



DEVELOPMENT OF MORAL VALUE POETRY WRITING THROUGH PROJECT-BASED LEARNING

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Accepted :

13 July 2025

Published :

24 July 2025

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ABSTRACT

The learning process demands proficiency in core language skills listening, reading, speaking, and writing. Among these, writing is essential and must align with current Enhanced Spelling Guidelines (Ejaan yang Disempurnakan) to prevent miscommunication. However, students often face challenges in writing, especially beginners, due to a lack of interest in reading and the complexity of textbook language, which hinders idea development. Accessible and engaging reading materials are crucial to foster student interest and creativity. Misconceptions that adherence to proper spelling rules is unnecessary are particularly problematic for students in the Indonesian Language and Literature Education program, where accurate and appropriate writing is fundamental, including in fiction. Writing proficiency plays a vital role in courses such as Popular Writing Skills. This study aims to enhance students' ability to write morally themed poetry through project-based learning. Employing a Research and Development approach with the ADDIE model, data were gathered via observation, questionnaires, and students' poetry writing outcomes, and analyzed using expert and peer assessments. The findings indicate that project-based learning significantly improves the poetry writing skills of first-year students, positively influencing their writing quality and engagement, particularly in integrating moral values into their creative work.

Keywords: *Development, Poetry Writing, Moral Values, Project-Based Learning.*

1. INTRODUCTION

Education can be interpreted as a process to shape personality, and cultural transformation and there is commitment in its implementation. Educators are required to have competencies including pedagogical competence, personality competence, social competence and professional competence, as well as developing teaching materials and learning media (Pratama et al., 2020; Pollock et al., 2023; de Koning et al., 2020; Guerrettaz et al., 2021). The selection of teaching materials is important because it helps educators in achieving learning objectives.

In learning, it cannot be separated from the four language skills, namely listening, reading, writing, and speaking. Writing skills are one of the skills that must be mastered by students. Writing skills are productive and

expressive skills used to communicate indirectly with other parties (Murniviyanti et al., 2021; Oktaviani & Chan, 2023).

Writing must be in accordance with the current Refined Spelling so that there is no misinformation. Writing activities need to be honed to obtain quality writing (Tok & Kandemir, 2015; Fadhillah et al., 2023). For beginners, writing activities are very difficult to do because reading books to develop creativity are less popular among students. Textbooks that use language that is difficult to understand, inhibit students in developing ideas. Textbooks that are easy to understand are needed to attract students' initial interest in reading (Sitio et al., 2023; Johan et al., 2022; Language et al., 2020). If they love to read, writing activities will be easy to do.

Writing skills are the process of conveying ideas and ideas to convey their thoughts through writing. (Nugroho et al., 2019; Oktaviani, 2024). Writing is not just writing but understanding the mastery of grammar, vocabulary, and other supports so that it can be well understood by readers.

Some think that writing in accordance with the Refined Spelling is not necessary. This is not justified and needs to be reviewed further, especially for students who choose Indonesian Language and Literature Education Study Program. Good and correct writing is needed to hone writing skills, even though the writing is fiction. Writing skills are needed in the learning process, especially in the Popular Writing Skills course (Jaya et al., 2025).

The Popular Writing Skills course is one of the compulsory courses in the Indonesian Language and Literature Education Study Program (Prodi), State University of Jakarta (UNJ) taken by first-year students. This course requires students to read books and write about things around them with easy-to-understand language to assemble more complex things.

Students start from the fiction genre to make it easier to write about it. Fiction genres such as poetry, novels, and others. Poetry is easier to make because the problems that occur are around and based on the feelings of the author. Writing poetry is a process of pouring ideas and feelings about things that happen to the author and those that happen around him (Nopriani, 2019).

Therefore, the purpose of this study is to develop students' poetry writing skills that incorporate moral values through the application of project-based learning, aiming to enhance both the quality of student writing and their engagement with ethical themes.

2. LITERATURE REVIEW

As a creative process, writing poetry must pay attention to the elements of poetry

such as diction, language style or majas, rhyme, rhythm, and so on (Pratama et al., 2020). Poetry is assembled using language styles or majas. Poetry also expresses the author's heart and has rhythm, rhyme and rhythm (Mangudap et al., 2022; Pratama et al., 2020). The content is not conveyed straightforwardly so that sometimes there are differences in interpretation between one reader and another.

Poetry can be used as one of the teaching materials to support student creativity in writing. Arrays in poetry contain an outpouring of one's feelings (Irfan et al., 2023; Wiendy RerefDianty et al., 2022). A good poem should not contain violence, pornography, and things that are not educational. The values in a poem can be studied widely. One of them is moral value. This research focuses on moral values.

Moral values are values related to God or humans. (Purnamasari et al., 2021). This value comes from man and God, man and himself, and man and other humans. Moral values are also teachings, standards, rules, and decrees, both oral and written (Kinasih et al., 2022).

Moral values are problems that can be expressed and are unlimited. The value includes all life and life issues related to individuals and themselves, as well as individuals and other individuals, in the social space classified as ties to the natural environment, and individuals and God (Fitriani et al., 2023). The development of moral value poetry writing through project-based learning is one of the supports in learning to achieve the desired goals.

Teaching materials must be in accordance with the needs of students so that learning objectives can be achieved. Good teaching materials do not only provide information in theory but also need to be applied in practice. (Harahap & Nurapriana, 2023). This is the reason why researchers want to develop moral value poetry writing through project-based learning. This

Vol 8, No 2 (2025): ESTEEM

research can be applied to the Popular Writing Skills course.

Project-based learning is a learning model that focuses on creative thinking, problem solving, and interaction between learners and their peers by using new knowledge (Meylani et al., 2025; Oktaviani & Marliana, 2021). It can also develop creativity collaboratively in solving problems. Project-based learning involves students in learning.

If observed, the use of appropriate and innovative project-based learning can achieve the expected learning objectives. The class is a community that has different characteristics from one individual to another, so researchers choose project-based learning to deal with current conditions.

This research involves the activeness of students in solving existing problems. This research can be done in groups or individually through scientific stages and certain time limits so as to produce a product to be presented to others.

The development of moral value poetry writing through appropriate project-based learning can achieve learning objectives. The development of writing poetry with moral values through project-based learning can be applied to the Popular Writing Skills course is expected to increase student creativity in writing, especially writing poetry.

3. METHODS

This research uses development research (Research and Development). Development research is a research method that produces a product in a particular field of expertise (Jannah et al., 2022; Sugiyono, 2021). This research describes the development of moral value poetry writing through project-based learning applied to the Popular Writing Skills course. The development model used is the ADDIE research design model with the following steps.

1. Preliminary Stage
Needs analysis and situation analysis were conducted to collect information related to the development of moral value poetry writing through project-based learning through observation and questionnaires (Miall & Kuiken, 2019; Lee et al., 2022).
2. Poetry Writing Planning Stage
Produce a prototype of moral value poetry writing through project-based learning and assessed by peers to produce an initial product. The development stage aims to produce a prototype that suits the needs of students. The prototype was developed with reference to the findings of the preliminary stage. The prototype that has been prepared is validated by experts. The results of expert validation were used to improve the prototype. Improvements were made regarding the feasibility of teaching materials based on content or material, presentation, language, and graphics (Firdaus & Firdaus, 2024).
3. Development and Evaluation Phase
Trials were carried out by means of limited trials and wider trials as well as model validation tests and dissemination. As for the feasibility of teaching materials, it is obtained by filling out the assessment format. The assessment indicators used refer to the results in the preliminary stage. The feasibility testing stage of the prototype was carried out at the Indonesian Language and Literature Education Study Program, Faculty of Language and Arts, State University of Jakarta.
Data and data sources are needed in a study. The data of this research comes from the results of the needs analysis obtained from the first year students of the second semester of the Indonesian Language and Literature Education Study Program. In addition, the source of the data in this research is poetry with moral values through

Vol 8, No 2 (2025): ESTEEM

project-based learning that can be applied in the Popular Writing Skills course (Herdayati & Syahril, 2019).

Data were collected using document analysis techniques. This was done by developing poetry writing with moral values through project-based learning (Daruhadi & Sopiati, 2024; Anufia, 2019). Data were obtained from students and lecturers. Field research in the form of analyzing student needs. In addition, it explains the process of writing poetry with moral values through project-based learning that can be applied in the Popular Writing Skills course (Neuman, 2019).

This research uses content analysis techniques. This analysis technique is done by describing the results of the research in detail. In addition, comparisons were made during the initial, middle, and final stages in this study by developing moral value poetry writing through project-based learning (Susanto et al., 2023).

4. RESULTS AND DISCUSSION

Needs analysis and situation analysis are obtained from students' prior knowledge. The extent to which students understand and apply it in the writing that is assembled. The needs analysis was conducted to find out the teaching materials used by students. The situation analysis is adjusted to the facilities and infrastructure available both in college and where students live. Based on the needs analysis, the identification in the Development of Poetry Writing with Moral Values through Project-Based Learning is as follows.

Table 1. Needs Analysis for Missing Components

No.	Component	Student	Lecturer
1.	Poetry writing activities have been done before	40%	100%
2.	Utilizing	25%	50%

	poems on the internet		
3.	Enjoy reading poems with moral values	40%	50%
4.	Using KBBI to construct diction	50%	100%
5.	Experiencing obstacles caused by difficulties in writing poetry, not being able to choose the right diction, and stringing arrays in writing poetry	30%	50%
6.	Provide alternative solutions in overcoming obstacles in writing poetry by providing alternative themes that are appropriate, using the right diction in arranging the array by making a writing framework, and reading other reference sources	40%	100%
7.	Write poems individually	50%	50%

	by freeing up the theme that is mastered		
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Questionnaires distributed to students taking the Popular Writing Skills course show that the data developed in the form of teaching materials are in accordance with the needs analysis and condition analysis. Students filled in the questions provided in the form of a questionnaire. In addition, observations were made without interrupting the learning process before conducting the pre-test.

Table 2. Needs Analysis according to the Needs Component

No.	Component	Student	Lecturer
1.	Individualized moral value poetry writing activities	95%	100%
2.	Utilizing poems on the internet, poetry anthologies, and poetry collections available	95%	80%
3.	Enjoy reading poems with moral values to make it easier to string them together	90%	80%
4.	Using the KBBI to construct diction	100%	100%
5.	Mastering poetry writing by choosing the right diction and	80%	95%

	stringing in writing poetry		
6.	Checked the theme of the poem developed, used the right diction in arranging the array, and read other reference sources	90%	100%
7.	Write poems individually with themes that have moral values that are in accordance with everyday life	90%	90%

Based on the table above, 90% of students have written poems with moral values individually. Writing poetry is utilized through the internet, poetry anthologies, and poetry collections. KBBI was also used to select appropriate diction and assemble it into a complete poem. The theme of the poem is developed using appropriate diction and obtained from various reference sources. In writing poetry individually, students are free to choose themes that are developed and contain moral values that exist in everyday life.

Table 3. Needs Analysis in accordance with Learning Objectives

No.	Component	Student	Lecturer
1.	Writing free-themed poetry with moral values for publication	100%	100%
2.	Utilization of poems on the internet,	95%	80%

	poetry anthologies, and poetry collections available for arranging arrays		
3.	Improvement of moral value poetry writing	95%	90%
4.	Use of supporting applications such as KBBI to organize diction	100%	100%
5.	Poetry writing skills by choosing the right diction and arranging arrays in writing poetry	100%	100%
6.	Checking writing after peer editing	100%	100%
7.	Ability to write poetry individually	90%	95%

Learning objectives in the Popular Writing Skills course need to be achieved through mastery in choosing the right diction, so that the strung array has meaning and moral values that can be applied in everyday life. Various themes are freed up in writing poetry by utilizing the necessary linguistic mastery. The use of applications and other supporters provides an overview to string diction so that it becomes a poem that is intact and contains moral values that can be applied in everyday life.

After the needs analysis, the pre-test was conducted. At the initial meeting, the pre-test was conducted to determine the

initial ability of students in mastering poetry writing, before the application of poetry writing development. The results showed that the lowest score was 40, the highest score was 89, and the average score was 66.50. The score is categorized as less when consulted with the assessment. Thus, first-year students in writing poetry with moral values in project-based learning are still lacking in the Popular Writing Skills course. The frequency distribution of the pre-test on poetry writing is as follows.

Table 4. Frequency Distribution of Prates Score

No.	Inter val Class	Frequency	Percentage	Category
1.	41-45	2	7,7%	Poor
2.	46-50	5	19%	Poor
3.	51-55	1	3,9%	Poor
4.	56-60	3	11,5%	Less
5.	61-65	4	15,4%	Less
6.	66-70	1	3,9%	Less
7.	71-75	6	23,1%	Good
8.	76-80	1	3,9%	Good
9.	81-85	2	7,7%	Good
10.	86-100	1	3,9%	Very Good
Total		26	100%	

Table 4 illustrates that the teaching materials used are not in accordance with current conditions. Teaching materials need significant improvement in the Popular Writing Skills course, especially writing poetry. The lack of criteria indicates that the development of teaching materials with appropriate moral values through project-based learning is needed.

Based on the needs analysis presentation contained in table 1 to table 3, the following conclusions can be drawn.

- Students have not utilized various references in writing poetry.
- Students have not mastered the linguistic material and language rules so that it is

Vol 8, No 2 (2025): ESTEEM

difficult to choose the right diction to string poetry.

- c) Students experience obstacles caused by difficulties in writing poetry with moral values because they have not been able to develop ideas, have not been able to choose the right diction, and assemble the appropriate array.

Development of Moral Value Poetry Writing through Project-Based Learning

Based on the needs analysis presented, the development of moral value poetry writing through project-based learning can be applied in writing poetry. In writing good and quality poetry, it is necessary to master diction so that it can assemble good content and in accordance with the theme. In addition, mastery of linguistic materials and language rules is needed in the development of writing poetry with moral values. Students can develop poetry writing by practicing and using available applications such as KBBI. Development of Moral Value Poetry Writing through Project-Based Learning as follows.

After the pretest, the design of teaching materials was carried out at the next stage. Teaching materials are made based on needs analysis and pre-test. The development stage of writing poetry with moral values through project-based learning by providing material to students about poetry. In the Semester Learning Plan (SSP), the material must be appropriate and related to writing, especially writing poetry.

The initial process of developing moral value poetry writing through project-based learning is carried out by helping students in determining themes and developing ideas. Some students need to be given more understanding about poetry writing. For the most part, students can write poetry well.

The implementation stage of the development of moral value poetry writing through project-based learning is carried out by arranging the array using appropriate

diction. The product developed in the form of writing poetry with moral values through project-based learning. In writing poetry by students, obstacles and solutions are mapped. Products that have been developed will be followed up. The next step is a post-test.

Evaluation of the Development of Moral Value Poetry Writing through Project-Based Learning

At the evaluation stage, reflection is carried out for the results of writing morally charged poetry that has been made by students. The obstacles experienced by students are used as an evaluation for better learning in the future. Providing advice and input to produce quality poetry writing for students is done by lecturers.

The revision stage is carried out on the developed product. The results of writing poetry are checked again and analyzed based on the level of language errors, especially in the selection of diction. This is done to train students to be able to create poems that contain good moral values.

The development process in writing poetry went well, many students were enthusiastic, but there were some who needed to be given more understanding. Providing understanding to students who have not mastered the mastery of diction so that difficulties in assembling poetry are carried out continuously until students understand it. Free themes make it easier to develop poems with moral values.

Based on the results of the study, it shows that the development of poetry writing with moral values through project-based learning is very interesting in the learning process of Popular Writing Skills. Participating students understand the process of writing poetry through the teaching materials developed and the results are satisfactory. The existing obstacles can be resolved well and increase the ability to write poetry with moral values through project-based learning owned by students. Students'

Vol 8, No 2 (2025): ESTEEM

enthusiasm in developing poetry writing illustrates that the learning objectives are well achieved in accordance with the existing RPS.

The results of the study in the form of the previous pre-test in editing 66.50 increased during the post test to 86.60. There was an increase of 20.10 on poetry writing. Students' poetry writing ability increased after the development of moral value poetry writing through project-based learning was implemented. In writing this poem, students' abilities become better in terms of mastery of diction, grammar, vocabulary, and other linguistic aspects.

Based on the results of the previous pre-test, 30% of students were at the good competency level, 40% at the sufficient competency level, and 30% at the less category level. The basic material about poetry is learned by students because this course requires various linguistic aspects in composing poetry. The results of writing poetry during the post-test were better than before.

The post test results obtained the lowest score of 74, while the highest score was 93 in writing poetry with moral values through project-based learning. The average score was 86.60 with good criteria. Thus, it can be concluded that students' skills in writing poetry are in the good category after applying the development of moral value poetry writing through project-based learning. The frequency distribution during the post-test is as follows.

Table 5. Frequency Distribution of Post Test Score

No.	Interval Class	Frequency	Percentage	Category
1.	41-45	0	0%	Poor
2.	46-50	0	0%	Poor
3.	51-55	0	0%	Poor
4.	56-60	0	0%	Less
5.	61-65	1	3,8%	Less
6.	66-70	1	3,8%	Less
7.	71-75	2	7,7%	Good

8.	76-80	3	11,6%	Good
9.	81-85	14	53,9%	Good
10.	86-100	5	19,2%	Very Good
Total		26	100%	

So, it can be concluded that the results of the post-test of students' poetry writing skills in developing poetry writing with moral values through project-based learning are categorized as good. Validation of the development of poetry writing with moral values through project-based learning was carried out by expert lecturers to determine its advantages and disadvantages.

At the end of the meeting, students were given a reflection questionnaire to provide responses to the development of poetry writing with moral values through project-based learning. This was also done to determine the suitability of the development of poetry writing with moral values through project-based learning.

The results of the reflection filled in by students in developing the writing of poems containing moral values through project-based learning are as follows. (1) Writing poems with free themes containing moral values for publication is done well by students, (2) students utilize various references to develop ideas in writing poems, (3) students make improvements in writing poems containing moral values if the diction used does not match the theme, (4) the use of supporting applications such as KBBI to arrange diction is needed in writing poems, (5) poetry writing skills by choosing the right diction and arranging lines in writing poems are needed by students, (6) checking writing by colleagues is needed to find out shortcomings and fix them, and (7) students are more effective in writing poems containing moral values through individual project-based learning.

5. CONCLUSION

Based on the findings, it can be concluded that the implementation of project-

Vol 8, No 2 (2025): ESTEEM

based learning in developing poetry writing with moral values significantly enhances students' writing abilities. Students demonstrated the capacity to craft poems that reflect ethical themes by drawing inspiration from real-life social issues or community concerns. Writing activities were found to be more effective when conducted individually, as this allows students to explore ideas more deeply and structure them into cohesive poetic expressions. The freedom granted in choosing themes encouraged student creativity and resulted in more authentic and meaningful poetry.

Most participants showed strong engagement and were able to complete their writing tasks with considerable quality, reflecting a high level of responsibility and interest in the process. However, the importance of time management emerged as a key consideration, as some students encountered obstacles that delayed task completion. The lecturer's role was also pivotal, especially in delivering clear instructions and guidance prior to assignments.

The use of project-based learning in this context proved to be effective and relevant for courses focused on writing, particularly in shaping ethical and reflective perspectives through literary expression. Future research could further explore the integration of digital media in poetry writing projects or examine the long-term impact of moral-themed creative writing on students' character development and critical thinking skills.

6. ACKNOWLEDGEMENT

Acknowledgments are conveyed to the University of Negeri Jakarta for supporting the implementation of this research activity

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Vol 8, No 2 (2025): ESTEEM

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