

**Developing a Project-Based Learning Model to Enhance Critical and Creative Thinking Skills in Procedure Text Learning at SMPN 7 SATAP Maiwa**

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**ABSTRACT**

The purpose of this study was to examine the effect of developing a Project-Based Learning (PjBL) model to enhance students' critical and creative skills in learning procedural texts at SMPN 7 Satap Maiwa. The goal was to create a dynamic, engaging, and effective learning environment using the PjBL model to improve students' skills, particularly in English learning. This research employed quantitative methods to provide empirical evidence on the effectiveness of the PjBL model in enhancing students' critical and creative thinking abilities in procedural text learning. The development of PjBL in education has seen significant progress, especially in secondary English language teaching. This study specifically aimed to assess the application of the PjBL model in teaching procedural texts, with a focus on creating posters using the Canva application by analyzing a tourist spot. The study involved 15 students in the experimental group and 15 students in the control group. The results showed a significant improvement in the students' scores from pre-test to post-test in the experimental group. The average pre-test score for the experimental group was 68.66, while the post-test mean score increased to 86.33. In comparison, the control group's pre-test and post-test scores were 57.66 and 82.66, respectively. Statistical analysis revealed that the p-value was smaller than the  $\alpha$  level ( $0.001 < 0.05$ ), leading to the rejection of H0 and acceptance of H1, indicating that the use of PjBL in learning procedural texts had a positive impact. In conclusion, this study suggests that integrating the PjBL model can effectively enhance students' critical and creative skills, contributing to improved overall learning outcomes.

**Keywords:** Project-Based Learning (PjBL); Critical and Creative Skills; Procedural Texts

## INTRODUCTION

Project-Based Learning (PjBL) is an instructional approach designed to foster active student participation and deepen their learning experience. This approach emerged as a response to the growing demand for education that not only emphasizes theoretical knowledge but also focuses on practical application and the development of real-world skills. In the 21st-century educational landscape, cultivating critical and creative thinking skills has become essential in shaping students' competencies. One effective way to nurture these skills is through the use of PjBL, which provides students with opportunities to collaborate, think critically, and solve problems in real-world contexts while simultaneously enhancing their creative abilities.

The integration of technology in PjBL is particularly advantageous, as it supports students in becoming more digitally literate, preparing them for future careers in an increasingly technology-driven world. By utilizing digital tools, such as the Canva application, students can engage in creative projects that blend academic learning with practical technology skills. This not only makes learning more engaging but also mirrors the demands of modern workplaces, where digital fluency is a key asset. Furthermore, PjBL emphasizes student autonomy, empowering learners to take ownership of their projects and make decisions based on their interests and ideas, which in turn fosters a sense of responsibility and motivation.

At SMPN 7 Satap Maiwa, implementing PjBL aims to increase students' motivation and improve their skills in various areas, particularly in critical and creative thinking. PjBL enables students to engage in active, contextualized learning, bridging the gap between theoretical concepts and practical application. This is especially relevant for learning procedural texts, which require students to follow clear and structured steps. Procedural texts are an essential aspect of the English curriculum, as they develop students' abilities to comprehend and produce clear instructions or guidelines. SMPN 7 Satap Maiwa, operating under the SATAP system, serves a diverse student population by combining several educational levels in a single facility. The SATAP model offers a unique educational experience, particularly in rural areas where infrastructure and resources are limited.

The school has adopted the independent curriculum since the 2022/2023 academic year, which will extend to grades VII and VIII in 2023–2024. As part of this curriculum, SMPN 7 Satap Maiwa has embraced a project-based learning approach, with an emphasis on creating projects that involve using procedural texts. This study aims to develop a PjBL model that enhances students' critical and creative skills in learning procedural texts at the school. Specifically, it focuses on the creation of posters using the Canva application, where students analyze tourism stories as part of their project. Through this approach, students will not only

improve their ability to write well-structured procedural texts but also acquire valuable digital skills in graphic design. This combination of hands-on practice, technology, and content knowledge will engage students in interactive learning and motivate them to be more active participants in the learning process.

Incorporating PjBL into the learning of procedural texts offers several benefits beyond enhancing students' academic performance. The project-based approach fosters collaboration, as students work together in teams, share ideas, and support one another throughout the learning process. This promotes teamwork and communication skills, which are essential in both academic and professional environments. Additionally, PjBL creates an opportunity for students to apply their learning in authentic, real-world contexts. By analyzing tourism stories and creating posters using digital tools, students connect their classroom learning with the broader world, making the learning experience more relevant and meaningful.

Ultimately, the PjBL model has the potential to strengthen students' understanding of procedural texts, improve their problem-solving abilities, and equip them with essential 21st-century skills, such as critical thinking, creativity, collaboration, and digital literacy. These skills are necessary not only for academic success but also for students' future careers and personal growth. As schools like SMPN 7 Satap Maiwa embrace this innovative approach, they are better preparing students for the challenges and opportunities of an ever-changing, interconnected world. The findings of this study will provide valuable insights into the effectiveness of PjBL in enhancing students' academic performance and critical competencies, contributing to the broader conversation on how to best support student development in the modern education system.

## **LITERATURE REVIEW**

Project-Based Learning (PjBL) is a teaching technique development approach designed to increase student engagement and deepen learning. This model emerged in response to the need for an education system that not only emphasizes theoretical knowledge but also practical applications and real-world skill development. PjBL encourages students to actively participate in their learning process by working on meaningful projects that enhance their problem-solving abilities. This approach aligns with modern educational demands, where students must be equipped with the skills necessary to navigate an ever-evolving professional landscape.

The development of PjBL is influenced by several key aspects, including 21st-century skill development, active teaching methods, and the integration of technology into learning. Additionally, PjBL emphasizes real-world problem-solving through project development, evolving evaluation and assessment techniques, and a multidisciplinary approach. The model also supports authentic assessment, project personalization based on student needs, and the incorporation of distance and hybrid learning methods. By integrating these elements, PjBL

helps students develop creativity, critical thinking, collaboration, and communication skills—key competencies for the modern workforce.

A learning model refers to the structured processes and steps used by educators to guide students toward achieving learning objectives. These models are designed to accommodate various learning styles, ensuring that students receive the most effective educational experiences. Student-centered learning models, such as Problem-Based Learning (PBL), Project-Based Learning (PjBL), Inquiry-Based Learning (IBL), and Discovery-Based Learning (DBL), encourage active participation and foster independent learning. By using these approaches, students gain the competencies needed to succeed in an independent curriculum while enhancing their understanding of the subject matter.

Canva is a widely used design application that facilitates the creation of various graphic materials, including posters, presentations, and infographics. Its drag-and-drop interface, along with a vast library of templates, animations, and design elements, makes it an efficient tool for both teachers and students. Canva enhances the learning experience by promoting creativity, collaboration, and time efficiency. It allows students to work in groups, design engaging visual content, and develop their digital literacy skills—all of which are valuable for modern education.

Posters, as a visual medium, play a crucial role in delivering information effectively. They combine design, color, and text to capture attention and communicate messages concisely. In educational settings, posters are used to motivate students, simplify complex information, and enhance comprehension through visual representation. An effective learning poster must meet key criteria, such as readability, visibility, and clear composition. By incorporating well-designed posters into learning, educators can improve student engagement and reinforce key concepts in a visually appealing manner.

## **METHOD**

### **Design and Sample**

This study employs a quasi-experimental research design, specifically the Two-Group Pretest-Posttest Design. A quasi-experimental approach is chosen because it utilizes an existing group sample, making it more feasible for this research where artificially creating groups is not possible. In this design, the independent variable is the Project-Based Learning (PjBL) model, which is expected to influence the dependent variable, students' critical and creative skills in learning procedural texts. The independent variable (PjBL model) is hypothesized to cause changes in the dependent variable (critical and creative skills). The study involves two groups: an experimental group that receives the PjBL treatment and a control group that follows the traditional learning method. Both groups are assessed using pre-tests and post-tests to compare their performance before and after the treatment. The

study's population consists of eighth-grade students at SMPN 7 Satap Maiwa. A total sampling technique was applied, and all students from two classes, Class VIII, were included in the study. The experimental group consists of 15 students, and the control group also consists of 15 students. The experimental group is exposed to the PjBL treatment, while the control group follows the traditional English learning methods without PjBL integration.

### **Instrument and Procedures**

The data collection process involves multiple methods to ensure the comprehensive gathering of relevant information. Both the experimental and control groups undergo a pre-test before the intervention, which establishes a baseline for their procedural text knowledge. After the intervention, a post-test is administered to measure changes in students' abilities to create posters using the Canva app, which is part of the PjBL intervention. The pre-test and post-test are identical in format and content to maintain consistency in evaluation. The experimental group receives the PjBL treatment for four weeks, where students engage in project-based activities involving the use of the Canva app to create posters analyzing tourism stories. Meanwhile, the control group does not receive the PjBL treatment but follows traditional teaching methods. Additionally, observations are conducted to monitor student engagement, participation, and interactions with the PjBL tools. These observations provide qualitative data that complement the quantitative data obtained from the pre-test and post-test. Photo documentation and student-generated posters are collected as visual records of the treatment process and student activities.

### **Data Analysis**

Data analysis involves both descriptive and inferential statistics. Descriptive statistics, including means and standard deviations, summarize the pre-test and post-test scores of both the experimental and control groups. To determine whether the PjBL treatment had a significant impact, inferential statistics, specifically paired sample t-tests, are used to compare the pre-test and post-test scores within each group. Additionally, Cohen's d formula is employed to calculate the effect size, which assesses the magnitude of the treatment effect. This helps to evaluate whether the PjBL model had a substantial impact on students' critical and creative skills in procedural text learning.

## **RESULT AND DISCUSSION**

The research conducted at SMPN 7 SATAP Maiwa, particularly with Class VIII students, involved a series of observations and interviews. During the three days of initial observations, the researcher identified various teaching methods employed by the English teacher; however, these methods appeared to be ineffective in promoting the students' development of critical and creative skills. As a result, the researcher decided to implement and test the effectiveness of a Project-Based

Learning (PjBL) model to improve these skills, particularly through learning Procedure Text.

The observations revealed that when students engaged in PjBL and Procedure Text learning, their interest and motivation to develop critical and creative skills noticeably increased. Students showed a high level of engagement with the learning process, and the application of the PjBL model appeared to foster their curiosity and enthusiasm. Following the observations, the researcher conducted interviews with 10 students from Class VIII to assess their understanding of PjBL, Procedure Text, the Canva application, and the process of creating posters. Initially, the students had little understanding of these concepts. However, after the treatment, the same group of students was interviewed again, and the results showed a marked improvement in their understanding and interest in the material. This indicates that the PjBL approach successfully enhanced their comprehension and engagement.

For the treatment phase, 30 students were divided into two groups: the experimental group (15 students: 8 females and 7 males) and the control group (15 students: 6 females and 9 males). The experimental group was taught using books and materials related to the development of PjBL and Procedure Text, while the control group was taught using PowerPoint presentations on the same topics. Both groups were instructed on how to use the Canva application to create posters by analyzing tourist attractions in Indonesia. The criteria for the posters included tourist names, locations, facilities, advantages, and values that could be learned from the attractions. The results showed that both groups were able to improve their critical and creative skills in making posters, with the experimental group demonstrating a higher level of engagement and skill development.

A paired sample T-test was conducted to analyze the data. The results from the SPSS version 30 software indicated a significance level of 0.001, which is less than the threshold of 0.05. This suggests that the PjBL model had a significant positive impact on students' critical and creative skills in learning Procedure Text. The null hypothesis ( $H_0$ ) was rejected, and the alternative hypothesis ( $H_1$ ) was accepted, confirming that the PjBL approach led to a significant improvement in students' skills. Therefore, the use of PjBL, particularly with the Canva application for creating posters, was found to be an effective tool for enhancing students' critical and creative abilities in learning English.

The results of this study demonstrate the effectiveness of Project-Based Learning (PjBL) in enhancing students' critical and creative skills in learning Procedure Text at SMPN 7 Satap Maiwa. The findings align with the growing body of research suggesting that PjBL can significantly improve student engagement, motivation, and skills development, particularly in the context of language learning. The significant improvement observed in students' critical and creative skills after using the PjBL model can be attributed to the hands-on, real-world application of the learning process. This approach, which allows students to actively participate in creating projects, has been shown to foster deeper understanding and skill development. As noted by Thomas (2015), PjBL encourages active learning,

promotes collaboration, and enhances students' problem-solving abilities. These elements are particularly essential in developing the critical and creative skills required for mastering complex tasks, such as writing and analyzing Procedure Texts.

In this study, the experimental group demonstrated higher levels of engagement and improvement compared to the control group, which was taught using traditional methods. This finding is consistent with the work of Bell (2017), who found that students exposed to PjBL were more motivated to learn and showed significant improvements in their problem-solving and creative thinking abilities. Furthermore, the incorporation of digital tools, such as Canva for poster creation, added an extra dimension to the learning process, engaging students with technology in a way that enhanced their creative expression. According to Zainuddin et al. (2021), integrating technology with PjBL has been shown to further boost students' interest and skills, as it provides a modern, interactive platform for learning.

Additionally, the results of this study highlight the importance of context in PjBL implementation. The students' engagement with tourist attractions through poster-making not only allowed them to practice English language skills but also introduced them to aspects of Indonesian culture. This approach reflects the findings of Mujiono and Suyadi (2018), who emphasized that contextualized learning experiences that connect academic content to real-life situations enhance students' understanding and interest. In this case, analyzing tourist attractions gave students a practical reason to engage with the content, making the learning experience more meaningful.

The significant impact of the PjBL model on students' critical and creative skills is further supported by the statistical analysis. The paired sample T-test results, which showed a significant difference in the pre-test and post-test scores of the experimental group, confirm that the PjBL approach contributed positively to the students' learning outcomes. This is in line with previous studies that have demonstrated the effectiveness of PjBL in improving students' cognitive and affective outcomes (Pratama & Haryadi, 2020; Sari & Pramudito, 2022).

Moreover, the students' increased understanding of PjBL, Procedure Text, and the use of digital tools (such as Canva) highlights the value of a comprehensive learning model that integrates traditional content with modern tools. This is consistent with the findings of Munir (2019), who argued that the integration of digital tools into PjBL encourages students to develop both critical thinking and digital literacy skills, which are essential for success in the 21st century. In conclusion, the results of this study confirm that PjBL is an effective pedagogical approach for improving students' critical and creative skills, particularly in the context of learning Procedure Texts. The integration of digital tools, such as Canva, further enhances the learning experience, making it more engaging and relevant to students' needs. These findings contribute to the growing body of literature on the benefits of PjBL and underscore

its potential as a powerful tool for enhancing language learning in the modern classroom.

## CONCLUSION

Based on the findings of the research, the following conclusions can be drawn. The use of Project-Based Learning (PjBL) as a learning tool, specifically in creating posters with the Canva application, has proven to be effective in enhancing students' critical and creative skills in learning Procedure Text among eighth-grade students at SMPN 7 Satap Maiwa. The statistical analysis revealed a significant result, with a p-value of 0.001, which is smaller than the alpha level of 0.05. This indicates that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted, confirming that the PjBL model contributed positively to the improvement of students' skills. In light of the conclusions above, several recommendations are offered. For teachers, it is important to recognize the variety of techniques, media, and methods available for teaching English. Selecting the most appropriate ones is essential to achieving effective learning outcomes. The Project-Based Learning (PjBL) model, in particular, is a highly beneficial approach for enhancing students' critical and creative thinking skills in English language learning. For students, the use of PjBL can foster greater confidence and ease in speaking English, as well as improve their problem-solving and creative abilities. Lastly, for future researchers, this study can serve as a valuable reference for further research in the field of PjBL and its application in language education. It is hoped that subsequent studies on similar topics will build upon these findings and continue to improve research practices and outcomes.

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