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The Impact of Problem Based Learning Model and Learning Motivation on Students' Poetry Writing Skills in Elementary School

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A B S T R A C T

The goal of Indonesian language learning is for students to develop the ability to communicate effectively and efficiently in accordance with prevailing ethics, both orally and in writing. However, in this digital age, students have low language skills such as writing. The purpose of this study is to analyze the effect of the Problem Based Learning (PBL) model on the poetry writing ability of sixth-grade elementary school students. This research uses a quantitative research type with a quasi-experimental method. This study involved two schools as the experimental and control groups. The research instruments used are test questions and questionnaires. The research results show that the poetry text writing skills taught using the PBL model are higher than those taught using the conventional model. Second, the poetry text writing skills of highly motivated students taught using the PBL model are higher than those of highly motivated students taught using the conventional model. Third, the poetry text writing skills of low-motivated students are higher compared to students in the control class using the conventional learning model. Fourth, there is an interaction between the PBL learning model and students' learning motivation in influencing poetry text writing skills

1. Introduction

Students' writing skills problems are one of the issues frequently found in elementary schools. Because writing skills are more complex than other language skills (reading, listening, and speaking) (Ramadhan et al., 2020; Sukma et al., 2021). According to Yenti et al. (2025), elementary school is when kids start learning to read, write, and speak Indonesian. They are taught how to recognize letters, create words, and put simple phrases together. Through this process, they improve their language proficiency while also becoming more creative in how they convey their thoughts and emotions. Therefore, teaching writing is very important for students starting from elementary school. Considering the importance of writing skills in today's life, teachers play a crucial role in this writing instruction.

Preliminary studies conducted in several schools in Agam Regency found that students are having difficulty writing. Students experience difficulties, especially with poetry writing. These difficulties lie in choosing poetic vocabulary or diction, using figures of speech, and finding interesting sentences. Beside that, students also have difficulty finding ideas and themes for the poems they will write. Teachers need to actively involve students in poetry writing lessons so that students can practice and develop good poetry writing skills.

Writing poetry is a creative process of expressing feelings, thoughts, and experiences thru the use of esthetic and structured language in a certain way. Writing poetry is an activity of expressing and conveying feelings thru thoughts in written form, thus creating a complete and meaningful work (Saputra, 2019). In addition, writing poetry is the activity of expressing thoughts and feelings into imaginative language (Habibi et al., 2019). Writing poetry requires a high level of creativity to arrange words so that what you want to convey reaches the reader. Poetry writing skills need to be taught from elementary school. Unfortunately, most teachers only use the lecture method, relying on textbooks as their sole learning resource. Learning becomes monotonous because the teacher is the only source of learning for the students, and the students are only engaged in completing the tasks and exercises assigned by the teacher. Additionally, low learning motivation also causes students to experience difficulties in learning.

Motivation is defined as the force, drive, need, spirit, pressure, or psychological mechanism that encourages an individual or group of people to achieve certain accomplishments according to their desires (Handayani et al., 2022). Good learning motivation, whether coming from within or from outside the student, provides encouragement and enthusiasm for students to learn well so they can achieve learning goals. The higher the students' learning motivation, the higher their learning achievement. Conversely, low student learning motivation makes students less enthusiastic about achieving learning goals.

Some studies explain that motivation plays an important role in improving students' writing skills (Nur, 2021; Sawitri, 2017; Solihat, 2021). According to Hamdani et al. (2018), there is a significant relationship between writing skills, learning motivation, and the teaching approach used by teachers. This was also stated by Agetania et al. (2014), who said that using a contextual approach and learning motivation affects students' writing learning outcomes. Thus, it can be concluded that writing skills can be improved with the use of a high learning and motivational approach. Therefore, choosing the right learning model will affect students' writing skills. Amin et al. (2023) found that the PBL model influenced discussion text writing. Additionally, research conducted by Azhima & Nurul (2022) also found a significant influence on students' learning outcomes in writing explanatory texts. In this study, the Problem Based Learning (PBL) model will be used. The purpose of this study is to examine the influence of the PBL learning model and learning motivation on the poetry writing skills of sixth-grade elementary school students.

2. Methodology

This research is a quantitative study using a quasi-experimental method. This quantitative research measures the effect of the treatment on the variables with two sample groups: the experimental class and the control class. The experimental class is the class that receives learning by applying the PBL and differentiated learning models. The control class is the class that receives conventional method treatment. The design used in this study is a 2X2 factorial design. Factorial design considers the possibility of moderator variables influencing the treatment (independent variable) on the outcome (dependent variable). Here is an overview of the research design folowwing table 1.

Tabel 1. Research Design

No.	Learning Motivation (B)	Learning Model (A)	
		PBL model learning (A_1)	Conventional Method (A_2)
1.	High (B_1)	A_1B_1	A_2B_1
2.	Low (B_2)	A_1B_2	A_2B_2

Note:

A1B1 = The poetry text writing skills of students who have high learning motivation taught with the PBL model.

A2B1 = Poetry text writing skill of students who have high learning motivation taught with conventional methods.

A1B2 = Poetry text writing skills of students who have low motivation taught with the PBL model.

A2B2 = Poetry text writing skill of students who have low learning motivation taught using conventional method.

The population of this study is sixth-grade students in one of the districts in Agam Regency, totaling 83 students. The research sample for this study met the following criteria: (1) schools implementing the Merdeka curriculum; (2) classes facing challenges in achieving learning objectives; (3) student environmental characteristics; (4) relatively similar levels of knowledge, as indicated by summative scores. Thus, two schools were selected to serve as the experimental and control groups. To increase learning motivation, what we can do is identify some of its indicators at certain stages.

Motivation indicators include: (1) duration of activity, (2) frequency of activity, (3) persistence toward the activity's goal, (4) perseverance, tenacity, and ability to face activities and difficulties in achieving the goal, (5) dedication and sacrifice to achieve the goal, (6) level of aspiration to be achieved thru the activity, (7) level of achievement qualification, (8) direction of attitude toward the activity's target (Handayani et al., 2022). In the learning process, motivation is one of the most important dynamic aspects. Learning motivation influences the learning approach used. The higher a person's learning motivation, the higher their success rate in using a learning approach.

3. Results and Discussion

This research was conducted on Monday, March 10, 2025. This research was conducted in 6th grade classes at the first school, which served as the experimental group, and the second school, which served as the control group. There are 24 students in the experimental class who will receive the treatment of implementing the Problem-Based Learning model and observing its effect on the writing skills of high- and low-motivated students. Based on the pretest conducted, the results of the students' writing skills test in the experimental class showed an average score of 79.92. Based on the students' learning motivation scores, the results obtained were 27% from 24 respondents, meaning 7 students were in the top and bottom levels. This means the highest score on the high learning motivation questionnaire is 95 and the lowest is 85. Meanwhile, the highest score on the low learning motivation questionnaire is 75 and the lowest is 60.

Next, in the control class with 16 students, conventional learning was implemented. The results of the poetry writing skills test for students taught using the conventional learning model are 85 with a frequency of 3 people, while the lowest score is 45 with a frequency of 1 person. Furthermore, based on the students' learning motivation scores, 25% of the 16 students, or 4 students, are at the upper and lower levels. The highest score achieved by students with high learning motivation is 85, and the lowest score achieved by students with high learning motivation is 80. Additionally, the highest score for low learning motivation is 65, and the lowest score for low learning motivation is 45.

The research procedure carried out in the experimental class was to apply the Problem Based Learning (PBL) model. The activity began with an introduction by the teacher, which included preparing the students for learning, praying, and checking attendance. Then the teacher also provides motivation to the students at the beginning of the lesson. Next, moving into the core activity, the teacher conducted the lesson according to the steps of the PBL model. The first phase, student orientation, was done by showing a video to the students. Then, each student was given a poem related to the video. After that, one of the students was asked to try reading the poem. Finally, the students collectively identified the problems in the poem. The second phase of organizing students for learning was carried out by the teacher by dividing the students into 6 groups of 4 people each. Then the teacher distributed student worksheets. Next, the third phase, guiding individual and group investigations, is conducted by the teacher with minimal material explanation and allowing students to ask questions. The fourth phase, developing and presenting the artwork, is done by the teacher by developing poetry and collecting their artwork from the students. The final phase of analyzing and evaluating the problem-solving process is conducted by the teacher by appreciating the material students have mastered, revisiting material students haven't understood, and providing reinforcement. Then the teacher and students drew conclusions from the learning that had been conducted.

Prerequisite tests were conducted before the hypothesis testing of this study. The prerequisite tests are the normality test and the homogeneity test. The normality test

in this study consists of six tests. First, test the normality of the poetry text writing skills results of students in the experimental class. Second, test the normality of the poetry text writing skills results of highly motivated students in the experimental class. Third, test the normality of the poetry text writing skills results of low-motivated students in the experimental class. Fourth, test the normality of the poetry writing skills results of students in the control class. Fifth, test the normality of the poetry text writing skills results of highly motivated students in the control class. Sixth, test the normality of the poetry text writing skills results of low-motivated students in the control class. Normality testing in this study was conducted using the SPSS 25 application. Here are the results of the normality test performed:

1. The normality test for the results of students' poetry writing skills in the experimental class yielded a significance level of 0.151, which is greater than 0.05. This means the data is normally distributed.
2. The normality test for the results of poetry text writing skills of students with high learning motivation in the experimental class yielded a significance level of 0.144, which is greater than 0.05. This means the data is normally distributed.
3. The normality test for the results of poetry text writing skills of students with low learning motivation in the experimental class yielded a significance level of 0.266, which is greater than 0.05. This means the data is normally distributed.
4. The normality test for the results of students' poetry writing skills in the control class yielded a significance level of 0.074, which is greater than 0.05, indicating that the data is normally distributed.
5. The normality test for the results of poetry text writing skills of students with high learning motivation in the control class yielded a significance level of 0.683, which is greater than 0.05, indicating that the data is normally distributed.
6. The normality test for the results of poetry text writing skills of students with low learning motivation in the control class yielded a significance level of 0.850, which

After knowing that all data are normally distributed, the homogeneity test is then carried out. The homogeneity test in this study is as follows:

1. The homogeneity test for writing skills data of experimental and control group students with high motivation yielded a significance level of 0.317, which is greater than 0.05, indicating that the data is homogeneous.
2. The homogeneity test for writing skills data of high-motivated students in the experimental and control groups yielded a significance level of 0.840, which is greater than 0.05, indicating that the data is homogeneous.
3. The homogeneity test for writing skills data of low-motivated students in the experimental and control groups yielded a significance level of 0.879, which is greater than 0.05, indicating that the data is homogeneous.

After the analyzed data meets the prerequisite test criteria, which are normal distribution and homogeneity. Next, a hypothesis test was conducted. The

hypotheses of this study are four: The first hypothesis, H_0: The PBL model does not affect the poetry writing skills of 6th-grade elementary school students, and H_1: The PBL model affects the poetry writing skills of 6th-grade elementary school students. The second hypothesis, H_0: For students with high motivation, the PBL model does not affect the poetry writing skills of 6th-grade elementary school students, and H_1: For students with high motivation, the PBL model affects the poetry writing skills of 6th-grade elementary school students. The third hypothesis, H_0: For students with low motivation, the PBL model does not affect the poetry writing skills of 6th-grade elementary school students, and H_1: For students with low motivation, the PBL model affects the poetry writing skills of 6th-grade elementary school students. The fourth hypothesis, H_0: There is no interaction between the PBL model and motivation on the poetry writing skills of 6th-grade elementary school students, and H_1: There is an interaction between the PBL model and motivation on the poetry writing skills of 6th-grade elementary school students. The following table 2 are the results of the hypothesis tests conducted:

Table 2. Independent Samples Test (First Hypothesis Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcome	A	0,728	0,399	2,611	38	0,013	8,979	3,439	2,017	15,941
	B			2,488	26,969	0,019	8,979	3,609	1,574	16,384

Note:
A=Equal variances assumed
B=Equal variances not assumed

Based on the table above, it is known that in the Levene's Test for Equality of Variances column and the Equal variances assumed row, the F value is 0.728 with a significance level of 0.399 > 0.05, which means the population variances of the two groups are equal or homogeneous. Since the data is homogeneous, to determine the conclusion of the first hypothesis, we look at the t-test for Equality of Means column and the Equal variances assumed column, where we obtain a t value of 2.611, df = 38, and sig (2-tailed) = 0.013/2 = 0.0065 < 0.05, which means Ho is rejected and H1 is accepted. Thus, it can be concluded that the students' poetry writing skills taught using the PBL model are better than those taught using conventional learning. The following table 3 are the results of the hypothesis tests conducted:

Table 3. Independent Samples Test (Second Hypothesis Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcome writing poetry	A	0,446	0,521	2,722	9	0,024	6,250	2,296	1,056	11,444
	B			3,083	8,701	0,014	6,250	2,027	1,640	10,860

Note:
A=Equal variances assumed
B=Equal variances not assumed

Based on the table above, it is known that in the Levene's Test for Equality of Variances column and the Equal variances assumed row, F = 0.449 with a sig value of 0.521 > 0.05, which means the population variances of the two groups are equal or homogeneous. Since the data is homogeneous, to determine the conclusion of the first hypothesis, we look at the t-test for Equality of Means column and the Equal variances assumed column, where we obtain a t value of 2.722, df = 9, and sig (2-tailed) = 0.014 < 0.05, or Ho is rejected and H1 is accepted. Thus, it can be concluded that the writing skills of highly motivated students taught using the PBL model are better than those of highly motivated students taught using conventional learning. The following table 3 are the results of the hypothesis tests conducted:

Table 4. Independent Samples Test (Third Hypothesis Test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Learning Outcome writing poetry	A	0,000	0,988	3,110	9	0,013	15,250	4,903	4,158	26,342
	B			2,983	5,636	0,026	15,250	5,112	2,543	27,957

Note:
A=Equal variances assumed
B=Equal variances not assumed

Based on the table above, it is known that in the Levene's Test for Equality of Variances column and the Equal variances assumed row, F = 0.000 with a sig value of 0.988 > 0.05, which means the population variances of the two groups are equal or homogeneous. Since the data is homogeneous, to determine the conclusion of the first hypothesis, we look at the t-test for Equality of Means column and the Equal variances assumed column, where we get a t value of 2.983, df = 9, and sig (2-tailed) = 0.026 < 0.05, or H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the poetry writing skills of low-motivated students taught using the PBL model are better than those of low-motivated students taught using conventional learning.

Table 5. Fourth Hypothesis Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3828,727	2	1914,364	46,958	,000[b]
	Residual	774,591	19	40,768		
	Total	4603,318	21			

Based on the results of hypothesis testing using the two-way ANOVA analysis formula, the calculated F value was 46.958, and from the degrees of freedom, the F table value was 3.47 at the α = 0.05 level with degrees of freedom for the numerator = 2 (db_AB) and degrees of freedom for the denominator = (n-ab) being 19 (n-ab), so $F_{hitung} < F_{tabel}$ (3.47 > 46.958). Therefore, $H_0$was rejected and $H_1$was accepted. In conclusion, there is a significant interaction between learning models and learning motivation on the poetry writing skills of sixth-grade students at SD Negeri 18 Kototinggi, Palembayan District.

Based on the analysis of data on poetry writing skills in sixth-grade elementary school students using the PBL model, the average score obtained was higher than that of students using conventional learning. This happens to both highly motivated and less motivated students. The results of the first hypothesis test indicate that there is an influence of students' poetry writing skills taught using the PBL model on poetry writing skills in students with conventional learning. Thus, students' poetry writing skills taught using the PBL model are higher than those taught using the conventional model. Therefore, H_0 is rejected and H_1 is accepted. It can be concluded that students become more skilled in writing poetry texts with the PBL model because this model is able to maintain and increase students' motivation in writing. As stated by Siska et al. (2025) in their research, they explained that the PBL model is able to create a fun learning environment, thus improving poetry writing skills tests. PBL is able to motivate students in writing activities. Students are motivated because this PBL model provides space for students to discuss and think creatively in solving problems. Students focus on solving problems both in groups and individually.

The results of the second hypothesis test indicate that there is an effect of content text writing skills for high-achieving students using the PBL model and poetry text writing skills for high-achieving students using the conventional model. This means

that poetry text writing skills for high-achieving students using the PBL model are higher than poetry text writing skills using the conventional model. Therefore, H_0 is rejected and H_1 is accepted. Thus, it can be concluded that students with high motivation using the PBL learning model are able to maintain their learning motivation, resulting in better poetry writing skills compared to students with high motivation using the conventional model.

The scores of students with high learning motivation in the experimental class were higher than those of students with high learning motivation in the control class. This could be because the use of the PBL model in the experimental class can increase students' creative motivation (Perdana & Hendry, 2020). In contrast, students with high learning motivation in the control class were not stimulated with a learning model, so even highly motivated students were unable to achieve better scores than those in the experimental class. Suharni (2021) states that students need motivation when they are not motivated, but for students who are already highly motivated, teachers only need to maintain their motivation by using a teaching approach. PBL is one way educators can use to maintain and increase motivation. Thus, the application of the PBL model in the experimental class was able to maintain students' learning motivation, resulting in poetry writing skills.

The results of the third hypothesis testing indicate that there is an effect of poetry text writing skills for low-motivated students using the PBL learning model and poetry text writing skills for low-motivated students taught with the conventional model. This means that poetry text writing skills for low-motivated students using the PBL model are higher than poetry text writing skills with the conventional model for low-motivated students. Therefore, H_0 is rejected and H_1 is accepted. Thus, it can be concluded that the poetry writing skills of low-motivated students using the PBL model are better than those of low-motivated students using the conventional model.

Testing the fourth hypothesis using the two-way ANOVA formula yielded a calculated F-value of 46.958, and from the degrees of freedom, the F-table value was 3.47 at α = 0.05 with degrees of freedom for the numerator = 2 (〖db〗 _AB) and degrees of freedom for the denominator = (n-ab) being 19 (n-ab). Therefore, $F_{hitung} < F_{tabel}$ (3.47 > 46.958), so $H_0$was rejected and H_1 was accepted. Thus, it can be concluded that there is a significant interaction between the learning model and learning motivation on the poetry writing skills of sixth-grade students. The interaction between learning motivation and the PBL model can be seen in the average poetry writing skills of students. This occurred at both levels of learning motivation, whether high or low. The average poetry writing skills scores for students with high and low learning motivation in the experimental class were higher than those in the control class.

The PBL learning model helps students become more creative in improving their poetry writing skills. Learning is more effective and enjoyable for students (Wijaya & Fikri, 2019). Learning in this PBL model helps students solve problems both in groups and independently. Students learn responsibly with their group members.

Additionally, in PBL model-based learning, students learn to collaborate with other students in their group. Further research conducted by Kusrianti & Suharto (2019) revealed that the PBL model is capable of improving students' poetry writing skills. The study explained that students using the PBL model were able to complete learning as expected, and the learning was conducted effectively, enabling students to produce good poetry texts.

Surito (2024) conducted the same research using the PBL model with the title "Application of the Problem-Based Learning Model in Teaching Poetry Writing to Class X Students of SMAN 1 Jatibarang for the 2023/2024 Academic Year." The results showed that PBL is effective in teaching poetry writing with a t-statistic value of 2.115 > t-table 1.701 and an F-statistic value of 0.000 < 0.05. Learning activity also increased, with an average posttest score of 80.33 compared to the pretest score of 57.33. The research results indicate that the implementation of the PBL model is able to improve poetry writing skills. Based on the above explanation, it can be concluded that the PBL model has an impact on the learning process. Using a suitable model so that students' motivation in learning increases. The combination of high motivation and the use of good learning models will result in the expected learning outcomes being achieved.

4. Conclusion

Based on the research conducted by the researcher, the following conclusions can be drawn. First, students' poetry writing skills using the PBL model are higher than those using conventional learning. Second, poetry writing skills of highly motivated students using the PBL model are higher than those taught thru the conventional model. Third, poetry writing skills of low-motivated students using the PBL learning model are higher than those taught with the conventional model. Fourth, there is no interaction between the PBL model and learning motivation in influencing students' poetry writing skills learning outcomes. Students with high and low learning motivation can be taught using the PBL model. Therefore, the PBL model and students' learning motivation influence students' poetry writing skills.

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