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The Effect of The Project Based Learning (PJBL) Model on Poetry Writing Skills With The Help of Image Media in The Fourth Grade of SD Negeri Mekarsari 5

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Abstract: This study aims to determine the effect of the Project-Based Learning (PjBL) model on the poetry writing skills of fourth-grade elementary school students. The background of this study is the low ability to write poetry caused by conventional learning approaches and the lack of use of visual media. The method used is a pseudo-experiment with a one-group pretest-posttest design. The subjects consisted of 30 fourth-grade SD Negeri Mekarsari 5 students who were given learning using the pjbl model assisted by Image media during seven meetings. The main instrument is a test of poetry writing skills assessed based on five aspects: diction, language style, rhyme, suitability of content and theme, and the meaning of poetry. The analysis showed a significant increase in poetry writing skills scores after applying the PjBL model. ANOVA test showed that the PjBL model significantly affects learning outcomes ($F = 55{,}473$; $p < 0.001$), and there is interaction with the initial skills of learners. These findings prove that the PjBL model effectively improves poetry writing skills and can be an alternative to creative learning in elementary school.

Keyword: Project-Based Learning, writing skills, poetry, and elementary school

INTRODUCTION

Indonesian is the primary language of instruction in education, from elementary to tertiary levels. Therefore, Indonesian plays a very important role in the learning process. Language reflects a person's mind; the more skilled a person is in language, the clearer and more structured the flow of thought (Putu et al., 2020).

The scope of Indonesian language learning includes four language skills, namely listening, speaking, reading, and writing (Astuti & Mustadi, 2014). According to the Ministry of National Education (2006), Indonesian language and literature learning materials in elementary schools include receptive abilities (listening and reading) and productive abilities (speaking and writing)) (Putu et al., 2020; Rinawati et al., 2016; Susanti et al., 2019; Faturohmah, 2020). These four skills are interrelated and should be taught sequentially—listening, speaking, reading, and writing.

Language skills consist of receptive and productive skills. Listening and Reading are receptive skills, while speaking and writing are productive skills. Among the four skills, writing is a skill that demands the ability to systematically express ideas, ideas, and information in the form of written language such as poetry, short stories, plays, and other texts. Writing activities require continuous practice so that mastery can be achieved optimally (Eliana Neneng, 2016; Susanti et al., 2019).

Tarigan (2008: 3) explained that writing is a form of indirect communication that allows writers to convey messages without facing readers (Irma Suryani, 2018; Lia Marlani, 2019). Smith also emphasizes that writing is a productive means that allows individuals to develop their ideas in a way (Gaddi Blumrosen, Katsuyuki Sakuma, John Jeremy Rice, 2020). In practice, writing activities are carried out in a structured way, with the aim that the message conveyed can be received and understood by the reader (Dahliana & , Taufina, Silviana Nasrul, 2019; Yayah Huliatunisa, 2020; Aswat & , Meri Basri, Muh.Ismail Kaleppon, 2019).

Thus, writing can be interpreted as the final form of language skills that reflect a person's ability to think and communicate ideas through meaningful graphic symbols.

Writing poetry is a creative writing activity that expresses the author’s emotions and thoughts while demonstrating aesthetic sensitivity and imaginative power. In learning at the elementary school level, poetry writing skills include aspects such as diction selection, rhyme arrangement, stanza arrangement, use of punctuation, and delivery of meaningful content (Winarni et al., 2021). Writing poetry is an attempt to express life through the medium of language, which is conveyed in accordance with the aesthetic rules of poetry (Safii & Adiansha, 2023).

Poetry writing exercises can increase sensitivity, language skills, and learners ' interest in literature (Saepuloh et al., 2021). This activity is not only a means of creativity, but also reflects personal experience and good command of the language (Putu et al., 2020). Poetry is able to foster language skills because it trains children to listen, expand vocabulary, read, write, and think creatively simultaneously (XERRI, 2013).

Children's poetry is a form of literary expression designed to describe the world of children from their own perspective, whether written by children or adults (Idammatussilmi & Latifah, 2021; Kinasih et al., 2022). The characteristic of children's poetry lies in the use of language that is simple, straightforward, and appropriate to the child's level of cognitive development. According to Nurgiyantoro, there are three main characteristics of children's poetry: a narrow scope of meaning, a simple linguistic structure, and a high intensity of language games (Wahyu & Citrawati, 2022).

The themes raised in children's poetry usually revolve around things that are close to their lives, such as Family, School, and the surrounding environment, thus making poetry more contextual and easily understood by elementary school students.

Project Based Learning (PjBL) Model is a learning approach that emphasizes the process of Investigation, exploration, and product creation through projects designed based on real problems. Meaningful education should be based on direct experience (Morgan, 2006). In this context, PjBL is the right strategy because it provides space for learners to build knowledge through a thorough process from observation to reflection (Dewi, 2023).

The implementation of project-based learning encourages learners to explore ideas independently, increase engagement, and obtain a fun learning experience (Mhd Isman, Tepu Sitepu, 2022). In addition, the PjBL model can strengthen communication, increase learning motivation, and facilitate contextual problem solving (Zalukhu et al., 2023).

Thomas stated that project-based learning has a number of important basic principles, such as focusing on students (student-centered), the existence of fundamental questions (driving questions), constructive Investigation, autonomy in learning, and relevance to the real world (realism) (Luh & Mery, 2020). these principles strengthen students ' active roles in learning and foster responsibility for learning processes and outcomes.

The steps in implementing PjBL include: (1) project determination, (2) work step planning, (3) schedule preparation, (4) project implementation with teacher monitoring, (5) presentation of project results, and (6) evaluation of processes and work results (Rohimah & Saputra, 2023; M. R. Dewi, 2023). In the process of writing poetry, each of these stages can be integrated to encourage learners to produce literary works in the form of authentic and meaningful poetry.

The PjBL Model can be a strategic approach in improving poetry writing skills because it provides an opportunity for learners to experience the creative process directly. Through project activities, learners not only learn to write poetry technically, but also draw inspiration from their own learning experiences, that writing poetry can be developed as a habit through structured exercises in the form of creative projects (Punusingon et al., 2022).

By combining the PjBL model and image media as a visual stimulus, learners have the opportunity to expand their imagination, express their feelings, and hone their linguistic skills in a fun and meaningful way.

Based on the literature review, the learning model of Project-Based Learning (PjBL) and image media proved to make a positive contribution to poetry writing skills. However, there have not been many studies that specifically integrate these two approaches at the primary school level. Therefore, this study focuses on the influence of the Project-Based Learning (PjBL) Model on the poetry writing skills of students in the fourth grade of SD Negeri Mekarsari 05. This research is expected to make a real contribution in the development of learning to write poetry that is more contextual, creative, and meaningful.

METHOD

This study was conducted at SD Negeri Mekarsari 5 involving fourth-grade students. The design used is a quasi-experiment with two groups: experimental group using PjBL model and control group using conventional learning methods. Data collection was conducted through a test of poetry writing skills before and after the application of the learning model.

This study was conducted at SD Negeri Mekarsari 05, Cimanggis District, Depok City. This school was chosen because, based on the results of initial observations, it is known that learning to write poetry has not used innovative models, and learners have difficulty in choosing diction, using rhyme, and pouring ideas in poetic form. In addition, teachers still rely on conventional methods and have not utilised image media in learning poetry. This research was conducted during seven meetings.

The population in this study is all fourth grade students of SDN Mekarsari 05. Sampling was conducted using purposive sampling, in which subjects were deliberately selected based on research objectives.The sample used was one class, namely Class IV C, which was used as an experimental group and received treatment with the application of the PjBL model.

The main instrument in this study was a poetry writing test given before and after treatment. The poetry writing test is designed based on aspects of poetry writing skills as described by Tarigan (2008), namely diction, language style, rhyme, suitability of content and theme, and meaning (Simarmata et al., 2022; Lia Marlani, 2019; Putu et al., 2020).

The assessment was carried out using an assessment rubric that includes the following five aspects:

Table 3.1
Grating of the poetry writing test instrument

No	Subject Of Value	Indicators	Skor
1	Diction	Able to use diction according to the situation described in the poem.	30
2	Language Style	Using a language style that can create the power of expression.	15

3	Rima	Able to make melodious rhymes	15
4	Compatibility of the title and theme with the content of the poem	The contents can be expressed through the image media used.	20
5	Meaning	Able to make a deep meaning related to the theme.	20
Total			100

The maximum score is 100 points. This rubric was compiled with reference to previous relevant studies (Dahliana et al., 2019; Sigit Vebrianto Susilo & Yonanda, 2020).

In addition, supporting data is obtained through documentation of the learning process, such as photos of activities, worksheets for students, and teacher observation notes. The data were analyzed quantitatively using a T-test (paired sample t-test) to determine the significance of the difference between pretest and posttest scores. Before the t-test, pretest analysis prerequisites, namely:

1. A normality test is used to determine whether the distribution of data follows a normal distribution.
2. A homogeneity test is used to ensure that the data has uniform variance.

The analysis was carried out with the help of the latest version of SPSS software. Decision-making in the hypothesis test is based on a significance level of 5% (p=0.05).
The hypothesis tested in this study is:
H_0: There is no effect of the Project-Based Learning (PjBL) model on students ' poetry writing skills.
H_1: there is an influence of the Project Based Learning (PjBL) model on the poetry writing skills of students.

RESULTS AND DISCUSSION

This research was conducted at SD Negeri Mekarsari 5, Depok City, during May to June 2025. The research subjects consisted of an experimental class of 30 students, who were given treatment in the form of learning using the Project Based Learning (PjBL) model assisted by Image media. The main instrument used in this study is a test of poetry writing skills model PjBL.

The score for poetry writing skills was obtained based on five aspects of assessment, namely diction selection, use of language style, rhyme arrangement, suitability between title, theme, and content, and depth of meaning of the poem. The data collected were then analyzed descriptively and inferentially to test the effectiveness of the PjBL model in improving poetry writing skills.

Table 3.1 The Results Of Descriptive Analysis Of Research Questionnaire Data

	MODEL			Statistic	Std. Error
SKOR	*Project Based* Learning (PjBL)	Mean		84.67	1.333
		95% Confidence Interval for Mean	Lower Bound	81.94	
			Upper Bound	87.39	
		5% Trimmed Mean		84.91	
		Median		85.00	
		Variance		53.333	
		Std. Deviation		7.303	

	Minimum		70	
	Maximum		95	
	Range		25	
	Interquartile Range		10	
	Skewness		-.446	.427
	Kurtosis		-.631	.833
Conventional	Mean		65.17	1.324
	95% Confidence Interval for Mean	Lower Bound	62.46	
		Upper Bound	67.87	
	5% Trimmed Mean		65.28	
	Median		65.00	
	Variance		52.557	
	Std. Deviation		7.250	
	Minimum		50	
	Maximum		80	
	Range		30	
	Interquartile Range		10	
	Skewness		-.207	.427
	Kurtosis		.030	.833

The results of descriptive analysis showed that the group that followed the learning with the PjBL model obtained an average score of 84.67 with a standard deviation of 7.303. The minimum grade achieved by learners is 70, and the maximum is 95. These results showed a significant improvement in poetry writing skills following the implementation of the PjBL model.

These findings indicate that the PjBL model plays a role in creating a more contextual, active, and meaningful learning process. This is in line with previous research by Isman & Sitepu (2022), which showed that a project-based approach can improve the learning outcomes of writing skills, especially poetry.

1. Determination Of Fundamental Questions

   Learners are guided to explore meaningful images and answer open-ended questions that encourage critical thinking, such as: “what did you feel when you saw this image and how did you write it in poetic form?” This stage aims to awaken the imagination and interest of learners in expressing feelings through written language (Bell, 2010; Thomas et al., 2000).

2. Project Planning

   Learners draw up a project plan, select images, determine themes, and schedule work stages such as draft writing to revision. Teachers act as facilitators to help learners put together a structured and realistic workflow.

3. Investigation and collection of information

   In this stage, learners observe the image in depth and record keywords, feelings, and imagination that arise. The information collected became the basis for composing the poem.

4. Product development and implementation

   Based on the data and ideas collected, learners begin to write a draft poem. Teachers provide individualised guidance and feedback. The resulting poetic product reflects creativity and the ability to independently express ideas.

5. Product testing and revision

Learners use family photographs as a new visual medium and Revise Poems based on observations of the images. The purpose of this stage is to strengthen the depth of meaning and emotional attachment to the content of the poem (Mavidou & Kakana, 2019).

6. Final Product Presentation

The revised poem is presented to the class. Learners explain the meaning of the poem and the creative process they use. This activity trains self-confidence and provides space for appreciation among peers (Branch, 2004).

7. Reflection and evaluation of learning

At this stage, learners and teachers reflect on the entire learning process. Reflection was conducted individually and collaboratively to evaluate achievements, identify challenges, and enhance students' poetry writing skills (Littlejohn, 2017).

Test Analysis Requirements

1. Normality Test

Table. 3.2 Normality Test Results

	Shapiro-Wilk				
	Statistic	df	Sig.	Nilai Probability	Kesimpulan
Kelas 4B Control	.968	30	.494	Sig > 0,05	Berdistrubis Normal
Kelas 4C Experiment	.974	30	.663	Sig > 0,05	Berdistrubis Normal

The normality test results using Shapiro-Wilk showed that the data from the experimental group were normally distributed (p = 0.663 > 0.05), so they qualified for parametric analysis.

2. Homogeneity Test

Table 3.3 Homogeneity Results

		Levene Statistic	df1	df2	Sig.
MODEL PEMBELAJARAN	Based on Mean	.072	1	58	.789
	Based on Median	.072	1	58	.790
	Based on Median and with adjusted df	.072	1	57.688	.790
	Based on trimmed mean	.072	1	58	.790

Levene's Test produces a significance value of 0.789, meaning the data between groups has a homogeneous variance (p > 0.05). Therefore, further analysis can use t-tests and ANOVA.

3. ANOVA test

Table 3.4 Results of the calculation of the ANOVA

Dependent Variable: Keterampilan Menulis Puisi					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	6683.958[a]	3	2227.986	59.679	<.001
Intercept	205042.604	1	205042.604	5492.322	<.001
Model	2070.938	1	2070.938	55.473	<.001
Skills	617.604	1	617.604	16.543	<.001
Model * Skill Model	362.604	1	362.604	9.713	.003
Error	2090.625	56	37.333		
Total	345525.000	60			
Corrected Total	8774.583	59			

a. R Squared = .762 (Adjusted R Squared = .749)

The results of the ANOVA test showed that the PjBL model significantly affects poetry writing skills ($F = 55.473$; $p < 0.001$). In addition, there is a significant interaction between the learning model and the initial ability of learners ($F = 9.713$; $p = 0.003$), which shows that the PjBL model provides more optimal results, especially in learners with high initial writing ability.

4. Tukey Test

Table 3.5 Tukey Test Result

Group		Mean Difference	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A_1B_1	A_1B_2	20.83*	2.789	<.001	13.45	28.22

Tukey's follow-up test showed that the group studying with the PjBL model scored significantly higher than the group studying with the conventional method. The average difference in the highest score was recorded at 20.83 points ($p < 0.001$).

The results showed that the PjBL model significantly improved the poetry writing skills of fourth-grade students. This Model provides exploration space, encourages creativity, and builds critical and reflective thinking skills. Visual support in the form of images serves as an effective stimulus in sparking ideas and fostering learners' aesthetic expression.

CONCLUSION

The study results show that the Project-Based Learning model (PjBL) significantly affects the poetry writing skills of fourth-grade elementary school students. Students who studied with the PjBL model showed an increased ability to write poetry, higher than before the treatment.

In addition, learners ' early skills also influence learning outcomes; learners with high early abilities score better. A significant interaction existed between learning models and initial skills, indicating that the PjBL model was more effective for high-ability students while still positively influencing lower-ability learners. Further tests also showed that the combination of the PjBL model and learners' early readiness resulted in meaningful differences in learning outcomes, so this approach is considered appropriate in improving poetry writing skills in elementary school.

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