

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan menulis puisi siswa yang ditunjukkan melalui keterbatasan pengembangan ide, penggunaan diksi yang kurang variatif, serta lemahnya pengimajian. Pembelajaran yang masih berpusat pada guru menyebabkan siswa kurang memperoleh stimulus untuk berpikir kreatif. Oleh karena itu, diperlukan inovasi pembelajaran melalui penerapan model *Problem Based Learning* (PBL) berbantuan media video. Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan menulis puisi antara peserta didik yang belajar menggunakan *Problem Based Learning* (PBL) berbantuan media video dengan peserta didik yang belajar menggunakan *Problem Based Learning* (PBL) tanpa media video. Metode yang digunakan adalah quasi eksperimen dengan desain nonequivalent control group design. Sampel penelitian terdiri atas dua kelas, yaitu kelas eksperimen dan kelas kontrol yang berjumlah 20 peserta didik. Instrumen penelitian berupa tes menulis puisi yang diberikan pada saat pretest dan posttest. Data dianalisis melalui statistik deskriptif, uji normalitas, uji Wilcoxon untuk melihat peningkatan masing-masing kelas, serta uji Mann-Whitney untuk mengetahui perbedaan hasil akhir kedua kelompok. Hasil penelitian menunjukkan bahwa rata-rata nilai pretest kelas eksperimen sebesar 60,33 meningkat menjadi 82,10 pada saat posttest, sedangkan kelas kontrol dari 59,87 meningkat menjadi 72,45. Hasil uji Wilcoxon pada kedua kelas menunjukkan nilai signifikansi $< 0,05$, yang berarti terdapat peningkatan kemampuan menulis puisi setelah perlakuan diberikan. Selanjutnya, hasil uji Mann-Whitney terhadap nilai posttest memperoleh nilai signifikansi sebesar $0,050 \leq 0,05$, sehingga H_0 ditolak dan H_a diterima. Temuan ini membuktikan bahwa terdapat perbedaan yang signifikan antara kelas eksperimen dan kelas kontrol. Dengan demikian, dapat disimpulkan bahwa penerapan model *Problem Based Learning* (PBL) berbantuan media video terbukti lebih efektif dalam meningkatkan kemampuan menulis puisi peserta didik dibandingkan pembelajaran tanpa media video.

Kata kunci: *Problem Based Learning, media video, eksperimen, menulis puisi.*

ABSTRACT

This study was motivated by students' low poetry-writing skills, as reflected in their limited ability to develop ideas, less varied diction, and weak imagery. Teacher-centered instruction has limited students' opportunities to receive stimuli that encourage creative thinking. Therefore, an instructional innovation was needed through the implementation of the *Problem Based Learning* (PBL) model assisted by video media. This study aimed to determine the difference in poetry-writing skills between students who learned using the *Problem Based Learning* (PBL) model assisted by video media and those who learned using the *Problem Based Learning* (PBL) model without video media. The research employed a quasi-experimental method with a nonequivalent control group design. The sample consisted of two classes, namely an experimental class and a control class, with a total of 20 students. The research instrument was a poetry-writing test administered during the pretest and posttest. Data were analyzed using descriptive statistics, a normality test, the Wilcoxon test to examine improvement within each class, and the Mann–Whitney test to determine differences in the final results between the two groups. The results showed that the average pretest score of the experimental class was 60.33 and increased to 82.10 in the posttest, while the control class improved from 59.87 to 72.45. The Wilcoxon test results in both classes indicated a significance value of < 0.05 , meaning that there was an improvement in poetry-writing skills after the treatment was administered. Furthermore, the Mann–Whitney test on the posttest scores yielded a significance value of $0.050 \leq 0.05$, leading to the rejection of H_0 and acceptance of H_a . These findings demonstrate a significant difference between the experimental and control classes. In conclusion, the implementation of the *Problem Based Learning* (PBL) model assisted by video media is proven to be more effective in improving students' poetry-writing skills compared to instruction without video media.

Keywords: *Problem Based Learning, video media, experiment, poetry writing.*