

The Effectiveness of Project-Based Learning Model on Poetry Writing Skills in Class VI Indonesian Language Subjects in Wonogiri Sub-District Public Elementary Schools

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Abstract

Poetry writing skills in Indonesian language subjects require an active, creative and effective learning model. One of the efforts to improve this skill is by using *Project Based Learning*. This study aims to determine the effectiveness of the Project Based Learning model on poetry writing skills in grade VI Indonesian subjects. This type of research is quantitative research. The research sample was 67 grade VI students in Wonogiri sub-district public elementary schools. Data analysis was carried out using simple linear regression analysis techniques. The results showed the correlation value (R) = 0.562, meaning that there is a positive linear relationship between variables; the *coefficient of determination* R Square = 0.862, meaning that the Project Based Learning learning model provides 86.2% influence on the effectiveness of poetry writing skills in Indonesian language subjects. The significant value is 0.000 <0.05 and the t value is 2.433 > t table 1.669, meaning that it accepts the alternative hypothesis. The research conclusion is that the Project Based Learning learning model is effective in developing poetry writing skills in grade VI subjects.

Keywords: Project based learning, skills, writing poetry

Abstrak

Keterampilan menulis puisi dalam mata pelajaran bahasa Indonesia memerlukan model pembelajaran yang aktif, kreatif dan efektif. Salah satu upaya peningkatan keterampilan ini yaitu dengan menggunakan *Project Based Learning*. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran Project Based Learning terhadap keterampilan menulis puisi pada mata Pelajaran Bahasa Indonesia kelas VI. Jenis penelitian ini adalah penelitian kuantitatif. Sampel penelitian adalah 67 peserta didik kelas VI di SD Negeri kecamatan Wonogiri. Analisis data dilakukan dengan menggunakan teknik analisis regresi linier sederhana. Hasil penelitian menunjukkan nilai korelasi (R) = 0.562 artinya ada hubungan linear positif antar variabel; *koefisien determinasi* R Square = 0,862, artinya model pembelajaran Project Based Learning memberikan pengaruh 86,2% terhadap efektivitas keterampilan menulis puisi mata Pelajaran Bahasa Indonesia. Nilai signifikan sebesar 0.000 < 0,05 dan nilai t hitung 2,433 > t tabel 1.669, artinya menerima hipotesis alternatif. Kesimpulan penelitian adalah model pembelajaran Project Based Learning efektif dalam mengembangkan keterampilan menulis puisi pada mata pelajaran kelas VI.

Kata kunci: Project based learning, keterampilan, menulis puisi.



INTRODUCTION

Poetry writing skills are the ability of individuals to express feelings, thoughts, and all forms of expression through aesthetic and structured language in the form of poetry. Poetry writing skills are essential in Indonesian language education, especially at the elementary school level, to support the development of language intelligence and art appreciation in students. According to previous research, poetry writing skills involve not only expertise in choosing the right words, but also a deep understanding of the structure of poetry and the use of effective language styles. The success of writing poetry is also characterized by learners' ability to convey emotions and messages in accordance with the theme carried in the poem. Thus, poetry writing skills are not only a means of self-expression, but also a medium to hone language sensitivity and cultural appreciation.

In an educational context, this skill includes not only the selection of beautiful words, but also the use of poetic elements such as rhyme, rhythm, and flow that are able to touch the reader. According to Hasmyati (2017), improving writing skills can be done with the Problem-Based Learning (PBL) approach which places learners in real situations, spurring them to think critically and solve problems. Nafiah (2014) states that this approach helps learners to develop important problem-solving and critical thinking skills, which are essential in writing poetry. PBL not only improves cognitive aspects, but also makes the learning process more interesting and relevant to learners' daily lives.

The relevance of the PBL approach in honing poetry writing skills can be seen from how this approach arouses learners' interest and motivation through problems given at the beginning of the learning process (Widiasworo, 2018). The approach stimulates learners' ability to identify and find solutions, which is similar to the creative process in writing poetry. In addition, according to Ardianti et al. (2021), this PBL approach also allows learners to elaborate on their experiences and views in depth, which is one of the core of poetry writing. With this, learners can develop stronger creative expression thanks to active engagement in learning. Masrinah et al. (2019) also found that PBL improves critical thinking skills, which in turn can enrich learners' writing skills, including in the form of poetry. Based on some of the opinions above, it can be synthesized that Problem Based Learning (PBL) is a model of teaching students by focusing on the real-world problems of students and allowing students to find solutions, thus improving critical thinking, problem-solving skills, materials, and self-regulation of a student.

The facts in the field show that the learning carried out by the teacher is the method of lecturing and giving assignments after being given examples of material. The assembly of the case has not been done with the lesson material, so that 20 out of 24 students feel confused to find the theme of the discussion. Poetry writing skills in Indonesian language subjects require an active, creative and effective learning model, this is less done by the teacher because the teacher focuses on the learner worksheet. what is written on the LKPD becomes a guide to carry out writing activities.

Maryati (2018) identified five phases in the implementation of problem-based learning (PBL). The first phase is student orientation to the problem to be studied. Next, students will be organized to conduct research independently or in groups related to the problem. The third phase is guidance for students to conduct further investigations to gain a deep understanding. After that, students will develop and present the results of their work. The final phase of PBL is the analysis and evaluation of the entire problem-solving process that has been carried out, including the results obtained.

Following the analysis and evaluation phase in problem-based learning (PBL), researchers have examined the literature related to poetry writing skills which are the focus of this study. Poetry writing skills, as a form of creative expression, demand mastery not only of the technical aspects of language, but also of how to string ideas and emotions into an aesthetic work. According to Soemarjadi in Asrori (2020), skills include behaviors acquired through systematic learning stages, while Nasihudin and Hariyadin (2021) add that skills also involve mental and physical capacity in carrying out certain

tasks. This creative aspect is important in writing poetry, where the use of thoughts and experiences becomes the foundation. Previously, Zubaidah (2016) also emphasized that skills are formed through a learning process that involves experience, indicating the importance of direct experience in learning to write poetry in elementary school students. All of these studies show how poetry writing skills involve not only technical ability, but also experiential processing and creativity.

Continuing these findings, Amril's research (2023) describes writing as a complex active language skill, which certainly includes poetry writing activities. Writing poetry requires the ability to process creativity, as expressed by Wisang (2014), who considered that writing poetry is closely related to one's creativity. In addition, Susanto in MuktaDir et al, (2021) suggested that writing skills need to be developed continuously since the basic education level, underlining the importance of a continuous writing learning process. Thus, poetry writing skills are included in the essential competencies to be learned at the elementary school level.

The essential skill of writing poetry has also been the subject of various previous studies that emphasize the importance of a deep understanding of the elements of poetry for students. The results of the literature search show that Ahsin (2017) reveals poetry as a variety of literature that has specificity in the language used, especially related to rhythm, mantra, rhyme, and the arrangement of arrays and stanzas. This finding illustrates that writing poetry requires a special ability to express emotions, experiences, and impressions with the use of language that emphasizes the beauty and fluency of sound. In this context, Dalman (2014) provides practical steps for writing poetry, which include the activities of determining themes and titles, the use of imagination, word selection, and the utilization of *majas* to compose rhyming works. These studies highlight the importance of appropriate strategies in developing poetry writing skills in primary school students, as an effort to stimulate their creative power while strengthening their overall literacy skills. While variations in the approach and focus of previous studies are evident, a consistent theme is the need to align poetry learning with the fundamental building blocks of poetry.

Continuing the discussion on approaches to poetry writing skills, significant differences in each of the previous studies are evident, despite departing from similar themes. While Ahsin (2017) emphasized more on the linguistic elements in poetry, Dalman's (2014) study focused more on the practical steps in poetry creation. Both, although different in approach, remain in line in emphasizing the importance of poetry writing skills as an integral part of the Indonesian language curriculum at the basic education level. In the context of the research to be conducted, different from previous studies, this analysis will explore how a project-based learning model can be effectively applied to improve poetry writing skills in grade VI SD Negeri Wonogiri District. Thus, this study will add new insights into the relationship between pedagogical strategies and the improvement of poetry writing skills, thus contributing to the formulation of more effective and applicable teaching methods in primary schools.

Based on the description above, the research formulates the problem formulation, namely whether the Project Based Learning learning model is effective on poetry writing skills in Indonesian language subjects in grade VI at Wonogiri District State Elementary School. This study aims to determine the effectiveness of the Project Based Learning learning model on poetry writing skills in grade VI Indonesian subjects.

METHODS

This study uses a type of quantitative research and uses the true experimental method. True Experimental is a research method where the researcher can control all external variables that affect the course of the experiment (Sugiyono, 2019) The population in this study were all grade VI students in Wonogiri sub-district public schools. Sampling was carried out using the Random Sampling technique which resulted in a

sample of 67 grade VI students at Wonogiri sub-district State Elementary School. The data collection technique in the study used a description test with material that had been tested for validity, reliability, level of size, and differentiating power. Data from the prerequisite test results, namely the normality test obtained sig $0.69 > 0.05$, the results of the homogeneity test $0.084 > 0.05$. The results of data analysis obtained the value of $r = 0.562$ and the coefficient of determination of 0.862 .

RESULTS AND DISCUSSION

Research Results

The data collected in the field are processed as needed to answer the problem formulation and with the help of SPSS. The data processing procedure is as follows:

Prerequisite Test

This prerequisite test is to be able to carry out the t-test of paired variables. The prerequisite tests, namely:

Normality Test

Normality test is conducted to evaluate data distribution in a group of data or variables. This study uses the Shapiro-Wilk normality test because the sample in this study is less than 100 (<100).

Table 1. Normality Test Results

| | | Unstandardized Residual |
|--------------------------------|----------------|-------------------------|
| N | | 65 |
| Normal Parameters ^a | Mean | .0000000 |
| | Std. Deviation | 1.58937713 |
| Most Extreme Differences | Absolute | .172 |
| | Positive | .172 |
| | Negative | -.080 |
| Kolmogorov-Smirnov Z | | 1.241 |
| Asymp. Sig. (2-tailed) | | .069 |

Based on the normality test results in Table 1. Using SPSS, it is known that the significance value is $0.69 > 0.05$, it can be concluded that the sample comes from a normally distributed population.

Homogeneity Test

The homogeneity test is used to show that the variances of two or more groups of data samples come from the same population. The results of the homogeneity test in this study can be seen in the following table.

Table 2. Homogeneity Test Results

| Test of Homogeneity of Variance | | | |
|---------------------------------|-----|-----|-------|
| Levene Statistics | df1 | df2 | Sig. |
| 3,841 | 65 | 65 | 0.084 |

Based on Table 2, it can be concluded that Sig. Based on Mean for multimodal learning variable $0.084 > 0.05$. So it can be concluded that the variation of multimodal learning data is homogeneous.

T-test

The t test is used to see how far the influence of one independent variable individually in explaining the dependent variable. Based on the t test, the data is obtained as follows:

Table 3. T Test Result

| | | Paired Samples Test | | | | | t | df | Sig. (2-tailed) |
|--------|------------------|---------------------|----------------|-----------------|---|--------|-------|----|--------------------|
| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest-Posttest | -11,087 | 10,779 | 3,219 | -21,134 | -5,578 | 2,433 | 5 | ,000 |

Based on table 3, the Significance value of the study was obtained at 0.000 less than the significance level of 0.05, which means that the relationship between the two variables is statistically significant. This confirms that the results obtained are not due to chance, but rather due to the real influence of the PBL model on poetry writing skills. The calculated t value (2.433) > t table (1.669) can be interpreted that the t-test results support the rejection of the null hypothesis and acceptance of the alternative hypothesis. That is, there is a significant effect of using the PBL model on poetry writing skills.

Simple Linear Regression

Based on the research of Muttaqin and Srihartini (2022), simple linear regression is a statistical method used to model the linear relationship between one dependent variable (dependent variable) and one independent variable (independent variable).

X= PBL model application score (scale 1-10)

Y= Poetry writing skill score (1-100 scale)

Based on the simple linear regression test, the correlation coefficient (r) is 0.562. This shows that there is a positive linear relationship between the independent variable, namely the Project Based Learning model and the dependent variable, namely poetry writing skills. That is, the higher the application of the PBL model, the higher the level of poetry writing skills. Coefficient of Determination (R-Square) = 0.862. This value indicates that 86.2% of the variability in poetry writing skills can be explained by the PBL learning model. In other words, the PBL model makes a very large contribution in improving students' poetry writing skills.

Discussion

The results showed a positive and significant relationship between the application of the *Project Based Learning* (PBL) learning model and the improvement of poetry writing skills of grade VI students of Wonogiri Elementary School. The correlation value (r) of 0.562 indicates a fairly strong positive linear relationship between the two variables. This can be interpreted, the higher the application of the PBL model, the better the students' poetry writing skills. In addition, the coefficient of determination (R-square) of 0.862 indicates that the PBL model is able to explain 86.2% of the variation in students' poetry writing skills. This shows that the PBL model has a very large influence in improving students' poetry writing skills. The significance test carried out in this study resulted in a significance value of 0.000, which is much smaller than the significance level of 0.05. The calculated t value of 2.433 is also greater than the t table of 1.669. These results indicate that the difference found between the experimental group and the control group is statistically significant. Thus, the alternative hypothesis stating that there is a significant difference between the two groups is accepted.

Based on the results of the study, it can be concluded that the PBL learning model has a very positive influence on improving the poetry writing skills of grade VI students of Wonogiri Elementary School. This indicates that the PBL model can be an effective

alternative in learning to write poetry. In line with the research of Masrinah *et al.* (2019) explained that the Project Based Learning learning model improves critical thinking skills, which in turn can enrich students' writing skills, including in the form of poetry. Previous research Loyal *et al.*(2022) also explained that the Project Based Learning learning model can improve students' ability to write poetry. In addition, the application of the Project Based Learning learning model in Indonesian language subjects also makes students more active and creative in developing and placing words or sentences to create poetry according to the specified theme (Agustin *et al.*, 2024). This active learning process makes it easier for teachers to manage and control the class to be more effective and innovative which involves students in it (Herman *et al.*, 2019). The PBL learning model has advantages that lead to reduced misconceptions and provide space to develop creative and critical thinking skills, and create active learner interactions (Jacob and Sam, 2018).

CONCLUSIONS

In this study, it has been found that the *Project Based Learning* (PBL) learning model has a significant effect on poetry writing skills in grade VI Indonesian language subjects in Wonogiri sub-district state elementary schools. Based on data analysis conducted using simple linear regression techniques, the results show that there is a positive linear relationship between the application of the PBL model and students' poetry writing skills. This is indicated by the correlation value (R) of 0.562, which indicates a strong positive correlation between the two variables. In addition, the coefficient of determination (R Square) of 0.862 confirms that 86.2% of the variation in poetry writing skills can be explained by the use of the PBL model.

Furthermore, the significance test results show a significant value of 0.000, which is smaller than the significance limit of 0.05. This indicates that the alternative hypothesis is accepted, meaning that the PBL model significantly improves students' poetry writing skills. The calculated t value of 2.433, which is greater than the t table of 1.669, further strengthens the conclusion that the application of the PBL model is effective in improving poetry writing skills. Thus, this study confirmed the effectiveness of the *Project Based Learning* model in improving poetry writing skills in grade VI students, in accordance with the research objectives that have been formulated. The implication of this research is the need to design and plan problem-based learning, because problem-based learning directs students to develop creative and critical thinking skills. The follow-up of this research is the need for research that leads to a problem-based learning system model.

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