



The Implementation of Quick Response Code Media in Teaching Poetry Writing to Grade VIII Students at SMP Negeri 1 Tilango

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ABSTRACT

This study aims to describe: 1) the teaching module for poetry writing instruction; 2) the implementation of Quick Response Code media in the poetry writing learning process; and 3) the assessment process and results involving the use of Quick Response Code media in poetry writing instruction. This study was conducted at SMP Negeri 1 Tilango in the 2024/2025 Academic Year. The research population was all class VIII students of SMP Negeri 1 Tilango, with the research sample being class VIII students involved in learning to write poetry texts. The research instruments used included observation sheets, interview guidelines, tests, and documentation. Data were analyzed using descriptive qualitative data analysis techniques through data reduction, data presentation, and drawing conclusions. The research results indicate that the components of the teaching module for poetry writing are in accordance with the provisions of the Independent Curriculum, which includes modules on identity, initial competencies, Pancasila student profiles, facilities and infrastructure, student targets, learning models, core competencies, assessments, enrichment and remedial activities, and appendices. The implementation of the Quick Response Code media in poetry writing learning proceeded well, creating a pleasant learning atmosphere, eliciting positive responses, supporting the learning process, and facilitating both teachers and students due to its practicality and accessibility. The assessment process and results through the Quick Response Code media application were obtained from an evaluation tool in the form of a summary test completed in groups, with an average student score of 87.5. These results indicate that students are highly interested in using the Quick Response Code media in poetry writing learning.

Keywords: quick response code, media, writing poetry texts

Penerapan Media *Quick Response Code* Dalam Pembelajaran Menulis Teks Puisi pada Peserta Didik Kelas VIII SMP Negeri 1 Tilango

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) modul ajar dalam pembelajaran menulis teks puisi; 2) penerapan media *Quick Response Code* dalam proses pembelajaran menulis teks puisi; 3) proses dan hasil asesmen melalui penerapan media *Quick Response Code* dalam pembelajaran menulis teks puisi. Penelitian ini dilaksanakan di SMP Negeri 1 Tilango pada Tahun Pelajaran 2024/2025. Populasi penelitian adalah seluruh peserta didik kelas VIII SMP Negeri 1 Tilango, dengan sampel penelitian yaitu peserta didik kelas VIII yang terlibat dalam pembelajaran menulis teks puisi. Instrumen penelitian yang digunakan meliputi lembar observasi, pedoman wawancara, tes, dan dokumentasi. Data dianalisis menggunakan teknik analisis data kualitatif deskriptif melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa komponen-komponen modul ajar dalam pembelajaran menulis teks puisi telah sesuai dengan ketentuan Kurikulum Merdeka yang mencakup identitas modul, kompetensi awal, profil pelajar Pancasila, sarana dan prasarana, target peserta didik, model pembelajaran, kompetensi inti, asesmen, pengayaan dan remedial, serta lampiran. Penerapan media *Quick Response Code* dalam pembelajaran menulis teks puisi berlangsung dengan baik, menciptakan suasana belajar yang menyenangkan, memberikan respons positif, mendukung proses pembelajaran, serta memudahkan guru dan peserta didik karena praktis dan mudah diakses. Proses dan hasil asesmen melalui penerapan media *Quick Response Code* diperoleh dari alat evaluasi berupa tes uraian yang dikerjakan secara berkelompok dengan nilai rata-rata peserta didik sebesar 87,5. Hasil tersebut menunjukkan bahwa peserta didik sangat tertarik menggunakan media *Quick Response Code* dalam pembelajaran menulis teks puisi.

Kata kunci: media, quick response code, menulis teks puisi

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INTRODUCTION

The development of Information and Communication Technology (ICT) has significantly influenced various aspects of life, including the field of education. Utilizing technology in instruction is one strategy to enhance educational quality by providing learning resources that are broader in scope, as well as more effective and efficient. According to Mulyono and Ilham Ampo (2020:97), modern education leverages ICT as a means to acquire knowledge—including through the use of media and learning resources—with wide coverage and at a relatively low cost. Consequently, teachers are required not only to understand technology theoretically but also to implement it within the instructional process, ensuring that students gain learning experiences aligned with the demands of the times (Mustakim, Sartika, et al., 2013).

According to Ramli (2012), Elmustian & Razak (2021) instructional media is a crucial component that supports the success of the learning process. Media serves as an intermediary for conveying material from teacher to student, thereby helping to foster attention, interest, and learning motivation. Hasan et al. (2021:10) state that instructional media can stimulate students' thoughts, feelings, attention, and interest, creating effective learning interactions. With technological advancements, ICT-based instructional media are increasingly utilized because they facilitate learning experiences that are more innovative, engaging, and interactive. Sari (2015:119) explains that ICT-based instructional media utilize information and communication technology as a tool within learning activities. The use of ICT-based media not only simplifies the delivery of material for teachers but also provides students with opportunities to access a wider range of information and learning resources.

In Indonesian language instruction, the use of appropriate instructional media is essential to support the achievement of student competencies. Indonesian language learning focuses on mastering

four language skills: listening, speaking, reading, and writing. According to Supriano (cited in Maisarah et al., 2022:66), these four skills are interconnected in supporting linguistic, literary, and literacy aspects. Writing is one of the skills requiring special attention, as it is an activity that demands critical thinking, creativity, and a strong command of the language. However, Indonesian language instruction is often perceived by students as easy and unengaging, resulting in low learning motivation—particularly regarding writing activities.

One of the writing topics taught at the junior high school level is poetry writing. Writing poetry involves expressing ideas, feelings, and imagination through beautiful and meaningful language. In this process, students are required to develop ideas, select appropriate diction, and craft creative expressions. However, many students struggle to find ideas and engage their imaginations when writing poetry. This situation may stem from a lack of variety in the instructional media used during the learning process (Kadir, Abdul, et al., 2023).

One technology-based instructional innovation that can support poetry writing lessons is the Quick Response Code (QR Code). A QR Code is a two-dimensional barcode capable of storing various types of information that can be accessed via smartphone. Riandita et al. (2023:17) state that QR Codes are practical and user-friendly, as they can convert complex data into simple codes that are quickly scannable. In the classroom, QR Codes can connect students to diverse learning resources—such as text, images, videos, and audio—making the learning process more engaging and interactive. Utilizing this medium can also help students gain the inspiration and references needed to support their poetry writing.

Preliminary observations at SMP Negeri 1 Tilango revealed that Indonesian language instruction—specifically regarding poetry writing—was still dominated by lecture-based methods and the use of standard textbooks as the primary instruc-



tional medium. Consequently, students were less active during lessons and lacked motivation to develop their writing skills. Therefore, there is a need for instructional media that can boost student engagement in the learning process. QR Codes are considered an appropriate choice due to their practicality, accessibility, and ability to create a more engaging learning experience. Furthermore, using this medium can assist students in developing ideas and imagination for poetry writing, thereby making the learning process more effective and enjoyable. Based on the preceding explanation, this study focuses on three issues: the nature of the teaching module for poetry writing instruction for Grade VIII students at SMP Negeri 1 Tilango during the 2024/2025 academic year; the implementation of Quick Response (QR) code media in the poetry writing learning process for Grade VIII students at SMP Negeri 1 Tilango during the 2024/2025 academic year; and the assessment process and results associated with the use of QR code media in poetry writing instruction for Grade VIII students at SMP Negeri 1 Tilango during the 2024/2025 academic year.

In light of these issues, this study aims to describe the teaching module used for poetry writing instruction, the implementation of Quick Response (QR) code media in the poetry writing learning process, and the assessment process and results associated with the use of QR code media for eighth-grade students at SMP Negeri 1 Tilango during the 2024/2025 academic year. This research is expected to benefit teachers by serving as a reference for selecting technology-based instructional media; students by enhancing their interest and motivation in learning to write poetry; the school by providing a basis for considering instructional innovations; and the researcher by expanding their insight and experience in the field of Indonesian language education.

METHOD

This study employs a descriptive approach within a qualitative research framework. Penelitian kualitatif lazim digunakan dalam penelitian bidang

sosial (Abubakar, 2021; Razak, 2017; Yuliani, 2018).

The descriptive approach is used to provide an in-depth description of the teaching module for poetry writing, the implementation of QR code media in the learning process, and the assessment process and outcomes for eighth-grade students at SMP Negeri 1 Tilango during the 2024/2025 academic year. A qualitative research design was selected because the study seeks to understand and describe the learning phenomenon in its natural setting based on data obtained in the field.

The study utilizes a qualitative descriptive design, focusing on revealing facts that occur during the poetry writing learning process involving the use of QR code media. The researcher acts as the primary instrument, directly conducting observations, data collection, data analysis, and drawing conclusions regarding the phenomenon under study.

The research was conducted at SMP Negeri 1 Tilango during the odd semester of the 2024/2025 academic year. The research subjects were the Indonesian language teacher and the eighth-grade students involved in the poetry writing learning process using QR code media. The objects of the study included the teaching module used by the teacher, the implementation of QR code media in poetry writing instruction, and the assessment process and results achieved by the students.

The research data consists of information regarding the teaching module for poetry writing instruction, the implementation of lessons using Quick Response Code media, and the processes and outcomes of learning assessments. Data sources include the Indonesian language teacher, eighth-grade students at SMP Negeri 1 Tilango, interview results, poetry writing test results, the teaching module, and other supporting documents related to the instructional process.

Data collection techniques employed in this study include observation, interviews, testing, and documentation. Observation was conducted to gather data on the implementation of poetry writing lessons using Quick Response Code media. In-

interviews were held with the teacher and students to obtain information about their responses and experiences during the learning process. Tests were used to determine student learning outcomes following the poetry writing lessons utilizing Quick Response Code media. Documentation was used to supplement the research data with materials such as the teaching module, student work, photographs of learning activities, and other supporting documents.

The research instruments consisted of observation sheets, interview guidelines, a poetry writing test instrument, and documentation sheets. Observation sheets were used to record the activities of the teacher and students during the lessons. Interview guidelines served as a reference for gathering information from informants. The test instrument was used to measure students' poetry writing abilities after the instruction. Documentation was used to obtain supporting evidence related to the conduct of the research.

The data analysis technique employed in this study follows the Miles and Huberman model, comprising data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the data obtained from observations, interviews, tests, and documentation. Data display involved organizing the data systematically into descriptive narratives to ensure clarity and ease of understanding. Finally, conclusions were drawn based on the analyzed research findings to provide a comprehensive overview of the teaching module, the application of Quick Response Code media, and the assessment processes and outcomes regarding poetry writing instruction for eighth-grade students at SMP Negeri 1 Tilango during the 2024/2025 academic year.

RESULTS

1. Teaching Module for Poetry Writing Instruction

Based on observations and document analysis, the teaching module used for poetry writing instruction has been developed in accordance with

the Independent Curriculum guidelines. The module comprises general information, core components, and appendices.

The general information section includes module details such as the school name, phase, grade level, time allocation, learning objectives, indicators of objective achievement, the Pancasila Student Profile, facilities and infrastructure, target learners, and the instructional strategies, methods, and models employed. The formulated learning objective is for students to be able to express ideas, thoughts, perspectives, instructions, or written messages in the form of poetry, based on structured observation and experience. Established learning indicators include the ability to understand the steps involved in writing poetry and the ability to compose poems while attending to their structural elements.

The core components section covers learning objectives, meaningful understanding, trigger questions, learning activities, assessment, enrichment, and remedial activities. Trigger questions focus on topics such as students' experiences with reading poetry and the poets they are familiar with. Learning activities are structured into three stages: preliminary activities, core activities, and closing activities.

The appendices section contains Student Worksheets, reading materials for students and teachers, a glossary, and a bibliography. The Student Worksheets includes instructions for using Quick Response (QR) code media and poetry writing assignments that students must complete based on the material they have studied.

Document analysis confirms that the teaching module incorporates all components required by the Independent Curriculum: module identity, prerequisite competencies, the Pancasila Student Profile, facilities and infrastructure, target learners, the instructional model, core competencies, assessment, enrichment and remedial activities, and appendices.



2. Implementation of QR Code Media in Poetry Writing Instruction

Observations indicate that the implementation of Quick Response (QR) code media in poetry writing instruction proceeds through three stages: preliminary activities, core activities, and closing activities. In the introductory phase, the teacher opens the lesson with greetings, checks student attendance, leads a prayer, and conducts an ice-breaking activity. Next, the teacher poses a guiding question to gauge the students' prior knowledge of poetry. The teacher then explains the learning objectives and introduces the QRcode medium to be used during the lesson.

In the core phase, the teacher presents material covering the definition of poetry, the elements that constitute a poem, and the steps for writing poetry. Students can access the material via a QR code linked to content on the Canva application. Afterward, the students are divided into four groups, with each group receiving a student worksheet and a QR code.

Students scan the QR code using the Google Lens app on their mobile phones. The scan directs them to videos of poetry readings and musicalized poetry, which serve as inspiration for the poetry-writing activity. After watching and listening to the videos, the students discuss the material and work in groups to complete the poetry-writing task. Finally, the groups present their work to the class and receive feedback from the other groups.

In the concluding phase, the teacher reflected on the use of QRcode media. Based on interview results, the majority of students responded positively to the media employed. Students stated that the QR code media was easy to use, engaging, and practical, and that it helped them quickly access learning materials and videos. The only obstacle encountered during the lesson was unstable internet connectivity on a few occasions.

3. Assessment Process and Results through the Implementation of QR Code Media in Poetry Writing Instruction

Based on observations and documentation, the assessment used during the poetry writing lesson was a performance-based assessment in the form of an assignment. The instrument used was an essay-style test consisting of four tasks: watching a poetry reading video provided via the QR code media, determining an appropriate title, selecting diction relevant to the theme, and writing a poem on a free topic.

The assessment was conducted in groups. Students were divided into four groups, each consisting of four members. Student work was evaluated based on five aspects: theme, message, diction, figurative language, and imagery.

The assessment results showed that the Chairil Anwar Group scored 90, the Sutardji Calzoum Bachri Group scored 95, the Sapardi Djoko Damono Group scored 80, and the W.S. Rendra Group scored 85.

Overall, the total score achieved by the 16 students was 1,400, resulting in an average score of 87.5. Based on the assessment criteria used, this score falls into the "very good" category.

The assessment results indicate that the students were able to write poetry while effectively incorporating theme, message, diction, figurative language, and imagery. Furthermore, the students demonstrated active engagement throughout the learning process. These findings suggest that the implementation of QR code media supports poetry writing instruction and assists students in completing their assigned tasks.

DISCUSSION

Research results indicate that the teaching module used for poetry writing instruction with eighth-grade students at SMP Negeri 1 Tilango was developed in accordance with the Independent Curriculum guidelines. The module comprises general information, core components, and appendices that facilitate systematic instructional deliv-

ery. These findings demonstrate that the teacher effectively planned the instruction by formulating learning objectives, achievement indicators, the Pancasila Student Profile, teaching strategies, assessments, and other supporting materials. According to Arinie and Nor Azmah (2025), teaching modules are structured around specific components that serve as the foundation for instructional implementation. Consequently, a comprehensive teaching module assists teachers in managing the learning process in a focused manner, ensuring alignment with established learning outcomes.

From the perspective of the curriculum, the teaching module functions not merely as an administrative tool but also as a guide for developing students' competencies and character. This is evident in the inclusion of the Pancasila Student Profile, which encompasses aspects such as faith and devotion to God Almighty, independence, critical thinking, and creativity. Thus, instruction designed using the teaching module focuses not only on cognitive achievement but also supports character development. The findings reveal that the teaching module aligns with student-centered learning principles and supports the holistic attainment of educational goals.

The implementation of QRcode media in poetry writing instruction yielded positive results. This medium enabled students to access learning materials and poetry recitation videos quickly and conveniently. These findings align with Hasan et al. (2021), who stated that the appropriate selection of instructional media contributes to enhancing the quality of the learning process and student outcomes. The use of QR codes made learning more engaging, as students could utilize technology familiar to their daily lives. Furthermore, students did not merely receive information passively; they actively engaged in accessing materials, participating in discussions, and completing assigned tasks. From the perspective of technology-based learning, the use of QRcodes offers a more interactive learning experience compared to conventional media. Students can access learning materi-

als, poetry recitation videos, and other resources simply by scanning the codes with their mobile phones. This demonstrates that integrating technology into Indonesian language instruction can serve as an alternative way to boost students' interest and motivation. However, the study also identified challenges related to unstable internet connectivity, highlighting that the successful use of digital media is heavily dependent on the availability of supporting infrastructure.

The assessment process, conducted using QR code media, demonstrated that students were able to successfully complete poetry-writing tasks. Evaluation criteria included theme, message, diction, figurative language, and imagery. The results showed an average student score of 87.5, placing them in the "excellent" category. This score indicates that students grasped the material and successfully applied it to create poetry. The high scores achieved also suggest that QR code media effectively supports the process of learning to write poetry.

These findings align with research by Riandita et al. (2023), which indicates that QR code media enhances student engagement and active participation in the learning process. Such active engagement improves students' understanding of the material, ultimately positively influencing their learning outcomes. Consequently, QR code media serves as an innovative instructional tool for Indonesian language education, particularly for teaching poetry writing (Siregar & Mahrani, 2022). A strength of this study is its detailed description of the lesson planning, implementation, and assessment processes involved in using QR code media. Data were gathered through observation, interviews, tests, and documentation, providing a comprehensive overview of the instructional process. Furthermore, the study examines the use of digital media that aligns with technological advancements and 21st-century learning needs.

However, the study also has limitations. It was conducted with a single class and a relatively small number of students, meaning the findings cannot



be widely generalized. Additionally, the study employed a qualitative descriptive approach and did not statistically measure the effectiveness of QR code media in improving student learning outcomes. Therefore, future research should utilize an experimental design with a larger sample size to provide stronger empirical evidence regarding the impact of QR code media on students' poetry-writing abilities.

CONCLUSION

Based on the research findings, it can be concluded that the teaching module used for poetry writing instruction with Grade VIII students at SMP Negeri 1 Tilango was developed in accordance with the Independent Curriculum guidelines and learning objectives; it comprises general information, core components, and appendices, thereby supporting systematic instruction. Furthermore, the implementation of QR code media in poetry writing lessons was successful, as it facilitated student access to learning materials and videos, boosted student motivation and engagement, and created a more engaging learning atmosphere—despite some internet connectivity issues. Finally, assessment results regarding poetry writing skills—evaluated based on themes, messages, diction, figurative language, and imagery—yielded an average score of 87.5 (classified as "very good"); thus, it is concluded that the use of QR code media is effective in supporting the achievement of poetry writing learning objectives for Grade VIII students at SMP Negeri 1 Tilango.

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