

The Use of Ispring Suite-Based Student Worksheets in Indonesian Language Learning-Poetry Writing Skills

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Abstract

Purpose: this study is to describe the application of iSpring Suite-based Learner Worksheets (LKPD) and to describe the learning outcomes in Indonesian language subjects, specifically on poetry writing skill indicators using iSpring Suite-based LKPD. The research was conducted at SMA Muhammadiyah 3 with class XI IPA 1 as the subject.

Methodology: The methodology used direct observation techniques for data collection, and the learning process was implemented using the POPBL (Project Oriented Problem Based Learning) model. The data were presented descriptively in a qualitative manner, while the data analysis used descriptive statistics to provide an overview of students' poetry writing skills.

Results: The results showed that students' poetry writing skills in POPBL learning with iSpring Suite-based LKPD achieved the highest score of 84 and the lowest score of 72, with an average score of 77.9. Based on these data, it can be concluded that 100% of the students achieved poetry writing ability scores above the KKM.

Applications/Originality/Value: this research is that iSpring Suite-based LKPD can be used as an alternative learning tool to improve students' poetry writing skills effectively and can serve as a reference for teachers to implement innovative learning models that integrate digital media and project-based learning.

Introduction

The role of the teacher is very important in teaching and learning activities. Learning is one of the activities that requires the role of the teacher as a facilitator and motivator as well as a driver of the intensity and quality of student learning. Changes in learner characteristics due to the interaction between stimulus and re-sponse. In other words, learning is a form of change experienced by students in knowledge and behavior as a result of the interaction between stimulus and re-sponse(Mardiyani, 2022). The success of the learning process can be seen from the mastery of the material which is reflected in good student learning outcomes.

Mastery of writing skills is very important to develop in Indonesian lan-guage learning, because this skill can improve other language skills (Amri, 2023). However, it is often found that teachers are not optimal in facilitating students. The writing learning process still uses lecture or conventional methods(Visakha, 2019). In order for students to be able to master the material and obtain good learning outcomes, it is necessary to choose the right learning model. Model selection is clearly very important to en-sure the meaningfulness of learning and improve students' writing skills at a higher level(Nainggolan, 2020). High-level or advanced writing skills allow students to facilitate in the future, namely in the world of work and in higher education(Cahyani, 2024).

Technological developments are increasingly rapid and in line with the times. One of them affects the world of education. The existence of technology will make it easier to obtain information in all fields, including education(Widianto, 2021). Technology has a positive impact on education, especially in the ease of obtaining information related to education and as a source of technology-based media and teaching materi-als. That the existence of technology in the field of education is very useful, as well as a means of infrastructure to facilitate the implementation of learning(Shofia, 2021). The most commonly used technology application is the use of the internet network.

Based on the results of interviews and observations, it was found that the 11th grade students of SMA Muhammadiyah 3 Surakarta were students' writing learning outcomes that were still far from being very well developed. This happens because students often feel bored and uninterested in learning to write. In addition, teachers do not use technology-based learning media in the learning process. As a result, the learning outcomes of Indonesian writing in class XI of SMA Muham-madiyah 3 Surakarta are still low and many students score below the KKM.

The Problem Oriented Problem Based Learning (POPBL) learning model assisted by iSpring Suite-based LKPD is a solution to overcome the problems of students' writing ability in Indonesian language learning. This is in line with the purpose of the POPBL model, which is to help students develop critical thinking, problem-solving skills, and intellectual skills. The use of the internet to develop E-LKPD by integrating images and learning videos to provide visualization of

learning to students. Printed E-LKPDs are less motivating for students in learning and less suitable for use as assessment media both in terms of appearance and ease of use (Wandani, 2022). Printed LKPDs can be optimized by using technology, where printed LKPDs can change their function to become innovative interactive LKPDs using the iSpring Suite. Innovative interactive-based LKPD is used as a medium to improve student learning outcomes. That interactive LKPD applied side by side with the Project Ori-ented Problem Based Learning (POPBL) learning model was able to gradually im-prove student writing learning outcomes (Jannah, 2022). Research related to pop up book inter-active learning media as an effort to improve students' ability to tell stories (Alviolita, 2019). In addition, learning with iSpring media improves student learning outcomes and makes it more effective (Dasmo, 2020).

The solution that can be chosen in the implementation of writing learning is to use Ispring Suite-based LKPD, a tool for creating learning media in the form of presentations that can be used in the learning process through media aspects such as audio, video, and integrating audiovisual aspects. In addition, different types of as-essments are conducted. Ispring Suite can convert Power Point files into an attrac-tive Flash format so that users can use it directly or optimized for e-learning and interact directly with the material presented and the main material in Power Point.

Method

Research with a quantitative approach was conducted to determine the ability of students' poetry writing ability. The research was conducted in class XI MIPA 1 SMA Muhammadiyah 3 Surakarta. Data collection in this study was conducted through direct observation techniques to obtain accurate information about students' involvement and abilities during the learning process. In its implementation, the learning model used is POPBL (Project Oriented Problem Based Learning), which emphasizes a project-based approach and problem solving. Through this model, students are invited to be actively involved in the learning process, identify problems, and develop solutions in the form of projects, which in this case focuses on poetry writing skills.

LKPD in POPBL learning serves for students to write poetry directly according to the given context. The assessment aspects of this poetry writing skill include the following:

Table 1. Assessment aspects of learning to write poetry

	Aspect	Indicator
poetry writing skills	Diction	Able to use diction in accordance with the situation described in the poem
	Language Style	Using style language style that is able to describe the expression
	Rhyme	Able to create melodious rhymes
	Appropriateness of the title, theme with the content of the poem	Able to make rhymes with depictions that are in accordance with the title and theme in the content of the poem
	Meaning	Able to imply a deep meaning related to the theme

The table above shows that there are 5 aspects in the assessment of learning to write poetry. Each aspect has a maximum score of 4. After students write poetry, teachers or educators score according to the indicators or instruments (table 1). After giving a score on each aspect (diction, language style, rhyme, suitability of title and theme, and meaning of the poem), add up all the scores of these aspects to get the total score. The maximum total score that can be obtained is 20 which is then multiplied by 5 to get the final score. The maximum final score is 100 (if the total score is 20 multiplied by 5). This final score will be the overall score for learning poetry writing skills. Below is a description of the category of learning outcomes for writing poetry.

Table 2. Category Poetry writing ability

Category	Score Range
Very Good	≥ 81
Good	61 – 80
Fair	41 – 60
Deficient	21 – 40
Very Poor	≤ 20

The data obtained was presented descriptively qualitatively to provide an in-depth understanding of students' poetry writing skills. Data analysis was carried out with descriptive statistics, which helped in describing and summarizing student

learning outcomes in the form of numerical data and qualitative interpretations. Data analysis using descriptive statistical techniques in this study aims to describe the results of students' poetry writing skills numerically and with qualitative interpretations. The data collected in the poetry writing test was evaluated based on five main aspects: diction, language style, rhyme, suitability of title and theme to the content of the poem, and meaning. Each aspect had a maximum score of 4, so the total maximum score was 20. This score was then converted into a scale of 100 to determine the students' final score. The final assessment results were grouped into competency categories, namely very good (score ≥ 81), good (score 61-80), satisfactory (score 41-60), poor (score 21-40) and very poor (score ≤ 20).

Descriptive statistics were used to calculate the percentage of student performance in each category to provide a detailed picture of the distribution of student skills. This approach also helps to evaluate the effectiveness of the Project Oriented Problem Based Learning (POPBL) learning model based on interactive and printed LKPD in improving students' writing skills. This approach allows researchers to present the development of poetry writing skills in detail, so that the results of the analysis can provide clear insights into the effectiveness of the POPBL model in improving poetry writing skills among students.

Result and Disussion

Result

Research that has been conducted related to the use of Learner Worksheets (LKPD) based on iSpring Suite in Indonesian language learning class XI IPA 1 SMA Muhammadiyah 3 Surakarta, the author obtained information that the learning took place very effectively.

Learner Worksheets are developed using the principles of fun, game-based, and easy to replicate by anyone, especially an educator who wants an interactive learning that can improve writing skills for intermediate and advanced students. This iSpring Suite-based LKPD is in the form of an "E-Module" which contains material, practice questions and video playback, accessible via an Android smartphone. This module is made based on the iSpring Suite software .apk format application that can be installed on an Android operating system with a minimum RAM of 1 GB. Seen in Figure 1 is the LKPD display.

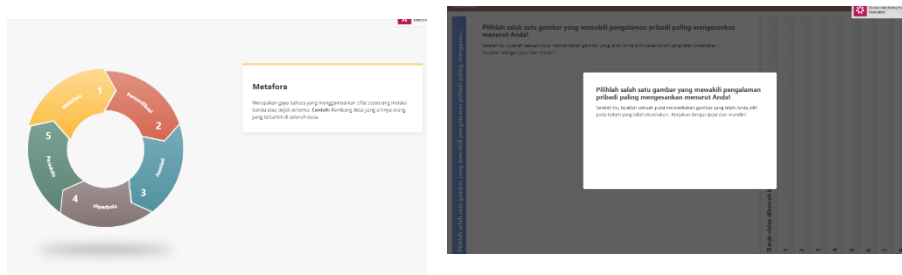


Figure 1. Material and Problem Display of LKPD iSpring Suite

The iSpring Suite-based LKPD is made in digital format, this LKPD has a game-like appearance, designed to create a fun and entertaining learning atmosphere. Figure 1 shows the home page that displays the title of the LKPD with the "start" button at the top giving an attractive and user-friendly impression. Figure 2 shows the menu display (1) CP and TP which includes learning outcomes and learning objectives for writing stage F or grade XI, (2) Material Menu contains written materials and learning videos about the definition of poetry, inner elements of poetry, physical elements of poetry, various styles of language in poetry, examples of poetry, examples of analyzing poetry, and the steps of writing poetry that students can learn and can be used offline to access the material in the application so that it makes it easier for students to operate the Ispring application, (3) The Work Instructions menu, contains procedures for using the Ispring Suite learning media, and (4) The question menu, contains practice questions that students do in order to understand deeply about learning to write poetry.



Figure 2. Learning Activities

Based on the results of observations made by researchers, observing how to apply iSpring Suite-based LKPD in class XI IPA, SMA Muhammadiyah 3 Surakarta (Figure 2). The steps of applying the iSpring Suite-based LKPD begin with reviewing the poetry material that has been studied by grade X students by teachers or teaching staff. At this stage the teacher remembers the basic concepts about poetry such as elements, types and poetry writing techniques. By providing an overview of the material, the teacher helps students re-understand the basics of writing poetry, which will be the foundation for them in doing the next assignment. This step is important to refresh students' memory and connect the old material with the new learning to be achieved.

The teacher then provides the poetry material in a fun way and involves the students actively. This process is interspersed with interactive learning media displays from iSpring Suite that increase interest and make students more interested in learning. With attractive visuals and animations, the poetry material is presented creatively so that students are not bored and more easily understand the concepts presented. Students' learning activities are expected to increase because the provision of fun material also encourages them to interact and discuss.

After the material presentation is complete, the teacher will share the iSpring Suite LKPD link through the class WhatsApp group and provide instructions on how to access and use the link. The teacher ensures that all students understand the steps to do the exercises in the LKPD. Students are then asked to complete the exercise independently by writing a poem based on a personal experience that they enjoyed the most. This task encourages students to develop creativity and self-expression in writing, while training them to express their feelings and experiences in the form of poetry in accordance with the material studied.

The above presentation shows that the application of iSpring Suite-based LKPD in learning to write poetry has a positive impact on student engagement. Students who were previously passive and less enthusiastic are now more actively participating in learning activities. With interactive features and attractive images, this LKPD can stimulate students' interest to be more involved in learning. The activities offered through iSpring Suite make students feel more comfortable and challenged, encouraging them to explore their writing skills. In addition to changes in student engagement, the learning atmosphere has also changed. Learning that was once considered boring is now a fun and exciting experience. The dynamic and interactive display on the iSpring Suite-based LKPD makes students feel like they are playing while learning. This helps reduce the boredom that often occurs in traditional writing classes and creates a conducive and fun learning atmosphere.

The application of iSpring Suite-based LKPD is also supported by teachers and parents who want to see the development of students' writing skills optimally. Based on the interview results, teachers feel helped in achieving learning objectives because this LKPD makes it easier for them to present the material more interestingly. Parents also feel the positive impact of this learning because they see their children learning more enthusiastically and productively. Therefore, the application of iSpring Suite-based LKPD is the right innovation to support the achievement of maximum learning outcomes of writing skills.

In addition, teachers still use conventional learning models in the form of lectures and have not used interactive media to support Indonesian language learning, especially in learning to write. To prove this, researchers made observations and obtained data in the form of student writing learning outcomes before interactive media was applied. The following is a table of data on writing learning outcomes.

Table 3.

	Class	Keterangan
	XI IPA 1	
Student 1	82	Very Good
Student 2	76	Good
Student 3	72	Good
Student 4	82	Very Good
Student 5	84	Very Good
Student 6	72	Good
Student 7	76	Good
Student 8	80	Good
Student 9	78	Good
Student 10	80	Good
Student 11	74	Good
Student 12	82	Very Good
Student 13	76	Good
Student 14	76	Good

Student 15	72	Good
Rata-rata	77,9	Good
Terendah	72	Good
Tertinggi	84	Very Good

Discussion

The results showed that the iSpring Suite-based LKPD is effective for improving students' writing skills and learning outcomes, especially in Indonesian language lessons. This is evidenced by the increase in the achievement of student learning outcomes in Indonesian language learning (table 1). Before the application of iSpring Suite-based LKPD, students' writing learning outcomes were relatively low and below the KKM (Minimum Completeness Criteria). The number of students who have not achieved these grades indicates that there are obstacles in the conventional writing learning process (Supratman, 2022). An uninteresting learning process can cause students to lose interest, thus inhibiting optimal understanding of the material and writing skills (Yunanda, 2022).

This condition makes teachers worried because the conventional learning model applied so far is less efficient in achieving the expected learning outcomes of writing skills. Lecture or conventional learning models tend to be monotonous so that they do not stimulate students' interest in participating in learning activities (Magdalena, 2021). The lack of student involvement in the learning process makes it difficult to understand the material presented and practice writing skills (Pane, 2024). In addition, passive students find it increasingly difficult to develop their writing skills with conventional methods, so their learning outcomes are still below the KKM.

This problem is a challenge for teaching staff in improving the quality of writing learning and achieving KKM results for all students. Teachers need to find solutions so that learning to write is not only effective, but also more interesting, and involves students actively (Hidayatullah, 2023). The alternative considered is the application of iSpring Suite-based LKPD which offers interactive and more interesting features. Also utilized the iSpring Suite application integrated with Microsoft Power Point to improve learning outcomes (Sofiah, 2023). The purpose of supporting iSpring Suite learning media is to increase students' interest and enthusiasm for learning so that their learning outcomes can slowly improve (Fauzi, 2022).

LKPD iSpring Suite is said to be effective because it significantly improves writing learning outcomes, namely class XI IPA 1 there is an increase of up to 100%, which means that all students score above KKM. This increase shows that the learning method using iSpring Suite-based LKPD has succeeded in helping students better understand the material and apply their writing skills. The positive changes seen in these two courses show the effectiveness of iSpring Suite-based LKPD in supporting more interactive and interesting learning. With an attractive appearance and interactive features, this LKPD is able to overcome boredom that is prevalent in traditional learning methods (Wandani, 2022). Students who were previously less enthusiastic in learning become more actively involved and can understand the material more easily and creatively. This shows that technology in learning has the ability to increase student motivation and help them achieve optimal learning goals (Mulyono, 2021).

Overall, the application of iSpring Suite-based LKPD is proven to have a positive impact on student learning outcomes, especially writing skills. With significant improvements in both classes, both teachers and students can benefit from this more effective learning method. Seeing these positive results, the application of iSpring Suite-based LKPD can be a model that can be adapted for other learning processes, especially for skills that require deep understanding and intensive practice (Hikmah, 2023). This technological support is expected to continue to encourage students to achieve better learning outcomes and encourage more innovative learning.

Conclusion

Based on the results of the study, it can be concluded that the application of iSpring Suite-based Student Worksheets (LKPD) effectively improves students' writing skills. All students managed to meet the expected passing criteria, with a percentage of 100% above the minimum passing criteria (KKM). This shows that the use of iSpring Suite-based LKPD not only makes learning more interesting and interactive, but can also help students achieve optimal learning outcomes for their writing skills.

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