



Implementation of Poetry Writing Learning Using the Capcut Application Media for Class VIII Students of SMPN 1 Paguyaman Pantai

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ABSTRACT

This study aims to describe the implementation of poetry writing instruction using the CapCut application as a medium for eighth-grade students at SMP Negeri 1 Paguyaman Pantai. The study employs a descriptive method with a qualitative approach. The research subjects consisted of the Indonesian language teacher and eighth-grade students. Data regarding the implementation of poetry instruction using CapCut were collected through observation, interviews, and documentation and were analyzed using a descriptive qualitative approach. The results indicate that the poetry writing instruction using CapCut was conducted in three stages: the introductory phase, the core activity, and the closing phase. In the introductory phase, the teacher outlined the learning objectives. During the core activity, students wrote poems based on a predetermined theme and then packaged them into poetry videos using the CapCut application. In the closing phase, each group presented their work, and the teacher provided a reflection on the material covered. Assessment was conducted to evaluate both the learning process and the students' learning outcomes. The findings suggest that using the CapCut application as a medium for poetry writing instruction positively impacted the learning process, enhanced student creativity, and supported better learning outcomes for the eighth-grade students at SMP Negeri 1 Paguyaman Pantai.

Keywords : poetry writing learning, Capcut, application media

Implementasi Pembelajaran Menulis Puisi Menggunakan Media Aplikasi CapCut bagi Siswa Kelas VIII SMPN 1 Paguyaman Pantai

ABSTRAK

Pembelajaran menulis puisi Penelitian ini bertujuan mendeskripsikan pelaksanaan pembelajaran menulis puisi menggunakan media aplikasi CapCut di kelas VIII SMP Negeri 1 Paguyaman Pantai. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Subjek penelitian terdiri atas guru Bahasa Indonesia dan siswa kelas VIII. Data pelaksanaan pembelajaran puisi menggunakan media aplikasi CapCut dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data pelaksanaan pembelajaran menulis puisi menggunakan media aplikasi CapCut dianalisis secara kualitatif deskriptif. Hasil penelitian menunjukkan bahwa pembelajaran menulis puisi menggunakan aplikasi CapCut dilaksanakan melalui tahap pendahuluan, kegiatan inti, dan penutup. Pada tahap pendahuluan, guru menyampaikan tujuan pembelajaran. Pada kegiatan inti, siswa menulis puisi berdasarkan tema yang telah ditentukan, kemudian mengemasnya dalam bentuk video puisi menggunakan aplikasi CapCut. Pada tahap penutup, setiap kelompok mempresentasikan hasil karyanya dan guru memberikan refleksi terhadap materi yang telah dipelajari. Asesmen dilakukan untuk menilai proses dan hasil belajar siswa. Berdasarkan hasil penelitian, penggunaan aplikasi CapCut sebagai media pembelajaran menulis puisi memberikan dampak positif terhadap proses pembelajaran, meningkatkan kreativitas siswa, serta mendukung pencapaian hasil belajar yang lebih baik pada siswa kelas VIII SMP Negeri 1 Paguyaman Pantai.

Kata kunci: Pelaksanaan Pembelajaran, menulis puisi, media aplikasi Capcut.

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INTRODUCTION

The interaction process between students and learning resources in their surrounding environment plays a crucial role in successful learning. According to Wicaksono (2020:15), learning encompasses any activity designed to help someone learn a new skill or value. Meanwhile, Oemar (in Wicaksono, 2020:16) defines learning as a structured combination of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Learning encompasses not only the theory written in textbooks but also the practical application of real-life examples. Based on the opinions of these two experts, it can be concluded that learning is a series of systematically designed activities that integrate various elements such as students, teachers, materials, facilities, and procedures to help students acquire skills, knowledge, and effectively achieve learning objectives. Learning is not limited to classroom activities but encompasses all forms of experience that enable a person to learn, both formally and informally, with the goal of changing behavior or abilities in students after participating in the learning process. In practice, learning success is greatly influenced by the planning and learning situations created by the teacher beforehand, such as teaching modules or syllabi, implemented in the classroom or other learning environment. The goal is to create a conducive learning environment so students can achieve the required competencies. Effective learning implementation takes into account individual differences, the use of media, and effective interactions between teachers and students.

As technology advances, the use of digital media has become an increasingly important part of education. Media use in learning involves the use of tools, materials, or technology to facilitate the delivery of information from educators to students, making learning more effective, engaging, and accessible. Media selection must be tailored to learning objectives, student characteristics, teaching materials, and resource availability. This is reinforced by Tondeur's

opinion (in Mulyani & Nurhaliza, 2021:2; Elmustian & Razak, 2021), which states that digital technology is now beginning to be utilized in education as a tool to support the teaching and learning process. This technology is used both as a medium for accessing information and as a tool to support teaching and learning activities. Technological advances have many positive impacts not only in education but also in various other aspects of life. This aligns with Hakim & Yulia's (2024:146) opinion that advances in digital technology have had many positive impacts on human life, making various things easier, faster, and more practical. The use of technological media is now frequently used in learning, one of which is audio-visual media in the form of learning videos.

The use of video as a learning medium must be creatively and engagingly designed to increase student learning interest. However, some teachers still haven't fully utilized technology-based learning media. Some teachers still rely on textbooks, whiteboards, and lectures, resulting in mundane and often boring lessons that leave students feeling bored. Yet, in this technological era, there are many more engaging learning media options available to enhance student enjoyment and enthusiasm. One such application is the *CapCut app*, which is used to create creative and engaging learning videos.

The increasing popularity of the *CapCut app* as a video editing application provides a great opportunity to create more engaging and innovative learning materials. The *CapCut app* is also quite easy to use, making it a suitable learning medium. In this study, the learning in question is poetry writing. Learning poetry writing has its own appeal because it is an art in expressing students' thoughts, feelings, and creativity. This is in line with the opinion of Rasyid et al. (2019:4) who stated that poetry writing is one aspect that students are expected to master in learning, especially those that focus on the skill of expressing themselves through creative written literary works that can arouse the enthusiasm, thoughts, and feelings of readers. However, students still experience



difficulties in word choice and idea development, so teachers need to be creative and innovative in the learning process to overcome these obstacles. Learning to write poetry is included in phase D, the learning stage in the Independent Curriculum intended for junior high school (SMP/MTs) students. In this phase, students are expected to develop competencies according to the established learning outcomes. The writing element includes students' ability to write ideas, directions, or written messages for various purposes logically, critically, and creatively. Students also write research results using simple methodologies and cite sources ethically. In addition, students express sympathy, empathy, concern, and pro and con opinions in written form. Students are also expected to be able to write based on facts, experiences, and imagination in prose and poetry with creative use of vocabulary. By using the *CapCut application-based learning media*, it is hoped that it can help teachers vary learning so that it is less monotonous and more creative and enjoyable.

Based on the description, it is clear that learning to write poetry using the *CapCut application* is an interesting learning innovation to study. The success of learning is not only determined by the implementation of teaching and learning activities, but also influenced by the teaching modules used and the assessments conducted by teachers to measure the achievement of learning objectives. Therefore, this study focused on the teaching modules used by teachers, the implementation of learning, and the assessments conducted in learning to write poetry using the *CapCut application* for eighth-grade students of SMP Negeri 1 Paguyaman Pantai.

The formulation of the problem in this study is how the teaching module used by teachers in learning to write poetry using the *CapCut application media* for class VIII students of SMP Negeri 1 Paguyaman Pantai, how the implementation of learning to write poetry using the *CapCut application media for class VIII students of SMP Negeri 1 Paguyaman Pantai*, and how the assessment carried out by teachers in

learning to write poetry using the CapCut application media for class VIII students of SMP Negeri 1 Paguyaman Pantai.

The purpose of this study is to describe the teaching module used by teachers in learning to write poetry using the *CapCut application media* for class VIII students of SMP Negeri 1 Paguyaman Pantai, to describe the implementation of learning to write poetry using the *CapCut application media for class VIII students of SMP Negeri 1 Paguyaman Pantai*, and to describe the assessment carried out by teachers in learning to write poetry using the *CapCut application media* for class VIII students of SMP Negeri 1 Paguyaman Pantai.

This research is expected to provide both theoretical and practical benefits. Theoretically, this research is expected to enrich theoretical studies on poetry writing learning, particularly in the use of digital media such as the *CapCut application*, and serve as a reference for the development of creative, digital-based learning models in Indonesian language learning.

Practically, this research is expected to provide benefits for Indonesian language teachers as a source of information and inspiration in designing more engaging poetry writing learning strategies in line with current developments through the use of audio-visual media such as the *CapCut application*. For students, the use of the *CapCut application* is expected to increase learning motivation, interest, as well as creativity and digital literacy skills in writing poetry. For schools, the results of this study can be a basis for consideration in developing innovative learning methods that integrate technology in the learning process. Meanwhile, for future researchers, this study can serve as an initial reference for developing similar research that uses other digital media in Indonesian language learning.

Learning according to Wicaksono (2020:15) is any activity designed to help someone learn a new skill or value, while according to Oemar (in Wicaksono, 2020:16) learning is a structured combination including human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives. Learning

implementation is the process of implementing plans such as teaching modules or syllabi carried out in class to create conducive learning conditions so that learning objectives are achieved.

Learning media is a tool used to assist in conveying information to make learning more effective. Tondeur (in Mulyani and Nurhaliza, 2021:2) states that digital technology is now being utilized as a learning support tool. Hakim and Yulia (2024:146) add that digital technology provides many conveniences in human life. Writing poetry, according to Rasyid et al. (2019:4), is the skill of expressing ideas, feelings, and experiences in the form of creative literary works. The *CapCut application* is a video editing tool that can be used in learning to transform poetry into engaging learning videos. Assessment is a process carried out by teachers to measure the achievement of student learning outcomes.

Research by Hakim and Yulia (2024) shows that the use of digital technology in learning has a positive impact on student motivation and learning effectiveness. Research by Mulyani and Nurhaliza (2021) found that digital-based learning media can increase student interest and understanding in the learning process. Research by Rasyid et al. (2019) concluded that poetry writing learning can be enhanced through creative learning strategies that help students develop ideas, diction, and imagination in poetry writing.

METHOD

CapCut application for eighth-grade students at SMP Negeri 1 Paguyaman Pantai. According to Fadjarajani et al. (2020:58), Abubakar (2021:19), the descriptive method is a research method that describes events or phenomena that occur during the research as they are.

The type of research used is qualitative, namely research conducted in natural conditions with an emphasis on the meaning, process, and understanding of the phenomenon being studied (Fitrah & Luthfiyah, 2017; Fraenkel et al., 2012:298; Razak (2017:176).). In this study, a qualitative approach was used to describe the teaching modules used by teachers, the

implementation of learning, and assessment in learning to write poetry using the *CapCut application*.

The subjects of this study were Indonesian language teachers and eighth-grade students, while the object of the study was the implementation of poetry writing learning using the *CapCut application*, which included planning (teaching modules), the learning process, and assessment. The data in this study consisted of information regarding the teaching modules, the learning implementation process, teacher assessments, and student work. Data sources were obtained from teachers, students, learning device documents, student assignment results, and documentation of learning activities.

Data collection techniques included observation, interviews, and documentation. Observations were conducted using non-participatory techniques to directly observe the learning process without the researcher's involvement in the teaching and learning activities. Structured interviews with teachers were conducted to obtain information regarding learning planning, implementation, and assessment. Documentation was used to collect data in the form of teaching modules, student work, and photographs of learning activities to support the research findings.

The data analysis technique was carried out through several stages, namely data collection, data reduction, data presentation, and drawing conclusions. The data obtained were identified, classified based on the research focus, then systematically described, analyzed to obtain meaning, and finally conclusions were drawn regarding the implementation of poetry writing learning using the *CapCut application* for grade VIII students of SMP Negeri 1 Paguyaman Pantai.

RESULTS

1. Teaching Modules Used by Teachers

The results of the study indicate that the teaching module used by teachers in poetry writing lessons using the *CapCut application* in class VIII of SMPN 1 Paguyaman Pantai has been compiled

based on the main components of the Independent Curriculum, namely module identity, learning objectives, learning activity steps, and assessments. The module has also integrated the use of digital media in the form of the *CapCut application* which is used to package students' poetry works in video form. This demonstrates the teachers' efforts in utilizing technology to support creative learning. However, the document analysis revealed that the teaching module still has several shortcomings. The learning content contained material that was irrelevant to the focus of poetry writing, such as news stories or podcasts that were not directly related to poetry writing skills. Furthermore, the technical instructions for using the *CapCut application* in the learning process were not explained in detail, so students and teachers relied primarily on direct explanations in class. This situation indicates that the teaching module still needs improvement to be more systematic, focused, and operational.

2. Implementation of Poetry Writing Learning Using the *CapCut Application*

The research results show that poetry writing learning using the *CapCut application* was implemented through three learning stages: preliminary activities, core activities, and closing activities. In the preliminary activities, the teacher opened the lesson with greetings, prayers, attendance checks, icebreakers, and presentations of learning objectives and an introduction to *CapCut* as a learning tool.

In the core activity, the teacher explained the definition of poetry and the elements that construct poetry, such as diction, figures of speech, rhyme, and typography. Afterward, students were divided into small groups and given the task of writing a poem on the theme "Farmers and Fishermen." Next, students were instructed to turn the poem into a video using the *CapCut application*, which is equipped with images, background music, and visual effects. The teacher acted as a facilitator, guiding students throughout the learning process, both in writing the poem and in editing the video.



Figure 1
Teacher's Activity Explaining the Material on the Definition of Poetry



Figure 2
Teacher Activities Guiding Students in Writing Poetry and Editing Students' Poetry Work



Figure 3
Student Activities Editing Videos

In the closing activity, each group presented their work to the class. The teacher appreciated the students' work and conducted a collaborative reflection on the learning process. Overall, the learning process was active, interactive, and involved direct student participation.



Figure 4
Teacher Activities Providing Reflection

2. Poetry Writing Learning Assessment Using the *CapCut Application*

The research results show that the assessment conducted by teachers in poetry writing lessons using the *CapCut application* focused on assessing students' poetry works, packaged in video format. Assessment was conducted using a rubric that covered several aspects, namely accuracy and depth of content, diction and style, rhyme, rhythm, typography, and originality and emotional expression.

The assessment results showed that most student groups obtained scores in the good to excellent category, with scores ranging from 75 to 94, with an average score of 87. This indicates that students are able to produce poems that are quite good in terms of content and language, and are able to express ideas and feelings through their work. Furthermore, the use of the *CapCut application* provides a more engaging learning experience and enhances students' creativity in presenting their work.

DISCUSSION

Teaching Modules Used by Teachers

According to Permana & Indihadi (2018), the discussion shows that the teaching modules used by teachers align with the Merdeka Curriculum structure, which emphasizes competency-based learning and teacher flexibility in developing learning tools. The presence of components such as learning objectives, activity steps, and assessments indicates that teachers have adequate learning planning.

The *CapCut* application into teaching modules represents a technology-based learning innovation relevant to 21st-century developments, which require students to possess digital literacy and creativity. With this tool, students not only learn to write poetry in text but also to package it in a more engaging and meaningful audiovisual format. However, the weaknesses of the teaching module are evident in the inconsistencies in the included material, such as news or podcasts that are irrelevant to poetry writing lessons. This suggests

that the teaching module is likely an adaptation of another tool and therefore not fully focused on the desired competencies. Furthermore, the lack of technical instructions for using *CapCut* prevents the module from functioning optimally as a self-guided guide for students.

Implementation of Poetry Writing Learning Using the *CapCut Application*

According to Bakri & Yusni (2021), the discussion showed that the learning process followed systematic learning stages, namely introduction, core, and conclusion. In the introduction, the teacher successfully created a conducive learning environment and increased student motivation through apperception and an introduction to the *CapCut media*.

In the core stage, learning takes place actively as students are directly involved in the creative process of writing poetry and turning it into a video. This activity not only trains students' literary literacy skills but also develops technological skills and digital creativity. The teacher's role as a facilitator is crucial in helping students overcome difficulties in both writing and technical aspects of using the application.

In the closing phase, presentations and reflection activities provided students with opportunities to express their work and evaluate the learning process. Overall, the learning process demonstrated that the use of digital media enabled more active, creative, and enjoyable learning, although some adjustments were made in the field to accommodate classroom conditions.

Poetry Writing Learning Assessment Using the *CapCut Application*

According to Maarif (2022), the assessment conducted by teachers was quite effective because it used a clear and structured assessment rubric. This rubric helped teachers objectively assess students' abilities based on several important aspects of poetry writing.

The assessment results, which showed a predominance of scores in the good to excellent



categories, indicated that students had achieved the stated learning objectives. This demonstrated that poetry writing instruction not only successfully improved writing skills but also enhanced students' expressive abilities and creativity.

Furthermore, using the *CapCut app* as a learning tool has a positive impact on increasing student motivation. While not the primary focus of assessments, this tool helps students present their work in a more engaging and innovative way, making learning more meaningful and less monotonous.

CONCLUSION

Based on the results of research and discussion regarding the implementation of poetry writing learning using the *CapCut application* for class VIII students of SMPN 1 Paguyaman Pantai, it can be concluded that the learning has run well and in accordance with the planning in the teaching module which includes main components such as learning objectives, activity steps, and assessments, and demonstrates student-centered learning. The use of the *CapCut application* is a technology-based learning innovation that can improve students' creativity in writing and presenting poetry in video form, although in its implementation there are still adjustments in the classroom. The learning process is carried out through three stages, namely introduction, core, and closing, which in general have been carried out according to the learning flow, starting from the introduction of the material, writing poetry with the theme "Farmers and Fishermen", to presentation and reflection of students' work. The assessment was carried out using an assessment rubric that includes aspects of content, diction, rhyme, and emotional expression, with the results showing that most students obtained scores in the very good category with an average of 94, so it can be concluded that this learning is effective in improving poetry writing skills as well as students' creativity through the use of digital media.

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