

# The Impact of Audiovisual-Assisted Project-Based Learning and Motivation on Drama Writing Skills in Vocational High School Students

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## ABSTRACT

This experimental study examines the effectiveness of Project-Based Learning (PBL) integrated with audiovisual media in enhancing students' drama writing skills and learning motivation in a vocational high school setting. The research was conducted at SMK Negeri 7 Batam during the 2024/2025 academic year, involving Grade XI students selected through purposive sampling. A total of 83 students participated, with Class XITKL5 assigned as the experimental group receiving PBL instruction assisted by audiovisual resources, and Class XITKL3 as the control group receiving conventional, teacher-centered instruction. Employing a 2x2 factorial design, data were collected through a performance-based drama writing test and a validated motivation questionnaire. Statistical analyses, including t-tests and two-way ANOVA, were conducted using IBM SPSS Statistics 25 to assess the main and interaction effects. The results revealed that students in the experimental group significantly outperformed those in the control group in drama writing performance. Furthermore, a significant interaction effect was identified between instructional model and learning motivation, indicating that students with higher motivation benefited more from the PBL-audiovisual approach. However, even students with lower motivation showed improvement compared to their counterparts in the control group. These findings highlight the pedagogical value of integrating audiovisual media within a project-based framework to foster creativity, engagement, and skill development in writing. The study contributes to the implementation of Indonesia's Merdeka Curriculum by offering an innovative, student-centered strategy suitable for vocational education contexts.

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## 1. INTRODUCTION

In Indonesia, Indonesian language instruction is a compulsory component across all levels of education, structured around an integrated framework of core language competencies (Andriani et al., 2022). With the implementation of the Merdeka Curriculum, these competencies now encompass listening, reading and viewing, speaking and presenting, and writing—skills that are further integrated with literary and critical thinking to support holistic literacy development (Rasyid et al., 2023; Ulya, 2025). Among these, writing stands out as a critical productive skill that enables students to articulate ideas logically, systematically, and coherently (Bensulong et al., 2021). In the context of vocational high schools (SMK), writing proficiency is not merely an academic requirement but a vital professional competency. Students must be able to produce clear, structured, and contextually appropriate texts, particularly in creative and communicative domains such as drama scriptwriting, which directly relate to performance, media, and creative industries.

Drama scriptwriting represents a unique and demanding form of writing that requires more than linguistic accuracy—it demands creativity, narrative structuring, character development, and authentic dialogue construction (Ulya & Jaya, 2015; Kuwoto et al., 2024). Within the Merdeka Curriculum, the ability to compose dramatic texts is a targeted competency for Grade XI SMK students. However, many students struggle to meet these expectations. Observations at SMK Negeri 7 Batam reveal that students' drama scripts often lack coherent structure, dynamic character interactions, and engaging conflict, resulting in linear and uninspired narratives. These shortcomings stem from a limited understanding of dramatic elements, weak imaginative capacity, and insufficient practice in creative writing (Saddler & Graham, 2005; Anasya et al., 2019). Consequently, students frequently express reluctance to write original scripts, often preferring to perform from existing ones, indicating both skill deficits and low confidence.

Traditional teaching approaches—such as teacher-centered lectures and rote writing assignments—have proven ineffective in addressing these challenges. These methods often fail to stimulate creativity, collaboration, or intrinsic motivation, particularly in complex and imaginative writing tasks (Pujiono & Widodo, 2021). As a result, students remain passive recipients of knowledge rather than active creators, which undermines their engagement and limits their writing development. There is a growing consensus that innovative, student-centered pedagogies are needed to transform writing instruction in vocational settings.

Project-Based Learning (PjBL) has emerged as a promising alternative, fostering experiential, collaborative, and inquiry-driven learning. By engaging students in authentic, long-term projects, PjBL promotes critical thinking, creativity, and communication—competencies essential for effective drama writing (Aditiawarman et al., 2025; Marlina et al., 2024). When enhanced with audiovisual media, PjBL becomes even more impactful. Audiovisual tools—such as short films, dramatized scenes, and script-to-screen demonstrations—help concretize abstract narrative concepts, model effective dialogue, and stimulate students' imagination (Asmawati et al., 2023; Sari et al., 2024). These media provide tangible references for structure and style, making the process of scriptwriting more accessible and engaging.

Motivation plays a pivotal role in writing performance. Students who are intrinsically motivated are more likely to persist through the cognitive demands of writing, revise their work, and take creative risks (Taye & Mengesha, 2024). However, motivation in writing—especially in creative genres—is often undermined by perceived difficulty and lack of relevance. Integrating PjBL with audiovisual media not only enhances comprehension but also increases task authenticity and student interest, thereby boosting motivation. Yet, empirical research exploring the interplay between instructional design, media support, and motivational dynamics in drama writing remains scarce.

The novelty of this research rests in its integration of all three elements—PjBL, audiovisual support, and motivation—within the specific pedagogical focus of drama writing instruction in SMK settings. By exploring how these components interact and contribute to student learning outcomes, this study aims to fill a notable gap in the literature while offering practical recommendations for more effective writing instruction in vocational education contexts. The findings are expected to provide empirical evidence that supports the development of more engaging, contextually relevant, and student-centered writing pedagogy.

While prior studies have examined PjBL in writing instruction (Rachman et al., 2024; Ulya, 2024) and the benefits of audiovisual media in language learning (Erni et al, 2024; Ferdiansyah et al, 2023; Kariyati et al, 2024; Rachman et al, 2023; Ulya et al, 2023), few have investigated their combined effect on drama scriptwriting in vocational education. Moreover, there is limited empirical evidence linking these pedagogical strategies to students' motivation and writing outcomes in this specific context. This study addresses a critical gap by examining the impact of Project-Based Learning supported by audiovisual media on drama writing performance and learning motivation among Grade XI students at SMK Negeri 7 Batam. The integration of PjBL, audiovisual resources, and motivational analysis represents the core novelty of this research—offering a comprehensive, empirically grounded model that connects pedagogy, technology, and psychological engagement in a single instructional framework. Findings are expected to contribute to more effective, engaging, and contextually relevant writing instruction in vocational education, supporting the goals of the Merdeka Curriculum.

## 2. METHODS

This study employed a quantitative experimental research design with a 2×2 factorial structure to investigate the effects of Project-Based Learning (PjBL) supported by audiovisual media on students' drama text writing skills and learning motivation. The population consisted of Grade XI students at SMK Negeri 7 Batam, distributed across six classes, totaling 241 students. From this population, two classes were selected as the sample through purposive sampling—a non-random sampling technique used when participants are chosen based on specific criteria relevant to the research objectives (Sugiyono, 2014). The experimental class (XITKL3, n = 41) and the control class (XITKL5, n = 42) were selected based on their comparable academic profiles, including similar average scores in prior Indonesian language assessments, homeroom teacher recommendations, and absence of prior exposure to PjBL or systematic drama writing instruction. A preliminary t-test on pre-intervention writing performance confirmed no statistically significant difference between the two groups ( $p > 0.05$ ), establishing baseline equivalence and supporting the validity of the comparative analysis.

The primary instruments used in this study were a drama text writing skill test and a learning motivation questionnaire. The motivation questionnaire was adapted from established scales measuring intrinsic and extrinsic motivation in educational contexts and consisted of 25 Likert-scale items ranging from 1 (strongly disagree) to 5 (strongly agree). The instrument demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.87, indicating good reliability. The writing skill test required students to compose an original drama script based on a given theme, assessed using an analytic scoring rubric developed in alignment with the Merdeka Curriculum's competency indicators for dramatic writing. The rubric evaluated four key dimensions: (1) structural coherence (introduction, conflict, climax, resolution), (2) character development and dialogue authenticity, (3) linguistic accuracy (grammar, vocabulary, spelling), and (4) creativity and thematic relevance. Each dimension was scored on a scale of 1 to 5, with a maximum total score of 20. To ensure scoring reliability, all scripts were independently assessed by two trained raters, and inter-rater reliability was calculated

using intra-class correlation (ICC), yielding a coefficient of 0.89, which indicates strong agreement.

Data collection was conducted in two phases: pre- and post-intervention. Students in both groups completed the motivation questionnaire and wrote a drama text before and after the intervention. In the experimental class, students engaged in a four-week PjBL cycle centered on creating and performing a short drama, supported by audiovisual materials such as exemplary drama clips, script analysis videos, and peer-produced performances. The control class received conventional instruction involving lectures, text analysis, and individual writing assignments without project-based or multimedia components.

Collected data were analyzed using IBM SPSS Statistics version 26. Prior to hypothesis testing, normality was assessed using the Shapiro-Wilk test, and homogeneity of variance was evaluated using Levene’s test, with the latter confirmed by comparing the ratio of the largest to smallest group variances (below the 4:1 threshold). For Hypotheses 1, 2, and 3—which examined the main effects of the treatment on writing performance and motivation—Independent Samples t-tests were conducted. The null hypothesis was rejected if the calculated t-value exceeded the critical t-value or if the p-value was less than 0.05. Hypothesis 4, which tested for interaction effects between the instructional model and student motivation, was analyzed using a two-way ANOVA, with significance determined at  $p \leq 0.05$ .

Ethical considerations were strictly observed throughout the study. Official permission was obtained from the school administration, and informed consent was secured from both students and their parents or guardians prior to participation. Participants were assured of confidentiality, the right to withdraw at any time, and that their academic standing would not be affected by their involvement. The study adhered to ethical guidelines for educational research and was conducted in compliance with institutional review standards.

### 3. FINDINGS AND DISCUSSION

The following section presents the results of the hypothesis testing conducted to examine the effects of the Project-Based Learning (PBL) model assisted by audiovisual media and learning motivation on students’ drama writing skills. A series of statistical analyses, including Levene's test for homogeneity, independent samples t-tests, and two-way ANOVA, were performed using IBM SPSS Statistics software to evaluate differences between the experimental and control groups, as well as to assess interaction effects. The findings are organized according to four hypotheses, which explore the overall impact of the PBL model, its differential effect on students with varying levels of learning motivation, and the interaction between instructional model and motivation. The results are detailed in Tables 1 to 4 and interpreted in the following subsections.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
nilai	Equal variances assumed	1.260	.265	25.816	81	<.001	<.001	23.197	.899	21.409	24.985
	Equal variances not assumed			25.781	77.958	<.001	<.001	23.197	.900	21.404	24.990

**Figure 1.** Hypothesis Test 1 – Drama Writing Skills of Students in Experimental and Control Classes

Based on Table 1, the mean score for the experimental class is 89.27, while the mean score for the control class is 66.07, indicating a noticeable difference in average scores between the two groups. In the second part of the analysis, Levene's test for equality of variances yielded an F-value of 1.260

with a significance value of 0.265 ( $> 0.05$ ), indicating that the variance of the performance test scores between the experimental and control classes is equal or homogeneous.

Subsequently, after confirming data homogeneity, the next test shows that the t-value = 25.816, with  $df = 81$  and a one-sided significance value ( $p$ )  $\leq 0.001$ . Since  $0.001 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. Therefore, it can be concluded that the drama writing skills of students taught using the Project-Based Learning model with audiovisual media in the experimental class are significantly different and superior to those taught using conventional methods in the control class.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Nilai_tinggi	Equal variances assumed	.489	.492	18.565	20	<.001	<.001	20.545	1.107	18.237	22.854
	Equal variances not assumed			18.565	18.172	<.001	<.001	20.545	1.107	18.222	22.869

**Figure 2.** Hypothesis Test 2 – Drama Writing Skills of Highly Motivated Students in Experimental and Control Classes

Based on Figure 2, the mean score for the experimental class is 88.55, while the mean score for the control class is 66.00, again showing a clear difference between the two groups. Levene's test for equality of variances resulted in an F-value of 0.489 with a significance value of 0.492 ( $> 0.05$ ), indicating homogeneity of variances between the groups.

Following this, the t-value = 18.565,  $df = 20$ , and the one-sided significance value ( $p$ )  $\leq 0.001$ . Since  $0.001 < 0.05$ , it can be concluded that  $H_0$  is rejected and  $H_1$  is accepted. Therefore, it is evident that highly motivated students taught using the Project-Based Learning model with audiovisual media perform better in drama writing than highly motivated students taught using conventional methods.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
Nilai_Rendah	Equal variances assumed	2.341	.142	14.449	20	<.001	<.001	24.909	1.724	21.313	28.505
	Equal variances not assumed			14.449	17.381	<.001	<.001	24.909	1.724	21.278	28.540

**Table 3.** Hypothesis Test 3 – Drama Writing Skills of Low-Motivated Students in Experimental and Control Classes

According to Table 3, the mean score for the experimental class is 87.91, and the control class is 63.00, showing a significant mean difference. Levene's test for equality of variances yielded an F-value of 2.341 with a significance value of 0.142 ( $> 0.05$ ), confirming variance homogeneity between the two groups. The subsequent t-test results show a t-value = 10.610,  $df = 20$ , and a one-sided significance value ( $p$ )  $\leq 0.001$ . Since  $0.001 < 0.05$ ,  $H_0$  is rejected and  $H_1$  is accepted. Thus, it can be concluded that low-motivated students taught using the Project-Based Learning model assisted by audiovisual media

achieved better drama writing performance compared to those taught with conventional methods.

**Table 1.** Result of Hypothesis Test 4 – Interaction Effect

Source of Variance	SS	Df	MS	F-Value	F-table
A	5681.8182	1	5681.81818	492.3198	4.085
B	87.3636	1	87.3636364	7.5699	4.085
Interaction (AB)	52.3636	1	52.3636	<b>4.5372</b>	<b>4.085</b>
Within	461.6364	40	11.5409091		
Total	6283.1818	43			

Based on the results of the fourth hypothesis test using two-way ANOVA, and referring to the table above, with a significance level of  $\alpha = 0.05$  and  $df$  (numerator) = 1, the obtained F-value is 4.5372, which exceeds the F-table value of 4.085. This indicates that  $H_0$  is rejected and  $H_1$  is accepted. Therefore, it can be concluded that there is a significant interaction effect between the use of the Project-Based Learning model assisted by audiovisual media and learning motivation on the drama writing skills of Grade XI students at SMK Negeri 7 Batam.

### Discussion

The findings of this study demonstrate that Project-Based Learning (PjBL) supported by audiovisual media significantly enhances students' drama writing performance in vocational high school settings. More importantly, the results reveal that the effectiveness of this instructional model is not uniform but is moderated by students' level of learning motivation (Aida, 2020; Azzahra et al., 2023). This interaction underscores a critical insight for language educators: pedagogical innovation must be coupled with an understanding of learners' psychological engagement to maximize learning outcomes.

The superior performance of students in the experimental group aligns with prior research indicating that PjBL fosters active, collaborative, and experiential learning (Aditiawarman et al., 2025; Marlina et al., 2024). By engaging in the authentic task of creating and performing a drama script, students were required to apply linguistic knowledge creatively, negotiate meaning with peers, and revise their work iteratively—processes that reflect the recursive nature of writing development (Fitriani, 2023). The integration of audiovisual media further enriched this process by providing concrete models of dramatic structure, dialogue pacing, and character expression, thereby scaffolding students' understanding of abstract narrative elements (Aida, 2020; Arsyad, 2016). These multimodal supports helped bridge the gap between conceptual knowledge and practical application, particularly in a genre as context-dependent as drama.

A key contribution of this study lies in its integration of motivation as a moderating variable within a PjBL framework. The results show that while all students benefited from the intervention, those with high intrinsic motivation achieved the greatest gains. This finding resonates strongly with Self-Determination Theory (SDT), which posits that learning is most effective when students experience autonomy, competence, and relatedness. PjBL, by its very design, supports these psychological needs: it grants students autonomy in creative decision-making, builds competence through scaffolded project work, and fosters relatedness through collaborative group tasks (Bensulong et al., 2021; Koroliova et al., 2021). When combined with audiovisual stimuli that enhance relevance and engagement, the model creates conditions conducive to intrinsic motivation, which in turn amplifies learning outcomes.

Even among students with low motivation, the PjBL-audiovisual intervention yielded better results than conventional instruction. This suggests that extrinsic motivators—such as the novelty of media, peer collaboration, and performance goals—can compensate, at least partially, for low intrinsic

drive. According to SDT, such external supports can serve as stepping stones toward more autonomous forms of motivation (Fera et al., 2024). Thus, the model not only improves writing skills but also has the potential to cultivate more sustainable motivational orientations gradually.

The statistically significant interaction effect between instructional model and motivation (Hypothesis 4) reinforces the idea that no single teaching method is universally effective. Instead, pedagogical success depends on the alignment between instructional design and learner characteristics (Pujiono & Widodo, 2021; Taye & Mengesha, 2024). This calls for a more differentiated approach to teaching writing in vocational education—one that considers both the cognitive demands of the task and the affective dimensions of student engagement (Anasya et al., 2023; Hidayatullah et al., 2023).

Despite these promising findings, several limitations must be acknowledged. First, the study was conducted in a single vocational school (SMK Negeri 7 Batam), which limits the generalizability of the results. Cultural, institutional, and curricular differences across schools may influence how students respond to PjBL and media integration (Aditiawarman et al., 2025). Second, although efforts were made to ensure consistency in instruction, the same teacher delivered both the experimental and control treatments, raising the possibility of instructor effect bias. While this ensured fidelity of implementation, it also means that teacher enthusiasm or interaction style could have influenced outcomes (Chaerunnisa et al., 2024). Third, the motivation data were self-reported, which may be subject to social desirability bias or inaccurate self-perception—a common limitation in questionnaire-based research.

Looking ahead, future studies should adopt mixed-methods designs to deepen understanding of the mechanisms underlying these effects. Qualitative approaches—such as student interviews, classroom observations, and artifact analysis—could illuminate how learners experience the PjBL process, how group dynamics influence creativity, and how motivation evolves over time (Alwi et al., 2025; Boeriswati et al., 2021). Longitudinal studies could also examine whether the gains in writing performance and motivation are sustained beyond the intervention period. Additionally, research could explore the scalability of this model across different subjects and educational levels, particularly in other creative writing domains or technical communication tasks relevant to vocational training (Naini & Ulya, 2025; Ramadhan et al., 2025; Ulya et al., 2022; Wulandari, 2025).

This study provides empirical evidence that Project-Based Learning assisted by audiovisual media is a powerful strategy for enhancing drama writing skills in vocational education, particularly when aligned with students' motivational profiles. By grounding the intervention in both constructivist learning theory and motivational psychology, the study offers a holistic framework for reimagining language instruction as an engaging, student-centered, and contextually meaningful practice. These findings support the broader goals of the Merdeka Curriculum, which emphasizes autonomy, creativity, and real-world relevance in learning.

#### 4. CONCLUSION

This study provides compelling evidence that Project-Based Learning (PjBL) integrated with audiovisual media significantly enhances students' drama text writing skills in vocational high school settings. More than merely confirming the superiority of student-centered instruction, the findings reveal a critical interaction: the impact of PjBL is amplified by students' learning motivation, demonstrating that pedagogical effectiveness is not solely dependent on method, but on the synergy between instructional design and learner engagement.

The key innovation of this study lies in the strategic integration of audiovisual media into the PjBL framework—a combination that concretizes abstract narrative concepts, sustains attention, and supports creative expression in writing. This multimodal approach not only makes drama writing more accessible but also transforms it into an experiential and collaborative process, aligning closely with the

principles of the Merdeka Curriculum, which emphasizes student autonomy, creativity, and real-world relevance.

From a policy and practice perspective, these findings advocate for the adoption of PjBL with audiovisual support as a scalable model across Indonesian vocational schools. Curriculum implementers and educators can leverage this approach to meet the Merdeka Curriculum's competency goals in Indonesian language learning, particularly in creative writing domains. Schools are encouraged to invest in accessible multimedia resources and teacher training to ensure effective implementation. Furthermore, assessing students' motivational profiles prior to instruction can help educators tailor support strategies, maximizing both engagement and learning outcomes. In sum, this study advances a pedagogical model that is not only effective but also equitable—benefiting both highly motivated and less motivated learners. Bridging pedagogy, technology, and psychology offers a forward-looking pathway for reimagining writing instruction in vocational education.

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