

## Research Article

# Animating Imagination: How Powtoon Videos Boosts Creativity in High School Poetry Projects?

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**Abstract.**

Writing poetry is a form of self-expression that requires a high level of creativity, particularly among high school students who are in the process of developing abstract and critical thinking abilities. This study aimed to explore the impact of project-based learning (PjBL) model, supported by Powtoon animation video media, on students' creativity in writing poetry. The research employed a pre-experimental method with a one-group pretest-posttest design. The subjects consisted of 30 students from class X at a vocational school in Bandung, selected using purposive sampling, with limited creativity in poetry writing as a characteristic. The research instrument used was a creativity assessment rubric, which included aspects of originality, self-expression, use of poetic techniques, structure, plot, as well as thematic relevance. Data were analyzed using paired sample t-tests and n-gain to measure creativity improvement. The results indicate that the use of Powtoon in PjBL can enhance students' poetry writing creativity, particularly in the aspects of originality and poetic technique. The implications of this study highlight the importance of using innovative media to improve poetry writing skills and students' creativity, as well as supporting the implementation of project-based learning methods that can accommodate the creative needs in language education.

**Keywords:** creativity, poetry, project-based learning

## 1. INTRODUCTION

Writing skills, including poetry writing, are an integral part of students' language development, playing a significant role not only in academic contexts but also in fostering self-expression, communication, and critical thinking (1). Poetry writing provides a space for students to creatively explore their emotions, imagination, and linguistic skills (2). However, despite the considerable cognitive and emotional benefits of poetry writing, many students face challenges (3) in producing meaningful and original works. One of the primary challenges in poetry writing is igniting the creativity needed to express ideas in a unique and impactful way (4)

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**Published** 20 June 2025

**Publishing services provided by Knowledge E**

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Selection and Peer-review under the responsibility of the ICTLT 2024 Conference Committee.



Creativity in poetry writing is particularly crucial because poetry is not only about structure or word choice but also about the ability to think beyond the ordinary and generate expressions that are deeply meaningful (5). Creativity enables writers to combine imagination with personal experiences or worldviews, creating works that are not only aesthetically engaging but also emotionally stirring for the reader. Therefore, it is essential to create an environment that supports creative learning, where students feel free to experiment with ideas and forms in their work.

However, the development of creativity in writing, including poetry, cannot occur in isolation or without an appropriate approach (6). The ideal learning approach for fostering creativity is one that encourages students to actively explore ideas, reflect, and learn from the creative process (7). One such approach is Project-Based Learning (PjBL), which allows students to engage in long-term projects that challenge them to complete meaningful tasks, rather than simply finishing isolated exercises or assignments. In the context of writing, PjBL provides an opportunity for students not only to produce work but also to delve into and develop their creative ideas through exploration and collaboration (8).

In addition to the learning model, the choice of media plays a critical role in supporting students' creativity (5). One highly effective medium is animation video. Visual media, such as animation videos, enable students to convey their ideas in a more dynamic and engaging way, which can motivate them to be more open in their creative processes (9). In this regard, Powtoon, an animation video creation tool, offers a variety of features that allow students to create videos that combine text, images, and sound in an enjoyable and accessible manner. Powtoon can serve as a media source that inspires students to explore and develop their poetic ideas, while also providing an enjoyable learning experience.

Previous studies have shown that the use of technology and visual media in creative learning, including writing, can enhance student engagement and motivation. For example, research has indicated that the use of digital tools such as Google Workspace, Padlet, and Issuu in language learning can foster imagination in conceptualizing fictional stories, while also improving students' collaborative and creative writing skills (7). Additionally, other studies emphasize the importance of using educational digital tools for storytelling to enhance writing skills (10). Similar studies have revealed that the use of Movie Trailer Media can improve content, organization, vocabulary, language use, and mechanics in writing activities (9). Research on the impact of PjBL on writing abilities has also shown an improvement in students' competencies (8). However, studies

that combine PjBL, Powtoon, and poetry writing remain limited, making this research a significant contribution in introducing innovative ways to integrate technology into poetry writing instruction.

This study aims to explore the use of Powtoon animation videos within the PjBL model to enhance high school students' creativity in poetry writing. Through this approach, it is hoped that students will not only improve their poetry writing skills but also gain a fun and inspiring learning experience. By tapping into the potential of animation media and the project-based learning model, this research seeks to provide new insights into overcoming the challenges of fostering student creativity in poetry writing.

## 2. METHODOLOGY

This study aims to investigate the effect of using Powtoon animation videos within the Project-Based Learning (PjBL) model on improving students' creativity in poetry writing. Therefore, a pre-experimental method with a one-group experimental design was employed in this research (11). The subjects of the study were 30 students from grade X at a vocational school in Bandung, selected through purposive sampling (12,13) based on their characteristic of having limited creativity in poetry writing, as well as their lack of prior exposure to the PjBL model or the use of Powtoon animation videos in learning. The selection of subjects based on these criteria aimed to examine the extent to which this new approach could influence the creativity of students who had not been exposed to this method.

The instrument used to measure students' creativity in poetry writing was a creativity assessment rubric. This instrument was developed through an analysis and synthesis of key aspects of creativity and writing, including: (a) Originality (students' ability to generate new and unique ideas in poetry), (b) Self-Expression (students' skills in creatively expressing emotions and ideas through language), (c) Use of Poetic Techniques (students' ability to apply poetic techniques such as metaphor, alliteration, and visual imagery), (d) Structure and Plot (students' ability to organize poetry effectively in accordance with the chosen form), and (e) Thematic Relevance (students' ability to maintain thematic consistency throughout the work). To ensure its reliability, the instrument was validated through expert and empirical validation processes. Data obtained from this rubric will be analyzed descriptively to observe changes in students' creativity before and after the PjBL-based learning approach with Powtoon support. The findings of this study are expected to provide new insights into the effectiveness of using animation

media in enhancing creativity in poetry writing, as well as to serve as a reference for the development of creative teaching methods in schools.

3. RESULTS AND DISCUSSIONS

The table below presents the results of the pre-post difference test for poetry writing creativity assessments based on data obtained from 30 grade X students at a vocational school in Bandung. This assessment was conducted to measure changes in students' creativity after the implementation of the PjBL model, supported by Powtoon animation videos.

TABLE 1: Analysis of the Improvement in Poetry Writing Creativity.

	N	Normality	Homogeneity	Paired T-Test	Sample n-gain
Pretest	30	0.000	0.000	0.001	0.62
Posttest	30	0.000	0.000		

Hasil uji t menunjukkan adanya perbedaan signifikan antara skor pretest dan posttest kreativitas siswa dalam menulis puisi, dengan nilai  $p = 0.000$ , yang mengindikasikan bahwa model PjBL berbantuan Powtoon berhasil meningkatkan kreativitas siswa dalam penulisan puisi. N-gain sebesar 0.62 menempatkan peningkatan kreativitas ini pada kategori moderat, yang berarti bahwa meskipun ada perubahan yang jelas dalam kreativitas, peningkatannya berada pada tingkat yang sedang, bukan sangat tinggi. Temuan ini memperkuat bukti bahwa pembelajaran berbasis proyek dapat meningkatkan beragam kemampuan siswa, seperti menulis argumentatif (8), pemikiran kreatif (14), keterampilan 4C (15), literasi sains (16), kreativitas dalam mendesain pembelajaran (17), dan berpikir kritis (18).

The improvement observed can be explained by the learning approach driven by the project-based learning (PjBL) model. As noted, PjBL encourages students to be more active and engaged in their learning process (19). In the context of poetry writing, students were given the freedom to explore their ideas through more creative projects, rather than merely following instructions or completing routine tasks. Although the intervention results show improvement, it is considered not yet reaching optimal levels. This is likely due to the students' transition from being unfamiliar with the use of animation media and the PjBL model. Previous research has also indicated that interactive and

visual media-based technology can enhance student engagement, although it requires time for adaptation (20,21).

Overall, these results suggest that Powtoon, as an animation tool supporting the PjBL model, can foster students’ creativity, albeit with varying levels of improvement. The use of non-traditional technology in the context of language and poetry learning has a positive impact (3,22–24), though its effects may vary depending on the students’ preparedness and their engagement with adapting to this new approach.

Further analysis refers to the aspects of creativity assessment in poetry writing, which include originality, self-expression, use of poetic techniques, structure and plot, and thematic relevance. The table below presents the analysis results for each aspect before and after the intervention.

TABLE 2: Analysis of the Aspects of Creativity in Poetry Writing.

Aspect	Average		
	Pretest	Posttest	Gain
Originality	50	84	0.68
Self-Expression	60	82	0.55
Teknik puisi	54	80	0.58
Poetic Techniques	64	86	0.57
Thematic Relevance	54	80	0.59

The aspect of self-expression shows the least improvement in this study. Self-expression is an integral part of creativity, which develops when students are given the freedom to explore and express their emotions (25,26). While animated videos provide a more dynamic and open channel for students to express their emotions through literary works (24), students’ personal and social experiences still play a crucial role in how comfortable they feel expressing themselves in their work (27). Students may feel more comfortable expressing themselves through visual forms, but internal barriers such as fear of judgment or a lack of self-confidence in openly expressing their emotions may hinder full expression in poetry (28) During adolescence, students are indeed exploring and developing their personal identity, yet their comfort level in expressing their feelings through writing can vary. Self-expression in creative works can be limited by both external and internal factors, even when the medium allows freedom (29).

The improvement in the use of poetic techniques indicates that the PjBL model supported by Powtoon helps students better master poetic techniques, such as metaphor,

alliteration, and visual imagery. Experts argue that creativity involves the ability to effectively combine techniques with new ideas (30,31). Powtoon animation allows students to integrate various visual elements to emphasize literary techniques, such as using images and symbols to represent metaphors or imagery. This also leads to students' ability to blend these elements more cohesively and aesthetically.

The next aspect is structure and plot. The improvement in this aspect suggests that after project-based learning (PjBL), students became more skilled at structuring their poems. Project-based learning allows students to plan and organize their work more systematically and thoroughly, as they are directly involved in the planning and execution of the project (16,32). Experts state that the structured process in PjBL helps students develop higher-order thinking skills (15,18), which are essential for composing and organizing literary works. With a clearer structure, students can maintain consistency and narrative strength in their poetry.

Finally, the aspect of thematic relevance. The improvement in this aspect suggests that students became better at maintaining thematic consistency in their poetry after using Powtoon animation. Experts assert that the application of theme in creative works serves as a guide that connects various elements within a piece of art (33). With visual media, Powtoon helps students clarify and depict the theme more clearly and accessibly, both for the writer and the reader. Visualization can enrich the thematic message in poetry while ensuring that each element of the work remains relevant to the central theme (34).

## 4. CONCLUSION

The results of this study demonstrate that the implementation of the Project-Based Learning (PjBL) model supported by Powtoon animated videos has proven effective in enhancing high school students' creativity in poetry writing. Significant improvements were observed in the aspects of originality, use of poetic techniques, structure and flow, and thematic relevance, indicating that Powtoon successfully stimulated students' creative ideas and enriched their expression in literary works. However, the improvement in the aspect of self-expression remains relatively limited, which could be influenced by social and psychological factors affecting students' ability to express their personal feelings. Overall, this study underscores the importance of using innovative media in education to foster students' creativity in the context of literary writing, particularly poetry, which can be more widely implemented in creative learning in schools.

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