

THE IMPORTANCE OF INNOVATION IN LEARNING POETRY USING VARIOUS MEDIA AT ELEMENTARY SCHOOL LEVEL: A LITERATURE REVIEW

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ABSTRACT

This study serves as a reference to understand that teachers have access to a variety of instructional media that can be optimally utilized in teaching poetry writing at the elementary level. It highlights how digitalization in education requires teachers to continuously innovate in their teaching practices. The appropriate use of media makes the process of learning poetry writing more accessible and easier to grasp. These media tools assist students in interpreting the meaning conveyed through various forms of content. With the support of media, students are able to compose poems in a more systematic and structured manner. The teacher's role in delivering the material also plays a crucial part in ensuring the smooth flow of the learning process. Integrating media into poetry instruction creates a fresh and engaging learning environment for students, moving beyond textbooks or methods that may be difficult to comprehend. This research adopts a qualitative descriptive method, using literature review from a range of relevant articles to support the investigation.

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1. INTRODUCTION

The elementary level of education emphasises language learning that involves a range of interrelated skills. These skills reflect the use of language through listening, speaking, reading, and writing. Rahmawati & Citrawati (2023) also explained that writing is one of the skills that is considered as a connector of thoughts because it conveys ideas through written media. Pattiasina et al. (2024) also mentioned that among other language skills, writing is considered one of the most difficult to master. All these language skills are interrelated and support the application of ideas in the learning process.

Related to writing skills at the primary school level, each primary school has an important role in facilitating the development of students' writing skills through interactions between individuals supervised by teachers as mentors who provide insight, especially in the field of language and literature. Julianto & Umami (2023) revealed that teachers are central figures in learning, who use various strategies, approaches, methods, and techniques to actively involve students in the writing learning process in the classroom. Putri et al. (2024) asserted that writing skills also require students to develop critical and creative attitudes. However, learning to write is often considered complicated due to the diverse thoughts that arise related to students' abilities. One of the main challenges is the stigma that arises when the creative writing process involves linguistic elements and other elements that provide scientific value to the unity of writing. Hapsari & Qibi (2024) also asserted that this skill requires high accuracy and special attention in its learning aspects.

Writing skills can be adapted to the characteristics of children according to their level. In primary school students, writing skills play an important role in their cognitive development and characteristics. Simanjuntak & Siregar (2022) suggest that the characteristics of students at the primary school level require special attention to maximise writing skills, including: (1) students' physical development, (2) students' cognitive development which includes sensorimotor (age 0-2 years), preoperational (age 2-7 years), concrete operational (age 7-11 years), and formal operational (age 12-15 years) stages, and (3) psychosocial development. In line with this, Mailida et al. (2023) state that the characteristics of primary school children are seen in manipulative activities, the desire for concrete things, and cohesiveness. With regard to this, Purwaningsih et al. (2023) also asserted such cohesion significantly influences students' cognitive development and individual traits.. Therefore, writing skills can be improved in learning by directing students to communicate well in terms of writing procedures. Writing learning does not only focus on the linguistic aspect, but also includes literature as the material that students learn, especially in terms of writing procedures. Najoan et al. (2023) revealed that related was discovered that in the context of literature education, teachers can utilize diverse instructional approaches to facilitate the teaching of literary texts.

to literature learning, literature can be taught through various approaches applied by teachers during the learning process. Literature, which is interpreted as a form of life documentation, is reinforced by Nurgiantoro (2024) opinion that literature has various aspects that can be used as references. In this context, learning to write poetry is one form of learning that emphasises writing skills. Poetry can be an experience, imagination, and impressive work, with language full of implied meaning. Julianto (2024) also asserted that poetry is a literary work that is systematically arranged and can have a psychological effect through the meaning of words. Poetry can also be seen as experience, imagination, and memorable work, which is conveyed through writing with language full of meaning.

Taufik et al. (2024) stated that teachers should innovate in teaching poetry writing, offering opportunities for elementary students to reflect during their creative expression, with one key approach being the use of effective educational media. In the context of learning, writing poetry has competencies that emphasise mastery of diction or word choice as a reflection of thought. Hidayat & Kautsar (2024) argue that the approach to learning poetry will involve the development of a broad vocabulary. Sunarsih & Rochmiyati (2024) also confirmed that with this understanding, learning to write poetry needs to present interesting things to provide stimulus to elementary school students.

Durisa et al. (2022) argued that effective use of learning media can convey messages, stimulate thinking, attract attention, and support the learning process. Learning media plays an important role in implementing innovative learning. For one, the use of media can introduce new things to primary school students, especially in learning to write poetry. Hajar (2023) also argues that media is also a means used by teachers to facilitate learning by combining facts and ideas to explain learning materials.

Innovations in poetry instruction at the elementary school level often face various challenges, especially when the use of media becomes a mandatory component of the teaching process. Many teachers still have limited digital literacy, making it difficult for them to effectively utilize media to teach poetry (Sari & Yatri, 2023). In addition, unequal access to technological devices and learning materials further hampers the implementation of media-based instruction. The lack of training focused on the use of creative media also makes it difficult for teachers to develop engaging teaching

methods that suit students' characteristics. On the other hand, elementary students require strong visual and auditory approaches to help them understand and enjoy poetry in an enjoyable way (Putri & Azmy, 2024). A mismatch between the media used and the poetry material often obscures the essence and aesthetic value of literary works. Therefore, policy support, ongoing training, and the development of contextually relevant media are essential to overcome these challenges. Then, Kaharuddin et al. (2024) asserted that the use of media can facilitate the delivery of material by teachers and create a pleasant learning atmosphere. Therefore, this study focuses on the use of media as a trigger that can be a reference for elementary school teachers in learning to write poetry.

Teaching poetry at the elementary level requires the use of media, as it helps students grasp meaning in a more tangible way. Media can stimulate deep imagination and emotional responses during the reading and writing of poetry. Through media, teachers are able to present poetic elements in a more engaging and interactive manner. Additionally, media fosters students' creativity in composing poems that reflect their personal experiences and emotions.

2. METHOD

This article focuses on a literature study using a qualitative approach. Wicaksono (2022) revealed that a qualitative approach is a method that aims to explore research or phenomena that occur through sentence-shaped descriptions with various scientific techniques. This research uses a literature study design, which is carried out by reading and analysing scientific papers relevant to the research topic. The results of this analysis are then associated with various existing theories. The advantage of this method is that it can be used as a comparison of facts with the practice being researched. The papers in the journal articles available on Google Scholar, which are related to the research focus, are the main data in this literature study. The data provided information on the results of research related to media that can be used to develop poetry writing skills in primary schools and the publication range of the articles used in this literature review spans from 2018 to 2024. The researcher collected various references that showed a compilation of research that was the main focus. Sembiring et al. (2024) revealed something in line with the researcher's intention, that literature study-based research can also provide conclusions regarding the number of research compilations that are used as references for research focus through searches directed at topic identification.

3. RESULT AND DISCUSSION

The use of media in learning poetry in poetry writing skills can make it easier for primary school students to understand how to write poetry. Based on the research results used in the literature study, the utilisation of media is proven to be effective to support primary school students in developing poetry writing skills. Fauziah et al. (2018) revealed that for teachers, media is very useful to support more interactive learning. Agusrita et al. (2020) also confirmed that with the media used, students can gain new experiences in the learning process.

Research by Susilo et al. (2020) published in the *Tunas Bangsa Journal* gave significant results. In the study, the application of Big Book media involvement in learning to write poetry of elementary school students was very capable of being seen based on the average value of the test data conducted. Based on this research, Big Book media can also be applied by teachers to spur imagination and ideas in various forms of meaning of words. The results of the study also showed an increase in scores from the control class post-test results of 46.85 then rose to 71.4 in the experimental class.

Big Book can be interpreted as a picture book that is deliberately enlarged in size, both in terms of text and images, with the aim of providing a quality. Arishinta (2018) revealed that Big Book is a reading book that has a large size, text, and images. This book has special characteristics because the text and images are enlarged. This book has characteristics such as bright colours, words that can be repeated, predictable storylines, and simple text patterns.

Purba & Sihombing (2021) research published in the *Aquinas scientific journal* focuses on three-dimensional visual media that can help teachers to improve student learning outcomes in writing poetry. The results showed that the implementation of learning carried out by teachers and

students had positive results. The use of media that goes well increases the average student results from 74.16 to 83.88.

Three-dimensional visual media is an intermediary or medium that has a shape that can be seen from various directions, and has dimensions of length, width, and height/thickness. Purba & Sarminta (2021) assert that three-dimensional visual media (3D) is media that is not projected, but displayed directly in three-dimensional form. This type of media can be in the form of real objects, both living and dead, or imitations that represent the original object.

Apriliany & Hendratno (2022) research published in the UNESA JPGSD Journal focuses on the involvement of effective word card media in learning poetry writing skills. The results showed that the media used were effective in implementing learning. Through the N-Gain test, with a value of 0.617, it can be ascertained that the media implemented has an effect on improving students' abilities in learning. Teachers can also use word card media in learning to write student poetry by maximising accuracy in question instructions, language use, and the ability to extract information.

Word card media is a word card game media, which deals with various word pictures that can be used to write in one stanza of poetry. Apriliany & Hendratno (2022) revealed that with this media, students can design poetry themes based on the cards they take from the cards that have been scrambled which aims to facilitate students in composing poetry, which is done repeatedly to form one stanza of poetry. For the next stanza, the teacher will use a different word card to complete the next stanza of poetry.

Fika & Sukmawarti (2022) research provides a look at the use of animation media created through Powtoon and maximised on learning poetry material. The design is made at four stages, namely the 4-D development model (four D) which consists of defining, planning, developing, and disseminating stages. Then in the end it produces a video-shaped product. Based on the results of the feasibility test, the media made by the researcher received satisfactory results and fulfilled all aspects of the assessment from various media experts and objective material experts.

Deliviana (2017) explains that Powtoon is an application with various advanced features in one view, which allows the creation of animations according to user needs. In the context of learning, it is explained that animation has many benefits, such as reducing boredom during the learning process and increasing student attention to stay focused on learning activities. Hidayati & Nuroh (2023) research published in *Jurnal Cendawan* focuses on the role of keyword-based visual media. In this case, the study has results that have very large interpretation criteria for poetry writing skills. Nopianty & Indihadi (2021) revealed that visual media has a big role in helping students develop their ideas in writing poetry, when compared to learning without such media. Keyword-based visual media can include images that are close to the reality of students' daily lives. With the right use of visualisation, this media can facilitate students in finding ideas and is equipped with keywords that can make it easier for them to develop their ideas.

Sukma & Rochmiyati (2023) research published in *Jurnal Pendas* also gave significant results in its implementation. Based on the research conducted, 25% of students were in the good category, and 75% of students were in the excellent category. This shows that teachers can make photo media in learning to write poetry as a reflection to gain enthusiasm that can improve poetry writing skills. The use of photo media can also maximise more concrete thinking for students, and can clarify the delivery of messages and information.

Research by Septiarini et al. (2023) provides an understanding of the benefits of audio visual media that can be maximised. This study showed positive results in each cycle. Learning progressed, starting from the initial score which reached 61.25 with a percentage of 33%, then increased in cycle I with a score of 69.58 and a percentage of 40%. In cycle II, there was a significant increase in students' poetry writing skills, with a score of 80 and a percentage of 80%. Based on these results, it can be concluded that the application of Canva audio-visual-based learning media succeeded in improving the poetry writing skills of grade IV students of SDN 2 Cikoneng from cycle I to cycle II.

Canva is an application that can be used by teachers to create interesting learning media. The use of audio and visual media can be done effectively because it can present sound and images simultaneously. Some of the benefits of using Canva according to Rahmatullah et al. (2020) to create animated videos include saving time in delivering learning materials, increasing teacher creativity in designing and developing videos. This can maximise learning with a variety of interesting features,

foster student interest in learning, facilitate understanding of the material because students become more interested in learning, and increase student focus in participating in learning.

Liando (2023) research focuses on the Youtube application as an intermediary for learning poetry in elementary schools. This shows that students' ability to write poetry produces a very high rate of 92%, which was originally only 42%. It is concluded that the usefulness of a medium can certainly provide a stimulus for students in learning. On the other hand, YouTube media as a learning media, can be an efficient idea and alternative for teachers to provide additional inspiration to students, especially at the elementary school level. This platform offers various materials that can help improve students' learning ability. Thohir & Tamara (2022) also asserted that the effectiveness of YouTube as a learning medium lies in its ability to present visual and audio content in an attractive manner, which can facilitate understanding of the material, increase student engagement, and provide access to a variety of varied learning resources.

Hidayatika et al. (2024) focuses on the use of cartoon video media which gets an average value of 73.2, the value increases from the original average of 65.5 only. The use of cartoon video media also makes the learning process more varied, not boring, and can increase students' enthusiasm and enthusiasm. In addition, the cartoon videos shown can also provide ideas or inspiration for students to develop their skills in writing poetry. Thus, cartoon video media can be maximised in learning to write poetry.

Research by Amalia et al. (2024) focuses on Pop Up Book media on the ability to write poetry of elementary school students at SDN 6 Bogar Kota Palopo. The results showed a significant effect in the results of writing student poetry. This shows that the applicability of media is very important in learning.

4. CONCLUSION

The studies that have been used as references provide an understanding that teachers have many learning media that can be maximised in learning to write poetry at the elementary school level. shows that the digitalisation that occurs in the world of education certainly means that teachers must also have innovations in learning. Poetry writing skills in primary schools can provide significant benefits for students. With the application of the right media, poetry writing skills become easier for students to understand. These media can help students in interpreting the meaning that exists in various types of media used. With the help of these media, students can produce poems that are arranged systematically and structured.

The role of the teacher as a teacher who delivers material is also very important in the learning process. The use of media in learning poetry provides a new atmosphere for students, so they are not focused only on books or methods that are difficult to understand. Based on some literature, the use of some media is proven to improve students' understanding in writing poetry. For this reason, representative media is very important to stimulate students' creativity. Indonesian language subject teachers at the primary school level are expected to choose and use various media appropriately to improve students' understanding of literary works.

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