

Improving Poster Making Skills Through a Project Based Learning Approach in Students

Dian Hikmayana¹, Yuli Umroatin²

¹MIN 5 Ponorogo

²Institut Agama Islam Riyadlotul Mujahidin Ngabar, Ponorogo

¹dianhikmayana123@gmail.com, ²umroatin@gmail.com

Abstrak

This study aims to describe the implementation of the Project Based Learning (PjBL) approach in poster-making learning and to improve the visual skills and creative literacy of third-grade students at MIN Ponorogo. This study employed a qualitative descriptive approach to explore the implementation of Project Based Learning (PjBL) in poster-making learning for 3rd-grade MI students. The research subjects consisted of 3rd-grade students, Indonesian language teachers, and the school principal, selected purposively to provide relevant information regarding the implementation of PjBL. Data were collected through classroom observations, structured interviews, and documentation of students' poster works and learning activities. Data analysis followed the Miles and Huberman model, including data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The results showed that PjBL effectively improved students' abilities in generating ideas, selecting colors, composing layouts, composing concise poster texts, and producing more communicative and creative visual products. Teacher guidance and institutional support from the madrasah were also identified as important factors contributing to the success of the project implementation. In addition, classroom observations and analysis of student work showed an increase in student engagement and independence during the poster-making process, particularly in expressing visual ideas and completing creative tasks.

Article Info

Recived : 11/04/2026

Revised : 09/05/2026

Accepted : 12/05/2026

Keywords:

Project Based Learning, poster, visual skills

INTRODUCTION

Indonesian language learning at the Madrasah Ibtidaiyah (MI) level plays an important role in developing students' language skills as well as their creativity (Indriyatno et al., 2023; Jamil et al., 2023; Putri & Siti, 2023). One of the competencies that third-grade MI students need to master is the ability to create simple visual texts, such as posters. Posters are informational media that combine text and images, requiring creative, communicative, and structured thinking skills. However, poster-making skills often have not developed optimally because learning tends to focus more on conventional reading and writing activities. Many teachers still use lecture methods and simple assignments without providing direct experience in creating visual works (Hontarenko & Kovalenko, 2024; Martikainen, 2017). This condition causes students to practice less in

expressing ideas through poster media. Consequently, Indonesian language learning has not fully encouraged the development of students' visual literacy.

The skill of making posters is an important ability for students in facing the demands of 21st-century literacy (Avdiu et al., 2025; Suryaningsih et al., 2023). In today's digital era, children are familiar with visual information, so the ability to understand and produce simple visual media should start to be introduced at the basic education level. Making posters not only trains the ability to compose short and effective sentences but also develops the ability to choose images, colors, and attractive layouts (Chaniago et al., 2024; Mardiyah et al., 2025). In the context of madrasah Ibtidaiyah, this ability also builds communication competence in line with a curriculum that emphasizes the ability to express ideas (Erdoğan, 2019; Rahman et al., 2023). Unfortunately, many students still experience difficulties in arranging the core message they want to convey through posters. They also often struggle to combine visual elements, resulting in a less proportional appearance. This condition shows the need for learning strategies that can provide gradual guidance and meaningful practical experiences.

One relevant approach to improving the ability to create posters is Project Based Learning (PjBL). PjBL provides students with the opportunity to learn through the completion of a real project that requires creativity, collaboration, and problem-solving. Through this approach, students can directly engage in the process of designing, making, and refining a poster from start to finish. In addition, PjBL allows teachers to provide more structured guidance through clear project stages. This approach also encourages students to learn independently because they are required to choose a theme, compose brief sentences, select images, and design the poster according to its purpose. Thus, learning is no longer teacher-centered, but shifts to being student-centered. PjBL creates space for the growth of visual creativity and the courage of students to produce original works.

The Project Based Learning approach aligns with the developmental characteristics of 3rd grade MI students, who are generally at the concrete operational stage. At this stage, students find it easier to understand concepts through direct activities that involve real experiences. Involving students in a poster-making project can help them understand how to convey messages visually, not just through oral or written narration. In addition, project activities allow students to learn from the process, such as discussing, experimenting with colors, and even improving designs based on teacher feedback. This type of learning will help increase students' motivation and self-confidence. They feel that their work has value and purpose, making them more enthusiastic about completing the project. Thus, PjBL not only enhances poster-making skills but also develops students' social and emotional skills.

The reality on the ground shows that the skills to make posters among 3rd grade MI students are still low. Many students only imitate examples without understanding the basic

principles of posters, such as message clarity, visual appeal, and color suitability. Teachers also often have difficulty providing diverse examples, so students do not gain a broad picture of effective poster forms. In addition, not all students have the opportunity to explore their creativity because learning focuses more on individual tasks without an in-depth mentoring process. This results in student work that is less varied, monotonous, and does not fully represent their actual abilities. In fact, posters as visual texts require a creative process that cannot be achieved merely by following the same pattern. Therefore, a change in the learning approach is needed so that students can learn to create posters that are communicative and attractive.

The research conducted by Anazifa and Djukri (2017) focused on testing the effectiveness of the Project-Based Learning (PjBL) and Problem-Based Learning (PBL) models in improving students' thinking skills, with the results showing that both learning models were effective in developing students' thinking abilities (Anazifa & Djukri, 2017). The research conducted by Wulan Wuryantari Winasih, Bambang Cahyono, and Johannes Ananto Prayogo (2019) focused on the effect of Project-Based Learning assisted by e-posters on the speaking abilities of EFL students in Indonesia, taking into account the differences in students' personality types in the learning process (Wuryantari Winasih et al., 2019). The research conducted by Pranata, Sundari, and Sulaiman (2023) focuses on exploring the application of Project-Based Learning through the creation of physics e-posters in the education of prospective science teachers, particularly to develop students' conceptual understanding and creativity in presenting material visually (Pranata et al., 2023). The research conducted by Sirisrimangkorn (2021) focused on the implementation of presentation-based Project-Based Learning to improve the speaking skills of undergraduate EFL students, with results showing an improvement in students' speaking abilities through active engagement in learning projects (Sirisrimangkorn, 2021).

Nevertheless, previous research has largely still focused on improving general writing skills, project-based learning outcomes, or general student creativity, with attention still limited to the integration of visual literacy and creative poster-making skills in the context of Madrasah Ibtidaiyah, particularly for lower-grade students such as third graders. Some studies have also been conducted more on general elementary schools without considering the learning characteristics in the madrasah environment, which has a different curriculum context and learning needs. In addition, studies on the effectiveness of PjBL in enhancing students' ability to compose visual messages, select image elements, colors, and poster layouts communicatively are still relatively limited.

Through the implementation of Project Based Learning (PjBL), teachers can create more contextual and meaningful learning experiences. Students can be actively involved in poster-making projects related to learning themes, such as environmental awareness, personal hygiene, or healthy living. This can increase the relevance of learning so that students better understand

that a poster is not just an image, but a means of conveying important messages. The project process can also accommodate differences in students' abilities because they can work according to their own pace and learning style. Teachers can provide feedback during the process so that students can gradually improve and enhance their work. In this context, PjBL helps build collaborative, creative, and enjoyable learning. As a result, students not only produce posters technically, but also understand their function as a communication medium.

Based on the description, the implementation of Project Based Learning can be an effective solution to improve poster-making skills in 3rd-grade MI students. This approach provides opportunities for students to learn actively, independently, and collaboratively through activities that involve a creative thinking process. In addition, PjBL can overcome various challenges of traditional learning that offer limited space for visual exploration and practical experiences. With a structured and project-oriented learning environment, students can produce posters that are more informative, aesthetic, and meaningful. This study is important to be conducted to provide an empirical overview regarding the effectiveness of PjBL in enhancing poster-making abilities. The results of the study are expected to serve as a reference for teachers in developing creative learning at MI. Furthermore, this research can enrich basic education studies, particularly in the development of students' visual literacy skills.

METHOD

This study employs a qualitative approach with a descriptive research design to provide an in-depth understanding of the implementation process of Project Based Learning (PjBL) in teaching poster-making to third-grade MI students. The qualitative approach is chosen because it can explore learning phenomena naturally, without manipulating variables, and allows the researcher to understand student and teacher activities comprehensively (Setiawan, 2018). The main focus of the study is directed at student activities during the stages of PjBL, the poster products, and teacher-student interactions in the classroom context. The researcher acts as the main instrument conducting direct observations of the learning process. Data is collected through in-depth observation, structured interviews, and documentation (Mardawani, 2020). With the descriptive approach, this study provides an objective portrayal of classroom conditions when the PjBL model is implemented. The descriptive results then serve as the basis for drawing conclusions regarding the effectiveness of the learning.

The subjects of this study are third-grade MI students and Indonesian language teachers who teach poster-making materials. The selection of subjects was done purposively because this class is considered representative and has implemented an innovative learning approach according to the Merdeka Curriculum. The teachers were chosen as key informants to provide information related to planning, implementation, and evaluation of project-based learning. In addition, the school principal was also interviewed to strengthen data related to institutional

support for the implementation of PjBL. Observations were conducted over several meetings to understand the flow of student activities from the planning stage to the poster presentation. Documentation in the form of activity photos, student worksheets, and poster results was used as additional material for analysis. The subjects directly involved provided rich and relevant data in line with the focus of the study.

The data analysis technique used the Miles and Huberman model, which includes data reduction, data display, and conclusion drawing. Data reduction is done by selecting important information from the results of observations, interviews, and documentation related to the implementation of PjBL. The reduced data is then arranged in the form of narratives and tables to facilitate interpretation. Furthermore, conclusion drawing is carried out continuously throughout the research process until consistent findings are obtained. Data validity is maintained through technique and source triangulation, namely by comparing the results of observations with interviews and documentation. This triangulation ensures that the research findings are accurate and reliable. With a systematic analysis technique, this study is able to provide a comprehensive overview of the effectiveness of PjBL in improving poster-making skills in 3rd-grade MI students.

RESULT AND DISCUSSION

Result

The application of the Project Based Learning approach in learning to make posters for 3rd grade MI students

The Project Based Learning (PjBL) approach is one of the learning models oriented towards providing real experiences to students through planned project activities (Rahmania, 2021; Suradika et al., 2023). This model positions students as active subjects involved in formulating ideas, designing activities, to producing products in the form of real works. In the context of Indonesian language learning in grade 3 at MIN Ponorogo, PjBL becomes a relevant strategy because it can simultaneously develop visual creativity, language skills, and critical thinking skills. Students not only learn to recognize texts and meanings, but also apply that knowledge in the form of communication media such as posters. This project-based learning also aligns with the demands of the Independent Curriculum, which emphasizes contextual learning and direct experience. PjBL provides space for students to think independently, collaborate, and explore ideas creatively. Through this approach, learning is no longer limited to theory, but transforms into an activity that is enjoyable, meaningful, and involves higher-order thinking processes.

At MIN Ponorogo, the implementation of PjBL in poster making is designed as an effort to enhance students' competence in understanding visual messages and composing effective sentences. Teachers design the learning process gradually so that each step the students go through provides a clear and directed learning experience. This project activity is chosen

because the characteristics of third-grade students tend to enjoy drawing, coloring, and working directly with concrete visual media. In addition, their ability to convey messages, choose the right words, and arrange layouts becomes an important aspect that must be developed from an early age. Therefore, teachers not only play a role in delivering the material but also act as facilitators who guide students from the planning stage to evaluation. This entire series of activities is carried out systematically so that students can understand that making a poster is not just about producing an image, but a visual communication process that requires structured thinking. The stages in project-based learning based on posters are as follows:

a. Learning Planning Stage

The process of implementing the Project Based Learning (PjBL) approach in learning to make posters in grade 3 at MIN Ponorogo begins with careful planning by the teacher. The teacher prepares learning tools such as the lesson plan (RPP), project worksheets, simple poster examples, and assessment rubrics. At this stage, the teacher also determines the poster theme that aligns with the Indonesian language material, such as "Clean Living," "Energy Saving," or "Maintaining the Madrasah Environment." This systematic planning aims to ensure that all activities run in a directed manner and according to the PjBL stages. The teacher then communicates the learning objectives to the students so that they understand the project to be undertaken. Clear explanations are very important to ensure that students can follow the process from start to finish. In addition, the teacher also prepares accompanying strategies tailored to the characteristics of grade 3 students who still require visual and concrete guidance. This planning stage becomes the main foundation in the success of project-based learning.

b. Driving Question

The process of providing triggering questions or driving questions to stimulate students' curiosity. The teacher asks questions like, 'How do you make a poster that is attractive and easy for others to understand?' or 'What important message do you want to convey through your poster?' These questions help students understand that a poster is not just an image, but a visual communication medium that conveys a specific message. At this stage, the teacher facilitates class discussions so that students actively share their initial ideas related to the poster they will create. These discussions are very effective in increasing student participation and creativity. The teacher also reiterates the important elements of a poster, such as the title, supporting images, colors, and call-to-action sentences. By understanding these elements, students become better prepared to enter the next stage of the project. This triggering stage fosters a sense of ownership and motivation to produce the best work.



Figure 1 Driving Question

c. Project Planning Stage by Students

After that, the teacher enters the project planning stage with the students. At this stage, students are asked to determine the message they want to convey through the poster and to draw an initial design framework. The teacher provides examples of several poster models to help students understand the concept of a simple and attractive layout. Students then make an initial sketch on concept paper as a draft of the poster to be developed. Although still in the early stage, this activity trains students to plan their work in a structured way before transferring it to the actual drawing medium. The teacher provides individual guidance to help students who are still struggling to choose images or arrange invitation sentences. In addition, the teacher explains the use of contrasting colors so that the message on the poster is easier to read. This stage becomes an important exercise for students to organize ideas visually and narratively..

d. Project Implementation (Poster Making)

The project implementation stage is carried out by giving students the opportunity to start making posters according to the plan that has been made. Students begin to draw, color, and arrange the poster text on the provided A3 paper. The teacher continues to provide guidance and reminds students to follow the initial design they have created. The classroom atmosphere becomes livelier because each student works enthusiastically and demonstrates their own creativity. The teacher provides direct feedback during the process, such as correcting color combinations or adjusting sentences to be more effective. This guidance is very important because third-grade students are still at the concrete operational stage, so they require verbal and visual directions. The poster-making process also trains fine motor skills, perseverance, and the ability to complete tasks. With this project-based approach, students learn not only to make posters but also to be disciplined in following work steps.

e. Collaborative Work in Small Groups

During the project work process, the teacher applied a small group work model for some activities. Students were given the opportunity to discuss with their groupmates to provide feedback on the design and content of the poster. These group discussions helped

students develop communication and teamwork skills, which are an important part of the PjBL approach. Students learned that good visual work depends not only on individual creativity but also on the ability to give and receive feedback. The teacher facilitated the group dynamics to remain conducive and productive. With the interaction among students, the learning process became more meaningful and not monotonous. Students who had higher abilities could also help their friends who needed additional guidance. This collaboration strengthened the social and academic aspects of learning how to make posters.

f. Presentation, Evaluation, and Reflection

After the poster is completed, the teacher moves on to the evaluation and reflection stage with the students. In the evaluation stage, students present their work in front of the class to explain the main message conveyed in the poster. Through this presentation, students learn to express ideas verbally and connect between verbal and visual messages. The teacher gives an assessment using a rubric that includes message clarity, design creativity, neatness, and suitability with the theme. Meanwhile, the reflection stage is carried out by giving students the opportunity to share their experiences during the project. The teacher also encourages students to identify which parts are already good and which parts need improvement. This evaluation and reflection activity strengthens the learning experience and helps students understand that a project is not only judged by the final result but also by the process of completing it.



Figure 2 Project Presentation

From the results of the interview with the Head of MIN Ponorogo, it was obtained that the madrasa strongly supports the implementation of Project Based Learning in creative learning activities such as making posters. He conveyed that:

“Teachers at MIN Ponorogo are encouraged to develop innovative learning models in accordance with the demands of the Merdeka Curriculum and the strengthening of visual literacy. This support is evident from the availability of classroom facilities as well as teacher workshops related to project-based learning. He hopes that this approach can continue to be applied in various subjects.”

The interview emphasized that the implementation of PjBL at MIN Ponorogo is not only a teacher-initiated effort but also receives structural support from the madrasah. Encouraging

teachers to develop innovative learning models shows that PjBL aligns with the institution's vision in implementing the Merdeka Curriculum. The availability of classroom facilities and teacher workshops is tangible evidence that the madrasah is serious about building a project-based learning ecosystem. This support also strengthens the development of students' visual literacy in poster-making activities. Thus, PjBL has a great opportunity to continue being developed across various subjects sustainably.

The process of implementing Project Based Learning in learning to make posters for 3rd-grade students at MIN Ponorogo is carried out systematically and is oriented towards developing students' creativity. Each stage, from planning, providing triggering questions, project design, implementation, evaluation, to reflection, is conducted in a directed manner. The teacher not only teaches the technical skills of making posters but also develops students' critical thinking, collaboration, and communication skills. The implementation of PjBL has proven to provide a more meaningful learning experience because students are directly and actively involved in every process. In addition, support from the madrasa contributes to strengthening the success of this learning. With this approach, students are able to produce posters that are neater, more creative, and aligned with the message they want to convey. This shows that Project Based Learning is an effective approach to improving poster-making skills in 3rd-grade students at MIN Ponorogo.

Improvement of students' skills in applying the Project Based Learning approach

The research results show that the implementation of the Project Based Learning (PjBL) approach can significantly improve the skills of 3rd-grade MI students in making posters. Before the implementation of PjBL, most students did not understand the basic poster concepts, such as determining the theme, choosing colors, arranging layouts, and using persuasive language. They tended to make posters spontaneously without going through the planning stages. After PjBL was implemented, students began to show changes in the way they designed posters more systematically. This is evident from their improved ability to select relevant information, arrange visuals in a structured manner, and combine images and text proportionally. At the final stage of learning, most students were able to produce posters that were more communicative, attractive, and aligned with the intended message.

The improvement of students' skills is inseparable from the PjBL stages, which require students to design projects gradually, starting from planning, implementation, to presenting the results. In the planning stage, students are invited to determine the poster theme, find visual references, and discuss ideas with group members. This activity trains students' critical thinking and creativity because they have to select ideas and decide on the final poster concept to be created. Group discussion activities also make students more confident in expressing their opinions. In addition, the teacher provides poster examples and worksheets that help students understand the components of the poster more deeply before starting the design process.

At the poster-making stage, students' skills appear to improve from week to week. Students begin to understand that a good poster must include a clear title, concise information, relevant images, and harmonious colors. They are also directly involved in the process of drawing, coloring, arranging text, and determining the appropriate font size to make it easy to read. In this process, the teacher acts as a facilitator who provides direct feedback. The teacher observes that students who initially had difficulty drawing or arranging layouts are now able to create posters with a neater and more consistent visual structure. This repeated practice activity has proven to have a significant impact on the development of their skills.

In addition to the visual aspect, PjBL also improves students' ability to convey messages through posters. Students begin to connect the theme with the message they want to convey, for example about cleanliness, safety, or health. They are trained to write short, concise, and persuasive sentences so that they are easily understood by readers. This improvement can be seen from the changes in previous posters, which tended to contain long and random texts, into posters that are more focused and informative. The use of proper Indonesian also increased after the teacher provided examples and additional exercises. Thus, students' literacy skills also develop along with the poster-making process. The findings of this study are reinforced by the results of an interview with a third-grade MI teacher who stated that PjBL has a real impact on students' creativity and independence. He said:

“Children seem more enthusiastic when learning through projects because they feel they have the freedom to be creative. Previously, many were confused about where to start when making a poster, but after following the steps of PjBL they became more guided. Even students who were initially passive are now more active in asking questions and trying to create different designs. I feel this approach is very effective in improving their visual skills.”

The interview results above explain that the implementation of the Project Based Learning (PjBL) approach has a positive impact on the students' learning process and outcomes. Through project-based learning, students become more motivated, creative, and focused, as they are no longer confused about how to start tasks, but instead follow clear steps. In addition, this approach is also able to change students' learning behavior, from being initially passive to becoming more active in asking questions and exploring. Overall, PjBL is considered effective in improving students' visual skills and engagement in learning. As for the results before and after the implementation of PjBL, they can be seen in the table below:

No.	Skill Indicators	Before the Implementation of PjBL	After the Implementation of PjBL
1	Planning and Creative Ideas	Students have difficulty determining the theme, ideas are	Students are able to determine a clear theme, arrange a poster concept, and make a simple sketch.

No.	Skill Indicators	Before the Implementation of PjBL	After the Implementation of PjBL
		still random, and they do not make an initial draft.	
2	Color Selection and Visual Composition	The colors are mismatched, the composition is disproportionate, and the image does not support the message.	The colors are more harmonious, the visual composition is tidier, and the images support the poster's theme.
3	Poster Text Arrangement	The text is too long, unfocused, and difficult to read.	Students write short, concise, clear, and easy-to-understand texts.
4	Neatness and Accuracy	Many parts are untidy, the scribbles are uncontrolled, and the layout is messy.	The work is neater, the lines are clearer, and the poster layout is more organized.
5	Visual Creativity	Minimal image variation, limited visual ideas, and a monotonous appearance.	The images are more varied, the designs are more unique, and creativity has increased.
6	Independence in Working	Students often rely on teachers, lack confidence, and are confused about how to start.	Students are more independent, actively ask questions, dare to try, and are able to work without much guidance.
7	Poster Presentation Skills	The student is embarrassed to explain their work and does not understand the message that was created.	Students are able to confidently explain posters and understand the content of their work.
8	Motivation and Enthusiasm	Learning to make posters is considered difficult and boring.	Students are more enthusiastic, excited, and enjoy the project process.

The implementation of PjBL in learning to make posters has been proven effective in improving the skills of 3rd-grade MI students, both in terms of creativity, visual communication, and message comprehension. A learning mechanism that focuses on the process and product makes students more actively engaged. They learn to plan, execute, assess, and present the results of their work, providing meaningful learning experiences. With the support of teachers and a conducive learning environment, PjBL becomes a relevant and suitable approach to apply in visual learning at the elementary school level. Therefore, the implementation of PjBL can be recommended as a sustainable learning model for creative production materials such as posters, brochures, and other visual media.

Supporting and inhibiting factors in the implementation of Project Based Learning to improve poster-making skills in 3rd grade MI students

The implementation of the Project Based Learning (PjBL) approach in poster-making lessons for 3rd grade MI students demonstrates a rich and varied learning dynamic. This model places students as active subjects who are directly involved in the process of planning, designing, and producing visual works that carry specific messages. This process not only develops cognitive

abilities but also students' psychomotor and affective skills, especially in terms of creativity, collaboration, and accuracy. PjBL encourages students to practice decision-making, work independently, and understand the relationship between the concepts learned and the real world. In addition, this approach aligns with the principles of the Independent Curriculum, which emphasizes experience-based learning and competency reinforcement. However, the success of PjBL implementation is inseparable from various factors that influence the learning process. The supporting factors include the following:

1. School and Teacher Support

Support from the school is an important factor in the success of implementing PjBL. The school provides learning facilities such as comfortable classrooms, drawing tools, and other supporting media. Teachers also participate in training related to the Merdeka Curriculum and project-based learning, enabling them to design learning steps systematically. The combination of facility support and teacher competence ensures that project implementation runs smoothly and in an organized manner.

2. Student Enthusiasm and Interest

Third-grade students have a high level of curiosity and tend to enjoy creative activities such as drawing and coloring. This becomes a main asset in PjBL learning because the poster-making project demands creativity and visual exploration. Students' enthusiasm is seen from their active participation during discussions, arranging sketches, and completing the poster. High motivation makes it easier for teachers to guide students throughout the project.

3. Suitability of Material with the Children's World

The material on making posters is very close to students' daily experiences, such as themes of cleanliness, the environment, or health. This relevance makes it easier for students to understand the messages that should be conveyed in the posters. They can connect visual concepts with real life, making the poster results more meaningful. The connection of the material with the social context also enhances the quality of learning.

Although the implementation of Project Based Learning (PjBL) in poster-making lessons provides many benefits for the development of students' creativity and skills, the implementation process still requires good learning management. In practice, PjBL requires students to work through a series of stages ranging from planning, making sketches, to completing the poster. This process requires systematic thinking, accuracy, and consistency in completing tasks, which, for third-grade students, is a challenging learning process. In addition, teachers must also be able to manage the class effectively because project-based activities usually involve more dynamic activities, such as discussions, group work, and the use of drawing tools. However, in practice in the field, teachers often face various obstacles that can affect the smooth implementation of the PjBL model, among them as follows:

1. Limitations of Students' Fine Motor Skills

Some third-grade students still have underdeveloped fine motor skills, so they have difficulty making neat lines, coloring accurately, or writing poster text clearly. This condition makes some students need more time and intensive guidance from the teacher. These motor challenges often result in work that is not neat or does not match the initial sketch.

2. Differences in Learning Speed Among Students

Not all students have the same ability to understand instructions or complete tasks. Slow students sometimes fall behind and need more guidance, while fast students may feel bored waiting for their friends. This difference in learning pace makes teachers have to arrange guidance strategies so that all students remain productive and no one is left behind..

3. Limitations of Learning Time

Project-based learning requires more time compared to conventional methods. The process of planning, sketching, working on posters, and presenting takes several meetings. However, the time allocation in the lesson schedule is often insufficient, so teachers have to rearrange the steps to ensure the project is completed. The imbalance between the project's needs and the available time becomes a challenge in itself.

Discussion

The results of the study indicate that the implementation of Project Based Learning (PjBL) in poster-making learning in grade III of MIN Ponorogo is able to improve students' abilities in composing visual elements, choosing colors, and conveying messages more communicatively. This finding is relevant to Jean Piaget's Constructivism Theory which explains that students aged 8-9 years are at the concrete operational stage, which is a stage when learning will be more effective if carried out through direct experience and real activities. In learning to make posters, students not only receive material verbally, but also actively build understanding through drawing activities, arranging layouts, selecting images, and adjusting visual messages. Piaget emphasized that knowledge is constructed through individual interactions with the learning environment. Therefore, students' active involvement in the poster project indicates the occurrence of a knowledge construction process that supports students' cognitive development at the concrete operational stage.

The findings of this study are also in line with research conducted by Anazifa and Djukri (2017) which showed that Project Based Learning is effective in improving students' thinking skills because it provides a problem-solving-based learning experience and active student involvement. In the context of this study, students not only created posters as a final assignment, but also went through stages of planning, design improvement, and reflection that encouraged logical thinking skills and visual creativity. In addition, the results of this study strengthen the findings of Winasih, Cahyono, and Prayogo (2019) who showed that the implementation of PjBL

assisted by e-posters was able to improve students' communication skills through project-based activities. Although the study focused on EFL students' speaking skills, the similarity lies in the use of poster media as an active learning tool that encourages the creative expression of ideas.

The results of this study support the research of Pranata, Sundari, and Sulaiman (2023), which explains that project-based learning through e-posters can enhance students' creativity in compiling information visually. In this study, students demonstrated improved ability to compose more proportional and attractive posters after receiving guidance through the PjBL stages. This indicates that creative projects provide a space for exploration that supports the development of students' visual skills. Furthermore, these findings are also relevant to research by Sirisrimangkorn (2021), which confirms that PjBL increases student engagement and motivation because it provides a more meaningful and learner-centered learning experience. In this study, teachers found that students became more active, confident, and enthusiastic during the poster-making process.

However, this study offers a distinct contribution compared to previous studies. Most previous studies have focused on improving thinking skills, speaking skills, or the use of e-posters at secondary and tertiary levels. Meanwhile, this study specifically highlights the integration of visual literacy through poster-making skills for third-grade Madrasah Ibtidaiyah students who are at the concrete operational development stage. Thus, this study expands the study on the effectiveness of PjBL in elementary education, particularly in developing students' visual creativity, simple communication skills, and visual literacy through Indonesian language learning.

In addition to improving poster-making skills, the results of this study also show important pedagogical implications for Indonesian language learning in Islamic elementary schools. The implementation of Project Based Learning (PBL) proves that practice-based learning can create a more active, contextual, and meaningful learning environment for elementary school students. This finding reinforces the view that the development of visual literacy needs to be integrated early on through activities that allow students to learn directly, rather than just passively receiving information. In the context of Indonesian language learning, poster-making skills are not only related to short writing skills, but also include the ability to compose messages, think creatively, and communicate ideas through a combination of text and visuals. Therefore, MI teachers can use PjBL as an alternative learning strategy that is relevant to developing 21st-century competencies, such as creativity, communication, collaboration, and problem-solving, especially in materials that require active student involvement in producing real-life work.

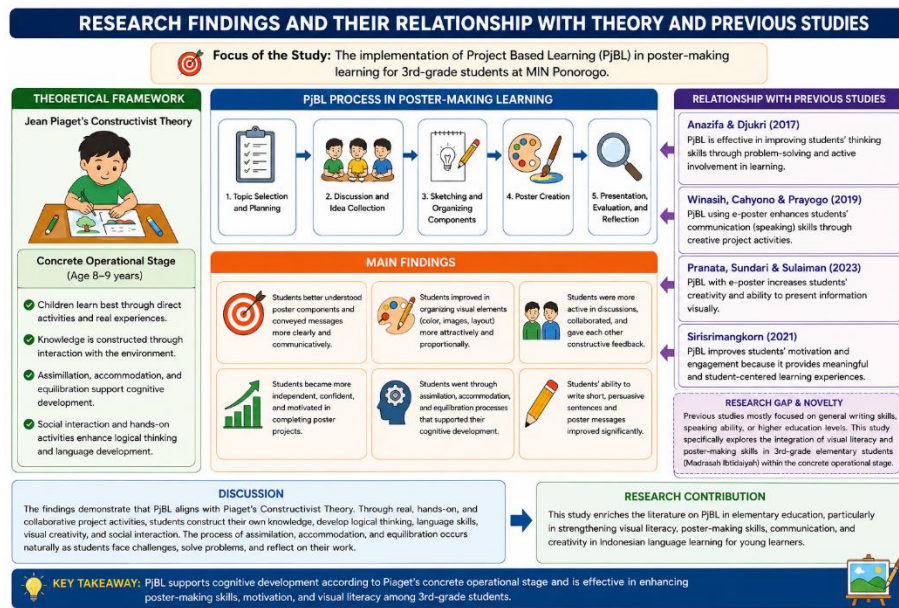


Figure 3 Research Findings

CONCLUSION

The implementation of *Project Based Learning* (PjBL) in poster-making instruction for third-grade MI students has been proven to significantly improve students' skills in idea development, visual organization, creativity, and message delivery. Through systematic stages starting from project planning, stimulating discussions, sketch making, poster production, group collaboration, to presentations and reflections, students gain meaningful, activity-centered learning experiences. Support from teachers and the madrasah environment also strengthens the success of this learning, making students more independent, focused, and motivated in their work. Thus, PjBL is an effective approach and worthy of being implemented continuously to enhance visual competence and creative literacy of elementary school students.

REFERENCES

Anazifa, R. D., & Djukri, D. (2017). Project-based learning and problem-based learning: Are they effective to improve student's thinking skills? *Jurnal Pendidikan IPA Indonesia*, 6(2), 346-355.

Avdiu, E., Bekteshi, E., & Gollopeni, B. (2025). Learning skills for the future--implementing the 21st-century learning. *Multidisciplinary Science Journal*, 7(1), 2025011.

Chaniago, N., Nugroho, L., Firdayetti, F., Islami, W., & Igoevna, V. M. (2024). Digital Transformation in the Dynamics of Sharia Accounting Standards: Challenges and Opportunities in the Era of 4.0 and Society 5.0. *Pelita: Jurnal Penelitian, Terapan Dan Aplikatif*, 1(3), 204-220.

Erdoğan, V. (2019). Integrating 4C skills of 21st century into 4 language skills in EFL classes.

- International Journal of Education and Research*, 7(11), 113–124.
- Hontarenko, I., & Kovalenko, O. (2024). Enhancing teaching: the crucial role of effective preparation and delivery of lectures. *Educational Challenges*, 29(1), 72–84.
- Indriyatno, M. A., Umami, M., Nugroho, I. W., & Hidayat, W. N. (2023). Analysis of Effective Strategies in Language Teaching for Students at MI Pulutan Salatiga. *MODELING: Jurnal Program Studi PGMI*, 10(4), 874–884.
- Jamil, S., Adil, M., Torik, M., Ramdani, Z., Abdillah, M., & Rani, Y. F. (2023). Changes in Islamic Society and Culture in Customary Marriage Within the Uluan Musi Community. *Journal of Population and Social Studies*, 32, 107–129.
- Mardawani. (2020). *Praktis Penelitian Kualitatif: Teori Dasar dan Analisis Data dalam Perspektif Kualitatif*. Deepublish.
- Mardiyyah, E., Harahap, N. S., & Febriza, M. (2025). Islamic Civilization and the Digital Economy: Building a Sharia Economy in Modern Era. *Musyarakah: Journal of Sharia Economic (MJSE)*, 28–44.
- Martikainen, J. M. (2017). Making pictures, writing about pictures, discussing pictures and lecture-discussion as teaching methods in art history. *Art History Pedagogy & Practice*, 2(1).
- Pranata, O. D., Sundari, P. D., & Sulaiman, D. (2023). Exploring project-based learning: Physics e-posters in pre-service science education. *Konstan-Jurnal Fisika Dan Pendidikan Fisika*, 8(02), 116–124.
- Putri, A. I., & Siti, F. (2023). Integration of Islamic Values in Learning Indonesian Language At Madrasah Ibtidaiyah. *Sunan Kalijaga International Journal on Islamic Educational Research*, 7(1), 23–32.
- Rahman, M. H. A., Jaafar, J., & Huda, M. (2023). Information and communication skills for higher learners competence model. In *Proceedings of the Computational Methods in Systems and Software* (pp. 357–375). Springer.
- Rahmania, I. (2021). Project based learning (PjBL) learning model with STEM approach in natural science learning for the 21st century. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 4(1), 1161–1167.
- Setiawan, A. anggito dan J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak (Jejak Publisher).
- Sirisrimangkorn, L. (2021). Improving EFL Undergraduate Learners' Speaking Skills through Project-Based Learning Using Presentation. *Advances in Language and Literary Studies*, 12(3), 65–72.
- Suradika, A., Dewi, H. I., & Nasution, M. I. (2023). Project-based learning and problem-based learning models in critical and creative students. *Jurnal Pendidikan IPA Indonesia*, 12(1), 153–167.
- Suryaningsih, S., Nisa, F. A., Muslim, B., & Aldiansyah, F. (2023). STEAM digital project: Creating

scientific E-poster to develop student's creativity and digital literacy in 21st century. *YOUNG SCHOLAR SYMPOSIUM ON SCIENCE AND MATHEMATICS EDUCATION, AND ENVIRONMENT*, 2595(1), 60003.

Wuryantari Winasih, W., Cahyono, B., & Ananto Prayogo, J. (2019). Effect of project-based learning using E-poster on Indonesian EFL students' speaking ability across personality types. *Arab World English Journal (AWEJ) Volume, 10*.