

Application the Project Based Learning Model with Picture Media to Improve the Poetry Writing Skills of Elementary Students

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ABSTRACT

(1) **research purposes:** developing innovative learning methods to improve students' competence in writing poetry. Through this research, it is hoped that the results can contribute to the development of learning methods in elementary schools, especially in Indonesian language learning. In addition, this research is also expected to provide new insights for teachers in applying the *Project Based Learning model* to create, (2) **research methods:** The type of research used was Classroom Action Research. The subjects were 11 fourth-grade students of SDN Bakalan II Tambakrejo. This research was planned for two cycles. If the first cycle did not meet the success indicators, it would proceed to the second cycle, and (3) **research results:** Student activity in the application of the *Problem Based Learning learning model* for the material of writing poetry experienced an increase in cycle I. Student activity in the material of writing poetry was included in the category quite good, with an average result of 78, cycle II student activities in the poetry writing material are included in the category good, with the average result obtained by students being 84. Teacher Activities in Implementing the *Problem Based Learning Model* The poetry writing material in cycle I is included in the good category. This is based on the average results obtained, namely 8.5. In cycle II, teacher activities in writing poetry are included in the very good category. This is based on the average results obtained, namely 9.4. Student Learning Outcomes on the Implementation of *Problem Based Learning* In the Poetry Writing material, in cycle I, the average overall student score was 74.09, which falls into the sufficient category according to the score conversion guidelines. Meanwhile, student completion reached 100%, with all students achieving scores above the minimum criteria. Cycle II showed an overall average student score of 85.5, which falls into the good category according to the grade conversion guidelines. Meanwhile, student completion reached 100%, with all students achieving scores above the minimum criteria.



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A. INTRODUCTION

Education is essential for human life (López-Aguilar et al., 2023). All people, especially those in Indonesia, have the right to education and are expected to continue to develop (Patonah et al., 2018). Education has no end. Education is defined as a lifelong process that develops each individual so they can continue their lives (Casmana et al., 2023). Becoming an educated individual is crucial. Humans are educated to become useful individuals for the state, nation, and country (Torres & Bosio, 2025). One way to develop education is during learning at school.

Learning is a complex activity. Due to this complexity, the selection of media and learning models significantly impacts student learning outcomes. The learning process

will be successful if students are involved in using all their senses (Faraz et al., 2019). Teachers strive to provide stimuli that can be processed by all senses. The more senses are used to absorb and process information, the greater the likelihood that the information will be understood and retained in memory (Kasbullah., 2020). Learning processes occur in every subject, one of which is Indonesian.

Learning Indonesian is a compulsory subject at all levels of education (Bambang et al., 2023). This language material is presented in an integrated manner across four language skills: listening, speaking, reading, and writing (Iskandar et al., 2024). These four skills are interconnected and serve as the foundation for learning Indonesian. Through language learning, students are expected to not only understand theory but also be able to apply language skills in everyday life.

The process of writing poetry also provides students with a profound experience in understanding and processing language (Thomas, 2013). In writing poetry, students are encouraged to explore their emotions, imagination, and experiences (Ulfah et al., 2023). Thus, writing poetry can be a means of developing emotional sensitivity and profound expressive abilities. Through poetry writing lessons, students not only meet curriculum requirements but also enhance their creative and analytical thinking skills. By honing their poetry writing skills, students are expected to produce works that not only possess aesthetic value but also effectively convey ideas and feelings.

One of the challenges students face is expressing ideas or thoughts in poetry. Many of their ideas are unstructured and poorly detailed, resulting in a lack of coherence. This suggests that students need more help organizing their thoughts before putting them into writing. Another obstacle students experience is a lack of enthusiasm for writing poetry. This is caused by learning methods that are less engaging for students. Teachers often use conventional teaching methods, which lack variety and fail to motivate students to write. As a result, students become bored and lose interest in poetry writing lessons.

The boredom experienced by students in poetry writing lessons leads to a lack of interest in producing their best work (Taufik et al., 2024). Furthermore, many students lack the confidence to show their work to others (Apriliana, 2022). This indicates the need for a more supportive approach to help students overcome this lack of confidence. Given the various obstacles, innovation is needed in poetry writing instruction at SDN Bakalan II Tambakrejo. Creative and interactive learning methods need to be implemented to increase student interest and motivation (Trihono, 2021; Yandhari et al., 2019). Approaches that support students' courage in expressing themselves are also crucial to helping them produce better poetry and gain confidence in presenting their work.

The Project-Based Learning model is an approach that provides students with the opportunity to develop their project design skills (Kartikasari et al., 2021; Reza Ravand & Khalili Sabet, 2017). This model emphasizes contextual learning through complex activities based on specific projects. In practice, Project-Based Learning encourages students to actively design projects, both independently and in groups, enabling them to maximize their potential (Sari et al., 2021; Sariningsih & Purwasih, 2017; Siliwangi, 2018).

Learning media are tools used to convey messages so they can stimulate students' thoughts, feelings, attention, and interests in the learning process. Quintero et al., (2019) state that learning media come in many varieties. Here, the authors use graphic learning media in the form of images as a supporting medium to improve the ability to write narrative texts in Indonesian (Renza et al., 2022; Shafa et al., 2022; Subandi et al., 2014). Images are scribbles deliberately presented visually in two dimensions as an expression of a person's thoughts or feelings. Learning media come in many varieties.

In the context of Indonesian language learning, the Project-Based Learning model can be applied to improve students' poetry writing skills (Muslimah, 2021; Taufik et al., 2024). Writing poetry requires creativity, critical thinking, and emotional sensitivity. With a Project-Based Learning approach, students are encouraged to discover new ideas, develop concepts, and produce works that possess aesthetic value and profound meaning. The novelty of this study lies not merely in the application of the Project-Based Learning (PjBL) model, but in the integration of picture media as a visual stimulus to support students' idea generation, imagination, and poetic expression. Unlike conventional poetry writing instruction, which often relies on verbal explanations and teacher-centered activities, and unlike PjBL implementation without visual scaffolding, the use of picture media provides concrete visual contexts that help elementary students transform observations into poetic language. Consequently, the expected learning outcomes extend beyond improvements in poetry writing scores to include enhanced creativity, student engagement, confidence in expressing ideas, and the ability to develop richer imagery and emotional content in poetry writing.

This research has practical benefits that can be felt by various related parties in implementing poetry writing learning using the Project Based Learning learning model with image media. Teachers can understand how to effectively integrate the Project-Based Learning model into the Indonesian language learning process. Furthermore, this research can help teachers identify potential obstacles that may arise during the implementation of this learning model. This allows teachers to develop more innovative and creative strategies to increase student engagement, overcome learning barriers, and create a more enjoyable and productive learning environment. For students, the application of the Project Based Learning learning model Using visual media is expected to provide a more meaningful learning experience. Through this research, students are expected to become more active, innovative, and motivated in writing poetry texts.

Although previous studies have demonstrated the effectiveness of Project-Based Learning in improving students' writing skills, most studies have focused on the implementation of PjBL as a learning model without examining the role of picture media as a visual scaffold in poetry writing. This study offers a novel contribution by integrating PjBL with picture media to facilitate students' imagination and idea development during the poetry-writing process. The expected outcomes differ from those of conventional learning and standard PjBL approaches because students are not only expected to achieve higher academic performance but also to demonstrate greater creativity, engagement, confidence, and ability to express emotions through poetic language.

The Project Based Learning model encourages students to be directly involved in the learning process that is centered on them, so that students' interest and participation in writing poetry can increase. With deeper involvement, students can explore their potential, develop creativity, and feel more confident in producing meaningful and quality poetry works. This research provides significant benefits for researchers in delving deeper into the advantages, disadvantages, and obstacles faced in implementing the Project Based Learning model for poetry writing instruction in fourth grade students. Researchers can understand how the Project Based Learning model can be adapted to students' needs and evaluate the effectiveness of its implementation in improving poetry writing skills. Furthermore, the experience gained from this research can serve as a foundation for researchers to develop further research or to provide useful recommendations for the development of learning methods in the future.

This study aims to analyze the application of the Project-Based Learning model in poetry writing instruction. The main focus of the study is to determine the extent to which

this approach can help students develop their poetry writing skills effectively and enjoyably. Based on the problem background above, several problems can be formulated as: (1) How to apply the model Project Based Learning with image media in learning to write poetry for Class IV SDN Bakalan II Tambakrejo in terms of student activities ?; (2) How to apply the model Project Based Learning with image media in learning to write poetry for Class IV SDN Bakalan II Tambakrejo in terms of teacher activities?; and (3) How to apply the model Project Based Learning with image media in learning to write poetry for class IV SDN Bakalan II Tambakrejo in terms of learning outcomes? The theoretical benefit of this research is to provide a significant contribution of thought to the development of science, especially in the application of the Project Based Learning model. with image media in learning to write poetry texts in Indonesian language subjects.

B. METHODS

This research was conducted at SDN Bakalan II Tambakrejo , which was selected based on the consideration that this school has a suitable environment and conditions to support research in the field of Indonesian language learning. SDN Bakalan II Tambakrejo has adequate facilities and infrastructure and competent teaching staff, which will support the smooth implementation of the research. This research is planned to take place during the odd semester of the 2025/2026 academic year. The research period will be adjusted to the academic calendar at SDN Bakalan II Tambakrejo and the Indonesian language learning schedule in class.

Data collection can be conducted through various methods, such as interviews, observation, or distributing questionnaires to predetermined respondents. The data obtained is then systematically analyzed to obtain findings relevant to the research objectives. The results of the data analysis are then compiled into a research report that includes a discussion of the findings and conclusions drawn based on the research results.

The type of research used was Classroom Action Research. Qualitative research is a broad type of research; several types of research can be classified into this type (Arikunto, 2021). Classroom Action Research is a research activity within a classroom context carried out to solve learning problems faced by teachers, improve the quality and outcomes of learning, and try out new things in learning to improve the quality and outcomes of learning.

This research is a classroom action research. Therefore, the research design is as follows.

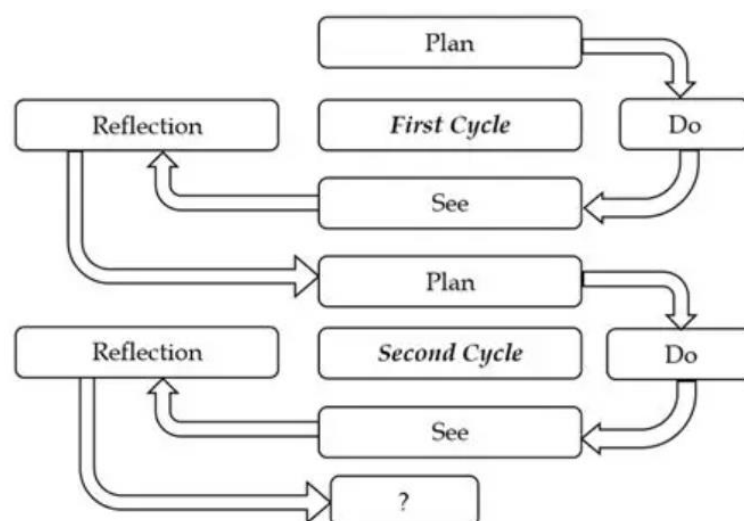


Figure 1. CAR Stage Cycle

The primary data source for this study was the fourth-grade teachers at Bakalan II Elementary School, Tambakrejo. Fourth-grade teachers were chosen because they play a crucial role in implementing Indonesian language learning methods and techniques tailored to students' needs. The involvement of teachers as data sources enabled this study to gain in-depth insight into the teaching strategies employed and how these strategies impact students' language skills.

In addition to teachers, all fourth-grade students at SDN Bakalan II Tambakrejo also served as important data sources for this study. Data collection from fourth-grade students was conducted through observations, questionnaires, and interviews designed to assess the development of their language skills and identify their responses to the various learning methods and techniques implemented by the teachers.

The data collection technique in this study was carried out using instruments designed according to the research needs. These instruments allowed the researchers to collect comprehensive data before conducting the learning method testing. This data collection method aimed to obtain an initial overview of the condition of Indonesian language learning in the fourth grade of SDN Bakalan II Tambakrejo. Thus, the collected data can provide a strong basis for analyzing the effectiveness of the methods to be tested.

The research instruments used in data collection techniques—observation, questionnaires, interviews, and tests—play a crucial role in obtaining valid and reliable data. In observation, the instrument used is an observation guide or observation sheet, which contains indicators or aspects to be observed, such as student behavior, engagement in learning, interactions with teachers and peers, and the suitability of the implementation of learning methods with the plan. Furthermore, in the questionnaire technique, the instrument used is a questionnaire, either closed or open-ended.

Meanwhile, in interviews, the instrument used is an interview guide containing a list of structured questions to obtain more in-depth information from students, teachers, or related parties regarding their experiences and views on the learning methods used. Finally, in testing techniques, the instruments used are test questions or practical assignments aimed at measuring students' understanding, skills, or learning outcomes after participating in learning using a particular method. Through this combination of instruments, researchers can obtain more comprehensive data to support their analysis and findings.

C. RESULT AND DISCUSSION

1. Cycle 1

a. Planning

In the planning stage, the teacher prepares the learning tools that will be used during cycle I.

b. Implementation of Cycle I

1) Initial activity

In the initial activity, the teacher greets and asks one of the students to lead the prayer. The teacher then continues with attendance checks. The teacher ensures the students' readiness to receive the lesson. The initial activity of the Problem-Based Learning poetry writing method is carried out by students and the teacher in the following manner.

- a) The teacher greets and checks students' attendance.
- b) The teacher conducts apperception through a question-and-answer activity regarding the material to be presented. In this case, the teacher asks students questions about the learning material for writing poetry.

- c) The teacher conveys the goals and benefits of the material on writing poetry.
- d) The teacher conveys the learning steps that will be implemented. These steps are:

- (1) Problem Orientation

- In this stage, the teacher presents a problem or phenomenon relevant to the poem. The teacher displays images or real objects that will be used as observation material during the lesson. Furthermore, the teacher asks provocative questions to encourage students to think critically and explore information related to the poem. The goal of this stage is for students to understand the problem presented and become interested in solving it.

- (2) Organizing Students to Learn

- After the problem is presented, students begin observing and noting key points that should be included in the poem. Furthermore, the teacher provides guidance on the steps for writing a good and correct poem so that students have clear guidance in their work.

- (3) Guiding the Investigation

- At this stage, students conduct further investigations by gathering information from various sources, such as observing the object directly, reading references, or conducting interviews if necessary. The results of these observations are then analyzed and developed into a poem outline. Throughout this process, the teacher acts as a facilitator, providing guidance and feedback so students can compose poems with appropriate structure and appropriate language use.

- (4) Developing and Presenting the Work

- After composing poems based on their observations, students present their writings, either individually or in groups. This presentation aims to train students in communicating their work and to solicit feedback and input from their peers and teachers. This stage allows students to evaluate their texts and understand how the poems can be further developed.

- (5) Analyzing and Evaluating the Process

- In the final stage, the teacher and students reflect on the learning outcomes. The teacher invites students to discuss the strengths and weaknesses of the poems they have created and provides feedback so students can improve their writing in the future. Furthermore, the teacher relates the learning outcomes to everyday life, emphasizing the importance of poetry writing skills in various situations. Finally, the teacher provides a summary of the material learned and assigns individual assignments as independent poetry writing practice.

2) Core activities

Core learning activities are interactive, inspiring, innovative, and fun, motivating students to be active and independent. This allows students to think, share, and work in pairs with confidence. Core activities are crucial in any learning process, requiring educators to thoroughly understand the situations and conditions they face during the learning process. Some core activities carried out by students and teachers in learning using the Problem

Based Learning method In learning to write poetry , the activities are as follows.

- a) The teacher gives questions related to poetry.
- b) Students think individually about the poem according to the teacher's questions.
- c) Students begin to think according to the stimulus of questions from the teacher related to poetry, namely in this case the teacher gives questions with the theme of holidays.

3) Closing Activities

Closing activities are activities to end learning carried out by teachers and students to conclude the lesson with the following objectives.

- a) The teacher gives students the opportunity to ask questions about the material that has been given. In this case, students are given the opportunity to ask questions about the material on writing poetry that they don't understand.
- b) Students and teachers conclude the learning outcomes. With the teacher's help, students conclude the learning outcomes of writing poetry.
- c) The teacher and students reflect on the learning activities that have been carried out.

c. Observation

After mutual agreement, cycle I observations were carried out in accordance with the agreement between the teacher and the principal.



Figure 2. Cycle I Image Media



Figure 3. Implementation of Cycle

1. Student Activities in the Implementation of the Problem Based Learning Model for Writing Poetry

The results of observations of student activities in poetry writing learning using the Problem Based Learning method are expressed as descriptive percentages. Observations of student activities used an instrument in the form of an observation sheet carried out by one observer. The observer was tasked with observing all student activities, including behavior and activeness in implementing the learning process according to the directions given by the teacher. Observations in this case included student activities and student responses.

a) Student Activities

From the students' activities in writing poetry above, it can be concluded that the students' activities in the material of writing poetry are included in the category **Enough good**. This is based on the average results obtained, namely **78**.

b) Student Response Questionnaire Results Data

The learning response was conducted to obtain information on students' responses to the implementation of problem-based learning on poetry writing. Information was obtained through a questionnaire conducted after the lesson was completed. The response of fourth-grade students at Bakalan II Elementary School, Tambakrejo District, Bojonegoro Regency, to poetry writing lessons using the Problem-Based Learning approach was found to be **excellent**. This was based on the average score of **81**.

2. **Teacher Activities in the Implementation of the Problem Based Learning Model Poetry Writing Material**

From the teacher's activities in writing poetry above, it can be concluded that the teacher's activities in writing poetry are included in the good category. **This is** based on the average results obtained, namely **8.5**.

a. **Student Learning Outcomes on the Implementation of Problem Based Learning on the material for writing poetry**

Assessment is carried out to measure the level of achievement of planned learning objectives for students. The test results are known through the test sheets that the students have completed. Based on the results of the research on the application of the Problem Based Learning learning model on poetry writing material for Grade IV Elementary School cycle I, the results are included in the sufficient category based on the assessment of student test results. The average student score from the five aspects assessed is 14.55 for the content suitability category, 15.00 for the clarity and completeness of the description category, 15.00 for the language use category, 15.45 for the text structure category, and 14.09 for the neatness and cleanliness of the writing category. The overall average student score is **74.09**, which is included in the **sufficient category** according to the value conversion guidelines.

d. **Reflection**

After the observation was carried out, a joint reflection was carried out between the researcher and the teacher to discuss the results of the observation and the follow-up actions that would be carried out in cycle II after the observation was carried out.

2. **Cycle II**

a. **Planning**

In the planning stage, the teacher prepares the learning tools that will be used during cycle II, based on the results of observations in cycle I.

b. **Implementation of Cycle II**

1) **Initial activity**

- a. Greeting and checking student attendance.
- b. Conduct apperception through question and answer activities regarding previous material.

- c. The teacher explains the goals to be achieved and the benefits that will be obtained if students succeed in writing poetry.

2) Core activities

- a. Students create poetry In this case, students think about creating poetry by paying attention to the pictures.
- b. Students take turns presenting the results of their poetry writing in front of the class.

3) Closing Activities

The closing activities at the second meeting were the same as the first meeting, the activities to end the learning carried out by the teacher and students were as follows.

- a. The teacher gives students the opportunity to ask questions about the material that has been given. In this case, students are given the opportunity to ask questions about the material on writing poetry. which is not yet understood.
- b. Students and teachers conclude the learning outcomes. With the teacher's assistance, students conclude the learning outcomes of writing poetry.
- c. The teacher and students reflect on the learning activities that have been carried out.

c. Observation

After mutual agreement, cycle I observations were carried out in accordance with the agreement between the teacher and the principal.



Figure 4. Cycle II Image Media



Figure 5. Implementation of Cycle II

After carrying out the stages to obtain research data through direct learning observations, interviews and analysis of learning documents, the following results were obtained.

1) Student Activities in the Implementation of the Problem Based Learning Model for Writing Poetry

The results of observations of student activities in poetry writing learning using the Problem Based Learning method are expressed as descriptive percentages. Observations of student activities used an instrument in the form of an observation sheet carried out by one observer. The observer was tasked with observing all student activities, including behavior and activeness in implementing the learning process according to the directions given by the teacher. Observations in this case included student activities and student responses.

a) Student Activities

From the students' activities in writing poetry above, it can be concluded that the students' activities in the material of writing poetry are included in the category **good**. This is based on the average results obtained, namely **84**.

b) Student Response Questionnaire Results Data

The response of fourth-grade students of Bakalan II Elementary School, Tambakrejo District, Bojonegoro Regency to poetry writing learning using the Problem Based Learning approach is included in the **very good** assessment criteria. This is based on the average score obtained, namely **89**.

2) **Teacher Activities in the Implementation of the Problem Based Learning Model Poetry Writing Material**

The teacher's activity in writing poetry in cycle II can be concluded that the teacher's activity in writing poetry is included in the **very good category**. This is based on the average results obtained, namely **9.4**.

3) **Student Learning Outcomes on the Implementation of Problem Based Learning on the material for writing poetry**

Problem Based Learning learning model on poetry writing material for Grade IV Elementary School in Cycle II showed positive results based on the assessment of student test results. The average student score from the five aspects assessed was 17.27 for the content suitability category, 17.73 for the clarity and completeness of the description category, 17.7 for the language use category, 15.5 for the text structure category, and 16.8 for the neatness and cleanliness of the writing category. The overall average student score was **85.5**, which is included in the **good category** according to the value conversion guidelines. Meanwhile, student completeness reached 100%, all students had achieved scores above the minimum criteria.

d. **Reflection**

After the observation was carried out, a joint reflection was carried out between the researcher and teacher to discuss the results of the observation and the follow-up actions that would be taken. After carrying out learning for 2 cycles, the results can be concluded as in the following chart:

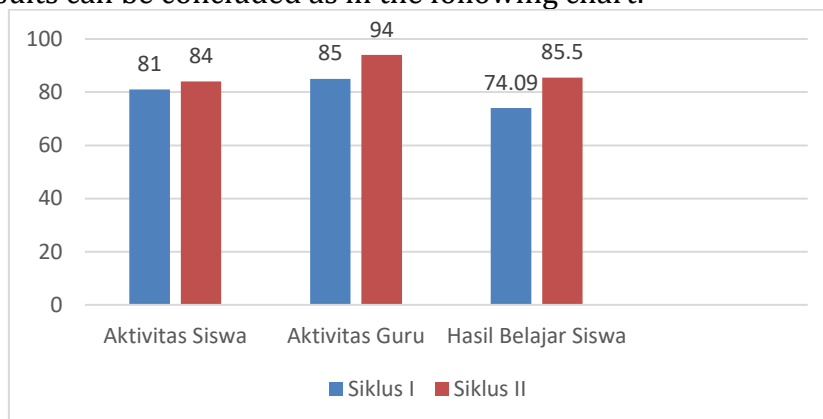


Chart 1. Problem Based Learning Model for Poetry Writing Material for 2 Cycles

In addition to the increase in average scores, qualitative analysis of students' poems revealed improvements in several aspects of poetry quality. Students demonstrated richer imagery, more varied diction, and stronger thematic development in Cycle II

compared with Cycle I. The use of picture media within the PjBL framework appeared to stimulate students' imagination and facilitate the transformation of visual observations into poetic expressions. These findings indicate that the intervention improved not only students' achievement scores but also the overall quality of their poetry compositions

The improvement in students' poetry writing skills indicates that the integration of picture media within the PjBL framework provides additional benefits beyond those typically associated with PjBL alone. Picture media functioned as a visual stimulus that reduced students' difficulties in generating ideas and organizing poetic expressions. Therefore, the learning outcomes achieved in this study include not only cognitive improvement in writing performance but also increased creativity, participation, and self-confidence in poetry composition.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the student assessment test on the poetry writing material, the average overall score reached 85.5 which is included in the good criteria. Of the 11 students, two students obtained the highest score of 95 with very good criteria, while one student obtained a score of 75 with sufficient criteria. The assessment was carried out based on five aspects, namely the appropriateness of the content, clarity and completeness of the description, use of language, text structure, and neatness and cleanliness of the writing. In general, students showed good abilities in the aspects of appropriateness of the content (average score of 17.27) and clarity of description (17.73), although the aspect of text structure (15.5) requires more attention. These results reflect that most students are able to produce descriptive texts that are in accordance with the assessment guidelines, although there is still room for improvement in certain aspects.

Based on the results of research and data analysis that have been carried out regarding the application of Problem Based Learning in poetry writing material for Grade IV elementary school students, several things can be concluded. Based on the results of observations of student activities, it can be seen that of the six indicators observed, the majority of students showed a good category in paying attention to the teacher when explaining the material (9 students), responding to the opinions or ideas of the teacher or other students (10 students), and discussing with the teacher or between students (9 students). However, there were several aspects that were more in the sufficient category, such as paying attention to the teacher when giving examples (7 students), making descriptive texts assigned by the teacher (5 students), and reflecting on learning (6 students). With an average overall score of 84 and good criteria, student activities generally showed good participation in learning, although improvements were needed in the aspects of learning reflection and creating descriptive texts so that student involvement was more optimal.

Based on the results of observations of teacher activities, it can be seen that of the 11 indicators observed, 80% (8 indicators) showed a good category, while 20% (3 indicators) were in the sufficient category, and no indicators were included in the poor category. Teachers have demonstrated excellent abilities in conditioning students, opening learning, delivering material, using good Indonesian, providing motivation, conducting discussions, providing games to freshen the atmosphere, and providing reinforcement for learning. However, there are several aspects that need to be improved, such as the use of media and learning resources, classroom management according to methods, and reflection on learning outcomes, which are still in the sufficient category. With an average value of 95 and very good criteria, overall teacher activities have met the

standards of effective learning, although there is still room for improvement in several aspects.

The findings suggest that the integration of Project-Based Learning and picture media can be adapted for use in other elementary grade levels with appropriate modifications to learning objectives and project complexity. For lower grades, teachers may use simpler visual prompts and guided writing activities, while upper-grade students can be encouraged to develop more complex poetic works and thematic projects. The positive impact on student engagement and writing performance indicates that this approach has the potential to support language learning across diverse classroom contexts.

Furthermore, future implementations may incorporate digital media to enrich the learning experience. Instead of printed pictures, teachers can utilize digital images, interactive presentations, educational applications, or multimedia platforms that provide more varied visual stimuli. Digital integration can increase student motivation and support the development of digital literacy alongside language skills. Such an approach aligns with the demands of twenty-first-century learning, which emphasizes creativity, communication, collaboration, and technology use.

Based on the findings of this study, teachers are encouraged to implement Project-Based Learning supported by picture media in various language-learning contexts. Future applications may integrate digital technologies such as digital storytelling tools, interactive image platforms, and online collaborative writing environments to enhance students' engagement and creativity. Schools may also promote collaborative poetry projects that allow students to create poetry collections, digital portfolios, or multimedia presentations. Further research is recommended to investigate the effectiveness of combining Project-Based Learning, digital media, and collaborative learning in improving poetry-writing skills across different grade levels and educational settings.

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