends prior research by highlighting the simultaneous integration of contextual projects and the enhancement of 21st-century skills, as well as the teacher's active role in facilitating engagement and learning outcomes.

Theoretical and Practical Implications

Theoretically, this study reinforces constructivist principles and student-centered learning, demonstrating that integrating real-world context with projects is an effective strategy for active knowledge construction. Practically, teachers are advised to implement KP with active facilitation and the use of simple media, while schools and curriculum developers should provide adequate facilities, integrate contextual projects into the curriculum, and conduct teacher training to improve science learning quality (Pratami, 2024; Ahmad, Eka Saputra, & Suziman, 2025; Syafila & Qurotul A'yun, 2024).

CONCLUSION

Based on the findings, the implementation of the Contextual–Projective Learning Model (KP) in elementary science at SD Aisyiyah Kalianda significantly enhances the learning process and student engagement. The model positions students as active knowledge constructors through real-life experiences and project-based activities, making previously abstract science concepts more concrete and easier to understand. For example, the water cycle miniature project enables students to directly observe and explain evaporation, condensation, and precipitation, resulting in meaningful cognitive and practical understanding.

KP shifts learning from teacher-centered to student-centered, with teachers acting as facilitators and guides while students independently plan, execute, and evaluate projects. Student engagement occurs holistically across cognitive, behavioral, social, and emotional dimensions, as they actively ask questions, discuss, collaborate, and demonstrate high motivation. The model also effectively develops 21st-century skills, namely Critical Thinking, Creativity, Collaboration, and Communication (4C).

Teachers' guidance is crucial in providing feedback, differentiating support, and ensuring each student achieves conceptual understanding. Challenges such as limited time, student ability variation, and resource constraints can be addressed through phased project stages, individual guidance, peer teaching, and use of simple or local materials. Theoretically, this study reinforces constructivist and student-centered learning principles; practically, KP serves as an effective strategy for meaningful and contextual science learning.

For teachers, it is recommended to implement KP by emphasizing active student engagement through projects relevant to daily life, while providing differentiated guidance according to student ability. Teachers are also encouraged to utilize simple or digital media to enrich learning experiences and foster creativity.

For schools and curriculum developers, it is important to provide adequate facilities, integrate contextual projects into the curriculum, and conduct teacher training to improve science learning quality. Institutional support strengthens KP implementation and ensures sustainable, meaningful project-based learning.

Future research should explore KP implementation in other subjects or educational levels, expand the use of digital technology in contextual–projective learning, and consider quantitative studies to measure the model's impact on learning outcomes more precisely. This will provide more comprehensive empirical evidence regarding KP's effectiveness in enhancing conceptual understanding and 21st-century skills.

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