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InJAERe

Journal homepage: <https://ejournal.upi.edu/index.php/ijaer>

## The Implementation of Project Based Learning in Theater Education Through Dramatic Reading to Enhance Creative Work at Budi Utama High School Yogyakarta

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### ABSTRACT

This research is entitled "The Implementation of Project Based Learning in Theater Education Through Dramatic Reading to Enhance Creative Work at Budi Utama High School Yogyakarta ". The problem of this research is how PjBL in theater learning through Dramatic Reading at the high school level demands a more effective approach in encouraging students to work creatively in the theater learning process. This study specifically examines the use of PjBL to increase student creativity in the context of testing PjBL in the context of theater learning, especially through dramatic reading with a focus on increasing student creativity. The research method used was a weak experiment with a quantitative approach using descriptive statistical analysis on 21 respondents, namely grade XI students of SMA Budi Utama Yogyakarta. The results of this study revealed that the application of PjBL through dramatic reading in theater learning can improve the creative thinking of SMA Budi Utama Yogyakarta students.

### ARTICLE INFO

#### Article History:

*Submitted/Received 01/03/2025*

*First Revised 04/05/2025*

*Accepted 06/07/2025*

*First Available online 01/11/2025*

*Publication Date 30/11/2025*

#### Keyword:

*PjBL, Theater Arts, Dramatic Reading, Creative Work*

## **1. INTRODUCTION**

Theatre learning can help strengthen students' communication skills, creativity, cooperation, and self-confidence, resulting in a deeper understanding and broader appreciation of theatre arts. According to Nurdianto et al. (2021) through theatre learning, students can develop a profound understanding and enhance their appreciation of theatre arts. This method not only allows students to learn about essential techniques in drama and theatre but also gives them the opportunity to experience emotions, explore imagination, and understand various perspectives in theatre performances (Yuaffi, 2018).

In the context of theatre learning at the high school level, observations show challenges related to students' creativity in developing their abilities. Despite teachers' hard work, challenges remain in finding effective approaches to encourage students to be creative during the theatre learning process. These challenges necessitate a more effective approach to encouraging students to be creative during theatre learning.

To address these challenges, the use of Project Based Learning (PBL) has proven effective in enriching students' learning experiences (Mustofa et al., 2016). This approach encourages more active, creative, and in-depth learning. Students not only passively acquire theoretical knowledge about theatre (Sulistiyorini, 2020), but also actively engage in creating, performing, and analyzing their own theatre works. Through this process, students can develop critical thinking skills, communication abilities, teamwork, and a deeper understanding of the theatre world as a whole (Maida, 2011). Therefore, the use of PBL in the context of theatre learning in high schools can be an effective tool in building more meaningful learning and positively impacting students' development (Sandi, 2018).

The implementation of Project Based Learning in theatre education provides opportunities for students to apply theatre concepts in real-world contexts, including the values of Pancasila. Through this method, students actively engage in designing, organizing, and executing theatre projects that reflect everyday life realities. In these projects, they face social situations and issues such as conflicts, cultural diversity, and moral issues. During the project process, students learn and apply theatre concepts such as characterization, improvisation, and effective use of stage space in the context of daily life. Additionally, PBL-based theatre projects can (Herdiwati, 2021) provide opportunities for students to understand and apply Pancasila values in every aspect of their theatre works. By integrating Pancasila values into theatre projects, students can develop a deeper understanding of the importance of harmony and tolerance in a diverse society and increase their awareness of social responsibility as the younger generation.

Dramatic Reading as a theatre learning method provides opportunities for students to develop creativity, problem-solving, and cooperation in responding to theatre content. In the process of dramatic reading, students can explore various character and situational interpretations, hone their imagination, and generate creative solutions to visually present narratives (Haqiem & Nawawi, 2023). Additionally, through Reading, students face interpretation and analysis challenges that encourage them to think critically, seek solutions, and find ways to effectively convey theatre messages. Thus, Dramatic Reading becomes an effective theatre learning method (Ifianti & Fitriani, 2022).

Theatre learning through Project Based Learning provides enjoyable and meaningful learning experiences for students and can further motivate them to learn and actively engage in the learning process. This method allows students to directly participate in

creative projects such as drama performances, scriptwriting, or stage design, creating enjoyable and practical learning experiences (Mahamod, 2020). Additionally, students not only passively learn theatre theories but also actively engage in the learning process through collaboration with classmates, problem-solving, and facing challenges.

Research on the implementation of Project Based Learning has been conducted previously. Desyandry (2019) study aimed to determine whether the implementation of the Project Based Learning model could improve music art learning outcomes in integrated thematic learning in elementary schools. Another study by Sulistyorini (2020) explored the use of project-based learning in an English Drama Appreciation course to introduce tourist areas. Fadila et al. (2019) found that students' dance creativity increased after applying the project-based learning model in elementary school extracurricular dance activities. Destiani et al. (2023) explained that learning can be effectively conducted using demonstration methods, which can optimally support the learning process. However, the application of Project Based Learning to enhance students' creative work has not been widely researched.

In the context of theatre learning, there has been no specific research examining the relationship between PJBL, Dramatic Reading, and students' creative work. Research on theatre learning, especially using Dramatic Reading, is important as it can enhance students' creative work (Suherjanto, 2016). Therefore, further research is needed to understand how the implementation of Project Based Learning in theatre learning through Dramatic Reading can enhance students' creative work. This study aims to answer this question and gain a deeper understanding of the implementation of Project Based Learning in the context of theatre learning through Dramatic Reading to enhance students' creative work.

## 2. METHODS

This study uses a quantitative approach based on the philosophy of positivism to systematically and objectively collect data, aiming to test hypotheses on specific populations or samples (Sugiyono, 2011). The type of research used is experimental research to determine the effect of treatment on the subjects being studied. The experimental design used is a pre-experimental design (or weak experiment), where only one group is observed without a control group for comparison. The researcher uses a OneGroup Pretest-Posttest design, in which one group is observed before (pretest) and after (posttest) the treatment. The variables in this study consist of the independent variable (X), which is the application of Project Based Learning (PjBL) in theatre arts education through dramatic reading, and the dependent variable (Y), which is students' creative thinking.

Participants in this study are individuals involved in providing data as research material. Participant selection uses purposive sampling, aiming to obtain a representative sample according to the required criteria (Hastjarjo, 2011; Poerwandari, 2007). Participants consist of 11th-grade students, arts and culture teachers, and school officials at SMA Budi Utama Yogyakarta. The 11th-grade students are the primary data source for the application of Project Based Learning (PjBL) in theatre arts education through dramatic reading. Arts and culture teachers provide information related to the condition of arts and culture education, while the principal and curriculum department provide information about the cultural learning environment at the school.

The study population is 11th-grade students at SMA Budi Utama Yogyakarta, who have theatre arts material. The sample is taken from one class (XI-D) using purposive sampling to obtain a representative understanding and appreciation of theatre material among students.

Table 1. Population of XI's Grade Students at Budi Utama High School, Yogyakarta

Class	Number of Student
XI-A	21
XI-B	21
XI-C	23
XI-D	22
Total	87

The sample is taken as 25% of the population using simple purposive sampling, ensuring that the variation within the population is reflected in the sample. This technique helps researchers obtain in-depth information about the phenomenon being studied, ensuring the validity and reliability of the research results (Masud & Rina, 2014).

This research was conducted at SMA Budi Utama Yogyakarta, located at Wijaya Kusuma 121 B, Kutu Duku, Sinduadi, Mlati, Sleman. The selection of this school environment for the research location was considered because the school possesses characteristics relevant to the research focus and facilitates accessibility for researchers to effectively collect data. The researcher identified weaknesses in students' creativity in theatre arts education.

### 3. RESULTS AND DISCUSSION

#### 3.1. Result

##### – Creation

Project Based Learning, the enhancement of creative works reflects concrete efforts in applying project-based learning approaches, especially through dramatic reading techniques. This process involves not only investigating but also creating works that demonstrate a deep understanding of how dramatic reading can serve as an effective means to stimulate and enrich creative thinking (Nurlela, & Putra, 2018). Thus, the results of this research not only provide new insights into dramatic reading techniques but also demonstrate tangible evidence of how this approach can be effectively integrated into project-based learning contexts to foster and enhance creative work abilities. Here are the results of the assessment of creative works through dramatic reading.

Table 2. Data Result of Creative Work

Group	Score	Percentage	Description
Group-1	35	87,5 %	Excellent
Group-2	33	82,5 %	Good
Group-3	36	90 %	Excellent

Based on the table above, during the presentation of their works, Group 1 achieved a score of 35 with a percentage of 87.5%, Group 2 achieved a score of 33 with a percentage of 82.5%, and Group 3 achieved a score of 36 with a percentage of 90%. From these results, it can be inferred that each group has successfully

implemented project-based learning outcomes through dramatic reading to enhance creative work through the designed works in each group.

– Creative thinking

In this research, to determine the improvement in students' creative thinking abilities before and after being treated with the Project Based Learning (PJBL) model, you can refer to the following table:

Table 3. Average Pretest and Posttest Results

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Pretest</b>	21	45.00	75.00	59.7619	7.82243
<b>Posttest</b>	21	70.00	100.00	87.6190	8.89087

Based on Table 3, it shows that students' creative thinking abilities have significantly improved. This is evident from the pretest score of 59.7619 and the posttest score of 87.6190.

– Normality test

Table 4. Normality Test Results

<b>Test</b>	<b>Shapiro-Wilk</b>		
	<b>Sig.</b>	<b>df</b>	<b>Description</b>
<b>Pretest</b>	.301	21	Normal
<b>Posttest</b>	.192	21	Normal

From the data processing above, it shows that based on the Shapiro-Wilk normality test, the pretest data with a significance value of 0.301 indicates a normal distribution of the obtained data. For the posttest data, with a significance value of 0.192, the obtained data also shows a normal distribution.

– N-Gain test

The next analysis is the analysis of the categories of student learning improvement before and after the learning process. This analysis is conducted using the normalized gain (g) formula. The data used are from pretest and posttest scores. The results of processing the normalized gain (n-gain) can be seen in Table 5.

Table 5. The results of the N-Gain test

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>NGain</b>	21	.44	1.00	.7159	.17711

Based on Table 4.10, the gain value for students' cognitive learning outcomes is 0.7159, which falls under the High category. This value indicates an improvement in creative work outcomes after implementing the PJBL model through dramatic reading. Therefore, it can be concluded that the project-based learning model can enhance cognitive learning outcomes.

– Hypothesis testing

The results of data processing using the Paired Sample t-Test for pretest and posttest in the Implementation of Project Based Learning in Theatre Education through Dramatic Reading to Enhance Creative Work can be seen in the table below.

**Table 6. Hypothesis Test Results**

	Paired Differences		
	t	df	Sig. (2-tailed)
Pretest - Posttest	-24.832	20	.000

From the results above in 6, based on the t-test, a significance value of  $0.000 < 0.05$  was obtained, therefore rejecting  $H_0$  and accepting  $H_a$ . This indicates a significant difference between the pretest and posttest. Conversely, the alternative hypothesis ( $H_a$ ) is accepted, indicating that the implementation of Project Based Learning in Theatre Education through Dramatic Reading significantly enhances students' creativity in their work.

### 3.2. Discussion

#### – Design analysis

By implementing this PjBL concept, the study aims to create a learning environment that stimulates students' creativity, encourages collaboration and communication, and facilitates deep and meaningful learning in the context of theatre arts. At this stage, the PjBL model is applied in the process of developing creative skills, conducted over four meetings. The steps of applying the PjBL model in developing students' creative thinking skills include Introduction activities, Core activities, and Closing activities (Fatmawati & Sasmita, 2022).

In the Introduction activities, teachers conduct activities such as explaining the Learning Objectives (KI and KD), stating the learning goals, outlining the activities' content, and asking fundamental questions related to the upcoming material. As part of the preparation for learning, teachers start with a thorough Introduction session. They introduce the Core Concepts (KI) and Basic Competencies (KD) of the lesson to the students, clearly describing the skills and knowledge to be achieved in that session. Furthermore, teachers explain the learning objectives in detail, highlighting the importance of understanding these objectives in developing students' skills in dramatic reading in theatre arts. By outlining the activities' content, teachers provide an overview of the activities and topics to be discussed. During these activities, teachers also encourage interaction with students through several fundamental questions related to the upcoming material, helping to spark students' interest and mentally prepare them for deep learning. Therefore, the purpose of these Introduction activities is to create a strong foundation for students so that they are ready to engage fully in the learning process.

Meanwhile, in the Core activities, the implemented activities follow the syntax of the PjBL learning model, as described by Hosnan (2014), which includes six steps: Determining Fundamental Questions, Project Planning, Scheduling, Monitoring Project Progress, Testing Results, and Evaluating Experiences. In these Core activities, students are given the opportunity to actively engage in learning and decision-making regarding which projects to undertake. Learning activities that provide students with opportunities to identify problems, conduct

exploration, investigation, problem-solving, and project creation can develop students' thinking skills and creativity (Suteja, S., & Setiawan, D. (2022)). The next stage is the Closing activities, during which teachers and students conduct activities such as summarizing the learned material, discussing the strengths and weaknesses of the learned material, and making improvements for future lessons.

Based on the observations conducted by observers during the learning process using the PjBL model, it is evident that when teachers teach in the classroom, it appears systematic, and students are more actively involved in the learning process. The steps of the PjBL learning model encourage students to think creatively in determining project creation ideas, think critically in problem-solving, and encourage students to collaborate effectively, thereby not only impacting the improvement of students' creative thinking skills (Kruger, Scogin, & Jekkals, 2019) but also the learning stages of the PjBL model also train students to think critically Guo., et al. (2020) and train collaboration skills Alegre., et al. (2017).

From these steps, it is clear that teachers have successfully implemented the PjBL learning model. The results of the observations conducted by researchers and observers indicate that the implementation of the PjBL model in developing creative thinking skills proceeds according to the previously established lesson plans. Researchers have successfully integrated the principles of PjBL, such as active student involvement, feedback provision, and collaboration in learning. They have also successfully created a learning environment that stimulates students' creativity and facilitates the exploration of new ideas in dramatic reading in theatre arts. Thus, it can be concluded that the implementation of the PjBL model has significantly contributed to enhancing students' creative thinking skills in the context of theatre arts.

#### – Implementation analysis

In this section, the researcher discusses the improvement of students' creative thinking abilities using the PjBL learning model. Based on the findings, it shows that students' creative thinking abilities were lacking before receiving instruction with the PjBL model, as evidenced by their lack of participation, questions, ideas, and development of concepts. However, after being treated with the PjBL learning model, students' creative thinking abilities significantly improved, as seen from the ideas they presented in determining their projects.

This is also reflected in the pretest score of students' creative thinking abilities, which was 61.42, and the posttest score of 87.61. The average difference between pretest and posttest scores was 26.19. Thus, it can be concluded that there is a significant difference in students' creative thinking abilities before and after being taught using the PjBL model.

Students' creative thinking abilities improved following PjBL instruction because project-based learning allows them to conduct research, propose hypotheses and explanations, discuss their ideas, challenge others' ideas, and try out new concepts. Learning that encourages students to actively engage and think can enhance their creativity (Marx et al., 2004). The project-based learning model integrates essences from various models, focusing on how individuals process information, collaborate, recognize their abilities and responsibilities independently, and observe emerging behaviors during learning activities.

Moreover, project-based learning represents a comprehensive approach to designing a learning environment.

During the implementation of Project Based Learning (PjBL) model, it was observed by two cultural arts teachers. These observers conducted four observations in line with the researcher's treatment implementation. Observations were supported by observation sheets structured around several PjBL learning model indicators, serving as benchmarks for their successful implementation. Observers assigned scores ranging from 1 to 4 based on indicator achievement. This serves as a supporting factor in assessing the application of Project Based Learning in theatre education through Dramatic Reading to enhance creative production.

Table 7. Observation Results of Teachers on the Implementation of PjBL

Observation	Observer I			Observer II		
	Score	Percentage	Description	Score	Percentage	Description
1	65	77%	Good	66	78%	Good
2	70	84%	Excellent	72	85%	Excellent
3	78	92%	Excellent	77	91%	Excellent
4	80	95%	Excellent	80	95%	Excellent

Table 8. Results of Student Observations on the Implementation of PjBL

Observation	Observer I			Observer II		
	Score	Percentage	Predicate	Skor	Percentage	Predicate
1	38	73%	Good	39	75%	Good
2	41	78%	Good	40	76%	Good
3	45	86%	Excellent	45	86%	Excellent
4	48	92%	Excellent	47	90%	Excellent

The observation results show that the implementation of Project-Based Learning (PjBL) in the four activities was rated from good to excellent. The consistency between Observer I and Observer II indicates reliability in the assessment, and the increase in scores and percentages from one activity to the next reflects positive progress in the implementation of PjBL.

After completing the entire learning process, a posttest was conducted to assess the extent of improvement in students' understanding and skills in creative work in the field of theater, particularly through the application of the ProjectBased Learning (PjBL) method with the Dramatic Reading technique. The posttest design adopted a structure similar to the pretest, involving written tests. However, the focus was on measuring the improvement in understanding and skills after the implementation of PjBL. Thus, this evaluation instrument reflects the extent to which students are able to apply the concepts learned during the learning process.

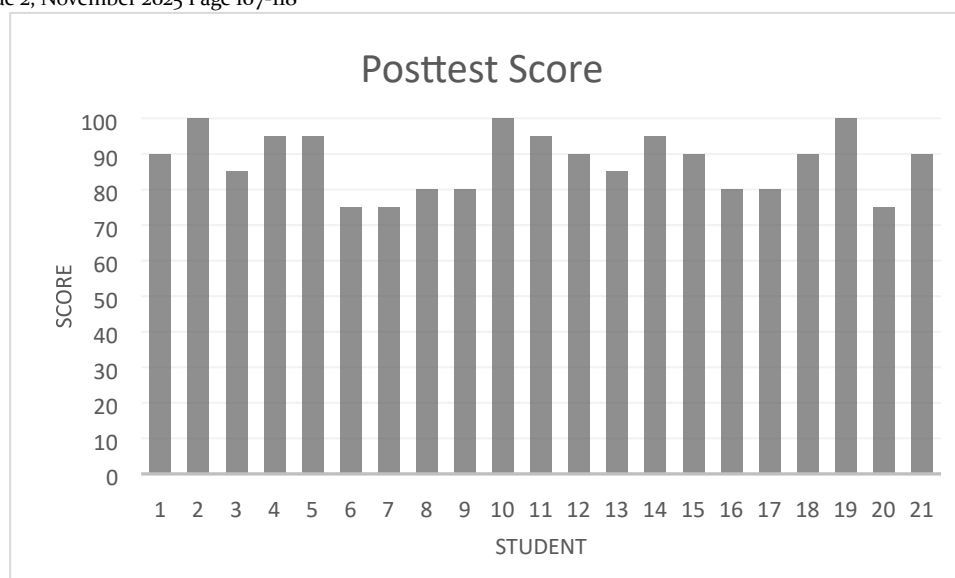


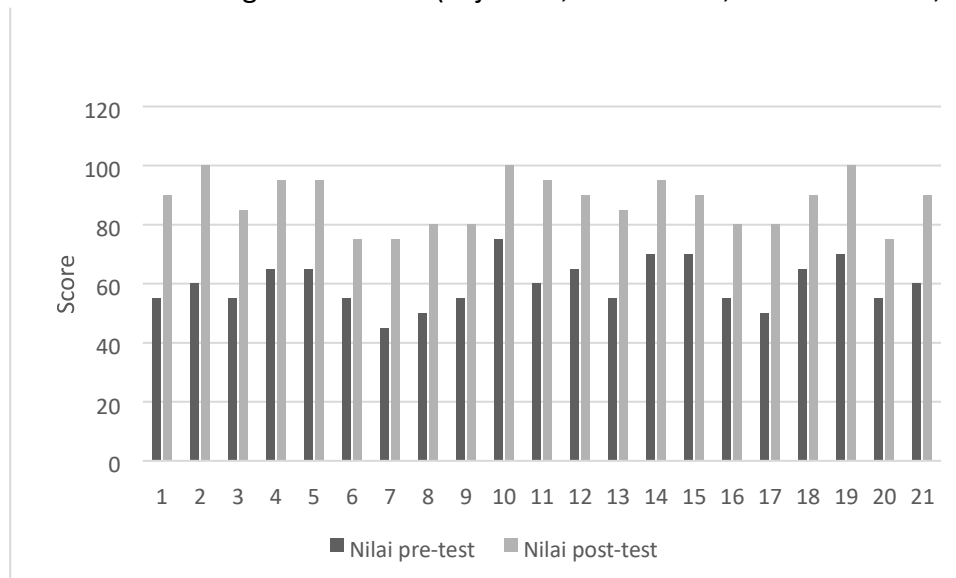
Figure 1. Data Result of Posttest

From the post-test results conducted at the end of the activities, data was obtained showing that creative thinking indicators such as fluency, flexibility, originality, and elaboration were balanced (Islami et al., 2018). This is evident from the high number of correct answers given by students for each indicator. Fluency, or the ease of generating ideas, was particularly dominant, indicating that students could quickly and easily produce various ideas. Flexibility, which measures the ability to view a problem from different perspectives and adapt to different situations, also showed strong results. Originality, related to the uniqueness and novelty of the ideas generated, indicated that students could think outside the box and produce innovative solutions. Lastly, elaboration, which assesses the ability to develop and refine ideas, also showed satisfactory results. Overall, these post-test results indicate that the implemented learning program successfully encouraged students to comprehensively develop their creative thinking abilities. This success can be seen from the balanced scores across the four indicators, reflecting that students were not only able to generate many ideas but also think flexibly, create original ideas, and elaborate on those ideas effectively.

– Result analysis

This study reveals that the implementation of Project-Based Learning (PjBL) utilizing the dramatic reading technique successfully enhances students' creative work abilities (Guilford, 1970). Data from the creative work assessment through dramatic reading showed satisfactory achievements in each group, with scores and percentages reflecting good implementation of PjBL (Herdiwati, 2021). This success is also reflected in the significant improvement in students' creative thinking abilities, as shown by the difference in Pretest and Post-test results. With the post-test average score being significantly higher than the pretest, projectbased learning with dramatic reading techniques proved effective in improving students' understanding and creative thinking skills. Additionally, the N Gain test result of 0.7159, which is very high, indicates that the improvement is not only statistically significant but also practically relevant in the learning context. This study provides new insights into the potential of dramatic reading techniques

and concrete evidence of their effective integration in stimulating and enriching students' creative thinking. The practical implications of this research can be felt in curriculum design and learning strategies, where PjBL with dramatic reading techniques can be more widely applied to enhance students' creative work and creative thinking abilities (Fujiawati, Permana, & Mustika, 2020).



#### Comparison of Pretest and Posttest

Figure 2. Pretest and Posttest Data Comparison

Based on the pre-test and post-test data shown in Figure 4.12, it is evident that the majority of students experienced an increase in their scores between the pretest and post-test. The data presented shows that almost all students improved their scores on the post-test, indicating that the implementation of PjBL in theatre arts education through dramatic reading was effective in enhancing students' understanding and skills. This reflects the success of the critical-based learning approach in stimulating student engagement and allowing them to learn actively through hands-on experience (Demchenko & Stakhova, 2022). By providing students the opportunity to engage in creative and in-depth theatre arts practice, this approach helps them better understand theatre arts concepts and develop creative thinking skills in text interpretation and self-expression. The improvement in post-test scores also shows that students were able to apply the knowledge and skills they learned during the lessons in a more final evaluation situation. Therefore, these results provide strong evidence that PjBL can be an effective approach in enhancing theatre arts education and developing students' creativity in the context of dramatic reading.

#### 4. CONCLUSION

This study highlights the importance of designing and implementing a Project-Based Learning (PjBL) approach in theatre education, particularly through dramatic reading techniques, to foster creativity among high school students at SMA Budi Utama in Yogyakarta. The design includes planning activities, determining learning objectives, and developing learning strategies that integrate theatre arts concepts and creative thinking skills.

The research results indicate that the implementation of PjBL in theatre education through dramatic reading was effective. Teachers successfully applied PjBL concepts by integrating theatre arts projects into the curriculum, facilitating student collaboration, and providing opportunities for students to develop their creative thinking skills through hands-on theatre arts practice. This aligns with the PjBL framework for implementing dramatic reading in theatre education to encourage creative production among students at SMA Budi Utama in Yogyakarta.

The outcomes of applying PjBL in theatre education through dramatic reading were satisfactory. Students produced creative and diverse theatre works, expressing their ideas using dramatic techniques and the creative thinking skills they acquired during the learning process. These works reflect the students' deep understanding of theatre arts and their ability to innovate in text interpretation and presentation.

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