

Evaluation of Pear Deck Application in Learning to Write Poetry Text in Senior High School

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Abstract

Purpose: Interactive technology and applications have been widely used in learning, but studies that comprehensively evaluate their effectiveness through student activity, learning efficiency, learning outcomes, and teacher and student satisfaction levels are still limited. This study aims to evaluate the effectiveness of the application of the Pear Deck application in learning to write poetry texts at SMAN 1 Karanganyar based on these four aspects.

Methodology: The method used in this study is qualitative descriptive with a case study re-search design. Data was collected through interviews, observations, and questionnaires from 35 students in class XI E SMAN 1 Karanganyar, Klaten. Data analysis was carried out based on five stages according to John W. Creswell and J. David Creswell: (1) preparing the data, (2) displaying the data, (3) encrypting the data, (4) compiling descriptions and themes, and (5) presenting the results. Data validity is guaranteed through triangulation of techniques and sources.

Results: The results of the study show that students are active during the learning process, with good interaction between peers and teachers. Learning runs efficiently because all students can complete the exercises on time. As many as 74% of students obtained a score in the good category, and 26 out of 35 students expressed satisfaction with the use of the Pear Deck application in learning to write poetry.

Applications/Originality/Value: This research provides new insights in evaluating technology-based learning as a whole using four main aspects. These findings are useful for teachers in starting the effectiveness of learning technology.

Introduction Section

Learning is a fundamental process in human life. The learning process allows individuals to improve their insights, knowledge, skills, and principles in life. Quality learning can produce students who excel and have the ability to compete. These abilities can be obtained from habits to attitudes that can be formed through the implementation of a good learning process. Because in principle, a school-age child is someone who is still in the process of development (Prayitno et al., 2021). This statement is reinforced by the opinion of Putri (2022) who said that good learning practices can shape the habits, character, skills, and attitudes of students.

Yestiani & Zahwa (2020) suggest that teachers play a complex role in the learning process. In this process, teachers need to prepare innovative strategies to deliver learning materials (Rahmayani, 2019). This will make it easier for teachers to convey messages and make it easy for students to understand the material. Understanding various traits from within students can also contribute to teachers to create a fun learning atmosphere and an effective learning process. Apart from being a facilitator, teachers are also one of the determining factors in efforts to improve the quality of education. As the opinion of Suwardi & Farnisa (2018) that teachers play the role of facilitators, communicators, motivators and evaluators. This makes the reason why the role of teachers cannot be ruled out. Teachers in carrying out their profession are expected to be able to design an innovative, effective, efficient and interactive learning. This will build students' motivation to achieve optimal learning outcomes and towards the expected educational goals. The interaction that occurs in learning will build students' motivation and interest in learning. Therefore, the interaction that is built between teachers and students is the key that must be maintained (Putri, 2022a).

The reality that occurs in the educational process in Indonesia is that teachers have not fully implemented innovative, creative and interactive learning. This statement is evidenced by the opinion of Wati et al. (2018) in their research, namely that the learning process in Indonesia is still monotonous. Teachers prefer to apply the lecture method. Including in the implementation of the Indonesian learning process. Students become less creative and tend to underestimate the learning materials provided. Students are no longer enthusiastic about learning to listen, read, and write because of the delivery of uninteresting material (Palupi et al., 2023). Wardana et al. (2023) in his research found that the perspective of students considers it easy when implementing Indonesian language learning. They consider that more effort to master the Indonesian language is not necessary. This perspective is detrimental to students so that they become unfocused when learning

Indonesian. In fact, the Indonesian language itself has an important and central role which can support the academic success of students in all fields of education (Sukma et al., 2023). Another case was found in the research of Pattiasina et al. (2024) which stated that poetry writing skills are still low and underestimated for students and educators. The lack of concern of educators makes students' interest in writing poetry less.

The need for student involvement and innovative learning media is the main point in improving the quality of Indonesian language learning, including poetry text material. Students must be involved in learning activities, because the material for writing poetry texts requires concrete examples and direct practice. Writing poetry texts is a language skill that utilizes the imagination and thoughts of students in order to create a beautiful literary work to enjoy. This is in line with the opinion of Effendi & Fajri (2024) which states that writing poetry is one of the active activities with the process of pouring thoughts, knowledge, imagination and ideas in written form to create beautiful texts in the form of poetry. Through the participation of students in learning, it will produce a clear understanding so that they can produce a work. Direct communication between teachers and students is needed so that there are no misconceptions in the learning process. This is in line with research from Wahyuni et al. (2023) which found that if a teacher is not able to present an educational solution, it can produce students who are less confident in their personal abilities. Therefore, the use of media in the learning process can be said to be very important.

Technology-based learning media is considered effective and can support the development of students' skills. Technology has also been used to improve the quality of learning (Purnanto et al., 2018). Teachers and students are forced by circumstances to be able to adapt and get closer to digital-based learning (Ianah & Prayitno, 2023). Educators can build innovative learning by utilizing existing technology, so that the learning process can be carried out without face-to-face (Safitri & Prayitno, 2023). Research conducted by Rafnis (2019) discusses interactive learning media that utilizes digital technology. The author in his research utilizes the Kahoot application which refers to game-based learning in its application. The application can have an impact in the form of increasing the absorption and quality of students' knowledge. The research conducted by Putri (2022b) also discusses learning media that use digital technology. The researcher conveyed how to use the Pear Deck application as an interactive medium in Indonesian language learning regarding descriptive texts. Unlike previous research that discussed the stages of using the application, this study seeks to evaluate the effectiveness of the application of the Pear Deck application in learning to write poetry in class XI E SMAN 1 Karanganom.

Pear Deck is a presentation-based online platform packed with interesting features that are suitable for interactive learning media. The Pear Deck application generates a variety of options for the online learning process. Teachers can import presentation documents, add the necessary video or audio, as well as several other items such as images, and so on (Putri, 2022b). The evaluation was carried out thoroughly on learning to write poetry. This process is needed to provide an overview of the effectiveness of the use of media in the learning process (Jamaluddin et al., 2022). The implementation of the evaluation comes from learning to write poetry carried out by students in class XI E SMAN 1 Karanganom from the beginning of providing material to the practice of writing poetry to obtain appropriate and objective data. Evaluation can help educators to improve their competence in managing classes, motivate students, and apply appropriate learning media in order to get maximum results (Huljannah, 2021). The evaluation in this study focuses on four aspects, namely student activity or participation, efficiency of the learning process, learning outcomes, and the level of satisfaction of teachers and students in class XI E SMAN 1 Karanganom. This re-search is expected to provide a deeper understanding and input to teachers and other researchers.

Research Methods

This study uses a qualitative approach with a case study design. The qualitative approach was chosen to explore and understand deeply the application of the Pear Deck application in learning to write poetry in class XI E SMAN 1 Karanganom. The case study design is used because this research focuses on a specific context by involving students, teachers, and the learning process in the classroom. Primary data was collected through interviews with Indonesian teachers to obtain information about student activity, learning efficiency, and teacher satisfaction. Observations were made to record interactions and dynamics during learning, while a questionnaire was given to 35 students to find out their response and satisfaction with the use of the Pear Deck application.

The data analysis technique is carried out based on five stages adapted from the Creswell method, namely (1) preparing the data, (2) displaying the data, (3) encrypting the data, (4) compiling descriptions and themes, and (5) presenting the results (Fiantika, 2022). Data obtained from interviews, observations, and questionnaires were then analyzed to identify key patterns and themes related to activeness, efficiency, learning outcomes, and satisfaction. Data validation was carried out using triangulation techniques, both techniques and sources. With the approach used, this study is expected to provide a comprehensive overview of the effectiveness of the Pear Deck application in improving the quality of poetry writing learning.

Research Results

Research Results

Pear Deck is one of the presentation-based online platforms that is packed with interesting features that are suitable for interactive learning media. The use of this application can help teachers in delivering material in a shorter way and doing games or quizzes. In addition, teachers can also take advantage of creative features in the Pear Deck application to explain learning concepts so that they are easy for students to understand (Hasyim et al., 2024). Students can follow the learning and answer questions anywhere and anytime when the class has started. The Pear Deck application generates a variety of options for the online learning process. Teachers can import presentation documents, add the necessary video or audio, as well as several other items such as images, and so on (Putri, 2022a).

The implementation of learning to write poetry with the help of digital media requires a study in order to be sustainable and create innovative, effective, efficient and interactive learning. Therefore, an evaluation of the process of implementing the Pear Deck application in learning to write poetry texts in high school is needed. This study focuses on four aspects of evaluating the application of the Pear Deck application in learning to write poetry which include student activity, learning process efficiency, learning outcomes, and satisfaction levels. Each of these aspects has the following studies.

Student Activity

The activeness of students in the learning process can create fun learning so that goals can be achieved. Students can be called active if they have carried out forms of activities that involve them while learning is taking place such as listening to friends' opinions, discussing with each other, being able to solve a problem, being involved in question and answer activities, and being able to express opinions (Yunitasari & Hardini, 2021). The activeness of students in learning to write poetry using the Pear Deck application can be known by analyzing several points, namely, the active participation of students, the relationship between students, and the relationship between students and teachers. Indonesian teacher and homeroom teacher XI E saw that there was a willingness of students to participate in poetry writing learning activities using the Pear Deck application. The following is the interview results.

"The children gave a good response when asked about the learning that had taken place. The learning took place casually, students also did not convey any difficulties." (01A-a)

Statement (01A-a) shows a positive response from students after learning to write poetry using the Pear Deck application. The use of this media fosters a new enthusiasm for students in producing a poem. In addition to the willingness to participate in teaching and learning activities, especially writing poetry, students' curiosity related to new media used in the learning process can also be felt. The curiosity that arises can liven up the classroom atmosphere, so that students feel interested in learning more deeply about the material presented. This is in line with the opinion of Argaruri et al. (2023) in their research which states that the media used in learning can stimulate students' attention, interests, thoughts, and feelings so that they want to continue learning. The use of the answer feature in the Pear Deck application is also used when conveying the steps to write poetry text. Students are asked to practice directly by following the stages in writing poetry texts. Students gave a good response by filling in the columns provided using their respective gadgets in accordance with the instructions delivered. Students' answers can be displayed on the classroom projector screen so that researchers can immediately provide input and corrections when students make mistakes.

The interaction between students went well, students were easy to condition when learning took place. This fact is supported by the results of the following interviews with teachers.

"The children are now easy to condition and quite orderly." (02A-b)

Statement (02A-b) shows that students in class XI E are easily conditioned during learning. From the observations made, the researcher also found that during learning, students would ask each other questions to their classmates if they felt they did not understand the use of the Pear deck application or discuss the exercise without disturbing other friends.



Figure 1. Students have a discussion

Figure 1 shows students discussing with each other to do the exercises given. The activities carried out by the students can increase understanding and practice cooperation. According to Wardani et al. (2018), the attraction in the learning process needs to be built in order to attract and entice students to stay focused on the learning material. Students also remind each other if they feel that the class is starting to be uncondusive. This certainly builds a positive classroom atmosphere. In addition to the interaction between students, the interaction between students and researchers who in this activity acted as teachers also went well. This statement is supported by the results of observations made by researchers during the learning process to the practice work. Students have the willingness to learn and ask questions. The researcher directed students to listen to the learning and respond to the questions given on the screen, then the students listened and responded quite well.

Efficiency of the Learning Process

The efficiency of the learning process requires the optimal involvement and use of resources, time, and energy to achieve goals (Aini & Wathon, 2018). Kanti et al. (2018) in their research stated that efficient learning has a positive impact on students. Students can make good use of learning media, not limited in time, and require less time than previous learning. In this case, the learning process requires a balance between students, time, materials, and the media used. The selection of media must be designed clearly and relevant so that it can support students' understanding and can improve skills in accordance with the goals to be achieved (Fatmawati & Wathon, 2019). This research utilizes the Pear Deck application as a medium to support poetry writing learning for students in high school.

Pear Deck is an interactive application that is easy to apply in the learning process both in the classroom and outside the classroom, because this application is integrated with Google and Microsoft Document. This statement is reinforced by research by Fakhriah et al. (2022) which states that the Pear Deck application creates interactive learning so as to expand students' knowledge and can strengthen the relationship between teachers and students. Another advantage, Pear Deck is easily accessible to students after the educator provides a link to join the application, so they can quickly access learning materials through electronic devices such as gadgets or laptops connected to the internet.

The use of Pear Deck in the learning process begins with the preparation of a presentation file containing learning materials and uploading the file into Google Slides. Then connect it to the Pear Deck application through Add-ons on Google Slides. Presentation files are equipped with questions and several interactive commands through the features contained in Pear Deck. After the material is deemed sufficient, educators can choose their learning activities, both for home-work and learning directly in the classroom in real time. In its implementation in class XI E, the researcher chose Instructor-Paced Activity in the Start Lesson section for real-time learning. The selection of this feature makes it easier for students to participate in learning because researchers can guide the learning process. The researcher continued learning after broadcasting the barcode through the LCD Projector so that students could join. After that, students can take part in the learning after the researcher clicks the start button.

The implementation of poetry writing learning that took place at SMAN 1 Karanganyam began after all students of class XI E could join. Trigger questions are used to start learning about the text of the poem. Students respond directly through their respective gadgets so that researchers as teachers can provide responses according to the questions that are being aired. Students can see each other's answers through the LCD Projector so that students' focus can be directed in ongoing learning.



Figure 2. The use of LCD Projector in learning

Figure 2 shows the researcher using LCD Projector in learning so that students can listen to the entire material given. According to Sulastri et al. (2021) in their research, the use of LCD Projectors can help and make it easier for teachers to deliver material. In addition, students are also easy to receive learning materials. In addition to LCD projectors, researchers also utilize other technologies, namely gadgets as the main medium for students. The use of gadgets has been carried out in previous learning so that students can manage the use of gadgets during learning. During the interview process, the teacher said that the use of gadgets in learning adds to the ease and efficiency of delivering learning materials.

"The use of cellphones is adjusted to the teacher who teaches. Sometimes cellphones are used to find information or access other learning support media, so broader knowledge is not limited to textbooks." (O1B-c)

From the teacher's statement (01B-c), it can be seen that the use of technology is very helpful in the implementation of effective and efficient learning.

Students in their learning are also asked to distinguish between one literary work and another, especially poetry texts, so that students can better understand the material to be delivered. The delivery of non-digital media is also carried out by the researcher through a collection of poems that have been prepared. It is hoped that students can gain broader knowledge in understanding the text of the poem. This is in accordance with research conducted by Chisara et al. (2019) which states that giving examples in a learning will have a positive influence on students. Students will easily understand the concepts or procedures of the material presented. The core material is read by students and followed by explanations from researchers so that there is a good interaction between researchers as educators and students. Direct practice is carried out by students when the material on the steps to write poetry is given. Thus, students can listen to the material as well as practice writing poetry. This activity will hone students' skills in writing.

After students understand what poetry is, its structure, and the steps in making it, the researcher provides exercises to students in groups. Students are given the freedom to write poems with various themes so that their creativity can develop. The poetry writing practice lasted for thirty minutes. Students can complete the exercise on time with an average of three stanzas of poetry, each of which consists of four lines. Dwiki Zaira Nurmila et al. (2024) argue that the application of technology in learning can make it easier to complete tasks and support time efficiency. After interviews with Indonesian teachers, it was found that the application of the Pear Deck application in learning to write poetry texts had a good impact.

"The learning that has been carried out usually uses PPT only so that when learning is applied with interactive applications, children become enthusiastic about learning. The results obtained can also be said to be good. When asked about learning to write poetry with the Pear Deck application, the children immediately gave a positive response." (02B-d)

The teacher showed a good response to the learning that had taken place. The statement (02B-d) from the Indonesian teacher also strengthened the results that learning to write poetry using the Pear Deck application runs efficiently so that it can be applied to future learning.

Learning Outcomes

Learning outcomes are evidence of change for students. The change is related to a change in behavior from not understanding to understanding (Audie, 2019). Student learning outcomes are an important aspect that teachers need to know their abilities and understanding of the material that has been delivered. This statement is reinforced by the opinion of Ulfah & Arifudin (2021) which states that learning outcomes can be a benchmark for the skills possessed by students. For this reason, various efforts have been made in learning to achieve maximum learning outcomes, one of which is the use of appropriate media and strategies in learning. After learning and practicing writing poetry with the help of the Pear Deck application, the results of the students' cognitive assessment can be known as follows.

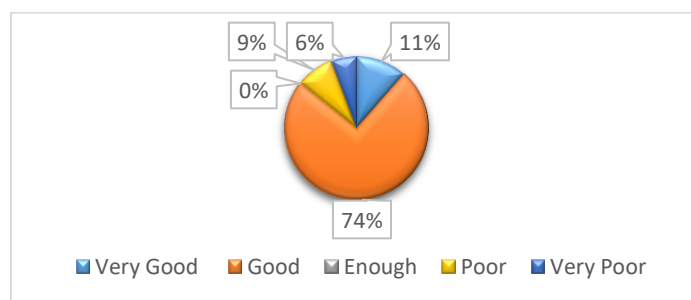


Figure 3. The value of writing poetry after being grouped

Figure 3 shows the results of the assessment of writing poetry from students in class XI E SMAN 1 Karanganom. After being grouped into several categories, there were 11% of students who were in the very good category, 74% of students were in the good category, 9% of students were in the poor category, and 6% of students were in the very poor category. This shows that the average student of class XI E SMAN 1 Karanganom has good ability in writing poetry after learning using the Pear Deck application. This assessment was taken from the results of writing poetry by students with a classification of writing ability according to Nurgiyanto in (Afifah et al., 2020) which stated that the presentation of the mastery level with a score of 85-100 was declared very good, a score of 70-84 was declared good, 56-69 was declared sufficient, 45-55 was declared lacking as well, and 1-44 was declared very lacking. Based on the data that has been presented, it proves that students have understood the concept of writing poetry well. According to Radiusman (2020), if students have understood the concept of learning well, they will easily solve problems in learning, thus giving birth to satisfactory results.

Satisfaction Level

The level of satisfaction in learning focuses on students and teachers. Satisfaction in students refers to the learning experience that is passed, while in teachers the learning achievements obtained by students will be considered. The level of satisfaction can be achieved if the expectations of an activity in this case learning can be met (M. A. Wardana & Kurniawan, 2021). Satisfaction also means the feeling of joy or sadness of the individual that arises after comparing the perception of performance or the result of an expectation built (RA et al., 2021). Each individual has a different level of satisfaction (Komarudin & Subekti, 2021). The level of satisfaction in this study can be determined through the results of interviews with Indonesian teachers and filling out questionnaires by students of class XI E SMAN 1 Karanganom. Interviews were conducted with Indonesian teachers to find out how satisfied they were with the implementation of learning to write poetry texts using the Pear Deck application.

"The implementation of learning to write poetry with the Pear Deck application can be said to be successful because children can understand the material and get good grades." (01D-e)

Statement (01D-e) shows satisfaction from Indonesian teachers with the implementation of learning to write poetry using the Pear Deck application. The teacher also said that the majority of students have a visual learning type so that they will be enthusiastic if learning uses interactive visual media. Teachers feel that learning to write poetry texts assisted by the Pear Deck application is successful because students give positive responses. In addition, the average score obtained is in the good category so that it can be used as study material in the future in carrying out the learning process. The level of satisfaction of students after learning to write poetry by utilizing the Pear Deck application can be found through the following image.

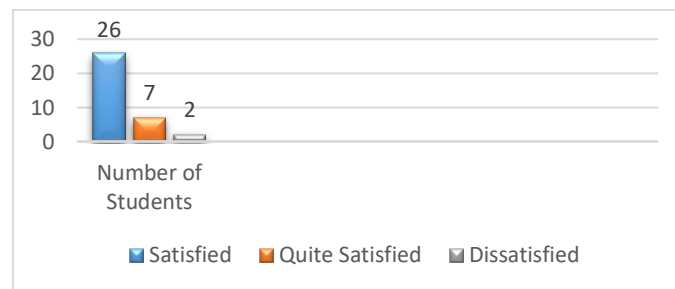


Figure 4. Student satisfaction level

Figure 4 shows the level of satisfaction of students after learning to write poetry with the Pear Deck application. The data was obtained through a questionnaire given to students after learning to write poetry texts was completed. There are three categories that are used as a source of measurement of student satisfaction, namely, a sense of involvement in the learning process, ease of understanding the material, and improving students' writing skills. Of the 35 students who participated in the learning, there were 26 students who were satisfied, 7 students felt quite satisfied, and 2 students felt dissatisfied. These results show the level of student satisfaction. The majority of students showed a high level of satisfaction with the learning process they followed by learning to write poetry using interactive media, namely the Pear Deck application.

Conclusion

The evaluation of the application of the Pear Deck application in learning to write poetry at SMAN 1 Karanganom showed an analysis of four aspects of evaluation, namely, student activity, efficiency of the learning process, learning outcomes, and satisfaction level. The use of interactive media, namely the Pear Deck application, increases the activeness of students in carrying out learning in the classroom. Students are enthusiastic about learning new learning media and engaging in discussions. Students are given the opportunity to express their answers through the features available in the Pear Deck application.

Learning to write poetry using the Pear Deck application has proven to be efficient because students can complete writing poetry according to the predetermined time. In addition, the average score of students is in the good category. Teachers are satisfied with the learning and the results obtained, so that the implementation of learning to write poetry using the Pear Deck application can be used as a study material for teachers for future learning. After filling out the questionnaire, it can be seen that the majority of students are also satisfied with the implementation of learning using the Pear Deck application. Based on the results of the research, it can be concluded that the Pear Deck application is able to create effective poetry writing learning in high school, as seen through the evaluation of four main aspects.

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