

# Project-Based Learning Model Oriented Towards Creative Character in Poetry Text Learning for 10th Grade High School Students

Fufu Fadilah<sup>1\*)</sup>, Abdul Rozak<sup>1)</sup>, Dede Endang Mascita<sup>1)</sup>

<sup>1)</sup> Graduate School, Swadaya Gunung Jati University, Cirebon, Indonesia  
fufufadilah71@gmail.com., abdurozak58@gmail.com, dedemascita68@gmail.com  
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## Abstract

This research is entitled "Project-Based Learning Model Oriented Towards Creative Character in Poetry Text Learning for 10th Grade High School Students." Based on the results of research on poetry text learning activities, teachers need to adapt the learning model to effectively implement classroom activities. Therefore, the problem addressed by this research is how to model a creative character-oriented project-based learning approach in teaching poetry texts in 10th-grade high school. The aim of this research is to explain a creative character-oriented project-based learning model for teaching poetry texts. The research method used is Research and Development (RnD). The primary data source comes from expert teachers who validate the Learning Implementation Plan tool. Data collection is conducted by providing a set of question instruments to the validators for assessment. The data analysis technique involves validation analysis and effectiveness analysis, assisted by statistical analysis using Microsoft Excel. The presentation of the collected data includes a narrative description of the Learning Implementation Plan (RPP) after validation by the validators. Conclusions are drawn from the validation results based on questionnaire evidence provided by the three validators. At the final stage, after the lesson plan has been validated, it will be concluded and described. The research results showed that the average score before using the project-based learning model (O1) was 79.80. After using the project-based learning model, the score (O2) increased to 87.30. Data based on regression statistical tests using Microsoft Excel show that the p-value is  $< 0.005$ , indicating that  $H_0$  is accepted. This data explains that with a p-value of 0.868, there is a significant difference in learning outcomes between before and after using the Project-Based Learning Model.

**Keywords:** Project Based Learning Model, Poetry Text

## I. INTRODUCTION

The actual direction of the curriculum refers to a common focus, which is student-centered. What is planned in the curriculum is intended to educate students to live their lives in the future (Rozak & Rasyad, 2015:5).

The implementation of the independent learning curriculum is the government's response to the opportunities and challenges of the industrial revolution 4.0 era faced by the education sector. The concept of 'Independent Learning Education' was introduced by the Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim, in a speech at the National Teacher's Day (HGN) celebration in 2019, which was then implemented in 2020 (Tohir, 2020). The independent learning curriculum is designed to provide opportunities for students to optimize their skills, so they have the potential that aligns with the development of the industrial revolution era 4.0. The goal of the independent learning era policy is to develop graduates' competencies and skills, both personal and professional skills (Riana & Sugiarti, 2020). With this policy, educational institutions can develop learning processes according to their potential and vision. This allows educational institutions to collaborate and innovate for the advancement and improvement of educational quality. Such innovation and collaboration are necessary for educational institutions to compete in the face of rapid technological development.

Learning models are one of the components that can determine the success and quality of education. Educators need to plan their teaching well to present high-quality learning. This also

applies to teaching poetry writing in the era of independent learning. Educators need to consider the learning outcomes of the independent learning curriculum so that students can express ideas and develop their skills in writing poetry creatively.

The Project-Based Learning (PBL) model is a teaching method that aims to provide students with opportunities to develop their ability to design projects, emphasizing contextual learning through complex activities based on the project to be achieved, and guiding students to design a project. Rosyad et al. (2017) explain that the project-based learning model uses problems as the starting point in classroom activities to gather and integrate new knowledge, based on the teacher's real-life experiences in classroom activities, including Indonesian language learning.

Indonesian language learning, particularly literary text learning, is a subject that teaches students to communicate effectively and correctly, both orally and in writing. Based on this conclusion, the competency standards for the Indonesian language subject represent the minimal qualifications students must meet, describing assignments, knowledge, language skills, and a positive attitude towards the Indonesian language and literature. Harris and Nida (Tarigan, 2015:1) mention that "language skills consist of four components: listening skills, speaking skills, reading skills, and writing skills." Writing is one of the crucial skills in education. Writing is important for education because it is an activity of communicating information in written form to others (Tarigan, 2008:4). In writing, students must be able to produce written work that aligns with the teaching material. Writing can be considered an activity to produce written outcomes, such as in literary text learning, including poetry writing.

Poetry writing in schools is a mandatory skill that students must achieve to meet the basic competencies they are designed for. Based on the basic competencies, it is stated in KD 4.8 that students must present ideas and feelings in the form of written or oral poetry texts, paying attention to the elements that build poetry. Pradopo asserts that "poetry expresses thoughts and evokes feelings that stimulate the senses in rhythmic compositions. Poetry is a recording and interpretation of significant human observations conveyed in an impressive form." Project-Based Learning is a learning method that involves projects, giving students the freedom to carry out projects and plan and create poetry.

Based on interviews with Indonesian language teacher Indah Tresnawati, S.Pd, problems encountered at SMA Negeri 1 Karangwareng during the Indonesian language poetry writing lessons include students' lack of interest in poetry, suboptimal teaching media, and insufficient teaching time (1 lesson hour equals 45 minutes). As a result, many students' poems resemble descriptive or narrative writing. To address these issues, the PBL model can be implemented in the poetry writing process to overcome the identified problems. With the PBL model, students can think critically and design a project or work in the learning process and be directly involved in the ongoing learning activities.

This research aims to describe the implementation of the Project-Based Learning (PBL) model in writing poetry texts at the high school level (SMA), especially for 10th-grade students. The researcher is interested in choosing the PBL model for literacy skills, particularly poetry writing, because the researcher wants to understand how teachers implement this learning model.

## II. METHOD

The type of research used in this study is Research and Development (R&D). Sugiyono (2017:30) states that research and development (R&D) can be defined as a scientific method to investigate, design, produce, and test the validity of the products that have been generated.

Arikunto (2012:49-50) explains that a research model is a method used by researchers to collect research data. This study refers to the model developed by Dick and Carey, specifically the ADDIE model, which includes: 1) Analysis, 2) Design, 3) Development, 4) Implementation, and 5) Evaluation. In this research, the researcher explains that the study uses the ADDIE model, where each stage—analysis, design, development, and implementation—always involves an evaluation phase.

The subjects of this research are directed towards high school teachers to implement a project-based learning model design in poetry texts. The data analysis techniques used in this study are both

qualitative and quantitative. Data analysis is carried out in two ways: validity analysis and effectiveness analysis using a Likert scale, and tests for normality and hypothesis testing.

### III. RESULTS AND DISCUSSION

#### 3.1 Research Results

##### 3.1.1 RPP Validation Results

The use of a project-based learning model as a solution to learning problems in the classroom is an effort to improve students' learning skills in writing poetry. Basically, students have the desire to convey their ideas in the form of poetry. However, what happens in the field is that students have difficulty expressing ideas in the form of poetry. This problem is a challenge for teachers to take solution steps as parties who interact directly with students. Learning poetry texts at school, especially in writing creative character-oriented poetry texts, requires a stage or activity design carried out by an educator (teacher), namely by preparing a learning activity plan according to the stages of the learning model that will be applied according to the material to be delivered. In the learning syntax using the protection-based learning model, there are several implementation steps

The PJBL (*Project Based Learning*) learning model put forward by several expert theories as explained by Mulyasa (2014: 145-146) is as follows:

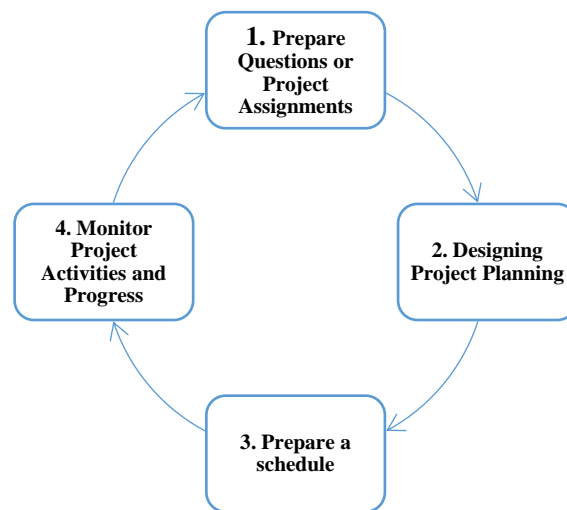


Figure 1. Steps to the Project Based Learning Model

Based on the learning steps above, the following is a creative character-oriented poetry text learning scheme using a project-based learning model:

**The poetry text learning scheme uses the Project Based Learning model**

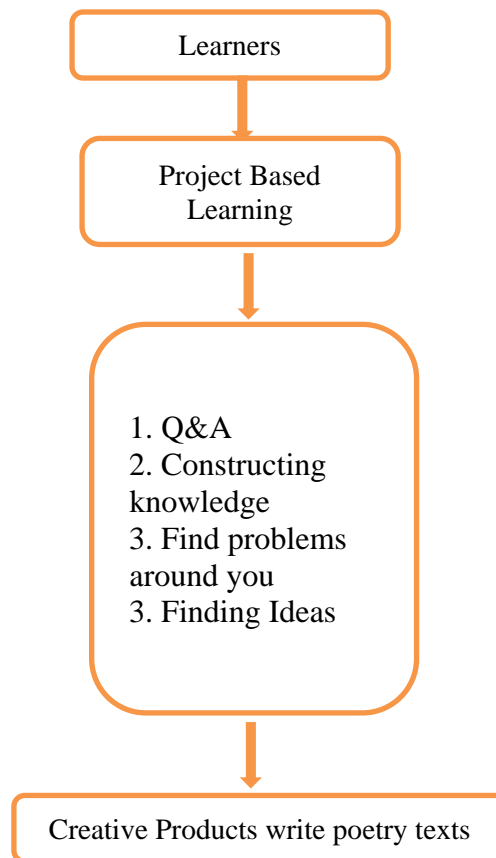


Figure 2. Poetry Text Learning Scheme Using Project Based Learning

Based on the scheme above, it is illustrated that the development of a project-based learning model is contained in the form of a learning design that is given to the validator before being implemented to students. The project-based learning model design is validated by the three validators through the instruments that have been provided with the validation results as follows.

**Table 1. Assessment of the Implementation of the Project Based Learning Model**

NO	ASSESSMENT ASPECTS	SCORE	ASSESSMENT DESCRIPTION
1	The time allocation provided in the project-based learning design is implemented in learning.	4	The assessment in this aspect was given a score of (4) in the implementation of the allocation provided in the project-based learning design which was implemented in the learning where the time allocation implemented was four meetings or 4x45 minutes.
2	Suitability of learning steps in the project-based learning model with implementation in the classroom.	3	The assessment for this aspect is given a score of (3) in the implementation of the suitability of the learning steps in the project-based learning model with implementation in the classroom in learning

			developed using the project-based learning model using four stages.
3	Learning poetry texts using a project-based learning model makes students more active in learning.	4	The assessment for this aspect was given a score of (4) in the implementation of learning poetry texts using a project-based learning model to make students more active in learning. Based on this assessment it can be said that the use of a project-based learning model can make learning poetry texts more active and creative.
4	Determining projects in learning can develop students' skills in the learning process.	4	The assessment on this aspect was given a score of (4) in the implementation of determining the project in learning to be able to develop students' skills in the learning process. Based on this assessment, the project-based learning model can develop students' skills in learning poetry texts.
5	Preparing a project implementation schedule can involve students in exploration.	3	The assessment for this aspect was given a score of (3) in the implementation. Preparing a project implementation schedule can involve students in exploration. Based on this assessment, the project-based learning model is able to involve students in exploration bias in learning poetry texts.
6	Completing projects with teacher facilities enables students to construct knowledge in the learning process.	4	The assessment for this aspect is given a value of (4) in the implementation of completing projects with teacher facilities so that students can construct knowledge in the learning process. Based on this assessment, the project-based learning model allows students to construct knowledge to complete projects with the teacher's facilities as a facilitator.
7	The project-based learning model can create students who have creative characters in writing poetry texts.	4	The assessment for this aspect was given a score of (4) in the implementation of the project-based learning model which can create students who have creative characters in writing poetry texts. Based on this assessment the project-based learning model can create creative characters in students in learning poetry texts.

8	Students are able to complete project-based learning to write poetry texts based on the results of their observations.	3	The assessment on this aspect is given a score of (3) in implementation. Students are able to complete project-based learning to write poetry texts based on the results of their observations. Based on this assessment, the project-based learning model students can write poetry based on the results of their observations which have been designed and are able to produce poetry texts.
9	The project-based learning model can achieve learning objectives after the learning process is complete.	4	The assessment for this aspect is given a score of (4) in the implementation of the project-based learning model which can achieve the learning objectives after the learning process is complete. Based on this assessment the project-based learning model can achieve the learning objectives of poetry texts with the final competency of writing poetry texts at KD 4.17.
10	Project Based Learning creates fun learning for students in learning poetry texts.	3	The assessment for this aspect is given a score of (3) in the implementation of Project Based Learning to create enjoyable learning for students in learning poetry texts. Based on this assessment, the project-based learning model can create enjoyable learning for students in learning poetry texts.
	Amount	36	
	Score Percentage	90 %	
	Score Range	85.01% - 100%	
	Score Category	Very effective	

The data above is the result of validation of the implementation of the learning model that has been implemented by Mrs. Indah Tresnawati, S.Pd at SMA N 1 Karangwareng and the following data on the learning results of the implementation of the project-based learning model in poetry text learning obtained a result of 90% with a very effective score category.

### 3.1.2 Results of Implementation of the Project Based Learning Model

The implementation of this project-based learning model uses a *One-Group Pretest-Posttest* Design. *One-Group Pretest-Posttest* This *design* was carried out on one group without a control group. This research is tailored to the objectives to be achieved, namely testing the learning model and seeing the results after being given treatment.

*One-Group Pretest-Posttest* Design *Design* consists of one predetermined group. In this design, the test is carried out twice, namely before the treatment is given, it is called the pretest and after the treatment is given, it is called the posttest. *One-Group Pretest-Posttest* method research pattern *Design* according to Sugiyono (2013: 75).



## Research design

$$O1 \times O2$$

O1 = Pretest Score (before treatment)

X = Treatment

O2 = Posttest value (after treatment)

Based on data obtained from the results of implementing the use of the project-based learning model at SMA N 1 Karangwareng, the highest score was 95 and the lowest score was 75. The average can be seen in the table below.

**Table 2. Results of Implementation in Class X.9 Project Based Learning Model**

NO	Respondent	Before using the Project Based Learning model	After using the Project Based Learning model	Information
1	Student	70	75	Increase
2	Student	80	87	Increase
3	Student	75	85	Increase
4	Student	79	87	Increase
5	Student	80	88	Increase
6	Student	81	87	Increase
7	Student	83	90	Increase
8	Student	79	86	Increase
9	Student	73	85	Increase
10	Student	80	87	Increase
11	Student	78	86	Increase
12	Student	74	85	Increase
13	Student	75	83	Increase
14	Student	80	88	Increase
15	Student	70	76	Increase
16	Student	85	93	Increase
17	Student	78	85	Increase
18	Student	83	85	Increase
19	Student	81	86	Increase
20	Student	86	95	Increase
21	Student	86	94	Increase
22	Student	80	87	Increase
23	Student	79	86	Increase
24	Student	80	90	Increase
25	Student	75	83	Increase
26	Student	80	87	Increase
27	Student	78	85	Increase
28	Student	84	92	Increase
29	Student	85	92	Increase
30	Student	83	90	Increase
31	Student	81	89	Increase
32	Student	78	85	Increase
33	Student	83	90	Increase
34	Student	85	92	Increase
35	Student	87	95	Increase

School name	Average before using the Project Based Learning Model	Average after using the Project Based Learning Model	Information
SMA N 1 Karangwareng	79.83	87.31	Increase

Based on the data above, students at SMA N 1 Karangwareng obtained an average score before using the project-based learning model (O1) obtained a score of 79.83 after using the digital module obtained a score (O2) 87.31. This shows that there is an average increase in learning poetry texts using a project-based learning model. In general, it can improve students' understanding in learning poetry texts.

### 3.2 Discussion

Researchers measure the effectiveness of student test results, whether the increase is significant or not. To measure it, use the pired sample t-test type t-test formula. To find out the level of significance, the researcher first determines the hypothesis. H 1: Rejected: There is no significant difference in learning outcomes between before using the Project Based Learning Model and after using the Project Based Learning Model. H0: Accepted: There is a significant difference in learning outcomes between before using the Project Based Learning Model and after using the Project Based Learning Model. Next we compare it with alpha 5%, meaning we compare it with 0.05 as for the criteria, if the probability is sig (2 tailed) > 0.005, then H1 is rejected. If the probability of sig (2 tailed) < 0.005, then H0 is accepted. Based on the calculations, the following data is obtained.

**Table 3. T-test results on class X.9 students at SMA N 1 Karangwareng**

	Nilai 1	Nilai 2
Mean	79.82857143	87.31428571
Variance	18.49915966	19.28067227
Observations	35	35
Pearson Correlation	0.921768482	
Hypothesized Mean Difference	0	
df	34	
t Stat	-25.72761901	
P(T<=t) one-tail	3.58074E-24	
t Critical one-tail	1.690924255	
P(T<=t) two-tail	7.16147E-24	
t Critical two-tail	2.032244509	

Paired two sample t- test table, it is known that the average learning outcome before using the project-based learning model is 79.83, while the average after using the project-based learning model is 87.32. So it can be concluded that there are differences before and after using the Project Based Learning model. This difference has increased significantly. The following data is carried out using statistical regression tests using Microsoft Excel.



**Table 3. Regression Statistics test table**

Regression Statistics								
Multiple R	0.921768482							
R Square	0.849657135							
Adjusted R Square	0.84510129							
Standard Error	1.692777588							
Observations	35							
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	534.4100618	534.410062	186.4982776	3.93068E-15			
Residual	33	94.56136681	2.86549596					
Total	34	628.9714286						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>
Intercept	0.993026499	5.779862213	0.17180799	0.864637762	-10.76619159	12.75224459	-10.7661916	12.75224459
Nilai Y	0.902894003	0.066114902	13.6564372	3.93068E-15	0.768382224	1.037405781	0.768382224	1.037405781

Based on the data above, it can be concluded that *the p-value* < 0.005, then H0: accepted, the data explains that *p-value* 0.868, so there is a significant difference in learning outcomes between before using the Project Based Learning Model and after using the Project Based Learning Model .

#### IV. CONCLUSION

The implementation of the Project-Based Learning Model in learning poetry texts was carried out at SMA N 1 Karangwareng. The results showed that the average score before using the project-based learning model (O1) was 79.80, while after using the project-based learning model (O2), the average score increased to 87.30. Data from the regression statistical test using Microsoft Excel indicated that the p-value was < 0.005, leading to the acceptance of H0. The data show that the p-value is 0.868, indicating a significant difference in learning outcomes before and after using the Project-Based Learning Model. It can be concluded that there is an average increase in learning poetry texts when using the project-based learning model. Overall, this method can improve students' understanding of learning poetry texts.

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