



The Influence of *Seni Kriya Rotan* Media with Project Based Learning Model on Improving Procedural Text Writing Skills

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ABSTRACT

Improving procedural text writing skills in elementary school students is an important aspect in Indonesian language learning because it is related to the ability to organize steps in a coherent, logical, and systematic manner. The activity was carried out in one of the elementary schools in the local district in the odd semester of the 2025/2026 academic year. The population in this activity was all fourth-grade students, with a sample of 30 students selected using a purposive sampling technique. The instruments used included a procedural text writing skills test, an observation sheet to determine student activities during learning, and documentation as supporting data. Data analysis was carried out using quantitative descriptive techniques by comparing the results before and after the application of the treatment to determine whether there was an increase in student abilities. The results obtained showed that there was an increase in procedural text writing skills after the implementation of appropriate learning media. This was seen from the increase in the average student grades from the initially sufficient category to the good category. In addition, student learning activities also experienced an increase as indicated by active participation in learning, the ability to organize steps systematically, and the accuracy of language use. These findings indicate that the use of appropriate learning media can have a positive impact on students' writing skills and create a more active, effective, and meaningful learning atmosphere. Therefore, the use of learning media can be used as an alternative strategy to improve the quality of learning in elementary schools.

Keywords: media, project-based learning, procedural text, writing skills

Pengaruh Media Seni Kriya Rotan dengan Model Project Based Learning terhadap Peningkatan Keterampilan Menulis Teks Prosedur

ABSTRAK

Penelitian ini bertujuan Peningkatan keterampilan menulis teks prosedur pada siswa sekolah dasar menjadi aspek penting dalam pembelajaran Bahasa Indonesia karena berkaitan dengan kemampuan menyusun langkah secara runtut, logis, dan sistematis. Kegiatan dilaksanakan di salah satu sekolah dasar di Kabupaten setempat pada semester ganjil tahun ajaran 2025/2026. Populasi dalam kegiatan ini adalah seluruh siswa kelas IV, dengan sampel sebanyak 30 siswa yang dipilih menggunakan teknik purposive sampling. Instrumen yang digunakan meliputi tes keterampilan menulis teks prosedur, lembar observasi untuk mengetahui aktivitas siswa selama pembelajaran, serta dokumentasi sebagai data pendukung. Analisis data dilakukan menggunakan teknik deskriptif kuantitatif dengan membandingkan hasil sebelum dan sesudah penerapan perlakuan guna mengetahui adanya peningkatan kemampuan siswa. Hasil yang diperoleh menunjukkan bahwa terdapat peningkatan keterampilan menulis teks prosedur setelah diterapkannya media pembelajaran yang sesuai. Hal ini terlihat dari peningkatan rata-rata nilai siswa yang semula berada pada kategori cukup menjadi kategori baik. Selain itu, aktivitas belajar siswa juga mengalami peningkatan yang ditunjukkan melalui keaktifan dalam mengikuti pembelajaran, kemampuan menyusun langkah secara sistematis, serta ketepatan penggunaan bahasa. Temuan tersebut menunjukkan bahwa penggunaan media pembelajaran yang tepat dapat memberikan dampak positif terhadap keterampilan menulis siswa serta menciptakan suasana belajar yang lebih aktif, efektif, dan bermakna. Oleh karena itu, pemanfaatan media pembelajaran dapat dijadikan alternatif strategi untuk meningkatkan kualitas pembelajaran di sekolah dasar.

Kata kunci: media, project-based learning, keterampilan menulis, teks prosedur

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INTRODUCTION

Indonesian language learning is directed at improving students' communication skills, both verbally and in writing. The objectives of Indonesian language learning differ from those of other learning objectives, namely to acquire knowledge, skills, creativity, and attitudes (Ali, 2020). One of the areas of activity and teaching materials for Indonesian language in schools that plays an important role is teaching writing. Through writing, students can find ways to express their thoughts (Afifah et al., 2022). According to Santosa (2023), one component of language skills is writing activities, which are used to communicate indirectly, not face-to-face. Writing skills are an important pillar in developing student literacy in elementary school learning. This is in line with the opinion of (Gautama, 2025) that writing skills are one of the most important skills in today's era, especially for students or learners. This skill not only helps students academically, but also helps them express themselves and enhance their creativity and thinking power (Dewi, 2025; Septyanti et al., 2021). Writing skills in the context of Indonesian language learning can be applied to writing various types of texts, such as narratives, observational reports, expositions, procedures, and so on (Satrio et al., 2025; Hakim et al., 2017). Furthermore, arts education is an experience individuals undergo to create works that reflect the feelings and intuitions that arise from their imagination (Wahyuni, 2020).

Indonesian language subjects, particularly procedural or instructional texts, fall under the category of factual texts with the procedural subgenre. Writing procedural texts is crucial for students because it can train their language skills (Agustin et al., 2020). According to Amin et al., 2021, learning procedural texts is crucial for students because it can increase their knowledge and understanding of the steps or stages that must be taken before taking action. The primary goal of students learning to write is to be able to express their thoughts, ideas, opinions, and feelings in various

forms of writing (Sitanggang et al., 2023). Procedural texts encompass elements of writing. Every student is required to possess writing skills, which are an active and creative process for conveying ideas in written language, enabling communication between the writer and the reader.

In the learning process, learning interest serves as a driving force and a driving force that encourages students to participate in learning activities, thereby achieving academic achievement (Arif et al., 2025). According to Janati (2025), interest in Indonesian language subjects tends to be low. This condition occurs due to the lack of engaging and innovative learning methods or media in teaching Indonesian in the classroom. Learning interest is a desire to learn with a significant goal of achieving better learning, and determining appropriate learning methods is one effort to foster student learning interest in schools (Ariyanti, 2025). Furthermore, writing skills are crucial because we can express our opinions, thoughts, and feelings in written form so that the message or meaning can be understood by the reader (Fatihatin, 2024).

Researchers conducted observations at SD 1 Teluk Wetan on October 22, 2025, primarily in fourth grade. The results showed that some students had difficulty writing and were not yet able to read fluently. They also found that some students were not paying attention in class. In addition to these problems, the teachers' delivery methods were also uninteresting for students, typically using simple, uninteresting media. Teachers only delivered lessons orally and assigned materials in students' notebooks. According to Subandiyono & Ristiani (2026), the lecture method, which lacks active student engagement, makes learning less interactive and boring. The results of these interviews support the conclusion that writing instruction still requires more engaging learning concepts. Therefore, using rattan craft art as a medium for writing procedural texts may be beneficial in helping fourth grade students learn to write better in a fun way based on local wisdom. Based on these



issues, the research question is: How can students improve their learning interest and writing skills in Indonesian language through the application of rattan craft art methods and media?

The researchers also interviewed class teachers on October 22, 2025. The results showed that "some students who cannot read yet, which affects their writing, are not yet optimal," and that some students still have difficulty reading and writing. Some students showed little interest in participating in writing activities. This was due to learning materials that were usually uninteresting and not supported by engaging learning media. This condition resulted in students being less interested in participating in reading and writing activities in Indonesian language lessons. The researchers also reviewed documentation, including daily test scores. Based on the collected observations, of the 30 students, 16 (or 53%) achieved the Minimum Completion Criteria (KKM), and 14 (or 47%) did not.

Students still experienced poor writing learning outcomes as a result of the aforementioned issues. Several factors contributed to this, such as a dominant teaching staff, a learning model that was not engaging for students, and a lack of learning media that made lessons more engaging. This suggests that to address this problem, students must be provided with learning activities that can increase their motivation to write. This aligns with Gautama's (2025) opinion that one of the things needed to increase student writing engagement is appropriate learning models and media. Utilizing appropriate learning models and media is one way to create engaging learning and help students maximize their learning outcomes.

Appropriate media must be used to address the inability of fourth-grade students at Teluk Wetan 1 Elementary School to write procedural texts. The use of local wisdom-based learning media can be an effective means of introducing and promoting local cultural values ??to students, relevant to the 2024 Merdeka Curriculum (Safitri).

This study used rattan craft art media to help students understand procedural texts, which are a sequence of steps for carrying out an activity. The ability to present procedures clearly and engagingly, observe objects, choose words, and structure sentences are all indicators of writing skills. Rattan craft art media has many benefits: enhancing creativity, encouraging students to learn, and introducing local culture. However, this media also has disadvantages, such as being time-consuming to create, difficult to obtain, and easily damaged.

Previous research by Haddina et al. (2023) showed that the use of images as a learning medium was effective in helping students compose systematic and easy-to-understand procedural texts. Furthermore, students also showed improvements in their ability to organize information logically and convey instructions clearly. The conclusion of this study suggests that teachers use images creatively in teaching procedural texts to improve the quality of students' writing.

Previous research by Anggraeni (2025) showed that: 1) the steps in implementing procedural text writing using the Think Talk Write (TTW) model with the aid of video tutorials included an introduction, main body (Think, Talk, Write), and conclusion. 2) there was an improvement in students' writing skills after participating in the TTW model with the aid of video tutorials in cycle I, followed by a significant increase in cycle II. Therefore, the implementation of the action was discontinued because it was in accordance with expectations.

Previous research conducted by Sapuntoro et al., (2025) showed a significant improvement in narrative writing skills, as evidenced by improved student learning outcomes after learning using a flipbook with a series of pictures. This improvement in student learning outcomes was indicated by an increase in the average student score in the pre-cycle and after the implementation of cycle I and then cycle II. In the pre-cycle, students received an average score of 58.07 with a completion per-

centage of 40% of the total students, in cycle I received an average score of 75.75 with a completion percentage of 70% of the total students, and in cycle II received a score of 81.76 with a completion percentage of 85% of the total students. The results of this study indicate that the use of a flipbook with a series of pictures is effective in improving student learning outcomes.

The latest discovery in this study is the use of rattan craft art media made directly by students as part of the learning process. This media enhances a more concrete and creative learning experience, helping students understand the steps of procedural texts, increasing their engagement, and producing coherent, clear, and structured writing.

Researchers attempted to use rattan craft media to improve students' writing skills in procedural texts. Consequently, the study, titled "Improving fourth-grade students' procedural text writing skills with the help of rattan craft media at Teluk Wetan 1 Elementary School," aimed to determine whether the use of media related to local wisdom could improve fourth-grade students' ability to write procedural texts. By focusing on fourth-grade students, this study adopted an approach appropriate to the development of students at that level. This research makes a significant contribution by integrating elements to improve writing skills in fourth-grade students.

METHOD

The type of research used in this study is Classroom Action Research by applying the Project Based Learning learning model. According to Hopkins' opinion in Nia Indriani's publication (2022), this research uses a Classroom Action Research approach which is implemented in two cycles, each including the planning stage, action implementation, observation, and reflection. The research aims to improve the procedural text writing skills of fourth grade students through the use of local wisdom-based media, namely rattan craft art. The preparation of procedural text writ-

ing skills is carried out in stages so that students' writing abilities can develop well. These stages start from determining learning objectives, selecting materials regarding procedural texts, compiling achievement indicators, creating test grids, to compiling assessment instruments according to the aspects being assessed.

Test indicators for procedural text writing skills include students' abilities to determine activity objectives, list tools and materials, write steps in sequence, use imperative sentences, and apply the correct use of spelling and punctuation. Meanwhile, the test outline was designed based on the core competencies to be achieved through practical writing assessments, so that students' writing demonstrates their ability to construct procedural texts coherently, clearly, and in accordance with Indonesian language rules.

The research was conducted at SD 1 Teluk Wetan, Jepara, during the odd and even semesters of the 2025/2026 academic year (October 2025 – February 2026). The subjects were fourth-grade students. Data collection was conducted using questionnaires, observations, tests, and documentation. The instruments used included a learning interest questionnaire, observation sheets of student activities and teacher skills, and a procedural text writing performance test.

The data obtained were analyzed using quantitative and qualitative analysis techniques. The quantitative analysis used descriptive statistics in the form of average and percentage learning completion to determine improvements in student learning outcomes. Meanwhile, qualitative analysis was used to describe improvements in students' writing skills during the learning process. Indicators of research success were marked by improvements in procedural text writing skills with a minimum score reaching the Minimum Completion Criteria (KKM) (=70) and a classical completion score of =80%. Thus, the use of rattan craft art media is expected to be able to improve the qual-

ity of learning and students' writing skills optimally.

RESULTS

1. Pre-cycle

To determine students' interest in learning Indonesian language subjects, especially in procedural text material. The researcher gave an initial or pre-cycle test, namely essay questions, to measure students' understanding of procedural text material and learning interest. The implementation of this pre-cycle activity was carried out on Wednesday, February 25, 2026 in class IV of SD 1 Teluk Wetan. However, before conducting this research, the researcher had obtained permission from the principal and the homeroom teacher of class IV. The results of the pre-cycle initial test analysis are presented in the following table.

Table 1
Pre-cycle Results

Aspect	Result
Number of fourth-grade students	30
Number of students who completed the test	7
Number of students who did not complete the test	3
Highest score	>75
Lowest score	<75
Average student score	2.45%
Classical learning completion	3.33%

Based on the table above, it is clear that of the 30 fourth-grade students, only 7 completed or achieved the minimum competency standard (KKTP), with a score of 75, and 23 students did not complete or did not achieve the KKTP, with a score below 75. Furthermore, the results of the initial test served as a reference for the researcher to conduct classroom action research in Indonesian language subjects by implementing Project-Based Learning with the assistance of rattan craft art media during the lesson to increase the learn-

ing interest of fourth-grade students at SD 1 Teluk Wetan.

2. Cycle 1

The activities carried out in Cycle 1 included planning, action, observation, and reflection. Following the completion of the Cycle 1 action learning activities, which included procedural texts, a final Cycle 1 test was administered to determine students' learning interests.

The results of the Cycle 1 test are shown in the following table:

Table 2
Cycle 1 Test Results

Aspect of Achievement	Results
Number of fourth-grade students	30
Number of students who completed the course	17
Number of students who did not complete the course	13
Highest score	87
Lowest score	63
Average student score	25.88%
Classical learning completion	56.67%



Figure-1
Cycle 1

Based on the table above, it can be concluded that the cycle 1 test achieved a score of 56.67%. In this cycle, the percentage of classical learning completion has increased, reaching 23.33% in the initial test, compared to 56.67% in cycle 1. Referring to these results, the teaching and learning ac-

tivities in cycle 1 were still less successful in increasing student interest in Indonesian language learning using the project-based learning model in grade IV of SD 1 Teluk Wetan. Therefore, the learning process needs to be reintroduced in cycle 2.

3. Results of Cycle 2 Actions

The learning activities were carried out almost identically to those in cycle 1, including initial activities, core activities, and final activities, in accordance with the attached teaching module. In this study, the researcher acted as a teacher assisted by colleagues. The material taught in cycle 1 was the definition of procedural texts and their characteristics. After completing the cycle 2 action learning activities, the next step was to administer a final test to determine student learning interest. The results of the final test of cycle II can be seen in the following table.

Table 3
Cycle II Test Results

Aspect	Results
Number of fourth-grade students	30
Number of students who completed the test	23
Number of students who did not complete the test	7
Highest score:	93
Lowest score	75
Average student score	80.00%
Classical learning completion	86.67%



Figure-2
Cycle 2

Based on the table above, it can be concluded that out of 30 total fourth grade students, 23 students have completed the course with an average student score of 80.00% and a classical learning completion percentage score of 76.67%. Student scores have increased after implementing the project-based learning model, as seen previously from the initial test, the classical presentation score was 23.33%, in cycle 1 the classical presentation score was 56.67%, and in cycle II it increased by 86.67%. In cycle II, there has been an increase in student learning outcomes, therefore the researcher decided to end the research until cycle II.

DISCUSSION

Learning interest increased in Cycle II, where the researcher previously conducted a pre-test or action. The results of student learning interest at the beginning of the test were 23.33%, with 7 out of 30 students in grade IV completing the test. Furthermore, in Cycle I, student learning interest increased to 56.67%, with 17 out of 30 students completing the test. Then, in Cycle II, learning interest increased to 86.67%, with 23 out of 30 students completing the test.

Cycle I implemented the PjBL learning model quite well, as evidenced by the increase in student learning interest in the pre-cycle or pre-test, leading to cycles 1 and 2. In Cycle I, the project determination/basic question setting stage, the teacher posed basic questions to students regarding the material being discussed. Although there were still shortcomings in asking and answering questions from the teacher. Furthermore, the teacher still lacked classroom control. At this stage, the teacher displayed an interactive PPT containing procedural text material. In Cycle II, student learning outcomes showed improvement compared to Cycle I. This occurred because the researcher improved several learning stages that were lacking in the previous implementation. During the project determination or basic questioning stage, the teacher improved in providing apperception,



allowing students to actively ask and answer questions.

Learning using interactive PowerPoint presentations, such as video presentations, proved effective in the teaching and learning process. This was evident in the students' enthusiasm during the presentation. Although some students still talked to themselves and lacked focus, overall, the use of videos increased student engagement. Students appeared more enthusiastic due to the different and more engaging learning experience. After the interactive PPT presentation, the teacher and students determined the project to be worked on: making a pencil case from rattan. The next stage was developing a project plan, where students discussed the project steps in their groups. During the discussion, some groups became noisy, but the atmosphere returned to normal after the teacher provided guidance. Next, the teacher and students agreed on a project completion schedule. During the monitoring stage, the teacher circulated to observe the rattan pencil case-making process in each group and provided assistance to groups experiencing difficulties. After the project was completed, each group came to the front of the class to present their work. Although some students appeared shy and lacked confidence when speaking in front of the class, the presentations went well. At the end of the lesson, the teacher provided an evaluation of the material learned and the projects the students had completed.

In cycle II, students' learning interest showed an increase compared to cycle I. This happened because the researcher had improved several learning stages that were still lacking in the previous implementation. At the stage of determining the project or giving basic questions, the teacher was better at providing apperception so that students began to actively ask and answer the questions given. In addition, when showing the learning video, the class conditions became more conducive and students seemed more

enthusiastic about participating in the learning. They were happy because they knew that in cycle II they still used interactive ppt learning media as in the previous meeting. When presenting the results of the project in front of the class, students also seemed more confident and no longer shy in explaining the results of their work because they had had presentation experience in cycle I. The stages of the Project Based Learning (PjBL) learning model in cycle II were basically still the same as in cycle I. They were happy because they knew that in cycle II they still used interactive ppt media during learning as in the previous meeting. When presenting their project results to the class, students also appeared more confident and less shy in explaining their work, having gained experience presenting in cycle I. The stages of the Project Based Learning (PjBL) model in cycle II remained essentially the same as in cycle I.

Learning utilizing interactive PowerPoint presentations, such as video presentations, proved effective in the teaching and learning process. This was evident in the students' enthusiasm during the presentation. Although some students still talked to themselves and lacked focus, overall, the use of videos increased student engagement. Students appeared more enthusiastic due to the different and more engaging learning experience. After the interactive PPT presentation, the teacher and students decided on the project to be worked on: making a pencil case from rattan. The next stage was developing a project plan, where students discussed the steps for completing the project within their groups. During the discussion, some groups became agitated, but the atmosphere returned to normal after the teacher provided guidance. Next, the teacher and students agreed on a project completion schedule. During the monitoring stage, the teacher circulated to observe the rattan pencil case-making process in each group and provided assistance to groups experiencing difficulties. After the project was completed, each group came to the front of the class to present their work. Although some students appeared shy and lacked confidence when speaking

in front of the class, the presentations went well. At the end of the lesson, the teacher provided an evaluation of the material learned and the projects the students had completed.

CONCLUSION

The implementation of the Project Based Learning (PjBL) learning model assisted by rattan craft media has been proven to be able to improve the writing skills of procedural texts in fourth grade students of SD 1 Teluk Wetan. The use of local wisdom-based media makes the learning process more interesting, active, and provides real learning experiences for students. Through project activities, students can learn to organize steps sequentially, use appropriate language, and develop creativity in writing. Improvements in learning outcomes can be seen from the students' scores in each cycle. In the pre-cycle stage, classical learning completeness only reached 23.33%, then increased to 56.67% in cycle I, and again increased to 86.67% in cycle II. In addition to learning outcomes, students' activeness and self-confidence during the learning process also showed better development. Students seemed more enthusiastic in discussing, collaborating, and presenting project results in front of the class. Based on these results, it can be concluded that the implementation of the PjBL model assisted by rattan craft media is effective in improving the writing skills of procedural texts while creating a more meaningful and enjoyable learning atmosphere for elementary school students.

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