



Application of Project Based Learning Model by Using Flipbook Media to Improve the Narrative Text Writing Skill

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Article Info	Abstract
Article History Received: October 2025; Revised: November 2025; Published: December 2025	The research aims to get a clear description about the application of Project Based Learning Model by using Flipbook media to improve the narrative text writing skill at the fifth grade students of SDN 4 Margopatut. The research used a classroom action research method with the type of participant research. The informants in this study were the school principal, grade fifth teacher, and grade fifth students. Events in this research were all forms of learning activities in the classroom. The documents of this research were lesson plans, syllabus, and score list. The data collection techniques used was interviews, observations, narrative text writing tests, and documentation. The data collection instruments in this research were interview instruments, observation sheets, and assessment sheets for narrative text writing skills. The results showed that the application of learning to write narrative text by applying the Project Based Learning model with Flipbook media to fifth grade students of SDN 4 Margopatut have improved, both the learning process and the results of writing narrative text. The improvement of the learning process can be seen from the increasing value of student attitudes in learning each cycle. The average score of students before the study was 69. In Cycle I, the average student score increased by 7% to 74. In Cycle II, the students' average score increased by 8% to 80. 11 out of 13 or 85% fifth grade students of SDN 4 Margopatut, got score above the minimum completeness criteria.
Keywords Project-based learning; Flipbook media; Narrative writing skill; Classroom action research; Fifth-grade elementary students	 https://doi.org/10.36312/zgcjb261 Copyright © 2025, Lestari et al. This is an open-access article under the CC-BY-SA License. 
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INTRODUCTION

In recent years, the teaching of Indonesian as a foreign language (BIPA) has increasingly focused on enhancing communicative skills, particularly speaking and writing. The development of these skills, however, remains a challenge, especially at the elementary level, where traditional methods have often failed to engage students meaningfully in the learning process (Andriyanto et al., 2025). Students, particularly in language learning, often engage passively, which limits the effectiveness of learning outcomes. To address these issues, educational scholars have sought innovative approaches that can boost student engagement and improve learning outcomes (Brooks et al., 2014; Stein et al., 2025).

Despite the ongoing development in the field of language teaching, a significant gap persists, particularly in the use of integrated learning models that combine both collaborative

learning frameworks and interactive digital tools. Project-Based Learning (PjBL) has been recognized as an effective approach to promote active learning and critical thinking, but its application specifically in writing, particularly in the context of narrative texts, remains underexplored (Fitri et al., 2018; Ekayanti et al., 2022). Moreover, the use of digital media like flipbooks to support such learning methods has been minimally studied in relation to narrative writing instruction at the elementary school level (Mirnawati & Fabriya, 2022).

In the context of Indonesian language education, much of the previous research has been concentrated on generic teaching strategies or language skills acquisition in broader terms. However, there is a scarcity of research focused on applying specific, innovative teaching models, like Project-Based Learning combined with digital media, to enhance writing skills, particularly in narrative texts. This gap in literature indicates the necessity for a targeted study that investigates how modern teaching methods and digital tools can be merged to facilitate more engaging and effective learning experiences in writing instruction (Tarigan, 2013; Wijaya, 2022).

To bridge this gap, this research proposes the integration of Project-Based Learning (PjBL) with flipbook media to enhance students' narrative writing skills in elementary education. The primary aim is to provide students with a more interactive, engaging learning environment, in which they actively participate in the learning process rather than being passive recipients of knowledge. PjBL has long been regarded as an effective pedagogical approach, emphasizing collaborative projects where students take ownership of their learning (Fikri et al., 2025; Ekayanti et al., 2022).

Moreover, flipbook media is introduced as an innovative digital tool to support this model. The use of flipbooks allows for a visual and interactive representation of narrative writing structures, providing students with concrete examples and guidelines that can help them better organize their thoughts and ideas when crafting their own narratives (Mirnawati & Fabriya, 2022). This combination of PjBL and flipbook media offers a novel solution that combines the benefits of active, student-centered learning with the advantages of technology to improve writing outcomes in a meaningful and engaging way.

By incorporating these methods into the classroom, students are expected to not only improve their technical writing skills—such as organization, grammar, and vocabulary use—but also develop a deeper understanding of narrative structure and storytelling, which will aid in the development of their creative writing skills. This approach, therefore, integrates the theoretical framework of active learning with practical application, providing a comprehensive solution to improve students' writing skills (Tarigan, 2013; Trianto, 2011).

The current landscape of educational practices reflects a growing trend toward active learning and technology integration. One notable development is the increasing application of Project-Based Learning (PjBL), which emphasizes student engagement through real-world projects that require collaborative work and problem-solving (Fikri et al., 2025). This learning model not only fosters deeper cognitive involvement but also supports the development of essential 21st-century skills such as teamwork, critical thinking, and communication (Prayogi et al., 2018).

Similarly, the use of digital tools in education has grown significantly. Flipbook media, for example, provides an interactive and visually engaging format for presenting information and encouraging learning. The benefits of digital media, such as flipbooks, in enhancing learning outcomes have been highlighted in various studies, particularly in the context of reading and literacy (Mirnawati & Fabriya, 2022). While much of the research on digital tools focuses on reading and comprehension skills, its potential for improving writing instruction—especially in a narrative context—remains underexplored.

The integration of these tools, however, has yet to be fully realized in a systematic, comprehensive approach to teaching writing, particularly for young learners. Current research often isolates PjBL and digital media as separate interventions, without a clear understanding of how combining these elements can enhance writing outcomes. Therefore, this study aims to contribute to the current state of the art by investigating the specific impact of combining PjBL with flipbook media to improve narrative writing skills in an elementary school setting.

The novelty of this research lies in the integration of two relatively underexplored pedagogical approaches—Project-Based Learning and flipbook media—into a single, cohesive instructional strategy aimed at improving students' narrative writing skills. While both PjBL and flipbooks have been utilized separately in different educational contexts, this study offers a unique combination that has not been widely investigated in language instruction, particularly at the elementary school level (Brooks et al., 2014; Mirnawati & Fabriya, 2022).

Furthermore, the study focuses on the application of these methods within the specific context of narrative writing, a skill that is often seen as one of the most challenging for students to master. By using flipbooks as a visual and interactive learning tool, the study aims to enhance students' understanding of narrative structure, grammar, and vocabulary use, thereby improving both the content and quality of their writing (Tarigan, 2015; Wijaya, 2022). This combination of methods provides a new and innovative approach to writing instruction that has the potential to transform traditional practices in teaching language arts.

This research also contributes to the broader field of educational innovation by providing insights into how modern teaching methods and technology can be combined to create more engaging, effective, and student-centered learning environments. By examining the impact of this integrated approach, the study aims to provide valuable recommendations for educators seeking to improve writing instruction and better engage students in their learning (Stein et al., 2025; Zubaidah, 2017).

METHOD

This study employed classroom action research as the research design. Classroom action research is a practical form of research conducted by teachers in their own classrooms with the aim of improving the quality of learning processes and student learning outcomes. This type of research begins with problems identified directly by teachers during classroom instruction, particularly problems related to teaching practices and student learning results. Rustam and Mundilarto (2004) explain that classroom action research involves teachers designing, implementing, and reflecting on actions collaboratively in order to improve their professional performance and enhance student achievement.

This research applied participatory classroom action research, in which the researcher was actively involved from the initial planning stage to the final reporting stage. The research followed the classroom action research model proposed by Arikunto and Supardi (2007), which consists of four interconnected stages: planning, action, observation, and reflection. These stages were implemented cyclically to ensure continuous improvement in the learning process.

The research was conducted at SDN 4 Margopatut, located in Margopatut Village, Sawahan District, Nganjuk Regency, East Java Province. The study was carried out in a fifth grade classroom during the first semester of the 2025/2026 academic year. The research focused on Indonesian language learning, particularly narrative writing skills, as preliminary observations indicated that students' narrative writing ability was still relatively low. The

field research was conducted over one academic semester. The research stages included preparation, implementation of learning actions, observation, reflection, and reporting of research results. The duration allowed each cycle of classroom action research to be implemented thoroughly and evaluated systematically.

The subjects of this study consisted of one classroom teacher and thirteen fifth grade students at SDN 4 Margopatut. The student participants included five male students and eight female students enrolled in the 2025/2026 academic year. The selection of research subjects was based on the consideration that students' narrative writing skills in Indonesian language learning had not yet met the minimum mastery criteria.

Data collection in this study employed several techniques, namely interviews, observation, narrative writing tests, and documentation. Open ended interviews were conducted with the classroom teacher after the implementation of narrative writing instruction using Project Based Learning supported by flipbook media. The interviews aimed to obtain in depth information regarding the learning process, teacher experiences, and challenges encountered during instruction. Observation was conducted to document and describe the learning process during narrative writing activities. Observation focused on students' enthusiasm, activeness, and attention during learning activities. Narrative writing tests were administered at the end of each cycle to measure improvements in students' writing skills. Documentation was used to record learning activities and student work produced during the research process.

The research instruments included interview guidelines, observation sheets, and a narrative writing assessment rubric. Interview guidelines were designed to gather information related to students' writing development and teachers' instructional experiences. Observation sheets were used to assess student behavior during learning activities, including enthusiasm, participation, and focus. The narrative writing assessment rubric was used to evaluate students' writing performance. The assessment criteria consisted of idea content, organization of ideas, grammatical structure, style and diction, as well as spelling and punctuation. Each aspect was assigned a specific score, with a maximum total score of 100. The rubric was adapted from narrative writing assessment indicators described by Lyon and Prochnow as cited in Rofi'udin and Zuhdi (1999).

RESULTS AND DISCUSSION

Students' Narrative Writing Ability Before the Intervention

Before the implementation of Project-Based Learning supported by flipbook media, students' narrative writing ability was identified as relatively low. This initial condition was obtained from a pre-intervention writing test administered to fifth grade students at SDN 4 Margopatut. The assessment focused on five aspects of narrative writing, namely content development, organization of ideas, grammatical structure, vocabulary and style, as well as spelling and punctuation. The results of this preliminary assessment indicate that most students had difficulty developing ideas coherently and expressing them in well-structured narrative texts.

Table 1. Students' narrative writing scores before the intervention

No.	Student name	Initial score	Minimum Mastery Criterion (MMC)	
			Achieved	Not Achieved
1	ATTT	65		Not Achieved
2	AZS	65		Not Achieved
3	ARKW	77	Achieved	

No.	Student name	Initial score	Minimum Mastery Criterion (MMC)	
			Achieved	Not Achieved
4	AGAL	65		Not Achieved
5	APW	75	Achieved	
6	AAH	68		Not Achieved
7	FDA	65		Not Achieved
8	INH	65		Not Achieved
9	MYF	64		Not Achieved
10	MRYF	65		Not Achieved
11	NPM	83	Achieved	
12	RKF	75	Achieved	
13	AYS	75	Achieved	
Mean Score		69.76		

The data show that the class average score before the intervention was 69.76, which was below the minimum mastery criterion of 75. Out of thirteen students, only five students achieved scores that met or exceeded the mastery threshold, while eight students did not reach the expected level of performance. This indicates that more than half of the students had not yet demonstrated adequate narrative writing skills at the beginning of the study. Common weaknesses were found in idea elaboration, logical sequencing of events, and the correct use of spelling and punctuation.

These findings reflect the initial learning conditions in which students tended to struggle with transforming ideas into written narratives. Students often produced short texts with limited development and repetitive vocabulary. Errors in sentence structure and mechanics were also frequently observed, suggesting that students had not yet mastered the fundamental components of narrative writing. This initial condition highlights the need for instructional improvement to support students in developing stronger narrative writing skills through more engaging and structured learning activities.

Implementation of Project-Based Learning with Flipbook Media

The implementation of Project-Based Learning supported by flipbook media was carried out through two action cycles, namely Cycle I and Cycle II. Each cycle consisted of two meetings and followed the stages of planning, action, observation, and reflection. The learning activities were designed to actively involve students in the process of writing narrative texts by engaging them in collaborative projects. Flipbook media were used to present narrative writing materials, examples of texts, and writing aspects in a visually structured and interactive format that could attract students' attention and support their understanding.

In Cycle I, the learning process focused on introducing students to the basic aspects of narrative writing, including idea development, organization of content, grammar, vocabulary, and mechanics. Students were divided into small groups and guided to design narrative outlines before producing complete texts. During the learning activities, students were encouraged to observe examples displayed in the flipbook, discuss ideas with peers, and present their work. Although students showed enthusiasm during group activities, several obstacles were still observed, such as limited interaction among group members and difficulties in applying correct spelling and punctuation consistently.

Based on the reflection results from Cycle I, several improvements were made in Cycle II. Group composition was adjusted to allow more effective collaboration, additional narrative text examples were included in the flipbook media, and greater emphasis was placed on

spelling, punctuation, and the use of capital letters. In this cycle, students demonstrated higher engagement during discussions, showed greater confidence in presenting their narrative work, and were more focused during writing activities. The use of flipbook media supported students in understanding narrative structures more clearly, while Project-Based Learning encouraged them to actively participate in completing writing tasks.

Overall, the implementation of Project-Based Learning assisted by flipbook media created a more interactive and student-centered learning environment. Students were not only involved in writing narrative texts as individual tasks but also experienced collaborative learning processes that supported idea generation, discussion, and reflection. These learning conditions became the foundation for improvements in both the learning process and the quality of students' narrative writing outcomes, which are further discussed in the following sections.

Improvement of the Learning Process

The improvement of the learning process was analyzed through three observable indicators, namely students' enthusiasm, activeness, and attention during narrative writing lessons. These indicators were used to examine changes in students' learning behavior across Cycle I and Cycle II after the implementation of Project-Based Learning supported by flipbook media. Observation data indicate that the learning process gradually improved as students became more involved in classroom activities and more responsive to the instructional approach applied.

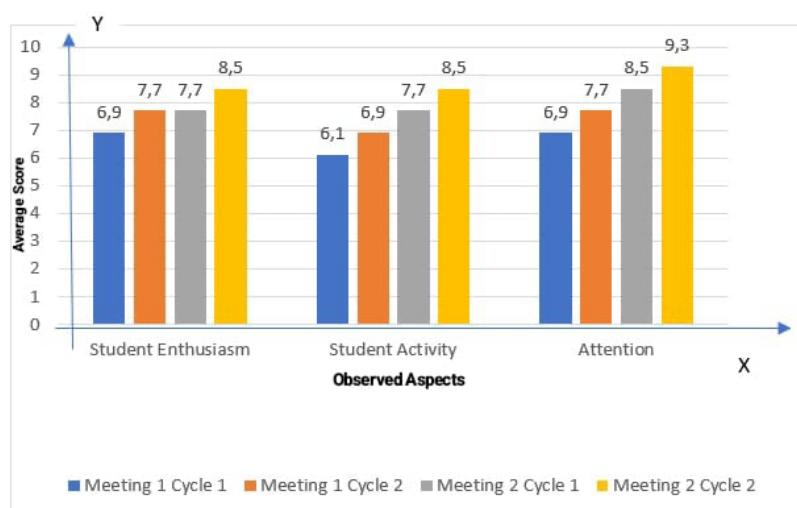


Figure 1. Improvement of students' learning process in Cycle I and Cycle II

The observation results show that students' enthusiasm increased from Cycle I to Cycle II. In Cycle I, although students showed interest in learning activities, several students were still hesitant to engage actively in group discussions and tended to wait for instructions from the teacher. Interaction among group members was present but not yet optimal. In Cycle II, students demonstrated higher enthusiasm during learning activities, particularly when working collaboratively and engaging with narrative materials presented through the flipbook media. Students appeared more motivated to participate and complete their writing tasks.

Improvements were also observed in students' activeness and attention. During Cycle I, some students were still passive and easily distracted, especially during the writing stage. However, in Cycle II, students became more active in expressing ideas, asking questions, and responding to peers' work. Their attention during lessons increased as learning activities were

better structured and supported by additional narrative examples. Overall, the implementation of Project-Based Learning with flipbook media contributed to a more interactive learning environment, fostering greater student engagement and creating favorable conditions for improving narrative writing outcomes, which are discussed in the following section.

Improvement of Students' Narrative Writing Outcomes

The improvement of students' narrative writing outcomes was examined by comparing writing scores obtained before the intervention, after Cycle I, and after Cycle II. This analysis focused on changes in the class average, the number of students achieving the minimum mastery criterion, and the overall progression of students' writing performance across the implementation stages of Project-Based Learning supported by flipbook media. The comparison of these results provides a clear picture of how students' writing ability developed throughout the intervention.

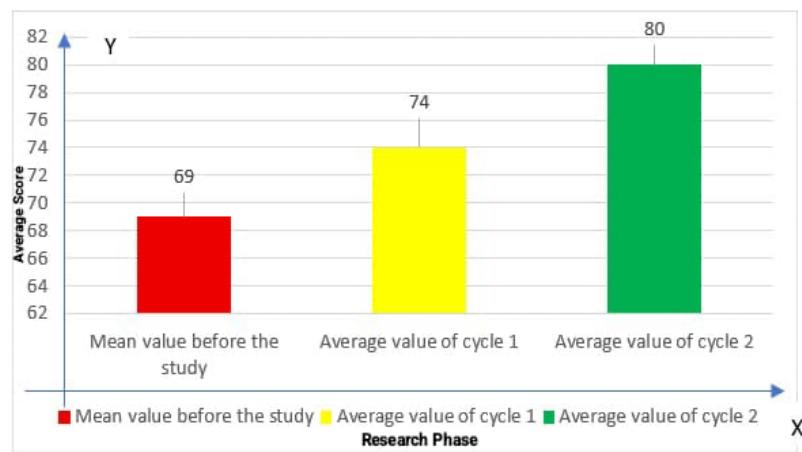


Figure 2. Diagram of average narrative writing scores before the intervention, Cycle I, and Cycle II

Figure 2 illustrates a gradual increase in students' average narrative writing scores. Before the intervention, the class average score was 69, which was below the minimum mastery criterion of 75. After the implementation of Cycle I, the average score increased to 74, indicating an improvement in students' writing ability, although the overall mastery target had not yet been achieved. In Cycle II, the average score rose to 80, showing a more substantial improvement and indicating that most students had reached the expected level of narrative writing performance.

Table 2. Comparison of students' narrative writing scores before the intervention, Cycle I, and Cycle II

No.	Student Name	Pre-intervention Score	Cycle I Score	Cycle II Score
1	ATTT	65	66	70
2	AZS	65	68	76
3	ARKW	77	80	86
4	AGAL	65	68	78
5	APW	75	78	82
6	AAH	68	76	80
7	FDA	65	68	74
8	INH	65	68	78
9	MYF	64	76	82

No.	Student Name	Pre-intervention Score	Cycle I Score	Cycle II Score
10	MRYF	65	76	80
11	NPM	83	84	88
12	RKF	75	78	84
13	AYS	75	78	84
Total		907	964	1,042
Mean Score		69	74	80
Lowest Score		64	66	70
Highest Score		83	84	88
Students Achieving Mastery		5	8	11
Students Not Achieving Mastery		8	5	2

The data presented in Table 2 further confirm this improvement at the individual level. From the thirteen students involved in the study, five students achieved mastery before the intervention, eight students reached mastery in Cycle I, and eleven students achieved mastery in Cycle II. The lowest score also showed an increase from 64 before the intervention to 70 in Cycle II, while the highest score improved from 83 to 88. These results demonstrate that the improvement was not limited to high-performing students but occurred across most participants.

Overall, the findings indicate that the implementation of Project-Based Learning assisted by flipbook media contributed positively to students' narrative writing outcomes. The steady increase in average scores and the growing number of students achieving mastery suggest that the learning approach was effective in supporting students' development of narrative writing skills. These improvements provide a basis for further analysis of writing quality across specific assessment aspects, which is discussed in the following section.

Improvement Across Writing Aspects

The improvement of students' narrative writing quality was further analyzed by examining changes across five assessment aspects, namely content development, organization of ideas, grammatical structure, vocabulary and style, as well as spelling and punctuation. This aspect-based analysis provides a more detailed understanding of how students' writing skills developed from Cycle I to Cycle II following the implementation of Project-Based Learning supported by flipbook media.

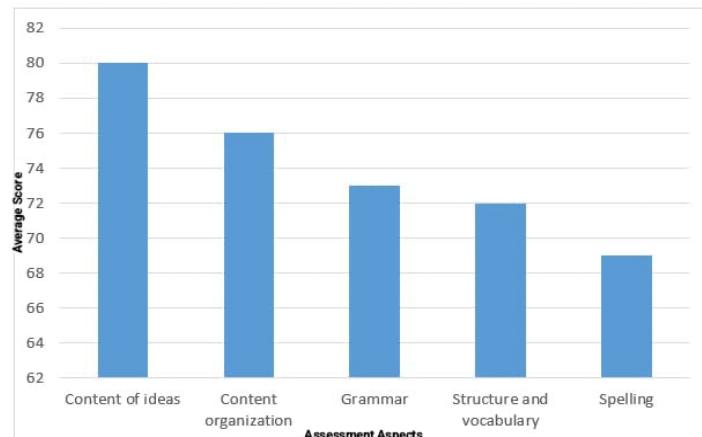


Figure 3. Percentage of students' narrative writing ability in Cycle I

The results from Cycle I indicate that students showed relatively stronger performance in content development and organization of ideas compared to other aspects. However, weaknesses were still evident in grammatical accuracy, vocabulary variation, and especially in spelling and punctuation. Many students were able to express ideas relevant to the narrative topic, but these ideas were often presented with limited elaboration and recurring mechanical errors. These findings suggest that while students had begun to understand the structure of narrative texts, their technical writing skills still required improvement.

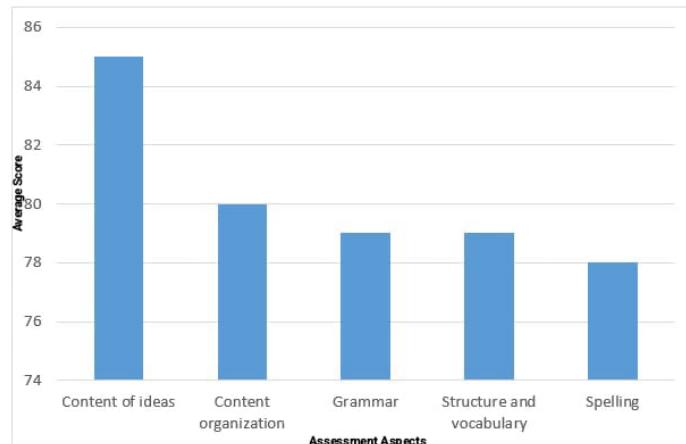


Figure 4. Percentage of students' narrative writing ability in Cycle II

In Cycle II, improvements were observed across all five assessment aspects. Students demonstrated better ability to develop content that was more focused and coherent, as well as improved organization of narrative elements. Grammatical accuracy and vocabulary use also showed noticeable progress, indicating that students became more confident in constructing sentences and selecting appropriate words. Although spelling and punctuation remained the weakest aspect, the number of errors decreased compared to Cycle I, reflecting students' growing awareness of writing conventions.

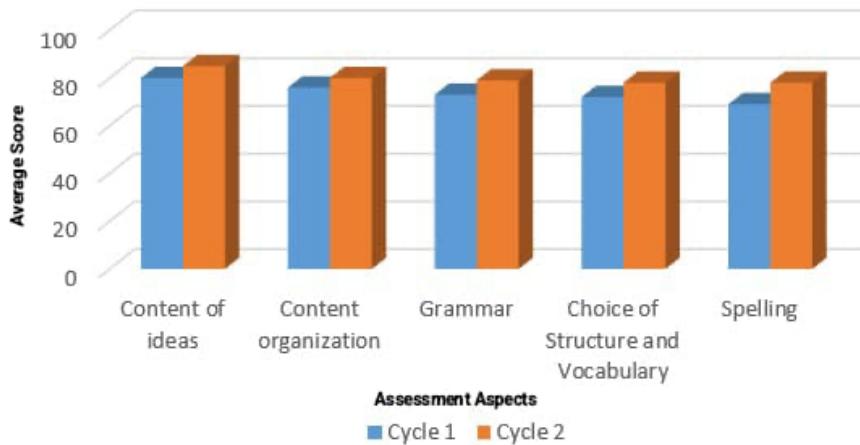


Figure 5. Comparison of students' narrative writing ability between Cycle I and Cycle II

The comparison presented in Figure 5 highlights a consistent increase in performance across all writing aspects from Cycle I to Cycle II. The most significant improvement occurred in spelling and punctuation, followed by vocabulary and grammatical structure. These improvements suggest that repeated practice, clearer guidance, and the availability of narrative examples through flipbook media supported students in refining both the content and technical quality of their writing. Overall, the aspect-based analysis confirms that Project-

Based Learning assisted by flipbook media effectively enhanced students' narrative writing quality in a comprehensive manner, rather than improving only isolated components of writing.

Interview Findings and Interpretation

The interview was conducted after the completion of narrative writing instruction using Project-Based Learning supported by flipbook media. The interview involved the fifth-grade classroom teacher at SDN 4 Margopatut and aimed to obtain deeper insights into the learning process, student responses, and the effectiveness of the instructional model applied during the intervention.

Based on the interview results, the teacher stated that the implementation of Project-Based Learning assisted by flipbook media was considered engaging and suitable for narrative writing instruction at the elementary school level. The learning model was perceived as simple to apply and capable of stimulating students' creative ideas, which later became the foundation for writing narrative texts. The teacher observed that students were more enthusiastic and showed greater interest in learning activities compared to previous narrative writing lessons that relied on conventional teaching methods.

The teacher further explained that the learning approach helped students improve their ability to express ideas, organize narrative content, select appropriate vocabulary, and apply grammatical rules more accurately. Although students' writing skills were still at a basic level, the progress observed during the learning cycles was considered meaningful. Students became more confident in writing narrative texts and were more willing to participate actively in discussions and presentations during learning activities.

In addition, the teacher highlighted several important points for future improvement. Additional time for writing activities was considered necessary to allow students to explore ideas more deeply and develop their narratives more fully. The teacher also emphasized the importance of strengthening students' reading habits, particularly reading narrative texts from various sources, as a way to enrich vocabulary and support writing development. According to the teacher, consistent encouragement, motivation, and the use of varied learning activities are essential to sustain students' interest and improve their narrative writing skills.

Overall, the interview findings support the quantitative and observational results obtained in this study. The teacher's reflections indicate that Project-Based Learning supported by flipbook media contributed positively to students' engagement, creativity, and narrative writing performance. These findings reinforce the conclusion that the instructional model has potential to be applied more broadly in writing instruction, provided that adequate time allocation and reading support are maintained.

Discussion

The implementation of Project-Based Learning (PjBL) combined with flipbook media in improving narrative writing skills has shown positive and consistent results, highlighting the effectiveness of this pedagogical approach in elementary education. This discussion examines the findings in detail, analyzing both the learning process and the impact on students' writing outcomes, while integrating relevant literature to support the results observed in the study.

Enhancing Engagement and Active Learning

One of the most notable outcomes of this study was the increase in student engagement and active participation throughout the learning process. The transition from traditional, teacher-centered instruction to a more interactive, student-centered approach, as seen in the

implementation of Project-Based Learning, played a significant role in boosting student enthusiasm. As noted by Stein et al. (2025), such active learning environments foster collaboration, critical thinking, and problem-solving, all of which were evident in the study's outcomes. The use of flipbook media added a visual and interactive layer to the learning process, further capturing students' attention and motivating them to engage more deeply with the material.

According to Brooks et al. (2014), when students are encouraged to take ownership of their learning through collaborative projects, they develop a stronger sense of responsibility and ownership over their work. This was demonstrated in the study, where students in Cycle II displayed increased confidence and enthusiasm, particularly during group discussions and writing tasks. This observation aligns with Ekayanti et al. (2022), who emphasize that collaboration in learning activities leads to enhanced cognitive engagement, which was evident as students worked together to generate ideas and organize their narratives.

Improvement in Writing Quality

The data presented in this study indicate a significant improvement in the students' narrative writing scores from Cycle I to Cycle II. The average class score increased from 69 in the pre-intervention phase to 80 in Cycle II, reflecting an 11-point improvement. This improvement was consistent across both high-performing and lower-performing students, as indicated by the increasing number of students achieving the minimum mastery criteria (from 5 students in the pre-intervention phase to 11 students in Cycle II).

This finding suggests that the combination of Project-Based Learning and flipbook media was particularly effective in supporting students with varied levels of writing ability. The steady improvement aligns with the work of Fikri et al. (2025), who observed that project-based learning provides students with continuous, constructive feedback, allowing them to gradually improve their skills. Additionally, Friginal & Weigle (2014) noted that writing skills develop best through iterative learning processes, where students repeatedly apply what they have learned in practical contexts, which was exactly the approach facilitated by the research design.

Increased Focus on Technical Aspects of Writing

A more detailed analysis of the students' writing quality across different aspects—content development, organization, grammar, vocabulary, spelling, and punctuation—revealed that the most significant improvements were seen in technical aspects such as spelling and punctuation, followed by grammar and vocabulary usage. As shown in Figure 5, the performance in these aspects improved considerably from Cycle I to Cycle II.

The improvements in these technical aspects can be attributed to the structured nature of both PjBL and flipbook media. Tarigan (2015) emphasizes that the development of writing skills requires clear guidance and continuous practice, especially in areas like grammar and punctuation. The flipbook media, which provided interactive examples and templates for narrative writing, allowed students to visualize and better understand the application of writing conventions, thereby reducing errors in spelling and punctuation by the end of Cycle II. Mirnawati & Fabriya (2022) also highlighted the role of digital tools, such as flipbooks, in reinforcing writing structures and conventions, supporting students in mastering these technical components of writing.

Moreover, Wati et al. (2023) found that repeated exposure to high-quality examples, which is inherent in the PjBL model, leads to improvements in both the quality and accuracy of students' written work. This was evident in the steady enhancement of students' writing skills across cycles, particularly in the organization of ideas and content development.

Collaboration and Student Interaction

The impact of collaboration was another significant finding of the study. As students worked in groups, they engaged in discussions, idea generation, and mutual support, which helped refine their narrative structures and improve the coherence of their writing. The findings align with Prayogi et al. (2018), who discussed the importance of collaborative learning in fostering deeper engagement and critical thinking. This collaborative aspect was essential in supporting students' writing processes, as working together allowed them to share and refine their ideas. The increased interaction among students in Cycle II, as compared to Cycle I, suggests that the adjustments made to group compositions and the focus on more effective collaboration had a direct impact on students' writing outcomes. Ekayanti et al. (2022) further emphasized that such peer interactions not only encourage idea sharing but also enhance students' ability to critique and revise their work, which is critical in the process of improving writing skills.

Teacher's Reflection and Future Directions

The teacher's feedback also supported the positive impact of the Project-Based Learning model combined with flipbook media. According to the teacher's interview responses, the students' increased enthusiasm, creativity, and confidence in their writing abilities were evident. The teacher also noted that while progress was made, there remained a need for more time dedicated to writing activities and further emphasis on reading narrative texts to enrich students' vocabulary and comprehension skills. This perspective aligns with the recommendations of Zubaidah (2017), who stressed the importance of reading as a complementary skill for improving writing proficiency.

The teacher's reflection on the need for sustained motivation and diverse learning activities also supports the notion that long-term engagement is crucial for continuous improvement in writing skills. This finding reinforces the idea that consistent encouragement and varied instructional strategies are necessary to maintain student interest and ensure steady progress.

CONCLUSION

This study concludes that the implementation of Project-Based Learning supported by flipbook media was effective in improving the narrative writing skills of fifth-grade students at SDN 4 Margopatut. The learning design was planned systematically in accordance with the stages of Project-Based Learning, including lesson planning, project determination, development of flipbook media, and preparation of assessment instruments. This structured planning enabled students to participate more actively in the learning process, particularly in understanding narrative text structure and writing conventions.

The learning implementation demonstrated positive impacts on both the learning process and writing outcomes. Students became more engaged, collaborative, and confident in expressing ideas through narrative texts. The use of flipbook media supported students' comprehension by presenting learning materials in a more interactive and visually engaging format. As a result, students showed improvements in idea organization, writing structure, and overall narrative quality. These findings indicate that Project-Based Learning combined with flipbook media can effectively enhance the quality of narrative writing instruction and support students' writing development at the elementary school level.

RECOMMENDATION

Based on the findings of this study, teachers are encouraged to maintain and further develop the implementation of Project-Based Learning in narrative writing instruction, as this

learning model has been shown to enhance students' motivation, creativity, and writing ability. The use of flipbook media should be optimized by enriching the content with more interactive and visually engaging materials that align with students' characteristics and learning needs. Adequate time allocation for writing activities and consistent guidance during the writing process are also recommended to allow students to explore ideas more deeply and improve the quality of their narrative texts.

For future researchers, this study may serve as a reference for further investigations related to writing instruction at the elementary school level. Subsequent studies are recommended to expand the research scope by applying different learning models, exploring other types of digital learning media, or examining other language skills beyond narrative writing. Broader research contexts and varied instructional approaches may provide deeper insights into the effectiveness of innovative learning strategies in improving students' language competencies.

Author Contributions

The authors have sufficiently contributed to the study, and have read and agreed to the published version of the manuscript.

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Declaration of Interest

The authors declare no conflict of interest.

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