**The Influence of Project-Based Learning on Students' Creative Thinking in Poetry Writing**

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**ABSTRACT**

This study analyzes the impact of the Project-Based Learning (PjBL) model on students' creative thinking skills in poetry writing among seventh-grade students at MTs Negeri 2 Hadundung Village. A quasi-experimental design with a pretest-posttest control group was used, involving two classes: an experimental class implementing PjBL and a control class using conventional methods. Data were collected through creative thinking ability tests, observations, and documentation, with creativity measured based on originality, fluency, and elaboration in poetry writing. The results show a significant improvement in students' creative thinking skills after implementing PjBL. The experimental class demonstrated higher posttest scores than the control class, indicating that PjBL effectively enhances students' ability to generate unique and expressive poetry. Furthermore, students in the experimental class exhibited greater motivation and active participation during learning, which contributed to more varied and sophisticated poetic expressions. The analysis using a t-test showed a significance value of p = 0.002 (p < 0.05), confirming that PjBL had a statistically significant effect on students' creativity. Beyond academic improvement, PjBL encouraged collaborative learning and real-world problem-solving, allowing students to explore ideas more freely. This method promoted student-centered learning, where learners engaged in hands-on experiences, deepening their understanding of poetry composition. The findings suggest that PjBL is a highly effective approach to fostering creative thinking and enhancing literary skills in students.

**Keywords**: Project-Based Learning; Creative Thinking; Writing Poetry

**INTRODUCTION**

Creativity is a crucial skill for students in the 21st century, enabling them to generate new ideas, solve problems, and adapt to changing environments. In Indonesian language learning, particularly poetry writing, creativity plays a significant role in expressing thoughts and emotions innovatively. However, observations in class VII at MTs Negeri 2 Hadundung Village indicate that students struggle with creative thinking in poetry writing. Many students find it difficult to generate original ideas, use expressive language, and experiment with different poetic styles. This issue highlights the need to strengthen high order thinking skills (HOTs), which allow students to explore multiple perspectives and develop originality in their work.

One of the main reasons for students' weak creative thinking skills is the predominance of traditional, teacher-centered learning methods. In many classrooms, students passively receive knowledge rather than actively engaging in the learning process. Conventional teaching approaches, such as direct instruction and rote memorization, often fail to encourage students to think independently and creatively. As a result, students struggle to develop their own poetic voice, rely heavily on examples provided by teachers, and produce poetry that lacks originality and depth. Research has shown that monotonous instruction can hinder students’ ability to generate innovative ideas, leading to a decline in motivation and engagement.

To address this issue, a more dynamic and student-centered learning model is needed. Project-Based Learning (PjBL) is an instructional approach that emphasizes real-world, hands-on projects, allowing students to explore ideas, collaborate, and apply knowledge in meaningful ways. Unlike conventional methods, PjBL provides students with opportunities to engage in the entire creative process, from brainstorming and drafting to revising and presenting their work. In the context of poetry writing, this model fosters deeper learning by encouraging students to experiment with language, imagery, and structure, ultimately enhancing their creative potential.

Several studies have demonstrated the effectiveness of PjBL in improving students' creative thinking skills. For instance, Prastika (2023) found that using PjBL with audiovisual media significantly enhanced students’ ability to write poetry in high school. Similarly, a study by Putri, MA, & Sukenti (2023) confirmed that PjBL positively influenced high order thinking skills in poetry writing, helping students develop more sophisticated and expressive literary works. These findings suggest that PjBL can serve as a viable alternative to conventional methods, providing a more engaging and interactive learning experience.

Beyond improving creativity, PjBL also promotes essential skills such as collaboration, problem-solving, and independent learning. By working on poetry projects, students learn to analyze themes, experiment with different literary techniques, and provide constructive feedback to their peers. This active involvement not only strengthens their writing abilities but also fosters a deeper appreciation for poetry as an art form.

Despite its potential benefits, the implementation of PjBL requires careful planning and execution. Teachers must design engaging and challenging projects that align with students’ interests and abilities. Additionally, they need to provide structured guidance and formative feedback to support students throughout the learning process. A well-structured assessment framework is also essential to evaluate students' creative growth and ensure that learning objectives are met effectively.

This study aims to analyze the impact of PjBL on students' creative thinking skills in poetry writing at MTs Negeri 2 Hadundung Village. By examining the differences between students taught using PjBL and those taught through conventional methods, this research seeks to provide empirical evidence on the effectiveness of PjBL in fostering creativity. The findings are expected to contribute to the development of more innovative and student-centered teaching strategies in language education. By integrating PjBL into poetry writing instruction, educators can create a more stimulating and supportive learning environment, ultimately empowering students to express themselves more creatively and confidently.

**LITERATURE REVIEW**

**Project-Based Learning**

Project-Based Learning (PjBL) is an instructional approach that allows students to work individually or collaboratively on real-world projects. This method encourages active learning by engaging students in meaningful tasks that require problem-solving, critical thinking, and creativity. According to **Lestari Sri (2022)**, PjBL is highly recommended for improving students' ability to apply knowledge in contextual learning, both individually and in groups. Lestari Sri (2022) outlines eight key characteristics of PjBL:

1. Students make decisions about the framework of their project.
2. Problems or challenges are presented to encourage inquiry-based learning.
3. Students design a process to determine solutions to the problems or responses presented.
4. Learners take collaborative responsibility for accessing and managing information.
5. The evaluation process is continuous, providing opportunities for improvement.
6. Students reflect periodically on the activities they have carried out.
7. The final product of the learning activity is evaluated qualitatively.
8. The learning situation is flexible, allowing for errors and adjustments.

By incorporating these principles, PjBL fosters a deeper understanding of the subject matter, encourages independent learning, and enhances creativity, particularly in language and literature education.

**Creative Thinking Skills**

Creative thinking is an essential cognitive skill that enables students to generate original ideas, explore new perspectives, and develop innovative solutions. Munandar (Inarotus, 2020) defines creative thinking as consisting of four components:

* Fluency – The ability to generate multiple ideas.
* Flexibility – The ability to view problems from different angles.
* Originality – The ability to create unique and novel ideas.
* Elaboration – The ability to develop ideas with details and depth.

These components work together to enhance students’ ability to produce meaningful and expressive work, particularly in poetry writing. Pane (2023**)** emphasizes that creative thinking involves the ability to generate original ideas, identify new relationships, and form unique combinations of elements. In poetry writing, fostering creative thinking allows students to experiment with language, imagery, and themes, resulting in more engaging and thought-provoking compositions. To enhance students' creative thinking skills, teachers should encourage activities that promote originality, novelty, and consistency. Implementing instructional strategies such as brainstorming, open-ended questioning, and project-based tasks can help students develop their creative potential.

**Creating Poetry**

Writing poetry is a creative process that involves expressing thoughts, emotions, and ideas through language. It requires careful selection of words, diction, figurative language, rhythm, rhyme, and thematic elements to create meaning and aesthetic appeal. Poetry writing encourages students to explore their imagination and develop their linguistic and artistic abilities. An effective poetry-writing process involves several key elements, including brainstorming, drafting, revising, and performing or sharing the work. By engaging in these steps, students can enhance their ability to convey emotions and ideas in a structured yet imaginative way. Moreover, poetry serves as a medium for self-expression, allowing students to communicate their experiences, beliefs, and observations in a creative and meaningful manner. Given its artistic nature, poetry writing benefits greatly from instructional approaches that nurture creativity. PjBL provides an ideal framework for this, as it enables students to develop poetry projects that involve peer collaboration, multimedia integration, and experiential learning. Through this approach, students not only improve their writing skills but also cultivate an appreciation for literature and artistic expression.

**METHOD**

**Design and Samples**

This study uses a quantitative approach with an experimental method. The experimental method was chosen because it aims to determine the effect of the Project-Based Learning (PjBL) learning model on students' creative thinking skills in creating poetry. The research design used is a quasi-experimental design, namely a pseudo-experiment with a control group and an experimental group.(Sugiyono, 2021). The population in this study were all students of class VII MTs Negeri 2 Hadundung Village. The sample was selected using a purposive sampling technique, namely selecting two classes as research samples. Class VII-A as the experimental group that received learning with the PjBL model, while class VII-B as the control group that received learning with the conventional method(Arikunto, 2022).

**Instrument and Procedure**

This study uses a pretest-posttest control group design, namely by providing an initial test (pretest) before treatment and a final test (posttest) after treatment. This design aims to see the difference in students' creative thinking abilities before and after the implementation of the PjBL model.

*Table 1. Research Design*

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Pretest | Treatment | Posttest |
| Experiment (VII-A) | O1 | PjBL Learning | O2 |
| Control (VII-B) | O1 | Conventional Learning | O2 |

**Data Analysis**

Data analysis was carried out using inferential statistical tests, namely the t-test (paired sample t-test) to see the differences in pretest and posttest results between the experimental and control groups (Sugiyono, 2021). The steps for data analysis are as follows:

1. Normality Test To find out whether the data is normally distributed.
2. Homogeneity Test To determine the similarity of variance between the experimental and control groups.
3. t-test To determine whether there is a significant difference between the learning outcomes of the experimental group and the control group.

If the t-test results show a significance value (p-value) < 0.05, then it can be concluded that the PjBL learning model has a significant effect on students' creative thinking abilities in creating poetry.

**RESULT AND DISCUSSION**

This study was conducted to analyze how the implementation of the Project-Based Learning (PjBL) learning model can affect students' creative thinking skills in writing poetry. The focus of this study was grade VII students at MTs Negeri 2 Hadundung Village, who were the subjects in the experiment to see the effectiveness of the PjBL method in improving their creativity. In this study, data collection was conducted using pretest and posttest to measure the development of students' creative thinking skills before and after learning. Two groups of students were selected as samples, namely the experimental class that received learning with the PjBL model, and the control class that continued to use conventional methods as a comparison. Through a comparison of the results between the two groups, this study attempts to find out whether the PjBL model is able to provide a significant impact on increasing students' creativity in creating poetry. Analysis of the pretest and posttest results is the basis for assessing the effectiveness of this project-based approach in supporting the development of students' creative thinking skills.

**Pretest and Posttest Results**

Before students received treatment in this study, a pretest was conducted to measure their initial ability in writing poetry. This test aims to determine the extent of students' creative thinking skills before being given a particular learning method. Thus, the results of the pretest can be a reference in assessing the effectiveness of the applied learning model. After going through several meetings with the designed treatment, students follow the learning process according to the method given. The experimental class gets Project-Based Learning (PjBL) based learning, while the control class continues to use conventional methods. During this period, students are given various activities designed to improve their creativity in creating poetry. To find out the results of the learning process, a posttest was conducted after the treatment was given. This posttest aims to see the extent to which students' creative thinking skills have increased compared to the pretest results. By comparing the two test results, it can be seen whether the PjBL method has a significant influence on students' creativity in writing poetry.

*Table 2. Pretest and Posttest Results*

|  |  |  |  |
| --- | --- | --- | --- |
| Group | Pretest Average | Posttest Average | Difference |
| Experiment (VII-A) | 60.2 | 82.5 | +22.3 |
| Control (VII-B) | 58.7 | 70.3 | +11.6 |

From the table above, it can be seen that the experimental class experienced an increase in score of 22.3 points, while the control class only increased by 11.6 points. This shows that students who learn using PjBL experience a more significant increase in creative thinking skills than students who learn using conventional methods.

**Statistical Test (t-Test)**

To ensure whether there is a significant difference in learning outcomes between the experimental group and the control group, a t-test (independent sample t-test) was conducted. This test is used to analyze whether the Project-Based Learning (PjBL) model has a real impact on students' creative thinking skills. The level of significance used in this test is α = 0.05, which is the standard limit in determining the statistical significance of a difference in learning outcomes. Based on the results of the t-test, the sig value (p-value) = 0.002 was obtained, which means p < 0.05. This shows that the difference between the experimental group and the control group is statistically significant. Thus, it can be concluded that the use of the PjBL model has a significant effect on improving students' creative thinking skills in creating poetry compared to conventional learning methods.

The findings of this study indicate that the implementation of Project-Based Learning (PjBL) has a significant positive effect on students' creative thinking skills in poetry writing. This model encourages students to engage actively in the learning process, explore ideas, collaborate with peers, and produce more innovative works. Unlike conventional learning methods, which often limit students' involvement, PjBL fosters imagination and creativity by allowing students to experience hands-on and interactive learning.

This study aligns with constructivist learning theory, which suggests that students learn more effectively when they are actively involved in constructing their own knowledge. By engaging in meaningful, real-world projects, students develop critical and creative thinking skills more effectively than through passive learning. This result is supported by Sari, AP, & Wijaya (2023), who found that PjBL increases student engagement, particularly in subjects that require creativity, such as poetry writing. Similarly, Putra, RA, & Lestari (2023) confirmed that PjBL not only enhances creativity but also improves students' understanding of poetry elements. Furthermore, Rahmawati, N., Prasetyo, T., & Fadilah (2024) demonstrated that the PjBL approach in Indonesian language learning enhances students' imagination, resulting in more varied and original written works. These findings reinforce the idea that PjBL is a highly effective strategy for developing students' creative potential.

On the other hand, the control class, which followed conventional teaching methods, exhibited limited creativity. Teacher-centered instruction, which relied on model-based poetry writing, restricted students' ability to experiment with language and express originality. This finding aligns with the study by Putri, MA, & Sukenti (2023), which revealed that traditional teaching approaches are less effective in stimulating creative thinking compared to PjBL.

Additionally, the increase in posttest scores in the experimental class was accompanied by higher levels of motivation and participation, as observed during the learning process. The PjBL model enabled students to work collaboratively in groups, exchange ideas, and create poetry collectively, fostering an engaging and interactive learning atmosphere. This outcome is consistent with the findings of Prastika (2023), who concluded that PjBL significantly enhances student motivation and engagement. Overall, the results confirm that PjBL is an effective instructional approach for fostering creativity, enhancing student engagement, and improving the quality of students' poetry writing. However, the successful implementation of PjBL requires careful planning, structured guidance, and an appropriate evaluation framework to maximize its benefits.

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