



The Suitability of Video Learning Media on Youtube with Poetry Writing Learning Materials Curriculum

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Abstract

This research is motivated by the large number of video learning media teaching materials to write poetry texts taken from Youtube without any adjustment and filtering of the content contained. The purpose of this study was to analyze the results of the suitability of video learning media on Youtube with the curriculum of writing poetry in class X SMA. The method used in this research is descriptive qualitative with research data sources obtained from Youtube. The results of this study refer to the indicators of the suitability of writing poetry in the curriculum by paying attention to the building blocks, namely theme, diction, language style, image, structure, and appearance. The results of the analysis show that in the discussion of the poetry theme there are four videos that are in accordance with the 2013 revised curriculum. One of the videos did not describe the theme material in detail. The diction material is discussed in all videos analyzed by the researcher. Furthermore, the language style is presented in all videos with a variety of different explanations according to the development of each presenter. In the presentation of image material, only one video describes it in detail, namely the video entitled Poetry Writing Learning Videos. In the material physical and mental structure, the physical and mental structure of the poetry is described as a whole. These structures are conveyed in all the indicator points of this research analysis which are part of the physical and mental part of the poetry. In the form or typography presented in four videos explaining the lyrics, good, and characteristics.

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INTRODUCTION

In this pandemic era, the use of multimedia-based learning media in schools is increasingly massive. Many educators innovate to make learning activities more enjoyable. Taking videos from Youtube as a learning media for video is often done by educators to provide variations in learning that are not only focused on the textbook material provided. However, many teachers only take the video without any editing or filtering process according to the applicable curriculum. This could be that the material in the video that is shown in learning does not match the learning objectives. So that there is need for accuracy to sort and even filter or edit parts of the video that are deemed unnecessary. Given that anyone can upload videos on Youtube and without any substantial filtering of the educational context contained therein.

Audiovisual learning media according to Sanjaya (2010) is a type of media that in addition to containing sound elements also contains visual elements that can be seen, for example video recordings, films, sound slides, and so on. This media ability is considered better and attractive. Audiovisual media is a tool which means materials or tools used in learning situations to assist written words and spoken words in transmitting knowledge, attitudes and ideas (Nana and Ahmad, 2001). In line with the previous opinion, Harmawan (2007) explained that audiovisual media is a modern instructional media that is in accordance with the times (advances in science and technology) including media that can be seen and heard. Based on these three opinions, it can be said that audiovisual media is an intermediary medium or the use of material and its application through sight and hearing so as to build conditions that can enable students to acquire knowledge, skills and attitudes. The main emphasis is on the value of learning that is gained through concrete experiences, not based on mere words.

The use of audiovisual learning media is also used in learning to write poetry. Often educators take videos from Youtube to attract students to learn. Just like the use of Youtube videos on other teaching materials, the filtering or editing process is rarely done by educators in order to improve the quality of the substance contained in the learning media. In this regard, there is a need for an

assessment of the suitability of videos on Youtube with the curriculum of writing poetry teaching materials in order to find out the level of validity and reliability of the substance.

Poetry is one of the literary works that is the teaching material for class X SMA in the revised 2013 curriculum. According to Ghazali (2002: 118) "comes from the Latin *poetein* which means to create which has a unique language so that the language of poetry is also special". Furthermore, Paradopo (1990: 7) argues that poetry is the expression of thoughts that evoke feelings that stimulate the imagination of the five senses in a rhythmic arrangement. All of that is something important which is recorded and expressed, stated in an interesting and giving impression.

Writing poetry is one of the skills that need to be mastered in order to achieve learning objectives in class X SMA. In this regard, Zulela (2012) expressed his opinion about the steps in writing children's poetry as follows: (1) determining the theme; (2) reflect / appreciate the message to be conveyed; (3) choosing the right keywords to develop the message; (4) implementing the message in the right choice of words; (5) pay attention to the theme / tone of the language sound game; (6) read carefully or express. Poetry is also a product of culture. As a cultural product, poetry certainly cannot be separated from the human problems that exist in a society. Hartoyo in Nauman, (2013) states that poetry is a reflection of society at a certain time. The things that become indicators of poetry assessment include: the expression of ideas / ideas, choice of words (diction), and rhymes. These three things are adjusted to the meaning of poetry and the way to achieve the beauty of literary works.

Rukayah, Abdul, and Sitti (2020) conducted a study with the title Comparison of the Application of Audiovisual Media and Environmental Media in Writing Poetry for Class V Elementary School Students which explained the difference in the effect of the application of audiovisual media and environmental media on the learning outcomes of writing poetry for fifth grade students at SDN No. 24 Macanang, Tanete Riattang Barat District, Bone District. The results showed that there were differences in the poetry writing skills of students who learned using audiovisual media and environmental media. This is based on the t-test analysis which shows the

application of audiovisual media is higher than the application

METHODS

This type of research is descriptive qualitative. Qualitative research can examine the femininity experienced by research subjects. As for the phenomena in question such as behavior, perspective, motivation, action, and so on. This phenomenon can be described in the form of words and language using various natural methods (Moleong, 2012: 6). Meanwhile, the descriptive method is a research method that is devoted to presenting phenomena that took place in the past or today without manipulating the independent variables, but presenting the conditions as they are (Sukmadinata, 2013: 54).

The data of this research is the suitability of video learning media on Youtube with the curriculum of writing poetry teaching materials. The data source of this research comes from five videos taken from Youtube related to writing poetry teaching materials in class X SMA. Data collection techniques are a way or strategy to capture the data needed to answer questions on a problem (Moleong, 2012: 58). In this case, the researcher determines the value possessed by the research object through these methods. The instrument used in the study was a note sheet to collect data related to the suitability of video learning media on Youtube with writing poetry teaching materials.

Data analysis is a way of breaking data into smaller parts based on certain elements and structures. According to Bogdan and Biglen (in Moleong, 2012: 248) qualitative data analysis is an effort made by working with data, organizing data, sorting data into manageable units, synthesizing, looking for and finding patterns, finding what is important and what to learn, and decide what to say to others. Presentation of the results of data analysis in this study using non-formal methods. Researchers use ordinary words in describing the results of data analysis. Of course, by using non-formal methods, explanation of the rules will seem detailed and unraveled (Sudaryanto 2015: 261).

RESULTS AND DISCUSSION

Analysis of the Suitability of Video Learning Media with the Curriculum

The analysis of the suitability of video learning media on Youtube with the curriculum for teaching materials to write poetry was carried out by referring to the KI and KD in poetry learning for class X SMA 2013 revised curriculum. The following table presents a table related to learning to write poetry as a basis for the suitability of learning media.

Table 1. Core Competencies and Basic Competencies of Learning to Write Poetry

Core Competencies (KI) 4	Basic Competence (KD) 4.17
Processing, reasoning, and presenting in the realm of concrete and abstract realms	Writing poetry by paying attention to its building blocks (theme, diction, style, image, appearance).
related to the development of language, what they learn in school structure, independently, and being able to use methods according to scientific principles.	

The researcher conducted an analysis in the form of a synthesis between the learning video material on Youtube with KI 4 and KD 4.17 related to learning to write poetry. The level of suitability of audiovisual media in the form of learning videos on Youtube as data 1 is presented in table 2 as follows.

Table 2. Result of Conformity Analysis of Learning Video 1 with Basic Competence 4.17

No.	The description of KD 4.17	Expected Learning Indicators	Compatibility of KD with Learning Videos 1
1	Poetry by paying attention to the theme	Composing poetry by paying attention to the theme	The video of composing poetry does not yet explain the structure of the theme in detail
2	Poetry by paying attention to diction	Compose poetry by paying attention to diction	A video composed of poetry describes the structure of diction
3	Poetry with attention to language style	Write poetry by paying attention to the language style	Video writing poetry provides a detailed stylistic structure
4	Poetry by	Compose	Video composed

	paying attention to his imagination	poetry by paying attention to his imagination	of poetry has not presented the image structure clearly
5	Poetry with attention to its structure	Composing poetry by paying attention to its structure	The video of composing poetry has not explained the overall physical and mental structure
6	Poetry by paying attention to its appearance	Compose poetry by paying attention to its appearance	A video composed of a poem describes the structure of the character

Based on table 2 it can be explained that in the learning video 1 with the title Writing Poetry Material for Senior High School there are several conformances with the curriculum in writing poetry for class X SMA. On the first point, the video of the poetry arrangement has not yet examined the discussion of the theme in detail. The theme mentioned generally discusses the development of poetry from various realities of life and daily experiences. On the second point, the discussion of diction is contained in the poem in the form of language selection that is connotative and in the form of repeated words. The existence of diction is very influential on the beauty of poetry (Martono, 2013). In the third point, there is a detailed presentation of the stylistic structure so that the video viewer can fully understand the material. Continuing on the fourth point, the image structure in poetry has not been conveyed clearly. There are only written explanations to refer to concrete experiences, there are no examples of images, patterns, or shapes that can stimulate viewers to be able to imagine them more realistically. As for the fifth point, the physical and mental structure of the poetry is explained in general, but there are some that have not been conveyed in the video. Finally, on the sixth point of the composition or typography of poetry, it is conveyed that the poetry is composed of beautiful lines and good.

Furthermore, in table 3 an analysis of audiovisual media in the form of video on Youtube is presented on the suitability of the curriculum. The following is a description of the suitability in table 3 below.

Table 3. Results of the Analysis of the Conformity of Learning Video 2 with Basic Competencies of 4.17

No.	The description of KD 4.17	Expected Learning Indicators	Compatibility of KD with Learning Videos 2
1	Poetry by paying attention to the theme	Composing poetry by paying attention to the theme	The video for composing poetry has explained the structure of the theme well
2	Poetry by paying attention to diction	Compose poetry by paying attention to diction	A video composed of poetry describes the structure of diction in detail
3	Poetry with attention to language style	Write poetry by paying attention to the language style	Video writing poetry provides a detailed stylistic structure
4	Poetry by paying attention to his imagination	Compose poetry by paying attention to his imagination	Video composed of poetry has clearly presented the structure of the image
5	Poetry with attention to its structure	Composing poetry by paying attention to its structure	The video of composing poetry already explains the physical and mental structure
6	Poetry by paying attention to its appearance	Write poetry by paying attention to its appearance	A video composed of a poem describes the structure of the character

From table 3 it can be explained that in video learning 2 with the title Video Learning Poetry Writing, there are several conformities with KD 4.17 related to writing poetry in class X SMA. There are six points analyzed in the suitability of learning video 2 with the revised 2013 curriculum teaching material. In the first point, the video for composing poetry includes material on the theme of relating to nature, such as a vacation to the beach. Themes are the main ideas put forward by poets through their poetry. The theme comes from himself, it can also come from other people or the community (Djojuroto, 2006: 24). The delivery of the theme material is carried out in a structured manner from the initial appearance of the theme to implementing it in writing poetry. In the second point, the discussion of diction is conveyed about the use of connotative and denotative, symbols, as well as the depiction of feelings and thoughts. Then on the third point, the presentation of the language style structure in writing poetry presents rhymes in

the form of repetition of the same vowel sound at the end of a line of poetry. In the fourth point, a presentation of the image structure has appeared, which contains examples of interesting images and is guided by systematic steps in imagining coastal and panoramic images and illustrating an event. Furthermore, on the fifth point, the physical and mental structure of the poetry is explained in general, but there are some that have not been conveyed in the video. The last point, on the stylistic or typographic side of the poetry, is explained in general in the video.

In table 4, an analysis of the instructional videos on Youtube is presented on the suitability of the curriculum. The following is a description of the suitability in table 4 below.

Table 4. Result of Conformity Analysis of Learning Video 3 with Basic Competence 4.17

No.	The description of KD 4.17	Expected Learning Indicators	Compatibility of KD with Learning Videos 3
1	Poetry by paying attention to the theme	Composing poetry by paying attention to the theme	The video of composing the poetry presents the structure of the theme in detail
2	Poetry by paying attention to diction	Compose poetry by paying attention to diction	Video composed of poetry describes the structure of diction well
3	Poetry with attention to language style	Write poetry by paying attention to the language style	Poetry writing video presents the stylistic structure of the language
4	Poetry by paying attention to his imagination	Compose poetry by paying attention to his imagination	Video composed of poetry does not yet present image structure
5	Poetry with attention to its structure	Composing poetry by paying attention to its structure	The video of composing poetry has explained the overall physical and mental structure
6	Poetry by paying attention to its appearance	Write poetry by paying attention to its appearance	Video composed of poetry describes the structure well

Furthermore, the researcher explained the suitability of learning video 3 with the title Easy Ways to Make Poetry, there are several conformities with the curriculum related to writing

poetry in table 4 above. There are six points analyzed in the suitability of the learning video 3 with the revised 2013 curriculum teaching material. In the first point, the video for composing poetry includes the delivery of the theme material. In the video, the delivery of themes related to the world of education is developed into more specific titles such as teachers, schools, and school friends. On the second point, a discussion of diction with various examples and practical ways of bringing it out in poetry is presented. Viewers are directed to use a beautiful word or it could be a word that likens something. In the third point, the presentation of the language style structure in writing poetry is presented by paying attention to the characteristics of the writer. This language style is a way of expressing the thoughts of a writer which is closely related to his soul and personality (Kerap, 2005: 113). Furthermore, on the fourth point, the structure of the image in the learning video has not been conveyed. There is no display of images or certain shapes as a trigger for viewers to imagine. As for the fifth point, the physical and inner structure of the poetry has been conveyed, although there are several structures that have not been presented in the video. In the sixth point, the poetry typography is contained in the video by conveying a series of lines that builds a verse with certain rules.

The researcher delivered an analysis of the 4th audiovisual media in the form of video on Youtube towards the suitability of the curriculum in table 5. The following is a description of the suitability in table 5 below.

Table 5. The Result of Conformity Analysis of Learning Video 4 with Basic Competencies 4.17

No.	The description of KD 4.17	Expected Learning Indicators	Compatibility of KD with Learning Videos 3
1	Poetry by paying attention to the theme	Composing poetry by paying attention to the theme	The video of the poetry arrangement conveys the structure of the theme
2	Poetry by paying attention to diction	Compose poetry by paying attention to diction	A video composed of poetry describes the structure of diction in detail
3	Poetry with attention to	Write poetry by paying attention	Poetry writing video presents the

	language style	to the language style	stylistic structure of the language
4	Poetry by paying attention to his imagination	Compose poetry by paying attention to his imagination	Video composed of poetry does not yet present image structure
5	Poetry with attention to its structure	Composing poetry by paying attention to its structure	The video of composing poetry already explains the physical and mental structure
6	Poetry by paying attention to its appearance	Write poetry by paying attention to its appearance	A video composed of a poem describes the structure of the character

In the video on Youtube with the title How to Make Poetry, it is found that the conformity and non-conformity with the applicable curriculum is found. The following is a description of the conformity and non-conformity in table 5 above. In the fourth video media, there are six points that refer to KD 4.17 class X SMA. In the first point, the material on the theme of the poetry is conveyed by determining interesting themes such as loyalty. In the second point, diction is explained by selecting keywords on a predetermined theme. Then on the third point, there is a study of language style in the form of figure of speech, namely comparison and metaphorical figures. On the fourth point, the image has not been conveyed in the learning video. In connection with the illustration, the theme of loyalty has not yet been realized in the form of images or descriptions that can trigger viewers to be able to imagine real objects. Then on the fifth point, the physical and mental structure of the poetry has been conveyed, although there are several structures that have not been conveyed in the video. In the sixth point, the typography side of the poem is formed from keywords which are developed into an array which is then assembled into a verse of the poem. one of the things that characterizes contemporary poetry is typography. Typography is an arrangement of verse lines (Mabruri, 2020).

Similar to the previous analysis, the researcher examined the suitability of video learning media on Youtube with the curriculum in table 6. The following is a description of the suitability in table 6 below.

Table 6. Result of Conformity Analysis of Learning Video 5 with Basic Competence 4.17

No.	The description of KD 4.17	Expected Learning Indicators	Compatibility of KD with Learning Videos 3
1	Poetry by paying attention to the theme	Composing poetry by paying attention to the theme	The video of the poetry arrangement conveys the structure of the theme
2	Poetry by paying attention to diction	Compose poetry by paying attention to diction	A video composed of poetry describes the structure of diction in detail
3	Poetry with attention to language style	Write poetry by paying attention to the language style	Poetry writing video presents the stylistic structure of the language
4	Poetry by paying attention to his imagination	Compose poetry by paying attention to his imagination	Video composed of poetry has not presented a detailed image structure
5	Poetry with attention to its structure	Composing poetry by paying attention to its structure	The video of composing poetry already explains the physical and mental structure
6	Poetry by paying attention to its appearance	Write poetry by paying attention to its appearance	Videos of composing poetry do not yet describe the structural structure in detail

The video with the title How to Write Poetry, Tips for Writing Poetry, the Ease of Learning Indonesian on Youtube has a suitability and inconsistency with the learning curriculum for writing poetry at Class X SMA. At the first point in table 6, the emergence of the theme is conveyed likening it to the spirit of poetry, for example themes presented such as the state of the city, learning, and natural beauty. As for the second point, the correct use of diction determines the beauty of poetry. This can be done by enriching vocabulary and juxtaposing conflicting words. Then on the third point, the discussion of language style relates to writing patterns, characteristics, and melancholy touches in poetry. On the fourth point, the explanation of the image is only touched on a little when looking at a leaf which is then used as inspiration in writing poetry. In the fifth point, the physical and mental structure of the poetry has been conveyed, although there are several

structures that have not been conveyed in the video. Finally, on the stylistic or typographic side of the poem, there is a little mention of poetry in the form of prose or a story that needs to be edited again.

Based on the analysis conducted by the researcher on the five video learning media on Youtube, it can be explained that there are several conformities and inconsistencies with the learning curriculum to write poetry. In discussing the theme of poetry, it is known that there are four videos that are in accordance with the 2013 revised curriculum. One of the videos did not describe the theme material in detail. Regarding the use of diction is discussed in all videos analyzed by the researcher, considering that diction is the spirit of the essay. In addition, the language style is presented in all videos with a variety of different explanations according to the development of each presenter. Whereas in the presentation of image material, there is only one video that describes it clearly, in detail, and is easy to understand, namely in the video entitled Poetry Writing Learning Videos. Then in the material, the physical and mental structure of the physical and mental structure of the poetry is explained as a whole. These structures are conveyed in all the indicator points of this research analysis which are part of the physical and mental part of the poetry. In the last section, the appearance or typography is presented in the four videos explaining the lyrics, their characteristics, and characteristics.

CONCLUSION

The research analysis of the suitability of video learning media on YouTube with the curriculum for writing poetry teaching materials is based on the basic competencies of class X SMA 4.17. The suitability indicator refers to the writing of poetry by taking into account the building blocks, namely theme, diction, language style, image, structure, and character. The results of the analysis show that in the discussion of the poetry theme there are four videos that are in accordance with the 2013 revised curriculum. One of the videos did not describe the theme material in detail. The diction material is discussed in all videos analyzed by the researcher. Furthermore, the language style is presented in all videos with a variety of different

explanations according to the development of each presenter. In the presentation of image material, only one video describes it in detail, namely the video entitled Poetry Writing Learning Videos. In the material physical and mental structure, the physical and mental structure of the poetry is described as a whole. These structures are conveyed in all the indicator points of this research analysis which are part of the physical and mental part of the poetry. In the form or typography presented in four videos explaining the lyrics, good, and characteristics.

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