



## Strategies for Implementing The Project-Based Learning Model in Improving Creative Writing Skills in Indonesian Language Learning

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### ABSTRACT

Creative writing is an essential skill in Indonesian language learning that supports the development of imagination, expression of ideas, and critical thinking. However, this skill is still a challenge for many learners due to the low relevance of the material to real life and the lack of contextualized learning approaches. This article aims to examine the implementation strategy of the Project-Based Learning (PjBL) model in improving creative writing skills through a systematic literature review approach of ten scientific articles published in 2019-2024. The results show that PjBL is effective in creating an active, collaborative, and reflective learning environment by engaging learners in writing projects based on hands-on experiences. The article formulates four main principles of PjBL implementation strategies, namely contextual exploration, collaboration, production-revision of work, and publication and reflection. Despite its great potential, the implementation of PjBL also faces challenges such as time constraints, teacher competence, and the adequacy of supporting facilities. Therefore, the success of this strategy is determined by adaptive learning design and adequate institutional support. The findings are expected to be a theoretical and practical contribution in the development of creative writing literacy relevant to 21st century learning needs.

*Keywords: project-based learning, creative writing skill, Indonesian language learning*

## Strategi Pengimplementasian Model PjBL dalam Meningkatkan Keterampilan Menulis Kreatif Pembelajaran Bahasa Indonesia

### ABSTRAK

Menulis kreatif merupakan keterampilan esensial dalam pembelajaran Bahasa Indonesia yang mendukung pengembangan imajinasi, ekspresi ide, dan kemampuan berpikir kritis. Namun, keterampilan ini masih menjadi tantangan bagi banyak pemelajar karena rendahnya relevansi materi dengan kehidupan nyata dan minimnya pendekatan pembelajaran yang kontekstual. Artikel ini bertujuan untuk mengkaji strategi implementasi model Pembelajaran Berbasis Proyek dalam meningkatkan keterampilan menulis kreatif melalui pendekatan tinjauan pustaka sistematis terhadap sepuluh artikel ilmiah terbitan 2019–2024. Hasil kajian menunjukkan bahwa PjBL efektif dalam menciptakan lingkungan belajar yang aktif, kolaboratif, dan reflektif, dengan melibatkan pemelajar dalam proyek menulis yang berbasis pengalaman langsung. Artikel ini merumuskan empat prinsip utama strategi implementasi PjBL, yakni eksplorasi kontekstual, kolaborasi, produksi-revisi karya, serta publikasi dan refleksi. Meskipun memiliki potensi besar, implementasi PjBL juga menghadapi tantangan seperti keterbatasan waktu, kompetensi pengajar, dan ketercukupan sarana pendukung. Oleh karena itu, keberhasilan strategi ini ditentukan oleh desain pembelajaran yang adaptif dan dukungan institusional yang memadai. Temuan ini diharapkan dapat menjadi kontribusi teoretis dan praktis dalam pengembangan literasi menulis kreatif yang relevan dengan kebutuhan pembelajaran abad ke-21.

*Kata Kunci: menulis kreatif, pembelajaran berbasis proyek, strategi pembelajaran, Bahasa Indonesia*

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## INTRODUCTION

Creative writing is an important skill in learning Indonesian. This skill is one of the foundations for developing comprehensive Indonesian language skills. Creative writing is a writing activity that conveys information focused on using beautiful and engaging language and is packaged creatively, for example, in short stories, poems, novels, song lyrics, and other writings. In creative writing activities, the writer will try to make the reader feel emotions, think, and enjoy the writing through stories, descriptions of the setting or characters, and the delivery of the writer's ideas (Burroway, J. 2019). Creative writing can help learners express their feelings and ideas in the context of learning Indonesian. In addition, they will be trained to think critically and analytically (Alkhalidi, 2019). Furthermore, creative writing also often requires the ability to imagine in a directed manner and communicate effectively. (Farisia et al., 2024). Therefore, this skill is important, both in the context of speaking Indonesian in the educational environment and everyday life.

On the other hand, learners prettyface significant challenges in developing creative writing skills. Many learners feel unfamiliar with creative writing assignments that are less relevant to their daily activities, resulting in a lack of interest in practicing creative writing (Vonny et al., 2023). In addition, the problem of lack of motivation and minimal contextual practice in learning activities are considered fundamental obstacles (Haswan et al., 2024; Amalia & Thahar, 2024). Thus, there is a need for more innovative and relevant learning approaches to help learners overcome these obstacles.

Project-based learning (PjBL) is important in the search for innovative solutions. Learning with this model allows learners to engage in projects that are more relevant to real life so that they can practice writing and develop creativity (Illahi et al., 2022); (Biazus & Mahtari, 2022). Furthermore, in this learning, learners are invited to collaborate in solving complex problems and involving them in a familiar context to increase their interest in learning (Illahi et al., 2022; Hakimah, 2023).

Through implementing PjBL, learners actively express their creative ideas through practical contexts. Therefore, their understanding of the studied material will increase (Biazus & Mahrari, 2022; Hakimah, 2023). In other words, project-based learning (PjBL) not only acts as an answer to the problems faced by learners in creative writing but also as a solution to achieving better overall learning outcomes. However, implementing PjBL is also faced with specific challenges, such as teachers needing adequate competence and infrastructure support (Ferrero et al., 2021). Although research on PjBL is nothing new, research that explicitly examines PjBL strategies to address specific challenges in learning creative writing in Indonesian is still limited. This article is an attempt to explore more deeply the strategy for implementing PjBL that is in line with the development of creative writing skills, as well as identifying the challenges teachers and learners face in implementing it in learning creative writing.

Relevant research on PjBL is widely contained in scientific articles in online journals. The articles in question include:

- 1) Amril, K. J., & Thahar, H. E. (2022). Pengembangan Modul Elektronik Menulis Teks Cerpen Berbasis Project Based Learning bagi Siswa Kelas XI SMA. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 5(3), 715-730.
- 2) Anggraini, P. D., & Wulandari, S. S. (2020). Analisis penggunaan model pembelajaran project based learning dalam peningkatan keaktifan siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(2), 292-299.
- 3) Rineksiane, N. P. (2022). Penerapan Metode Pembelajaran Project-Based Learning untuk Membaca Siswa dalam Berpikir Kritis. *Jurnal Pendidikan Manajemen Perkantoran*, 7(1), 82-91.

## METHOD

This research method uses a systematic literature review (SLR) approach to explore the im-



plementation strategy of the project-based learning (PjBL) model in improving creative writing skills in Indonesian language learning. The review procedure is carried out through the following steps: “1) literature is collected from indexed databases such as DOAJ, Google Scholar, and Garuda with the keywords "Project-Based Learning," "creative writing," and "Bahasa Indonesia" for the period 2019–2024” 2) the selected articles are scientific publications with a focus on the application of PjBL to language learning, especially in improving creative writing skills, both at elementary, secondary, and tertiary levels” 3) articles that do not explicitly include implementation strategies or are not relevant to the context of Indonesian language learning are excluded from the study” 4) articles that pass the selection are analyzed using a narrative approach, with classification based on text type, education level, form of PjBL strategy, and implementation results.

The research data on the implementation strategy of the PjBL model to improve creative writing skills in Indonesian language learning were analyzed thematically based on synthesis. The analysis results are presented in a table containing a number column, an author and year column, a focus column and main findings, an implementation strategy column, and a conclusion column. The results of the analysis were validated internally. Validation used a checklist instrument through time triangulation techniques. Through this technique, each finding was reread. Findings were corrected if the data written did not match the analysis results (Razak, 2020).

## RESULTS

The discussion of the results of this study is structured with the direction of reviewing the strategy of implementing project-based learning models in Indonesian language learning that focuses on improving creative writing skills. This is done through an analysis of ten relevant studies that have been published in the last five years. To support a comprehensive analysis, the synthesis of the literature review results is presented systematically

based on the identity and year of publication, research focus and main findings, strategy for implementing project-based learning models, and conclusions from each research result. This data is presented per author in the following several figures.

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
The study aims to improve elementary school students' procedural text-writing skills. The results showed a significant increase in all writing skill indicators, with an average increase of 8.48%.	Six PjBL steps are applied, from designing the project to evaluating the results. Learners write procedural texts based on their practical experience of making batik.	PjBL effectively improves procedural writing skills by combining hands-on practice and written reflection.

Figure 1  
 Synthesis Results for Author and Year:  
 Whesli et al. (2024)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
Examining the influence of PjBL based on outdoor study on fifth-grade students. Short story writing scores increased from 74.21 (moderate) to 87.76 (high).	Students learn outside the classroom, observe the real environment, then write short stories based on the results of their observations, and then write short stories based on the results of their observations.	PjBL with an outdoor approach improves imagination, and PjBL with an outdoor approach significantly improves students' imagination, interest, and writing quality.

Figure 2  
 Synthesis Results for Author and Year:  
 Candin dan Kristiantari (2023)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
Research develops differentiated e-modules based on PjBL for high school students writing poetry. The modules are adjusted to the learning style and readiness of students.	Using content, process, and product differentiation. Modules include videos, text, posters, and project challenges packaged online in the Word Press platform.	PjBL-based e-modules effectively improve creativity and poetry writing skills because they are more interactive, contextual, and responsive to learners' learning needs.

Figure 3  
Synthesis Results for Author and Year:  
Vinindia Rahmawati & Didin Widartono (2025)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
Research on ninth-grade junior high school students showed a significant increase in short story writing skills and critical and creative thinking after implementing PjBL.	Involves project assignments by writing short stories developed through observation and interviews.	The PjBL model can improve students' writing skills, critical thinking, and creativity in short story learning.

Figure 4  
Synthesis Results for Author and Year:  
Fitrotin Nazidah (2023)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
The application of PjBL in writing editorial texts increased the average score of students from 77 to 90.	Through an editorial text writing project that involves exploring issues, arguing, and presenting opinions in a creative format.	PjBL effectively forms critical and creative thinking patterns and improves the quality of students' editorial writing.

Figure 5  
Synthesis Results for Author and Year:  
Uswatun Hasanah & Muhammad Saleh (2024)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
Quantitative research with a pretest-posttest design shows a significant increase in the ability to write advertisements in class V students of SDK Nita I.	Students create a project in the form of a self-designed advertisement as the final product.	PjBL improves expressive skills and appeal when writing functional texts such as advertisements.

Figure 6  
Synthesis Results for Author and Year:  
M.Y. Neang, D.M.E. Puang, M.H.D. Bunga (2024)



Focus and Key Findings	PjBL Implementation Strategy	Conclusion
In the Creative Writing course, PjBL in Indonesian Language Education, students succeeded in improving HOTS and short story writing sk	Through the short story anthology project, students are free to create works accompanied by analysis and reflection assistance.	Applying PjBL in writing lectures effectively improves high-level thinking skills and the quality of students' literary works.

Figure 7  
 Synthesis Results for Author and Year:  
 Indah Fajarini (2022)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
Non-PBSI students (Management study program) experienced increased poetry writing skills through PjBL.	Students create poetry as a project product, assessed based on the novelty of theme, imagination, diction, and imagery.	PjBL can be applied across study programs and effectively builds appreciation and aesthetic abilities in writing

Figure 8  
 Synthesis Results for Author and Year:  
 Leli Nisfi Setiana & Aida Azizah (2019)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
There has been a significant increase in elementary school students' writing skills and interests since the implementation of PjBL.	Involving poetry writing projects and reporting, with statistical observation of learner interests and performance.	PjBL is effective not only in improving writing skills but also in building learners' interest in writing

Figure 9  
 Synthesis Results for Author and Year:  
 Mukhsinah Arifin, Erwin Akib, Muhammad Akhir (2023)

Focus and Key Findings	PjBL Implementation Strategy	Conclusion
In two cycles, classroom action research showed increased paragraph writing skills from 72% to 85.66%	Learners construct paragraph projects in a structured format, with planning, implementation, observation, and reflection in each cycle.	The PjBL model effectively improves paragraph structure and coherence in elementary school students.

Figure 10  
 Synthesis Results for Author and Year:  
 Dea Vista Febrianika, Trikinasih Handayani, Dewi Partini (2022)

Implementing the PjBL model in Indonesian language learning shows a positive impact that can be seen from the results of its application in creative writing skills. The results of the synthesis of the ten scientific articles above show that this model makes a real contribution to learners' cognitive, affective, and psychomotor aspects in creative writing activities. This model also helps learn-

ers who were previously considered passive become more active in creating authentic works based on exploration opportunities and direct experiences. Several studies, such as those conducted by (Widyartono, 2025; Nazidah, 2023 Hasanah Saleh, 2024), show that the PjBL model is significantly able to improve the quality of learners' literary writing, such as poetry, short stories, and editorials. The strategies used in these studies involve project planning, exploring ideas through observation or reflection, collaboration in group discussions, writing production, and presentation of work results. The project fosters language skills and stimulates critical, creative, and original thinking.

One interesting finding is in the research results of Vinindia Rahmawati (2025), which emphasizes the importance of differentiating learning styles in digital-based PjBL. This strategy fosters learners' self-confidence and creativity in expressing ideas by giving learners the freedom to choose learning media and the form of written products (audio poetry, text, or digital posters). This indicates that the success of PjBL depends on the project design and the flexibility of adjusting the approach to the needs of the learners.

Furthermore, the PjBL strategy has also been shown at the elementary education level to increase children's interest and writing skills significantly. Mukhsinah Arifin et al. (2023) and Dea Vista Febrianika et al. (2022) proved that PjBL can improve paragraph and poetry writing skills in grade IV elementary school students. They concluded that the success of this strategy lies in the authentic activities carried out by learners, such as writing poems with personal experience themes or paragraphs from simple observations.

Furthermore, Hendika Whesli et al. (2024) presented the implementation of the PjBL strategy through a tie-dye batik-making project. This activity became the basis for learners in writing procedural texts. This real project proves that writing skills do not develop optimally if only taught in theory. Learners directly involved in activities gain concrete experiences that can be expressed

in narratives or procedures with logical structures and appropriate language.

On the other hand, the dimension of outdoor learning (outdoor study) also enriches the PjBL strategy, as shown by the research of Arnoldus David Candin (2023). In his research, learners who took part in short story writing learning outdoors showed significant improvements in aspects of imagination, language style, and story quality. Open spaces provide direct stimulus to learners' imagination while overcoming boredom in classroom learning. This strategy shows that the physical learning environment influences learners' creative writing performance.

The results of the synthesis of the ten articles reviewed show that the success of PjBL lies in four main principles: active involvement of learners in the production of work, strong connections between projects and contextual realities, creative mentoring from teachers, and flexibility in the form of learning products. Based on these findings, a conceptual framework for implementing PjBL for creative writing learning can be suggested as follows:

- 1) contextual exploration stage, namely, learners observe the environment or real issues as a trigger for writing ideas
- 2) design and collaboration, namely, learners prepare project plans independently or in groups, accompanied by teachers
- 3) production and revision of work, namely, learners express ideas in the form of creative writing that goes through a process of feedback and revision
- 4) publication and reflection, namely, the results of work are published in the form of digital anthologies, class exhibitions, or online media, followed by learning reflection.

This framework can be an initial theoretical contribution to the practice of project-based creative learning in the context of Indonesian language literacy. Overall, these findings indicate that successful PjBL implementation strategies in creative



writing learning include several important aspects: (1) active involvement of learners in the exploration and production of works, (2) collaboration and discussion as a tool for developing ideas, (3) connections with real experiences or contextual issues, and (4) structured teacher guidance through the project stages. Teachers play a role not only as facilitators but also as creative guides who direct learners in the process of reflection, revision, and improvement of writing.

However, the implementation of PjBL also faces challenges. Several articles mention the limitations of learning time, teacher readiness in designing projects, and the need for supporting facilities such as digital media, practice materials, and objective assessment rubrics. Therefore, the ideal PjBL strategy must be balanced with teacher training, thorough planning, and flexible curriculum support for project-based activities.

Considering all these findings, it can be concluded that the strategy for implementing the PjBL model in creative writing skills in learning Indonesian needs to be designed systematically, contextually, and adaptively to the characteristics of learners. The success of PjBL in improving creative writing skills depends on the extent to which the strategy used can combine aspects of real experience, imagination, cooperation, and original expression of learners in writing.

Although this discussion has comprehensively outlined the findings from ten scientific articles, several limitations must be acknowledged. First, the entire synthesis is based on a literature review without primary field data, so the application context in certain schools or classes cannot be empirically verified. Second, the focus of the study tends to dominate elementary and secondary education, while the context of higher education or academic writing learning is still limited. Third, not all articles explicitly discuss learners' affective or motivational dimensions in the project-based creative writing process. These limitations open up opportunities for further field, longitudinal, or exploratory research, which is more contextual and in-depth.

The PjBL model has great potential in improving students' creative writing skills. Therefore, a specific strategy is needed, and its implementation is designed systematically, contextually, and adaptively. Indonesian language learning that combines real projects, collaborative learning experiences, and reflective support from teachers has proven to be effective in encouraging students to think initially and express ideas creatively. The following section will summarize the main findings and provide relevant suggestions for implementation and further research.

## CONCLUSION

Creative writing is one of the important skills in Indonesian language learning because it encourages students to express ideas, build imagination, and communicate effectively through aesthetic and meaningful writing. However, many students still face challenges in developing this ability, either due to limited motivation, minimal relevance of the material to real life, or the lack of a learning approach that encourages creativity in a focused manner.

Based on a review of ten scientific articles, it can be concluded that the Project-Based Learning (PjBL) model has great potential as an effective learning strategy for improving creative writing skills. Various implementations of PjBL that have been studied have successfully created a contextual, collaborative, and learner-centered learning environment. Implementing creative writing projects based on environmental observations, cultural practices, digital media exploration, and outdoor activities has been proven to stimulate imagination and bring the writing process to life more meaningfully. This model also facilitates more active, reflective, and real-world learning.

However, implementing PjBL in creative writing learning is also not free from obstacles. Among them are time constraints, the need for teachers' pedagogical competence in designing and managing projects, and the availability of adequate supporting facilities. Therefore, a successful PjBL implementation strategy needs to pay attention to

systematic learning design, flexible but focused project stages, and the role of teachers as active facilitators in guiding the creative process of learners. Thus, project-based learning offers pedagogical solutions to creative writing constraints and strengthens the achievement of learning Indonesian as a whole. This article emphasizes that the integration of appropriate PjBL strategies in creative writing learning needs to be continuously developed, both in classroom learning practices and in further academic studies, to answer the needs of 21st-century literacy that demands creativity, communication, and collaboration as the main competencies of learners.

Based on the existing conclusions, several suggestions are provided to support the implementation strategy of Project-Based Learning (PjBL) in creative writing learning in Indonesian. First, teachers and lecturers need to improve their competence in designing project-based learning systematically, including in the preparation of contextual projects, creative writing guidance, and formative and reflective evaluations, with the support of ongoing training from educational institutions. Second, schools and universities are expected to provide adequate facilities and infrastructure, such as digital media, access to learning environments outside the classroom, and spaces for publishing students' work to create an authentic learning atmosphere. Third, researchers and academics are advised to continue studying PjBL strategies in more specific contexts, such as implementation in universities, individual learning styles, and integration of digital media and AI, including qualitative evaluation of the process of developing students' imagination and reflection. Overall, implementing PjBL needs to be encouraged as part of the transformation of literacy learning that emphasizes creative, meaningful, and sustainable learning experiences.

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