

The Application of the Project-Based Learning Model to the Learning of Poetry Writing Skills of Grade X Students of Vocational High School PGRI 2 Pasuruan

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Abstract

This study explores the application of the Project-Based Learning model to improve poetry writing skills among Grade X students at Vocational High School PGRI 2 Pasuruan within the framework of the Independent Curriculum. Although the curriculum promotes flexible and contextual learning, poetry instruction in vocational schools often remains conventional, leading to low student engagement and limited writing proficiency. This qualitative descriptive research involved classroom observations, interviews with Indonesian language teachers and students, and documentation of student poetry and learning materials. Data analysis followed Miles and Huberman's interactive model, encompassing data reduction, display, and conclusion drawing. The results demonstrate that implementing the PjBL model enhances student motivation, critical thinking, collaboration, and creativity. Students actively participated in every phase of the project from idea development to poetry presentation, resulting in a more dynamic and meaningful learning experience. Teachers reported increased student engagement and autonomy, despite facing challenges such as diverse student abilities and time constraints. The study concludes that PjBL is an effective pedagogical model for fostering poetry writing skills in vocational education and aligns with the goals of the Independent Curriculum in promoting student-centered and experiential learning.

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Introduction

The Merdeka Curriculum is an educational reform initiative developed by the Indonesian Ministry of Education, Culture, Research, and Technology to address the learning crisis exacerbated by the COVID-19 pandemic (Pratikno et al., 2022). It emphasizes a more flexible, contextual, and student-oriented approach, aiming to foster both character development and the realization of students' full potential. Within this framework, educators are granted greater autonomy to design student-centered instruction, including in the teaching of Indonesian language. As a core subject across all levels of education, Indonesian language instruction has shifted beyond cognitive outcomes to a more holistic emphasis on language proficiency, comprising listening, speaking, reading, and writing (Tarigan, 2013). These four language domains are interdependent and collectively contribute to comprehensive language competence (Tarigan et al., 2023). Among these, writing holds a foundational role.

Writing is a productive language skill used to communicate ideas indirectly (Tarigan, 2017). As noted by Yunus (in Hatmo, 2021), writing serves as a medium of self-expression through written text. Through writing, students are expected to develop not only linguistic proficiency but also critical thinking, creativity, and the ability to articulate ideas, opinions, and emotions (Rosa Aprilia et al., 2024). One particularly expressive and aesthetically rich form of writing is poetry. Poetry is a literary work that comes from the results of feelings expressed by poets in language that uses rhythm, rhyme, dimensions, stanzas, and meaningful lyrical arrangement (Mariana et al., 2022). So writing poetry is a language skill to express thoughts and feelings in writing (Afifah et al., 2020) and helping students express their ideas, emotions, and experiences (Dewi et al., 2022). A teacher can help students pour out their hearts, ideas, and experiences through beautiful, poetic expressions of language. This can train sensitivity and language richness which in turn can develop and improve students' ability to write poetry. Writing poetry is a unique advanced skill because it combines emotional, aesthetic, and structural aspects in language. Poetry not only requires precise word selection (diction), but also sensitivity of taste and the ability to arrange the rhythm of language so that the message is conveyed beautifully.

Based on the results of observations at Vocational High School PGRI 2 Pasuruan, learning to write poetry still encounters many obstacles. So far, teachers tend to use conventional methods such as lectures and poetry reading demonstrations, then ask students to copy poems from books without inviting them to create their own works. This condition has an impact on students' low motivation, the weak structure of the writing they produce, and limited creativity because teachers rarely use varied strategies. This obstacle shows the need for improvement in the learning approach so that the goal of learning to write poetry is optimally achieved. Students tend to listen more to the teacher's explanations (Prameswara & Pius X, 2023) and carry out the task if the teacher gives the task or exercise by looking for someone else's work as opposed to producing their own work.

Based on these problem factors, a creative, effective, and fun learning model is needed to make students more excited and motivated to participate in learning. Law No. 20 of 2003 concerning the National Education System, which is further described in Government Regulation 3 No. 19 of 2005 concerning National Education Standards, states that the learning process in educational units is held in an interactive, inspiring, fun, challenging, motivating

student to participate actively and providing sufficient space for initiative, creativity, and independence in accordance with students' interests, talents, and physical and psychological development (Depdiknas, 2005). Indonesian learning will be more effective and achieve good results if teachers in their learning process use approaches, methods, models, that can be understood and understood by students. So that with the application of the right approach and model, students will become active and enthusiastic in the learning process (Mulyati, 2016). An absolute learning model is necessary to achieve learning goals (Maisyarah & Lena, 2023). One way that can be used to stimulate students' skills in writing poetry is to use the Project Based Learning Model.

The Project Based Learning model is student-centered learning that encourages them to be active, independent, and involved in problem solving through real projects. In the process, students explore, analyze, and synthesize information to produce meaningful learning products (Usk & Law, 2024; Adnan & Mustolikh, 2022). This model provides students with the opportunity to build knowledge collaboratively and produce written work. Pamungkas (2024) states that PjBL can increase students' creativity, critical thinking, and innovation through collaborative and contextual activities. Sunarti (2022) added that PjBL trains students to develop poetry ideas based on their experiences and imaginations. The PjBL model benefits teachers (Goodin, T., Bartos, S., Caukin, N., & Dillard, 2014). In addition, the Project Based Learning model allows teachers to manage learning through complex projects that demand the integration of knowledge and student cooperation (Darmayoga & Suparya, 2021). The focus of learning lies on the core principles and concepts of a discipline, involving students in problem-solving investigations and other meaningful tasks, giving students the opportunity to work autonomously in constructing (Revelation, 2016).

There are syntax or steps in the application of the Project Based Learning model according to (Jalaluddin, 2016) stating that the steps of the project-based learning approach consist of: a) determining fundamental questions, b) designing project planning, c) compiling schedules, d) monitoring students and project progress, e) testing results, f) evaluating experience.

The advantages of the Project Based Learning model are increasing student cooperation, creativity, and activeness, as well as making the learning atmosphere fun, improving students' ability to solve problems, and improving communication and social skills (Rahayu, 2020; Handayani & Koeswanti, 2021). However, PjBL also has disadvantages such as requiring a long time, adequate facilities and infrastructure, skilled teachers, in a class that has a high level of student diversity, there will be difficulties in the division of tasks (Setiawan et al., 2022; Pertiwi et al., 2023).

The application of Project Based Learning in learning to write poetry aims to shift the position of students from passive recipients of information to active actors in the learning process. This means that students not only listen to the teacher's explanation of poetry, but are also given the opportunity to experience firsthand the process of creating poetry through real projects. In this model, students not only learn about poetry theory, but also engage directly in designing, writing, revising, and publishing their work as part of a project. In addition, this process stimulates critical thinking skills when evaluating and revising poems, encourages cooperation when collaborating in groups, and fosters creativity in choosing themes and ways to deliver poems.

Previous research on the application of learning models Project Based Learning on Students' poetry writing skills have been done by Poni Fera et al 2022 entitled "Project Based Learning Model to Improve Creative Thinking Skills in Writing Poetry Texts in Junior High School" with the result that the steps of the PjBL learning model can be carried out well and there are also several steps of the PjBL learning model that cannot be implemented in learning to write poetry texts because it is constrained by limited time but can still be said to be in accordance with the target expected by the teacher, this is evidenced by the value of obtained individually in learning to write poetry texts for students after the learning process by applying the PjBL learning model is categorized as very capable.

Furthermore, research from Moh Huda (2024) entitled "Application of the Project Based Learning Model for Elementary School Poetry Writing Learning in Sugio District, Lamongan Regency" with the result that the low active participation of students in learning to write poetry is caused by weak ability to determine ideas, lack of interest, lack of activeness in group discussions, and lack of learning completeness. However, after the implementation of the Project Based Learning (PjBL) model, there has been a significant improvement in these aspects. Students become more able to find ideas, show greater interest, actively discuss, and achieve learning completeness, so that the application of PjBL is considered valid and effective to improve students' learning achievement in writing poetry.

The next research from Andriani Uut et al (2023) entitled "The Application of the Project Based Learning Model of Elementary School Poetry Writing Learning in Sugio District, Lamongan Regency" with the result that the implementation of PjBL has been carried out well in accordance with the learning steps, starting from the formulation of basic questions, project planning with students, preparation of schedules, process monitoring, to testing results through the presentation of poetry works. The activity ended with reflection and evaluation, where students gave each other feedback and the teacher concluded the material and gave assessments. This process shows that all stages of PjBL are effective in supporting active involvement and achievement of student learning outcomes.

Based on previous findings that are generally carried out at the elementary and junior high school levels, this study presents the latest findings by applying PjBL model at the Vocational High School level, which has different learning characteristics and needs, both in terms of approach, and the demands of the vocational curriculum. Thus, this study seeks to provide new findings in the application of PjBL, especially in learning to write poetry in vocational schools which are still rarely researched with the aim of describing students' writing skills through the application of the PjBL model.

Method

This study uses a qualitative approach to explore the effectiveness of the application of the PjBL Model in learning to write Indonesian poetry texts in grade X students of Vocational High School PGRI 2 Pasuruan. The qualitative approach was chosen because it was able to provide an in-depth and contextual understanding of students' experiences during project-based learning designed to improve their writing skills. Participants in this study were 35 students in class X majoring in MP 1 and Indonesian teachers who taught in the class. The selection of participants used the purposive sampling technique, in accordance with the opinion

of Sugiono (2017) who stated that participants were selected based on certain considerations or goals. Participants were selected deliberately through the teacher's recommendation because they were considered to have relevant information and in accordance with the focus of the research. The main instrument in this study is in the form of a module of teaching materials for writing poetry based on PjBL prepared by the researcher. This module contains learning steps, materials, and projects that students must complete. The module has been validated by the supervisor to ensure the feasibility of the content, integration with the principles of PjBL, and its suitability with the achievements of the Independent Curriculum. Data collection was carried out through observation, interviews, and documentation. Observation is used to record student interactions, group dynamics, and project implementation in learning. Interviews with Indonesian teachers and several students aimed to explore their experiences, challenges, and perceptions related to the application of PjBL in the development of students' writing skills. Documentation during the learning process and student writing results. Data analysis is carried out qualitatively with data reduction, data display, and conclusion drawing techniques, as per the Miles and Huberman procedures, so that valid, in-depth, and appropriate findings are obtained. To maintain the credibility of the data, triangulation techniques are used, which are comparing data from various sources (students and teachers), techniques (observations, interviews, documentation), and time. This triangulation is carried out to ensure that the data obtained is accurate, consistent, and scientifically accountable.

Results and Discussion

Results

The data collection of this study was carried out to describe the application of *the Project Based Learning* (PjBL) Model in the learning of poetry writing skills of grade X students of SMK PGRI 2 Pasuruan. Data was obtained through three main techniques, namely observation, interviews with teachers and students, and documentation during the learning process, results and student assessments. The instruments used were in the form of observation sheets to record classroom activities, interview guidelines to explore the experiences of teachers and students, as well as photo documentation and the value of poetry writing. The research was carried out in March-May 2025 in class X Vocational High School PGRI 2 Pasuruan, with the aim of obtaining authentic data on the process of implementing PjBL, student involvement, and learning outcomes in writing poetry.

Based on observations, PjBL learning begins by determining basic questions through the teacher's explanation of the learning objectives and providing examples of poetry in the form of a video of reading the poem "Sajak Anak Muda" by W.S. Rendra to help determine the topic in writing poetry. This step is followed by designing a project plan, where students are divided into small groups and start designing poem ideas based on a predetermined theme together. In the next stage, which is to prepare a schedule and carry out the project, students conduct group discussions to exchange opinions, draft poems, and receive assistance from teachers who go around, provide direction, and ensure that all groups are actively involved. After the draft is completed, students enter the monitoring and revision stage, by independently revising their poems based on group input and reflection. The improved poems are then re-copied as the final version to be produced as a product, namely a class poetry anthology. The learning was closed

with the presentation of the project results, namely the reading of a poem by a group representative in front of the class. This process takes place in a conducive manner, with students appearing enthusiastic, actively discussing, and fully involved in every stage of learning.

From interviews with Indonesian teachers, information was obtained that teachers felt that the implementation of PjBL was helpful during the Indonesian learning process. As explained by the Indonesian teacher as follows:

"The application of the Project Based Learning model is considered very helpful, because it is able to provide a more contextual and interesting learning experience for students. In addition, PjBL provides space for students to learn actively and independently".

Indonesian teachers argue that the Project Based Learning model makes learning not monotonous, students become active in learning Indonesian. The model also has characteristics where teachers are more dominant in the learning process act as facilitators and students play a more dominant role. So there are differences during the Indonesian language learning process before and after using the Project Based Learning model which is associated with writing poetry. This was explained by the Indonesian teacher as follows:

"... When working in a group, their ability to work together increases because they have to discuss, divide tasks, and give each other input. For poetry writing skills, I see quite significant developments; students are more daring to play diction, use majas, and arrange poetry verses with a good structure".

Although the results achieved are quite good, the teacher also emphasized that the application of this model is inseparable from the various obstacles that must be faced during the learning process and this is explained as follows:

"Of course there are several obstacles. One of them is the difference in students' ability to write, so that not all group members can contribute in a balanced way. In addition, time management is also a challenge because this project requires more time than usual methods".

Based on the quote above, each student must have different abilities and make that the main obstacle and using a learning model that has not been implemented and then implemented will assume that the model requires more time and requires careful planning. However, behind that, students no longer feel bored and are more active. Students are more motivated in learning to write poetry. As one of the students said:

"Yes, this model makes me more interested in writing poetry because I feel more free to express myself and learn from the experience of being naked. In addition, I can get new ideas from my friends"

The majority of students feel that using the PjBL model makes them better understand how to write poetry well, because they are directly involved in the creation process from finding ideas, compiling diction, to revising poems continuously. This active involvement allows them to not only understand the theory, but also experience it practically.

From the documentation of the assessment of students' work, it was obtained that the average score of students was in the good category, with most students obtaining scores above 75 from the value range of 0–100. Poetry anthology documents show quite creative variations of themes and language styles. Photo documentation during the activity also showed students

actively involved, both during group discussions and poetry presentations. These results support the findings of observations and interviews regarding the increase of student participation and creativity in writing poetry.

The grades obtained from student projects in the form of poetry are as follows:

Table 1. Assessment Results

No.	Student Name	Assessment Aspects					Value
		D	R	M	T	A	
1.	AH	3	3	3	3	4	80
2.	ASM	3	3	3	3	4	80
3.	AZ	3	4	4	3	3	85
4.	ANH	3	3	3	3	4	80
5.	AHL	2	3	2	3	3	65
6.	ADR	4	3	3	4	4	90
7.	AM	3	3	2	3	3	70
8.	AQ	3	3	3	3	4	80
9.	AI	3	3	3	2	4	75
10.	AFR	3	3	3	3	4	80
11.	BA	3	4	3	3	4	85
12.	BFA	4	3	3	3	4	85
13.	CA	3	3	4	3	3	75
14.	DSCW	4	4	3	3	4	90
15.	DHI	3	3	4	4	3	85
16.	DA	3	3	3	3	4	80
17.	AND	4	3	3	3	3	80
18.	FA	4	3	3	3	4	85
19.	FNR	3	3	4	3	4	85
20.	FA	2	3	3	3	3	70
21.	FM	3	3	3	3	4	80
22.	HCA	3	4	4	3	3	85
23.	IK	3	3	3	2	4	75
24.	IP	3	4	3	3	3	80
25.	IN	4	3	3	3	4	85
26.	JSI	3	4	3	3	4	85
27.	KPB	4	2	3	3	4	80
28.	CHERRY	4	3	3	3	4	85
29.	KPCM	3	3	3	2	3	70
30.	LMT	4	3	3	3	4	85
31.	MNAF	3	2	2	2	3	60
32.	MRG	3	3	2	2	3	65
33.	MR	3	3	3	2	2	65
34.	MI	4	3	3	3	3	80
35.	MA	3	4	3	3	2	75

Based on Table 1. It can be seen that the range of students' scores is between 60 to 90. There are still students who are included in the category under the Minimum Completeness Criteria, so more attention or additional assistance is needed in the learning process. However,

when compared to the results before the implementation of the PjBL model, there was a significant increase in student learning outcomes.

Students write poems by paying attention to diction, which is the choice of precise, beautiful, and meaningful words to convey feelings or messages strongly. Good diction will strengthen the atmosphere, image, and nuances in the poem. In the aspect of diction, there were 7 students who obtained a score of 4, which shows that the choice of words or diction is very appropriate, while a total of 23 students obtained a score of 3 which shows that the choice of words or diction is good. However, there were also 2 students who got a score of 2 because the choice of words or diction was quite good.

Students write poems by paying attention to rhyme, which is the repetition of sounds at the end of the lines of the poem to create a harmonious and pleasant rhythm. The rhyme can be in the form of a-a-a-a, a-b-a-b, or any other pattern that supports the beauty of the poem. In the rhyme aspect, there were 7 students who obtained a score of 4, which shows that the use of rhyme is very appropriate, there are 26 students who get a score of 3 which shows that 2 students use rhyme is good, and there is also a score of 2 students because their rhyme use is considered quite good.

Students write poems using majas, which is a figurative language style such as metaphor, personification, or hyperbole to embellish expressions and make poems more imaginative and touching. In the majas aspect, there were 5 students who obtained a score of 4 which reflects their ability to choose majas or language styles very appropriate and effective. There are also students who get a score of 3 as many as 26 students showing that the use of majas in their poems is relatively good, but there are also 4 students who get a score of 2 because the use of majas in their poems is still quite good

Students write poems by paying attention to typography, which is the layout or physical form of the poem on paper. Typography includes the arrangement of stanzas, lines, spaces, and visual shapes that can reinforce meaning or emotion in a poem. In the typographic aspect, there were 2 students who obtained a score of 4 which shows that their skills in writing poetry are very precise and interesting. Meanwhile, other students obtained a score of 3 for a total of 27 students which showed that the layout of their writing was good enough. The 6 students who got a score of 2 because of the typographic arrangement still need to be improved to be more effective in conveying messages

Students write poems by inserting a message, which is a moral message or life values that they want to convey through poetry. This mandate is the core of poetry that can provide lessons or reflections for readers. In the mandate aspect, there were 20 students who were able to convey the message of the mandate clearly, so that they got the highest score of 4. A total of 13 other students delivered the mandate quite well and consistently and obtained a score of 3. However, there are still 2 students who only achieve a score of 2 because the mandate in their poems is not touching

Based on the results of observations, interviews and documentation, the application of the Project Based Learning model has a real positive impact on learning to write poetry. An active, collaborative, and contextual learning process encourages the improvement of students' writing skills, creativity, and confidence. While it presents challenges in planning and time

management, this model has proven to be effective in creating meaningful and enjoyable learning for students.

Discussion

Based on the results of the research, it can be seen that the project-based learning model or Project Based Learning has not been applied in class X of PGRI 2 Vocational High School Pasuruan, which results in a monotonous classroom atmosphere and low students' ability to write poetry. This happens because the learning process tends to be teacher-centered, where the teacher dominates the delivery of the material and students only act as passive listeners. The lack of active involvement of students leads to low motivation, lack of exploration of ideas, and lack of creativity in writing poetry. So that through the application of PjBL in learning to write poetry, it can change the role of students from just recipients of information to active participants in the learning process. In contrast to the research of Andriani Uut et al. (2023) who had previously conducted a Project Based Learning model. So it is a challenge for Indonesian teachers in the current research.

The results of the observation show that there are stages during the learning to write poetry with the Project Based Learning model. This stage was also carried out by the three studies that the researcher used as a comparison article. The stages in project-based learning include determining fundamental questions (Start with the Essential Question), Design a Plan for the Project, creating a schedule, Monitor the students and the progress of the project, Assess the Outcome, Evaluating Experience.

Based on the results of interviews with teachers and students, it can be concluded that the application of the PjBL model in learning to write poetry has a significant positive impact on the learning process and outcomes of students. Students become more active, confident, and show improvement in creativity and the ability to compose poems with better structure and language. However, there is an obstacle in this process, namely differences in abilities between students. Some students still have difficulty in pouring out ideas, choosing the right diction, and arranging poetry stanzas logically. This difference makes the contribution in the group not always balanced. In line with comparative research conducted by Poni Fera et al 2022 that only a few students can directly express their ideas when writing a poem text while other students have difficulty when determining ideas/topics to be written in the form of poems, but to solve this problem, the teacher monitors the students one by one so that if there are students who have difficulty in determining the teacher's theme.

Teachers see that PjBL increases students' responsibility and motivation because they don't just do assignments as academic obligations, but rather as real projects that involve personal ideas and expression. Students become more enthusiastic, confident, and actively involved in the learning process. Although there are obstacles such as time constraints and differences in individual abilities, teachers are able to overcome them through adaptive mentoring. From the students' side, they feel a more fun, meaningful, and creative learning experience. The poetry writing project provides space for them to express themselves freely, think critically, and work together in groups. This not only improves their writing skills, but also builds confidence and a sense of belonging to their work.

The analysis of learning outcomes showed a significant improvement in students' poetry writing skills. This can be seen from the achievement of student scores, most of which are above the Minimum Completeness Criteria, although there are still a small number of students who need further assistance. The documents show advances in more poetic diction, the use of rhymes that support musicality, and typography that reinforce the visual beauty of poetry. Specifically, it shows that the majority of students obtain good category scores (score 3), and some show excellent performance (score 4). This indicates that students are able to understand the elements that build poetry and apply them creatively in their work.

The learning activities showed that students were very enthusiastic in participating in the entire project-based learning process, starting from the theme exploration stage to the presentation of their poetry works in front of the class. Students appear active, serious, and show courage in expressing their ideas creatively through poem verses written with deep expression and meaning. This indicates that the Project-Based Learning model is able to foster students' confidence, creativity, cooperation, and critical thinking skills.

The application of the Project-Based Learning learning model in poetry writing activities provides space for students to work in groups, discuss with each other, exchange ideas, and compile and edit poems collaboratively. This process is in line with the theory of constructivism developed by Vygotsky (Suoth et al., 2022), which emphasizes the importance of collaborative learning in developing students' potential. Learning characterized by constructivism emphasizes the development of self-understanding in an active, creative and productive manner based on previous knowledge and meaningful learning experiences (Artawan, 2017; Pebriyanti, Fauzan & Firman, 2020). In this context, poetry learning does not only focus on the final product, but rather on the process of building common meaning through meaningful interaction and learning experiences.

Through this poetry writing project, students are trained to understand the elements of poetry such as themes, diction, rhymes, majas, typography, and mandates in depth. They are also encouraged to express their feelings and thoughts in the form of original and evocative literary works. As a result, learning becomes more enjoyable and meaningful because students feel directly involved. Writing poetry with the Project Based Learning model is in line with the principles of the Independent Curriculum because it encourages student-centered, contextual, and differential learning. This activity provides space for students to express themselves, think critically, and develop character through the creative process. Thus, writing poetry not only trains literacy skills, but also becomes a means of implementing the Independent Curriculum in a meaningful and holistic manner.

Conclusion

Based on the data that has been explained, the conclusion obtained through observation, interviews and documentation is that the application of the PjBL model in learning to write poetry in class X of SMK PGRI 2 Pasuruan has been proven to be able to increase student involvement and writing ability. The learning process, which starts from basic questions to the presentation of the final product (class poetry anthology), is active, collaborative, and contextual. In the context of writing poetry, students have shown improvements in aspects of diction, rhyme, majas, typography, and mandate. The results of observations, interviews, and

documentation show that students become more enthusiastic, confident, and able to express their ideas and feelings through poetry. This is strengthened by the achievement of student grades, most of which are in the good category, although there are still some students who need additional assistance because they have not reached the Minimum Completeness Criteria. Based on these conclusions, it is recommended to continue to develop and apply the Project Based Learning model in learning to write poetry and other materials, because it is proven to encourage creativity, collaboration, and independence of students. Teachers also need to make a careful learning plan, especially in time management and division of roles in groups so that all students can participate in a balanced way. In addition, for further research, it is recommended to conduct research development at other levels of education or different writing skills (for example, writing short stories or essays), as well as using a mixed methods approach to obtain more comprehensive results.

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Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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