



Enhancing Creative and Persuasive Slogan Writing Skills Through Project-Based Learning at SMP Negeri 2 Palu

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ABSTRACT

This study aims to improve the ability to write creative and persuasive slogans through the application of the Project-Based Learning (PjBL) method in class VIII D students at SMP Negeri 2 Palu. The background of this study is the low ability of students to write slogans that meet the linguistic elements and appeal of persuasive messages. Students tend to write slogans haphazardly without paying attention to the accuracy of meaning, sentence structure, and a strong call to action. This study is a Classroom Action Research (CAR) conducted in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. The subjects were 32 class VIII D students at SMP Negeri 2 Palu. Data were obtained through observation, interviews, and assessment of student writing. Data analysis was conducted qualitatively and quantitatively to determine improvements in slogan writing skills. The results indicate that the application of the Project-Based Learning method can improve students' ability to write creative and persuasive slogans. In cycle I, the average slogan writing ability score reached 70, while in cycle II it increased to 85. Furthermore, students became more active, confident, and motivated in expressing ideas and working collaboratively in groups to produce engaging slogans. Thus, it can be concluded that the implementation of the Project-Based Learning method is effective in improving the ability to write creative and persuasive slogans in grade VIII D students at SMP Negeri 2 Palu.

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INTRODUCTION

Indonesian is one of the subjects that has an important role in developing students' language skills and critical thinking. One of the language skills that must be mastered is writing skills, because through writing activities students can express ideas, ideas, and messages in writing with a clear structure and meaning. One form of writing skills taught at the junior high school level is slogan writing material.

Slogans function as a means of conveying a persuasive message, namely inviting readers to do or not do something. In learning Indonesian, writing slogans requires students to be able to compose sentences that are short, concise, interesting, and meaningful, and contain

positive invitations according to the context of their lives. However, the reality in the field shows that students' ability to write slogans is still low.

Based on the results of initial observations in class VIII D SMP Negeri 2 Palu, it was found that most of the students had difficulty in writing slogans that met the linguistic criteria and the appeal of the message. They tend to write slogans originally, without paying attention to the accuracy of meaning, aesthetic elements, and the power of the call. As a result, their writing does not reflect the ability to think creatively and critically in processing language.

To overcome these problems, learning methods that are able to involve students actively, creatively, and collaboratively are needed. One of the appropriate methods is *Project Based Learning* (PjBL). This method emphasizes learning activities through projects that challenge learners to solve real problems and produce meaningful products. In the context of writing slogans, students can learn through the process of designing, making, and presenting slogans as their work.

The application of the *Project Based Learning* method is expected to encourage students to think critically, collaborate, and innovate in creating creative and persuasive slogans. In addition, this approach can also foster a sense of responsibility, independence, and confidence in completing group tasks. Thus, the PjBL method is believed to improve the ability to write slogans while fostering interest in learning Indonesian.

RESEARCH METHODS

Types of Research

This research is a Class Action Research (PTK) which aims to improve the ability to write creative and persuasive slogans through the application of the *Project Based Learning* (PjBL) method. The research is carried out in two cycles, and each cycle consists of four stages, namely *planning*, *acting*, *observing*, and *reflecting*.

The subjects of this study were 32 students of class VIII D SMP Negeri 2 Palu, consisting of 15 males and 17 females. The research was carried out at SMP Negeri 2 Palu in the odd semester of the current school year. The research was carried out for two months, including preparation activities, the implementation of two cycles of actions, observation, and reflection on learning outcomes.

Data Collection Techniques

Data is collected through the following techniques:

1. Observation: to find out the activities and activeness of students during the learning process.
2. Interview: to obtain students' responses to learning using the PjBL method.
3. Tests or assessment of learning outcomes: in the form of an assessment of slogan writing which is assessed based on the criteria of creativity, clarity of persuasive message, and accuracy of language.

Data Analysis Techniques

Data analysis was carried out qualitatively and quantitatively:

1. Qualitative data were obtained from observation and interviews, then analyzed descriptively to describe changes in behavior and learning motivation.
2. Quantitative data in the form of slogan writing assessment scores were analyzed by calculating the average and percentage of improvement in each cycle to see the improvement of students' writing skills.

Success Indicators

An action is declared successful if:

1. The average score of students' slogan writing ability reached ≥ 80 .
2. Most of the learners ($\geq 80\%$) showed increased activeness and creativity during the learning process.

RESULTS AND DISCUSSION

Results of Research Cycle I

Planning

At this stage, teachers prepare teaching modules by applying *the Project Based Learning* (PjBL) method which is focused on creative and persuasive slogan writing activities. Teachers prepare learning media in the form of slogan examples, student worksheets (LKPD), assessment rubrics, and observation instruments for teacher and student activities.

The learning objectives in the first cycle are so that students are able to:

1. Understand the characteristics of a good slogan.
2. Identify the message and call to action in the slogan.
3. Write a slogan that contains a positive invitation with the correct language structure.

Implementation

The implementation of the first cycle was carried out in two meetings. The learning process follows the stages of PjBL, namely:

1. Problem-orientation: The teacher displays various examples of slogans and invites students to discuss the message contained in them.
2. Project planning: learners are divided into groups and design slogan ideas with educational and environmental themes.
3. Project implementation: students write and design slogans based on agreed ideas.
4. Presentation of results: Each group displays their slogan work in front of the class.
5. Evaluation: Teachers and students provide feedback on the work based on the criteria of creativity, language accuracy, and persuasive message strength.

Observation

Based on the results of observations, teachers' activities during the learning process are included in the good category with an average score of 80%. Teachers are able to facilitate discussions, guide groups, and provide motivation to students.

Student activities also showed an increase in participation, although some students were still passive in putting forward ideas and working together. The percentage of active involvement of students reaches 75%.

The results of the assessment of slogan writing skills showed that the average grade of the class reached 70. Based on the assessment rubric:

1. 8 students (25%) obtained the very good category (score ≥ 80),
2. 15 students (47%) in the good category (score 70–79),
3. 9 students (28%) were in the category of Sufficient (score 60–69).

Reflection

The results of reflection show that despite the improvement compared to pre-cycle, several obstacles were still found:

1. Some students still have difficulty expressing ideas creatively.
2. The sentence structure of the slogan is not yet fully effective and persuasive.
3. Group cooperation is not evenly distributed, only a few members are active.

Based on these findings, the researcher plans improvements in cycle II, including by:

1. Provide more diverse examples from various real media (posters, public service advertisements).
2. Improve individual guidance at the planning and slogan preparation stage.
3. Encourage each group member to play an active role in the process of making slogans.

Results of Cycle II Research

The implementation of actions in cycle II is focused on improving the weaknesses found in cycle I, especially in terms of the accuracy of the meaning of the slogan, sentence structure, and the strength of the persuasive message of call. At the planning stage, teachers prepare more varied slogan examples, interesting learning media, and more targeted assessment rubrics so that students understand the criteria for a good slogan.

At the implementation stage, students were divided into several groups to create a slogan project with environmental, health, and educational themes. The teacher acts as a facilitator who guides each group to focus more on the message conveyed and effective word selection. The learning process is more conducive and students show high enthusiasm in discussing and expressing ideas creatively.

The results of the observation showed a significant increase compared to cycle I. Students seemed more confident in presenting their work and were better able to state the reasons for the choice of words and messages in the slogans made. Cooperation between group members is also improving, characterized by an even division of tasks and effective communication.

Based on the results of the assessment of written products, the ability to write slogans has increased. The average score of students in cycle II reached 85, an increase from the average score of 70 in cycle I. The most prominent aspects that experienced an increase were creativity in the preparation of slogans and the accuracy of delivering persuasive messages.

Overall, the application of the Project Based Learning (PjBL) method in cycle II was proven to be able to improve the ability to write creative and persuasive slogans. Students not only produce more attractive and meaningful slogans, but also show an active, collaborative, and confident attitude in the learning process. Thus, the indicators of the success of the actions have been achieved in cycle II.

The implementation of actions in cycle II showed very satisfactory results and achieved the set targets. Based on the results of observations, interviews, and assessment of written products, it can be seen that there is an increase in students' ability to write creative and persuasive slogans.

DISCUSSION

Based on the results of class action research conducted in two cycles, the application of *the Project Based Learning* (PjBL) method was proven to be able to improve students' slogan writing skills. At first, students showed difficulties in writing slogans that met linguistic elements and persuasive messages. They tend to write in an original manner without paying attention to the accuracy of the meaning and the power of the invitation.

Through the implementation of PjBL, students are actively involved in the learning process starting from the planning stage, project implementation, to the presentation of the work. The slogan writing project activity encourages students to think creatively, work together, and develop new ideas that are relevant to the given theme.

The improvement in ability can be seen from the results of the assessment in each cycle. The average score of writing slogans increased from 70 in cycle I to 85 in cycle II. This shows a significant increase in both linguistic aspects, creativity, and the attractiveness of persuasive messages. In addition to increasing grades, there are also positive changes in students' learning attitudes. They become more confident, actively discuss, and enthusiastically display their work.

Thus, the PjBL method not only improves learning outcomes, but also develops social skills, collaboration, and students' responsibility for the learning process.

CONCLUSION

The application of *the Project Based Learning* (PjBL) method is effective in improving the ability to write creative and persuasive slogans in students in class VIII D SMP Negeri 2 Palu. Through project-based learning, students are able to produce slogans that are more meaningful, attractive, and in accordance with language rules and strong messages of encouragement. In addition to improving the aspect of writing skills, this method also fosters motivation, confidence, and cooperation between students.

SUGGESTION

1. For Indonesian teachers: it is recommended to use the *Project Based Learning* method as an alternative learning strategy in writing skills, especially writing slogans or other creative texts.
2. For students: it is expected to continue to hone their creativity in writing and utilize project activities as a means of expressing ideas and deepening language understanding.
3. For schools: it is better to provide adequate facility support and time for the implementation of project-based learning so that students' creative processes can develop optimally.

4. For future researchers: can develop similar research on other text writing skills, such as advertisements or posters, by adjusting the learning context and characteristics of learners.

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