# INTEGRATION OF SOCIAL MEDIA AS A SOURCE OF POETRY APPRECIATION LEARNING INFORMATION FOR HIGH SCHOOL STUDENTS

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## Abstract

The study aims to describe and analyze social media integration as a source of poetry appreciation learning information for high school students. Poetry learning includes the activities of knowing, identifying, and producing poetry. This type of research is a case study. The research sample was conducted at State High School (SMA) 1 Purworejo and 7 Purworejo, Central Java Province, Indonesia. The involvement of social media carried out by teachers in learning poetry appreciation can help and improve the information that students have. This is because social media is currently very often used by students or teachers. The reach of knowledge gained will be increasingly widespread and forge oneself between teachers and students to apply the critical thinking skills of various social media information. The results showed that when needed the sorting of social media use used in accordance with the material to be taught includes WhatsApp, YouTube, Facebook, Twitter, Website, and Instagram. Moreover, popularizing students' works more widely through social media is able to give more poetry lovers access in providing appreciation feedback created by students.

**Keywords**: social media, poetry appreciation, high school.

## INTRODUCTION

Technological advances must certainly be responded to as a "breath of fresh air" in today's digital era. Industry 4.0 provides a great opportunity to develop new sustainable products with more service functionality to users (Faheem et al., 2018). The 4.0 industrial revolution marked by the role of physical cyber and manufacturing collaboration has welcomed its use to be familiar as digitalization people integrated in the adaptation of the 21st century. Cross-curriculum integration becomes the relevant solution required by innovative learning of 21st century curriculum (Chaharbashloo, et. al., 2020). Online teaching can encourage innovation in a person in digital librarianship. Nonetheless, examination of existing courses, workshops, and other teaching approaches can be particularly useful in fostering innovation in one's own pedagogical repertoire or preparation for developing responsibilities in digital librarianship (Perry, 2005).

During this pandemic requires teachers and students to actualize blanded learning-oriented learning even though the learning process has actually been implemented in the 21st century, combining face-to-face learning with online. Blanded learning is a relatively new concept and is developed sustainably (Throne, 2003). In addition, blanded learning has positive effects and can theoretically enhance the skills and knowledge of the entire organization, management as well as support shifting

nontraditional delivery methods (Curtis, 2012). Learning media needs to attract and direct the attention of learners, stir the emotions and attitudes of learners, make it easier for learners to understand the material information conveyed, and accommodate understanding the content of the lessons presented.

The use of learning media is carried out flexibly and considers the conditions of learners, educators, facilities and infrastructure, and the goal of achieving learning is one of them by applying ICT -based learning (information and communications technology). ICT has transformed the traditional learning environment and necessary curricular reforms (Scherer & Siddiq, 2019). The role of ICT as an important tool to solve problems faced in everyday life (Li, et. al., 2020). The learning content of the 21st century consists of 1) learning and innovation skills, 2) digital literacy skills, 3) career and life skills (Talvio, et. al., 2016). One might hypothesize that learners' performance on ICT literacy tasks relies on knowledge in a particular domain and focuses more on temporary generation and knowledge acquisition in solving certain problems (Scherer & Siddiq, 2019).

Flexibility should emphasize on a broad basis for education and understanding of modern social issues, modern ethical issues, and in general the modern world (Meyer &Norman, 2020). Changes can be made through the application of new technologies through digitalization (Fusko, et. al., 2019). The high number of internet users in Indonesia can also be seen as the potential to develop forms of electronic learning in the world of education. Through electronic learning, space and time, which are usually the limitations for organizing learning, can now be overcome through the flexibility of access through the internet (Ramadhan, et. al., 2018). In addition, the demands for innovation and creativity of educators are also the foundation in the success of online learning to realize the process of independent learners and adults oriented to HOTS era of the industrial revolution 4.0.

Industry 4.0 delivers the desired sustainability to function around the world as effectively,

equally and as fairly as possible (Ghobakhloo, 2020). Teachers in implementing this learning must be able to overcome IT and technical skills (Wilson, et. al., 2015). ICT involvement is in theory defined by the concepts of motivation and metacognition (Zylka, et. al., 2015). ICT coverage at home and in schools has increased substantially over the past few decades. Teachers operate as individuals with general education specific goals and objectives in real life (Cher &Grace, 2013). In addition, there are six attributes of meaningful learning, namely: intentionality, content centrality, authentic work, active inqury, construction of mental models, and collaborative work (Myhill & Wilson, 2013). Learning is directed at the higer order of thinking skills (HOTS), namely: cognitive ability (knowledge), affective (attitude), and cognitive (physical).

Through the ability of learners to monitor themselves and become aware of the value of HOTS and how to introduction previous reflective learning (Jarvis & Baloyi, 2020). Regarding the role of teachers in the classroom plays a role in providing knowledge and improving most of the time (Nguyễn & Nguyễn, 2017). The more teachers create opportunities for interaction between students, the more opportunities for criticism in student activities on various issues will provide a more suitable context for the student's critical thinking disposition (Hajhosseiny, 2012) Teachers must be sensitive in analyzing and determining learning strategies or models to be applied through the application of social media. The main characteristic of social media is the proximity of these platforms, where information can be shared very quickly and teachers and students are always up to date (Stathopoulou, et. al., 2019).

Theorists will appreciate the provision of current stories or background information that will help them understand a given problem. The information revolution of the technology and telecommunications sector has created a platform for the free flow of information, ideas and knowledge around the world (Rafiq & Ameen, 2012). Electronic media offers a significant advantage of public policy models such as newspapers, journals, and books: i.e.

proximity, the ability to provide information about any form of interest (Dietl &Russell, 2016). Online activities can not be avoided anymore especially in supporting the learning process even though the application has a variety of challenges (Syaiful, et. al., 2019). The implementation of the technology available today facilitates optimal training, not only in times of crisis, but also in the future (Li, et. al., 2020). The mobility features brought by m-learning will enhance learning in less developed areas (Chavoshi & Hamidi, 2019).

Ultimately, the school and its neighborhood will serve as important places that can promote greater social stereotypes and oppressive policies, or provide protection against it and promote alternative adaptation (Marks &Garcia Coll, 2018). Using technology manifests context in introduction, adaptability, expansion or regulation of technology in terms of decisions (Mao, et. al., 2020). In addition to social media changing the structure of the teaching-learning environment, it also supports access to a larger mass to be unrestricted to time and place (Bal &Bicen, 2017). The use of social media has a significant influence on the relationship between knowledge sharing and innovation (Khan & Khan, 2019). Some of the social media tools studied such as MySpace, Facebook and Twitter are media that can be used for educational purposes (Al-Rahmi & Zeki, 2017). Instagram social media is different from similar social media platforms such as Facebook, Twitter, WordPress, Flickr, YouTube, and LinkedIn because it prioritizes uploading images or videos (Yakar, et. al., 2020).

Teachers can also use Google Plus as a tool for cross-course communication. In general, almost all web services can be customized for educational use (Oberer & Erkollar, 2012). In addition, poetry can encourage creativity (Timothy & Obiekezie, 2019). The choice depends on the nature and characteristics of the target audience and its flexibility (Tormey, 2020). For example, if students chant poetry, indirectly the ability to read and write will be owned by students (Parr & Campbell, 2006). Poetry helps build a framework and presents interpretations of how we can use this poem to

better understand audiences and how they perceive changing environments (Illingworth &Jack, 2018). However, long-term teaching efforts are advised to make creativity a part of students' daily learning life (Zhou, et. al., 2014).

## RESEARCH METHODS

This research is qualitatively descriptive. The qualitative descriptive approach is the analysis strategy used when straight forward, unaltered statements from participants are desired (Sandelowski, 2000). Semistructured interviews using an open narrative approach allowed participants to share their reasons for using digital stories as a teaching tool in the classroom (Beck & Sitzman, 2019). This type of research is a case study. Case studies as a form of literary exposition or additional practice material and not an explicit attempt at social science research (Yin, 2018). The data obtained related to the use of social media in poetry learning carried out on students in high school in Purworejo Regency, Central Java Province, Indonesia. The research sample was conducted at State High School (SMA) 1 Purworejo and State High School (SMA) 7 Purworejo. Social media used includes WhatsApp, Twitter, Instagram, Facebook, and YouTube. To get the validity of the data is done by triangulation. The triangulation techniques used in this study are source triangulation and triangulation methods. The analysis model used in this study is an interactive analysis from Miles & Huberman (1992) with its components including data reduction, data presentation, and conclusion withdrawal.

## RESULTS AND DISCUSSIONS

a. Poetry Appreciation Learning in High School

Learning literary appreciation is essentially an attempt to instill a sense of sensitivity to students to the taste of literature. Supposedly the teaching of literary appreciation delivered by teachers to students is able to change the attitude of students from indifferent to more

sympathetic to literature. (Paiva, 2020) stated in her research "Poetry As a Resonant Method for Multi-Sensory Research" that poetry as a method of resonance can also be used as a technique to build dialogue across divisions of class, gender, and race. On this issue, it is interesting that poetry is not only a medium that allows marginalized voices and identities to speak and build political spaces, but it can also serve as a common ground to generate new dialogue across differences. Sensory geographers can play an important role in this issue by exploring the intercultural and intersexional emergence and empathic resonance that teachers and students have with poetry.

Poetry learning will be directed at the process of sensitivity and thinking of students in aspects of various problem areas. The opinions of the examined teacher are considered to represent "professional" opinions in the sense that the teacher's statements are based on teaching facts and experience and not just unfounded opinions. Teachers are also tasked with evaluating activities that have been carried out and carrying out sustainability actions (Parr & Campbell, 2006). In appreciating poetry, learners are invited to know, understand, take poetry seriously, so that understanding, appreciation, critical mind sensitivity and good-feeling sensitivity to poetry arise. There is a language which defines our common humanity, our care for each other, yet relies on understanding beyond language (Mardon, 2006). Assisted by several interesting poetry choices to them and involve them to increase engagement and pleasure (Bal & Bicen, 2017).

Poetry appreciation learning is directed at Bloom's six taxonomy including C1 to C6. First, C1 is done through the process of remembering that the teacher will do a question and answer on students regarding the nature of poetry that is known to include the meaning of poetry, poetry, poets, and types of poetry. In the next stage is C2 which is understanding by the step of identifying literature related to the scope of appreciation of poetry and paraphrasing. This literature comes not only from books or scientific articles but also from online sunbers such as the use of social media

as a source of information. This mastery also leads to the ability to read and write poetry. The next step is C3, which is to apply by classifying poems according to their type, the process of reading, and writing poetry that includes the physical structure and inner structure of poetry.

Fourth, C4 is analyzing. At the stage of analyzing lecturers give three poems to be compared in order to obtain the results of his analysis and then identification includes physical structure and inner structure. The answer is delivered through Google Classroom. This information search process involves the process C1 to C3. Next, stage C5 is evaluating. The results of identification are discussed together through Google Classroom, whether it is in accordance with the theoretical and findings in the physical structure and inner structure of poetry. This stage will be an evaluation and reflection of the understanding mastered by students. Stage C6 is creating. In learning poetry appreciation is directed at the realization of the ability to write and read poetry. Increased interest and motivation appreciation of poetry is carried out the next stage of WhatsApp with each start learning to create serial poetry and the result is that students further improve their language development skills. Reading poetry is also arranged by students in the form of videos uploaded through YouTube, Instagram, and Facebook.

The assessment of poetry reading in all students is categorized on the competence of reading poetry with assessments carried out with the categories of articulation, intonation, expression, mimicry, and creativity. It should be understood by the teacher that the lack of classification of poetry reading techniques makes poetry the identity of the reader, so the teacher emphasizes more on the direction of competence instead of indoctrinating and making uniformity in reading poetry. Online reading of poetry is required by the teacher regarding the delivery of shooting techniques and vide making. Indirectly, students will also be equipped in the ability to record and edit videos. Another lurability is the positive application of social media owned by students,

one of which is uploading the results of poetry reading videos on YouTube.

The next product stage in poetry appreciation learning is poetry copyright. Poetry created needs to pay attention to the elements contained including diction, imagination, meaning, mandate, and language style. Each element is rated between 1-20. The results of the student's poetry show that the difficulties and not yet ability experienced by students are diction, language style, and blurring of meaning. The process of poetry copyright is also evaluated by teachers by providing notes on poems that are created and guided periodically, so that there are sustainability measures to make improvements and improve. Regularly giving notes can help students in knowing the parts that need to be repaired. At the last meeting, all the poems were collected to be curated and compiled into an anthology published in book form. The obstacle experienced by the teacher is to ensure the possibility of the or absence of palgiat elements of student poetry.

b.        Use and Integration of Social Media

Teachers are given freedom in determining learning methods, so that proper learning is carried out one of them in the use of social media. In addition, teachers need to conduct ethnographic studies on students that allow them to have different backgrounds, so that the poems that will be taught later can be adjusted. (Chaharbashloo, et al., 2020) in his research entitled "Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context" is known if the role of exemplary teachers in the learning process has a role as a reference and evaluation program. There are eight categories that will be evaluated in this study, namely: subject, pedagogical, learners, classroom management, learning environment, curriculum, school environment, and self. Teacher complements are also evaluated covering pedagogical, professional, and social competencies.

Limitations of teacher mastery in ICT become obstacles in learning, so it is not uncommon for teachers to only apply the lecture model without collaborating with other models or approaches (Haydn & Barton, 2008). Another problem is that teachers have ICT capabilities, but the facilities and infrastructure in schools are less supportive to realize it. ICT training for teachers and students needs to be evaluated and continuous improvements are carried out, so that elearning-based learning can be applied. Instagram becomes one of the social media that is widely used with the characteristics of uploading photos, videos can even do live broadcasts.

The use and utilization of various social media in supporting learning materials really needs to be a concern to use. Based on the results of the questionnaire there are only three teachers (kindergarten, P, and RF) who have social media accounts Instagram and Facebook, so the learning process also uses social media accounts such as for the publication of poetry copyright works or reading student poetry, while three other teachers (kindergarten, TM, and SM) do not have personal social media accounts. During online learning activities, teachers actively use Google Meeting, Google Classroom, and WhatsApp groups. These three learning media become mandatory in the online learning process used by all teachers.

Furthermore, all teachers claimed to correlate with the use of YouTube in associating the material taught, but only two teachers did correlate with the web of the Agency for Language Development and Development, and one teacher who used the National Library of the Republic of Indonesia web, and two teachers who associated with Instagram pesyair, Central Java Language Hall, and the Agency for Language Development and Development. All teachers using KBBI online and downloaded through playstore are also used in the meaning of diction. Similarly, three teachers use thematic thesaurus site on the link http://tesaurus.kemdikbud.go.id/ about the word with a relationship of meaning.

The Agency for Language Development and Development, Ministry of Education and Culture of the Republic of Indonesia seeks to socialize the introduction of poetry works and their authors through their instagram accounts.

Of course, this is very helpful for teachers in recommending the introduction and understanding of poetry and its author. Furthermore, the audio visual form can be used youtube social media. YouTube is a website for the most commonly used for free video sharing after Google and Facebook (Moghavvemi, et. al., 2020). They used it as a complementary tool for learning, and believe that academic videos on YouTube improve learning, due to its visual cues rendering it more easily understood (Moghavvemi et al., 2018). Learning poetry by applying YouTube social media is able to attract and facilitate understanding because it provides images and explanations presented audio visually.

21st century learning is directed towards the realization of communication, collaboration, critical thinking, creativity. Communication skills are skills to convey new thoughts, ideas, ideas, knowledge, and information to others through oral, written, symbols, images, graphics, or numbers. Collaboration skills are the skills of working together, synergizing, adapting to various roles and responsibilities, and respecting differences. Creative thinking skills are the ability to create new ideas or ideas that are different from those that already existed. Staregi learning that can train creative thinking skills is learning based on problems such as: problem based learning,

project based learning, cooperatif group investigation, inquiry learning (Bagus, 2010).

Communication skills in poetry learning carried out during the learning process include when discussing, Q&A, composing poetry, reciting poetry in the form of recordings uploaded through social media can even communicate with poets. It is expected that there will be a reciprocal relationship that occurs by students, between students, students and students with lecturers and students with examiners or readers who later the results of learning are poetry productions in the preparation of poetry anthologies and recordings of student poetry readings uploaded on social media. Collaboration skills begin when poetry creation begins with the preparation of chain poems and then analyzes poems in groups, and poetry

readings are displayed both or three. The involvement of peers in learning has an important role in achieving learning achievement.

Furthermore, learning is directed at improving critical thinking skills where students need to understand the sorting of sources acquired and used in appropriate and correct categories. Moreover, the source is done through social media searches. Therefore, it takes understanding and ability to criticize the issues raised. In creative ability is also based on the problems faced, so that this creativity will appear in students such as when producing poetry related to reading poetry. Students will think creatively in reciting poetry and video results by involving the sorting of music, the direction of camera capture, and how to read poetry according to its type. Learning by integrating social media is necessary in the 21st century. Social media has become a "daily food" for students and lecturers, so it will make students attractive in learning poetry appreciation and proficiency in learning revolution 4.0.

## CONCLUSION

21st century learning is directed at the realization of communication, collaboration, critical thinking, and creativity. Learning ability includes high thinking direction or HOTS including remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Actualization of learning by integrating social media is able to increase the interest, motivation, and achievement of learning appreciation of student poetry as the sustainability of the face-to-face learning process in synergy with online learning, so that independent and adult learning can be realized. Appreciation of poetry includes getting to know, identify, and produce poetry. The utilization of social media can be one of the approaches to the correlation of learning materials with familiar everyday situations used by learners such as Whatsapp, Instagram, YouTube, Facebook, Twitter tailored to the

purpose of learning poetry appreciation with the function of social media involved. In online or virtual learning at this time students are also familiar with using Google Classroom, Zoom, and Google Meet will certainly be more supportive in learning achievements are expected to be research that discusses the application of social media in learning.

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