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## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbantuan strategi gamifikasi terhadap keterampilan menulis surat murid kelas VII SMP Negeri 6 Mojokerto, yang dipicu oleh rendahnya kemampuan murid dalam struktur surat dinas/pribadi, kaidah EYD, penyusunan isi koheren, dan kerapian tulisan akibat pendekatan konvensional monoton. Penelitian ini merupakan penelitian kuantitatif dengan metode *Quasi Eksperimental* dengan desain *Nonequivalent Control Group* dengan sampel 31 murid kelas VII-C (eksperimen) dan 31 murid kelas VII-B (kontrol), data *pretest -posttest* dianalisis melalui uji normalitas, homogenitas, dan uji-t ( $\alpha=0,05$ ). Hasil menunjukkan kelompok eksperimen mencapai rata-rata *posttest* surat pribadi 81,86 dan surat dinas 82,31, sementara kelompok kontrol 72,80 dan 79,03, dengan  $t_{hitung} 2,048 > t_{tabel} (1,467 \text{ surat pribadi; } 1,987 \text{ surat dinas})$  sehingga  $H_a$  diterima dan  $H_o$  ditolak. Berdasarkan hasil tersebut, disimpulkan bahwa model PBL berbantuan gamifikasi berpengaruh signifikan terhadap perkembangan keterampilan menulis surat dinas dan pribadi murid kelas VII SMP Negeri 6 Mojokerto.

**Kata kunci:** keterampilan menulis, surat pribadi, surat dinas, model *Problem Based learning*, strategi gamifikasi

Cahyani Bagus Adi Mahendra. 2026. *The Effect of PBL Learning Model on Letter Writing Skills of Grade VII Students of SMP Negeri 6 Mojokerto*, Thesis, Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Trunodjoyo University, Madura. Supervisor: Afyah Nur Kayati, S.Pd., M.Pd.

### **ABSTRACT**

*This study aims to determine the effect of a Problem-Based Learning (PBL) model supported by gamification strategies on the letter-writing skills of seventh-grade students at SMP Negeri 6 Mojokerto. The study was motivated by students' low ability in the structure of formal/personal letters, adherence to Indonesian spelling rules (EYD), coherent content organization, and neat handwriting caused by a monotonous conventional approach. This quantitative study used a quasi-experimental method with a Nonequivalent Control Group design. The sample comprised 31 students from class VII-C (experimental group) and 31 students from class VII-B (control group). Pretest and posttest data were analyzed using normality and homogeneity tests and an independent-samples *t*-test ( $\alpha = 0.05$ ). Results showed the experimental group achieved mean posttest scores of 81.86 for personal letters and 82.31 for formal letters, while the control group scored 72.80 and 79.03, respectively. The calculated *t*-values (personal letter:  $t = 2.048 > t_{critical} = 1.467$ ; formal letter:  $t = 2.048 > t_{critical} = 1.987$ ) led to acceptance of the alternative hypothesis and rejection of the null hypothesis. Based on these results, it is concluded that the PBL model aided by gamification has a significant effect on the development of formal and personal letter-writing skills of seventh-grade students at SMP Negeri 6 Mojokerto.*

*Keywords: writing skills, personal letters, official letters, problem-based learning models, gamification strategies*