

Digital Learning Media in Learning to Write Poetry for Middle School Students

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Abstract

Research has been carried out entitled Digital Learning Media in Learning to Write Poetry for Middle School Students. This research aims to determine the influence of digital learning media on the learning outcomes of class VIII students at SMPN 02 Woja. This type of research is quantitative research using the Quasi Experimental Design method, especially the non-equivalent control group design type. From the learning results obtained before treatment, both the experimental class and the control class showed the same abilities. Next, the posttest value data was tested. The results of the posttest analysis show that the average score for the experimental class is 51.21, while the average score for the control class is 41.70. Based on inferential statistical analysis of the posttest scores, it was found that the calculated t value (t_{count}) was 1.99 greater than the t table value (t_{table}) of 1.669. This shows that H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted.

Keywords: media, digital, writing, poetry

INTRODUCTION

Reading and writing skills have a very important role in learning Indonesian in the context of the Independent Curriculum(1). Language is the main means of communication in everyday life, and the ability to read and write is a strong foundation in understanding and communicating ideas, ideas and information(2). Therefore, the Merdeka Curriculum sets this skill as one of the main learning targets(3). By mastering reading skills, students can access various sources of information, ranging from simple texts to more complex texts, including scientific articles, literary literature and news.(4). Good reading skills help them to gain knowledge, broaden their horizons, and deepen their understanding of various issues and concepts(5). Meanwhile, writing skills enable students to express their ideas effectively and clearly. By writing, they can express opinions, convey information, and share experiences with their readers(6). The writing process also trains critical thinking skills, formulating coherent arguments, and paying attention to correct structure and grammar.

When learning to write poetry in class, it often starts with selecting a theme, but students often experience difficulty in determining the theme which results in a deadlock in the writing process.(7). This is considered difficult by students because they have difficulty continuing

the process of writing poetry(4). In situations like this, the role of educators becomes important because they can facilitate students to write about whatever they want, based on their personal experiences and feelings.(8). Then, educators can guide students to develop their writing according to the desired characteristics of poetry(9). In the context of teaching poetry writing, the use of learning media has become a necessity to adapt to technological developments and students' needs(10). Teachers have the responsibility to choose learning media that suits the characteristics of students and the learning material to be delivered. By utilizing appropriate learning media, teachers can strengthen students' understanding of the concepts in writing poetry more efficiently(8).

Based on the results of the author's observations in class VIII SMPN 02 Woja, the author obtained information and data that the average student learning outcomes for writing poetry were still below the Minimum Completeness Criteria (KKM). The school sets a KKM score of 70, but most students have not achieved that score. This low learning outcome is caused by several factors, one of which is the role of the teacher in the learning process. The learning process is still teacher-centered, who often uses lecture or conventional learning methods. As a result, the variety of learning

models applied is very minimal and less varied, so students feel bored and less motivated. Apart from that, the learning media used does not attract students' attention, which results in their low interest and enthusiasm in participating in learning to write poetry.

Another factor is students' perceptions of poetry writing lessons. Many students think that this lesson is difficult and not fun, so they are less enthusiastic about learning. This is reflected in the results of the author's interview with the class VIII poetry writing subject teacher at SMPN 02 Woja, who revealed that low learning outcomes were also caused by students' lack of concentration during learning. Students often disturb their friends, play around, make noise when the teacher explains the material, and often go in and out of the classroom without permission. These actions hinder understanding of the concepts being taught and have a negative impact on students' cognitive aspects as well as teachers' assessments. As a result, of the 22 students in class VIII, only 9 students managed to get scores above the KKM, while the other 13 students got scores below the KKM. This situation shows the need to improve the quality of learning and use more varied media and more interesting media so that students are more motivated and can improve their learning outcomes.

Based on the background described above, the researcher aims to research the influence of using Digital Learning Media in learning to write poetry for class VIII students at SMPN 02 Woja. This research was driven by concerns about the low learning outcomes of students in writing poetry, which is still below the KKM. By utilizing digital learning media, researchers hope to present more interesting and varied learning methods, which are not only teacher-centered but also actively involve students. Digital learning media is expected to stimulate student interest and motivation, as well as provide a more interactive and enjoyable learning experience. The aim of this research is to determine the extent to which digital learning media can improve student learning outcomes in writing poetry, as well as to evaluate its effectiveness in changing students' attitudes and perceptions towards this subject. Thus, it is

hoped that this research can make a significant contribution in improving the quality of learning to write poetry in junior high schools, and ultimately improve overall student learning outcomes.

METHOD

This type of research is quantitative research with Quasi Experimental Design method, especially the non-equivalent control group design type. This research involved two groups, namely the experimental group and the control group. Even though there is a control group, this group is not completely effective in controlling external variables that can influence the course of the experiment(11). In this design, the experimental group is given special treatment during the learning process, while the control group does not receive the same treatment. In the control group, learning was carried out using conventional methods without special intervention.

This study used a non-equivalent control group design because the number of participants in the control group and experimental group was not the same. However, both the experimental group and the control group will undergo a pretest before treatment and a posttest after treatment to measure the changes that occur. Data collection techniques in this research include observation, documentation and tests. The collected data was then analyzed using two statistical analysis approaches, namely descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis is used to describe the data as a whole, while inferential statistical analysis is used to make conclusions about relationships and differences between the experimental group and the control group.

RESULTS AND DISCUSSION

A. Research Implementation

This research was carried out from February 7 to February 28 2024 in class VIII SMPN 02 Woja with 6 meetings in each class. Experiment as well as control. The first meeting gave pretest questions with material on area and perimeter of flat shapes, the second meeting to the third meeting was given

treatment by applying digital learning media in the experimental class and conventional learning in the control class. Meanwhile, at the sixth meeting, posttest questions were given in the experimental class and control class with poetry writing material. The data from the posttest results were analyzed and then used as a benchmark to determine whether or not there was an influence of digital learning media on the learning outcomes of class VIII students at SMPN 02 Woja.

The time allocation for conducting research in one week is 5×40 minutes, where one week consists of three meetings for each class with a duration of 2×40 minutes. The material taught in this research is the area and perimeter of flat shapes. The description of the research implementation is as follows:

1. Implementation of Experimental Class Research

The first meeting (Monday, February 7 2024) was used to carry out a pretest with material being tested regarding the area and perimeter of flat shapes. Pretest questions with a time allocation of 2×40 minutes. The learning process is guided by a module that discusses writing poetry. The second learning meeting begins with preparing the class then the teacher checks student attendance. The teacher conveys the learning objectives and motivates students by relating them to everyday life, then the teacher conveys apperception. Then the teacher invites students to repeat or remember the strategies and techniques in the process of writing poetry that have been learned. Then the teacher enters the development stage, which means the development stage is carrying out activities in the form of presenting new ideas and their expansion, discussions, then including demonstrations with concrete examples. The meaning here is to convey new material which is a continuation of the previous material.

At the third meeting, teachers form student groups and ask students to sit in the groups that have been distributed. The teacher distributes a module in the form of a project

assignment where each group writes poetry according to the instructions in the module, namely writing poetry based on imagination.

While completing the module, several groups asked questions to the teacher, and the teacher guided the students. Then the teacher appoints one of the groups to present the results of their discussion and invites students to respond to the results of their friends' discussions. The teacher and students evaluate and provide conclusions together on the material studied that day. The teacher asks students to sit in their respective places and asks students to work on the questions independently, and gives homework that will be collected at the next meeting. The final activities run according to the module from the second to fourth meetings. The researcher conveys the material that will be studied at the next meeting and the teacher closes the lesson with prayers and greetings. At the fourth meeting, Tuesday 14 February 2024, it was used to discuss the homework given at the last meeting as well as the implementation of the Posttest with poetry writing material.

2. Implementation of Research in Control Classes

The first meeting (Monday, February 20 2024) was used to carry out a Pretest with material being tested regarding strategies and techniques in writing poetry with a time allocation of 2×40 minutes. In the control class, namely Class VIII SMPN 02 Woja which applies conventional learning. Students listen to the teacher's explanation. Some students listen to the teacher's explanation and some other students are busy with their own business. This is due to boredom and listening to monotonous lessons.

3. Descriptive Statistical Analysis

From the results of the pretest and posttest that have been carried out in both classes, they can be analyzed using descriptive statistics which are depicted in the following table:

Table 4.1.
Average of pretest and posttest results for experimental and control classes

Descriptive Statistics					
S	N	Mini mum	Maxim um	Mean	Std. Deviation
pretest Experiment	22	.00	80.00	38.6364	22.10267
Posttest Experiment	22	20.00	100.00	61.8182	21.07501
pretest Control	23	.00	80.00	33.4783	21.86918
Control posttest	23	10.00	90.00	50.8696	25.39023
Valid (listwise)	N 22				

Source: data processed by SPSS Version 25 researchers

Based on Table 4.1, it shows that the experimental class and control class are at the same initial ability. This can be seen from the average difference which is not too big and there is an increase in students' poetry writing learning outcomes from pretest to posttest. In the pretest, the average results of learning to write poetry in the experimental class and the average results of learning to write poetry in the control class were with a difference of 0.42. Furthermore, if we look at the posttest data, there is an increase in the average learning outcomes for writing poetry in the experimental class compared to the average learning outcomes for writing poetry in the control class. This shows that after the treatment of the experimental class using digital learning media, the average learning outcomes for writing poetry increased, in other words there was an influence on the learning outcomes for writing poetry for Class VIII students at SMPN 02 Woja. To see more accurately whether or not there is an influence of digital learning media on the learning outcomes of the experimental class and control class, a differential analysis was carried out.

B. Discussion of Research Results

The results of learning to write poetry for Class VIII students at SMPN 02 Woja before the treatment was carried out were still relatively low. The learning activities that occurred in the previous class were dominated by the teacher, namely the teacher delivered

the material directly, there was a lack of learning media so that students were less interested in learning, after that the students worked on the questions contained in the textbook. This causes students to be less active during the learning process. The learning media used by researchers as an alternative in the learning process during research is digital-based learning media.

The pretest results for the experimental class obtained the highest score of 56.14 and the lowest score of 0, while the control class obtained the highest score of 61.40 and the lowest score of 1.75. Conditions like this indicate that neither class has reached the KKM. This is because during the learning process students do not pay attention to the teacher, do not want to ask questions if they experience difficulties when doing exercises, as a result students work on questions without knowing the correct way to solve them.

Based on the experience gained by researchers during the implementation of learning media, there was an increase in learning activities in the classroom. In the process of preliminary activities, the researcher conveyed motivation and apperception. Most students responded to what the researcher said. Then, in the core activity process, students follow the directions in the module provided, students are able to develop and solve the problems in the module. Student responses to the core activity were active, marked by each group interacting with each other in discussions discussing what was given and asking the researcher about things they did not understand. After students have completed the activities in the module, students continue to present the results of their discussion, other groups respond to the presenting group if there are different answers. In the closing activity process students do the exercises given.

In the Posttest results, the experimental class obtained the highest score of 94.47 and the lowest score of 8.77, while the control class obtained the highest score of 96.49 and the lowest score of 0. The mathematics learning outcomes of both classes experienced an average increase from

Pretest to Posttest. The average pretest and posttest scores for the experimental class and control class can be seen in the picture below:

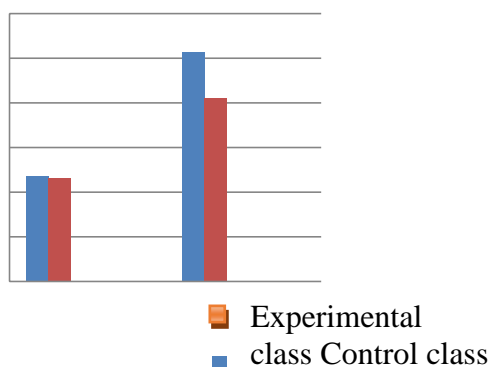


Figure 4. 1.
Average Pretest and Posttest Scores for Experimental Class and Control Class

Based on Figure 4.1, it can be seen that the pretest scores in the experimental class and the pretest scores in the control class have the same abilities based on a test of the difference between the two average pretest scores. After being given treatment, the average posttest learning outcomes for the experimental class were better than the average learning outcomes for the control class. This means that there is an influence between students' learning outcomes to write poetry using digital learning media and students' learning outcomes to write poetry using conventional learning.

The analysis used in this research is descriptive statistical analysis and inferential statistical analysis. Before the two classes were given treatment, a pretest was carried out. Then proceed with the normality test and because it is assumed to be normal, then continue with the homogeneity test, it is found that the two classes are homogeneous, and continue with the t-test. Because the average learning outcomes of the experimental class and the control class before being treated had the same abilities, we continued with the Posttest score data test. From the Posttest analysis obtained it can be seen that the average of the experimental class was 51.21 and the average of the control class was 41.70. Based on the results of the differential

statistical analysis of the posttest scores, it was found that $t_{hitung} > t_{tabel}$ Where $t_{hitung} = 1.99$ and $t_{tabel} = 1.669$ so H_0 is rejected and H_1 is accepted. This means that there is an influence of digital learning media on the mathematics learning outcomes of Class VIII students at SMPN 02 Woja.

This is supported by data that the author obtained during learning with digital learning media in the experimental class. Where learning emphasizes students' activeness in thinking alone, then thinking together with their group, then having discussions. With discussion activities, students can interact, such as students being more active in expressing opinions, students can explain what they find in their own words in front of the class, students can solve questions and write answers in front of the class. Meanwhile, in the control class which implemented conventional learning, only certain students were active while other students were seen only listening, taking notes and working on questions given by the teacher. This causes students to depend on the teacher and makes the class atmosphere less active. Sometimes when the teacher explains material in front of the class, students tend to talk to their classmates and don't pay attention to the teacher's explanation.

The results of this research are supported and in line with the research conducted(12). The results of this research showed that the problem-solving abilities of students who learned to write poetry using digital learning media, the average problem-solving ability of experimental class students was 71.58, higher than that of control class students, namely 63.39. Likewise with the research carried out(13) which concluded that providing digital learning media had the effect of increasing students' creative thinking ability to write poetry. From the results of data analysis, the hypothesis can be accepted which states that there is an influence of digital learning media on the learning outcomes of writing poetry for Class VIII students at SMPN 02 Woja.

CONCLUSION

From the learning results obtained before treatment, both the experimental class and the control class showed the same abilities. Next, the posttest value data was tested. The results of the posttest analysis show that the average score for the experimental class is 51.21, while the average score for the control class is 41.70. Based on inferential statistical analysis of the posttest scores, it was found that the calculated t value (t_{count}) was 1.99 greater than the t table value (t_{table}) of 1.669. This shows that H_0 (null hypothesis) is rejected and H_1 (alternative hypothesis) is accepted.

Thus, based on the results of observations and data analysis that have been carried out, it can be concluded that there is a significant influence from the use of digital learning media on student learning outcomes in learning to write poetry. This research was conducted on class VIII students at SMPN 02 Woja, and the results showed that digital learning media was effective in improving students' poetry writing abilities. This conclusion supports the importance of using technology in the learning process to improve student learning outcomes.

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