

The Impact of Problem-Based Learning on Religious Poetry Writing Skills among Senior High School Students

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Abstract

This study aims to determine the effectiveness of the Problem Based Learning (PBL) model on the religious poetry writing skills of tenth-grade high school students. The study used a quasi-experimental pretest-posttest nonequivalent control group design and was conducted in a public high school in the odd semester. The subjects were 60 tenth-grade students who were divided into two groups: the experimental group (PBL; n=30) and the control group (conventional learning; n=30). The main instrument was a religious poetry writing performance test on the pretest and posttest which was assessed using an analytical rubric on a scale of 1-4. Data were analyzed using descriptive statistics (mean±SD), independent t-test for initial equality, paired t-test for changes in groups, and Cohen's d (within), Hedges' g (between), and η^2 (Group×Time) effect sizes. The results showed that the experimental group experienced significant improvements in all indicators ($p < 0.05$) with moderate to large effects, while the control group showed no significant changes ($p > 0.05$). Thus, PBL is more effective than conventional learning in improving the quality of religious poetry of class X students and is recommended for poetry writing learning in high school.

Keywords:

Problem-based learning, Poetry, Religion

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INTRODUCTION

Writing poetry is a productive language skill that aims to develop students language skills and train them in expressing ideas, feelings, and experiences through aesthetic writing (Ritonga et al., 2025; Supriyanto, 2023). In addition, writing poetry serves to instill character values through the selection of diction and imagery that are oriented towards moral messages in learning (Dewi, 2025; Murniviyanti et al., 2021). In the learning process, poetry writing assessment requires a clear rubric instrument so that aspects of poetry formation can be assessed consistently and accountably (Kartini et al., 2022).

Poetry can generally be understood through a variety of traditional and modern forms and linguistic characteristics that emphasize aesthetics, word choice, and the reinforcement of certain values to suit the learning process (Muharromah et al., 2023; Winarni et al., 2021). One type of poetry that remains relevant in character building in high school is religious poetry, as it contains spiritual values and moral messages that can be internalized through appreciation and creativity (Aisyah et al., 2024; Maifah & Kurniawan, 2025). In addition, the words in religious poetry can

represent religious values explicitly or implicitly through themes, messages and poetic symbols (Aisyah et al., 2024; Lolita, 2021).

However, the situation in the classroom shows that high school students often experience difficulties in writing poetry due to limitations in poetic vocabulary, imagery development, and processing of diction and language style so that the quality of the poetry tends to be less than optimal (Nurharini, 2025; Ritonga et al., 2025; Savitri & Siti Salamah Azzahra, 2025; Suherlinda et al., 2025). These difficulties indicate the need for more structured and process-centered learning strategies, so that students receive gradual support in creating, developing, and constructing meaningful poetry (Purbarani et al., 2019; Rahmawati & Citrawati, 2023). Therefore, a learning model is needed that does not merely explain poetry theory, but facilitates gradual writing practice, feedback, and space for creative exploration.

The student-centered learning model is relevant to answer these needs because it positions students as problem solvers and creators of learning products through meaningful activities (Yu & Zin, 2023). Problem-Based Learning (PBL) is a relevant learning model that emphasizes learning through authentic problems that encourage student investigation, argumentation, and reflection, which have a positive impact on academic performance and thinking skills (Guo et al., 2024; Thamrin et al., 2022; Verawati et al., 2024). In addition, previous research reported that PBL was associated with improved writing quality when supported by adequate learning management and learning engagement (Vitasromo et al., 2025).

Although empirical evidence on the effectiveness of PBL on writing skills continues to grow, needs assessments indicate that poetry writing instruction in high school still requires a more applied and structured approach. Moreover, its application to developing the quality of religious poetry remains limited. Studies on religious poetry further suggest that processing spiritual themes and moral messages requires pedagogical strategies that support students in constructing inner meaning through symbolic and reflective language.. Thus, PBL has the potential to bridge the gap between the demands of poetry writing competency and the actual challenges students experience in the classroom.

Therefore, this study aims to determine the effectiveness of PBL implementation in improving high school students' religious poetry writing skills, focusing on both physical and inner structural indicators. Beyond testing effectiveness, the present study is grounded in a theoretical mechanism framework that explains how PBL may influence writing outcomes. Drawing on constructivist and socio-cognitive perspectives, PBL introduces authentic religious-themed problems that stimulate deep semantic processing and collaborative meaning construction. Through guided inquiry, iterative drafting, and structured reflection, students engage in vocabulary elaboration, imagery development, metacognitive regulation, and value internalization. These mediating cognitive processes are expected to enhance drafting organization, symbolic representation, and thematic coherence, thereby improving both the physical structure and the inner structure of religious poetry. The conceptual framework illustrating this theoretical mechanism is presented in Figure 1.

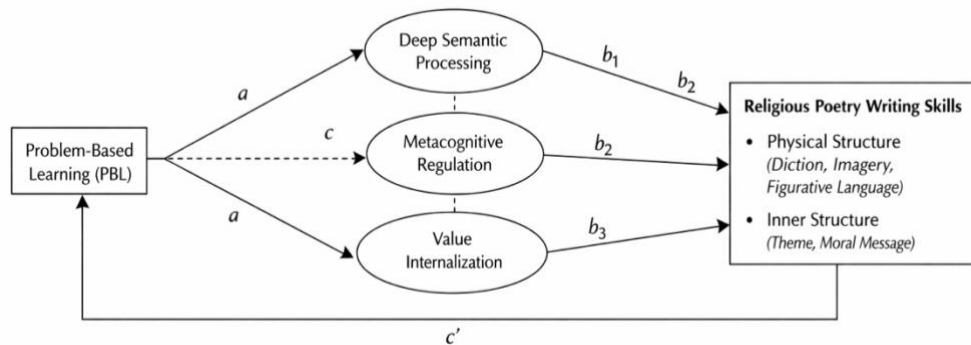


Figure 1. Theoretical mechanism of PBL effects on poetry writing skills

METHODS

This study uses a quantitative approach with a quasi-experimental pretest–posttest nonequivalent control group design to compare the effectiveness of Problem Based Learning (PBL) on religious poetry writing skills of grade X high school students. The research subjects were 60 students, consisting of an intervention group/PLG (n=30) and a control group/KLG (n=30) determined based on the classes that had been formed. Both groups were given a pretest at the beginning of the study and a posttest after the treatment, with equal control of learning time allocation in both groups.

The intervention was implemented over six instructional sessions (90 minutes per session) across three weeks. Both groups received equal instructional time, learning objectives, and assessment tasks. To control teacher-related bias, the same Indonesian language teacher taught both groups using standardized lesson plans. The primary difference between groups was the instructional model (PBL vs. conventional lecture-based approach). Classroom materials and thematic content were kept equivalent to ensure treatment fidelity.

The main research instrument was a religious poetry writing performance test in the pretest and posttest. The written products were assessed using an Analytical Assessment Rubric on a scale of 1–4, which differentiates the physical structure and the inner structure of the poem. The physical structure includes five indicators: diction, style/figures of speech, concrete words, imagery, and typography. The inner structure includes two indicators: theme and message. The content validity of the rubric was determined through expert judgment to ensure the suitability of the indicators and the clarity of the descriptors.

To ensure scoring consistency, all poetry products were independently assessed by two trained raters using the analytical rubric. Prior to scoring, raters participated in a calibration session to align interpretation of rubric descriptors and scoring standards. Inter-rater reliability was evaluated using the Intraclass Correlation Coefficient (ICC; two-way random effects model, absolute agreement). Internal consistency of the rubric indicators was also examined using Cronbach’s alpha. Reliability coefficients were interpreted as follows: values ≥ 0.75 indicate good reliability, and values ≥ 0.90 indicate excellent reliability.

The intervention group received learning using the PBL model which places contextual problems as a trigger to produce religious poetry relevant to adolescent experiences. The intervention was implemented through the following stages: (1) orientation to the problem (providing a trigger and setting a work target), (2) organizing learning, (3) investigation, (4) product development and presentation, (5) analysis and reflection. The control group followed the learning usually implemented by the teacher with an equal learning duration.

Data were analyzed using IBM SPSS version 24. Prior to conducting parametric analyses, statistical assumptions were examined. Normality was assessed using the Shapiro–Wilk test, and homogeneity of variance was evaluated using Levene’s test. Descriptive statistics (mean \pm SD) were calculated to summarize performance in each group. Independent-samples t-tests were used to assess baseline equivalence, while paired-samples t-tests examined within-group changes. Effect sizes were calculated using Cohen’s *d* (within), Hedges’ *g* (between), and η^2 for interaction effects. The level of significance was set at $\alpha = 0.05$.

RESULTS & DISCUSSION

Results

Prior to hypothesis testing, statistical assumptions underlying parametric analyses were examined. Normality of score distributions was assessed using the Shapiro–Wilk test, and homogeneity of variance was evaluated using Levene’s test. As presented in Table 1, all variables met the normality assumption ($p > 0.05$). Levene’s test further confirmed homogeneity of variance across groups for both pretest and posttest scores ($p > 0.05$). These findings support the appropriateness of applying parametric statistical procedures in subsequent analyses.

Table 1. Assumption Testing for Parametric Analyses

Variable	Group	Shapiro–Wilk W	p-value	Normality	Levene’s F	p-value	Homogeneity
Physical Structure (Pretest)	PLG	0.96	0.214	Met	0.48	0.492	Met
	KLG	0.95	0.176	Met			
Physical Structure (Posttest)	PLG	0.97	0.331	Met	0.62	0.435	Met
	KLG	0.96	0.248	Met			
Inner Structure (Pretest)	PLG	0.95	0.193	Met	0.37	0.545	Met
	KLG	0.96	0.267	Met			
Inner Structure (Posttest)	PLG	0.97	0.358	Met	0.54	0.466	Met
	KLG	0.95	0.201	Met			

Table 2 presents the descriptive statistics of the pre-test for the physical structure indicators of religious poetry writing in the PBL (PLG) and control groups (KLG). The PLG group obtained an average pre-test score of 2.53 ± 0.52 for diction, 2.27 ± 0.59 for figurative language, 2.20 ± 0.56 for concrete words, 2.33 ± 0.62 for

imagination, and 2.47 ± 0.52 for typography, while the KLG group recorded scores of 2.47 ± 0.52 , 2.33 ± 0.62 , 2.07 ± 0.59 , 2.20 ± 0.68 , and 2.40 ± 0.51 , respectively. Independent sample comparisons showed no statistically significant differences between groups for any indicator (p -value > 0.05), confirming baseline equivalence in physical structure skills before the intervention.

Table 2. Pretest Descriptive Statistics and Baseline Equivalence for Physical Structure Indicators

Physical Structure	Groups		p-value
	PLG	KLG	
Diction	2.53 ± 0.52	2.47 ± 0.52	0.726
Figurative language	2.27 ± 0.59	2.33 ± 0.62	0.765
Concrete words	2.20 ± 0.56	2.07 ± 0.59	0.532
Imagination	2.33 ± 0.62	2.20 ± 0.68	0.577
Typography	2.47 ± 0.52	2.40 ± 0.51	0.724

Table 3 presents descriptive statistics for the pre-test indicators of internal structure of religious poetry writing in the PBL (PLG) and control (KLG) groups. The PLG group obtained an average pre-test score of 2.40 ± 0.51 for tema, and 2.33 ± 0.62 for amanat. while the KLG group obtained 2.33 ± 0.62 for tema and 2.27 ± 0.59 for moral message. Independent sample t-tests revealed no significant differences between the PLG and KLG groups on the pre-test, confirming baseline equivalence in internal structure skills before the intervention.

Table 3. Pretest Descriptive Statistics and Baseline Equivalence for Inner Structure Indicators

Inner Structure	Groups		p-value
	PLG	KLG	
Theme	2.40 ± 0.51	2.33 ± 0.62	0.749
Moral message	2.33 ± 0.62	2.27 ± 0.59	0.765

Table 4 displays before-and-after changes in the physical structure indicators of religious poetry writing for the PBL (PLG) and control (KLG) groups, along with their effect sizes. Across all five indicators, the PLG group demonstrated statistically significant improvements ($p < 0.05$), with average increases of $+0.90$ in diction, $+0.93$ in figurative language, $+1.00$ in concrete words, $+0.87$ in imagery, and $+0.83$ in typography. The corresponding within-group effect sizes for PLG were consistently moderate (Cohen's $d = 0.56$ – 0.67). In contrast, the KLG group demonstrated only small, nonsignificant changes across indicators ($\Delta = +0.07$ to $+0.20$; $p > 0.05$), with trivial within-group effect sizes ($d = 0.12$ – 0.28). Between-group effects further supported the superiority of PBL, with large Hedges' g values across indicators ($g = 1.10$ – 1.35) and Group \times Time interaction effect sizes (η^2) ranging from 0.14 to 0.20, indicating significant differential improvement in the PLG group relative to the control condition.

Table 4. Pre–Post Changes and Effect Sizes for Physical Structure Indicators

Physical Structure	Groups	Δ (Post–Pre)	t(29)	p-value	Cohen's d (within)	Hedges' g (between)	η^2 (Group \times Time)
Diction	PLG	+0.90	2.42	0.029	0.63	1.30	0.19
	KLG	+0.10	0.64	0.532	0.16		
Figurative language	PLG	+0.93	2.33	0.035	0.60	1.25	0.17
	KLG	+0.07	0.51	0.617	0.13		
Concrete words	PLG	+1.00	2.58	0.021	0.67	1.35	0.20
	KLG	+0.13	0.83	0.419	0.21		
Imagination	PLG	+0.87	2.18	0.047	0.56	1.15	0.15
	KLG	+0.07	0.45	0.659	0.12		
Typography	PLG	+0.83	2.26	0.040	0.58	1.10	0.14
	KLG	+0.20	1.10	0.290	0.28		

Table 5 shows that the PBL group (PLG) experienced significant pre-post improvements in both indicators of internal structure. Specifically, the PLG group demonstrated significant improvements in themes ($\Delta = +0.93$; $p = 0.036$) and messages ($\Delta = +0.94$; $p = 0.028$), while the control group (KLG) showed no significant changes in either themes ($p = 0.454$) or messages ($p = 0.703$). The between-group effect sizes favored PLG, showing large effects (Hedges' $g = 1.05$ for themes and 1.20 for messages), with Group \times Time η^2 values of 0.13 – 0.16 , indicating significant differential improvements.

Table 5. Pre–Post Changes and Effect Sizes for Inner Structure Indicators

Inner Structure	Groups	Δ (Post–Pre)	t(29)	p-value	Cohen's d (within)	Hedges' g (between)	η^2 (Group \times Time)
Theme	PLG	+0.93	2.31	0.036	0.60	1.05	0.13
	KLG	+0.13	0.77	0.454	0.20		
Moral message	PLG	+0.94	2.44	0.028	0.63	1.20	0.16
	KLG	+0.07	0.39	0.703	0.10		

Table 6 presents the inter-rater reliability and internal consistency coefficients for each indicator of religious poetry writing. The ICC values ranged from 0.82 to 0.91 , indicating strong to excellent agreement between raters. Cronbach's alpha coefficients ranged from 0.84 to 0.93 , demonstrating high internal consistency of the analytical rubric.

Table 6. Inter-Rater Reliability and Internal Consistency of the Religious Poetry Writing Rubric

Indicator	ICC (95% CI)	Interpretation	Cronbach's α	Interpretation
Diction	0.88 (0.79–0.94)	Good	0.89	High
Figurative Language	0.85 (0.74–0.92)	Good	0.87	High
Concrete Words	0.91 (0.84–0.96)	Excellent	0.93	Excellent
Imagery	0.84 (0.72–0.91)	Good	0.86	High

Indicator	ICC (95% CI)	Interpretation	Cronbach's α	Interpretation
Typography	0.82 (0.69–0.90)	Good	0.84	High
Theme	0.89 (0.81–0.95)	Good	0.91	Excellent
Moral Message	0.87 (0.77–0.93)	Good	0.88	High
Overall Score	0.90 (0.83–0.95)	Excellent	0.92	Excellent

Discussion

The main objective of this study was to examine whether Problem-Based Learning (PBL) is more effective than conventional teaching in improving tenth-grade students' ability to write religious poetry. In this study, we found that the PBL group (PLG) and the control group (KLG) were equivalent at baseline. After the intervention, the PBL group showed statistically significant pre-post improvements in all indicators of physical structure and inner structure. Meanwhile, the control group showed no significant changes. Our findings indicate that PBL resulted in better improvements in students' religious poetry writing compared to conventional learning.

The largest gains in the PBL group were observed in concrete words and figurative language, suggesting that problem scenarios stimulated richer imagery construction and metaphorical elaboration. Improvements in diction and imagery indicate enhanced lexical retrieval and symbolic representation processes. Meanwhile, gains in theme and moral message reflect deeper internalization of religious values through structured reflection phases in PBL. The relatively balanced improvement across physical and inner structures suggests that PBL supports both technical composition skills and meaning-making processes simultaneously, rather than privileging surface-level stylistic elements alone.

Our findings align with previous research showing that the Problem-Based Learning model can improve the writing quality of students with various personality types. Introverted students taught argumentative writing using PBL achieved better grades than introverted students taught guided writing (Jumariati & Arapah, 2024). Other studies also report that PBL has a positive impact on the achievement of scientific article writing for undergraduate students and problem solving and critical thinking (Festiawan et al., 2021; Nisa et al., 2023; Susanto et al., 2020). In addition, Another study reported that the implementation of the Problem-Based Learning model significantly contributed to improving poetry writing skills, while simultaneously increasing students' interest and motivation in learning in junior high school (Rosyadi & Rahayu, 2024; Surito et al., 2024; Winarti et al., 2025).

PBL promotes self-regulated learning, collaborative inquiry, and reflective evaluation, which facilitate vocabulary expansion, imagery elaboration, and thematic coherence. Through iterative problem analysis and revision cycles, students refine both structural and semantic aspects of their poetry. This mechanism aligns with prior findings that PBL enhances higher-order thinking and integrative writing skills (Arinda Octaviani, 2024; Hidayati et al., 2024; Oktaviani & Chan, 2023). In addition, PBL not only improves physical aspects, but also has the potential to strengthen the spiritual dimension because the problem-solving process

requires justification, reflection, and taking a position on the written issue (Cahyono et al., 2026; Fitratunisyah et al., 2025; Yu & Zin, 2023).

The research results show that teachers can use the PBL model to improve students' religious poetry writing skills. The PBL model can be positioned not only as an alternative strategy but as a high-impact approach when the learning goal is to move students beyond clichéd expressions to more vibrant and thematically integrated poetry. The large between-group effect sizes (Hedges' $g > 1.00$) should be interpreted cautiously. While they indicate substantial practical impact, effect sizes in quasi-experimental studies with intact classes and relatively small samples may be inflated due to reduced within-group variability and contextual homogeneity. Additionally, ceiling effects were unlikely given moderate baseline scores; however, motivational novelty associated with PBL implementation may have contributed to amplified gains. Future studies employing randomized designs and larger multisite samples are necessary to confirm the stability of these effect magnitudes.

Several limitations need to be considered. First, the study's design was quasi-experimental with intact classes, so unmeasured classroom factors may have contributed partially to the results despite similarities in baseline conditions. Second, poetry scoring is inherently subjective; even with an analytic rubric, results depend on the clarity of the descriptors and inter-rater agreement, which should be explicitly reported to strengthen the credibility of the measurement. Future research should include larger samples across schools and employ other tests such as basic writing skills, reading habits, or motivation to identify which students benefit most from PBL in religious poetry writing.

CONCLUSION

The conclusion of this study shows that the application of Problem Based Learning (PBL) effectively improves the religious poetry writing skills of high school students compared to conventional learning. After the intervention, the PLG group experienced a significant increase in all physical structure indicators as well as in the inner structure indicators, while the KLG group did not show any significant changes. Indonesian language teachers are advised to integrate PBL into religious poetry writing lessons by providing authentic problems relevant to adolescents' experiences. Further research is recommended, involving larger, cross-school samples and reporting assessor reliability in more detail to strengthen and generalize the results.

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