

## Analysis of Teacher Readiness in Developing E-Learning Media Based on Classpoint Application of Poetry Writing Skills

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### Abstract

*The importance of poetry writing skills intersects with the development of interactive learning media, one of which is the Classpoint application. This research aims to find out more about the readiness of teachers in Wonogiri for Classpoint application-based learning, in terms of their knowledge of Classpoint application media and experience in compiling Classpoint application-based media. The method used in this research is an exploratory method. This research was carried out online using a questionnaire via Google Form. The subjects in this research consisted of 54 elementary school teachers. After the data is obtained, the data is then analyzed qualitatively. The results of the research show that the percentage of teachers who understand the Classpoint application is 40%, more than 70% have never implemented learning through the ClassPoint application, and experience in compiling Power Point modules is 14%, so overall the majority of teachers do not have adequate knowledge regarding media classpoint application-based learning, so teachers still have difficulty in compiling modules based on the classpoint application.*

**Keywords:** Poetry Writing Skills, E-Learning, Classpoint Applications.

### Abstrak

Pentingnya keterampilan menulis puisi beririsan dengan pengembangan media pembelajaran interaktif salah satunya aplikasi classpoint. Penelitian ini bertujuan untuk mengetahui lebih lanjut kesiapan guru-guru di wonogiri terhadap pembelajaran berbasis aplikasi classpoint, ditinjau dari pengetahuan mereka terhadap media aplikasi classpoint dan pengalaman menyusun media berbasis aplikasi classpoint. Metode yang digunakan dalam penelitian ini adalah metode eksploratori. Penelitian ini dilaksanakan secara online dengan menggunakan questionnaire melalui google form. Subjek dalam penelitian ini terdiri dari 54 orang guru sekolah dasar. Setelah data diperoleh, data selanjutnya dianalisis secara kualitatif. Hasil penelitian menunjukkan bahwa pengetahuan guru yang memahami aplikasi classpoint dengan persentase 40%, lebih dari 70% belum pernah melakukan implementasi pembelajaran melalui aplikasi class point, dan pengalaman menyusun modul power point dengan persentase 14% sehingga secara keseluruhan mayoritas guru belum memiliki pengetahuan memadai terkait media pembelajaran berbasis aplikasi classpoint, sehingga guru masih kesulitan dalam menyusun modul berbasis aplikasi classpoint.

**Kata kunci:** Keterampilan Menulis Puisi, E-Learning, Aplikasi Classpoint.



## INTRODUCTION

Writing is one of the language skills that every student must have so that the learning process can run well. The ability to write is very important for students to have because this ability is the process of expressing ideas in written form. Writing is a whole series of activities for someone to express their thoughts through written language to be read and understood by others (Ali, 2020; Sari, & Randi, 2024). Writing skills are skills that can be honed with various core exercise. In learning at school, students must master writing skills, one of which is the skill of writing poetry. Poetry writing skills are material that has been taught to students at both primary and secondary school levels. It is very important for students to master this ability because it provides many benefits for the students' own development (Anggriani et al., 2020; Ramadani et al., 2024).

The creative process of writing poetry provides positive results for students. By writing poetry, students are trained not to underestimate their experiences. Everything he saw and experienced always did not escape his attention. He makes everything that is seen, heard and felt as something meaningful for humans. A form of attention and effort to make these experiences something meaningful for humans includes expressing or writing what they experience in the form of poetry (Dewi et al., 2021; Zulham, & Putri, 2024).

Learning to write poetry is learning to express ideas in the form of beautiful words or literary expressions. This lesson directs students to express their imagination in the form of poetry. This process can run well if the learning process of this material can be mastered by students and the teacher can provide good learning. Before entering the classroom to provide learning material, a teacher must be prepared. Teachers must know what the objectives of the material they teach are. For this reason, teachers must also know the appropriate learning models to apply when teaching, such as when teaching poetry writing skills (Farhurohman, 2017; Yahya et al., 2024).

Learning to write poetry requires creativity to come up with new ideas. However, in reality, when writing poetry, creativity is often hampered by students' shallow knowledge about writing poetry or students are confused about determining the theme used to write poetry (Gui, & Pakaya, 2024). Apart from that, the use of symbolic and connotative language in poetry also adds to the difficulty in writing poetry. Therefore, encouragement is needed for interesting learning media in creating poetry (Dewi et al., 2021; Purba et al., 2023). If poetry writing problems are not corrected, students will have difficulty expressing feelings and ideas creatively. This can reduce students' interest in literature and hinder the development of language skills that are important for learning (Kurniati, & Hilaliyah, 2023).

One of the media that can be used is media e-learning via the application classpoint. Application usage classpoint in learning will help the learning process. Application classpoint is a PowerPoint medium, but it is more interesting because the teacher can make the presentation interactive, the teacher can also ask questions directly and get responses directly, just like activities in the classroom when offline (Arpah & Tampubolon, 2022; Yessi, 2024). It can be said that the application classpoint is an application powerpoint interactive which can be used to convey material and provide questions, quizzes or evaluations in an interesting and fun way because it can be done via a device (Yahya et al., 2024; Khairunnisah, 2024). Through classpoint Teachers can combine offline and online learning so that learning is more varied and less boring and learning becomes more interactive and student-centered.

The urgency of the research is based on several considerations, namely that writing skills are a fundamental competency that students must master because they play an important role in developing the ability to think logically and systematically. However, facts on the ground show that 61.2% of elementary schools in Wonogiri Regency still seem to experience difficulties in composing poetry systematically and

coherently. The novelty in this research has several aspects that are significantly different compared to previous studies. Previous studies focused on using classpoint media for learning to write poetry, in addition to studies using classpoint for reading skills (Suparman et al., 2020; Sundari et al., 2021; Setiawan, 2022; Setiyanto, 2023; Azmi et al., 2024). This research comes with new innovations through the integration of classroom media specifically for learning to write poetry which has never been studied before. The contribution of this research is also clearly visible in theoretical and practical developments in Indonesian language learning. This research will fill gaps in the study of learning to write poetry using classroom media, provide new insights into the role of learning interest in the effectiveness of learning media, and present a learning model that can be applied to a wider scope.

Learning through media e-learning application assisted classpoint It is expected to contribute to students developing according to their potential and abilities because with this learning students receive critical, quality, expressive, applicable, varied and progressive learning (Arrosyad et al, 2024). The problem now is the teacher's readiness to adapt to learning e-learning which is oriented towards students' creative products, one of which is the lack of teaching materials or learning media. Learning e-learning It is hoped that it can become a medium for achieving current learning goals. Therefore, this research aims to analyze teachers' needs for e-learning integrated Classpoint application into poetry material to determine students' poetry writing skills.

### METHOD

This research uses an exploratory method, where data is collected by using questionnaire which is spread evenly online by using google form. Subsequent telephone interviews were also conducted to obtain confirmation of the answers given by respondents. The questions listed in the open questionnaire are as follows:

1. Do you know about based e-learning by application classpoint?
2. What do you think about based learning by application classpoint?
3. Is application based learning classpoint, has it been implemented at your school?
4. Have you ever created an application based learning by classpoint?
5. If so, on what material did you make the module?

The data collection process was carried out from 2nd October 2024 to 8th October 2024. This questionnaire was distributed to several teachers who taught in elementary schools. Based on the responses received after questionnaire completed, it is known that the number of data entered was 56 respondents, but only 54 respondents met the criteria because the other two respondents did not complete the questions in the open questionnaire completely. The teachers who were respondents had different educational histories, namely 47 people had a bachelor's degree, 6 people had a master's degree and 1 person had a doctoral degree. Overall, the teachers consisted of 35 teachers from state elementary schools and 19 teachers from private elementary schools. The ages of the teachers who were respondents ranged from 23 years to 58 years with teaching experience shown in Table 1. The data analysis technique used in this research uses qualitative percentage analysis complete with list analysis (Wao et al., 2022). The data obtained was then classified according to categories and then analyzed qualitatively.

**Table 1. Teaching experience of respondent teachers**

Teaching experience	Number of Teachers	Percentage
< 5 years	32	61,1%
5 - 10 years	11	18,5%
10 - 15 years	2	5,6%
> 15 years	8	14,8%

## RESULT AND DISCUSSION

## Result

Table 1. Results Questionnaire

Aspect	Indicator	Respondent Group							
		I		II		III		IV	
		Yes	No	Yes	No	Yes	No	Yes	No
Selection of Learning Models	Conventional	X		X		X		X	
	Problem Based Learning	X		X		X		X	
	E-learning	X			X		X	X	
Classpoint Model Knowledge	Limited to Powerpoint		X	X			X		X
	Interactive Media from the Powerpoint application	X			X		X		X
Selection of Learning Materials	Practice Based	X		X		X		X	
	Writing Skills	X		X		X		X	
	Story Telling	X		X		X		X	
Deepening of E-Learning Methods	Conduct Workshops		X	X		X			X
	Alignment with Material Needs	X			X		X	X	
Implementation of the Classpoint Application	Delivering Via Powerpoint Media	X			X	X		X	
Experience Compiling Classpoint Applications	Material Needs	X		X		X		X	
	Alignment with Students' Conditions		X	X		X			X
Use of Learning Media	Alignment with Learning Material	X		X		X		X	
	Alignment with Student Character	X		X		X		X	
Classpoint Application Learning Activities that have been Prepared	Present the introductory, core and final activities clearly	X		X		X		X	
	Alignment with the steps of the chosen learning model	X		X		X		X	
	Alignment with the time allocation used is sufficient	X		X		X		X	
Assessment Selection	Alignment with authentic assessment	X		X		X		X	
	Alignment with authentic assessment instruments	X		X		X		X	

Based on the results obtained from online questionnaire it is known that the number of teachers who do not know about media e-learning application assisted classpoint there are 19 teachers. Meanwhile, as many as 35 teachers already know about the application classpoint. This shows that 64.8% of the teachers who were respondents knew about the application classpoint. This shows that the majority of elementary school teachers who teach at schools already know about the application classpoint, but to dig

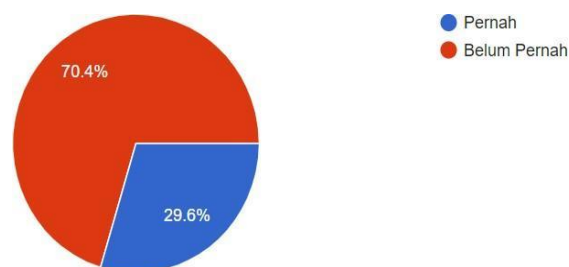
deeper, it is necessary to know more about the initial understanding that teachers have about the application classpoint. If we look at the length of time teachers have taught, in each category there is a percentage of teachers who do not know about the application classpoint, including (1) as many as 34% of teachers who have taught for less than five years do not know about the application classpoint, (2) as many as 36% of teachers who have taught between 5 and 10 years do not know about the application classpoint, (3) as many as 50% of teachers who have taught for 10 to 15 years do not know about the application classpoint and (4) as many as 38% of teachers who have taught for more than 15 years also do not know about the application classpoint. This condition shows that teachers with different teaching durations have a representation of teachers who do not have knowledge about applications classpoint.

Based on the results of a questionnaire from respondents consisting of 54 teachers in elementary schools, it is known that 18 teachers (33.3%) already know about application-based learning. classpoint, but the remaining 36 teachers (67.7%) did not know about the application classpoint. However, the teacher's knowledge of the application classpoint is still dominated by knowledge related to the extension of the application classpoint itself or just learning that integrates power point media into learning as usual. Findings like this have also occurred in other studies, where teachers only understood the application classpoint based on the use of power point, without knowing further explanation about the application classpoint (Ramli & Talib, 2017). There are also teachers who answer as follows: "Students are given a problem where the problem can later be solved using the aspects contained in it application classpoint", however, this answer does not show sufficient understanding for a teacher to implement application-based learning classpoint.

There are also teachers who express their understanding of the application classpoint as follows: T15: "Based on research from several figures that was carried out at the school where I taught, learning is based application Classpoint refers more to the use of technology in the learning process. Students are also guided to produce a product that can make them understand the material being studied better." The teacher is a young teacher aged 24 years with less than five years of teaching experience and has witnessed the application-based learning process classpoint. However, based on further confirmation through interviews, he revealed that the implementation of the application classpoint what has been done at the school is only the research process carried out by certain researchers. Application deployment classpoint It is also difficult to implement in schools due to lack of support from the school. This is also in line with other research which shows that there are difficulties implementing the application classpoint due to lack of support from educational authorities, for example school principals (Ramli & Talib, 2017).

Other respondents showed good understanding of the application classpoint namely T31, it reveals "app Classpoint is an integrated learning approach that encourages students to think more broadly about real-world problems. The application classpoint also supports meaningful learning experiences and problem solving". However, the school has not yet implemented the application classpoint. Therefore, this teacher also does not have experience in developing application-based learning classpoint.

Based on data obtained from respondents via google form, it is known that the majority of teachers fill in questionnaire have never implemented application learning classpoint in their school, namely as shown in figure 1.



**Figure 1. Teachers Who Apply and Have Not Implemented Application Classpoint**

Based on Figure 1, it is known that there is a 40.8% difference between teachers who have never implemented the application classpoint in learning with those who have applied it. This indicates the teacher's readiness in compiling application-based media classpoint in learning is still low, but it can be seen that it exists. So that in the future, the potential of teachers who have implemented it needs to be increased, while teachers who have not implemented it need to be given training. This is because there is research which reveals that teachers need training on their skills and abilities to be able to implement applications classpoint in learning (Susilo & Sudrajat, A., 2020). Therefore, serious efforts are needed so that teachers receive adequate training so that their potential can be optimized in developing application-based modules classpoint.

Based on interviews conducted with T1 teachers about the obstacles that occur in application-based learning classpoint, the teacher stated that "The obstacles experienced include: (1) the lack of willingness of teachers to unite and innovate to run a program, one of which is application classpoint, (2) facilities are still minimal and (3) basic knowledge about application classpoint". Of course, these obstacles have also been found in previous research by Winangun and Kurniawan (2019). Therefore, serious efforts are also needed to overcome the obstacles experienced by teachers in implementing application-based learning classpoint.

Teacher experience in preparing application-based learning classpoint based on data obtained from online questionnaire shows unsatisfactory results. Of the 54 teacher respondents, only 7 teachers had ever compiled application modules classpoint. This means that only 13% of all subjects have experience compiling modules. The teachers who compiled the module consisted of 4 public elementary school teachers and 3 private elementary school teachers. These teachers have different teaching experiences, including, five people have taught for less than five years, one person has taught for 5 to 10 years and another person has taught for more than 15 years. This means preparing application-based learning classpoint more dominated by new teachers with not too long teaching experience.

Although the number of teachers who have developed application-based learning classpoint is still very small, but these findings show that currently there are teachers who are starting to create learning modules as an innovation in learning in the 21st century. If this learning development is continued and continues to be improved, more



and more teachers will be ready to provide learning that meets the demands of 21st century. Furthermore, based on the data obtained, currently there are several respondents who have developed application-based learning classpoint, with different core subjects and topics. The learning takes the form of: 1) Development of power point-based e-learning on descriptive text material; 2) development of assisted e-learning on expository text material. These findings show that teachers are enthusiastic about developing application-based learning classpoint While it is already starting to exist, it needs serious improvement and guidance so that teachers can develop it more in the future.

## Discussion

Application-based learning classpoint is one of the learning innovations that is predicted to be the right solution to improve poetry writing skills. Various obstacles in implementing the application classpoint in learning has been investigated through a series of research, including (1) limited time availability, (2) limitations in collaborating with teachers/experts in other fields related to application classpoint, (3) difficulty finding a work team, (4) lack of support from parents, (5) inadequate teacher competence in preparing materials needed for application learning classpoint, (6) difficulty in obtaining funds to purchase the equipment needed in the application classpoint, (7) lack of facilities available in schools and (8) teachers are not yet familiar with application-based learning plans classpoint (Waty, 2023; Nur et al., 2024). Other research also shows that teachers experience problems in application-based learning classpoint including (1) teachers do not understand the meaning of application-based learning classpoint in detail, (2) limited time available, while application learning classpoint requires quite a long time, (3) student interest and involvement in application-based learning classpoint still low and (4) teacher experience in application-based learning classpoint is still very small and requires further training (Sundari et al., 2021; Sarah et al., 2024). These difficulties are challenges and require solutions to minimize them.

Even though it looks difficult to apply, other research also shows that learning with an application approach classpoint actually has a very positive impact on the learning that is needed today. Further, application learning classpoint also chosen for several reasons, including (1) the opportunity to adapt the knowledge required in the application classpoint, (2) application implementation classpoint actually it's simple, easy, doesn't require a lot of time and money, (3) application learning classpoint more effective in maximizing students' potential to understand and create their knowledge and (4) adding value to the learning process through a combination of several knowledge (Bozkurt & Özyurt, 2019; Ali, 2020). These advantages ultimately became the driving force for application-based learning classpoint continues to be implemented, including in Indonesia, although with several challenges.

Previous research also shows that there are several efforts that can be made to provide solutions for application-based learning processes classpoint can walk. One of the related studies revealed that efforts that can be made include authorities in the education sector needing to raise awareness among teachers about the importance of applications classpoint, providing training so that teachers have the expertise to teach application-based learning classpoint and also provide adequate facilities so that the

learning process takes place as expected (Ramli & Talib, 2017; Khoiriyah et al., 2024). Teachers must also be assisted by preparing training to develop professionalism, pedagogical skills and the ability to understand the curriculum so that they are truly ready to implement the application classpoint (Geng et al., 2019; Azmi et al., 2024) because so far teachers also seem doubtful whether they are able or not to implement the application classpoint in learning (Yessi, 2024; Wati et al., 2023). Furthermore, to overcome problems related to facilities and costs, teachers are expected to be able to modify application learning classpoint so that it can be applied according to existing conditions (Wao et al., 2022; Nur et al., 2024). Teachers are enthusiastic about developing application-based learning classpoint. This can also be seen from the development of learning media that has been ongoing to date, including application-based student books classpoint (Mazlan et al., 2023), application-based student worksheets classpoint (Sarah et al., 2024; Arrosyad et al., 2024) and application-based modules classpoint (Setiyanto, 2023; Nugraheni, 2024).

Application based media development classpoint continues to be implemented to make it easier for teachers to implement learning in accordance with the demands of current conditions. Based on one of the studies on application-based media development classpoint by adopting the Borg and Gall model, it is known that the feasibility of the module based on expert assessments is classified as very feasible and based on trials with students and teachers, the media is also categorized as interesting (Setiawan, 2022; Muliani et al., 2024). Other related studies also show that students' readiness and response to application-based learning materials classpoint classified as very good and can be used effectively to carry out application learning classpoint (Gustiani et al., 2017; Setiyan, 2023). Furthermore, other researchers also stated that learning media was developed using an application approach classpoint it has been proven to be able to improve students' poetry writing abilities (Geng et al., 2019; Retnowati et al., 2020). Therefore, the development of application-based learning media classpoint can be a solution to meet students' current knowledge needs.

### **CONCLUSION**

Application-based learning classpoint is the right innovation to be developed at this time so that the ongoing learning process can adapt to the needs of students in the 21st century. However, in practice, learning is application-based classpoint still experiencing various obstacles, for example related to teacher ability, availability of time, availability of facilities and other technical obstacles. Therefore, teachers need to gain adequate understanding so that the learning process is application-based classpoint can be implemented as expected. In order to make this happen, teachers need to be further motivated to create application-based learning media classpoint. The aim of making this media is to make the learning process more focused and achieve the expected learning objectives. Based on this research, there are still few teachers who know about applications classpoint, thus leading to teacher experience in developing application-based media classpoint also still very low. Therefore, serious further efforts are needed to assist teachers in preparing application-based learning processes classpoint, including by creating application-based learning media classpoint. The implication of this research is that Classpoint interactive media can be used as a learning media reference in developing elementary school students' poetry writing skills. The recommendations in



this research are for all educators to pay attention to students' writing skills, especially writing poetry, by considering using learning media, one of which is the Classpoint application.

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