

ENHANCING SHORT STORY WRITING SKILLS THROUGH PROJECT-BASED LEARNING AMONG GRADE VI STUDENTS OF SDN 52 LUBUKLINGGAU

Rahman Aditiya¹, Agus Triyogo²

Mahasiswa Universitas PGRI Silampari¹, Dosen Universitas PGRI Silampari²

rahmanaditia2021@gmail.com, Agustriyogo@gmail.com

Accepted: June 20, 2025

Abstract: Writing short stories is a crucial component of language learning, fostering students' creativity, imagination, and communication skills. However, many students still struggle to express ideas effectively in writing due to passive learning methods and limited engagement. This research aims to determine the effectiveness of the Project-Based Learning (PjBL) model in improving the Indonesian language learning outcomes, specifically in creative short story writing skills among Grade VI students at SDN 52 Lubuklinggau. This Classroom Action Research involved 30 students (16 boys and 14 girls) and was conducted over three cycles, each comprising planning, implementation, observation, and reflection stages. Data were collected through tests, observation, and documentation, and analyzed both qualitatively and quantitatively. The results showed a consistent improvement in students' writing performance across cycles. Students demonstrated better idea development, narrative structure, and creativity. In conclusion, the application of the Project-Based Learning model significantly improved students' Indonesian language learning outcomes, particularly in writing creative short stories. The model proved to be an effective, student-centered approach that encouraged active participation, collaboration, and real-world relevance in learning. It is recommended that educators apply PjBL in other language learning contexts to further explore its potential in enhancing literacy skills. Future research may examine long-term effects of this model on students' writing motivation and independence.

Keywords: Project-Based Learning, Short Story Writing, Indonesian Language, Learning Outcomes, Elementary Students

INTRODUCTION

Humans are creatures created by Allah SWT with varying abilities and innate potential that develop naturally. However, education is essential in directing this growth toward positive and meaningful outcomes (Mustadi, 2020). As a cornerstone of national development, education in Indonesia is designed to shape individuals into capable, ethical, and responsible citizens. This is emphasized in the National Education System Law No. 20 of 2003 Article 3, which states that national education aims to develop students' potential to become knowledgeable, creative, independent, and dignified individuals who contribute to society (Muhammad, 2016).

In the elementary school curriculum, Indonesian language plays a crucial role in nurturing students' ability to think logically, express ideas clearly, and communicate effectively. As a scientific language, Indonesian should encourage structured, direct, and meaningful expression. However, students still face significant challenges in mastering language skills, particularly in creative **writing**. According to Haryemi (2023), common issues include limited vocabulary, lack of student engagement, and inadequate learning facilities. These obstacles hinder students' ability to write coherently and creatively, especially in short story writing. Given these challenges, the research raises the following question: How can the Project-Based Learning (PjBL) model be used to improve students' creative short story writing skills in Indonesian language learning?

This study is significant because it offers an alternative approach to conventional methods by encouraging student-centered, collaborative, and imaginative learning. Project-Based Learning not only helps students build communication and critical thinking skills but also promotes autonomy in solving real-world problems. As such, this model aligns with 21st-century learning principles and supports national character education goals. Therefore, this research investigates the implementation of PjBL to enhance Indonesian learning outcomes in creative short story writing for Grade VI students of SDN 52 Lubuklinggau.

METHODOLOGY

The type of research used in this study is Classroom Action Research. PTK is a research method that focuses on improving the learning process in the classroom by implementing actions to overcome problems that arise, then evaluating the success of these actions (Susanto, 2018:8). This model emphasizes that PTK is an iterative process that involves the stages of planning, action, observation, and reflection (Riyanto, 2017:141). These four stages form a cycle, which repeats until the research goal is achieved. In this experimental research, it was carried out in 2 cycles. Cycle 1 on May 27, 2025 and cycle 2 on May 31, 2025. The subjects in this study were 16 students of grade IV of SD Negeri 2 Muara Kati Baru 1 consisting of 8 male students and 8 other female students.

Data Collecting

Technical Techniques Data collection in this study uses observation, tests and documentation. Observation According to Sugiono (2017), observation is a data collection technique that reveals specific characteristics compared to other techniques. Basically, the observation contains a description or exposure of the background of observation of teachers' actions during Indonesian learning in grade VI of SD Negeri 52 Lubuklinggau The research instrument used is an observation sheet.

Data Analysis

The data analysis technique used in this study is a simple data analysis technique that is calculated based on the number of acquisitions. The data analysis used was by comparing the results of pre-action research, the results of the first cycle of research, and the results of the second cycle of research. The success of the action can be seen from the improvement of student activities and learning outcomes. Student activity is observed with student activity observation sheets, assessment on observation sheets by determining the percentage of activity of each student..

RESEARCH RESULT

The following is a table of daily repeat results in the initial condition. Table of Daily Repeat Results (UH) of Initial Condition. In the initial condition of low learning

outcomes, students' interest and motivation in participating in Mathematics learning are still lacking, students do not dare to ask questions, find it difficult to practice questions, do not have the courage to express opinions and are less active. This is used as a benchmark to increase students' interest and motivation so that better learning processes and outcomes are obtained, especially in Improving Indonesian Learning Outcomes.

TABLE 1. Frequency distribution of the Initial Condition Daily Repeat Value

Tabel .1 Distribusi frekuensi Nilai Ulangan Harian Kondisi Awal

No	Description	UH 1	UH 2
1	Lowest value	30	50
2	Highest score	80	90
3	Average score	16,6 7	58,33

Table 1 shows the distribution of daily test scores in the initial condition (before the implementation of any intervention). In **Daily Test 1 (UH 1)**, the **lowest score** recorded was **30**, while the **highest score** was **80**, resulting in an **average score of 16.67**, which is considered very low. In **Daily Test 2 (UH 2)**, there was a noticeable improvement, with the **lowest score** increasing to **50**, the **highest score** reaching **90**, and the **average score** improving significantly to **58.33**. This data reflects an initial disparity in students' academic performance and provides the baseline for evaluating future improvements.

Tabel .2 Cycle Pre-Test Results 1

No	Description	Siklus 1 <i>Pre Test</i>	Siklus 1 <i>Post Test</i>
1	Total Student Score	1230	1720
2	Highest score	70	90
3	Average score	51,25	71,66
4	Lowest Score	30	50

Table 2 presents the comparison between **pre-test and post-test results in Cycle 1**. The **total student score** improved from **1230** to **1720**, indicating a substantial increase in overall performance. The **highest score** increased from **70** to **90**, and the **lowest score** improved from **30** to **50**. Most notably, the **average score** rose from **51.25** to **71.66**, reflecting a significant learning gain as a result of the intervention during Cycle 1. These results suggest that the learning model applied in this cycle had a positive effect on students' understanding and performance.

Tabel 4.3 result pre-test siklus 2

No	Description	Siklus 2 <i>Pret Test</i>	Siklus 2 <i>Postt Test</i>
1	Total Student Scores	1340	1760
2	Highest score	80	90
3	Average score	55,83	73,33
4	Lowest Score	40	50

Table 3 illustrates the performance progression during **Cycle 2**. The **total student score** increased from **1340** in the pre-test to **1760** in the post-test. The **highest score** remained stable at **90**, showing consistent achievement at the upper range. The **lowest score** improved from **40** to **50**, and the **average score** increased from **55.83** to **73.33**. Although the average improvement was slightly smaller than in Cycle 1, the data indicates sustained progress and a reduced performance gap among students.

DISCUSSION

Based on the results of the analysis of student activities in the form of percentages and increased each cycle. In the first cycle, the analysis of student activities can be presented by 61%. Students are still lacking in seeking information even though they have been guided by the teacher, students have very little initiative to ask questions to the teacher. Students need to be motivated to respect each other's

opinions in expressing opinions during the learning process. In cycle II, student activity was presented by 73% and increased from the previous cycle. In this case, students experience improvements in responding to activities carried out by teachers during the learning process. Students still have difficulty in understanding the material and need explanation and repetition so that students are able to better understand the material delivered by the teacher. The teacher guides the students to conclude what has been learned by giving questions to the students and the answers are obtained from the students' answers as a way to spark students' knowledge.

CONCLUSION

Based on the results of the Classroom Action (PTK) research that has been carried out for two cycles, it shows that the media of using Concept Maps applied to grade VI students of SD Negeri 52 Lubuklinggau can improve students' Indonesian learning outcomes. This is evidenced by the data recapitulation of student learning outcomes for two cycles, it can be seen that students' Indonesian learning outcomes increased in two cycles. This increase occurred because there was an impression of deep learning from carrying out all the steps in the Project Learning Model, students actively participated in group activities, exchanged ideas and discussed in participating in learning, dared to express their opinions or ideas when discussing and at the end of learning had conducted an evaluation involving the interaction of teachers and students in concluding experimental activities to obtain the concept of knowledge new. Students will always remember the material taught because they discover and build their own knowledge during experimental activities. Thus, the results of this research are expected to be used as a reference for teachers to be able to implement more varied, creative and innovative learning media, one of which is by applying the Project Learning Model to classroom learning. Later, the results of the study on the implementation of the media use of Concept Maps in improving the learning outcomes of Indonesian students in grade VI at SD Negeri 52 Lubuklinggau with 24 research subjects. It can be concluded as follows: Teachers' activities during the learning process with Efforts to Improve Indonesian Learning Outcomes Creative Short Story Writing Skills Through Project Learning Models. Teacher activity during the learning process of cycle 1 on pre-test questions was

presented at 16.67%, in the first cycle post-test increased to 58.33%, The percentage of the results of the analysis of student activity observation in the second cycle pre-test questions with a percentage of 20.83%, in the second cycle post; The test has increased to 62.50%.

REFERENCES

Agus Suprijono. 2009. Cooperative Learning: Theory and Application of PAIKEM. Yogyakarta : Student Library.

Ali, Muhammad. (2020). Indonesian Language and Literature Learning (BASASTRA) in Elementary Schools. PERNIK Early Childhood Journal, 3, 35-44. A

Arikunto. 2015. Research procedures. Jakarta: Rineka Cipta. Arsa.S.P. 2015. Learning and Learning. Yogyakarta: Media Academy.

Daryanto, and Mulyo Rahardjo. 2012. Innovative Learning Models. Yogyakarta: Gava Media.

Farhrohman, O. (2017). Implementation of Indonesian Language Learning in Elementary / MI. Online Journal of UIN Sultan Hasannudin Banten, 9(1), 23–34.

Hamilik. O. 2016. Teaching and Learning Process. Jakarta: Bumi Aksara.

Hayati. 2017. Learning & Learning Based on Cooperative Learning. Pros: Excellent service.

Mulyasa. (2014). Development and Implementation of the 2013 Curriculum. Bandung: Remaja Rosdakarya.

Priyatni, Endah Tri. 2010. Reading literature with a critical literacy approach. Jakarta: Bumi Aksara

Sugiyono, (2017). Quantitative, Qualitative, and R&D Research Methods. Alfabet

Suprahatiningrum, J. 2013. Learning Strategies. Jakarta: Ar-Ruzz Media.