

Integration of Social Media As a Source of Poetry Appreciation Learning Information for High School Students

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

Keywords: social media, poetry appreciation, high school

INTRODUCTION

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

This pandemic required teachers and students to actualize blended learning, even though the learning process has been implemented in the 21st century, combining face-to-face with online learning. Blended learning is a relatively new concept developed. In addition, blended learning has positive effects and can theoretically enhance the skills and knowledge of the entire organization, management, and support shifting nontraditional delivery methods (Curtis, 2012). Learning media needs to attract and direct learners' attention, stir the emotions and attitudes of learners, make it easier for learners to understand the material information conveyed, and accommodate understanding the content of the lessons presented.

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

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

Industry 4.0 delivers the desired sustainability to function worldwide as effectively, equally, and as fairly as possible (Ghobakhloo, 2020). Teachers must overcome IT and technical skills in implementing this learning (Wilson et al., 2015). ICT involvement is, in theory, defined by the concepts of motivation and metacognition (Zylka et al., 2015). ICT coverage at home and in schools has increased substantially over the past few decades. Teachers operate as individuals with general education-specific goals and objectives in real life (Cher&Oakely, 2013). In addition, there are six attributes of meaningful learning, namely: intentionality, content centrality, authentic work, active inquiry, construction of mental models, and collaborative work (Myhill & Wilson, 2013). Learning is directed at the higher-order thinking skills (HOTS), namely: cognitive ability (knowledge), affective (attitude), and cognitive (physical).

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

Theorists will appreciate the provision of current stories or background information to help them understand a given problem. The information revolution of the technology and telecommunications sector has created a platform for the free flow of information, ideas, and knowledge worldwide (Rafiq & Ameen, 2012). Electronic media offers a significant advantage of public policy models such as newspapers, journals, and books: i.e., proximity, the ability to provide information about any form of interest (Dietl&Russel, 2016). Online activities cannot be avoided anymore, especially in supporting the learning process, even though the application has a variety of challenges (Syaiful et al., 2019). Implementing the technology available today facilitates optimal training, not only in times of crisis but also in the future (Li et al., 2020). The mobility features of m-learning will enhance learning in less developed areas (Chavoshi&Hamidi, 2019).

Ultimately, the school and its neighborhood will serve as important places to promote greater social stereotypes and oppressive policies, provide protection against it, and promote alternative adaptation (Marks et al., 2018). Using technology manifests context in the introduction, adaptability,

expansion, or regulation of technology in terms of decisions (Mao&Akenji, 2020). In addition to social media changing the structure of the teaching-learning environment, it also supports access to a larger mass to be unrestricted to time and place [3]. The use of social media has a significant influence on the relationship between knowledge sharing and innovation (Khan, 2019). Some of the social media tools studied, such as MySpace, Facebook, and Twitter can be used for educational purposes (Rahmi et al, 2017). Instagram is different from similar social media platforms such as Facebook, Twitter, WordPress, Flickr, YouTube, and LinkedIn because it prioritizes uploading images or videos (Yakar et al, 2020).

Teachers can also use Google Plus as a tool for cross-course communication. In general, almost all web services can be customized for educational use (Oberer & Erkollar, 2012). In addition, poetry can encourage creativity (Timothy et al, 2019). The choice depends on the nature and characteristics of the target audience and its flexibility (Tormey, 2020). For example, if students chant poetry, indirectly, the ability to read and write will be owned by them (Par & Campbell, 2006). Poetry helps build a framework and presents interpretations of how we can use this poem to understand audiences better and perceive changing environments (Illingworth&Jack, 2018). However, long-term teaching efforts are advised to make creativity a part of students' daily learning life (Zhou et al, 2014).

RESEARCH METHOD

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

RESULT AND ANALYSIS

3.1 Poetry Appreciation Learning in High School

Literary appreciation learning is essentially an attempt to instill a sense of sensitivity to students' literature preferences. Supposedly, the teaching of literary appreciation delivered by teachers to students can change their attitude from indifferent to more sympathetic to literature. Paiva stated in her research, "Poetry as a Resonant Method for Multi-Sensory Research", that poetry as a method of resonance could also be used as a technique to build dialogue across divisions of class, gender, and race (Paiva, 2020). On this issue, it is interesting that poetry is not only a medium that allows marginalized voices and identities to speak and build political spaces, but it can also serve as a common ground to generate new dialogue across differences. Sensory geographers can play an important role in this issue by exploring the intercultural and intersectional emergence and empathic resonance that teachers and students have with poetry.

Poetry learning will be directed at the process of sensitivity and thinking of students in aspects of various problem areas. The opinions of the examined teacher are considered to represent "professional" opinions in the sense that the teacher's statements are based on teaching facts and experience and not just unfounded opinions. Teachers are also tasked with evaluating activities

carried out and conducting sustainability actions (Par & Campbell, 2006). In appreciating poetry, learners are invited to know, understand, take poetry seriously so that understanding, appreciation, critical mind, and good-feeling sensitivity to poetry arise. There is a language defining our common humanity, caring for each other, yet relying on understanding beyond language (Mardon, 2006). They were assisted by several interesting poetry choices involving them to increase engagement and pleasure (Bal & Bicen, 2017).

Poetry appreciation learning was directed at Bloom's six taxonomy, including C1 to C6. First, C1 was done by remembering that the teacher would do a question and answer session on students regarding the nature of poetry, including the meaning of poetry, poetry works, poets, and types of poetry. The next stage was C2, which is understanding by identifying literature related to the appreciation of poetry and paraphrasing. The literature came not only from books or scientific articles but also from online sources such as social media. This mastery also leads to the ability to read and write poetry. The next step was C3, which was classifying poems according to their type, the process of reading, and writing poetry, including the physical structure and inner structure.

Fourth, C4, analyzing. At the stage of analyzing, lecturers gave three poems to be compared to obtain the analysis results, and then identification including physical structure and inner structure. The answer was submitted through *Google Classroom*. This information search process involved the process of C1 to C3. Next, C5, evaluating. The identification results were discussed together through *Google Classroom*, whether it was in accordance with the theoretical and findings in the physical structure and inner structure of poetry. This stage would evaluate and reflect the students' understanding. Next, stage C6, creating. Poetry appreciation learning was directed at realizing the ability to write and read poetry. In this stage, the efforts to increase interest and motivation in poetry appreciation were carried out through WhatsApp. The students created chain poems every time they started learning, and as a result, their language development skills increased. The poetry reading was also arranged by students in videos uploaded through YouTube, Instagram, and Facebook.

The assessment of poetry reading in all students was categorized based on articulation, intonation, expression, mimicry, and creativity. Teachers need to understand that there is no classification of poetry reading techniques, so poetry is considered the reader's identity. Thus, the teacher should emphasize competence, not indoctrinate and create uniformity in reading poetry. Online poetry reading required readiness regarding video shooting and editing. Indirectly, students would also be equipped with the ability to record and edit videos. Another achievement was the positive application of social media owned by students, which was uploading the results of poetry reading videos on YouTube.

The next product stage in poetry appreciation learning was poetry copyright. Poetry creation needed to pay attention to several elements, including diction, imagination, meaning, moral value, and language style. Each element was rated between 1-20. The results of the students' poetry revealed the difficulties and inability in diction, language style, and meaning. Teachers also evaluated the process of poetry copyright by providing notes on poems created and guiding periodically so that there were sustainability measures to improve. Regularly giving notes can help students know the parts needed to be repaired. At the last meeting, all the poems were collected and compiled into an anthology published in book form. The obstacle experienced by the teacher was to ensure that none of the plagiarism elements were found in students' poetry.

3.2 The Use and Integration of Social Media

Teachers were given freedom in determining learning methods so that proper learning was carried out; one of them was the use of social media. In addition, teachers needed to conduct ethnographic studies on students since they had different backgrounds to adjust the poems that would be taught. Chaharbashloo et al in his research entitled "Analytical reflection on teachers' practical knowledge: A case study of exemplary teachers in an educational reform context", concluded that the role of exemplary teachers in the learning process is as a reference and program evaluator (Chaharbashloo et al, 2020). Eight categories were evaluated in this study: subject, pedagogical, learners, classroom management, learning environment, curriculum, school environment, and self. Teacher competencies were also evaluated, covering pedagogical, professional, and social competencies.

Limitations of teacher mastery in ICT became obstacles in learning, so it was not uncommon for teachers to only apply the lecture model without collaborating with other models or approaches (Haydn & Barton, 2008). Another problem was that teachers had ICT capabilities, but the facilities and infrastructure in schools were less supportive of realizing it. ICT training for teachers and students needed to be evaluated, and continuous improvements should be carried out to apply e-learning. Instagram became one social media widely used to upload photos, videos, and even do live broadcasts.

The use of various social media in supporting learning materials was needed to be a concern. Based on the questionnaire results, only three teachers (TK, P, and RF) had Instagram and Facebook accounts, so the learning process used their social media accounts such as for the publication of students' poetry works or poetry reading. In comparison, three other teachers (TK, TM, and SM) did not have personal social media accounts. Teachers actively used Google Meeting, Google Classroom, and WhatsApp groups during online learning activities. These three learning media became mandatory in the online learning process used by all teachers.

Furthermore, all teachers claimed to combine with the use of YouTube in associating the materials taught. However, only two teachers did correlate with the Language Development and Cultivation Agency web. One teacher used the National Library of the Republic of Indonesia web. Two teachers associated with a poet's Instagram account, Central Java Language Center, and the Language Development and Cultivation Agency. All teachers used KBBI online downloaded through Play Store to look up the meaning of diction. Similarly, three teachers used the thematic thesaurus site on the link <http://thesaurus.kemdikbud.go.id/> to check the words' connection in meaning. Teachers' use of social media is illustrated in the diagram below:

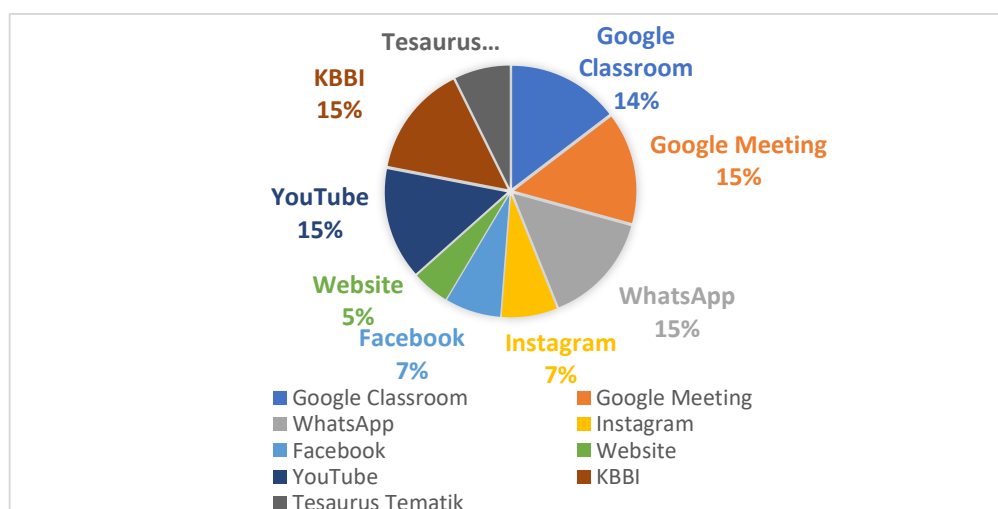


Fig.1 Diagram of Social Media Use by Teachers and Students

The Language Development and Cultivation Agency, Ministry of Education and Culture of the Republic of Indonesia, seeks to socialize the introduction of poetry works and their authors through their Instagram accounts. Of course, it is very helpful for teachers in recommending the introduction and understanding of poetry and its author. Furthermore, the audiovisual form can be accessed on YouTube. YouTube is the most commonly used website for free video-sharing after Google and Facebook (Moghavvemi et al, 2018). They used it as a complementary tool for learning and believed that educational videos on YouTube improve learning due to its visual cues rendering it more easily understood (Moghavvemi et al, 2018). Learning poetry by using YouTube could attract and facilitate understanding because it provided images and explanations presented audiovisually.

21st-century learning is directed towards realizing communication, collaboration, critical thinking, and creativity. Communication skills convey new thoughts, ideas, knowledge, and information to others orally, in written forms, symbols, images, graphics, or numbers. Collaboration skills are working together, synergizing, adapting to various roles and responsibilities, and

respecting differences. Creative thinking skills are the ability to create new ideas different from those already exist. Learning strategy that can train creative thinking skills is learning based on problems, such as problem-based learning, project-based learning, cooperative group investigation, and inquiry learning (Bagus, 2010).

Communication skills in the poetry learning process included discussing, Q&A, composing poetry, reciting poetry in recordings uploaded through social media, and even communicating with poets. It was expected that there would be a reciprocal relationship between students, students and lecturers, and students with examiners or readers. After that, the learning outcomes were obtained in the form of poetry production in poetry anthologies and recordings of student poetry readings uploaded via social media. Collaboration skills began with preparing chain poems, analyzing poems in groups, and poetry readings by two or three students. The involvement of peers in learning had a vital role in attaining learning achievement.

Furthermore, learning was directed at improving critical thinking skills, where students needed to understand the sorting of sources acquired and use appropriate and correct categories. Moreover, the sources were obtained from social media searches. Therefore, it took understanding and the ability to criticize the issues raised. The creativity was also based on the problems faced, so it would appear in students in producing and reading poetry. Students would think creatively in reading poetry and producing poetry videos by involving the music selection, the video shooting, and the way to read poetry according to its type. Learning by integrating social media is necessary for the 21st century. Social media has become a "daily food" for students and lecturers, making students attractive in poetry appreciation learning and proficient in the learning process in Industry 4.0.

CONCLUSION

21st-century learning aims to realize communication, collaboration, critical thinking, and creativity. The learning abilities included higher-order thinking skills or HOTS, involving remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). Actualization of learning by integrating social media could increase the interest, motivation, and achievement of students' poetry appreciation learning, as the sustainability of the face-to-face learning process in synergy with online learning, so that independent learning could be realized. Poetry appreciation included getting to know, identifying, and producing poetry. The utilization of social media could be one of the approaches to the correlation of learning materials with familiar everyday situations used by learners. WhatsApp, Instagram, YouTube, Facebook, and Twitter were tailored to poetry appreciation learning. In today's online or virtual learning, students are also familiar with using Google Classroom, Zoom, and Google Meet, which will undoubtedly support learning achievements. The researchers expected that there would be future research discussing the implementation of social media in learning.

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