

The Influence of Interactive Learning Media for Writing Poetry Based on the Kompasiana Platform on the Merdeka Curriculum for Class XI of SMA Negeri 1 Bulakamba

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Received: 2 Juni 2024
Revised: 16 Juni 2024
Accepted: 29 Juni 2024

Abstract

The aims of this research are: (1) to describe learning to write poetry without using interactive learning media based on the Kompasiana platform, (2) to describe learning to write poetry using interactive learning media based on the Kompasiana platform, and (3) to test the effect of interactive learning media based on the Kompasiana platform in writing poetry in the Independent Curriculum Class XI SMA Negeri 1 Bulakamba. This research uses a quantitative approach with quasi-experimental methods, especially the Nonequivalent Control Group Design. Data was collected using test and non-test instruments. The research results showed that: (1) in the control class, the lowest pretest score was 55 and the highest was 80 with an average of 66.00. The lowest posttest score was 65 and the highest was 85 with an average of 71.60; (2) in the experimental class, the lowest pretest score was 55 and the highest was 75 with an average of 66.80. The lowest posttest score was 70 and the highest was 95 with an average of 80.80; (3) The influence test shows that interactive learning media based on the Kompasiana platform significantly influences the ability to write poetry in the Merdeka Curriculum in class XI of SMA Negeri 1 Bulakamba. The t test results show a significant difference between the posttest results of the control and experimental classes with a calculated t value of 5.365 and a t table of 1.714, which shows t calculated > t table at the 95% confidence level. Therefore, interactive learning media based on the Kompasiana platform is effective in improving the ability to write poetry in the Merdeka Curriculum in class XI of SMA Negeri 1 Bulakamba.

Keywords: *Learning media, writing skills, news texts*

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How to Cite: Sufrayit, A., Nisa, H., & Kurniawan, P. (2024). The Influence of Interactive Learning Media for Writing Poetry Based on the Kompasiana Platform on the Merdeka Curriculum for Class XI of SMA Negeri 1 Bulakamba. *International Journal of Education, Information Technology, and Others*, 7(3), 369-378. <https://doi.org/10.5281/zenodo.13840951>

INTRODUCTION

Based on observations made at SMA Negeri 1 Bulakamba together with Mr. Zainul Abidin, M.Pd., Indonesian language teacher and class teacher, several findings were obtained as follows: 1) Class XI has used the Independent Curriculum, 2) LCD projector facilities are available, 3) All students use Android cellphones. However, there are several obstacles in the learning process, namely: 1) Low concentration of students, 2) Lack of use of technology, 3) Teachers only use textbooks as learning media, 4) Students' writing skills are still minimal, 5) Limited facilities and infrastructure, 6) Limited time for creating learning media.

Poetry is a way for poets to communicate ideas, feelings and experiences using creatively created language." Sayuti, S. A. (2021). The purpose of poetry is to convey deep inner feelings and experiences aesthetically and artistically.

Efficient interactive learning media that uses Android cellphones is very diverse because interactive media refers to various types of media, usually digital, that allow users to influence experiences, such as the content they receive. In this regard, there is a need for media that can provide alternative access that supports and accelerates the appropriate interaction process. Examples include making learning more enjoyable, one of which is digital based on the Kompasiana platform, which is interactive which can be applied to the learning process to motivate students to develop their thinking skills regarding the material provided by educators.

RESEARCH METHODS

This research is quantitative research, which is based on the philosophy of positivism. This method is used to research certain populations and samples, with sampling techniques generally carried out randomly. Data collection was carried out using research instruments, and data analysis was statistical in nature with the aim of testing predetermined hypotheses (Sugiyono, 2017:14).

This research uses the Quasi Experimental Design method. This quasi-experiment involved two groups: the experimental group and the control group (Rukminingsih et al., 2020:50). The research design used is Nonequivalent Control Group Design, where there are two different classes, namely the experimental class and the control class. Both groups carried out a pretest with the same questions, then the experimental class was given treatment, and finally both the control class and the experimental class were given a posttest.

The following are the steps of this research which are presented in Table 2 below:

Table 3.3 Research Design

Group	Initial Test (Pretest)	Variable	Final Test (Posttest)
AND	O1	X	O2
K	O3	-	O4

Information:

- **AND:** Experimental Group
- **K:** Control Group
- **X:** Treatment applied to the experimental class (using the Kompasiana Platform)
- **-:** Treatment applied to the control group (without using the Kompasiana Platform)
- **O1:** Initial test for the experimental class
- **O2:** Final test for the experimental class
- **O3:** Initial test for the control class
- **O4:** Final test for the control class

RESULTS AND DISCUSSION

The results of this research present several findings, namely (1) Learning to Write Poetry without using interactive learning media based on the Kompasiana Platform in the independent curriculum for Class XI at SMK Negeri 1 Bulakamba, (2) Learning to Write Poetry using interactive learning media based on the Kompasiana Platform in the independent curriculum for Class XI of SMK Negeri 1 Bulakamba, (3) Results of the influence of interactive learning media based on the Kompasiana platform in writing poetry in the Class XI independent curriculum at SMA Negeri 1 Bulakamba. The results will be presented below.

Results of Writing Poetry Without Using Interactive Learning Media Based on the Kompasiana Platform in the Independent Curriculum for Class XI SMA Negeri 1 Bulakamba.

Data results from learning to write poetry without using interactive learning media based on the Kompasiana Platform were measured using pretest scores before learning in the control class and posttest scores after learning was completed. This learning uses textbook media which is usually used by teachers for teaching, without using other learning media.

The difference in the results of writing poetry in the control class can show an average pretest score of 66.00 and posttest of 71.60; the minimum pretest score is 55 and posttest 65; the maximum pretest score is 80 and posttest 85; The pretest standard deviation was 6.922 and the posttest was 6.410. The difference in the average score on the pretest and posttest in the control class is 5,600.

Apart from the pretest and posttest scores of control class students, researchers also made observations using observation sheets to measure differences in students' attitudes during learning in the control class and experimental class. This observation sheet is used as a reference for assessing students' affective aspects or attitudes (Kemas Atin, 2016:59).

The observation results of the XI 8 control class are as follows:

No	Student Name	Indicator					Total Score	Mark
		1	2	3	4	5		
1	K 1	4	3	3	3	2	15	75
2	K 2	3	4	3	4	3	17	85
3	K 3	2	4	3	2	4	15	75
No	Student Name	Indicator					Total Score	Mark
		1	2	3	4	5		
4	K 4	3	4	2	3	3	15	75
5	K 5	3	4	2	2	3	14	70
6	K 6	4	3	3	3	2	15	75
7	K 7	4	3	2	2	3	14	70
8	K 8	4	3	2	2	2	13	65
9	K 9	3	3	3	4	2	15	75

10	K10	2	4	2	2	3	13	65
11	K11	2	3	3	2	2	12	60
12	K12	2	3	2	2	2	11	55
13	K13	4	3	3	3	2	15	75
14	K14	3	3	3	2	4	15	75
15	K15	2	3	3	3	4	15	75
16	K16	3	2	3	3	3	14	70
17	K17	3	3	3	3	4	16	80
18	K18	2	3	3	3	3	14	70
19	K19	3	3	4	2	4	16	80
20	K20	3	4	3	4	3	17	85
21	K21	3	3	2	2	4	14	70
22	K22	2	4	2	2	3	13	65
23	K23	3	3	2	3	3	14	70
24	K24	3	3	4	2	3	15	75
25	K25	4	2	3	4	3	16	80

Based on the student observation table, the affective scores of students in the control class were obtained. The results showed that there were 2 students in the very good category, 18 students in the good category, and 5 students in the poor category. This shows that there were only 2 students who were very active when learning to write poetry. In the first indicator, namely student enthusiasm in participating in learning, there were 6 students who were very enthusiastic. In the second indicator, namely student interaction with researchers, there were 7 students who asked and answered questions from the researcher. In the third indicator, namely concern for others, there are 2 students who care and help other students complete assignments or tests. In the fourth indicator, namely social interaction, there are 5 students who always interact with fellow students. In the fifth indicator, namely completing assignments, there were 5 students who completed the assignment of writing poetry correctly.

Learning to Write Poetry Using Media_Kompasiana Platform Based Interactive Learning In the Independent Curriculum for Class XI SMA Negeri 1 Bulakamba.

Learning results in the experimental class using interactive learning media based on the Kompasiana Platform show pretest and posttest scores. The average pretest score is 66.80 and the average posttest score is 80.80; with a minimum pretest score of 55 and posttest 75; maximum pretest score 75 and posttest 95; and the standard deviation for the pretest was 6.595 and the posttest was 5.715. The difference between the average pretest and posttest scores in the experimental class is 14,000. These results indicate a significant change, so that this learning media is very suitable for use in learning to write poetry.

The affective values of students in the experimental class are as follows:

Table 4. 14 Observation Results of Experimental Class XI 9

No	Student Name	5M Indicator					Total Score	Mark
		1	2	3	4	5		
1	E 1	4	3	4	3	2	16	80
2	E 2	3	4	3	4	3	17	85
3	And 3	2	3	3	3	4	15	75
4	And 4	3	2	2	3	4	14	70
5	E 5	3	4	2	4	3	16	80
6	E 6	4	3	3	3	2	15	75
7	E7	4	3	3	2	3	15	75
8	E 8	4	3	4	3	4	18	90
9	E 9	3	3	4	4	2	16	80
10	And 10	2	4	3	2	3	14	70
No	Student Name	5M Indicator					Total Score	Mark
		1	2	3	4	5		
11	E 11	3	3	3	3	3	12	60
12	E 12	2	3	2	3	3	13	65
13	E 13	4	3	3	3	4	17	85
14	E 14	3	4	2	3	3	15	75
15	E15	2	3	3	4	4	16	80
16	E 16	3	4	3	3	3	16	80
17	E 17	3	2	4	2	3	14	70
18	E 18	4	3	3	3	4	17	85
19	E 19	3	3	4	3	3	16	80
20	And 20	3	4	3	4	3	17	85
21	E 21	3	3	4	4	4	18	90
22	E 22	2	4	4	3	3	16	80
23	E 23	4	3	3	3	4	17	85
24	E 24	3	3	4	4	3	17	85
25	E 25	2	2	3	4	3	14	70

Based on the results of student observations, it was found that the affective scores of students in the experimental class included 15 students in the category of very good grades and 10 students in the category of vulnerable to good grades. In the first indicator, namely students' enthusiasm for taking part in the lesson, there were 7 students who were very enthusiastic about taking part in the lesson. The second indicator, interaction between students and researchers, there were 7 students who asked and answered researchers' questions. The third indicator, concern for others, was 8 students who cared and helped other students complete

assignments or tests. The fourth indicator, student interaction, there are 8 students who always interact with each other. The fifth indicator, working on the assignment, there were 8 students who completed the task of writing the biography test correctly.

Based on the results of observations of students in the control class and the experimental class, it can be concluded that learning to Write Poetry without using interactive learning media based on the Kompasiana Platform in the control class with experimental class students is more active and the students' affective scores are also higher in the experimental class. With the highest score in the control class being 85 and the lowest score being 60. Meanwhile in the experimental class the highest score was 90 and the lowest score was 60.

Poetry research was also carried out by {Sarimanah *and has.*, 2021) entitled "Improving Biographical Text Writing Skills Through the Application of the Quantum Method (Tandur) in Class X Students of Purwa Bhakti Foundation High School Cianjur Bogor". This research has similarities in the research topic, namely writing poetry. However, there are differences in the approach used, namely using classroom action research, while this research is experimental research.

The influence of interactive learning media based on the Kompasiana platform In Writing Poetry in the Independent Curriculum for Class XI SMA Negeri 1 Bulakamba.

The aim of this study is to evaluate the benefits of using interactive learning media based on the Kompasiana Platform. This study involves two variables: the independent variable, namely interactive learning media based on the Kompasiana Platform, and the dependent variable, namely poetry writing skills. The influence of this variable can be analyzed by comparing conditions between the control class and the experimental class.

In the control class, researchers did not provide special treatment. Students do a pretest before learning begins, then take part in learning using textbooks, and finally do a posttest. On the other hand, in the experimental class, treatment in the form of using interactive learning media based on the Kompasiana Platform was applied. Students also do a pretest before receiving treatment, followed by learning to use the media and a posttest afterwards.

After the pretest and posttest in both classes, descriptive statistical analysis was carried out using SPSS 27. The results showed that the minimum pretest score in the experimental class was 55, the maximum was 75, the average was 66.80, and the standard deviation was 6.595. The minimum posttest score in the experimental class is 70, the maximum is 95, the average is 80.80, and the standard deviation is 5.715. In the control class, the minimum pretest score was 55, the maximum was 80, the average was 66.00, and the standard deviation was 6.922. The minimum posttest score in the control class is 60, the maximum is 85, the average is 71.60, and the standard deviation is 6.410.

Next, data from the pretest and posttest were analyzed using the normality test and homogeneity test. Normality tests were carried out using the Shapiro-Wilk and Kolmogorov-Smirnov statistical tests. The results of the Shapiro-Wilk test show that the significance value for the control class pretest is 0.162 and the posttest is 0.088, while for the experimental class pretest it is 0.016 and the

posttest is 0.045. Because the significance value for both groups was > 0.05 , the data was considered normally distributed.

The homogeneity test is used to check whether the data is homogeneous. If the significance value is < 0.05 , the data is considered not homogeneous; conversely, if > 0.05 , the data is considered homogeneous. The homogeneity test results show a significance value of $0.377 > 0.05$, which indicates that the data in both classes are homogeneous. Thus, data from the experimental class and control class are considered normally distributed and homogeneous, so that it can be continued by testing the influence of interactive learning media based on the Kompasiana Platform in writing poetry.

The results of the T independent sample test using SPSS 27 show a calculated t value of 5.356 and a t table of 1.714. Because the calculated t is higher than the t table with a significance value of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted. This shows that there is a significant influence of interactive learning media based on the Kompasiana Platform on poetry writing skills.

CONCLUSION

Based on the research findings and discussion that have been presented, it can be concluded as follows:

1. Learning to write poetry without using interactive learning media based on the Kompasiana Platform has proven to be ineffective. The results of learning to write poetry in the control class showed an average pretest score of 66.00 and posttest of 71.60.
2. Learning to write poetry using interactive learning media based on the Kompasiana Platform shows a significant difference, with an average pretest score of 66.80 and posttest of 80.80.
3. In testing the influence of Kompasiana Platform-based learning media on writing poetry in the Merdeka Curriculum in class XI of SMA Negeri 1 Bulakamba, the Shapiro-Wilk and Kolmogorov-Smirnov tests showed that the data was normally distributed. The homogeneity test shows a value of $0.377 > 0.05$, which means the data in the control class and experimental class are homogeneous. Testing with the independent sample T test resulted in a calculated t of 5.365, while the t table was 1.714. Because t count $>$ t table, interactive media based on the Kompasiana Platform in writing poetry in the Merdeka Curriculum is declared effective and influential.

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