



Implementation of the Project-Based Learning Model in Learning Short Story Review Writing Skills

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ABSTRACT

This study aims to describe: 1) the results of the pre-test of short story review writing skills; 2) the procedure for implementing the Project-Based Learning (PjBL) model in learning short story review writing skills; 3) the results of the post-test of short story review writing skills in learning using the PjBL model using the lesson plan; 4) the effect of using the PjBL model in learning short story review writing. This study uses a descriptive method that took place in the odd semester of the 2025/2026 academic year at SMK Negeri 3 Pandang. The subjects of the study were grade XI students who participated in the pre-test of short story review writing activities, learning to write short story reviews using the PjBL model through the lesson plan, and participated in the post-test of short story review writing skills in learning using the PjBL model using the lesson plan. They numbered 34 students. Short story review writing skills were collected using a performance test instrument. Learning procedure data were collected using non-test instruments, namely teacher and student observation guidelines and questionnaires. The learning procedure data were analyzed using the Miles and Huberman model which includes data reduction, data presentation, and conclusions. The pre-test and post-test data were collected using a performance test instrument. The results of the study showed: 1) the pre-test results of writing short story reviews were in the moderate category; 2) the learning procedure for writing short story reviews involved initial activities, core activities, and final activities; 3) the post-test results of writing short story reviews in learning using the PjBL model were in the high category; showing an increase in learning outcomes for writing short story reviews for each indicator; 4) the application of the PjBL model was proven to have a positive effect because it was able to improve short story review writing skills.

Keywords: project-based learning model, writing skills, review texts

Penerapan Model Project-Based Learning dalam Pembelajaran Keterampilan Menulis Resensi Cerpen

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil prates keterampilan menulis resensi cerpen; 2) prosedur penerapan model *Project-Based Learning* (PjBL) dalam pembelajaran keterampilan menulis resensi cerpen; 3) hasil postes keterampilan menulis resensi cerpen dalam pembelajaran yang menggunakan model PjBL menggunakan LKPD; 4) pengaruh penggunaan model PjBL dalam pembelajaran menulis resensi cerpen. Penelitian ini menggunakan metode deskriptif yang berlangsung pada semester ganjil tahun ajaran 2025/2026 di SMK Negeri 3 Pandang. Subjek penelitian adalah siswa kelas XI yang mengikuti kegiatan prates menulis resensi cerpen, pembelajaran menulis resensi cerpen menggunakan model PjBL melalui LKPD, dan mengikuti postes keterampilan menulis resensi cerpen dalam pembelajaran yang menggunakan model PjBL menggunakan LKPD. Mereka berjumlah 34 siswa. Keterampilan menulis resensi cerpen dikumpulkan menggunakan instrumen tes unjuk kerja. Data prosedur pembelajaran dikumpulkan menggunakan instrumen nontes yakni pedoman observasi guru dan siswa dan kuesioner. Data prosedur pembelajaran dianalisis menggunakan model Miles dan Huberman yang mencakup reduksi data, penyajian data, dan simpulan. Data hasil prates dan postes dikumpulkan menggunakan instrumen tes unjuk kerja. Hasil penelitian menunjukkan: 1) hasil prates menulis resensi cerpen berkategori sedang; 2) prosedur pembelajaran menulis resensi cerpen melibatkan kegiatan awal, kegiatan inti, dan kegiatan akhir; 3) hasil postes menulis resensi cerpen dalam pembelajaran yang menggunakan model PjBL berkategori tinggi; menunjukkan peningkatan hasil belajar menulis resensi cerpen setiap indikator; 4) penerapan model PjBL terbukti berpengaruh positif karena mampu meningkatkan keterampilan menulis resensi cerpen.

Kata kunci: model project-based learning, keterampilan menulis, teks resensi

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INTRODUCTION

The Independent Curriculum is a curriculum with diverse intracurricular learning, where content is optimized to provide students with sufficient time to deepen concepts and strengthen competencies (Indrawati et al., 2020). The Independent Curriculum emphasizes the importance of student-centered learning, where students are encouraged to actively explore and construct knowledge through various text-based activities (Andini, 2024). In text-based learning, the Independent Curriculum positions texts not merely as reading material but as a medium for developing various literacies, from understanding information and analyzing meaning to expressing ideas in writing and orally. Language learning in this curriculum focuses not only on cognitive aspects such as understanding sentence structure, but also encompasses the development of comprehensive language skills, including reading, viewing, listening, writing, speaking, and presentation.

Writing skills are a key focus in language learning because students are given space to express their ideas in writing through various types of text, such as narrative, descriptive, expository, and argumentative. Writing is an activity that fosters creativity, encourages social development, and strengthens critical thinking skills in students (Setiawan et al., 2019). Writing is defined as the ability to convey thoughts, feelings, and opinions to others through written language, supported by the use of correct vocabulary, grammar, and spelling (Prihatin & Sari, 2021).

Writing is one of the most complex language competencies because it involves cognitive activity to express ideas logically and systematically. In the context of vocational high school education, this skill is crucial for students' professional communication skills in the workplace. However, the reality on the ground shows that students' writing skills remain unsatisfactory. This low quality of writing is reflected in students' inability to construct coherent arguments, limited vocabulary, and a lack of understanding of text structure. One type

of writing considered most challenging for 11th grade students is the review text.

A review text requires students not only to summarize but also to provide a critical and objective assessment of a work. Problems emerging in vocational high schools indicate that students often struggle to distinguish between objective summaries and evaluative reviews. This is exacerbated by the use of conventional, teacher-centered learning models, which hinder students' creativity in exploring texts. To address this gap, a learning model capable of integrating theory with real-world practice is needed, namely the Project-Based Learning (PjBL) model. PjBL is considered effective because it emphasizes long-term activities that produce an authentic end product.

Theoretically, a review text is defined as a piece of writing that contains a review or assessment of the quality of a work to provide an overview to the reader (Permatasari & Wahyudi, 2016). Writing a review involves an in-depth analysis process that requires structured guidance. Furthermore, according to Rizalda & Nursaid (2023), Project-Based Learning, a character-based project learning model, is thought to be an alternative in teaching writing. It is expected to develop students' writing skills and improve their Indonesian language learning outcomes. Through the PjBL syntax, which begins with basic questions and continues with evaluation, students are given the space to transform from passive readers to active critics.

This article addresses three research questions. First, what are the pre-test results for short story review writing skills? Second, what is the procedure for learning short story review writing skills using the PjBL model? Third, what are the post-test results for short story review writing skills in learning using the PjBL model?

This descriptive study involves three objectives. First, to describe the pre-test results of short story review writing skills. Second, to describe the learning procedure for short story review writing skills using the PjBL model. Third, to describe the post-test results of short story review writing skills in learning using the PjBL model.



This research is expected to provide both theoretical and practical benefits. The expected benefits are as follows: First, the theoretical benefit of this research. This research can contribute to the development of learning theory, particularly in the context of the PjBL model, and can also increase understanding of how PjBL can be applied in the context of review writing, and its impact on student skills. Second, it provides practical benefits. For teachers, the results of this study are expected to provide and add strategies for teachers in implementing PjBL so that they can be more active in pursuing writing skills. For students, the results of this study are expected to improve students' abilities in writing review texts in a more structured and creative manner so that they can encourage students to think critically and creatively in compiling review texts, which can enrich their learning experience, and can also improve their social and collaboration skills.

Here are some relevant studies. First, a study conducted by Daniarti (2019) conducted a study entitled "The Effect of Project Based Learning Model on Learning Outcomes of Class XI Students on Explanatory Text Material at SMA Muhammadiyah 2 Palembang". Based on the results of the study, it was concluded that the influence of the PBL model on the learning outcomes of class XI students at SMA Muhammadiyah 2 Palembang was significant, because it was proven that the *tieng* was greater than the *tuse* at a significance level of 5% with *dk* (degrees of freedom) of 3,931.67. The hypothesis found, namely the influence of the PBL model on the learning outcomes of class XI students on explanatory text material at SMA Muhammadiyah 2 Palembang was proven true. The similarity of this study with the study conducted by Farida (2019) is that both use the PjBL model. In addition, this study and previous studies also have differences, namely in the type of research and the purpose of the study. The previous study was quantitative, using an experimental research method that employed a control group design and a pretest and posttest experimental group design. The aim was to determine the effect

of the PBL model on the learning outcomes of eleventh-grade students in explanatory texts at Muhammadiyah Senior High School in Palembang. The current study, however, is qualitative, aiming to determine how the project-based model is applied to the writing skills of review texts for eleventh-grade students at SMK 3 Negeri Padang. Second, research conducted by Rizka Dwi Rahmayani (2023) concluded that the motivation and activity levels of students during the teaching and learning process using the project-based learning model were 80% and 84%, respectively. Furthermore, student responses to the implementation of the project-based learning model were positive, with an achievement level of 83%.

While this study shares similarities with the research conducted by Rahmayani (2023), both of which used project-based research, there are differences between this study and the previous study. The previous study used a combination of design methods with concurrent triangulation, while this study employed a descriptive method.

Third, Utami (2023) concluded that the use of the project based learning model had a significant effect on the writing skills of review texts in class XI students of SMA PAB 6 Helevetia Medan, namely in good quality with 74.33. The difference between these two studies, Helevetia looked for differences in the use of the project based learning model aimed to find out changes in the use of project based learning in writing review texts, while the researcher applied the project based learning model. The similarity of these studies is that both examine the PjBL model on writing review text skills.

METHOD

This research employed a descriptive method. Through this method, pre-test and post-test data, as well as the learning of short story review writing skills using PjBL, were described objectively and systematically.

This research on short story review writing skills took place in the odd semester of the 2025/2026 academic year. At the beginning of the

activity, research instruments, both test and non-test, were prepared. Furthermore, learning materials, including the PjBL-based lesson plan, were prepared using special teaching materials.

The subjects of this study were 11th-grade students at SMK Negeri 3 Padang who participated in short story review writing lessons and took pre-tests and post-tests. They are 34 students.

Data on short story review writing skills were collected using an essay test on a short story using

a take-home examination system. This test was deemed valid because it was designed using objective and systematic procedures, resulting in test specifications that served as the basis for writing test items.

The answer sheets of each sample member were checked to obtain a raw score. The assessment used a scoring rubric involving nine indicators with a total score of 72 and a minimum score of 0, as shown in Table 1.

Table 1
Scoring Rubric for Writing Fiction Review Text Skills

No.	Indikator	Deskripsi	Skor
1	Short Story Book Identity	Author's name, book title, year of publication, publisher, book size, cover	8
		Author's name, book title, year of publication, publisher, book size/cover	6
		Author's name, book title, year of publication, publisher	4
		Author's name, book title, year of publication/publisher	2
		Without book identity	0
2	Synopsis	Very complete	8
		Complete	6
		Incomplete	4
		Very incomplete	2
		Without synopsis	0
3	Characters and characterization	Very detailed character and characterization reviews	8
		Detailed character and characterization reviews	6
		Reviews of characters and characters are not detailed	4
		The character and characterization reviews are very undetailed.	2
		No reviews of characters and characters	0
4	Plot	A very complete review of the quality and quantity of the plot	8
		A complete review of the quality and quantity of the plot	6
		A incomplete review of the quality and quantity of the plot	4
		A very in complete review of the quality and quantity of the plot	2
		Without plot review	0
5	Time and Place Setting	A very complete review of place and time	8
		A complete review of place and time	6
		A incomplete review of place and time	4
		A very incomplete review of place and time	2
		Without time and place setting review	0



6	Point of View	A very complete review of the author's position in short stories	8
		A complete review of the author's position in short stories	6
		A incomplete review of the author's position in short stories	4
		A very incomplete review of the author's position in the short story	2
		Without point of view review	0
7	Theme	Review of the first to third main and supporting themes	8
		Review of the first to second main and supporting themes	6
		Review of the first to first main and supporting themes	4
		Review of main theme only	2
		Without theme review	0
8	Message	Review of the first to third main and supporting messages	8
		Review of the first to second main and supporting messages	6
		Review of the first main mandate and supporting message	4
		Review of the main messagee only	2
		Without message review	0
9	Gaya Bahasa	Very objective strengths/weaknesses review	8
		Objective strengths/weaknesses review	6
		Non-objective strengths/weaknesses review	4
		Very non-objective strengths/weaknesses review	2
		No strengths/weaknesses review	0
	Maximum score		72
	Minimum score		0

Pretest and posttest data for writing short story reviews were analyzed using descriptive statistical procedures. The descriptive statistical measures appropriate to this research data were the mean, standard deviation, percentage, mode, minimum score, and maximum score.

Data on learning short story review writing skills using the PjBL model were analyzed thematically. The focus of the analysis was the alignment of classroom teaching and learning activities with the lesson plan.

The standard percentage scores are divided into four categories referring to the Independent Curriculum follow:

- 1) 0 - 40 : not yet achieved completion; remedial in all parts
- 2) 41 - 60 : not yet achieved completion; remedial in all parts

- 3) 61 - 80 : has achieved completeness; no remedial needed
- 4) 81 - 100 : has reached completion; needs enrichment or further challenges

RESULT

1. Short Story Review Writing Skills Pretest

Before the lesson began, a pretest was conducted using a take-home examination. The short story being reviewed was "Langit di Atas Sekolah Tua" by Rina Melati. The story is 393 words long.

The mean pre-test score for short story review writing skills for 11th-grade students at SMK Negeri 3 Padang was 39.03. This value is equivalent to a standard score of 56.41 percent (not

yet achieved completion; remedial in all parts). The complete data is contained below.

Table 1
 Pretest Results for Short Story Review Writing Skills

Row Score (X)	Frequency (f)	fX	Value
25	3	75	
29	2	58	
34	6	204	
39	9	351	
44	11	484	
48	2	96	
59	1	59	
Total	34	1327	
Mean			39,03
Standard Deviation			8,33
Minimum Score			25
Maximum Score			59
Mode			44
Percent			56,41
Category			not yet achieved completion; remedial in all parts

2. Learning Procedures

The learning procedure for writing short story reviews involves three main activities. All activity descriptions for each main activity in the lesson are outlined in the lesson plan.

First, the initial activity. Students are divided into four groups of 8-9 students each. Two groups are assigned to write reviews of the same short story title. This means that only two short stories are used in the lesson. This means that two groups of students are assigned to review the same short story.

Second, the main activity. The main learning activity begins with the posing of a fundamental

question. The question addresses the meaning of writing a short story review and the aspects of writing a short story review. Each group is given a project schedule. Each group receives the lesson plan to write a review based on the book they have read. Through group discussions, students gather and process information related to the systematics and linguistic rules of the review, with intensive guidance from the teacher, to develop their independence.

This process culminated when each group representative presented their work, which was then responded to by the other groups. The session concluded with a joint conclusion regarding the function and presentation of the review. Overall, the short story review writing skills learning proceeded effectively as planned, with a significant increase in student engagement, which was then measured through an evaluation test at the end of the session.

Third, the final activity. Students and teachers conducted a reflection activity on writing short story reviews. The focus of the review was on individual students' understanding and skills in writing short story reviews through group work. At the end of this activity, the class XI students of SMK Negeri 3 Padang were given a short story review writing skills test through a takehome examination system.

3. Short Story Review Writing Skills Post-test

The mean post-test score for short story review writing skills for 11th-grade students at SMK Negeri 3 Padang was 70.68. This value is equivalent to a standard score of 90.61 percent has reached completion; needs enrichment or further challenges). The complete data is contained below.



Table 2
 Post-test Results for Short Story Review Writing Skills

Row Score (X)	Frequency (f)	fX	Value
63	2	126	
68	13	884	
72	9	648	
73	7	511	
78	3	234	
Total	34	2403	
Mean			70,68
Standard Deviation			3,59
Minimum Score			63
Maximum Score			78
Mode			68
Percent			90,61
Category			has reached completion; needs enrichment or further challenges

3. Short Story Review Writing Skills Post-test

Model PjBL terbukti efektif digunakan dalam pembelajaran keterampilan menulis resensi cerpen. Secara statistik deskriptif, kategori keterampilan menulis resensi untuk postes jauh lebih baik dibandingkan dengan mean untuk pretes. Selain itu, rentang nilai hasil postes (78-63=15) lebih kecil dibandingkan dengan rentang nilai pretes (59-25=34).

Table 3
 Perbandingan Hasil Pretes dan Postes

Descriptive Statistics	Pretes	Post-test
Mean	39,03	70,68
Standard Deviation	8,33	3,59
Range	39	15
Mode	44	68
Percent	56,41	90,61

DISCUSSION

The implementation of the PjBL model in writing review texts at SMK Negeri 3 Padang demonstrated significant effectiveness in increasing students' active engagement and critical thinking skills. This finding aligns with research by Daniarti (2019), which demonstrated the positive influence of the project-based model on student learning outcomes, despite methodological differences, as Daniarti used a quantitative approach. The argument here is that the PjBL model offers high flexibility; quantitatively, it is capable of improving cognitive skills through hypothesis testing, while qualitatively—as demonstrated at SMK Negeri 3 Padang—this model has been shown to provide a deep description of students' creative transformation processes. This reinforces the view that PjBL is not simply a tool for achieving completion rates, but rather a vehicle for building authentic learning experiences.

From a motivational perspective, the findings at SMK Negeri 3 Padang align with research by Rahmayani (2023), which recorded a positive student response rate of 83% when using the project-based model. The argument that PjBL inherently triggers internal motivation because students feel a sense of ownership over their review projects. Another perspective suggests that while PjBL excels in motivational aspects, its success is highly dependent on the quality of teacher guidance. Without strong facilitation, projects tend to become an administrative burden for students. Therefore, it is recommended that teachers at SMK Negeri 3 Padang continue to strengthen their role as technical mentors to maintain consistent student motivation from the planning stage to the final product.

Furthermore, the link between PjBL and review writing skills is further strengthened by research by Utami (2023), which shows that the quality of students' work is in the good category. This substantial similarity confirms that PjBL is the most relevant model for review writing

materials due to the project's characteristics, which require in-depth analysis of a work. The difference in focus between Utami's research, which looked at "influence," and this study, which looked at "application," provides a new perspective: PjBL success is measured not only by the final product (review scores), but also by the extent to which students are able to reflect on their critical thinking processes throughout the project.

This research's primary strength lies in the sharpness of its data analysis, which utilizes a descriptive qualitative approach. Compared with quantitative research, which tends to be rigidly focused on numbers, this study at SMK Negeri 3 Padang was able to uncover the "why" and "how" of certain obstacles in the classroom, thus providing a more human and contextual picture of the vocational education process. Furthermore, the use of source and technique triangulation techniques ensures the validity of the data, making it more credible in capturing the full phenomenon in the field.

However, this study is limited by the number of variables observed. Focusing solely on the application of a single learning model PjBL to a single type of text (reviews) limits the generalizability of the findings. The analytical rigor of this study might have been maximized if the researcher had also explored other supporting variables, such as students' literacy backgrounds or the availability of school library collections that served as sources for the review project. Future research could expand the scope of variables or employ mixed methods to more comprehensively measure the effectiveness of the PjBL model from both a qualitative and quantitative perspective.

CONCLUSION

Based on the data analysis and discussion presented, it can be concluded that the implementation of the PjBL model in teaching writing review texts at SMK Negeri 3 Padang has been implemented effectively and systematically.

First, the pre-test results of short story review writing skills for 11th-grade students of SMK Negeri 3 Padang categorized as not yet achieved completion; remedial in all parts. The mean standard percentage achieved was only 56.41. Second, during the implementation phase, this model proved capable of transforming the teacher's role into an effective facilitator, guiding students through complex stages, from establishing fundamental questions and developing schedules to periodically monitoring project progress in class. Third, the post-test results of short story review writing skills for 11th-grade students of SMK Negeri 3 Padang categorized as having reached completion; needs enrichment or further challenges. The mean standard percentage achieved was only 90.61. Fourth, PjBL is effectively used in teaching short story review writing skills in 11th-grade students of SMK Negeri 3 Padang. Furthermore, the research results showed that the evaluation process carried out by teachers at SMK Negeri 3 Padang was not limited to assessing the final product, the review text, but also included authentic assessment of students' work processes. Generalization of these findings confirms that the use of the PjBL model significantly improved students' critical thinking skills in objectively analyzing the strengths and weaknesses of a work. Despite minor technical linguistic challenges, this PjBL model successfully created a dynamic and productive learning environment. As a final conclusion, the implementation of PjBL at SMK Negeri 3 Padang is an appropriate methodological solution to answer the challenges of productive literacy learning, because it is able to synergize mastery of theoretical material with practical skills in producing quality written works.



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