

THE EFFECT OF LYNK.ID-ASSISTED PROJECT-BASED LEARNING MODEL ON ENHANCING HIGH SCHOOL STUDENTS' POETRY WRITING SKILLS

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Abstract

This study focuses on the challenges faced by high school students in poetry writing, often due to a lack of innovative and engaging teaching methods. With the increasing use of technology in education, this research aims to analyze the impact of implementing the Project-Based Learning (PjBL) model, aided by the Lynk.id platform, on students' poetry writing skills. The research employs a quantitative method with a pretest-posttest design, involving students from class X-12 at SMA Negeri 1 Pamanukan as subjects. Data collection was conducted through tests assessing poetry writing skills before and after implementing the learning model. The findings indicate a significant improvement in students' poetry writing abilities after applying this model, supported by Wilcoxon test results that affirm the hypothesis that PjBL with Lynk.id is effective in enhancing students' skills and interest in learning. This research underscores the importance of integrating technology into the learning process to foster creativity and confidence in students' writing.

Keywords: Project-Based Learning, Lynk.id, poetry writing, digital learning

Abstrak

Latar belakang penelitian ini berfokus pada tantangan yang dihadapi siswa SMA dalam menulis puisi, yang seringkali disebabkan oleh kurangnya metode pembelajaran yang inovatif dan menarik. Dengan meningkatnya penggunaan teknologi dalam pendidikan, penelitian ini bertujuan untuk menganalisis pengaruh penerapan model Project-Based Learning (PjBL) yang dibantu oleh platform Lynk.id terhadap kemampuan menulis puisi siswa. Metode penelitian yang digunakan adalah kuantitatif dengan desain pretest-posttest, yang melibatkan siswa kelas X-12 di SMA Negeri 1 Pamanukan sebagai subjek penelitian. Pengumpulan data dilakukan melalui tes kemampuan menulis puisi sebelum dan setelah penerapan model pembelajaran. Temuan menunjukkan adanya peningkatan signifikan dalam kemampuan menulis puisi siswa setelah penerapan model ini, dengan hasil uji Wilcoxon yang mendukung hipotesis bahwa PjBL berbantuan Lynk.id efektif dalam meningkatkan kemampuan dan minat belajar siswa. Penelitian ini menegaskan pentingnya integrasi teknologi dalam proses pembelajaran untuk mendorong kreativitas dan kepercayaan diri siswa dalam menulis.

Kata Kunci: Project-Based Learning, Lynk.id, menulis puisi, pembelajaran digital

INTRODUCTION

In modern education, developing students' literacy skills is a primary focus, particularly creative writing, including poetry. Despite poetry's importance as an artistic expression, many students struggle to convey thoughts and emotions in poetic form. Contributing factors include limited interest in literary learning, restricted creative opportunities, and inadequate instructional approaches that hinder student creativity (Fitriani & Huda, 2022; Tundreng, 2022).

The Project-Based Learning model has emerged as an effective educational strategy, promoting student involvement and developing critical and creative thinking abilities (Yusmaniar at all, 2022). According to Dani & Fitria (2021), Project-Based Learning provides students with the opportunity to learn material through hands-on experience, which can foster deeper understanding and higher-order thinking skills. Using this approach, students are taught to work collaboratively, solve problems creatively, and produce meaningful products. (Ismuwardani at al, 2019).

In the context of learning literature, especially writing poetry, Project-Based Learning offers an approach that allows students to more freely express their creative ideas. Research conducted by Roky Yogi Gumilar (2018) shows that Project-Based Learning can improve students' writing skills, especially in writing poetry. This model provides opportunities for students to explore their ideas independently and creatively, and increases students' self-confidence and satisfaction in learning. (Wahyuningsih, 2022).

Along with the development of technology, the use of digital platforms in learning is increasing. One platform that can be utilized is Lynk.id, which provides features to integrate various sources and digital media in one link. The use of platforms like this can facilitate students in accessing various references and inspirations for writing poetry (Taufik at al, 2024; Ulfah at al, 2023). The use of digital technology in learning is also known to help increase students' ease of access to relevant information and resources. (Helnelis & Ulyanti, 2023).

Additionally, other studies have shown that the use of digital platforms can increase student interaction and collaboration, which are important elements in the Project-Based Learning model (Sugiharyanti, 2022). Technology not only makes it easier to access learning materials, but also allows students to learn independently and be more actively involved in the learning process (Adisel & Pranansa, 2020; Mukaromah, 2020; Setiawan at al, 2020).

The success of project-based learning also depends on the support of a positive learning environment, which includes the involvement of teachers and peers in supporting students' creative processes. In this context, teachers act as facilitators who can encourage students to explore new ideas and provide constructive feedback. Therefore, it is important for teachers to develop skills in implementing the Project-Based Learning model and utilizing technology effectively to create a learning environment that supports the development of students' literacy skills.

This study aims to determine the effect of implementing the Project-Based Learning model assisted by Lynk.id on the poetry writing skills of high school students. Given the importance of developing creative writing skills in achieving optimal learning outcomes, this study is relevant to fill the literature gap related to the effect of technology integration and innovative learning models in the context of literature learning. Unlike previous studies that focused more on the use of digital technology in general, this study presents novelty by utilizing Lynk.id as an interactive platform that allows project management in a structured, collaborative, and measurable manner. Lynk.id provides easy access for students to share, develop, and present their work, so that it is expected to be able to improve poetry writing skills more effectively.

METHOD

This study employed a quantitative method with a pretest-posttest design. This method was chosen to measure the effect of implementing the Project-Based Learning model assisted by Lynk.id on students' poetry writing skills (Creswell, 2012). The pretest-posttest design was used to compare the results before and after the treatment, allowing the changes in the dependent variable to be identified after the intervention (Sugiyono, 2013).

This study used a quasi-experimental design with a One Group Pretest-Posttest Design. In this design, measurements were conducted before (pretest) and after (posttest) the intervention, which was the implementation of the Project-Based Learning model assisted by Lynk.id. The subjects of this study were 36 students of class X-12 at SMA Negeri 1 Pamanukan. This class was selected based on the students' readiness to participate in project-based learning assisted by the digital platform Lynk.id.

The data in this study were collected through written tests (pretest and posttest). These tests were used to measure the students' initial ability in poetry writing (pretest) and to assess their improvement after the implementation of the Project-Based Learning model assisted by Lynk.id (posttest). The test blueprint is as follows:

Table 1. Pretest and Posttest Question Grid

Main Material	Indicators of Questions	Number of Items
Theme	Students are able to determine a relevant theme for the given topic.	2

Diction	Students are able to select and use appropriate diction in poetry.	3
Rhyme	Students are able to consistently arrange rhyme patterns in poetry.	2
Imagery	Students are able to present imagery that supports the meaning of the poem.	2
Figurative Language	Students are able to use figurative language to enhance the poem.	3
Physical Structure of Poetry	Students are able to compose poems following the physical structure (stanza, line, and typography).	3
Meaning (Inner Structure)	Students are able to convey deep meaning aligned with the chosen theme.	3

After conducting the pretest and posttest, a normality test was carried out to determine whether the data were normally distributed. The normality test was conducted using the Kolmogorov-Smirnov or Shapiro-Wilk methods. If the normality test results indicated that the data were normally distributed, a T-test was performed. The T-test was chosen because it could demonstrate whether there was a significant effect of the treatment (Kurniawati et al., 2024). However, if the test results showed that the data were not normally distributed, further analysis was conducted using the Wilcoxon test. The Wilcoxon test was chosen because it is suitable for analyzing paired data that are not normally distributed and can measure the changes in scores from the pretest to the posttest (Septian & Rahayu, 2021).

Data processing was conducted using SPSS software to ensure the accuracy of the analysis results and to examine whether there were significant differences between the pretest and posttest regarding students' poetry writing skills after implementing the Project-Based Learning model assisted by Lynk.id.

RESULT AND DISCUSSION

Result

The assessment of poetry writing ability is carried out using a test instrument specifically designed to measure students' ability to write poetry. This assessment process is carried out in two stages, namely pretest and posttest. The pretest is carried out before students receive learning treatment with the Project-Based Learning model assisted by Lynk.id. The purpose of

this pretest is to obtain initial data on students' poetry writing ability so that it can be known to what extent their skill level is before experiencing learning intervention.

After the students received the treatment, a posttest was conducted to measure the improvement in their poetry writing skills. This posttest was designed similarly to the pretest and consisted of 20 questions that students had to work on independently. By comparing the results of the pretest and posttest, we can evaluate the effectiveness of the applied learning model. In addition, the students' test result data were analyzed using SPSS statistical software to determine whether there were significant differences in students' learning outcomes before and after the application of this innovative learning method.

The results of the data collection that has been carried out are expected to provide valuable insights into the effectiveness of the learning model used. In addition, this study is also expected to provide a positive contribution to the development of more interesting and interactive learning methods, so that students can be more motivated to learn to write poetry. Thus, this study does not only focus on improving students' writing skills, but also on increasing students' interest and love for literature, especially in writing poetry. Based on the data collection that has been carried out, the following student learning outcomes were obtained:

Table 2. Students' Pretest and Posttest Learning Results

No	Student Name	Pretest	Posttest
1	ABB	50	60
2	AHM	60	80
3	AIS	65	75
4	ALF	65	75
5	ALM	50	80
6	AVR	40	80
7	BAY	60	70
8	CAN	70	85
9	DAD	60	75
10	DEW	70	75
11	FEB	60	75
12	FIR	50	80
13	HAN	45	75
14	INA	60	70
15	JES	50	70
16	KAY	65	75
17	KEI	60	75
18	KHA	45	75

19	LUT	65	85
20	MZAH	75	85
21	MAU	45	75
22	MEY	70	80
23	MIC	60	85
24	MFEB	65	80
25	MRIY	70	80
26	NAY	45	75
27	NID	45	75
28	NURH	73	85
29	NURN	45	75
30	RAF	55	70
31	RAK	50	70
32	RAV	60	75
33	RIS	65	75
34	RIZ	70	85
35	SYI	55	75
36	VIT	65	80

After the data was collected, a statistical test was conducted. The statistical test used in this study was a two-sample dependent research design, which allows researchers to measure changes that occur in the same students at two different points in time. This method is very relevant because it can provide more accurate information about the impact of the implementation of Project-Based Learning assisted by Lynk.id on students' poetry writing skills. By collecting data from both tests, researchers hope to get a clear picture of how much influence this learning method has on improving students' poetry writing skills.

Statistical management begins with conducting a normality test. The normality test in this study aims to determine whether the data obtained is normally distributed or not. Data is declared normally distributed if the significance value produced is greater than or equal to 0.05, while if the significance value is less than 0.05, the data is considered not normally distributed. The results of this normality test calculation will be presented to assess students' poetry writing abilities based on the pretest and posttest values that have been obtained.

Table 3. Normality Test of Pretest and Posttest Data

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,176	36	,006	,932	36	,028
Posttest	,231	36	,000	,883	36	,001

a. Lilliefors Significance Correction

Based on the analysis results shown in the Shapiro-Wilk output table, the pretest value was recorded at 0.028, while the posttest was 0.001. Both of these values are below the threshold of 0.05, indicating that the data distribution is not normal. This shows that the students' pretest and posttest data do not meet the normality assumptions required for parametric statistical tests. Therefore, the appropriate statistical approach in this situation is to use a non-parametric test that does not require the data to be normally distributed.

One of the ideal non-parametric tests in comparing two paired samples, such as pretest and posttest, is the Wilcoxon Signed-Rank Test. This test is specifically designed to analyze non-normally distributed data, while maintaining the integrity of the results without violating the underlying statistical assumptions. In this study, the Wilcoxon Signed-Rank Test was used to evaluate the significant difference between students' pretest and posttest results after implementing the Lynk.id-assisted Project-Based Learning model. The use of this method has proven effective in other studies facing similar conditions, as evidenced by the research of Endang Kusripinah et al. (2023); Krisdianto et al. (2023), which showed that this test was able to provide accurate results in measuring changes in student abilities in situations involving non-normal data distribution.

In the context of this study, the Wilcoxon Signed-Rank Test provides a clearer view of the significant influence of the implementation of the Project-Based Learning model assisted by Lynk.id on students' poetry writing skills. Through this test, the results obtained indicate whether there is a significant increase in student learning outcomes after the learning process with this new method is implemented. Thus, the results of this test are one of the main indicators of the success of the implementation of the project-based learning model in developing creative writing skills, especially in the context of poetry writing.

In this study, the formulation of the hypothesis test can be identified as follows:

H0: There is no significant difference between the pretest and posttest scores after the implementation of the Project-Based Learning model.

H1: There is a significant difference between the pretest and posttest scores after the implementation of the Project-Based Learning model.

Tabel 4. Uji Wilcoxon Data Pretes dan Postes

		Ranks		
		N	Mean Rank	Sum of Ranks
Postes - Pretes	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	36 ^b	18,50	666,00
	Ties	0 ^c		
	Total	36		

a. Postes < Pretes

b. Postes > Pretes

c. Postes = Pretes

Test Statistics^a

	Postes - Pretes
Z	-5,263 ^b
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The results of data analysis using the Wilcoxon test showed a significant difference in students' poetry writing skills between the pretest and posttest results after the implementation of the Lynk.id-assisted Project-Based Learning model. The recorded Z value of -5.263 with a p-value of 0.000 confirms that the null hypothesis (H0) can be rejected, which means that there is a significant increase in students' poetry writing skills after the implementation of this learning model. These findings indicate that the use of Project-Based Learning can effectively improve students' creative writing skills, especially in the context of poetry writing. This is important because writing poetry not only requires students to master techniques and structures, but also to express their emotions and creative ideas.

Discussion

This study analyzes in depth how the Project-Based Learning model supported by the Lynk.id platform contributes to the development of students' poetry writing skills. Through this

approach, students are not only taught to understand the structure and techniques of poetry writing, but are also given the freedom to express their ideas and emotions in a more creative and personal way. This learning model changes the classroom atmosphere to be more dynamic and collaborative, where students can discuss, share ideas, and provide feedback to each other on their work.

One of the main advantages of Project-Based Learning is its ability to create a more engaging and contextual learning experience. By utilizing Lynk.id, students can easily access various relevant reference sources and inspiration, which not only enrich their knowledge but also increase their motivation to actively participate in poetry learning. This study will discuss the analysis of the improvement of students' poetry writing skills that occurred through the implementation of the Project-Based Learning model assisted by Lynk.id, as well as how the interactive elements in this model are able to encourage students' creativity and confidence in their work.

In addition, this study also aims to identify the challenges faced by students during the learning process, as well as strategies that can be applied to overcome them. By understanding how this learning model functions in different contexts, it is hoped that ways can be found to optimize the implementation of Project-Based Learning in literature learning. Thus, the results of this study are not only useful for the development of teaching methods in the classroom, but also for improving the quality of literature education as a whole.

This significant improvement was not only seen in a group of students, but also occurred across the class, indicating that the Project-Based Learning model can be applied universally to improve writing skills, regardless of differences in students' initial ability levels. Rokhayah (2022) research is in line with these results, where the application of Project-Based Learning was shown to significantly improve students' poetry writing skills. By providing more freedom to express and explore creative ideas, project-based learning results in better and more comprehensive learning outcomes.

In addition, this study found that the use of the Lynk.id digital platform as a tool in the learning process provided a significant positive contribution. Lynk.id facilitates students in accessing various sources of inspiration and poetry references easily, which in turn supports their creative thinking process. Muin (2024) emphasized that the use of technology in learning can strengthen interaction and collaboration between students, which are crucial elements in the Project-Based Learning approach. With technology, students can not only learn

independently but also be more actively involved in the learning process, as found in research by (Ramadhani et al., 2024; Sakti, 2023).

This significant improvement in poetry writing ability can also be attributed to the interactive and hands-on learning experience offered by the Project-Based Learning model. This method allows students to learn material through projects that require them to think critically and creatively. In the context of writing poetry, students are required to understand the various elements of poetry, while also being able to explore their ideas and emotions in an original way. Pratiwi & Setyaningtyas (2020) also noted that Project-Based Learning can increase students' self-confidence, because they are involved in relevant and meaningful learning in the context of everyday life.

In this study, Lynk.id serves as a platform that facilitates students' access to learning materials and increases their active involvement in poetry writing projects. This is in line with the findings of research by Herdianti et al. (2024), which shows that the use of digital platforms can increase students' motivation and participation in learning. With Lynk.id, students can easily collect references and inspiration from the internet, allowing them to produce poems with better quality and more variety.

Overall, this study confirms that innovative approaches such as Project-Based Learning supported by digital technology have a significant positive impact on student learning outcomes. In the context of literature learning, especially in writing poetry, this method can be applied as an effective alternative to improve students' creative writing skills. Previous research by Roky Yogi Gumilar (2018) also supports this finding, by showing that this learning model encourages students to be more active and creative in writing. Thus, in the future, the application of Project-Based Learning is expected to be further developed, especially in the context of literature learning, to improve creative writing skills more broadly and deeply.

CONCLUSION

The improvement of students' poetry writing skills through the implementation of the Project-Based Learning model assisted by Lynk.id shows significant and measurable progress. There is a clear and measurable difference in students' poetry writing skills after the implementation of this model compared to their condition before the method was implemented. This shows that this learning model is not only effective in improving poetry writing skills, but also succeeds in making the learning process more interesting and enjoyable for students. In

this way, students are not only involved in learning, but also feel motivated to actively contribute to every stage of the learning process.

Given this significant increase in learning outcomes, researchers further suggest that periodic evaluations be conducted. Routine and systematic evaluations are important to monitor the development of students' poetry writing skills over time. In this way, researchers can make adjustments to the learning method if necessary, so that each student can reach their best potential. This adaptive and responsive evaluative approach is expected to help teachers understand students' learning needs more deeply. Thus, learning objectives can be achieved better and the results obtained will be more optimal, allowing students to continue to develop in their creative writing skills.

In addition, periodic evaluations also provide students with the opportunity to receive constructive feedback on their progress. This feedback is invaluable in boosting students' motivation and confidence in writing poetry. By knowing which areas need improvement, students can focus more on learning and developing their writing techniques. This entire process will not only improve students' poetry writing skills but also enrich their overall learning experience.

By considering the importance of evaluation and feedback, it is hoped that the implementation of the Project-Based Learning model assisted by Lynk.id can continue to be improved and adjusted to the needs of students in the future. This also opens up opportunities for further research on the development and application of innovative methods in literature learning, so that it can provide greater benefits in the world of education.

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