

Implementation of Problem-Based Learning Using Digital Posters on Advertisement Texts to Enhance Students' Writing Skills

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ABSTRACT

Developing writing skills in vocational high schools remains a significant challenge, particularly in composing advertisement texts that require persuasive language, creativity, and audience awareness. Although student-centered and technology-integrated approaches are increasingly promoted, empirical studies examining the integration of Problem-Based Learning (PBL) with digital media in teaching advertisement texts are still limited. Addressing this gap, this study investigates the implementation of PBL supported by digital poster media to enhance students' writing skills. This research employed a mixed-method approach using a one-group pre-test and post-test design. The participants were 36 tenth-grade students (aged 15–16) from the Visual Communication Design program at SMKN 5 Yogyakarta. Data were collected through classroom observations, interviews, documentation, and writing assessments, and analyzed using thematic analysis and descriptive statistics. The findings indicate that the implementation of PBL encouraged more active and contextual learning, as students engaged in collaborative problem-solving tasks to develop advertisement texts in digital poster form. Quantitative results show improvement in students' writing performance from pre-test to post-test, particularly in vocabulary use, grammatical accuracy, and text organization. Qualitative data further suggest increased participation, collaboration, and confidence during the learning process. Overall, the study suggests that integrating PBL with digital poster media may support the development of writing skills in vocational English education contexts.

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Introduction

Writing skills constitute one of the fundamental components of English language learning, functioning as a medium through which learners' express ideas, thoughts, and emotions in written form (Tambunan et al., 2020; Jiang & Kalyuga, 2023; Astiantih & Akfan,

2023). According to Mulyati et al. (2023) writing skills are highly important for students because writing provides opportunities for them to think critically and organize their ideas systematically. Graham (as cited in Wulandari & Hastini, 2024) asserts that writing not only supports academic achievement but also strengthens students' reading abilities and critical thinking skills. Nevertheless, writing continues to be perceived as one of the most challenging skills for most students because it requires the simultaneous integration of ideas, linguistic structures, and vocabulary (Kusumahati et al., 2023; Taye & Mengesha, 2024; Wale & Kassahun, 2024). Specifically, within the context of learning advertisement texts, many students struggle to construct sentences that are engaging, persuasive, and communicative. As et al. (2021) reinforce this by demonstrating significant improvement in students' ability to write advertisement sentences following the implementation of more contextual and engaging instructional treatments. The study conducted by Helaluddin et al. (2023) indicates that after the implementation of Problem-Based Learning (PBL) in writing instruction, there was a significant improvement in students' ability to construct advertisement sentences that are more effective and creative.

The continued use of traditional teacher-centered instructional methods further exacerbates these difficulties. Classroom practices often rely on lecturing and repetitive writing exercises that emphasize grammatical structure rather than creative and contextual application (Fauziyah et al., 2022). As a result, students have limited opportunities to develop ideas independently, collaborate with peers, or connect learning materials to real-life situations. In the context of advertisement texts, such approaches are insufficient because effective advertisements require not only structural accuracy but also persuasive language, audience awareness, and creative thinking (Hadiyanto, 2024).

Problem-Based Learning (PBL) offers a strategic approach to address these instructional challenges (Wulandari & Hastini, 2024; Carrió Llach & Llerena Bastida, 2023; Fitriyah et al., 2024). Problem-Based Learning (PBL) involve students in authentic problem situations, which stimulates critical thinking, teamwork, and the creation of meaningful learning outcomes. In learning advertisement texts, this method allows students to develop persuasive messages by considering the intended audience and real-life contexts (Kusuma et al., 2025) . Previous studies have demonstrated that PBL contributes positively to students' writing performance and critical thinking development. Despite the fact that prior studies have demonstrated the effectiveness of Problem-Based Learning (PBL) in improving students' writing skills, most of them have focused on text genres such as analytical exposition, descriptive, or narrative texts. For instance, Kusumahati et al. (2023) examined the influence of PBL on analytical exposition writing, while Wulandari & Hastini, (2024)

explored its application in procedural texts. This indicates that the application of PBL to functional texts such as advertisement texts remains underexplored.

Several studies on teaching advertisement texts tend to focus on media use or conventional instructional strategies (Baliso, 2025; Dewi et al, 2022; Qoyyimah, 2022). For example, Yulianto & Mushafanah, (2024) employed the ESA (Engage-Study-Activate) method and reported improved learning outcomes, although the study did not specifically develop collaborative or problem-solving elements inherent in PBL. Therefore, a deeper exploration of problem-based approaches within advertisement-text instruction is still needed. Although previous studies have confirmed the effectiveness of PBL in improving writing skills, most have focused on genres such as analytical exposition, narrative, or procedural texts. Empirical research examining the implementation of PBL in teaching advertisement texts remains limited. Furthermore, few studies have integrated PBL with digital poster media, despite evidence suggesting that digital tools enhance creativity, motivation, and multimodal communication skills ; . Thus, a clear research gap exists in limited empirical investigation into the integration of Problem-Based Learning and digital poster media in teaching advertisement texts to improve students' writing skills, particularly in vocational high school contexts.

Addressing this gap is important not only to enrich pedagogical practices but also to support vocational students in developing industry-relevant competencies. The integration of PBL with digital poster creation tools such as Canva and CapCut offers opportunities for students to combine linguistic accuracy with visual creativity. Such integration reflects authentic advertising practices and prepares students for future professional demands in digital communication fields. Based on this background, the research question of this study is: *How can Problem-Based Learning be implemented in teaching Advertisement Texts using Digital Posters to enhance students' writing skills?* Accordingly, the objective of this study is to examine the implementation of Problem-Based Learning supported by digital poster media and to investigate its impact on improving students' writing skills in advertisement texts.

Method

This study employed a mixed-method approach using a one-group pre-test and post-test design to comprehensively answer the research question, *"How can Problem-Based Learning be implemented in teaching Advertisement Texts using Digital Posters to enhance students' writing skills?"* This design was considered the most appropriate because it enabled the researcher to examine both the implementation process and its impact on

students' writing performance. The qualitative component provided an in-depth understanding of how Problem-Based Learning (PBL) was carried out in the classroom, including students' engagement, collaboration, and responses during the learning activities. Meanwhile, the quantitative component, derived from pre-test and post-test scores, offered measurable evidence of improvement in students' writing skills after the intervention.

According to [Creswell & Miller \(2017\)](#), mixed-method research combines qualitative and quantitative approaches to provide a more comprehensive understanding of a research problem, allowing researchers to explore both the process and the outcomes of a phenomenon. The participants of this study were 36 tenth-grade students from the Visual Communication Design (DKV) Program at SMK Negeri 5 Yogyakarta, selected purposively due to the relevance of advertisement text material to their vocational specialization. The group consisted of 20 male students and 16 female students, aged between 15 and 16 years old. All participants were involved in the study for four meetings, during which the stages of PBL, including problem orientation, investigation, product development, presentation, feedback, and revision, were implemented using digital poster media (Canva and CapCut). This duration provided sufficient opportunity to observe the instructional process while also measuring students' learning progress systematically and objectively.

Discussion

To address the challenges students encountered in writing advertisement texts, a practical approach was implemented through the application of Problem-Based Learning (PBL), supported by online design and visual communication platforms such as Canva and CapCut. PBL engages students in problem-solving activities that relate to real-life contexts, thereby fostering creativity in composing advertisement texts. At the same time, Canva provides tools for integrating visual elements that enhance the attractiveness and communicative effectiveness of the texts ([Dewi et al., 2022](#)). The creative visual features available in Canva successfully capture students' attention, making the learning process more engaging. Through supportive and stimulating problem-based learning content, students are expected to develop stronger motivation to improve their writing skills.

Additionally, students were ensured an adequate understanding of how to utilise Canva within the learning context. For speaking skills, they practised creating voice-over narration for their digital advertisement posters using Capcut. Working in groups, students addressed the problems designed by the teacher within an agreed time frame, fostering discipline as well as communication, collaboration, and negotiation skills. The stages of developing, presenting, and evaluating their work formed an integral part of the PBL model and

contributed to building students' confidence. This approach aligns with the curriculum implemented at SMKN 5 Yogyakarta. Throughout the learning process, the teacher guided and monitored students as they creatively solved problems related to writing and visualizing advertisement texts using Canva and Capcut, while providing ongoing support to ensure optimal use of the tools.

The integration of PBL supported by Canva and Capcut is expected to significantly enhance students' ability to write advertisement texts in digital poster form. This approach is designed to create meaningful learning experiences that encourage active student participation throughout the learning process. The detailed stages of implementing Problem-Based Learning in teaching advertisement texts through digital posters to improve writing skills are as follows:

A. Lesson Planning Stage

During the planning stage, the teacher examined the English Language Learning Outcomes for Phase E. At the end of Phase E, students are expected to use spoken, written, and visual texts across various genres to communicate appropriately based on situational context, purpose, and target audiences. They produce diverse oral, written, and visual texts with an understanding of purpose and audience to express needs, feelings, and opinions, and to discuss topics relevant to their daily lives or current issues appropriate to their developmental stage. Students also comprehend spoken, written, and visual texts to obtain information, and their ability to infer implied meanings begins to develop.

Based on these competencies, the learning objectives for Advertisement Texts were established as follows:

1. To understand the social function, text structure, and linguistic features of spoken and written advertisement texts critically, creatively, and appropriately in the context of digital advertisements, with optimal fluency and accuracy through meaningful learning activities aligned with students' readiness, interests, and learning profiles.
2. To apply the social function, text structure, and linguistic features of spoken and written advertisement texts critically, creatively, and appropriately on topics related to digital advertisements, with optimal fluency and accuracy through meaningful learning activities aligned with students' readiness, interests, and learning profiles.
3. To analyse the social function, text structure, and linguistic features of spoken and written advertisement texts critically, creatively, and appropriately on topics related to natural and social phenomena, with optimal fluency and accuracy through

meaningful learning activities aligned with students' readiness, interests, and learning profiles.

4. To compose and present advertisement texts by considering the appropriate social function, text structure, and linguistic features within context, demonstrated with politeness, critical thinking, creativity, and independence, and with optimal fluency and accuracy.

B. Learning Implementation Stage

The implementation stage of the learning process consisted of several key activities (Arends, 2012):

1. Student Orientation to the Problem

At this stage, the teacher conducted an initial assessment to identify students' prior understanding of the material using the Zep Quiz application.

Tabel.1 The results of the students' pretest

No.	Aspect	Score at or above the KKTP (Complete)	Score below the KKTP (Incomplete)
1	Vocabulary and grammar	16 (44%)	20 (56%)
2	Spelling and writing conventions	12 (33%)	24 (67%)

Source: The results of the analysis of students' pretest through the pre-test on the Text material

Following this activity, the teacher presented a video or images depicting situations commonly encountered in daily life. Students were expected to observe these materials and take notes on key elements they identified from the visuals.

2. Organising Students for Learning

At this stage, the teacher provided essential information regarding the social function, text structure, and linguistic features of spoken and written advertisement texts. The teacher also introduced the process of creating Digital Posters and producing Voice-Overs using the Canva and Capcut applications. Afterwards, the teacher presented a set of problems through questions included in a student worksheet. These questions were intended to be analysed collaboratively in groups, with each group consisting of 5-6 students.

3. Guiding Individual or Group Investigation

In this stage, students were instructed to explore information from textbooks, presentation materials, or online sources regarding various types of advertisement texts. The teacher provided a response sheet via a Padlet link for students to record the results of

their case discussions and to design a draft of an advertisement text in the form of a Digital Poster.

4. Developing and Presenting the Work

After obtaining sufficient information and receiving guidance from the teacher, students completed the case tasks through group discussions. Some group members were assigned to draft the advertisement text, which was subsequently consulted with the teacher to ensure consistency with the appropriate text structure and linguistic features. The teacher acted as a facilitator, supporting students and monitoring the content of the digital posters to ensure alignment with the topic of advertisement texts. Students also prepared a voice-over narration to accompany their digital advertisement posters as an additional explanatory component. Once the editing process was completed according to the schedule set by the teacher, students were asked to present their final products.

5. Analysing and Evaluating the Problem-Solving Process

At this stage, the teacher asked each group to appoint a leader to present the results of their group discussion, along with the Digital Poster they had created. Other groups were encouraged to respond by asking questions, providing suggestions, or offering constructive comments. After all groups presented their work, the teacher provided feedback and recommendations while reinforcing students' conceptual understanding. Students were then allowed to revise their digital posters based on the feedback received and re-upload the improved versions to Padlet.

C. Evaluation Stage

During the product presentation session, both the teacher and other students conducted assessments using a rubric that had been mutually agreed upon. The assessment rubric consisted of five criteria:

1. Purpose,
2. Product Information,
3. Design,
4. Vocabulary, and
5. Grammar.

Tabel.2 The results of the students' presentations

No	Aspect	Initial Percentage		After Revision	
		Complete	Not Complete	Complete	Not Complete
1	Purpose	25 (69%)	11 (31%)	34 (94%)	2 (6%)
2	Product Information	22 (61%)	14 (39%)	31(86%)	5 (14%)
3	Design	20 (55%)	16 (45%)	30 (83%)	6 (17%)

No	Aspect	Initial Percentage		After Revision	
		Complete	Not Complete	Complete	Not Complete
4	Vocabulary	17 (47%)	19 (53%)	28 (77%)	8 (23%)
5	Grammar	15 (41%)	21 (59%)	25 (69%)	11 (31%)

Source: The results of the analysis of students' presentations

At this stage, the teacher also administered a written test in the form of multiple-choice questions to evaluate students' understanding of the concepts that had been taught. The results of this evaluation indicated the extent to which students comprehended the material delivered during instruction. The teacher then prepared remedial materials for students whose scores fell below the Minimum Mastery Criterion (KKTP) and enrichment materials for students who achieved scores above the KKTP.

The results of the post-test showed an improvement in students' mastery of the material, as presented below:

Tabel.3 The results of the students' post-test

No.	Aspect	Pre-test	Post-test
		Score at or above the KKTP (Complete)	Score below the KKTP (Incomplete)
1	Vocabulary and grammar	16 students (44%)	31 students (86%)
2	Spelling and writing conventions	12 students (33%)	27 students (75%)

Source: The results of the analysis of students' post-test

The implementation of the Problem-Based Learning (PBL) model in the teaching of advertisement texts, supported by digital poster media, demonstrated significant results in improving students' writing skills. This finding was also supported by interview data. One student stated, *"Usually we just write from examples in the book, but this time we had to think about the target audience and make our own advertisement. It made us more creative."* (S1) Another student explained, *"Discussing with my group helped me choose better words because we compared which sentences sounded more persuasive."* (S4) These responses indicate that students perceived the PBL activities as more engaging and meaningful compared to previous instructional practices. These findings are consistent with recent studies indicating that Problem-Based Learning enhances student engagement and writing performance in English instruction (Helaludin et al., 2023). Furthermore, Fauziyah et al. (2022) report that integrating digital media into writing tasks increases students' motivation and supports multimodal literacy development.

On the other hand, the observation findings, the application of PBL made the learning process more active and contextual, as students were directly confronted with real-world

problems that required critical, collaborative, and creative thinking. This is consistent with the views of Kusumahati et al. (2023) and Wulandari and Hastini (2024), who emphasize that PBL enhances student engagement and motivation in writing. Through PBL stages such as problem identification, group investigation, and the development and presentation of final products, students not only concentrated on text structure but also developed a deeper understanding of the social purpose and persuasive components of the advertisements they produced.

The use of digital media, such as Canva and Capcut, contributed substantially to the successful implementation of PBL. Canva assisted students in visualizing advertising messages effectively, while Capcut supported the creation of voice-over narrations, thereby strengthening the meaning and appeal of the advertisement products. This integration of problem-based approaches and digital technology proved to increase students' learning motivation as well as enhance their creativity in writing and designing. As stated by Dewi et al. (2022), incorporating visual elements in advertisement texts increases the persuasive power and overall effectiveness of the message. The study findings revealed a notable improvement in vocabulary, grammar, and spelling following the use of digital media within the PBL framework, as evidenced by the comparison of pre-test and post-test results.

Beyond improvements in writing ability, PBL also fostered positive social and emotional development among students. The project-based and collaborative nature of the learning process cultivated a sense of responsibility, confidence, and effective communication within groups. Students learned to discuss ideas, resolve conflicts, and present their work confidently in front of their peers. This indicates that PBL not only strengthens cognitive abilities but also develops interpersonal competencies that are essential for the twenty-first century. The digital poster presentation activities further provided an opportunity for students to integrate both speaking and writing skills, thereby enhancing their English proficiency holistically.

Teacher reflection indicates that the combination of PBL and digital posters constitutes an effective and adaptive instructional strategy in line with contemporary educational technology developments. Teachers serve as facilitators who encourage idea exploration, provide constructive feedback, and create a participatory learning environment. This model also demonstrates flexibility for application to other text genres, such as descriptive or narrative texts, by adjusting the context and instructional media. Overall, these findings address the research objective, which was to examine the implementation of Problem-Based Learning supported by digital poster media and its impact on students' writing skills. The mixed-method design allowed the researcher to analyze both the instructional process

through observations and interviews, and the measurable improvement through pre-test and post-test results. The convergence of qualitative and quantitative data suggests that PBL supported by digital media may contribute positively to students' advertisement text writing skills in vocational education contexts, although further research with broader samples is recommended.

Conclusion

This study explored the role of *Genshin Impact* in supporting English language development among Indonesian high school students. The findings indicate that the game fosters several key skills, including vocabulary enrichment, reading comprehension, listening comprehension, and pragmatic/discourse competence through both in-game interaction and participation in online communities. The integration of narrative-driven tasks, voice-acted dialogues, and cooperative gameplay provides learners with authentic contexts for practicing English. These results also demonstrate the potential application of *Genshin Impact* within the Digital Game-Based Language Learning (DGBLL) framework. By enhancing motivation, engagement, and exposure to real language use, the game serves as a complementary resource to traditional instruction.

While the study provides valuable insights, several limitations must be acknowledged. The sample size was relatively small and restricted to one school, limiting the generalizability of findings. The scope of analysis was qualitative and descriptive, which allowed for rich insights but did not establish causal relationships between game use and language development. Additionally, technological limitations in the research site constrained the extent to which gameplay could be systematically observed.

The results of this study carry several implications for EFL teaching and learning, curriculum development, and educational policy. First, the strong motivational impact of *Genshin Impact* suggests that game-based learning can be effectively utilized as a supplementary tool to sustain learner engagement. Teachers can incorporate game-related activities, such as vocabulary tasks, quest-based reading exercises, or group discussions of in-game narratives to leverage the intrinsic motivation fostered by gameplay. Second, the evidence that the game provides authentic exposure to English and supports vocabulary development implies that games can function as a form of informal learning environment. This highlights the importance of extending language practice beyond the classroom. Teachers may encourage learners to draw connections between in-game experiences and classroom lessons, thereby promoting integrated learning. Finally, this study suggests a need for teacher professional development in technology-enhanced language learning.

Teachers should be trained not only to use games as supplementary tools but also to design tasks that align in-game experiences with curricular goals. Such pedagogical scaffolding can maximize the benefits of game-based learning while addressing potential challenges.

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