The Effect of Project-Based Learning (PjBL) on the Self-Confidence of 5th-Grade Elementary School Students in Dance Instruction

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Abstract

This research is motivated by students' lack of self-confidence during dance instruction. Dance lessons have tended to be teacher-centered and dominated by the imitation of movements, which has left some students feeling disengaged and lacking in confidence. This situation highlights the need for innovation to provide a more active, creative, and meaningful learning experience. One potential approach is the Project-Based Learning (PjBL) model. The choice of PjBL for this study is based on observations of the students' characteristics; the model offers them the opportunity to be directly involved in the planning, execution, and completion of a project. This study aims to determine the impact of the Project-Based Learning model on students' self-confidence in dance education. The implementation of PjBL involves project-based activities that encourage students to collaborate, be creative, take responsibility, and actively participate in producing a work or product related to their dance studies. Through this process, students not only acquire dance knowledge and skills but also gain a learning experience that allows them to explore their creativity and engage more actively in the classroom. The results indicate that the Project-Based Learning model has a significant positive impact on students' self-confidence in dance lessons. This improvement is evident in the students' increased level of involvement and greater enthusiasm throughout the learning process. These findings suggest that PjBL is an effective pedagogical model for creating a more engaging, student-centered environment for dance education.

Keywords: *Project-Based Learning (PjBL), Self-Confidence, Elementary School Students, Dance Instruction.*

A. INTRODUCTION

Education plays a vital role in building human civilization, grounded in strong character and comprehensive intelligence. Appendix I of the Minister of National Education Regulation Number 13 of 2025 states that ideal education does not merely develop intelligence; it also liberates, shapes character, and empowers individuals to contribute positively to society (Kemendikdasmen, 2025). Efforts to realize such an education must begin at the primary level, which serves as the foundation for a learner's development—encompassing the cognitive, affective, and psychomotor domains. At the primary school level, learning is not solely oriented toward the mastery of knowledge; it also focuses on aspects such as character building, the development of creativity, and the ability to express oneself with full confidence.

From a legal perspective, the development of self-confidence in learners is linked to the goals of national education, as stipulated in Article 3 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. This law asserts that the purpose of national education is to develop the potential of

learners so that they become capable, creative, independent, and responsible individuals (Kemendikbud, 2003). Furthermore, the development of student character is reinforced by Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning the Strengthening of Character Education, which emphasizes the importance of character development through the educational process. In the context of dance education, self-confidence is a crucial aspect to cultivate, as it relates to a learner's courage to express themselves, participate actively, and demonstrate their abilities throughout the learning process. Article 1, paragraph 3 of Law Number 5 of 2017 states that the advancement of culture is an effort to enhance cultural resilience and the contribution of Indonesian culture to global civilization through the protection, development, utilization, and fostering of culture (Kemendikbud, 2017). Based on this, it can be understood that arts and cultural education play a vital role in strengthening the nation's cultural resilience by fulfilling the function of national education in shaping the nation's character.

Arts and cultural education is a subject taught at the primary school level (SD/MI). As stipulated in the Appendix to the Regulation of the Minister of Primary and Secondary Education Number 13 of 2025, arts and cultural education is divided into four disciplines: music, visual arts, theater, and dance (Kemendikdasmen, 2025). This research focuses specifically on the field of dance education.

In primary schools, dance education serves as a means to advance culture by fostering students' self-confidence and their ability to express themselves. This is achieved through dance instruction that encompasses structured and meaningful movement, an understanding of rhythm and musical significance, and the application of aesthetic values. This process provides space for students to develop their imagination, process emotions, and build optimal body awareness. Consequently, dance activities are not merely a form of entertainment or a supplementary part of the curriculum; rather, they are an educational component that helps shape character, cultivate courage, and enhance students' self-confidence.

In practice, however, there are various challenges and obstacles in dance education, such as limited instructional time, a shortage of teachers with adequate competence, and internal factors within the students themselves—for instance, a lack of interest in dance or the perception that dance is an extremely difficult subject to learn. Such reluctance can hinder the learning process. The researcher identified these issues through observations conducted between February 25 and 27, 2026, as well as preliminary interviews with three students, a fifth-grade teacher, and the principal at SDIT Adzkia 1. The interviews revealed that the three students often feared making mistakes during dance lessons, as they perceived the material being taught to be too difficult to master.

Lauster (2011) states that self-confidence is acquired through a learning process and one's surrounding environment. In response to this, teachers must plan and develop instructional strategies that help students build greater self-confidence. Such strategy development can begin with the selection of an appropriate instructional model or method.

This is also reflected in the Regulation of the Minister of Education and Culture Number 22 of 2016 concerning Process Standards for Primary and Secondary Education; the third paragraph of the introduction explains that the learning process must provide sufficient space for students to develop their physical and psychological potential. Consequently, teachers need to select instructional models that stimulate active student engagement in learning activities. One such model, which aligns with these requirements, is Project-Based Learning (PjBL). This model guides students to create a product through a series of learning stages—such as the presentation of a driving question or problem, group discussions, the product-creation process, and the evaluation of both the final outcome and the learning process itself.

Previous research indicates that the use of the PjBL model can influence student interest. Furthermore, some studies have found that implementing PjBL can positively impact students' self-confidence (Anggraini & Herwin, 2025; Watoni et al., 2025). However, PjBL is generally implemented within STEM-related subjects, such as science and mathematics. To date, there is no research on PjBL that specifically addresses its application within the field of arts education—particularly in the context of dance.

In this century, instructional models must shift toward a student-centered approach, ensuring that students are actively engaged in the learning process. One such model is Project-Based Learning (PjBL). John W. Thomas explains that PjBL is an instructional approach in which students actively participate in an inquiry process to design and present projects as a representation of their understanding (Subiyantoro, 2025). Consequently, PjBL is considered an effective means for students to develop their understanding through learning experiences that are more active, creative, and meaningful.

PjBL serves as a viable option for teachers when designing, planning, and implementing in-depth learning for students. This is supported by Mahtumi, who, in the book Project-Based Learning, describes PjBL as an instructional method that utilizes projects or activities as a medium. This method guides students through exploration, assessment, interpretation, and the synthesis of information to produce various forms of learning outcomes (Mahtumi et al., 2022). These definitions suggest that implementing PjBL is an effective strategy to transform the student's role—shifting them from passive listeners to active designers and executors of their own learning—thereby ensuring that the teaching and learning process provides students with authentic, real-world experiences.

Project-Based Learning (PjBL) is an instructional model that emphasizes the active involvement of students in solving real-world problems through the creation of a product. The Buck Institute for Education defines PjBL as a teaching method that enables learners to acquire knowledge and skills by investigating and resolving authentic, engaging, and complex questions, problems, or challenges over a specific period (Sudjimat & ST, 2022). This model provides students with the opportunity to engage directly in the learning process—from identifying problems and designing activities to producing a final product. Consequently, PjBL is not solely focused on the

acquisition of knowledge; it also fosters the development of students' skills and capabilities through contextual learning experiences.

One crucial aspect to be cultivated throughout the learning process is student self-confidence. According to the KBBI version V (2022), self-confidence is defined as a belief in one's own abilities. This definition suggests that self-confidence relates to an individual's capacity to recognize and trust in their own potential. A healthy level of self-confidence encourages individuals to undertake various activities, express their opinions, and face challenges without being overwhelmed by excessive worry. In a similar vein, Lauster (2015) explains that self-confidence is an attitude or a feeling of certainty regarding one's own abilities, which allows an individual to act with less anxiety and greater freedom in carrying out various tasks. Based on these perspectives, self-confidence can be understood as an individual's belief in their own capabilities, manifested through courage, independence, and a readiness to confront diverse situations.

In the context of education, self-confidence is a crucial aspect that warrants attention, as it relates to student engagement throughout the learning process. Students who possess self-confidence are generally more inclined to express their opinions, participate in group activities, and demonstrate their capabilities. Consequently, it is necessary to implement a learning process that provides students with the space to engage actively and gain direct, hands-on experience. The term (learning/instruction)—as defined in the fifth edition of the (KBBI, 2022)—is derived from the root word (to teach/instruct), which refers to guidance provided to others to facilitate their understanding; learning itself is defined as the process, method, or act of enabling someone to learn. Thus, learning is a systematically designed process intended to assist students in acquiring the knowledge, skills, and experiences required to achieve educational goals.

B. METHOD

This study employs an experimental method with a quantitative approach. The experimental method is used to determine the causal relationships between research variables by administering a treatment under specific conditions (Syaiful, 2024). A quantitative approach was selected because the study utilizes numerical data, which are analyzed through statistical procedures to test hypotheses and assess the impact of the treatment on the variables under investigation (Creswell, 2018; Widia, 2025).

The research design is a quasi-experimental, specifically a nonequivalent pretest-posttest control group design. This design involves two groups—an experimental group and a control group—both of which undergo a pretest and a posttest. The experimental group receives a treatment consisting of the Project-Based Learning (PjBL) model, supported by the use of percussion instruments, while the control group follows a learning process without this treatment. These groups were not formed through random sampling; instead, existing classes were used. This design was chosen because it was not feasible for the researcher to randomize the research subjects (Sugiyono, 2019; Syaiful, 2024).

The population for this study consists of all fifth-grade students at SDIT Adzkia 1 and SDN Cijambe. The sample comprises 87 students, selected using purposive sampling—a sampling technique based on specific considerations and criteria aligned with the research objectives (Sugiyono, 2019). This selection process was tailored to the requirements of the study, specifically regarding the characteristics of the subjects who would receive the treatment.

The data collection technique employed is a non-test method involving the distribution of questionnaires. A questionnaire is a data collection technique that entails presenting a series of written questions or statements to respondents to elicit information regarding their attitudes, opinions, or behaviors (Sugiyono, 2019; Fasindah, 2024). In this study, the questionnaire is used to measure students' self-confidence levels before and after the implementation of the Project-Based Learning (PjBL) model, supported by the use of percussion instruments.

The research instruments consist of a questionnaire and an observation sheet. The questionnaire is structured based on indicators of self-confidence and is designed to assess changes in students' self-confidence levels through pretest and posttest results. Meanwhile, the observation sheet is used to monitor the implementation of the PjBL model throughout the learning process. Both instruments were developed based on a pre-established blueprint to ensure that the data collected align with the research objectives.

C. RESULTS AND DISCUSSION

This study aims to determine the effect of the Project-Based Learning (PjBL) model on the self-confidence of fifth-grade elementary school students in dance education. Self-confidence is a crucial aspect to develop within the learning process—particularly in dance—as students are required to express movements, demonstrate their abilities, interact with peers, and perform in front of others. Through the implementation of PjBL, students are given the opportunity to engage actively in the learning process—from planning and executing projects to collaborating and ultimately producing a final product or performance. This involvement provides a learning experience that enables students to build confidence in their own capabilities.

Based on the Wilcoxon test results for the experimental group, an Asymptotic Significance (2-tailed) value of 0.000 ($p < 0.001$) was obtained. Since this value is below the significance level of 0.05, it indicates a significant difference in students' self-confidence scores before and after the implementation of the PjBL model. An analysis of the rankings shows that 38 students experienced an increase in their scores, 7 students experienced a decrease, and 1 student showed no change. These findings demonstrate that the majority of students in the experimental group exhibited an improvement in self-confidence after participating in instruction using the PjBL model.

This improvement can be attributed to the characteristics of PjBL, which allow students to be directly involved in the learning process. In dance education, students do not merely receive information from the teacher; rather, they have the opportunity

to explore movements, choreograph dance sequences, collaborate in groups, and showcase the projects they have created. This process helps students build the courage to express themselves and strengthens their belief in their own abilities. Furthermore, group work provides students with the chance to interact, exchange ideas, and appreciate the skills of their peers, thereby fostering a more active and participatory learning experience.

In contrast to the experimental group, the Wilcoxon test results for the control group yielded a significance value of 0.355 ($p > 0.05$). This indicates that there was no significant difference in students' self-confidence scores before and after instruction in the control group. These findings suggest that the instructional approach used in the control group did not lead to a statistically significant change in self-confidence during the study. The disparity in outcomes between the two groups implies that implementing an instructional model that encourages active student participation has the potential to foster the development of self-confidence within the context of dance education.

Furthermore, the Mann-Whitney test conducted on the post-test scores of both groups yielded an Asymptotic Significance (2-tailed) value of 0.022. Since this value is less than 0.05, it indicates a significant difference in the final self-confidence levels between the experimental and control groups. Based on the reported mean ranks, the experimental group achieved a mean rank of 49.83, compared to 37.46 for the control group. This suggests that, following the instruction, students in the experimental group tended to exhibit higher levels of self-confidence than those in the control group.

These results reinforce the framework that the application of the Project-Based Learning (PjBL) model is linked to the development of students' self-confidence in dance education. Through project-based activities, students are given the opportunity to demonstrate their abilities, assume roles within a group, and complete tasks through a process that requires active participation and personal responsibility. Such experiences provide a space for students to build courage and belief in their own capabilities. Consequently, dance instruction using the PjBL model not only facilitates the development of movement skills but also serves as a means to support the growth of students' affective aspects—specifically, their self-confidence.

Overall, the study indicates that the experimental group experienced a significant increase in self-confidence, whereas the control group showed no significant change. Moreover, the Mann-Whitney test confirms a significant difference in the final outcomes between the two groups. These findings provide empirical evidence that the implementation of the Project-Based Learning model has the potential to positively influence the self-confidence of fifth-grade students in dance education. Therefore, PjBL can serve as an alternative learning model that provides students with opportunities to learn actively, collaborate, and express their individual capabilities.

D. CONCLUSION

Based on research findings regarding the impact of the Project-Based Learning (PjBL) model on the self-confidence of fifth-grade elementary school students in dance education, it can be concluded that the implementation of the PjBL model has a positive influence on the development of students' self-confidence. This is evidenced by the results of the Wilcoxon test for the experimental group, which yielded a significance value of $p < 0.001$, indicating a significant difference between the pre-test and post-test results. Furthermore, the majority of students in the experimental group showed an increase in their self-confidence scores after participating in instruction using the PjBL model. In contrast, the control group yielded a significance value of 0.355 ($p > 0.05$), indicating no significant difference between the results before and after instruction.

The Mann-Whitney test results also revealed a significant difference between the post-test results of the experimental group and the control group, with a significance value of 0.022 ($p < 0.05$). These results indicate that the experimental group achieved a higher mean rank compared to the control group. Thus, the implementation of the PjBL model serves as an effective alternative in dance education, as it supports the development of students' self-confidence through active engagement, collaboration, the courage to express themselves, and opportunities to showcase their individual abilities.

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