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The Application of the Problem-Based Learning Model to the Ability to Interpret Persuasive Messages in Advertising Texts

Theresia Florentina Pasaribu[1]*, Losten Tamba[2], Wira Manik[3], Dairi Sapta Rindu Simanjuntak[4], Melda Sulistiyani Sinaga[5]

[12345]Prodi Pendidikan Bahasa Indonesia, Universitas Katolik Santo Thomas, Sumatera Utara, Indonesia

*E-mail: theresiaflorentina4@gmail.com

ABSTRACT

This study aims to determine students' ability to interpret persuasive messages in advertisement texts without using the *Problem Based Learning* model, to identify students' ability when using the PBL model, and to examine the effectiveness of the PBL model in improving the ability to interpret persuasive messages in advertisement texts among eighth-grade students at SMP Negeri 41 Medan. This study employed a quantitative approach using a quasi-experimental design with a Posttest Control Group Design. The research sample consisted of two classes: Class VIII-2 as the experimental group and Class VIII-5 as the control group, each comprising 31 students. Data were collected through essay tests, observations, interviews, and documentation. The results showed that the experimental class achieved a mean posttest score of 84.19, while the control class obtained a mean posttest score of 45.32. Thus, there was a mean difference of 38.87 points, equivalent to an increase of 85.77%. These findings indicate that students who learned through the *Problem Based Learning* model demonstrated higher abilities in interpreting persuasive messages in advertisement texts than those who learned through conventional teaching methods. The results of the t-test revealed that the calculated t-value (tcount = -12.744) was greater than the t-table value (ttable = 1.670), with a significance value of 0.000 < 0.05. This means that Ho was rejected and Hi was accepted. Therefore, the *Problem Based Learning* model is effective in improving the ability to interpret persuasive messages in advertisement texts among eighth-grade students at SMP Negeri 41 Medan.

Keywords: problem based learning, ability to interpret, persuasive messages, advertising texts

Penerapan Model Problem Based Learning terhadap Kemampuan Menginterpretasi Pesan Persuasif dalam Teks Iklan

ABSTRAK

Penelitian ini bertujuan untuk mengetahui kemampuan menginterpretasi pesan persuasif dalam teks iklan siswa tanpa menggunakan model PBL, mengetahui kemampuan siswa dengan menggunakan model *Problem Based Learning*, serta mengetahui efektivitas model *Problem Based Learning* terhadap kemampuan menginterpretasi pesan persuasif dalam teks iklan siswa kelas VIII SMP Negeri 41 Medan.Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu menggunakan desain *Posttest Control Group Design*. Sampel penelitian terdiri atas dua kelas, yaitu kelas VIII-2 sebagai kelas eksperimen dan kelas VIII-5 sebagai kelas kontrol yang masing-masing berjumlah 31 siswa. Teknik pengumpulan data menggunakan tes esai, observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kemampuan menginterpretasi pesan persuasif pada kelas eksperimen memperoleh nilai rata-rata nilai rata-rata *posttest* sebesar 84,19, sedangkan nilai rata-rata *posttest* pada kelas kontrol sebesar 45,32. Dengan demikian, terdapat selisih rata-rata sebesar 38,87 poin atau sebesar 85,77%. Hasil tersebut menunjukkan bahwa kemampuan menginterpretasi pesan persuasif dalam teks iklan siswa yang belajar dengan model *Problem Based Learning* lebih tinggi dibandingkan siswa yang belajar dengan model pembelajaran konvensional. Hasil uji-t menunjukkan bahwa t_{hitung} = -12,744 lebih besar daripada t_{tabel} = 1,670 > (t_{hitung} = -12,744 > t_{tabel} = 1,670) dengan nilai signifikansi 0,000 < 0,05. Hal ini berarti Ho ditolak dan Hi diterima. Dengan demikian, model pembelajaran *Problem Based Learning* efektif dalam meningkatkan kemampuan menginterpretasi pesan persuasif dalam teks iklan pada siswa kelas VIII SMP Negeri 41 Medan.

Kata kunci: problem based learning, kemampuan menginterpretasi, pesan persuasif, teks iklan

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INTRODUCTION

Indonesian language instruction at the junior high school (SMP) level does not merely focus on the mastery of linguistic rules. Beyond that, students are expected to develop critical thinking skills and the ability to interpret the meanings embedded in various types of texts. One such text is the persuasive advertisement—a text designed to influence the attitudes, opinions, and even the actions of its readers.

Preliminary observations conducted by the researcher at SMP Negeri 41 Medan, supported by field data, indicate that students' proficiency regarding persuasive advertisements remains low. Interviews with the Indonesian language teacher revealed that many students struggle to comprehend and interpret the persuasive messages within these advertisements. Students often grasp only the surface-level content, failing to identify the advertisement's objective, the use of persuasive language, or the underlying, implicit meanings. Data provided by the teacher shows that many students' learning outcomes for this topic fall below the established Learning Objective Achievement Criteria (KKTP) of 75. The fact that the majority of students scored below this standard suggests that their ability to interpret persuasive messages is not yet optimal. This indicates that the current instructional process has not fully succeeded in achieving the intended learning objectives.

In the context of studying advertisements, the ability to interpret persuasive messages is crucial; advertisements do not simply provide information—they are strategically crafted to influence readers through various persuasive techniques. Consequently, students require critical thinking skills to grasp both explicit and implicit meanings. However, current conditions in the classroom show that these skills remain underdeveloped, as students tend to focus solely on the explicit content of the text, unable to interpret deeper, underlying meanings. This indicates that students' critical thinking skills have not yet developed optimally, a situation influenced by teacher-centered instruction, which leaves students less engaged, provides insufficient practice in independent thinking, and fails to habituate them to critically analyzing and interpreting information. Research suggests that the instruction of advertising texts requires innovative pedagogical models to significantly improve student learning outcomes. Consequently, there is a need for a learning model that fosters active student engagement and cultivates critical thinking skills. This aligns with findings that problem-based learning (PBL) can promote the development of students' critical and analytical thinking abilities (Elysia et al., 2023).

Given this context, a learning approach that more actively involves students is required. One viable alternative is the PBL model. PBL offers several benefits to the learning process; Ekayanti (2021) notes that it stimulates students to think deeply—moving beyond a mere reliance on texts—and encourages them to solve problems independently. This model positions a problem as the starting point for learning, shifting the focus away from the teacher and toward student activities centered on understanding and resolving contextual issues.

In practice, students are encouraged to identify problems, seek relevant information, analyze data, and formulate solutions—either independently or through group work. This approach enables students to engage actively in the learning process, making their learning experience more meaningful (Fitriyah et al., 2024). Conceptually, PBL is oriented toward developing higher-order thinking skills, such as critical thinking, analytical thinking, and problem-solving. This is supported by research findings indicating that the implementation of PBL significantly enhances students' critical thinking skills compared to conventional instruction (Putra Wiratama et al., 2025). Furthermore, other studies have revealed that PBL is effective in fostering independent thinking, the evaluation of information, and the development of logical arguments during the learning process (Azani et al., 2024). This approach also helps students focus more on mastering knowledge and skills, developing learning proficiencies, and increasing

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their motivation to learn (Yunitasari et al., 2025). The primary issue addressed in this study is students' limited ability to interpret persuasive messages within advertising texts. The research focuses on examining improvements in students' capacity to interpret such messages through the application of the PBL model. The study aims to determine the extent to which the PBL model can enhance students' ability to interpret persuasive messages in advertising texts. It is expected that this research will contribute to the field of Indonesian language education—specifically regarding the use of the PBL model to improve students' interpretive abilities—while serving as a reference for teachers in selecting innovative and effective instructional models, as well as a resource for future researchers.

Previous research has demonstrated that PBL is effective in enhancing students' learning capabilities. Fitriani et al. (2023) found that the implementation of a Canva-based PBL approach for the topic of advertising texts improved students' writing skills, as evidenced by higher scores between pre-tests and post-tests, as well as increased student motivation and active participation in the learning process. Research conducted by Tasik et al. (2025) indicates that the use of the PBL model can improve students' skills in writing advertising texts, with an average score reaching 82.09; it has also proven to be more effective than other instructional models. Similarly, a study by Suhartiningsih (2022) found that the implementation of PBL can significantly enhance student learning outcomes, increasing them from 77% to 90%. Furthermore, research by Sugihartini et al. (2022) demonstrates that PBL, when supported by audio-visual media, improves students' ability to retell the content of advertisements, yielding better results and eliciting a positive response from students. However, these studies have primarily focused on writing skills and the ability to retell the content of advertisements, leaving a gap regarding the specific examination of students' text interpretation or comprehension abilities. Therefore, this study aims to address this gap by investigating the application of the PBL model in enhancing students' text interpretation skills.

This research is based on the premise that the use of an appropriate instructional model can enhance student capabilities. As a student-centered approach, PBL is believed to foster active engagement, cultivate critical thinking skills, and assist students in interpreting persuasive messages at a deeper level. Consequently, the implementation of PBL is expected to lead to a significant improvement in students' ability to interpret persuasive messages.

This study encompasses two primary concepts: PBL—an innovative, problem-centered instructional model—and the interpretation of persuasive messages within advertising texts, which is a key aspect of deep-level text comprehension. These concepts serve as the theoretical foundation for analyzing improvements in student proficiency, with the study intended to contribute to the development of Indonesian language instruction.

METHOD

This study employs a quantitative approach using a quasi-experimental design. A quantitative approach was chosen because the research aims to examine differences in students' ability to interpret persuasive messages through the implementation of the PBL model, utilizing data in the form of scores analyzed through statistical methods. According to Sugiyono (2024), Razak (2017), quantitative research is a methodology rooted in the philosophy of positivism, designed to study specific populations or samples for the purpose of hypothesis testing. The study utilizes a posttest-only control group design, involving two groups: an experimental group that receives instruction via the PBL model, and a control group that undergoes conventional instruction.

The data in this study are quantitative, consisting of scores from tests measuring the ability to interpret persuasive messages in advertising texts. Data were collected from eighth-

grade students at SMP Negeri 41 Medan during the 2025/2026 academic year, who served as the research sample. The sample was selected using a purposive sampling technique, identifying two classes with relatively similar characteristics—one designated as the experimental group and the other as the control group. Data collection techniques included observation, testing, and documentation. Observations were conducted to monitor the learning process and student engagement; an essay-based test was used to assess the ability to interpret persuasive messages during the posttest; and documentation served to provide supporting data throughout the study.

Data analysis was conducted quantitatively using statistical methods. Descriptive statistics are used to analyze data by describing or summarizing the collected information, without the intent of drawing generalizations applicable to a broader population (Sugiyono, 2024). Data obtained from post-test results were analyzed to determine differences in the ability to interpret persuasive messages between the experimental group and the control group.

The analytical procedure included calculating mean scores, as well as conducting normality and homogeneity tests as prerequisites for further analysis. Subsequently, hypothesis testing was performed using a t-test to assess the significance of the differences between the two groups. According to Sugiyono (2024), the t-test is employed to examine the difference between the means of two independent sample groups.

This study was conducted during the even semester of the 2025/2026 academic year. The research process—comprising preparation, implementation, and report writing—was carried out in stages according to a predetermined schedule. The study took place at SMP Negeri 41 Medan, located in the city of Medan, North Sumatra. The site was selected based on its alignment with the research requirements, specifically the inclusion of instructional material on advertising texts for eighth-grade students, as well as its relevance to the study's objective: examining students' ability to interpret persuasive messages.

RESULT

This study aims to determine the effectiveness of the Problem-Based Learning (PBL) model on the ability of eighth-grade students at SMP Negeri 41 Medan to interpret persuasive messages in advertising texts. The research was conducted across two groups: an experimental class that received instruction using the Problem-Based Learning (PBL) model, and a control class that received conventional instruction.

Table 1
Student Posttest Results

Class	N	Average Score
Experimental (PBL)	31	84.19
Control (Conventional)	31	45.32
Difference	38.87	

The posttest results indicate a significant difference between the two groups. The control class achieved an average score of 45.32, while the experimental class achieved an average score of 84.19—a difference of 38.87 points. In terms of percentage, the students in the experimental class demonstrated an 85.77% higher level of proficiency compared to those in the control class. This disparity suggests that students who learn using the Problem-Based Learning model possess a superior ability to understand, identify, interpret, and draw conclusions regarding the persuasive messages embedded in advertising texts. These findings align with research by Ekayanti (2021), which states that problem-based learning fosters the development of students' critical and analytical thinking skills by training them to identify problems, analyze information, and formulate solutions based on their own reasoning. Students are not only able to recognize the explicit content of an advertisement but are also capable of uncovering its underlying purpose, persuasive strategies, and implicit meanings. The high level

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of academic achievement in the experimental class demonstrates that PBLprovides students with greater scope to construct knowledge independently through investigative activities and group discussions. In this process, students do not merely receive information from the teacher; rather, they play an active role in discovering the meanings contained within the advertising texts. These findings support the research results of Ekayanti (2021), which state that PBL can stimulate students to think more deeply, rather than relying solely on explicitly stated information. Furthermore, Fitriyah et al. (2024) assert that the active involvement of students in problem-based learning makes the learning experience more meaningful, thereby positively impacting learning outcomes.

The distribution of scores in the experimental class shows that the majority of students achieved scores in the 80–100 range, with a mode of 90. In contrast, the distribution of scores in the control class tends to fall within the 25–65 range, with modes of 35 and 45. These findings indicate that the implementation of the PBL model leads to more consistent and higher learning achievements compared to conventional instruction. Prior to hypothesis testing, the necessary prerequisite analyses were conducted.

Table 2
Normality Test Results

Group	N	Kolmogorov-Smirnov	Sig.	Criteria
Control	31	0.200	0.200	Normal
Experimental	31	0.061	0.061	Normal

Based on Table 2, the posttest data for the control class consists of a sample of 31 students, with a Kolmogorov-Smirnov statistic of 0.123 and a significance value (Sig.) of 0.200. Since this significance value is greater than the 0.05 significance level (0.200 > 0.05), the posttest data for the control class is considered to be normally distributed. This indicates that the distribution of student learning outcomes in the control class follows a normal distribution pattern, thereby satisfying one of the requirements for the use of parametric statistical analysis. Furthermore, the posttest data for the experimental class also consists of a sample of 31 students, with a Kolmogorov-Smirnov statistic of 0.153 and a significance value (Sig.) of 0.061. Because this significance value is greater than the 0.05 significance level (0.061 > 0.05), the posttest data for the experimental class is also considered to be normally distributed. These results demonstrate that the distribution of posttest scores in the experimental class meets the assumption of normality, with no significant deviation from a normal distribution.

Based on these test results, it can be concluded that the posttest data for both the control class and the experimental class are normally distributed. This is evidenced by the significance values ??for both classes being greater than 0.05—specifically 0.200 for the control class and 0.061 for the experimental class. Consequently, the research data satisfy one of the prerequisites for parametric statistical analysis.

The fulfillment of the normality assumption indicates that the distribution of student learning outcomes in both classes follows a normal pattern and is representative for further analysis. Therefore, the analysis can proceed to the next stage: a homogeneity test to determine whether the variances of the two groups are equal. This is followed by hypothesis testing using an Independent Samples t-test to examine the effect of the PBL model on the ability of eighth-grade students at SMP Negeri 41 Medan to interpret persuasive messages in advertising texts.

Table 3
Homogeneity Test Results

Levene Statistic	df2	df1	Sig.	Interpretation
0.648	1	60	0.424	Homogeneous

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Based on Figure 4.6, the Levene Statistic is 0.648, with degrees of freedom (df1) of 1 and (df2) of 60, and a significance value (Sig.) of 0.424. This significance value is greater than the predetermined significance level of 0.05 (0.424 > 0.05). Thus, it can be concluded that the posttest data for both the experimental and control classes have homogeneous variances.

These test results indicate that the distribution of student learning outcome data in both classes is relatively similar, with no significant difference in data variability between the experimental and control groups. In other words, both research groups exhibit comparable variance characteristics, making them suitable for comparison via parametric statistical analysis. Furthermore, the SPSS output shows significance values ??based on the median (0.417), the median with adjusted df (0.417), and the trimmed mean (0.420). All these significance values ??are also greater than 0.05, further reinforcing the conclusion that the student learning outcome data in both groups possess homogeneous variances.

Meeting the assumption of homogeneity indicates that any differences in learning outcomes observed between the experimental and control classes are not attributable to differences in data variability or unequal variances between the groups; rather, they are more likely influenced by the treatment applied during the learning process. Consequently, the research data satisfy one of the requirements for the use of parametric statistics. Based on the results of the normality and homogeneity tests, it can be concluded that the research data meet the requirements for analysis: they are normally distributed and possess homogeneous variances. Thus, the analysis can proceed to the next stage: hypothesis testing using an Independent Samples t-test to determine the effect of the PBL model on the ability of eighth-grade students at SMP Negeri 41 Medan to interpret persuasive messages in advertising texts.

Table 4
Hypothesis Testing

Levene's Test (Sig.)	t	df	Sig. (2-tailed)	Decision
0.424	-12.744	60	0.000	H1 accepted

Based on the results of the Independent Samples t-test, a t-calculated value of -12.744 was obtained, with 60 degrees of freedom (df) and a Sig. (2-tailed) value of 0.000. Since the significance value is less than the 0.05 significance level (0.000 < 0.05), H0 is rejected and H? is accepted. These results indicate a significant difference in the ability to interpret persuasive messages between students taught using the Problem-Based Learning model and those taught using conventional instruction. Consequently, the alternative hypothesis is accepted, and the Problem-Based Learning model is deemed effective for developing the ability to interpret persuasive messages in advertising texts.

DISCUSSION

The research results indicate that the PBL model has a significant impact on the ability to interpret persuasive messages in advertising texts. This effectiveness is evidenced by a 38.87-point difference in the average learning outcomes between the experimental class and the control class. These findings suggest that a student-centered learning model is more effective at enhancing interpretive skills than a teacher-centered approach.

The advantages of PBL in this study can be attributed to its core characteristic: using a problem as the starting point for instruction. When students are presented with issues related to advertising texts, they do not merely receive information passively; rather, they are required to identify problems, seek relevant information, analyze persuasive elements, discuss their findings, and formulate conclusions based on the evidence discovered. Such activities directly cultivate students' critical thinking and interpretive abilities.

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The improvement in students' interpretive skills is also reflected in their capacity to identify the purpose of an advertisement, recognize the use of persuasive language, interpret implied meanings, and deduce the primary message intended by the advertiser. These competencies serve as indicators of Higher-Order Thinking Skills (HOTS), which require students to go beyond a literal understanding of information and engage in the analysis and evaluation of the messages they encounter.

Conversely, students in the control class tended to struggle with interpreting the deeper meanings within advertising texts. Conventional, teacher-centered instruction led students to primarily receive information rather than construct knowledge independently. Consequently, their understanding remained largely at the level of factual knowledge, failing to develop into more complex interpretive capabilities.

The findings of this study align with the theory of PBL, which posits that problem-based instruction fosters critical thinking, analytical skills, and problem-solving abilities. In the context of studying advertising texts, such skills are essential, as persuasive messages are frequently conveyed implicitly through word choice, slogans, imagery, or specific communication strategies. Consequently, students require strong analytical capabilities to grasp the true intent behind an advertisement.

These results also reinforce the findings of Fitriani et al. (2023), Tasik et al. (2025), Suhartiningsih (2022), and Sugihartini et al. (2022), which indicate that the implementation of PBL enhances student learning outcomes regarding advertising texts. However, this study offers a more specific contribution; rather than merely examining general learning outcomes, it focuses on measuring the ability to interpret persuasive messages within advertisements. Thus, this research expands the empirical evidence concerning the effectiveness of Problem-Based Learning in developing students' critical literacy skills.

From a pedagogical perspective, these findings suggest that Indonesian language instruction should no longer focus solely on content mastery; instead, it should be directed toward developing critical thinking and interpretive abilities. In a digital era saturated with various forms of advertising and persuasive information, the capacity to interpret messages has become a vital competency, enabling students to approach the information they encounter with a critical mindset. Therefore, the application of the Problem-Based Learning model serves as a strategic alternative for Indonesian language teachers to improve the quality of instruction while simultaneously fostering students' 21st-century skills.

CONCLUSION

Based on the research results and discussion, it can be concluded that the ability to interpret persuasive messages in advertising texts among students taught via conventional instruction remains low, with an average post-test score of 45.32. In contrast, students taught using the Problem-Based Learning model achieved an average post-test score of 84.19, which falls into the "good" category. The analysis results indicate a significant difference in ability between the two groups. A mean difference of 38.87 points—representing an 85.77% margin—demonstrates that students who learned using the Problem-Based Learning (PBL) model exhibited far superior interpretation skills compared to those who received conventional instruction. Hypothesis testing via an Independent Samples t-Test yielded a significance value of 0.000 (< 0.05) and a t-statistic of -12.744; consequently, the null hypothesis (H0) was rejected, and the alternative hypothesis (H1) was accepted. Thus, the PBL model is proven effective in enhancing the ability of eighth-grade students at SMP Negeri 41 Medan to interpret persuasive messages within advertising texts.

These research findings confirm that PBL is an instructional model capable of fostering active

student engagement, developing critical thinking skills, and improving the interpretive capacity required to understand persuasive messages embedded in advertisements. Therefore, the PBL model is recommended as an effective alternative for Indonesian language instruction to enhance students' critical literacy skills.

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