

PENANA: AUDIO-VISUAL MEDIA TO IMPROVE ACROSTIC POETRY WRITING SKILLS

Resyi A. Gani

Universitas Pakuan

resyi@unpak.ac.id

Rini Sri Indriani

Universitas Pakuan

rini.sri.indriyani@unpak.ac.id

Nur Hikmah

Universitas Pakuan

nur.hikmah@unpak.ac.id

Abstract

Interactive learning media strengthens user responses as quickly and often as possible, providing opportunities for students to control their learning pace and pay attention to coherent sequences assisted by audio-visual media penana, which can improve acrostic poetry writing skills. This research was conducted on July 25, 2023, with a total of 24 students consisting of 2 men and 22 women. This study aims to see how writing poetry, acrostic techniques assisted by audio-visual media, and penana applications can improve poetry writing skills using a qualitative approach and a classroom action research design following the Kemmis and Taggart model. The study was conducted in 3 cycles, where each cycle included 4 stages, namely planning, acting, observing, and reflecting, and involved 24 students in semester V. Data was obtained using observation, tests, non-tests, interviews, and documentation. The findings of this study suggest that the acrostic technique of poetry, assisted by audio-visual media, can help improve poetry writing skills. The results showed an increase in semester V students' poetry writing skills. This was evidenced by the classical completeness of the success of Indonesian grammar and literature skills cycle I by 71% with the criteria of "very good," cycle II writing poetry with 53% criteria "good," and cycle III poetry writing skills acrostic techniques by 49% with the "enough" criterion, and understand how to write acrostic technique poems by 60% with the "good" criterion. Also carried out was a multiplication of in-depth information on the ability to write audio-visual rocky acrostic poetry, and the publication of acrostic poetry for the application of penana amounted to 92% of the "excellent" criteria. So, efforts to improve acrostic poetry writing skills assisted by audio-visual media are appropriate for interactive learning to strengthen user responses and improve poetry writing skills.

Keywords: Skills, Acrostic Poetry, Audio-visual Media, Penana Applications.

INTRODUCTION

The 21st century requires profound educational changes. Prospective teachers are vital in understanding knowledge in implementing 21st-century learning skills, especially the 4Cs of critical

thinking, creativity, collaboration, and communication(1).¹ The challenges educators face in the 21st century are not easy because they are responsible for producing quality students who can compete globally(2).² Teachers equip students with 4C skills to make the learning process oriented to mastering the material and debriefing students with life skills (3).³ The American Association of Colleges for Teacher Education (AACTE) and the Partnership for 21st Century Skills put forward skills that students must master in the 21st century, including critical thinking and problem-solving, creativity and innovation, collaboration, and communication(4).⁴ Developing innovative learning to support the empowerment of 21st-century skills in prospective elementary school teacher students to improve *soft* and *hard skills*, especially using learning media skills (5).⁵ Primarily, literature learning is directed to enhance student's ability to communicate in Indonesian properly and correctly, both orally and in writing, as well as foster appreciation of the works of Indonesian human literature, using various learning media, especially in elementary schools(6).⁶

The Indonesian Theory and Literature Study course is a course that studies language skills. Writing includes language skills that are classified as productive. It takes a process for students to finally make rough drafts to produce high-quality work. During the writing process, it is necessary to follow several steps by considering aspects of writing such as content, grammar, rhetoric, coherence, and vocabulary or diction, including critical thinking skills in making a work (7).⁷ Rhetoric in public speaking is a practical speaking skill, and a graceful and bombastic speech is how to speak interestingly so that people who hear it can understand and be moved. Rhetoric is not only the ability to speak but also how speech can affect many people(8).⁸

Among them are writing language skills taught from an early age, writing poetry or creative writing poetry, and learning to write poetry, which can be used as a medium for instilling moral values. Poetry writing skills include learning that must be mastered by learners. The goal is for students to develop ideas and increase their imagination and creativity through writing. In addition,

-
- ¹ Febriani Nd. Implementation of 21st Century Learning Skills in the Independent Learning Curriculum in PAI Class VII Subjects at SMP Islam Al Akbar Singosari. 2024; 1(1):4–6. Available from: <http://etheses.uin-malang.ac.id/62677/1/19110136.pdf>
 - ² Rakhmawati D, Hendracipta N, Pribadi RA, Nurhasanah A. The role of teachers in optimizing 21st century skill-oriented learning models. J Flobamorata Elementary Educator [Internet]. 2024; 5(1):75–85. Available from: <https://e-journal.unmuhkupang.ac.id/index.php/jpdf/article/view/1352>
 - ³ Durrotunnisa, Nur HR. 4C (Critical Thinking, Creativity, Communication and Collaboration) Skills in Social Studies Learning to Answer the Challenges of the 21st Century. J Basicedu [Internet]. 2020; 5(5):3(2), 524–32. Available from: <https://jbasic.org/index.php/basicedu/article/view/6842>
 - ⁴ Steinberg SH. Insights. 2006; 8(March):3. Available from: <https://neiudc.neiu.edu/insights/88>
 - ⁵ Arsih F, Fadilah M, Alberida H. Strengthening Professional and Pedagogic Competencies of Biology MGMP Teachers in Developing Innovative Learning to Support Empowerment. 2024; 15(1):6–12. Available from: <https://journal.upgris.ac.id/index.php/e-dimas/article/view/14056>
 - ⁶ Hoerudin CW. Efforts to improve students' reading skills by using flash card media in Indonesian subjects in grade III Sdn Kertamukti. J Science Educator [Internet]. 2024; 3(1):1–15. Available from: <http://jurnal.azkahafidzmaulana.my.id/index.php/ilpen/article/view/37>
 - ⁷ Wibowo A. Critical Thinking Skills [Internet]. 1st ed. Dr. Joseph Teguh Santoso, S.Kom. MK, editor. Semarang; 2024. 1–485 p. Available from: <https://penerbit.stekom.ac.id/index.php/yayasanpat/article/view/473>
 - ⁸ Susi Susanti, Tony Arlanto, Muhammad Risal Tawil, Ni Putu Sinta Dewi, Desy Misnawati, Sri Ariani, Mahpudoh, Syarifah Noviyana, Mochammad Mirza S. Retorika Dalam Public Speaking [Internet]. 1st ed. Dr. Adrias MP, editor. CV. Gita Lentera. Padang; CV. Gita Lentera; Anggota IKAPI No. 042/SBA/2023; 1–228 p. Available from: https://books.google.co.id/books?hl=en&lr=&id=E_vzEAAAQBAJ&oi=fnd&pg=PA43&dq=mempersiapkan+proses+menulis+yang+kompleks+dengan+mempertimbangkan+keterampilan+termasuk+aspek+mental,+psikologis,+retoris+dan+kritis.+&ots=GCIF9IbJv&sig=Q8t81bMc4HVEEMx2wmEo08q53_Y&redir_esc=y#v=onepage&q&f=false

it improves students' ability to use appropriate diction, and processes increase vocabulary and self-confidence to produce a work of poetry (9).⁹ Writing skills are critical for every student from an early age because these skills are essential to communication activities and conveying ideas to others.

Poetry writing skills, based on the results of research observations of Elementary School Teacher Education students in semester V, stated that students experience obstacles when writing poetry pouring ideas into poetic sentences, and are still hesitant in expressing feelings through writing, namely because (a) students have not been able to develop poetry themes, (b) students have difficulty in determining word choices and lack of vocabulary they have, (c) students have difficulty stringing words together in unity of poetry meaning, and (d) low interest in media-assisted poetry writing literacy. To make it easier to write poetry, it is necessary to pay attention to several steps. This makes teachers or lecturers have to think creatively in conditioning students when learning to write poetry. The processes of making poetry must use varied learning in order to provide responsive meaning for students. This stage is poured into a social publication container, namely productive work incarnated in audio-visual learning media and the publication of the penana application that can be known to the audience of starred poetry (10).¹⁰ As suggested, an educator is expected to be skilled in choosing literacy techniques for writing poetry and learning appropriate media in accordance with student needs (11).¹¹

Based on the facts, interviews between lecturers and teachers show the lack of appropriate use of learning techniques and media to develop poetry writing skills. From the problems that arise, teachers lack innovation through the application of techniques and the use of media that are in accordance with the needs of students. The teacher only applies conventional learning techniques where students only listen to the teacher's explanation and then do the task given. Students do not actively participate in learning. As a result, learners become passive and untrained in conveying their ideas and opinions. Students also become less confident in expressing their ideas and feelings through poetry writing. Thus, techniques that hone poetry writing skills assisted by audio-visual media and poetry publication penana applications are needed at school and student levels. In overcoming the problem of low skills in writing acrostic poetry in semester V of Elementary School Teacher Education, Pakuan University Bogor, researchers apply acrostic techniques assisted by audio-visual media and publication of penana applications.

Poetry Writing Skills

Writing activities have resulted in writing, messages, and readings presented in various media. The publication of a piece of writing is mostly the root of a person's goal when he wants to write in the hope that others can enjoy it. Writing skills are said to be difficult for students with a stigma when the creative process of writing must involve mastery of various elements, such as linguistic elements and elements outside the language that become the scientific content of the entire writing content.

⁹ Cahyanti ED, Asri SA, Ulfa M. Efforts to improve poetry writing skills through acrostic techniques assisted by audiovisual media. In: Cahyanti ED, Asri SA, Ulfa M, editors. Proceedings of the National Seminar on Education STKIP Kusuma Negara III [Internet]. STKIP Kusuma Negara: e-ISSN 2716-0157; SEMNARA 2021; 2021. p. 199–208. Available from:

<http://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/view/1299%0Ahttps://jurnal.stkipkusumanegara.ac.id/index.php/semnara2020/article/download/1299/895>

¹⁰ Symbolism E. The influence of the use of audio-visual media on the ability to write poetry in class VIII students of Smart Independent Private Junior High School. Repos Univ HKBP Nommensen [Internet]. 2024; 1(460):32. Available From: <https://Repository.Uhn.Ac.Id/Handle/123456789/10003>

¹¹ Gani RA, Purnomo A, Karo-Karo R. Literacy Education. In: Uly Hidayati, S.Mat., M.Pd; Yep. Yamin, S.Pd. MP, Editor. Print Books [Internet]. 1st Ed. Yogyakarta: Media Strait of Patners Aggota IKAPI No. 165/DIY/2022; 2023. p. 1–107. Available From: https://Repository.Unpak.Ac.Id/Index.Php?P=Detail&Id_Karya=4456

Writing skills also require a high level of rigor, intelligence, and special reviews in learning(12). In line with what was revealed, writing is a fun activity (13), and writing is an activity of expressing ideas through language media. The limitation made by Nurgiyanto is very simple. According to him, writing is just expressing ideas, ideas, or opinions in written language, regardless of whether or not the reader easily understands the writing. Writing a productive and expressive activity is not acquired spontaneously but requires a conscious effort to "write" sentences and consider how to communicate and organize. So, writing language skills are used to communicate indirectly, not face-to-face with others, and to engage in productive and expansive activities. There are facts from Putri & Azmi's research data (2024) that the ability to think creatively in writing poetry using image media is assessed from four indicators, namely fluency, flexibility, originality, and elaboration. The results showed that the creative thinking ability of grade V elementary school students in writing poetry using image media obtained an average of 95.23%, so it was included in the category of "very creative" (14). Poetry writing skills must have mastery of broad insight, as it is said that the results of the study show that mastery of poetry theory has a significant relationship with students' poetry writing skills (15). For this reason, efforts to improve poetry writing assisted by media are highly recommended, especially among students. In addition to training poetry writing skills with various poetry techniques given by lecturers, using various application-based learning media is also very well applied in Indonesian Theoretical Studies lecture activities. (16) The quality of learning to write poetry texts by paying attention to the right building blocks of poetry. Writing poetry is used as a basis for training oneself to express something. This is the beginning of a person's insightful knowledge when practicing composing a word into a beautiful sentence.

Audio-visual Media-Assisted Acrostic Techniques

Writing poems based on acrostic techniques starts with the acronym of a person's name. (17) This acrostic technique is one technique that can help direct students to develop their ideas or imagination in composing a poem. This acrostic technique can make students more active in creative thinking so that the atmosphere in learning to write poetry can be more fun. Thus, audio-visual media can improve student learning outcomes in poetry writing skills (18).

Media is an intermediary or messenger of messages from sender to receiver of messages in the learning process. The role of the teacher is to provide, show, guide, and motivate students so that they can interact with various existing learning resources. Learning to write poetry is related to (19) the four aspects of language skills: listening, speaking, reading, and writing. In writing a poem, ideas are needed, as well as the ability to express feelings, imagination, mastery of diction, and understanding of the meaning in students. Many problems around students can be used as ideas for writing poetry: social, economic, educational, cultural, and familial issues, even in love. To realize students' ability to write poetry, teachers must also have the ability to write poetry and master the technique of stimulating a student's mindset in writing poetry, namely by using acrostic techniques. Poems that will look perfect and be known to the audience require a medium, namely audio-visual media, and for poetry publication, a competition is included through the penana application. *The Association of Education and Communication Technology* (AECT) says that media, in all forms and channels, are used to convey messages and information(20).¹² Audio Visual is the use of sound components and image components(21).¹³ So, audio-visual media are audio-visual aids, which are materials or tools

¹² Wildan N, Syafi I, Bibi F. Islamic Education Learning Media at Ambulu State High School. 2024; 1(April):21–4. Available From: <https://Gemilar.Aksarashofa.Com/Index.Php/Gemilar/Article/View/6>

¹³ Bahri Aliem, Nurwindah Nadira AA. Academic Discourse: Educational Scientific Magazine. Akad [Internet] Discourse. 2023; 7(Nov):168–76. Available From: <https://Jurnal.Ustjogja.Ac.Id/Index.Php/Wacanaakademika/Index>

used in learning situations to assist written and spoken words in transmitting knowledge, attitudes, ideas, and still images, such as sound-frame films.

Penana is a social publishing platform designed for aspiring writers with poetry ideas, incorporating the core features of the *web platform* (www.penana.com) to provide a mobile experience for users. The portal wowkeren.com, in its article *penana*, is designed for aspiring writers to have poetry poured through various stories in serial and collaborative formats and the need for social publications to express the poem through android-based *penana* and *its website*. This platform presents its best features, namely various writing modes: writers will collaborate with other poets. *Penana* can write and publish experience, opinion, poetry, and comics journals. Coordinating between writers (co-writers) can be a giver as an idea contributor, editing and proofreading (beta reader); Contest: interaction between authors who dare to challenge themselves and other writers! Contests are held by different writers, or they create their own writing contests. Contests can be successful or not. Forum: In *Penana*, there are forums for discussing fellow writers. For example, a forum for Indonesian writers is named "Author and Reader Indonesian." Some blogs provide writings other than stories; short pieces share stories of experiences, journals, and personal opinions. Pen Coins: financial support that sponsors stories or content you like. It includes premium features. (22)¹⁴

RESEARCH METHODS

This class action research aims to improve poetry writing skills in students of the fifth semester of PGSD, Faculty of Teacher Training and Education, Pakuan University, Bogor City. The time for this research is carried out in the first semester from July to December 2023. This research was conducted on November 25, 2023, with a total of 24 students consisting of 2 men and 22 women. The type of research used in this study is qualitative research with a Classroom Action Research (PTK) approach. This research was carried out in 3 cycles, each consisting of two meetings. This class action research uses the Kemmis & Taggart model (Arikunto et al., 2015) (23)¹⁵, which suggests that class action research goes through 4 stages: *planning*, *acting*, *observing*, and *reflecting*. As for the design of the PTK model, the following:

¹⁴Rosamour. Artikel *Penana*. website Artik umum [Internet]. 2023; 1(2):1–5. Available from: <https://www.penana.com/story/122246/selamat-datang-di-penana/issue/2>

¹⁵ Supardi S Arikunto; S. Classroom Action Research [Internet]. Revision. Syriac, Editor. Jakarta: Bumi Aksara; 2015. 1–260 P. Available From: https://Books.Google.Co.Id/Books?HI=En&Lr=&Id=-Rwmeaaaqbaj&Oi=Fnd&Pg=PA1&Dq=Ptk+Metode+Arikunto&Ots=Tdohvucfoy&Sig=-Tinimry0w2r94etv_Qmv2wt5f4&Redir_Esc=Y#V=Onepage&Q=Ptk+Arikunto+Method&F=False



Figure 1. Execution Chart PTK (Arikunto, et.al., 2015)

The research subjects in this study are students in the fifth semester of PGSD for the 2023/2024 academic year, with a total of 24 students. This research data collection technique uses observation sheets, tests, non-tests, interviews, and documentation. To ensure the correctness of the data collected and recorded in the study, appropriate ways were selected and determined to develop the validity of the data obtained. Triangulation techniques will be used in this study. According to Moeleong (2021) (24) and (in Damayanti, 2024)(25)¹⁶, triangulation is a technique of checking the validity of data that utilizes something other than the data for checking purposes or as a comparison to the data. In classroom action research, data is analyzed from when the learning action is performed, symbolized during the reflection process, to the report preparation process. This data analysis is carried out qualitatively through three flows. In this study, researchers used the interview method to obtain accurate information and a complete picture of the research conducted, then checked the interview results with the situation in the field. In conducting interviews, researchers use different sources or informants to check the truth of information related to this study. According to Miles and Huberman (2024)(26),¹⁷ the flow includes data reduction, presentation, and conclusion drawing or verification. The success criteria used to measure the success rate of the learning process in this classroom action research are (1) Indonesian grammar and literature skills by 81% with "very good" criteria, (2) writing poetry by 71% "good" criteria, and (3) audio-visual poetry writing skills by 72% with "good" criteria, and understanding how to write acrostic technique poems by 60% with "good" criteria and writing poems to Android-based penana applications by 57% "good" criteria. In-depth information multiplication was also carried out through non-test questionnaires, namely the success of writing

¹⁶ Lexy J. Moleong. Qualitative Research Methodology [Internet]. 40th Ed. Bandung: PT Remaja Rosdakarya; 2021. 405–410 P. Available From: https://lib.unikom.ac.id/opac/detail/0-21856/metodologi_qualitative_research

¹⁷ Suryanti E, Widayati RT, Nugrahani F, Pratiwi VU, Veteran U, Nusantara B, et al. The importance of digital-based media development in Indonesian learning. J Educator P-ISSN2715-095X,E-ISSN2686-5041 [Internet]. 2024; 33(1):505–14. Available From: <https://journal.univetbantara.ac.id/index.php/jp/article/view/4944/2654>

audio-visual rocky acrostic poetry and the publication of acrostic poetry penana application by 92% of the "very good" criteria.

Research instruments to obtain data using, among others: (1) observation, is a data collection technique by observing every ongoing event and recording it with observation tools about things to be observed or researched; (2) Tests, which will be measured are students' ability to master the subject matter delivered including aspects of knowledge and skills; (3) Observation and Interview, to determine the response of students and teachers to the learning process of poetry writing skills through acrostic techniques assisted by audio-visual media; (4) Field Notes, written records of what was heard, seen, experienced, and thought in the context of data collection; (5) Documentation, documentation is an instrument for collecting data about events or events that have been documented, in the form of syllabus archives, lesson plans, observations and photographs (25). Based on the aspect of the highest value observed in this research is contained in Table 1 below:

Table 1. Research Instrument Grille

Assessed Aspects	Value
Content Assessment of Poetry Writing Skills with Assessment of Poetry Presentation with Audio-visual Media Penana	
Assessment of Indonesian Grammar and Literature Skills	81%
Poetry Writing Assessment	71%
Audio-visual Poetry Writing Assessment	72%
Assessment of writing poetry to an Android-based Penana application	57%
Poetry Publication Assessment directly to Android-Based Penana App	52%
Audio-visual Acrostic Poetry Writing Skills Assessment	92%

The success criterion in this study is success based on poetry writing skills. Poetry writing skills are said to be successful if each research cycle increases grades and there is an increase in the category of complete learning. The minimum completeness criteria in this study is the value of the Minimum Completeness Criteria (KKM), which was set by the team of lecturers who teach the KKM 75 Indonesian Theory and Literature Studies course. Poetry writing skills are said to be successful if 80% of students in semester V of PGSD, the first semester of the 2023/2024 academic year, students' poetry writing skills improve with the help of audio-visual media and the penana application.

DISCUSSION

This classroom action research is carried out in the Elementary School Teacher Education Study Program, with research members who act as implementers, teachers, and lecturers who teach media experts as collaborators in the classroom where research actions are carried out. The study was carried out for three cycles, with two meetings each cycle. The time allocation for each meeting is 90 minutes (2x45 minutes), and each cycle's implementation starts with stages of planning, action, observation, and reflection. Data were obtained from the research results after various activities from cycle I to cycle III. From the study results, data analysis was then carried out to see the effect of using acrostic techniques assisted by audio-visual media on improving poetry writing skills in semester V students of the Elementary School Teacher Education Study Program.

Based on data analysis from each cycle, the results of poetry writing skills showed a significant improvement. The analysis of the results of poetry writing skills can be seen in Table 2 below:

Table 2. Recapitulation of the Completeness of Acrostic Poetry Writing Skills

Cycle	Average rating	Tuntas		Incomplete	
		Student	%	Student	%
Preaction	65,5	9	35	12	60
I	69,6	12	46	11	51
II	77,1	12	46	9	35
III	81,1	24	88	3	12

Table 2 shows data on the results of students' acrostic poetry writing skills in preaction, cycles I, II, and III. While the table below indicates observation data of teacher actions using acrostic techniques assisted by audio-visual media in cycles I, II, and III.

Table 3. Classroom Action Observation

Application of Writing Acrostic Poetry		
Cycle I	Cycle II	Cycle III
68%	83%	91%

Table 3 shows class observation data in applying audio-visual media-assisted acrostic techniques in cycles I, II, and III. Table 4 below indicates observation data on student activities in acrostic poetry writing skills assisted by audio-visual and penana media.

Table 4. Student Activity Observation

Student Skill Activities for Writing Acrostic Poetry Assisted by Audio-visual Media and Penana		
Cycle I	Cycle II	Cycle III
69%	78%	88%

Based on Table 2 shows that there is an increase in poetry writing skills. In action, students achieve a minimum or complete score of 35%, and 65% do not complete or do not reach the minimum score set in the Indonesian Theoretical and Literary Studies course, which studies language skills. Writing includes language skills that are classified as productive. It takes a process for students to make rough drafts to produce high-quality work and finally obtain an average score of 65.5. In the first cycle, 46% of students achieved minimum or complete grades, while 51% did not complete or did not achieve minimum scores and an average score of 69.6. In the second cycle, there was an increase; 66% of students who achieved minimum or complete scores, and still, 35% of students who did not complete or did not achieve minimum scores had average scores of 77.1. In cycle III, there is an increase so that the success criteria are met there are 88% of students achieve minimum or complete scores. Meanwhile, 11% of students still do not complete or do not achieve the minimum score and an average score of 81.1.

The study results show that the average value of students' skills in writing poetry increases in each cycle. This can be seen from the increase in the average value of preaction, which is 65.5, with a completeness percentage of 35%. The low preaction score is caused by students copying poetry from text ebooks and YouTube spread on the website and without or not assisted by audio-visual media and penana. The average value in cycle I is 69.6, with a completeness percentage of 46%. The

value and percentage of completeness between preaction and cycle I have increased. Although the success criteria have increased by 51%, it is still below the expected standard. The increase occurred due to the beginning of the application of poetry writing skills. (27) Julianto (2023)¹⁸ has examined the impact of acrostic techniques on student poetry writing outcomes and positive changes in student behavior. Furthermore, the average value of cycle I and cycle II also increased. This can be seen from the average score in cycle II, which is 77.1, with the completeness of the value of poetry writing skills of 66%. In cycle II, there was a 35% increase in the completeness of success because students bravely began to express their ideas in poetry writing. Students also began to be skilled in determining dictions to compose poems. Arifin et al. (2023)(28)¹⁹ state that the use of acrostic techniques in writing poetry has an influence and can improve students' poetry writing skills. Then, the improvement of cycle II and cycle III is an improvement that meets the success criteria. The average score in cycle III was 77.1, and the completeness of poetry writing skills score was 88%. In cycle III, there was an increase in the completeness of success of 81.1%. Completeness of success can occur in cycle III because students can produce poetry writing works by paying attention to the building blocks of poetry. The evaluation given by the teacher becomes a reference for students to improve the poetry work that has been made. Meanwhile, Cahyanti et al. (2021)(9)²⁰ revealed a significant influence on the results of writing students' poems before using acrostic techniques after the use of acrostic techniques, where students' poetry writing skills improved. In general, it can be concluded that students can use acrostic techniques assisted by audio-visual media to improve poetry writing skills. Based on the opinion of Tari (2023) (29)²¹ suggests that acrostic techniques can make it easier for students to find and develop ideas. Syahrudin et al. (2021)(30)²² found that using acrostic techniques to learn poetry can increase students' competence in writing skills. Based on the analysis of the need for students with low poetry writing skills, it is necessary to improve efforts by applying appropriate learning techniques, namely, using acrostic techniques assisted by audio-visual media. Using acrostic techniques to arrange words vertically can make it easier for students to determine the right diction according to the expected theme of the poem. Students are required to take an active role in the learning process, not just being a listener to the teacher.

¹⁸ Julianto IR. Acrostic technique as an innovation in learning poetry writing skills in elementary schools (literature studies). *J Basic Educator Science* [Internet]. 2023; 10(1):44. Available From: <https://Jurnal.Unej.Ac.Id/Index.Php/JIPSD/Article/View/37979/12617>.

¹⁹ Iqbal Arifin, St. Harpiani MIN. Poetry writing skills with elementary school techniques: *Celeb J Elem Educ* [Internet]. 2023; 1(1):1–10. Available From: <https://Ojs.Unsulbar.Ac.Id/Index.Php/Cjee/Article/View/3450/1504>.

²⁰ Cahyanti ED, Asri SA, Ulfa M. Efforts to improve poetry writing skills through acrostic techniques assisted by audiovisual media. In: Cahyanti ED, Asri SA, Ulfa M, Editors. *Proceedings of the National Seminar on Education STKIP Kusuma Negara III* [Internet]. STKIP Kusuma Negara: E-ISSN 2716-0157; SEMNARA 2021; 2021. p. 199–208. Available From: <http://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/View/1299%0Ahttps://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/Download/1299/895>.

²¹ Khairatamma T. Development of e-module learning based on mnemonic method to help students' memory in class xi nervous system material. In: Thesis [Internet]. 1st ed. Jambi: Biology Education Study Program, Department of Mathematics and Natural Sciences Education, Faculty of Teacher Training and Education, University of Jambi; 2023. P. 1–5. Available From: [https://Repository.Unja.Ac.Id/57711/6/FULL THESIS Pdf](https://Repository.Unja.Ac.Id/57711/6/FULL%20THESIS%20Pdf)

²² Syahrudin S, Rahim AR, Rimang SS. The effectiveness of the acrostic method assisted by video media of natural beauty in learning to write poetry. *J Ris and Inov Learning* [Internet]. 2021; 1(3):141–53. Available From: <https://Etdci.Org/Journal/Jrip/Article/View/75/64>

Acrostic techniques are assisted by audio-visual media, and researchers apply penana to the learning process to modify the learning process in the classroom. With the use of acrostic techniques, it is hoped that students can be more skilled in expressing their ideas and feelings through literary works of poetry assisted by various media, such as audio-visual media and penana applications. The syntax applied in acrostic techniques assisted by audio-visual media and penana applications (31)²³ follows: (1) the lecturer determines in advance a theme that will be developed into a student poem, (2) look for a person's name or place name or any name that we will make an idea, (3) arrange the sentence or word vertically, (4) find the right diction to develop the word, (5) ponder whether the diction is in accordance with the ideas we propose, (6) arrange the finished dictions into letters that we have arranged vertically, (7) make acrostic poems, (8) the results of making acrostic poems are collected for the lecturer to revise about the good and weaknesses made by students, (9) the teacher determines a good poem, (10) the poem is displayed audio-visual presentation so that students can observe it, (11) Revised poems The publication of the Penana application uses Android to be contested. All learning techniques have disadvantages and advantages of acrostic techniques, namely: (1) make it easier for students to remember, (2) can make poems according to their respective creativity because there is no special benchmark, (3) making poems using acrostic techniques is easier because there is no word limit, (4) the use of acrostic techniques can be applied to all learning models, (5) students are easier to remember poems that they can make themselves. The shortcomings are (1) the need to deepen the understanding of the material being studied, (2) the need for adequate supporting media, (3) the key to making poems using acrostic techniques is student interest and creativity, and (4) it takes student commitment in remembering.

CONCLUSION

Based on the results of classroom action research that has been carried out on students in the fifth semester of Elementary School Teacher Education (PGSD) in the first semester of the 2023/2024 academic year, researchers can conclude that learning poetry writing skills through acrostic techniques assisted by audio-visual media and penana applications can improve the poetry writing skills of students in meter V as evidenced by the percentage of completeness of students who meet the minimum completeness criteria increases from 35% in preaction, the percentage of poetry writing skills became 46% in cycle I, in cycle II the percentage of poetry writing skills became 69.6%, and in cycle III the percentage of poetry writing skills became 88%. Based on research conducted on the assessment of the use of audio-visual media and the application of penana on poetry writing skills, the results of the recapitulation were obtained as follows: For speaking and grammar skills obtained an average score of 81 with Very Good criteria, for writing poetry obtained a score of 71 with Very Good criteria, for Audio-visual poetry writing obtained a score of 72 with Very Good criteria and for writing poetry to the Android-based penana application obtained a score of 57 with Good criteria, and for poetry publication to the Android-based penana application obtained a score of 52 with Good criteria.

The results of the recapitulation of the assessment of the use of audio-visual media on poetry writing skills for indicators of 100% student material suitability are appropriate so that the criteria are Very Good, the Audio-visual Duration of poetry is 100% following the predetermined time, which is a maximum of 30 minutes so that the criteria are Very Good. The beauty of Audio-visual and Penana

²³ Utami NCM, Harefa MM, Pudjiati I, Fitriani L. Analysis of poetry writing skills in elementary schools: a literature review. *J Educator and Counseling* [Internet]. 2022; 4(6):1319–32. Available From: <https://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jpdk/Article/View/8377/6299>

poems that have been made is 75% with Very Good criteria. The poetry writing of penana social publications was obtained as 90% appropriate, so the criteria were Very Good.

REFERENCES

- Febriani Nd. Implementasi Keterampilan Pembelajaran Abad 21 Dalam Kurikulum Merdeka Belajar Pada Mata Pelajaran Pai Kelas Vii Di Smp Islam Al Akbar Singosari. 2024;1(1):4–6. Available From: [Http://Etheses.Uin-Malang.Ac.Id/62677/1/19110136.Pdf](http://Etheses.Uin-Malang.Ac.Id/62677/1/19110136.Pdf)
- Rakhmawati D, Hendraipta N, Pribadi RA, Nurhasanah A. Peran Guru Dalam Mengoptimalkan Model-Model Pembelajaran Berorientasi Pada Keterampilan Abad 21. *J Pendidik Dasar Flobamorata* [Internet]. 2024;5(1):75–85. Available From: [Https://E-Journal.Unmuhkupang.Ac.Id/Index.Php/Jpdf/Article/View/1352](https://E-Journal.Unmuhkupang.Ac.Id/Index.Php/Jpdf/Article/View/1352)
- Durrotunnisa, Nur HR. Keterampilan 4C (Critical Thinking, Creativity, Communication And Collaboration) Dalam Pembelajaran IPS Untuk Menjawab Tantangan Abad 21. *J Basicedu* [Internet]. 2020;5(5):3(2), 524–32. Available From: [Https://Jbasic.Org/Index.Php/Basicedu/Article/View/6842](https://Jbasic.Org/Index.Php/Basicedu/Article/View/6842)
- Steinberg SH. *Insights*. 2006;8(March):3. Available From: [Https://Neiudc.Neiu.Edu/Insights/88](https://Neiudc.Neiu.Edu/Insights/88)
- Arsih F, Fadilah M, Alberida H. Penguatan Kompetensi Profesional Dan Pedagogik Guru MGMP Biologi Dalam Mengembangkan Pembelajaran Inovatif Untuk Mendukung Pemberdayaan. 2024;15(1):6–12. Available From: [Https://Journal.Upgris.Ac.Id/Index.Php/E-Dimas/Article/View/14056](https://Journal.Upgris.Ac.Id/Index.Php/E-Dimas/Article/View/14056)
- Hoerudin CW. Upaya Meningkatkan Kemampuan Membaca Siswa Dengan Menggunakan Media Flash Card Pada Mata Pelajaran Bahasa Indonesia Di Kelas Iii Sdn Kertamukti. *J Ilmu Pendidik* [Internet]. 2024;3(1):1–15. Available From: [Http://Jurnal.Azkahafidzmaulana.My.Id/Index.Php/Ilpen/Article/View/37](http://Jurnal.Azkahafidzmaulana.My.Id/Index.Php/Ilpen/Article/View/37)
- Wibowo A. Kemampuan Berpikir Kritis [Internet]. 1st Ed. Dr. Joseph Teguh Santoso, S.Kom. MK, Editor. Semarang; 2024. 1–485 P. Available From: [Https://Penerbit.Stekom.Ac.Id/Index.Php/Yayasanpat/Article/View/473](https://Penerbit.Stekom.Ac.Id/Index.Php/Yayasanpat/Article/View/473)
- Susi Susanti, Toni Arlanto, Muhammad Risal Tawil, Ni Putu Sinta Dewi, Desy Misnawati, Sri Ariani, Mahpudoh, Syarifah Noviyana, Mochammad Mirza S. *Retorika Dalam Public Speaking* [Internet]. 1st Ed. Dr. Adrias MP, Editor. Cv. Gita Lentera. Padang: CV. Gita Lentera; Anggota IKAPI No. 042/SBA/2023; 1–228 P. Available From: [Https://Books.Google.Co.Id/Books?Hl=En&Lr=&Id=E_Vzeaaaqbj&Oi=Fnd&Pg=PA43&Dq=Mempersiapkan+Proses+Menulis+Yang+Kompleks+Dengan+Mempertimbangkan+Keterampilan+Termasuk+Aspek+Mental,+Psikologis,+Retoris+Dan+Kritis.+&Ots=GCIF9lb-Jv&Sig=Q8t81bmc4hveemx2wmeo08q](https://Books.Google.Co.Id/Books?Hl=En&Lr=&Id=E_Vzeaaaqbj&Oi=Fnd&Pg=PA43&Dq=Mempersiapkan+Proses+Menulis+Yang+Kompleks+Dengan+Mempertimbangkan+Keterampilan+Termasuk+Aspek+Mental,+Psikologis,+Retoris+Dan+Kritis.+&Ots=GCIF9lb-Jv&Sig=Q8t81bmc4hveemx2wmeo08q)
- Cahyanti ED, Asri SA, Ulfa M. Upaya Meningkatkan Keterampilan Menulis Puisi Melalui Teknik Akrostik Berbantuan Media Audiovisual. In: Cahyanti ED, Asri SA, Ulfa M, Editors. *Prosiding Seminar Nasional Pendidikan STKIP Kusuma Negara III* [Internet]. STKIP Kusuma Negara: E-ISSN 2716-0157; SEMNARA 2021; 2021. P. 199–208. Available From: [Http://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/View/1299%0Ahttps://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/Download/1299/895](http://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/View/1299%0Ahttps://Jurnal.Stkipkusumanegara.Ac.Id/Index.Php/Semnara2020/Article/Download/1299/895)
- Simbolan E. Pengaruh Penggunaan Media Audio Visual Terhadap Kemampuan Menulis Puisi Pada Siswa/I Kelas Viii Smp Swasta Cerdas Mandiri. *Repos Univ HKBP Nommensen* [Internet].

- 2024;1(460):32. Available From: <https://Repository.Uhn.Ac.Id/Handle/123456789/10003>
- Gani RA, Purnomo A, Karo-Karo R. PENDIDIKAN LITERASI. In: Uly Hidayati, S.Mat., M.Pd; Muh. Yamin, S.Pd. MP, Editor. Buku Cetak [Internet]. 1st Ed. Yogyakarta: Selat Media Patners Aggota IKAPI No. 165/DIY/2022; 2023. P. 1–107. Available From: https://Repository.Unpak.Ac.Id/Index.Php?P=Detail&Id_Karya=4456
- Dalman. Keterampilan Menulis [Internet]. 5th Ed. Depok: PT. Rajagrafindo Persada; 2021. 323 P. Available From: https://Books.Google.Co.Id/Books/About/Keterampilan_Menulis_Rajawali_Pers.Html?Id=3-Cdeaaaqbaj&Redir_Esc=Y
- Agustin NE, Nuroh EZ. Model Problem Based Learning Dalam Pembelajaran Bahasa Indonesia Terhadap Keterampilan Menulis Puisi Siswa Sekolah Dasar. J Pendidik Dasar Flobamorata [Internet]. 2024;5(1):93–100. Available From: <https://E-Journal.Unmuhkupang.Ac.Id/Index.Php/Jpdf/Article/View/1130/777>
- Hadi S Al. Menulis Puisi Dengan Media Video. Riview Pendidik Dan Pengajaran [Internet]. 2024;7(2):4577–82. Available From: <https://Journal.Universitaspahlawan.Ac.Id/Index.Php/Jrpp/Article/View/27211>
- Asri A. Korelasi Penguasaan Teori Puisi Dengan Keterampilan Menulis Puisi Mahasiswa Program Studi Pendidikan Bahasa Dan Sastra Indonesia Fakultas Bahasa Dan Sastra Universitas Negeri Makassar Angkatan 2015. J Retorika [Internet]. 2021;10(1):1–7. Available From: <https://Ojs.Unm.Ac.Id/Retorika/Article/View/4606>
- Irmawan A. Upaya Peningkatan Keterampilan Menulis Puisi Melalui Media Audiovisual Pada Siswa Kelas Viii Smp Negeri 2 Ciwaru Ade Irmawan. Anafora J Penelit Mhs Pendidik Bhs Dan Sastra Indones [Internet]. 2024;4(1):194–7. Available From: <https://Publication.Uniku.Ac.Id/Index.Php/Anafora/Article/View/91>
- Musfirah M, Agussalim H, Kasau MNR, Khalik S, Lanta J, Saifullah S. Pengaruh Teknik Akrostik Terhadap Kemampuan Menulis Puisi Siswa. Cakrawala Indones [Internet]. 2022;7(1):9–14. Available From: <https://Jurnal.Umsrappang.Ac.Id/Cakrawala/Article/View/656/491>
- Fitriani L, Adi TT, Nurhasanah N. Melalui Media Audio-visual Di Kelas V Sdn Improving Poetry Writing Skills Through Audio-visual Media In Class V Of Sdn Bojong 03 Tenjo District. Pros Semin Nas Pendidikan, Saintek, Sos Dan Huk E-ISSN 2830-361X [Internet]. 2024;3(1):1–16. Available From: <http://Jurnal.Semnaspssh.Com/Index.Php/Pssh/Article/View/644/527>
- Nur Amalia, Nur Aini Puspita Sari, Rida Tania Noviani. Pengaruh Metode Pembelajaran Sugesti Imajinasi Terhadap Kemampuan Menulis Puisi Siswa Kelas X Sma Negeri 48 Jakarta. J Metamorf [Internet]. 2020;8(1):1–12. Available From: <https://Ejournal.Bbg.Ac.Id/Metamorfosa/Article/View/333/302>
- Wildan N, Syafi I, Bibi F. Media Pembelajaran Pendidikan Agama Islam Di Sma Negeri Ambulu. 2024;1(April):21–4. Available From: <https://Gemilar.Aksarashofa.Com/Index.Php/Gemilar/Article/View/6>
- Bahri Aliem, Nurwindah Nadira AA. Wacana Akademika: Majalah Ilmiah Kependidikan. Wacana Akad [Internet]. 2023;7(November):168–76. Available From: <https://Jurnal.Ustjogja.Ac.Id/Index.Php/Wacanaakademika/Index>
- Rosamour. Artikel Penana. Website Artik Umum [Internet]. 2023;1(2):1–5. Available From:

<https://www.penana.com/story/122246/selamat-datang-di-penana/issue/2>

- Supardi S Arikunto; S. Penelitian Tindakan Kelas [Internet]. Revisi. Suryani, Editor. Jakarta: Bumi Aksara; 2015. 1–260 P. Available From: https://books.google.co.id/books?hl=en&lr=&id=-Rwmeaaaqbj&oi=fnd&pg=PA1&dq=Ptk+Metode+Arikunto&ots=Tdohvucfoy&sig=-Tinimry0w2r94etv_Qmv2wt5f4&redir_esc=y#v=onepage&q=PtkMetodeArikunto&f=false
- Lexy J. Moleong. Metodologi Penelitian Kualitatif [Internet]. 40th Ed. Bandung: PT Remaja Rosdakarya; 2021. 405–410 P. Available From: <https://lib.unikom.ac.id/opac/detail/0-21856/metodologi-penelitian-kualitatif>
- Puspita Damayanti; Fathoni; SMRMS. Pemanfaatan Teknik Peta Konsep Dalam Pembelajaran Puisi Untuk Meningkatkan Minat Dan Keterampilan Pemahaman Sastra Siswa: Utilization Of Concept Map Bin J Teknol Inf Dan Pendidik <https://doi.org/10.30599/binary.v1i1.795> [Internet]. 2024;1(1):26–34. Available From: <https://ejournal.rumahriset.id/index.php/educate/article/view/60%0Ahttps://ejournal.rumahriset.id/index.php/educate/article/download/60/39>
- Suryanti E, Widayati RT, Nugrahani F, Pratiwi VU, Veteran U, Nusantara B, Et Al. Pentingnya Pengembangan Media Berbasis Digital Pada Pembelajaran Bahasa Indonesia. J Pendidik P-ISSN2715-095X,E-ISSN2686-5041 [Internet]. 2024;33(1):505–14. Available From: <https://journal.univetbantara.ac.id/index.php/jp/article/view/4944/2654>
- Julianto IR. Teknik Akrostik Sebagai Inovasi Pembelajaran Keterampilan Menulis Puisi Di Sekolah Dasar (Studi Literatur). J Ilmu Pendidik Sekol Dasar [Internet]. 2023;10(1):44. Available From: <https://jurnal.unej.ac.id/index.php/JIPSD/article/view/37979/12617>
- Iqbal Arifin, St. Harpiani MIN. Keterampilan Menulis Puisi Dengan Teknik Sekolah Dasar: Celeb J Elem Educ [Internet]. 2023;1(1):1–10. Available From: <https://ojs.unsulbar.ac.id/index.php/cjee/article/view/3450/1504>
- Khairatamma T. Pengembangan E-Modul Pembelajaran Berbasis Metode Mnemonik Untuk Membantu Daya Ingat Siswa Pada Materi Sistem Saraf Kelas Xi. In: Skripsi [Internet]. 1st Ed. Jambi: Program Studi Pendidikan Biologi Jurusan Pendidikan Matematika Dan Ilmu Pengetahuan Alam Fakultas Keguruan Dan Ilmu Pendidikan Universitas Jambi; 2023. P. 1–5. Available From: <https://repository.unja.ac.id/57711/6/full-skripsi.pdf>
- Syahrudin S, Rahim AR, Rimang SS. Keefektifan Metode Akrostik Berbantuan Media Video Keindahan Alam Dalam Pembelajaran Menulis Puisi. J Ris Dan Inov Pembelajaran [Internet]. 2021;1(3):141–53. Available From: <https://etdci.org/journal/jrip/article/view/75/64>
- Utami NCM, Harefa MM, Pudjiati I, Fitriani L. Analisis Keterampilan Menulis Puisi Di Sekolah Dasar: Literatur Review. J Pendidik Dan Konseling [Internet]. 2022;4(6):1319–32. Available From: <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/8377/6299>