

ABSTRAK

Penelitian ini dilatarbelakangi oleh pentingnya inovasi pembelajaran dalam pendidikan vokasional, khususnya pada Kompetensi Keahlian Tata Busana, yang menuntut siswa memiliki keterampilan teknis, kreativitas, tanggung jawab, dan kesiapan kerja. *Project Based Learning* (PjBL) dipandang sebagai model pembelajaran yang relevan karena memberi pengalaman belajar autentik melalui pengerjaan proyek nyata. Penelitian ini bertujuan untuk mendeskripsikan penerapan PjBL, pengalaman guru dan siswa, serta kontribusinya terhadap peningkatan keterampilan siswa pada Kompetensi Keahlian Tata Busana.

Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus multisitus. Lokasi penelitian meliputi SMKN 1 Banjar, SMKN 1 Rajadesa, dan SMK Al Ikhlas Susuru Panawangan. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi, kemudian dianalisis secara deskriptif melalui reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa PjBL mendorong siswa terlibat aktif dalam proses produksi busana, mulai dari perencanaan proyek, persiapan alat dan bahan, pembuatan desain, pola, proses menjahit, finishing, hingga presentasi hasil karya. PjBL juga mengubah peran guru menjadi fasilitator, pembimbing, dan pemberi umpan balik. Model ini berkontribusi terhadap peningkatan hard skills, seperti mendesain, membuat pola, menjahit, dan menyelesaikan produk, serta soft skills, seperti kolaborasi, komunikasi, kreativitas, manajemen waktu, pemecahan masalah, dan tanggung jawab. Hambatan yang ditemukan meliputi keterbatasan waktu, sarana, bahan, variasi kemampuan siswa, dan asesmen autentik yang belum merata. Dengan demikian, PjBL berkontribusi positif dalam meningkatkan keterampilan siswa Tata Busana dan perlu didukung melalui kebijakan sekolah, peningkatan kompetensi guru, sarana praktik, serta kemitraan industri.

Kata kunci: Inovasi Pembelajaran, *Project Based Learning*, Keterampilan Siswa, Tata Busana, Pendidikan Vokasional.

ABSTRACT

This study is motivated by the importance of learning innovation in vocational education, particularly in the Fashion Design Expertise Competency, which requires students to develop technical skills, creativity, responsibility, and work readiness. Project-Based Learning (PjBL) is considered relevant because it provides authentic learning experiences through real project activities. This study aims to describe the implementation of PjBL, teachers' and students' experiences, and its contribution to improving students' skills in the Fashion Design Expertise Competency.

This study employed a qualitative approach with a multisite case study design. The research was conducted at SMKN 1 Banjar, SMKN 1 Rajadesa, and SMK Al Ikhlas Susuru Panawangan. Data were collected through observation, interviews, and documentation studies, and were analyzed descriptively through data reduction, data display, and conclusion drawing.

The findings show that PjBL encouraged students to be actively involved in the fashion production process, including project planning, preparation of tools and materials, design making, pattern making, sewing, finishing, and presentation of final products. PjBL also shifted the teacher's role into a facilitator, mentor, and feedback provider. This model contributed to the improvement of hard skills, such as designing, pattern making, sewing, and completing fashion products, as well as soft skills, including collaboration, communication, creativity, time management, problem-solving, and responsibility. The obstacles included limited time, facilities, materials, variations in students' abilities, and uneven implementation of authentic assessment. Therefore, PjBL contributes positively to improving students' skills in Fashion Design and needs to be supported through school policies, teacher competency development, practical facilities, and industrial partnerships.

Keywords: Learning Innovation, Project-Based Learning, Students' Skills, Fashion Design, Vocational Education.