


Implementation of Project Based Learning Model with Product Differentiation Approach to Improve Negotiation Text Writing Skills of Grade X Students of SMA Negeri 2 Medan

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ABSTRACT

This study is a Classroom Action Research (CAR) that aims to improve negotiation text writing skills through a project-based learning model with a differentiated product approach and a differentiated learning approach for 10th grade students. This study was conducted at SMA Negeri 2 Medan with 36 10th grade students as the research subjects. There were 19 male students and 17 female students. The research method used qualitative and quantitative research. The research data were analyzed using qualitative and quantitative descriptive analysis. The results of the data analysis were then presented in tables and figures/charts. The results showed that the application of PjBL significantly improved students' writing skills and encouraged the development of creativity, collaboration, and critical thinking skills. In addition, students reported an increase in motivation and activity in the learning process. However, challenges in implementing PjBL, such as the need for thorough preparation by teachers and effective time management, need to be considered. Based on the results of the analysis, it was concluded that PjBL is an effective method for improving students' writing skills and can be integrated into Indonesian language learning to create a more interesting and meaningful learning experience. The results of this study emphasize that PjBL is an effective, innovative, and relevant learning method for equipping students with 21st-century skills.

Keyword: Negotiation Text, Project-Based Learning, Differentiation


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INTRODUCTION

Writing is a productive and expressive activity ([Pfeiffer, 2016](#)). Writing skills are very important for students because writing trains students' thinking skills and stimulates them to easily express their ideas logically in a concrete form, namely writing. Writing skills must be taught using enjoyable methods because writing skills are still considered difficult and boring for students ([Elshirbini, 2013](#)). Once students are trained to write, they can easily write or produce good texts, one of which is negotiation texts ([Wangi, 2024](#)).

Negotiation texts are one of the teaching materials included in Indonesian language lessons in Grade 10 in both the revised and unrevised 2013 curriculum ([Liu, H., 2021](#)). Negotiation texts are texts created based on issues between two or more parties. Negotiation texts are considered contextual for students because, unconsciously, every day or even every moment, students engage in negotiations, both verbal and nonverbal, which result in problem-solving based on their thinking ([Core, M., 2006](#)). In accordance with the basic competencies (KD) listed in the Indonesian language syllabus for grade X, students are expected to be able to construct (create or produce) negotiation texts by paying attention to their content, structure, and language ([Munauwarah, 2024](#)).

The learning model that is assumed to improve students' ability to produce negotiation texts is project-based learning. "Project-based learning is learning that uses project assignments as a learning method. Students work in a real- , as if they were in the real world, which can produce real or realistic products," in this case, producing negotiation texts with good and correct language use in accordance with the topic and structured independently and guided ([Laur, 2013](#)). According to research studies, project-based learning helps students improve their social skills, often resulting in reduced absenteeism and fewer disciplinary issues in the classroom ([Siti Patonah, 2018](#)).

This study was conducted based on observations of tenth-grade students during their Indonesian language classes, as well as interviews with Indonesian language teachers at SMA Negeri 2 Medan. The results of teaching negotiation text writing have not been satisfactory. The problems are as follows. First, students find it difficult to determine the ideas or concepts to be used in negotiation texts. Second, students dislike writing because they find it boring and tiring. Third, students' writing still contains errors in terms of negotiation aspects. Fourth, according to teachers, many students are still not motivated to participate in Indonesian language learning. Fifth, teachers still have difficulty finding appropriate teaching methods and interesting learning media. Sixth, many students still have scores below the minimum passing grade (KKM) ([Munauwarah, 2024](#)).

Based on these issues, researchers and teachers agreed to choose the problem-based learning model and video media to improve students' skills in writing negotiation texts ([Wangi, 2024b](#)). The problem-based learning model was chosen because it was considered to be able to train students to improve their critical and creative thinking skills, maintain a conducive atmosphere, and create a pleasant classroom atmosphere ([Birgili, 2015](#)). In addition, the problem-based learning model was chosen because it was considered contextual to students as the problems were taken from everyday issues in conducting negotiations ([Maftuh, 2023](#)). In addition to using the project-based learning model, this study will also use video media. Video media will stimulate children to create or express ideas in writing negotiation texts. It is hoped that learning using various models and media will increase students' motivation to participate in Indonesian language learning and improve their language skills, namely writing ([Setiawan & Pratama, 2020](#)).

The project-based learning model can be applied to build the four pillars of learning ([Gianistika, 2022](#)). Student learning outcomes using the project-based learning model are higher than those using the cooperative learning model in building the four pillars of learning. The four pillars of learning are learning to know, learning to do, learning to be, and learning to live together ([Slamet, 2017](#)).

Based on these issues, the author is interested in conducting research using the project-based learning model because this learning model originates from problems that are contextual to students ([Zhang, L., & Ma, 2023](#)). This model will make it easier for students to practice their writing skills because they are required to think critically and creatively to solve the problems given. Therefore, the author chose the title "The Application of the Project-Based Learning Model with a Differentiated Product Approach to Improve the Negotiation Text Writing Skills of Grade X Students at SMA Negeri 2 Medan".

THEORETICAL STUDY

Project-Based Learning (PjBL) is defined as a form of learning involving long-term activities that engage students in designing, creating, and presenting products to solve real-world problems ([Omelianenko, 2024](#)). Project-based learning is learning based on phenomena or problems that exist in everyday life. The project-based learning model is one model for creating learning that can encourage students to build knowledge and skills independently ([Setiawan & Pratama, 2020](#)).

Thus, project-based learning is a learning model that prioritizes student activities in learning activities such as understanding concepts and principles, followed by conducting investigations to solve problems ([Slamet, 2017](#)).

Project-based learning can also be used as a learning method to develop

students' abilities in designing, communicating, problem solving, and decision making. Project-based learning has enormous potential to make learning experiences more interesting for students. Based on the results of a review of Project-Based Learning, several important characteristics of Project-Based Learning were identified, namely (1) Focus on learning in order to master the subject matter, (2) Creating projects that involve students in constructive investigation, (3) Projects must be realistic, and (4) Projects are planned by students.

The selection of the project-based learning (PBL) model is inseparable from its usefulness as a learning model that fully involves students, or it can be said that the project-based learning (PBL) model is at the core of learning and focuses on student activities ([Silma, 2024](#)). The project-based learning model is a learning model that directly involves students in the learning process through research activities to work on and complete a specific project ([Suradika, 2023](#)).

Model has the following advantages: 1) Increases motivation; 2) Improves problem-solving skills; 3) Enhances collaboration; and 4) Improves resource management skills ([Wawan, 2023](#)). Meanwhile, according to the Ministry of Education and Culture, the disadvantages of the project-based learning (PBL) model are as follows: 1) It requires a lot of time to solve problems; 2) It requires considerable costs; 3) Many teachers feel comfortable with traditional classes, where teachers play a major role in the classroom; 4) A lot of equipment must be provided; 5) Students who have weaknesses in experimentation and information gathering will experience difficulties; 6) There is a possibility that students will be less active in group work; and 7) When the topics given to each group are different, there is a concern that students will not be able to understand the topic as a whole.

Based on the advantages and disadvantages of the project-based learning (PBL) model, researchers and subject teachers will improve the learning process to suit the objectives and develop the model ([Alromaih, 2022](#)). This innovative learning requires the use of appropriate learning media. Stated that the creative use of media can facilitate and improve learning efficiency so that learning objectives can be achieved ([Lubis, 2023](#)). Learning media, it is hoped that students can gain various real experiences, so that the learning material presented can be absorbed easily and well ([Arsyad, M., & Syakhrani, 2024](#)). Of course, not all types of learning media will be used simultaneously in learning activities, but only a few. One of them is audiovisual media. The use of audiovisual media can increase children's attention with attractive displays. In addition, children will be afraid of missing the video if they shift their concentration and attention.

The 2013 Indonesian Language curriculum uses a text-based approach. This approach aims to enable students to produce and use texts according to their social

purposes and functions ([Ramadhona, 2024](#)). This means that students are required to be able to write or create texts. One of the texts that students must create is a negotiation text. This is also in line with the basic competency of the 2013 curriculum, which is that students are able to produce negotiation texts that are coherent in accordance with the characteristics of the text to be created, both orally and in writing. If students' writing skills are lacking due to a lack of interest and the perception that writing requires concentration that is mentally draining, then this will certainly affect their ability to create negotiation texts ([Yan, 2024](#)).

In addition to the curriculum, student learning success is also determined by the ability and accuracy of teachers in selecting and using learning models. Students' success in mastering subject matter depends on teachers who are able to make their students know and understand how to solve a problem encountered in the learning process through the teaching models and approaches used and planned. Therefore, based on the above opinion, teachers should use appropriate learning models in their teaching and learning activities. This is because by using appropriate learning models, students will not only interact with teachers as a source of learning but will also interact with all learning resources used by teachers in accordance with the learning objectives to be achieved. Learning through models will also activate students' independence in problem solving ([Puspita, 2024](#)).

Students will be required to be able to successfully actualize themselves in groups and classes. This will enable students to find their true selves in a social environment and understand the journey and hard work involved in achieving their own success. Given this situation, a solution is needed in the learning process. The solution provided is to use Project-Based Learning for teaching negotiation text writing skills.

Differentiated learning is a pedagogical approach that tailors teaching methods to meet the individual learning needs of students. This approach is based on the belief that each student has a unique learning style, interests, readiness, and background, requiring varied teaching strategies to reach their maximum potential. Differentiated learning is in line with Ki Hajar Dewantara's educational philosophy, which states that education (*opvoeding*) demands that children use all their natural abilities to achieve the highest possible level of safety and happiness both as individuals and as members of society. Differentiation in learning focuses on modifying content, processes, products, and learning environments to accommodate these differences ([Sharma, 2024](#)).

The main goal of differentiated learning is to ensure that all students, regardless of their differences, have equal opportunities to learn and succeed. Through differentiation, teachers can create more personalized and effective learning

experiences that support students' holistic development. Basically, there are four interrelated components of differentiated learning, namely ([Marlina, 2023](#)) Content includes what students learn. Content is related to the curriculum and learning materials. In this aspect, teachers modify the curriculum and learning materials based on students' learning styles and conditions; 2) Process, which is how students process ideas and information. How students interact with the material and how that interaction determines their learning choices. Due to the many differences in learning styles and choices demonstrated by students, the classroom must be modified in such a way that different learning needs can be accommodated properly; 3) Product, how students demonstrate what they have learned. Learning products enable teachers to assess the material that students have mastered and provide the next material; 4) Learning environment, which is how students work and feel in learning ([Nguyen, 2022](#)).

In its application in the classroom, differentiation can be carried out through various strategies. First, teachers can modify content, namely the subject matter being taught, by adjusting the level of difficulty and type of reading material based on student ability. For example, students with higher reading abilities can be given more complex texts, while students who still need help can be given simpler material. Second, the learning process can be changed by providing various activities and teaching methods that suit students' learning styles, such as visual, auditory, kinesthetic, or a combination of several styles. For example, teachers can use diagrams and concept maps for visual learners, discussions and lectures for auditory learners, and physical or hands-on activities for kinesthetic learners.

Third, learning products, which are the final results or assignments produced by students, can be varied by giving students the option to demonstrate their understanding through various forms. For example, students can choose to make presentations, write essays, create creative projects, or conduct experiments according to their interests and strengths. This not only gives students the freedom to express themselves, but also allows them to demonstrate their understanding in the way that is most effective for them.

In addition, differentiation can also be applied through flexible learning environment arrangements. Teachers can create a classroom atmosphere that supports various learning styles by providing different learning areas, such as spaces for group work, reading corners, or places for practical activities. These arrangements help students feel comfortable and better prepared to learn according to their preferences.

Teachers can also use appropriate technology and learning aids to support this differentiation, such as educational applications, interactive software, and visual aids.

In this approach, evaluation and assessment must also be varied, using methods that allow students to demonstrate their understanding in the most effective way for them. Teachers can use various forms of assessment, such as written tests, projects, presentations, and portfolios, to get a more complete picture of students' abilities and progress. Continuous formative assessment is also important to monitor student development and adjust teaching strategies as needed.

Differentiated learning requires teachers to recognize and understand the individual differences among their students, and to continuously adjust their teaching approaches. Teachers can serve students according to their individual circumstances by implementing this learning process. Schools can use different learning processes to free students from the necessity of being the same in all respects, allowing them to express themselves according to their own uniqueness ([Simamora, 2023](#)). Teachers must be able to design and implement flexible learning strategies that are responsive to student needs. By doing this, teachers not only help students achieve their academic goals, but also support the development of important social and emotional skills, such as empathy, cooperation, and self-management. With an approach that focuses on individual needs, differentiation in learning helps create an inclusive and equitable learning environment, where all students can develop and reach their full potential.

Differentiation ensures that each student receives the attention and support they need to succeed, while promoting a sense of responsibility and independence in learning. This approach also prepares students to face future challenges by equipping them with relevant skills and the ability to adapt to various situations and learning environments.

HYPOTHESIS

Ha: There is an effect of applying the Project-Based Learning Model with a Differentiated Approach on improving the negotiation text writing skills of 10th grade students at SMA Negeri 2 Medan.

Ho: There is no effect of applying the Project Based Learning model with a differentiated approach on improving the negotiation text writing skills of 10th grade students at SMA Negeri 2 Medan

METHOD RESEARCH

This study uses Classroom Action Research (CAR) with qualitative and quantitative methods to determine the ability to write negotiation texts using a project-based learning model and a differentiated learning approach. [Arikunto \(2020:30\)](#) states that, "The population is the entire subject of the study." The population of this study was all 10th grade students at SMA Negeri 2 Medan, with a sample of 36

students selected at random. Data collection was obtained from research instruments in the form of written tests containing instructions for students to create a negotiation text. ([Arikunto, 2020](#)).

RESULT AND DISCUSSION

This study is an experimental study of differentiated learning using the Project Based Learning model. Thus, this study must begin with a diagnostic assessment. In the implementation of the Merdeka curriculum's, differentiation has been established in three different elements of learning, namely (1) differences in content, (2) differences in process, and (3) differences in products. This study focuses on differences in process, so the diagnostic assessment is set as an assessment related to process.

Results of the Initial Cycle Research

The initial cycle (pre-cycle) activity carried out by the researcher, who is an Indonesian language teacher, was to conduct a pre-test by guiding the students to write a negotiation text on a topic of their own choice. The results obtained by the students in the initial cycle are as follows:

Table 1. Results of Negotiation Text Writing by Grade X Students in the Initial Cycle

Average	72.5
Highest Score	85
Lowest Score	60
Number of Students	20 students
Completed	
Many Students	16 students
Not completed	
Completion	60.6
Classical	

Based on the data obtained, the learning outcomes of 10th grade students in writing negotiation texts show that the average score per class is 72.5. Twenty students passed and 16 students failed. The highest score was 85 and the lowest was 60.

Cycle I Research Results

Cycle I was conducted over two meetings. The implementation was adjusted

with RPP which had been prepared by the teacher as the researcher. The data on the results of the students' negotiation texts in Cycle I are as follows:

Table 2. Results of Students' Negotiation Text Writing in Grade X Cycle I

Lowest Score	60
Highest Score	80
Average	70
Many Students Passed	25 students
Number of Students Not Complete	11
Classical Completion Rate	66.6

Based on the data obtained regarding the writing of negotiation texts in cycle I, the classical completion rate of 70% of students who completed the task was still 30% short of the success indicator determined in this study, which was 66.6% of students completing the task.

Table 3. Description of Observation Sheet Data

Data	First Score	Score Part II	Average Score
Activity Observation 42 (95%)		44 (100%)	43 (98%)
Observation of Text Learning Process Negotiation with (100%)	24	24 (100%)	24 (100%)
Project-Based Learning Model			

Based on the table above, the observation data on teacher activities shows that teachers have carried out most of the activities indicated on the observation sheet. In meeting I, teacher activities were still at 95%, which then increased to 100% in meeting II. The observation data on the negotiation text learning process using the project-based learning model shows that the stages of the learning model were fully

implemented in both meeting I and meeting II. Finally, the observation data on student activities shows that student activities increased from 75% in meeting I to 100% in meeting II, an increase of 25%.

Table 4. Results of Normality Test and Homogeneity Test

Data	Normality Test	Homogeneity Test
Prates	0.140	0.467
Posts	0.052	0.467

Based on the table above, it can be seen that the normality test results for the pretest data obtained a sig (2-tailed) value of 0.140. In addition, it can also be seen that the normality test results for the posttest data obtained a sig (2-tailed) value of 0.052. This indicates that the pretest and posttest data are normally distributed, because the sig (2-tailed) obtained by the data is greater than alpha 5% or the sig (2-tailed) value > 0.05 . Furthermore, based on the pretest and posttest data in the table above, it can be seen that the sig (2-tailed) value is 0.467. This indicates that the pretest and posttest data on learning to write negotiation texts have homogeneous variance, because the sig (2-tailed) obtained by the data is greater than the sig (2-tailed) value > 0.05 . After the data was declared to be normally distributed and homogeneous, data analysis was carried out using a t-test calculation, which is presented in the table below.

Table 5. T-test Results

Results	Prates	Post-test	Prates-Postes
<u>df</u>	32	32	32
<u>ttabel</u>	1,694	1,694	1,694
<u>thitung</u>	31.32	41.94	5,853

The t-value is then compared with the t-table value at a significance level of 5% and df 32. The value obtained for the t-table is 1.694, which indicates that the t-value is greater than the t-table value (t-value 41.94 $>$ t-table 1.694). Thus, the t-test results for the post-test scores can be said to be significant. Finally, it can be seen in the pretest-posttest that the sig (2-tailed) value is $0.000 < 0.05$ and the t-value is $5.853 >$

the t-table value of 1.694. This indicates that there is a significant difference and effect on learning to write negotiation texts after applying the project-based learning model. After conducting the pretest, the researcher collected data using an assessment rubric. From this data collection, the pretest scores for learning to write negotiation texts were obtained. The highest pretest score for learning to write negotiation texts was 84, the lowest was 36, the mean was 63.39, the median was 60, the mode was 72, and the standard deviation was 11.62.

Next, the researcher applied the negotiation text writing model. Then, at the end of the learning process, the researcher gave a post-test to the students. The purpose of this post-test was to determine the students' final ability in learning to write negotiation texts using the project-based learning model. The post-test consisted of 25 multiple-choice questions. Based on the analysis using the t-test (), the t-count value was 5.853 with df 32. The t-count value was greater than the t-table value (t-count 5.853 > t-table value 1.694). Thus, the t-test results on the pretest and posttest learning outcome data show a difference and there is a significant and positive effect on learning to write negotiation texts by applying the project-based learning model. In other words, the initial and final conditions of the students after applying the project-based learning model in learning to write negotiation texts are different. The effect can be determined by comparing the initial and final conditions of the students after the implementation of the project-based learning model. The implementation of this model makes students more active and focused in learning activities, and because it is done in groups, students can exchange ideas and understand the material more deeply so that the learning outcomes obtained by students can improve compared to before.

Learning Model Design

Key Components

The learning model designed to improve high school students' negotiation text writing skills includes several key components that support each other. The learning objectives are to develop students' creative writing abilities, improve critical and analytical thinking skills, and hone their imagination and creativity. Other objectives are to improve collaboration and interpersonal communication skills and build students' confidence and responsibility for their own learning. teaching strategies used are project-based learning (PjBL) and differentiation, which allow each student to learn according to their interests and abilities.

This strategy involves direct instruction, individual guidance, group work, and continuous feedback. Assessment tools include formative and summative assessments, which include assessment rubrics to evaluate key elements of

negotiation text writing. Assessment also includes peer feedback, student self-reflection, and presentation of work.

Implementation Steps

1. Identify Student Needs

The first step in implementing this learning model is to identify differences in students' abilities and interests. Teachers begin by giving students a survey of their interests and abilities. This survey includes questions about what a negotiation text is, how to create one, and areas where they feel they need more support. In addition to the survey, teachers also conduct interviews and group discussions to gain a deeper understanding of students' individual preferences and strengths. Observations during class activities are also carried out to understand the dynamics of student learning more holistically. This information is used to form heterogeneous learning groups, where students with different abilities and interests can support each other and learn together.

2. Project Planning

In the project planning stage, the teacher designs a negotiation text writing project that involves all students with appropriate levels of differentiation. The teacher provides a variety of reading materials and additional references that suit the interests of each group. A flexible schedule is arranged for individual and group tutoring sessions, ensuring that each student receives the support needed to succeed in this project.

3. Project Implementation

The project began with students writing a first draft of their negotiation text. The teacher organized the class into structured writing sessions, during which students were given time to write independently and then share their progress with small groups or the whole class. During these sessions, Ms. Sari circulated to provide immediate feedback and facilitate discussions among students to encourage collaboration and the exchange of ideas. Students are also asked to provide constructive feedback to their peers, which helps them develop critical and analytical skills. This process is carried out in stages, with a focus on revising and refining the story based on the feedback received.

4. Assessment and Reflection

Assessment is conducted continuously through various methods, including formative and summative assessments. Formative assessments are conducted during the writing and revision process, with feedback provided by teachers and peers to help students improve the quality of their writing. Summative assessments are conducted at the end of the project, with each story assessed based on a

predetermined rubric. In addition, students are also asked to reflect on their learning process, including the challenges they faced and the achievements they made. This reflection helps students understand their progress and identify areas for improvement in the future. The project also involves presenting students' work in front of the class or a wider audience, such as at school events or student exhibitions. These presentations provide students with valuable experience in verbally communicating their ideas and receiving feedback from a more diverse audience.

1) Challenges and Strategies in Project-Based Learning

Based on the results of research with Indonesian language teachers on the obstacles in implementing independent learning in project-based Indonesian language learning at SMA NEGERI 2 MEDAN, the researcher concluded that these obstacles consisted of four obstacles, namely: 1) the allocation of project-based learning often exceeded the subject time limit, 2) students were reluctant to create certain works due to a lack of skills, and 3) only some students worked in each group. These three obstacles can be overcome by implementing proper planning, prioritizing activities, dividing projects into priority stages, and conducting regular evaluations.

The findings of this study, are in line with previous research (Yusriani et al., 2020) which states that the obstacles to implementing project-based learning are (1) teachers find it difficult to implement project-based learning, the time allocation required exceeds the number of teaching hours, the availability of tools and materials is limited, the syntax of the project-based learning model is still unfamiliar to teachers, and teachers are unable to determine projects that are suitable for the project-based learning model. This shows that project-based learning requires sufficient time so as not to exceed the limits of the designed project.

Therefore, teachers and students must pay attention to the time allocation used for the project. Before the project is carried out, teachers must explain in detail the learning that will be provided, especially in creating a project. This is done so that students can create projects in accordance with the objectives to be achieved.

RESULTS ANALYSIS

The results of the study show that the application of Project Based Learning in Indonesian language learning at various levels of education has been proven effective in improving students' writing skills, including critical thinking, creativity, and independence. Despite challenges in implementation, such as a lack of careful planning and neglect of important stages, PjBL remains a relevant model in the context of the Merdeka Curriculum. The results of this study provide a clear picture for educators and policymakers about the importance of utilizing PjBL to optimize

student potential, especially in the development of 21st-century skills that are indispensable in modern education.

Qonita Afriyani revealed that the use of critical questions was able to stimulate students' enthusiasm in writing explanatory texts. Students showed active participation during learning, which is one of the main objectives of PjBL, namely to create student-centered learning. Similarly, in Sunarsih's (2016) research, the application of PjBL in news text learning showed an increase in student interest and involvement, although several obstacles, such as a lack of creativity in grouping, remained a challenge. PjBL has also been proven effective in encouraging student creativity. Yuni Yuniarti (2021) and Rohdiana and Rustam Rasdawita (2022) showed that students involved in anecdotal text writing projects were not only more creative in writing but also able to develop more complex and diverse ideas.

Rohdiana and Rustam's research provides further insight into the importance of contextualizing PjBL with local wisdom, which enables students to explore local culture and express it in writing, making learning more meaningful and relevant to their daily lives.

Increased Independence and Innovation

Uut Andriani (2023) and Vista Murni Zalukhu (2023) emphasize that PjBL also encourages students to be more independent and innovative in completing project tasks. In Uut Andriani's research, the application of PjBL in writing negotiation texts made students more independent in searching for information and completing projects with greater creativity. Meanwhile, Vista Murni Zalukhu noted that the implementation of PjBL at SMP Negeri 2 Singaraja successfully overcame several obstacles in learning, especially in the context of the Merdeka Curriculum, which prioritizes student independence in the learning process.

The Effect of PjBL on Understanding Material and Negotiation Text Writing Skills

Students' writing skills have improved significantly with the implementation of PjBL, as shown by research conducted by Hilman Yusra (2022) and Rinawati Sitohang (2023). Hilman Yusra found that students with high reasoning skills greatly benefited from the PjBL approach in writing descriptive texts. In addition, Rinawati Sitohang noted a striking difference in students' ability to write negotiation texts before and after the implementation of PjBL, indicating that this approach is very effective in helping students develop better negotiation text writing skills. From all the studies reviewed, it can be concluded that PjBL not only helps improve students' academic skills but also develops various other important skills, such as collaboration, responsibility, and critical thinking. A study conducted by Andiopenta Purba and

Eddy Pahar Harahap (2023) shows that the implementation of PjBL in learning strategy courses at the University of Jambi not only improves learning outcomes but also motivates students to be more creative in their learning.

The learning approach refers to our perspective or point of view on the learning process. It includes a general understanding of how the process occurs, involving inspiration, reinforcement, and theoretical foundations that support various learning methods. Students are encouraged to study the material specified by the teacher, then tested and observed so that they can write drama scripts correctly. ([Setiawan & Pratama, 2020](#))

Assessment aspects are used in writing negotiation texts with the aim of evaluating student achievement after going through the learning process. It was found that the differentiated learning approach had a positive impact on the ability to write drama scripts, where students were able to write negotiation texts in accordance with the completeness of intrinsic elements, structure, language, and the rules of writing negotiation texts. ([Slamet, 2017](#)) The Project-Based Learning approach also facilitates students to write negotiation texts in accordance with their respective learning styles and interests. ([Munauwarah, 2024](#))

CONCLUSION

Based on the results of data analysis obtained from the research, the following conclusions can be drawn: Based on 15 studies reviewed, the Project Based Learning (PjBL) model has been proven to be an effective approach in Indonesian language learning, particularly in improving students' negotiation text writing skills. PjBL not only encourages active engagement and creativity among students, but also enhances critical thinking, independence, and innovation skills. Although there are several challenges in its implementation, such as a lack of thorough initial planning and neglect of important stages, overall PjBL has a significant positive impact on the quality of learning. This makes PjBL one of the most relevant and effective learning models to be applied in the context of the Merdeka Curriculum, as well as a way to prepare students to face the challenges of education and life in the 21st century.

The implementation of differentiated learning using the Project Based Learning model has resulted in a significant improvement in students' drama script writing skills. The results of hypothesis testing and data analysis show that $t_{count} > t_{table}$.

Recommendations for the implementation of PjBL in teaching Indonesian negotiation text writing are that teachers need to receive special training on this approach. They need to manage projects well and facilitate students in developing ideas and composing texts creatively. Learning materials must be designed to be flexible and relevant to the context of students' daily lives. The projects carried out

provide practical benefits and encourage the optimal development of writing skills.

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