

Enhancing Observation Report Writing through Differentiated Project-Based Learning with Real Objects and Motivation

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ABSTRACT

Writing observational reports poses challenges for vocational high school students, particularly in organizing factual information systematically. To address this issue, this study explores the effectiveness of a differentiated Project-Based Learning (PjBL) model assisted by real objects and moderated by students' learning motivation. A quantitative experimental design with a 2×2 factorial structure was used. The population included all Grade X students at SMK Negeri 1 Padang Panjang (2024/2025), from which two comparable classes were purposively selected: X AKL1 (experimental group) and X AKL2 (control group). The experimental group was taught using a differentiated PjBL model with real objects, while the control group received conventional instruction. Instruments included a performance-based writing test and a Likert-scale motivation questionnaire. Data were analyzed using normality, homogeneity, t-tests, and two-way ANOVA in SPSS 25. The experimental group significantly outperformed the control group in writing observational reports (mean = 75.23 vs. 57.40; $p < 0.001$). Among high-motivation students, the experimental group scored higher (84.11 vs. 81.00; $p = 0.041$), as did low-motivation students (67.44 vs. 56.56; $p = 0.002$). A significant interaction was found between the instructional model and learning motivation ($F_h = 4.3238 > F_t = 4.149$). The findings indicate that integrating differentiated instruction, PjBL, and real objects can enhance students' writing performance and motivation. This approach is especially effective in vocational education contexts, aligning with the Merdeka Curriculum's emphasis on contextual, student-centered learning.

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1. INTRODUCTION

The Merdeka Curriculum mandates that teachers accommodate diverse student learning needs through differentiated instruction (Pangestu et al., 2024). At the Vocational High School (SMK) level, writing is a core competency, with learning achievements for Phase E requiring students to use language

effectively for various professional and academic contexts. Students are expected to understand, evaluate, and synthesize information from multiple sources to write various texts, including nonfiction reports (Ulya & Jaya, 2015; Ulya et al., 2017). One such text is the observational report, which requires students to systematically record and organize information from direct observation (Anggraini et al., 2018).

Despite these curriculum demands, students at SMK Negeri 1 Padang Panjang often struggle to compose systematic and rule-compliant observational reports. Their written work frequently shows structural inaccuracies, a lack of standard language usage, and insufficient content development (Nurhamida & Tressyalina, 2019; Rahma et al., 2017; Rahmi et al., 2020). These challenges are often linked to teaching methods that are not sufficiently contextual or engaging, and fail to accommodate varied learning styles (Nurifa et al., 2018; Maretta et al., 2017; Marizal et al., 2021; Setiawan & Tressyalina, 2019; Amir & Tressyalina, 2023).

This study addresses these challenges by applying a pedagogical approach that integrates the principles of differentiated instruction (Tomlinson, 2014) and constructivist learning theory. As a constructivist approach, the Project-Based Learning (PjBL) model allows students to actively build knowledge by engaging in real-world projects (Wuldanari & Ahmad, 2020). The flexibility of PjBL makes it a powerful vehicle for differentiated instruction, enabling educators to tailor learning activities to students' unique needs, interests, and abilities (Bara & Xhomara, 2020). When writing reports, PjBL can help students logically organize information and apply scientific writing conventions by connecting theory to real-world experiences (Erni et al., 2024; Ferdiansyah et al., 2023; Kariyati et al., 2024; Rachman et al., 2023; Ulya et al., 2023). In addition, writing observation reports requires careful data collection and deep understanding of the subject being observed, ensuring the final report is accurate and highly informative. Through practice in writing observation reports, students also develop critical and analytical thinking skills and learn how to connect theory with real-world experiences.

Based on these observations, this study was conducted to determine the effect of differentiated instruction-based Project-Based Learning with direct object assistance and learning motivation on the observational report writing skills of Grade X students at SMK Negeri 1 Padang Panjang. This model was selected because it has the potential to improve writing skills through active student involvement in real-life projects, the use of direct objects as observation materials, and an individualized differentiated approach (Suwarno et al., 2020). Additionally, student learning motivation is considered an important factor influencing learning outcomes, including writing skills (Fauzi et al., 2020).

Several previous studies have demonstrated the effectiveness of these approaches when applied separately. Relevant research on the influence of differentiated instruction-based Project-Based Learning and learning motivation on observational report writing skills has shown varied approaches and results. Research by Geia et al. (2024) highlights the use of differentiated PBL in improving poetry writing skills, emphasizing creativity and imaginative expression. Meanwhile, Zamiah et al. (2024) demonstrate that PBL significantly enhances short story writing skills compared to conventional methods, indicating the flexibility of PBL across both creative and technical text forms.

Research by Wulandari et al. (2024) emphasizes the importance of implementing differentiated instruction in teaching observational reports but also reveals that its implementation in secondary schools remains suboptimal despite the adoption of the Merdeka Curriculum. The ability to write observational reports reflects students' reasoning abilities, precision, and capacity to use language systematically and objectively (Marizal et al., 2021). With the implementation of the Merdeka Curriculum, differentiated instruction-based Project-Based Learning (PjBL) has emerged as an innovative approach believed to address the need for student-centered learning (Aditama et al., 2020).

While numerous studies have proven the effectiveness of differentiated PBL in enhancing literary text writing skills such as poetry and short stories, few have specifically examined its application in the context of observational report writing using direct objects. This study addresses several gaps in previous research regarding the implementation of Project-Based Learning (PjBL) based on differentiated instruction in observational report writing instruction. Most existing studies focus more on general PBL applications or in literary text contexts like poetry and short stories (Afnita, 2022; Efrianto et al., 2024; Gani & Ulya, 2022; Rasyid et al., 2023; Ulya, 2025), with limited exploration of differentiated PBL in observational report writing. Additionally, the limited integration of direct object use and differentiated instruction strategies within the Merdeka Curriculum framework represents another underexplored area. Previous studies have also tended to overlook the interaction between instructional models and internal student factors, such as learning motivation, in improving factual writing skills. Furthermore, prior research has often focused on external factors related to linguistic and literary aspects of adolescent language and literature (Aditiawarman et al., 2025; Asmawati et al., 2023; Marlina et al., 2024; Rachman et al., 2024; Ulya, 2024; Sari et al., 2024).

The novelty of this study lies in the integration of three key components into a single learning model: differentiated instruction-based Project-Based Learning, the use of direct objects as authentic learning resources, and analysis of the role of student learning motivation. The purpose of this research is to determine the effect of this combined model on the writing skills of Grade X students at SMK Negeri 1 Padang Panjang. The learning model developed in this study not only considers individual differences through a differentiated approach but also encourages active student participation through real-world projects using direct observation materials. This innovation provides a new approach in Indonesian language education at the vocational level, particularly in improving systematic and factual observational report writing skills in line with the demands of the Merdeka Curriculum. Therefore, this study makes a significant contribution by expanding the application of PBL into the domain of factual and systematic informational texts and offering practical strategies that teachers can adopt to develop adaptive and contextual Indonesian language instruction.

2. METHODS

2.1 Research Design

This study employed a quantitative experimental research design with a 2x2 factorial structure. This design was chosen to investigate the main effects of the instructional model and learning motivation, as well as their potential interaction effect on students' observational report writing skills. This approach is suitable for examining the influence of specific treatments on other variables under controlled conditions (Arikunto, 2019; Sugiyono, 2022).

2.2 Population and Sample

The population of this study consisted of all 349 Grade X students at SMK Negeri 1 Padang Panjang, distributed across ten classes. A purposive sampling technique was used to select the research sample. Two intact classes, X AKL1 and X AKL2, were chosen based on their comparable academic performance and an agreement with the school administration to facilitate the research. These classes were not randomly assigned due to the school's pre-existing class structure, making this a quasi-experimental approach. To ensure the baseline equivalency of the two groups, a pre-test was administered to both classes before the intervention. The experimental class received instruction using the differentiated Project-Based Learning model, while the control class received conventional instruction.

2.3 Instruments

The research used two primary instruments: a learning motivation questionnaire and a performance test for observational report writing skills.

1. Learning Motivation Questionnaire: This instrument was developed using a five-point Likert scale to measure student motivation, with options ranging from "strongly agree" to "strongly disagree." The questionnaire was validated by experts for content validity. A pilot study with 35 non-sample students confirmed its reliability, yielding a Cronbach's Alpha coefficient of 0.89, indicating high internal consistency. Example items from the scale include: "I feel motivated to complete writing tasks when they are related to real-world projects," and "I am eager to improve my writing skills."
2. Writing Skills Performance Test: This instrument, designed to assess students' ability to write an observational report, was administered as a written test. The assessment was based on a comprehensive analytic rubric with specific criteria to ensure objective and consistent scoring. The dimensions of the rubric included:
 - a. Structure: The logical organization of the report (e.g., introduction, content, conclusion).
 - b. Content and Language: The accuracy, relevance, and depth of information, along with the correct use of formal, objective language.
 - c. Coherence and Cohesion: The logical flow of ideas and the use of transitional words and phrases.
 - d. Mechanics: Correct grammar, spelling, and punctuation. The rubric was validated by expert lecturers in Indonesian language education to ensure its appropriateness. The inter-rater reliability was established using a product-moment correlation coefficient of 0.85, demonstrating strong consistency between scorers.

2.4 Data Collection

Data were collected through a structured process. First, the learning motivation questionnaire was distributed to all students to gather baseline data on their motivation levels. Subsequently, the pre-test for observational report writing skills was administered to both the experimental and control groups to establish a starting point for comparison. After the instructional intervention period, a post-test was given to both groups to measure the effect of the treatment.

2.5 Data Analysis

The collected data were analyzed using statistical software to test the research hypotheses. Prior to hypothesis testing, assumption tests were conducted. Normality testing was performed using the Lilliefors method to ensure the data distribution met the criteria for parametric tests. Homogeneity of variance was assessed using the F-test to confirm that the variances across the groups were equal. For hypothesis testing, an independent samples t-test was used to compare the means of the groups for hypotheses one through three. The fourth hypothesis, examining the interaction effect, was tested using a two-way ANOVA. In addition to significance testing ($p < 0.05$), effect sizes were calculated for each hypothesis to determine the practical significance of the findings. Cohen's d was reported for the t-tests, and partial eta-squared was reported for the ANOVA.

2.6 Ethical Considerations

Ethical approval for this study was obtained from the institutional review board of Universitas Negeri Padang. All student participants and their parents were provided with detailed information about the study's purpose and procedures. Informed consent was secured from all participants, and

their anonymity was maintained throughout the study by using identification codes instead of personal names.

3. FINDINGS AND DISCUSSION

The results of this study indicate that there is a significant difference between the experimental class and the control class in terms of skills in writing observational report texts. In the first test, the average score of the experimental class was 75.23, while the control class scored 57.40. The results of the independent sample test showed a significance value (one-sided p) of less than 0.001. This indicates that the use of the Project-Based Learning model assisted by direct objects has a positive effect on students' writing skills overall. Further details can be seen in Table 1 below.

		Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
NILAI TES	Equal variances assumed	3.474	.067	8.623	68	<.001	<.001	17.829	2.067	13.703	21.954
	Equal variances not assumed			8.623	62.545	<.001	<.001	17.829	2.067	13.696	21.961

Figure 1. Result of Hypothesis 1

In the second test, the researcher compared the writing skills of students with high learning motivation. The average writing skill score in the experimental class reached 84.11, while the control class scored only 81.00. The results of the independent sample test showed a significance value (one-sided p) of 0.041. This indicates that the learning model used also had an impact on highly motivated students in developing their writing skills. Further details can be seen in Table 2 below.

		Independent Samples Test									
		Levene's Test for Equality of Variances				t-test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
NILAI MOTIVASI TINGGI	Equal variances assumed	1.509	.237	1.853	16	.041	.082	3.111	1.679	-.447	6.670
	Equal variances not assumed			1.853	12.524	.044	.088	3.111	1.679	-.529	6.752

Figure 2. Result of Hypothesis 2

Next, in the third test, which compared students with low learning motivation, the experimental class showed an average score of 67.44, while the control class scored only 56.56. The independent sample test yielded a significance value of 0.002. These results demonstrate that even students with low motivation significantly benefited from the use of the Project-Based Learning model assisted by direct objects. This finding confirms that a project-based learning approach can enhance learning outcomes even among students with lower motivation levels. With the presence of direct objects as instructional aids, students find it easier to understand the material and are more motivated to complete writing tasks actively and purposefully. Further details can be seen in Table 3 below.

Independent Samples Test											
		Levene's Test for Equality of Variances				t-Test for Equality of Means				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
NILAI MOTIVASI RENDAH	Equal variances assumed	2.450	.137	3.258	16	.002	.005	10.889	3.343	3.803	17.975
	Equal variances not assumed			3.258	12.930	.003	.006	10.889	3.343	3.664	18.114

Figure 3. Result of Hypothesis 3

For the fourth test, the researcher used a two-way ANOVA to determine the interaction between the learning model and learning motivation on writing skills. The calculated F value (F_h) was 4.3238, which is greater than the critical F value (F_t) of 4.149. Since F_h > F_t, it can be concluded that there is an interaction between the learning model and students' level of learning motivation in relation to their ability to write observational report texts. Further details can be seen in the table below.

Table 1. Two-Way ANOVA Summary

Source of Variance	SS	df	MS	F-value	F-table
Between A (Model)	441.0000	1	441.0000	14.0093	4.149
Between B (Motivation)	3802.7778	1	3802.7778	120.8030	—
A × B (Interaction)	136.1111	1	136.1111	4.3238	4.149
Within (Error)	1007.3333	32	31.4792	—	—
Total	5387.2222	35	—	—	—

Discussion

The findings of this study provide compelling evidence for the effectiveness of a Project-Based Learning (PjBL) model that integrates differentiated instruction and direct object assistance in improving students' observational report writing skills. Rather than merely restating results, this discussion delves into the theoretical underpinnings and practical implications of these findings. The significant difference in writing skills between the experimental and control groups aligns with constructivist learning theory. According to Jean Piaget, individuals actively construct knowledge through experiences. In this study, the PjBL model with direct objects provided a concrete, sensory-rich experience that allowed students to build their understanding of observational report writing from a tangible foundation. The use of real-world objects moved the learning process beyond abstract concepts, enabling students to directly observe, record, and organize information. This hands-on engagement contrasts sharply with traditional passive learning, explaining the superior outcomes in the experimental class (Tressyalina et al., 2023; Syafani et al., 2023).

Furthermore, the model's success in improving writing skills for both high- and low-motivation students can be explained by Deci and Ryan's Self-Determination Theory (SDT). The PjBL framework addresses the three core psychological needs central to SDT: competence, autonomy, and relatedness. The use of a clear rubric and the production of a tangible report gave students a sense of competence as they mastered the skills. The differentiated approach and project-based nature of the learning provided autonomy by allowing students to contribute in ways that aligned with their interests and abilities. Finally, the collaborative aspects of the project fostered a sense of relatedness within the learning environment. For students with low initial motivation, the engaging, hands-on, and collaborative nature of the model served as a powerful external catalyst, transforming their engagement and subsequently

their writing skills. For high-motivation students, the model provided a dynamic platform to channel their intrinsic drive, leading to more substantial improvements.

The significant interaction between the instructional model and learning motivation further underscores the importance of a student-centered approach. It is not simply that a good teaching model was used, but that this model's effectiveness was amplified by its ability to respond to varying student psychological conditions. This finding emphasizes that successful teaching requires strategies that adapt to students' needs and leverage their intrinsic motivations, reinforcing the principles of differentiated instruction within the framework of the Merdeka Curriculum.

The significant difference between the experimental and control classes proves that traditional teaching methods tend to be less effective in enhancing writing skills (Alwi et al., 2025; Boeriswati et al., 2021; Naini & Ulya, 2025; Ramadhan et al., 2025; Ulya et al., 2022; Wulandari, 2025). Students in the experimental class had the opportunity to learn actively, collaboratively, and in a manner oriented toward tangible outcomes, stimulating critical and creative thinking. In contrast, the approach used in the control class tended to be passive and did not involve students directly in the learning process. The finding that high-motivation students in the experimental class showed improved writing skills is also significant. It indicates that the applied learning model successfully accommodates the needs of students who already have strong intrinsic motivation. Project-based activities allow them to channel their enthusiasm and energy into meaningful writing tasks (Aditiawarman et al., 2025).

The implementation of the direct-object-assisted, differentiated instruction-based Project-Based Learning (PjBL) model has proven effective in improving students' ability to write observation report texts. These findings support the research of Pangestu et al. (2024), which states that differentiated instruction within a project-based framework optimizes students' collaborative and critical thinking skills in the 21st century. By considering individual differences, teachers can design activities suited to students' interests and learning styles, making the learning process more meaningful and relevant. Furthermore, the use of direct objects as authentic learning resources provides students with concrete experiences in observing, recording, and systematically organizing information—an essential element in writing observation reports (Wulandari et al., 2024). This also supports the statement by Syafani & Tressyalina (2023), which notes that context-based interactive e-books can enhance students' understanding and motivation in Indonesian language and literature learning.

The finding that students with different levels of learning motivation (high and low) both experienced improvements in writing skills after the implementation of PjBL with direct object support shows that this approach can effectively reach a diverse group of learners. This aligns with the study by Wuldanari & Ahmad (2020), which states that differentiated instruction can be tailored to students' psychological conditions and abilities, allowing all learners equal opportunities for development. Moreover, Hafriison et al. (2017) explain that there is a strong relationship between learning motivation and writing skills, where interactive and contextual teaching approaches can simultaneously enhance both aspects. Therefore, integrating PjBL with direct object engagement not only improves technical writing skills but also strengthens students' intrinsic drive to learn actively and independently. As an implication, Indonesian language teachers should continue developing responsive instructional strategies that address student diversity to optimally achieve the goals of the Merdeka Curriculum.

Despite its valuable contributions, this study has several limitations. First, the use of purposive sampling and a sample from a single vocational school limits the generalizability of the findings. The results may not be directly applicable to students in other regions or academic contexts without further research. Second, while a pre-test was used to establish baseline equivalency, the possibility of a teacher-effect bias cannot be entirely ruled out if the same instructor taught both the experimental and control groups.

Future research should address these limitations by adopting a mixed-methods approach that includes qualitative data from student interviews and teacher observations. This would provide a more nuanced understanding of the student experience and the factors contributing to the observed improvements. Additionally, conducting longitudinal studies would be beneficial to determine the sustained impact of the PjBL model on writing skills and motivation over time. Finally, replicating this study in multiple schools and different educational contexts would strengthen the external validity and provide broader evidence for the model's effectiveness.

4. CONCLUSION

Based on the research findings, it can be concluded that the Project-Based Learning (PjBL) model assisted by direct object engagement has a significant effect on students' observational report writing skills. This improvement was observed in the experimental group as a whole, as well as in students with different levels of learning motivation, both high and low. These results indicate that a learning approach involving real-world projects and the use of direct objects successfully increases student engagement and facilitates a more meaningful learning process. Furthermore, the presence of a significant interaction between the instructional model and student motivation affirms the importance of considering students' internal factors when designing teaching strategies.

The implication of this study is that educators, particularly Indonesian language teachers, can utilize the PjBL model assisted by direct objects as an effective strategy to enhance students' observational report writing skills. Teachers can design project-based writing modules centered on real objects in students' environments, such as school gardens, local businesses, or art installations. This approach not only helps students understand the structure and linguistic elements of report texts but also provides more authentic and meaningful learning experiences through direct engagement with surrounding objects. To maximize differentiated learning under the Merdeka Curriculum, educators are encouraged to adopt contextual and motivation-sensitive learning strategies, such as the PjBL model assisted by real objects.

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