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The Influence of Project Based Learning Model to Increase Students' Creativity in Writing Scientific Papers of Poetry

Yunita Ashari^{1*}, Sekar Purbarini Kawuryan¹, Deri Angraini²

¹ Universitas Negeri Yogyakarta, Indonesia. ² Universitas PGRI Yogyakarta, Indonesia.

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Corresponding Author: Yunita Ashari yunitaashari.2023@student.uny.ac.id

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Abstract: Higher education today increasingly emphasizes the development of students' creativity and critical thinking skills. The Project Based Learning (PBL) model has become an effective approach in this context. This study aims to evaluate the effectiveness of PBL to improve students' creativity in writing scientific literary poetry using archaic words. This research used an experimental method by dividing students into two groups: an experimental group using PBL and a control group using conventional methods. Data were then collected from pre-test and post-test scores of students in both groups, then analyzed using descriptive analysis and Wilcoxon and Mann-Whitney statistical tests. The results showed a significant increase in the ability to write poetry in the experimental group compared to the control group. The average post-test score of the experimental group increased from 30.35 to 32.43, while the control group experienced a decrease from 28.07 to 27.52. Statistical tests showed a significant difference between the two groups, with a Mann-Whitney U value of 214,000 and a significance of 0.000. These findings indicate that the implementation of PBL is effective to increase students' creativity and poetry writing skills. Therefore, the use of PBL as a learning strategy is highly recommended to develop students' creativity and learning outcomes in the context of higher education.

Keywords: Archaic words; Creativity; Higher education; Project based learning (PBL); Writing scientific

Introduction

Higher education today increasingly emphasizes the development of students' creativity and critical thinking skills (Crompton & Burke, 2023; Raimundo & Rosário, 2021; Tight, 2023). One approach that is increasingly used in this context is the Project Based Learning (PBL) model (Chistyakov et al., 2023; Lim et al., 2023; Pou et al., 2022). This allows students to learn in a more active way and be directly involved in completing projects or assignments that have direct relevance to the real world (Sukmawati et al., 2023). In the context of literature, PBL offers the potential to improve students' creativity in writing scientific works of poetry literature using archaic words (Almulla, 2020; Huang et al., 2023; Lim et al., 2023; Ramadhan & Untari, 2021; E. Sukmawati et al., 2024). Improving students' ability to write scientific works of poetry literature is an important aspect in the development of literacy and art appreciation (Marnewick, 2023). The most distinctive forms of literature, requires a deep understanding of language structure, aesthetics, and creativity in its use (Agnesiana et al., 2023; Musa et al., 2023). The use of archaic words in poetry can add historical and traditional dimensions and express deeper meanings. Therefore, improving students' ability to write poetry using archaic words can enrich their literary experience (Syarifah et al., 2019).

The use of archaic words in writing poetry requires a deep understanding of the cultural and literary

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context. Archaic words often have rich meanings and complex nuances, so their selection and use must be carried out carefully to suit the intent and communicative purpose of the poem itself (Cahyaningtyas, 2022). Through the PBL approach, students can be provided the opportunity to conduct indepth exploration of the use of archaic words in a literary context (Hussein, 2021; Musa et al., 2023).

Recent research shows that PBL can be an effective tool to increase students' creativity and problem-solving abilities in a variety of fields of study (Cho & Kim, 2020; Fitriani et al., 2023; Mahanal et al., 2022; E. N. Sukmawati, 2022). In a study conducted by Riskiningtyas et al. (2020), it was explained that PBL is effective in improving students' critical thinking skills in Civics subjects at the junior high school level. The results of this study indicate that PBL can provide in-depth and real-world relevant learning experiences, thereby improving students' abilities to analyze, evaluate, and make decisions related to Civic issues.

Similarly, a study conducted by Apsoh et al. (2023) found that PBL has a positive impact on students' critical thinking skills. Through PBL, students are encouraged to be active in identifying problems, finding solutions, and presenting their work, all of which strengthen their critical thinking skills. Another study conducted by Anggraini et al. (2019) highlighted the effectiveness of PBL in improving junior high school students' mathematical critical thinking skills. The results of this study indicate that PBL provides a learning experience that allows students to apply mathematical concepts in real contexts, thereby deepening their understanding of the material and improving their critical thinking skills. Not only at the junior high school level, PBL has also been shown to be effective in improving students' critical thinking skills at the elementary school level, as observed in a study conducted by Suharyati et al. (2023). The results of this study indicate that PBL provides opportunities for students to develop their critical thinking skills through active exploration, collaboration, and reflection.

Besides having an impact on critical thinking skills, PBL has also been shown to improve students' learning creativity and learning outcomes, as revealed in a study conducted by Rasyd et al. (2023). Through PBL, students are given the freedom to explore new ideas, face challenges, and develop a deeper understanding of the subject matter. Through this series of studies, it can be concluded that PBL is an effective learning approach to improve critical thinking skills, learning creativity, and student learning outcomes at various levels of education. Therefore, the use of PBL as a learning strategy can also be implemented in the context of improving students' creativity in writing scientific works of poetry literature using archaic words. By deepening the understanding of the influence of PBL in this context, further research can provide valuable insights for the development of literary education in Indonesia.

Method

The type of research in this study used experimental research to directly test the influence of PBL to improve students' creativity abilities in writing scientific works of poetry literature using archaic words. Students were divided into two groups: the experimental group that followed learning with the PBL method and the control group using conventional learning. Then, the differences in their creativity abilities could be measured before and after the intervention.

The data used in the study were data on the results of poetry writing scores from students in the experimental and control classes before and after being provided PBL and conventional learning methods in each class. The data came from the results of assessments on 37 students in the experimental class and 29 students in the control class. The aspects of poetry assessment in this study were divided into seven aspects of assessment, namely diction, theme, stanza structure, figurative language, imagery, versification, and observation (Sugiyono, 2020).

In this study, there are several analyzes used, namely descriptive analysis, which aims to determine the description of the value of making poetry using archaic words, both the experimental class and the control class (Sugiyono, 2019). These results of the descriptive analysis presented data on each group and also from each aspect of the assessment used so that the description of the distribution of student scores could be examined. After the description of the data characteristics, it was then continued with a pre-test and post-test analysis using Kruskal Wallis with the aim of determining whether there is a difference in student scores in making poetry using archaic words before and after using the PBL and Conventional learning methods. At the final analysis stage, an independent t-test was carried out using Mann Whitney to test whether there was a significant difference in scores between the experimental class using the PBL learning method and the control class using the conventional method.

Result and Discussion

Results

Based on the results of descriptive statistical analysis and statistical tests, the following results were obtained as follows:

Table 1. Descri	ptive Analysis	Results of	Pre-Test and	l Post-Test	Scores in	Each Class

Group	Ν	Minimum	Maximum	Mean	Std. Deviation
Experimental Class Pre-Test	37	23.00	35.00	30.35	2.88
Experimental Class Post-Test	37	23.00	35.00	32.43	3.35
Control Class Pre-Test	29	21.00	35.00	28.07	3.78
Control Class Post-Test	29	7.00	35.00	27.52	5.49

The descriptive statistics table above presents the pre-test and post-test data for both groups: experimental and control. For the experimental group, the mean pre-test score is 30.35 with a standard deviation of 2.88, while the post-test score showed an increase with a mean of 32.43 and a standard deviation of 3.35. On the other hand, the control group had a mean pre-test score of

28.07 with a standard deviation of 3.78, and the post-test score slightly decreased with a mean of 27.52 and a higher standard deviation of 5.49. These data indicate that the experimental group experienced an increase after the intervention, while the control group did not show a significant increase.

Table 2. Wild	coxon Test Re	sults on Exr	perimental	Class Va	lues
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	L				
Category	Ν	Mean Rank	Sum of Ranks	Z	Asymp. Sig. (2-tailed)
Negative Ranks	5	13.40	67.00	-3.264b	.001
Positive Ranks	24	15.33	368.00		
Ties	8				
Total	37				

Table 2 discusses the results of the difference test between Pre-Test and Post-Test in the experimental group using the Wilcoxon method. Of the 37 (thirtyseven) students, five students showed a decrease in value (negative ranks) with a mean rank of 13.40 and a sum of ranks of 67.00, while twenty-four students showed an increase in value (positive ranks) with a mean rank of 15.33 and a sum of ranks of 368.00. Eight students had the same value between Pre-Test and Post-Test (ties). The results of the statistical test showed a Z value of -3.264 with an asymptotic significance (2-tailed) of 0.001, which indicated a significant difference between the Pre-Test and Post-Test values in the experimental group.

Table 3. Wilcoxon Test Results on Control Class Values

Category	Ν	Mean Rank	Sum of Ranks	Z Asymp.	Sig. (2-tailed)
Negative Ranks	11	14.82	163.00	013b	.989
Positive Ranks	14	11.57	162.00		
Ties	4				
Total	29				

Table 3 shows the results of the difference test between Pre-Test and Post-Test in the control group using the Wilcoxon method. Of the 29 (twenty-nine) students, eleven students showed a decrease in value (negative ranks) with a mean rank of 14.82 and a sum of ranks of 163.00, while fourteen students showed an increase in value (positive ranks) with a mean rank of 11.57 and a sum of ranks of 162.00. Four students had the same value between Pre-Test and Post-Test (ties). The results of the statistical test showed a Z value of -0.013 with an asymptotic significance (2-tailed) of 0.989, indicating no significant difference between the Pre-Test and Post-Test values in the control group.

Table 4. Mann Whitney Difference Test Results on Control Class Values

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Category	Class	Ν	Mean Rank	Sum of Ranks	Mann-Whitney U	ΖA	symp. Sig. (2-tailed)
Post Test Score	Experiment	37	42.22	1562.00	214,000	-4.309	.000
	Control	29	22.38	649.00			
Total		66					

Table 4 discusses the difference test results between the experimental class and the control class on the Post-Test score using the Mann Whitney test. The experimental class with 37 (thirty-seven) students has a mean rank of 42.22 and a sum of ranks of 1562.00, while the control class with 29 (twenty-nine) students has a mean rank of 22.38 and a sum of ranks of 649.00. The results of the statistical test show a Mann-Whitney U value of 214.000 and a Wilcoxon W of 649.000 with a Z value of -4.309 and an asymptotic significance (2-tailed)

of 0.000. This shows a significant difference between the Post-Test scores in the experimental class and the control class, with the experimental class showing a greater increase.

Discussion

This study shows that the implementation of the Project Based Learning (PBL) model significantly improves students' creativity in writing poetry using archaic words. PBL allows students to be more actively involved in the learning process, which in turn improves their learning outcomes. According to constructivism theory, effective learning occurs when students are actively involved in the learning process through real and relevant experiences, which support their cognitive and creative development. This is reinforced by research by Aulia (2019), which found that PBL is more effective than direct instruction in teaching writing skills. Students with high creativity show better writing results (Aulia, 2019).

Another study by Syarifah, F. & Emiliasari (2019) also reported that PBL helps students develop their abilities and creativity in writing narrative texts, as well as improving their understanding of narrative genres. This indicates that PBL not only improves technical skills in writing, but also enriches students' understanding of literary structures and elements (Syarifah et al., 2019).

In addition, PBL has been evidenced to be effective in improving creative thinking skills. Chen et al. (2019) showed that PBL promotes students' creative thinking in engineering courses, especially in terms of fluency and flexibility of thinking. The implementation of PBL allows students to explore new ideas and face challenges, which ultimately strengthens their ability to think creatively (Chen et al., 2019). Kurniawati (2021) also found that PBL is effective in improving students' creative skills in English writing in secondary schools, with indicators of motivation, self-confidence, resilience to mistakes, initiative, humor, and criticism showing significant improvements (Kurniawati, 2021).

Student engagement and motivation also increased through the implementation of PBL. Research by Mutiasari et al. (2023) showed that PBL can increase teacher creativity in designing learning, which in turn can increase student engagement and motivation (Mutiasari et al., 2023). Indah et al. (2020) reported that the implementation of PBL in writing greeting cards can improve students' writing skills and creativity, with a significant increase in average scores from pre-test to post-test (Indah et al., 2020).

PBL also shows an increase in critical thinking skills. Sungkono et al. (2023) found that the implementation of the PBL model was effective in improving students' critical thinking skills and creativity (Sungkono et al., 2023). Pratama et al. (2023) revealed that PBL through making herbariums improved students' creative thinking skills with a very strong category (Pratama et al. 2023).

In terms of student learning outcomes and competencies, research conducted by Cahyaningtyas (2022) shows that PBL has a significant impact on student competencies, especially in mastering difficult physics concepts (Cahyaningtyas, 2022). Research by Fadhil et al. (2021) found that PBL improves creative thinking skills and student learning outcomes on vibration and wave material (Fadhil et al., 2021).

The implementation of PBL in various contexts also shows positive results. Nurdin et al. (2020) showed that the implementation of PBL in the Educational Information Systems Management course significantly affected the level of creativity and student learning outcomes (Nurdin et al., 2020). Sultan et al. (2023) highlighted the challenges and strategies faced by teachers in integrating PBL into the creative writing curriculum, as well as its positive impact on student writing outcomes (E. Sukmawati et al., 2023; Sultan et al., 2023).

Based on the results of this study, it is clear that the implementation of PBL not only improves students' creativity in writing poetry using archaic words, but also motivates them to be more actively involved in the learning process. Thus, the use of PBL as a learning strategy in higher education is highly recommended to improve students' creativity and learning outcomes (Almulla, 2020; Lou et al., 2017; Simonton et al., 2021).

Conclusion

This study reveals that the implementation of the Project Based model Learning (PBL) significantly improves students' creativity skills in writing poetry using archaic words. PBL not only provides a more indepth and real-world relevant learning experience, but also encourages the active and collaborative involvement in the learning process. The results showed a significant increase in students' post-test scores of the experimental group, indicating that PBL is more effective in improving creative writing skills than conventional methods. However, several critical aspects need to be considered. First, the implementation of PBL requires thorough preparation from the instructor, including the design of relevant projects and continuous guidance. Second, the success of PBL depends heavily on the motivation and active participation of students; without both, the potential benefits of PBL may be reduced. Furthermore, further evaluation is required to understand the long-term impact of PBL on creative writing skills and other aspects of literary literacy.

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Author Contributions

Conceptualization: Y.A, W.S.H and S.P.K; data curation: Y.A, W.S.H and S.P.K. funding acquisition: Y.A, W.S.H and S.P.K methodology: Y.A, W.S.H and S.P.K, visualization: Y.A, W.S.H and S.P.K writing – original draft: Y.A, W.S.H and S.P.K writing – review & editing: Y.A, W.S.H and S.P.K.

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Conflicts of Interest

No Conflicts of interest.

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