

The Effect of Educational Video Media on Poetry Writing Skills of MA Hasan Muchyi Students

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Article history	ABSTRACT
Upload : October 6, 2024	This article examines the effect of using educational video media on improving the poetry writing skills of tenth-grade students at MA Hasan Muchyi. Initial observations indicated that students' poetry writing skills were low, with most students scoring below the minimum passing grade (75). This study employed an experimental method with a pre-test and post-test design in one group, where students were treated using educational video media. The results showed a significant improvement in students' poetry writing skills after the treatment. The average post-test score increased to 92.7, compared to the pre-test average of 84.2. Educational video media proved effective in boosting students' learning motivation and helping them understand key elements in writing poetry, such as diction, imagery, and figurative language. Furthermore, educational videos provided a more interactive and enjoyable learning environment, making it easier for students to grasp the material and enhance their creativity. Thus, this study concludes that the use of educational video media can significantly improve students' learning outcomes, particularly in poetry writing skills.
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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state ([UU Nomor 20, 2003](#)). In order to realize an active learning atmosphere, the role of educators is very important in utilizing various strategies, methods, and techniques to enable the achievement of competencies/learning outcomes in certain fields of study ([Sandora, Misriani, & Puspita, 2023](#)). Poetry writing skills need to be instilled in MA Hasan Muchyi students.

Learning to write poetry is a form of written appreciation expressed by the writer/poet that comes from the inspiration or idea of writing thoughts ([Susetyo, 2024](#)). According to Suyanta ([2023](#)), he expression is an activity that allows the writer to gain artistic experience in writing poetry. According to Permana ([2018](#)), poetry is a literary work in the form of an expression of feelings and thoughts of the poet in the form of stanzas. The activity of writing poetry helps students improve their ability to think creatively and imaginatively, but often the learning of writing poetry does not get special attention ([Nur' Ajmiy & Khoirul Umam, 2023](#)). As a result, the learning process of writing poetry is still considered a difficult activity for students. This causes students' poetry writing skills to tend to be low. According to Hamidah ([2019](#)), one of the obstacles for

students in writing poetry comes from the teacher. Teachers are less able to motivate students to enjoy learning to write poetry. The role of the teacher in the learning process greatly determines the learning process for students, as well as the application of appropriate models, methods, and strategies ([Harisnur, 2022](#)).

Based on observations at MA Hasan Muchyi teachers are more likely not to use media in learning Indonesian. According to Sanjaya ([2006](#)), the lecture learning method has shortcomings such as the material that students master from the results of the lecture will be limited to what the teacher controls, lectures that are not accompanied by demonstrations can result in verbalism, teachers who lack good speaking skills, lectures are often considered a boring method, through lectures it is very difficult to know whether all students have understood what is explained or not.

Students' poetry writing skills, especially in the current learning context which tends to be digital with the use of smartphones for online schooling or distance learning ([Taufik, 2024](#)). Each type of media has its own advantages and disadvantages. According to Eliyantika ([2022](#)), one of the weaknesses of educational videos as learning media is that the process of making them takes quite a long time and requires devices such as laptops and LCD projectors for implementation. In addition, in this condition, another challenge is related to the internet quota of students and educators in uploading videos to platforms such as YouTube or Google Drive ([Kusumaningrum, 2022](#)).

According Khan ([2024](#)), character education must be given to children as early as possible to protect them from the negative impact of the rapid advancement of science and technology. In learning Indonesian Language at MA Hasan Muchyi, researchers found a lack of poetry writing skills. This is evidenced from the initial test conducted by researchers, the average value of students is still below the KKM, which is below 75. Students still do not meet the indicators of good poetry assessment. Indicators of assessing poetry writing skills are 1) Diction, 2) Imagery, 3) Content, 4) Majas, 5) Theme, 6) Rhyme, and 7) Mandate ([Dewi, 2022](#)). Writing good and correct poetry is characterized by the presence of these 7 indicators. If the writing of poetry does not have 7 indicators of assessment, the writing of poetry is not said to be perfect.

The lack of use of media in writing student poetry at MA Hasan Muchyi can be caused by the teacher's inaccurate choice of learning methods. The method used by the teacher is the lecture method. According to Amri ([2023](#)), by using the lecture method students tend to feel bored more often. This is what makes the learning done less than optimal. Students tend to understand less what is conveyed by the teacher. In learning, the selection of methods is one of the important things ([Ilyas, 2018](#)). According Nurfadhillah ([2021](#)) with the educational video media, it is hoped that students will be more enthusiastic in learning Indonesian.

Research related to educational videos has previously been conducted by Listiyanto ([2019](#)) with the title Effect of Educational Video Utilization as Learning Media on Learning Motivation of Class XI Students of SMA Negeri 1 Bandar in the 2014-2015 academic year. Influential research is very well applied in learning so that learning becomes not boring and students have the enthusiasm to learn. The difference between Listiyanto ([2019](#)) and this study is that Listianto's research is more likely to examine the

learning motivation possessed by students while this study looks at the effect of educational video media on students' poetry writing skills. The advantage in this study is not only that it can see the motivation that exists in students but can affect students' poetry writing.

Another study was also conducted by Hardianti (2017) with the title Effectiveness of Using Video Media in Simple Writing Skills of Class XII Students of SMA Negeri 11 Makassar. This study found the results of effective video media in simple essay writing skills stating that there is a significant difference. The difference between the research conducted by Hardianti (2017) and this study is the difference in the material studied. The advantage of this study is that students do not get information about the effectiveness of using video media in writing essays but students can get information about the effect of video media on poetry writing skills.

Based on previous studies, there is an influence caused after the use of educational videos. In an effort to identify the influence of educational video media in the poetry writing skills of class X MA Hasan Muchyi, researchers need to prove whether there is a significant influence on class X MA Hasan Muchyi students with direct experiments.

METHOD

This study employs an experimental method. Experimental research serves as a tool to examine the impact of specific actions on the observed conditions (Erha, 2017). The research utilized a one-group pretest-posttest design, where one group was given treatment and the results were compared with the conditions before the treatment was given. In this way, the evaluation of the treatment results becomes more accurate because there is a comparison between the conditions before and after the treatment is given. This research was conducted at MA Hasan Muchyi Pagu Kediri Jl. Ponpes Salafiyah Dsn Kapurejo Kapurejo Village Kec Pagu Kediri. The research was conducted at the madrasa because from 2017 to 2023 many students recorded the winner of the district level poetry reading competition. In addition to MA Hasan Muchyi students, the Head of Madrasah and Teachers have competencies that can make MA Hasan Muchyi become one of the schools that are favorite school options in Pagu District. By using the independent curriculum, MA Hasan Muchyi is a school that is in demand by most of the community.

According to Alhamid (2019), a research instrument is a measuring tool whose purpose is to obtain information about quantitative. Types of instruments in quantitative research are questionnaires or questionnaires, scales, interviews, documentation, and tests. This study uses a test instrument distributed to students containing references in this study. In the process of collecting data, researchers get data sources from class Xb students as many as 32 students and class Xc as many as 28 MA Hasan Muchyi students. The number of students and female students is 60 people. The data obtained came from two tests on writing poetry before the exposure of educational videos and after the educational videos.

The statistical tests employed consisted of a normality test to confirm that the data followed a normal distribution, and a paired sample t-test to examine the differences between pre-test and post-test outcomes. The analysis results indicated a notable impact

of utilizing educational video media on students' ability to write poetry. According to experts such as Sugiyono (2017), this method is very appropriate to use in educational research that aims to test the effect of a treatment on student learning outcomes, especially in the context of writing skills.

RESULTS AND DISCUSSION

Figure 1 is the condition of MA Hasan Muchyi under the auspices of the Salafiyah Kapurejo Islamic Boarding School Foundation located on Jl. KH. Hasyim Asy'ari No. 4 Kapurejo Hamlet Pagu Village Pagu District Kediri Regency.



Figure 1. MA Hasan Muchyi

Students' Poetry Writing Skills before the Educational Video Technique

Students before being given educational video media are obtained from the pre-test results. The pre-test was conducted before the treatment of using educational video media.

Table 1. Frequency distribution of poetry writing skills before being given the Educational Video

No	Category	Students' Poetry Writing Skills Before the Educational Video Technique		
		Interval	Frequensi	Percentage
1	Low	33-68	18	30%
2	Medium	69-104	41	68.3%
3	High	105-140	1	1.7%
Total			60	100%
Average				84,2
Highest Score				106
Lowest Score				60

Referring to table 1, the descriptive statistical analysis of the data on students' poetry writing skills shows an average score of 84.2, with the highest score recorded at 106 and the lowest at 60. The average score of 84.2 falls within the medium category, while 30% of students were categorized as having low poetry writing skills. students in the medium poetry writing skills category amounted to 68.3%, while students in the high poetry writing skills category amounted to 1.7%. Furthermore, the distribution of poetry writing skills in the pre-test can be visualized in figure 2.

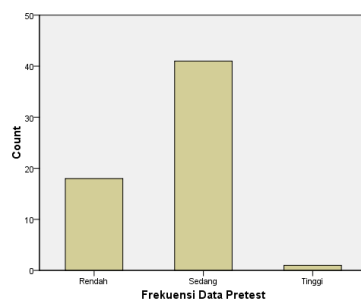


Figure 2. Bar Chart of Pre-test Data Results

Based on [figure 2](#), the pre-test results show that 18 students have low poetry writing skills, 41 students in the medium poetry writing skills category, and 1 person in the high poetry writing skills category.

Students' Poetry Writing Skills After Being Given Educational Video Media

The poetry writing abilities of students who utilized educational video media were assessed through the post-test results. This post-test was administered following the implementation of educational videos during the treatment phase. The outcomes of the descriptive statistical analysis of the poetry writing skills data are presented in [table 2](#).

Table 2. The distribution of frequencies for poetry writing skills following the use of educational video media

No	Category	Students' poetry writing skills after being given Educational Video Media		
		Interval	Frekuensi	Percentage
1	Low	33-68	0	0%
2	Middle	69-104	32	100%
3	High	105-140	0	0%
Total			32	100%
Average			92,7	
Highest Score			104	
Lowest Score			81	

Referring to [table 2](#), the descriptive statistical analysis of data on students' poetry writing skills after utilizing educational video media showed an average score of 92.7, with the highest score being 104 and the lowest score 81. Among 32 students, all demonstrated improvement in the moderate category. Additionally, the post-test results for poetry writing skills are illustrated in [figure 3](#).

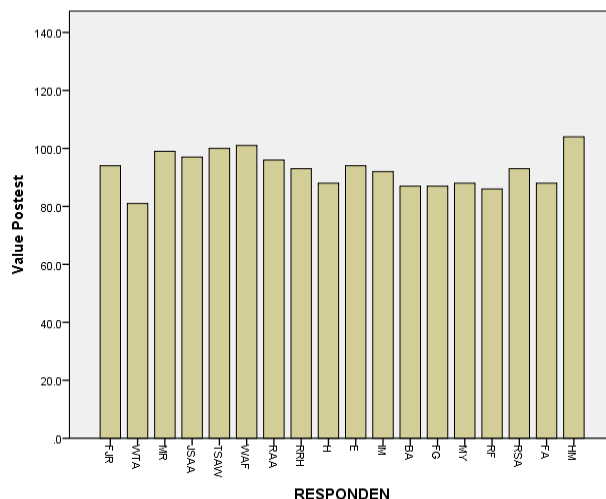


Figure 3. Bar Chart of Post-test Data Results

Based on the post-test results on [figure 3](#), it shows that there are no students who have low skills, all 32 students are in the medium skill category. It can be concluded that students' learning skills after being given educational video media have improved.

Comparison of Poetry Writing of Grade X c Students as the Control Class Not Given Educational Video Media

Based on the analysis of the pre-test and post-test data, a difference in poetry writing skills between the two tests is evident. For easier comparison, the data is displayed in [figure 4](#).

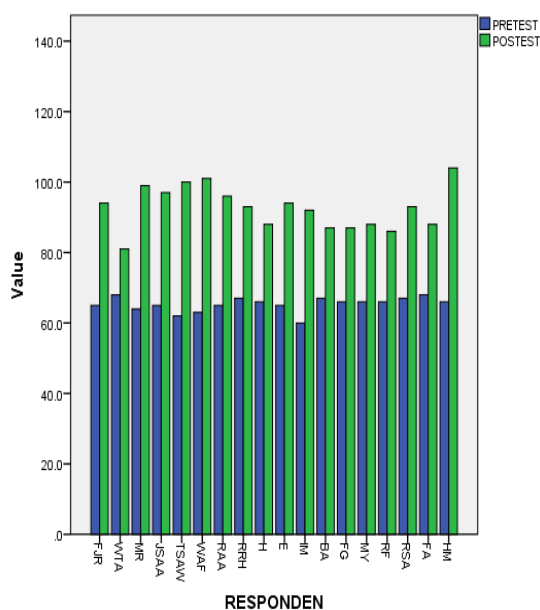


Figure 4. pre-test and post-test comparison results

Referring to [figure 4](#), the comparison of pre-test and post-test results indicates an improvement in students' poetry writing skills following the implementation of

educational video treatment, with an average score reaching 92.7. This suggests that utilizing educational video media enhances students' motivation and enthusiasm for writing and composing poetry.

Data Analysis

Analysis Prerequisite Test

Before testing the hypothesis, the initial step involves conducting a prerequisite analysis, specifically the normality test. This test is intended to determine whether the data from the sample group aligns with a normal distribution. In this research, the normality test was carried out using the Kolmogorov-Smirnov test, assisted by SPSS software version 27. The significance level applied was 5% or 0.05. The determination of whether the data follows a normal distribution is based on the significance value (Asymp.Sig 2-tailed). If the significance value exceeds 0.05, the data is considered normally distributed. On the other hand, if the significance value falls below 0.05, the data is deemed not to follow a normal distribution.

Table 3. *One-Sample Kolmogorov-Smirnov Test*

		<i>Unstandardized Residual</i>
<i>N</i>		18
<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	0E-7
	<i>Std. Deviation</i>	5.22930093
<i>Most Extreme Differences</i>	<i>Absolute</i>	.127
	<i>Positive</i>	.127
	<i>Negative</i>	-.118
<i>Kolmogorov-Smirnov Z</i>		.539
<i>Asymp. Sig. (2-tailed)</i>		.934

a. Test distribution is Normal.

b. Calculated from data.

Based on [table 3](#), the pre-test and post-test data obtained the value of Asymp Sig. 2 tailed Kolmogorov Sminorv value of $0.934 > 0.05$. These results indicate that the data is normally distributed. Where from the results of Kolmogrov Sminorv the resulting effect value is less than 0.05, which means that educational video media has an effect on student writing skills.

Hypothesis Testing

After confirming that the data adheres to a normal distribution as indicated by the results of the normality test, the process can proceed to hypothesis testing. In this research, hypothesis testing was conducted using a paired sample test through SPSS software version 27. This t-test was employed to analyze the impact of utilizing educational video media on students' poetry writing skills at MA Hasan Muchyi Pagu. The outcomes of the t-test are summarized in [table 4](#).

Table 4. T Test Result

		Paired Samples Test					T	Df	Sig. (2-tailed)
		<i>Paired Differences</i>							
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>95% Confidence Interval of the Difference</i>				
					<i>Lower</i>	<i>Upper</i>			
<i>Pair 1</i>	<i>Pre-Test - Post-Test</i>	27.3333	7.3963	1.7433	31.0114	23.6552	15.679	17	.000

According to the [table 4](#), the significance value (2-tailed) of 0.000 is smaller than the predetermined significance level of 0.05, and the t count value of 15.679 exceeds the t table value of 1.739. This result indicates a significant difference between the conditions before and after the treatment. Therefore, the alternative hypothesis (H_a) is accepted, suggesting that the use of educational video media has a significant impact.

Discussion

Poetry Writing Skills of MA Hasan Muchyi Students before Using Educational Video Media

Hamidah (2019) stated that a challenge faced by students in writing poetry originates from the teacher. Teachers often struggle to inspire students to develop a greater interest in learning to write poetry. The teacher's role in the instructional process plays a crucial part in shaping students' ability to learn poetry writing. The effectiveness of the learning process, including the choice of models, methods, and strategies, is heavily influenced by the teacher's involvement.

According to observations and analysis of the poetry writing skills of students in class X b and class X c MA Hasan Muchyi Pagu are considered still low because the students' scores are still below the KKM which is 75. The acquisition of low student scores is due to ineffective learning methods for poetry material. This makes students often feel bored when learning poetry material. The method used by teachers in learning Indonesian is the lecture method, which is the method that causes students' boredom.

The effect of using educational video media on poetry writing skills of MA Hasan Muchyi students with a total sample of 32 students as an experimental class. The sample was taken from class X b MA Hasan Muchyi students. Previously, 60 students were given a pre-test to find out the students' poetry writing skills before being given educational videos. After that, class X b was given treatment in the form of using educational videos. While class X c was used as a control class that did not get educational video media treatment. Then both classes were given a post-test to find out whether there was an effect of educational videos on students' poetry writing skills.

Poetry Writing Skills of MA Hasan Muchyi Students After the use of Educational Video Media

One of the aspects taught in Indonesian language learning is writing poetry. Maulidah (2020), teaching literature, especially poetry, aims to provide literary sensitivity to its readers and provide guidance to students to be able to recognize and critically assess the events experienced. Kasran (2013) in learning poetry, students are expected to be able to write what they feel or what they think in beautiful language that contains figurative language and connotations. The ability to write poetry is one of the literary writing learning materials taught in class.

Based on the results of data analysis, it is known that the poetry writing skills of class X MA Hasan Muchyi students have been maximally achieved. This is evidenced by the results of the post test conducted in class Xb which became the experimental class, namely the class that received educational video media treatment. This is indicated by the increase in student scores which increased to above the KKM value of 75.

Educational video media has efficiency in learning because it allows students to see direct practice rather than just reading theory. Videos can convey messages more evenly and are easily accepted by students. In addition, educational videos are effective for explaining processes within space and time constraints, are more realistic, and can be repeated or stopped as needed. The use of good audio and visual media in these videos increases their appeal, so students can enjoy their learning experience. The purpose of making this educational video is to create a comfortable learning environment and increase students' motivation in their learning process. Shown in the following image.



Figure 5. Learning Process Using Learning Videos

[Figure 5](#) shows the learning process using learning videos from YouTube. It can be seen that students are very active and listen to the video carefully. This shows an indicator that MA Hasan Muchyi students enjoy learning using video media on YouTube.

There is an Effect of Educational Video Media on Poetry Writing Skills of MA Hasan Muchyi Students

Based on data analysis, there is significant evidence that there is an effect of educational video media, namely there is a difference between conditions before and after treatment, with a significance value (2-tailed) of 0.000 which is smaller than the significance level of 0.05. The tcount value of 15.679 also exceeds the ttable value of 1.739. Therefore, the alternative hypothesis (H_a) can be accepted, indicating that the use of educational video media has a positive influence on students' poetry writing skills. In addition, there was an increase in the average score from 65.3 in the pre-test to 92.7 in the post-test. Students who were initially in the low skill category in the pre-test also improved to the medium skill category in the post-test.

The results showed that the use of educational videos significantly made it easier for students to understand the material and increased their enthusiasm for learning. Previous observations by researchers at MA Hasan Muchyi indicated that many students experienced symptoms of low writing skills, such as difficulty understanding poetry, lack of practice examples, and difficulty stringing words together in writing poetry. However, after being given the use of educational videos, the researcher observed that this media was effective in increasing learning motivation, especially in the context of learning. This finding is consistent with Listiyanto (2019) study which states that educational videos can stimulate and entertain students, as well as increase their motivation in following lessons. Another study conducted by Supriyadi, as mentioned in Susilo (2021) showed that the use of video media in learning creates a fun and non-monotonous atmosphere for learners. Videos can present information in ways that are not possible in the classroom, and cater to the diverse learning styles of learners, whether audio, visual or audiovisual.

CONCLUSION

According on MA Hasan Muchyi students, it is concluded that the use of educational video media has a significant effect on improving poetry writing skills. Before being given treatment in the form of educational video media, students' poetry writing skills were low. This is indicated by the pre-test results which show that most students have not been able to meet the indicators of poetry assessment, such as the selection of good diction, imagery, and delivery of mandate. The use of the lecture method by teachers tends to cause students to feel bored and less motivated in learning to write poetry. After being given treatment in the form of educational video media, students' poetry writing skills experienced a significant increase. The post-test results showed that students were better able to understand the concept of poetry, use appropriate diction, and express imagination and themes more creatively. Educational videos provide interesting visual and auditory stimulus, so students are more enthusiastic and motivated to write poetry. This research proves that innovative learning media such as educational videos can effectively improve student learning outcomes.

Overall, the results show that educational video media has a positive impact in improving students' poetry writing skills. The use of technology in Indonesian language learning needs to be further considered by educators to create more interesting and effective learning. This research provides an important contribution to the development of learning methods that are more innovative and relevant to the needs of students in the digital era.

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