



## Implementation of Project-Based Learning in Poetry Writing Learning in High School: A Qualitative Study of Literacy Processes and Experiences

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### ABSTRACT

This study aims to provide an in-depth description of the implementation of the Project Based Learning (PjBL) model in poetry writing instruction at the senior high school level, with a particular emphasis on the learning process and students' literacy experiences. The research employed a descriptive qualitative approach and was conducted in a tenth-grade class at SMA Muhammadiyah 2 Mojoagung. The participants consisted of 30 students and one Indonesian language teacher. Data were collected through participatory observation during the project implementation, in-depth interviews with students and the teacher, and documentation of poetry drafts and final products. Data analysis was carried out through the stages of data reduction, data display, and interpretative conclusion drawing, using source triangulation techniques to ensure the credibility of the findings. The findings indicate that the implementation of PjBL fostered a more dialogic, collaborative, and reflective poetry writing environment. The poetry anthology project encouraged students to explore themes contextually, develop diction and imagery creatively, and engage in iterative revisions through peer feedback. These experiences contributed to the development of aesthetic awareness and a sense of responsibility toward the quality of their work. Moreover, collaborative interactions throughout the project strengthened students' intrinsic motivation, empathy, and confidence in expressing personal experiences through poetic language. Therefore, the implementation of PjBL not only improved the quality of students' poetry texts but also shaped meaningful and contextual literacy experiences in senior high school literature instruction.

*Keywords: project-based learning, poetry writing learning, qualitative study, literacy processes*

## Implementasi *Project-Based Learning* dalam Pembelajaran Menulis Puisi di SMA: Studi Kualitatif tentang Proses dan Pengalaman Literasi

### ABSTRAK

Penelitian ini bertujuan mendeskripsikan secara mendalam implementasi model Project Based Learning (PjBL) dalam pembelajaran menulis puisi di SMA dengan menitikberatkan pada proses pembelajaran dan pengalaman literasi siswa. Penelitian menggunakan pendekatan kualitatif deskriptif yang dilaksanakan di kelas X SMA Muhammadiyah 2 Mojoagung. Subjek penelitian terdiri atas 30 siswa dan satu guru Bahasa Indonesia. Data dikumpulkan melalui observasi partisipatif selama pelaksanaan proyek, wawancara mendalam dengan siswa dan guru, serta dokumentasi draf dan hasil akhir puisi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan secara interpretatif dengan teknik triangulasi sumber untuk menjaga kredibilitas temuan. Hasil penelitian menunjukkan bahwa implementasi PjBL menghadirkan pembelajaran menulis puisi yang lebih dialogis, kolaboratif, dan reflektif. Proyek penyusunan antologi puisi mendorong siswa mengeksplorasi tema secara kontekstual, mengembangkan diksi dan imaji secara kreatif, serta melakukan revisi berulang melalui umpan balik teman sebaya. Pengalaman tersebut membentuk kesadaran estetik dan tanggung jawab terhadap kualitas karya. Selain itu, interaksi kolaboratif selama proyek berlangsung turut memperkuat motivasi intrinsik, empati, dan keberanian siswa dalam mengekspresikan pengalaman personal melalui bahasa puitis. Dengan demikian, implementasi PjBL tidak hanya berdampak pada kualitas teks puisi, tetapi juga membentuk pengalaman literasi yang bermakna dan kontekstual dalam pembelajaran sastra di SMA.

Kata kunci: Project Based Learning, menulis puisi, pembelajaran sastra, studi kualitatif, pengalaman literasi.

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## INTRODUCTION

Literary learning, particularly poetry writing skills, is an essential competency in Indonesian Language and Literature at the senior high school (SMA) level. Writing poetry not only requires technical skills in choosing diction and arranging lines, but also involves creative and reflective thinking skills, as well as sensitivity to personal experiences and social realities. Within the framework of the Independent Curriculum, Indonesian language learning is directed at strengthening meaningful literacy, namely the ability of students to produce texts that are contextual, reflective, and relevant to their real lives. The Ministry of Education, Culture, Research, and Technology (2022:18) emphasizes that learning must provide space for students to construct meaning through authentic learning experiences. Therefore, poetry writing instruction should ideally not only be oriented toward the final product but also toward the creative process that allows students to construct meaning through language.

However, the reality of learning in the field shows that poetry writing activities still tend to be procedural. Teachers often provide examples of certain structures or patterns and ask students to imitate them, making writing activities more reproductive than exploratory. As a result, students' aesthetic experiences are limited and provide little room for the development of imagination and personal reflection. This condition is evident in students' poor ability to develop themes, construct imagery, and use metaphors in a varied manner. Literature learning should, however, be dialogic and expressive, enabling students to interpret their life experiences through literary works. Nurgiyantoro (2021:67) emphasizes that ideal literature learning emphasizes not only structural analysis but also aesthetic experience and students' creative expression.

Various empirical studies over the past five years demonstrate the need for a more contextual and process-oriented learning approach. Quantitative research conducted at SMA Negeri 2 Percut Sei Tuan showed that the implementation of

Project-Based Learning (PjBL) based on audiovisual media significantly improved students' poetry writing skills compared to conventional learning (Indriani & Izar, 2025:112). Another study at MAN 2 Model Medan also demonstrated that PjBL significantly improved the quality of diction, imagery, and the use of figures of speech in students' poetry (Elfiyani & Hutagalung, 2025:54). Furthermore, the implementation of PjBL in short story writing lessons has been shown to increase student engagement and creativity (Kania et al., 2023:89). Nurasman and Alfalah (2025:41) in their literature review also emphasized that the systematic implementation of PjBL can support the sustainable development of creative writing skills.

However, most of these studies use a quantitative or experimental approach, focusing on improving learning outcomes. Studies that in-depth examine the learning process, classroom interaction dynamics, and students' literacy experiences in PjBL practices through a qualitative approach are still relatively limited. Yet, learning to write poetry is a complex process that simultaneously involves cognitive, affective, and social dimensions. Understanding how students process, how they construct meaning from their writing experiences, and how group interactions influence the quality of their work is crucial for in-depth research. Sugiyono (2022:9) states that qualitative research serves to comprehensively understand social phenomena in a natural context.

Based on this background, the research questions are as follows: (1) How is the implementation of PjBL in poetry writing lessons at Muhammadiyah 2 Mojoagung High School? (2) What are the dynamics of student interactions and literacy experiences during project-based poetry writing lessons? (3) How does the implementation of PjBL contribute to the development of students' poetry quality?

The purpose of this research is to comprehensively describe the implementation of PBL in poetry writing lessons, analyze the dynamics of student interactions and literacy experiences during



the process, and identify the model's contribution to improving the quality of students' poetry.

This research is expected to provide theoretical and practical benefits. Theoretically, the results can enrich the study of project-based literature learning in the context of senior high school education. Practically, this research can serve as a reference for Indonesian language teachers in designing more contextual, creative, and student-centered poetry writing lessons. For schools, the results can serve as a basis for developing literacy strategies that align with the principles of the Independent Curriculum.

With this foundation, this study uses a qualitative approach to describe in depth the implementation of the PBL model in poetry writing lessons at Muhammadiyah 2 Mojoagung High School. This approach aligns with the characteristics of qualitative research, which emphasizes meaning, context, and the dynamics of social interactions in educational settings. Sugiyono (2022:15) emphasizes that qualitative research aims to understand phenomena holistically in natural settings. This approach is expected to provide a deeper understanding of how PjBL shapes the experience of learning to write poetry and its contribution to strengthening student literacy in the school environment.

## LITERATURE REVIEW

The theoretical review in this research is based on three main conceptual foundations: project-based learning theory, literature learning theory, specifically poetry writing, and the concept of literacy in the Independent Curriculum. These three frameworks serve as a foundation for understanding the process, dynamics of interactions, and students' literacy experiences in project-based poetry writing learning in high school. Conceptually, the integration of these three frameworks demonstrates that literature learning is not solely oriented toward mastery of material but also toward the formation of meaning and contextual learning experiences.

PjBL is a learning model that places projects at the core of learning activities, where students actively explore, design, implement, and produce tangible products as a form of knowledge construction. Sani (2022:23) explains that PjBL encourages students to learn through authentic experiences that require collaboration, problem-solving, and responsibility for their work. This model is based on constructivist theory, which views learning as a process of constructing meaning through direct experience and social interaction. Implementing PjBL involves defining fundamental questions, project planning, scheduling, monitoring progress, testing outcomes, and evaluating learning experiences. Through these stages, students not only understand concepts theoretically but also experience a reflective and contextual learning process.

In the context of the Independent Curriculum (Curriculum Merdeka), the project-based approach is increasingly emphasized as a strategy for developing 21st-century competencies, including critical, creative, communicative, and collaborative thinking skills. The Ministry of Education, Culture, Research, and Technology (2022:18) emphasizes that project-based learning is one of the primary approaches to realizing learner-centered learning. Thus, PjBL is not simply a method variation, but rather a pedagogical approach that simultaneously integrates cognitive, affective, and psychomotor aspects into a cohesive learning experience.

In the realm of literature learning, writing poetry is a creative activity that demands sensitivity to language, imagination, and the ability to reflect on personal and social experiences. Nurgiyantoro (2021:67) states that literature learning should not only focus on analyzing text structure but also provide space for students' expression, appreciation, and aesthetic experience. Poetry, as a literary work, is characterized by condensed language, the use of connotative diction, imagery, and distinctive figures of speech. Therefore, poetry writing instruction should be designed

as a creative process that allows students to explore inner experiences, social realities, and imagination freely but in a directed manner.

The expressive approach to literature learning emphasizes that literary works are expressions of the author's subjective experiences. Suyitno (2020:54) explains that literature learning that provides space for expression will help students build identity and confidence in using language as a medium for meaning. When poetry writing instruction is combined with PjBL, the creative process expands into a collaborative and reflective experience. Students not only write individually but also revise, discuss, and publish their work together. This process strengthens both aesthetic and social literacy.

The concept of literacy in Indonesian language learning today is no longer limited to technical reading and writing skills, but rather encompasses the ability to understand, interpret, and produce texts critically and creatively. Abidin (2022:112) emphasizes that writing literacy develops optimally when students engage in authentic practices that give meaning to their written products. Through a poetry anthology project, for example, students not only complete academic assignments but also produce works that have publication value, appreciation, and collective pride.

Theoretically, the integration of PjBL in poetry writing learning can be understood as a synthesis of social constructivism and reader response theory. Social constructivism emphasizes the importance of interaction and collaboration in constructing meaning, while reader response theory views individual experience as central to the meaning of literary texts. In a poetry writing project, these two perspectives intertwine through group discussions, feedback, reflection, and ongoing revision of work. This process enables students to construct meaning both personally and socially.

## METHOD

This study used a descriptive qualitative approach with the aim of in-depth understanding of

the implementation process of PjBL in poetry writing lessons and the literacy experiences students developed during the project. The qualitative approach was chosen because this study was not oriented toward measuring scores, but rather toward interpreting meaning, interaction dynamics, and the transformation of the learning process within the natural context of the classroom. Sugiyono (2022:15) explains that qualitative research is used to understand phenomena holistically in natural settings. Therefore, the research focused on understanding the learning phenomenon as a whole.

The study was conducted in grade 10 of SMA Muhammadiyah 2 Mojoagung in the even semester of the 2025/2026 academic year. The study subjects consisted of 30 students and one Indonesian language teacher who implemented the PjBL model in poetry writing lessons. The project involved compiling a class poetry anthology with the theme "Youth Voices and Surrounding Realities" over five meetings. The researcher acted as a participatory observer, engaging only in class activities to obtain in-depth data without disrupting the learning process. The role of the researcher as a key instrument in qualitative research is emphasized by Sugiyono (2022:63) who states that the researcher is the main instrument in data collection and analysis.

Data collection techniques included participant observation, semi-structured interviews, and documentation studies. Observations were conducted to record the dynamics of classroom interactions, student engagement, and project stages from planning to publication. In-depth interviews were conducted with teachers and several purposively selected students to explore their experiences, perceptions, and reflections on the project-based learning process. Documentation, including initial and final drafts of the poems, revision notes, and the final anthology, was used to analyze the development of the work's quality interpretively. The use of these diverse techniques aimed to obtain rich and in-depth data, as recommended by Sugiyono (2022:104), Razak (2017:19), McMillan (2004:71) in qualitative research.



Data analysis employed the interactive model of Miles et al. (2020:12), which encompasses simultaneous data reduction, data presentation, and conclusion drawing. Data from observations, interviews, and documentation were compared using source triangulation techniques to enhance the credibility of the findings. Sugiyono (2022:183) emphasized that triangulation is conducted to test the validity of data from various sources and techniques. Furthermore, member checking was conducted by seeking confirmation from teachers and students regarding the interpretation of the data obtained, ensuring that the research results reflect authentic experiences.

The analysis focused on three main aspects: the process of implementing PPjBL in poetry writing lessons, the dynamics of student interaction and engagement during the project, and the literacy experiences and transformations in the quality of students' poetry works in terms of diction, imagery, style, and structure. With this design, this study seeks to provide a comprehensive overview of how PjBL is implemented and interpreted in the context of literature learning in high school.

## RESULT

### 1. PjBL Implementation in Poetry Writing Learning

The results of the study indicate that the implementation of PjBL in poetry writing learning in grade X of SMA Muhammadiyah 2 Mojoagung took place through five main stages, namely: (1) project planning, (2) theme exploration and experience exploration, (3) writing the initial draft, (4) collaborative reflection and revision, and (5) publication of the work in the form of a class anthology.

During the planning stage, the teacher determined the final product would be a poetry anthology with the theme "Youth Voices and the Reality Around Us." The teacher also presented assessment criteria covering diction, imagery, style, and structure. Communicating objectives and indicators from the outset helped students understand

the direction of the learning and the expected quality standards.

The exploration stage was conducted through class discussions that explored students' personal and social experiences. Twenty-six of the 30 students actively participated in the initial discussions, both through verbally expressing ideas and by writing them down. The discussions yielded a variety of themes, including friendship, academic pressure, family relationships, and social media phenomena. This activity established a conceptual foundation before students entered the writing stage.

During the initial drafting stage, most students still used literal language and lacked a cohesive poetic structure. Some poems were lengthy narratives without a strong sense of meaning. However, this stage demonstrated the students' initial courage in expressing personal ideas in poetic form.

The collaborative reflection and revision stage was the most dynamic phase. Students exchanged drafts and provided feedback on word choice, imagery strength, and theme consistency. The teacher acted as a facilitator, helping guide the discussion so that feedback was constructive. This process encourages students to be more objectively aware of the strengths and weaknesses of their writing.

The final stage, publication of the work in a class anthology, culminates the project. Students are involved in the final editing process and simple layout. This publication fosters a sense of pride and responsibility for the quality of the work produced.

### 2. Literacy Experience and the Development of Student Poetry Quality

The documentation results show a development in the quality of students' poetry from the initial to the final draft, particularly in terms of language and structure. These changes can be seen in the following description.

First, the diction in the initial draft was simple and denotative. When it became the final draft, the diction became varied and connotative. Ob-

servable changes included the emergence of metaphors and more expressive word choice.

Second, the imagery in the initial draft was minimal. When it became the final draft, visual and auditory imagery were stronger. An observed change was a more vivid visualization of experiences.

Third, the style of the initial draft was repetitive. When it became the final draft, the language styles that emerged were personification, metaphor, and symbolism. An observed change in the style was diversity.

Fourth, the structure of the poem in the initial draft was deemed less cohesive. When it became the final draft, the structure of the poem became more cohesive and thematic. An observed change in the structure of the poem was increased coherence between lines.

This development is evident from a direct comparison between the initial and final drafts. In the initial draft, several poems used general expressions such as "I'm sad" or "I'm happy," while in the final draft, these expressions shifted to more symbolic and imaginative metaphors. This demonstrates an improvement in students' ability to condense experiences into poetic language.

In terms of literacy experience, student engagement increased throughout the learning process. Observation data showed an increase in student active participation from 60% in the first meeting to 87% in the fourth meeting. This improvement was evident not only in the frequency of speaking but also in the quality of the questions and comments, which became more reflective.

Interviews indicated that students felt more confident and motivated because their work was being published. Several students stated that the revision process gave them a better understanding of how to choose the right words and create a mood in their poems. Furthermore, students demonstrated openness to criticism and responsibility in completing the project, which is part of developing literacy character.

## DISCUSSION

The implementation of Project-Based Learning (PjBL) in poetry writing learning demonstrates that the project serves as a systematic and contextual pedagogical framework. The stages, from exploration to publication, reflect the key characteristics of PjBL, which emphasizes authentic, experiential learning and tangible products. Sani (2022:76) explains that PjBL encourages students to construct knowledge through investigation and creation, rather than simply passively receiving information. In the context of the Independent Curriculum, this approach is relevant because learning is directed at strengthening meaningful literacy and is oriented towards student experience (Kemendikbudristek, 2022:18).

The theme exploration stage is an important foundation in literature learning. Discussions about adolescent experiences open up a space for reflection, allowing students to connect language with the realities of life. Nurgiyantoro (2021:67) emphasizes that literature learning ideally provides an expressive space for students to interpret life experiences through works. The findings of this study indicate that PjBL facilitates this process more systematically than conventional learning, which tends to focus on example texts and standard patterns.

The development of the quality of poetry in terms of diction, imagery, and style indicates an increase in students' aesthetic awareness. The transformation from literal language to the use of metaphor and personification indicates that students are beginning to understand the nature of poetry as a language rich in meaning and symbolism. This process aligns with the view that creative writing skills develop through reflective practice and repeated revision (Abidin, 2022:134). Therefore, the revision stage in PjBL is not simply a technical correction, but a process of deepening meaning and maturing expression.

Furthermore, the collaborative process of revision demonstrates the social construction of



knowledge. Interactions between students in providing feedback create a space for aesthetic dialogue that enriches perspectives. Suyitno (2020:91) states that collaborative learning in the context of literacy can increase language sensitivity because students learn from diverse interpretations. In this study, group discussions not only improved the quality of the text but also fostered critical awareness of word choice and structure.

The increase in student participation from 60% to 87% indicates a significant change in the classroom climate. The transformation of the teacher's role from information center to facilitator reinforces the student-centered learning approach. The Ministry of Education, Culture, Research, and Technology (2022:24) emphasizes that learning that provides space for dialogue and reflection will encourage active engagement and independent learning. In this context, PjBL serves as a strategy that revitalizes classroom interactions and reduces the dominance of lectures.

The publication of works in anthologies has broader pedagogical implications. When works have a real audience, the writing process becomes socially meaningful. Sani (2022:82) states that projects that produce authentic products can increase intrinsic motivation because students feel the relevance between the learning process and real life. The publication of anthologies in this study serves as a symbol of recognition for students' work, thereby strengthening their self-confidence and literacy identity.

These findings also indicate that PjBL supports the integration of cognitive, affective, and social aspects in poetry writing learning. Cognitively, students learn to understand the elements of poetry and apply them in their work. Affectively, they develop sensitivity to personal and social experiences. Socially, they learn to collaborate and receive feedback. The integration of these three aspects demonstrates that literary learning is not solely oriented toward text production but also toward the formation of literate character. Abidin (2022:142) states that 21st-century literacy encompasses creativity,

collaboration, communication, and critical thinking, all four of which appear to have developed through the implementation of this project.

From a constructivist theoretical perspective, the implementation of PjBL in this study demonstrates that knowledge is constructed through direct experience and social interaction. Students not only receive theories about diction or figures of speech, but also construct that understanding through writing practices and reflection. This strengthens the argument that effective literary learning is one that provides space for experience, not simply the transfer of concepts (Nurgiyantoro, 2021:72).

However, PjBL implementation also requires careful management. Differences in students' abilities in selecting diction and constructing metaphors demonstrate the importance of scaffolding and learning differentiation. Sani (2022:95) emphasizes that the success of PjBL is greatly influenced by the teacher's readiness to design project stages and manage time effectively. Therefore, the sustainability of this model requires systematic planning support and ongoing reflection from teachers.

This discussion confirms that PjBL in poetry writing learning not only improves the quality of students' texts but also fosters reflective, collaborative, and contextual literacy experiences. This model bridges theory and practice in literature learning, while strengthening its relevance to the demands of the Merdeka Curriculum and 21st-century literacy. Therefore, PjBL can be viewed as an adaptive and sustainable pedagogical strategy in developing Indonesian Language and Literature learning at the high school level.

## CONCLUSION

The conclusions of this study indicate that the implementation of PjBL in poetry writing instruction in grade 10 of SMA Muhammadiyah 2 Mojoagung is capable of creating a more participatory, reflective, and meaningful learning process. This model not only transforms classroom

interaction patterns into a more dialogic one, but also encourages active student involvement in every creative stage, from idea exploration to publication. Through collaborative processes and ongoing reflection, students experience tangible development in aspects of diction, imagery, style, and the cohesiveness of poetic structure. Learning no longer stops at theoretical understanding but develops into an authentic aesthetic experience.

Furthermore, PjBL has been proven to build a comprehensive literacy experience, where students not only produce a poetry anthology but also develop self-confidence, responsibility, and language awareness. The project process provides space for students to creatively express personal experiences and social realities, while simultaneously practicing critical and collaborative thinking skills. Therefore, the implementation of PjBL in poetry writing instruction is relevant for high school as a pedagogical strategy that aligns with the student-centered learning paradigm and literacy strengthening within the Independent Curriculum.

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