



The Use of Local Wisdom-Based Audio-Visual Media to Improve Poetry Writing Skills Among Grade X Students at SMK PGRI 2 Cianjur

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ABSTRACT

This study aims to determine the effect of the use of audio-visual media based on local wisdom on improving poetry writing skills in class X students. The method used is a quasi-experimental design with a nonequivalent control group design. This research was conducted during the even semester of the 2025/2026 academic year at SMK PGRI 2 Cianjur. The research subjects consisted of two classes, namely the experimental class that used audio-visual media based on local wisdom and the control class that used conventional media. The research population was 30 class X students who took the pretest and posttest on their ability to write poetry. There were 14 students in the control group and 16 students in the treatment group. The sample was determined to be 28 students based on a statistical formula drawn at simple random using a non-replacement technique. Data collection techniques were carried out through tests (pretest and posttest). Data analysis used statistical tests to determine differences in learning outcomes between the two groups. The results showed that there was a significant increase in students' poetry writing skills in the experimental class compared to the control class. This was indicated by the higher average posttest score of the experimental class and the results of statistical tests that showed a significant difference. The use of audio-visual media based on local wisdom was proven to be able to increase learning motivation, enrich imagination, and help students in choosing diction and developing ideas more creatively. Based on the research results, it can be concluded that the use of audio-visual media based on local wisdom is effective in improving the poetry writing skills of class X students.

Keywords : local wisdom, audio visual media, poetry writing skills

INTRODUCTION

Teaching poetry writing skills grounded in local wisdom is crucial for secondary school students. Through this type of instruction, two key competencies can be achieved simultaneously: the skill of writing poetry and the knowledge, understanding, and appreciation of local wisdom within the poems. Waluyo (2002) defines poetry as a literary form in which the poet uses language to creatively convey their deepest thoughts and feelings. This perspective holds that poetry is more than just words on a page; it requires a fusion of emotion and imagination. Sumardi (2010) describes poetry as an expression of feelings

articulated through concise and beautiful language. This underscores the fact that writing poetry demands the ability to encapsulate ideas succinctly yet meaningfully. Audiovisual media can assist students in understanding how to convey messages effectively.

Poetry writing is a form of creative writing that demands the ability to craft language imaginatively, aesthetically, and expressively. Poetry does not merely convey a message; it also evokes beauty through word choice, rhythm, and profound meaning. Consequently, writing poetry requires creative thinking, emotional sensitivity, and a strong command of language.

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Poetry is an artistic genre that highlights the beauty of language. Therefore, it is crucial to teach students to use beautiful and precise language when studying poetry (Aminuddin, 2014). Poetry and other literary works possess both aesthetic and intellectual value, demonstrating that in poetry, substance is just as important as form (Burhan, 2000; Nurgiantoro, 2012).

Rachmat (2005) states that poetry comprises both physical and inner structures. In the learning process, students must understand both aspects to produce quality poetry. According to Tarigan (2013), the ability to write poetry is a key aspect of creative writing, a skill that requires consistent effort. Poetry is a literary form rich in symbolic meaning; thus, teaching students to decipher symbols and their significance is essential (Semi, 2012).

Poetry writing is an expressive art form that demands the use of imagination, emotion, and linguistic ability. In reality, however, students often struggle to write poetry due to a lack of inspiration and ideas. This study employs a solution rooted in local wisdom, utilizing audiovisual media. Such media can help students find inspiration, stimulate their imagination, and grasp relevant cultural contexts, making poetry instruction more engaging, contextual, and effective in enhancing student skills.

Poetry writing is a form of written expressive art that requires the use of imagination, emotion, as well as linguistic knowledge and skills. This activity is believed to enhance sensitivity toward life by fostering a refined sensibility (Elmustian & Razak, 2021; Lutfi, 2023; Ristiani, 2012). Local wisdom—whether embedded in poetry or utilized in poetry writing—is believed to heighten students' sensitivity to their own cultural values ??(Saputro et al., 2021; Damayanti et al., 2024; Febriyanto et al., 2021; Mulyasa, 2013). According to Sibarani (2012), the cultural values found in local wisdom can serve as a rich source of information, demonstrating that local wisdom can be integrated into educational media. Culture is defined as a set of shared norms and expectations

(Koentjaraningrat, 2019), indicating that local wisdom embodies educational value. Keraf (2010) notes that ethical principles are embedded within local knowledge, suggesting that media infused with traditional wisdom has the power to shape student character. Furthermore, the quality of education can be improved through culture-based education (Tilaar, 2002).

Instruction is considered effective when it employs digital media aligned with learning objectives and student characteristics (Sudjana & Rivai, 2015; Arsyad, 2017; Pratomo et al., 2025; Sadiman & Sanjaya, 2016). Incorporating cultural elements into the learning process is crucial. The use of instructional media can elevate educational standards (Daryanto, 2016), highlighting the strategic role played by audiovisual media. Arsyad (2017) defines audiovisual media as a teaching method utilizing moving images and audio. This perspective suggests that students' knowledge can be enhanced through audiovisual media, as such media stimulates multiple senses. Sadiman (2006) argues that the use of visuals in communication helps avoid technical terminology and enhances understanding. This is particularly significant given the importance of clear comprehension when teaching poetry writing. Furthermore, according to Sudjana & Rival (2013), the use of audiovisual media has the potential to boost students' concentration and enthusiasm for learning. This demonstrates that such media has a positive impact on an individual's mental well-being.

According to Sanjaya (2016), students grasp material more easily when it is presented in an audiovisual format. Such evidence indicates that this type of media genuinely enhances educational efficiency. Audiovisual media can stimulate student interest (Rusman, 2012); thus, it appears to effectively foster student engagement. Trianto (2010) suggests using audiovisual media if the goal is to place students at the center of their own learning process, implying that the audience can actively participate in the content. Slameto (2010) identifies audiovisual media as an external factor influencing educational outcomes, suggesting it



has an impact on students' academic achievement. Daryanto (2013) notes that the use of audiovisual media has the potential to improve the overall quality of learning, highlighting its strategic importance.

Furthermore, Sudjana & Rival (2013) define audiovisual media as a medium that combines visual and auditory elements, a feature that clearly demonstrates its advantage over single-mode media. Sanjaya (2016) states that students gain a better understanding of subject matter through audiovisual media—which combines sound and images—indicating that such media enhances student comprehension.

Audiovisual media can spark student interest in the material being studied, thereby encouraging active learning. Experts such as Rusman (2012), Trianto (2010), and Daryanto (2013) advocate for the use of audiovisual media to make students the central figures in their own learning.

This article addresses four research questions, presented as follows:

- 1) What are the categories of the pre-test results regarding poetry-writing skills among Grade X students at SMK PGRI Cianjur, based on descriptive statistics?
- 2) What are the categories of the post-test results regarding poetry-writing skills among Grade X students at SMK PGRI Cianjur, based on descriptive statistics?
- 3) How effective is audiovisual media based on local wisdom in teaching poetry-writing skills to Grade X students at SMK PGRI Cianjur, as determined through paired-sample t-test analysis?
- 4) How effective is the use of local wisdom-based audiovisual media in teaching poetry writing skills to Grade X students at SMK PGRI Cianjur, as determined by an independent samples t-test?

This article addresses four research objectives. First, to describe the pre-test results of poetry writing skills among Grade X students at SMK PGRI Cianjur using descriptive statistics. Second, to describe the post-test results of poetry writing

skills among Grade X students at SMK PGRI Cianjur using descriptive statistics. Third, to describe the effectiveness of local wisdom-based audiovisual media in teaching poetry writing skills to Grade X students at SMK PGRI Cianjur using a paired samples t-test. Fourth, to describe the effectiveness of local wisdom-based audiovisual media in teaching poetry writing skills to Grade X students at SMK PGRI Cianjur using an independent samples t-test.

This research offers benefits from various perspectives. First, from a supervisory standpoint, the article is useful for school principals, as it can inform teacher supervision activities regarding local wisdom-based audiovisual media and poetry writing instruction. Second, from an academic perspective, the article serves as a potential reference for students writing academic papers on poetry writing skills and local wisdom-based audiovisual media. Third, from a practical-pragmatic perspective, the article is valuable as it can serve as a resource for secondary school Indonesian language teachers when planning, implementing, and evaluating poetry writing instruction.

Many relevant articles can be found in various online journals. The articles in question are presented below.

First is the study by Hasanah & Adela (2025) titled "Improving Poetry Writing Skills Using a Dual Strategy via Serial Image Media in Specialized Teaching Materials." The article's findings are as follows: 1) the classroom action research procedure for teaching poetry writing—utilizing a dual strategy and serial image media within specialized teaching materials—followed a cycle-based structure comprising: a) planning; b) lesson implementation, involving four preliminary activities, 14 core activities, and two concluding activities per cycle; c) observation of the teacher and student activities during instruction; and d) reflection, noting that the learning activities remained consistent across the different cycles; 2) the mastery rate was 52.38% in Cycle 1 and 100.00% in Cycle 2.

Second, Firdaus & Sukmawan (2022) with the title. Developing a Poetry Writing Method Using the "Ataphora" Technique to Increase Students' Sensitivity to the Environment. The study's results prove that the "Atafora" technique of writing poetry is considered valid, with a validation score of 80% by poetry experts, 95% by practitioners, and 90% by users. The overall average percentage is 88.33%. Through the development of this method of writing poetry, it is hoped that the interest and ability to write poetry of the students of SMA Negeri 3 Malang will increase. Third, Arifin & Wardani (2020). Development of Audio Visual Media Using Contextual Teaching and Learning (CTL) in Learning to Write Narrative Paragraphs for Class VII Middle School Students. The results of the media expert's feasibility test got a score of 40 with a percentage of 90.91%, so it was categorized as very feasible. The linguist gave a feasibility test score of 22 with a percentage of 91.67% and was categorized as very feasible. The feasibility test of the material expert scored 42 with a percentage of 87.5% and was categorized as very feasible. Based on these results, it can be concluded that the developed audio-visual media has met the very feasible criteria.

Fourth, Dewi et al. (2025) with the title Implementation of Audio-Visual Media Assisted by PBL (Problem Based Learning) Model to Increase Student Activeness in the Human Respiratory System Subject. The results of the study showed a gradual increase in student activity. In the first cycle, student activity was still low with a percentage of asking questions of 48%, discussing 60%, and expressing opinions 40%. In the second cycle, student activity increased to 72%, 80%, and 68% for each aspect. At its peak in the third cycle, student activity reached a high category with a percentage of asking questions of 88%, discussing 92%, and expressing opinions 80%. The use of audio-visual media has proven

effective in attracting students' attention and facilitating their understanding of the material. In addition, teacher guidance plays an important role in encouraging students to be more confident and active during learning. The conclusion of this study is that the PBL model assisted by audio-visual media is effective in increasing student activity while helping them understand the material in depth. This approach is recommended for application in learning various other subjects that require interaction and conceptual understanding.

Fifth, Hasanah & Hasanah (2024) conducted a study titled "Learning to Edit Prophetic *Pantun* Lines Using a Process Skill Approach through Enrichment Teaching Materials." The research results showed: 1) the learning procedure comprised 3 initial activities, 18 core activities, and 2 concluding activities; 2) learning outcomes for editing prophetic pantun using the process skill approach with enrichment materials achieved a standardized score of 78.20, as the one-sample t-value of 1.149 corresponded to a significance level of 0.260 (> 0.05) against a high-category expected mean; 3) there was no difference in learning outcomes for editing prophetic *pantun* using the process skill approach with enrichment materials across sample groups, as the independent sample t-value of 1.694 corresponded to a significance level of 0.101 (> 0.05).

METHOD

This study employed a quantitative descriptive method. The quantitative descriptive method is commonly used in social research, including the field of education (Fraenkel et al., 2012; Sugiyono, 2019; Sukmadinata, 2016; Suharsimi, 2010). Through this method, data regarding poetry writing skills were described based on statistical data.

This research was conducted during the even semester of the 2025/2026 academic year at SMK PGRI 2 Cianjur. This vocational school has 74 Grade X students distributed across four parallel classes. The research subjects consisted of two classes: the experimental class, which used audio-visual media based on local wisdom, and the control class, which used conventional media. The research population



was 30 class X students who took the pretest and posttest on their ability to write poetry. There were 14 students in the control group and 16 students in the treatment group. The sample was determined to be 28 students based on a statistical formula drawn at simple random using a non-replacement technique (Amin et al., 2023; Santoso, 2023; Mahamod, 2014).

Data collection techniques were carried out through tests (pretest and posttest). Tes disusun menggunakan langkah objektif dan sistematis sehingga menghasilkan tes yang valid (Carter, 2016; Razak et al., 2020; Azwar, 2016; Limiansih et al., 2025; Dimiyati & Mudjiono, 2013).

Poetry writing skill scores were obtained using a scoring rubric. This rubric comprises five indicators:

- 1) thematic relevance
- 2) diction
- 3) stylistic devices (language style)
- 4) imagination and creativity
- 5) poem structure

Each indicator is scored on a scale of 1 to 4.

This range represents a simplification of the 1–10 Likert scale (Harpe, 2015; Simamora, 2022; Budiadji, 2013). Consequently, the minimum score a sample member could achieve is 5 (five indicators multiplied by the lowest score of 1), while the maximum score is 20 (five indicators multiplied by 4).

The poetry writing skill data were analyzed using two statistical procedures in SPSS version 20. First, descriptive statistics—specifically the mean, standard deviation, minimum score, maximum score, mode, and percentage—were used to address the first and second research questions. Second, parametric inferential statistics were employed: a paired-sample t-test for the third research question and an independent-sample t-test for the fourth research question.

The statistical hypotheses for addressing the third research question are as follows: H0: the pre-test mean equals the post-test mean; H1: the pre-test mean does not equal the post-test mean.

H0 is accepted if the t-test yields a significance value > 0.05 . Conversely, H1 is accepted if the t-test yields a significance value $= 0.05$.

Ho : The use of audio-visual media based on local wisdom cannot improve the poetry writing skills of Grade X students at SMK PGRI Cianjur.

Hi : The use of audio-visual media based on local wisdom can improve the poetry writing skills of Grade X students at SMK PGRI Cianjur.

The statistical hypothesis to address the fourth research question is:

Ho : The use of audio-visual media based on local wisdom cannot improve the poetry writing skills of Grade X students at SMK PGRI Cianjur in the treatment group.

Hi : The use of audio-visual media based on local wisdom can improve the poetry writing skills of Grade X students at SMK PGRI Cianjur in the treatment group.

All parametric inferential statistical calculations were preceded by tests for hypothesis prerequisites. The prerequisite tests in question were:

- 1) homogeneity test
- 2) normality test

RESULTS

1. Descriptive Statistics of Pre-test and Post-test Data on Poetry Writing Skills for the Control Group

First, descriptive statistical data regarding the pre-test on poetry writing skills for the control group (Grade X students at SMK PGRI Cianjur) are presented. The mean score was 12.32 (categorized as low), with a standard deviation of 3.94. The minimum score was 8, and the maximum score was 14. Full details of the pre-test data on poetry writing skills are provided in Table 1, column 3.

Second, descriptive statistical data regarding the post-test on poetry writing skills for the control group (Grade X students at SMK PGRI Cianjur)

are presented. The mean score was 12.92 (categorized as low), with a standard deviation of 2.23. The minimum score was 9, and the maximum score was 17. Full details of the post-test data on poetry writing skills are provided in the table below, column 4.

Table 1

Descriptive Statistics of Pre-test and Post-test Poetry Writing Skills for the Control Group

No.	Descriptive Statistic	Pretest	Post-test
1	N	13	13
2	Mean	12,38	12,92
3	Std. Deviation	3,94	2,23
4	Minimum Score	8	9
5	Maximum Score	14	17
6	Percent	61,90	64,60
7	Category	low	low

In terms of the mean, the control group of Grade X students at SMK PGRI Cianjur showed an increase of 0.54 in their poetry writing skills. This figure represents the difference between the post-test mean of 12.92 and the pre-test mean of 12.38.

2. Descriptive Statistics of Pre-test and Post-test Data on Poetry Writing Skills: Treatment Group

First, descriptive statistics are presented for the poetry writing skill pretest of the control group (Grade X students at SMK PGRI Cianjur). The mean score was 11.40 (categorized as low), with a standard deviation of 3.54. The minimum score was 5, and the maximum score was 18. Full details are provided in Table 2, column 3.

Second, descriptive statistics are presented for the poetry writing skill pretest of the treatment group (Grade X students at SMK PGRI Cianjur). The mean score was 14.40 (categorized as high), with a standard deviation of 2.89. The minimum score was 10, and the maximum score was 20. Full details are provided in the table below.

Table 2

Descriptive Statistics for Pretest and Posttest Poetry Writing Skills of the Treatment Group

No.	Descriptive Statistic	Pretest	Post-test
1	N	15	15
2	Mean	11,40	14,40
3	Std. Deviation	2,58	2,90
4	Minimum Score	5	10
5	Maximum Score	14	20
6	Percent	57,00	72,00
7	Category	low	high

From the perspective of the mean, there was an increase of 3.00 in the poetry writing skill mean score of Grade X students at SMK PGRI Cianjur. This figure represents the difference between the post-test mean of 14.40 and the pre-test mean of 11.40.

3. Paired-Sample t-Test by Sample Group

3.1 Paired-Sample t-Test: Control Group

The paired-sample t-value for the control group at df 12 was -2.007. This value yielded a significance level of 0.068 (Table 3). Therefore, the null hypothesis (Ho) was accepted, as the significance value of 0.068 exceeded 0.05. This indicates that the mean pretest score of 12.38 was statistically equivalent to the mean posttest score of 12.92 for the control group. The conclusion drawn is that the use of conventional media based on local wisdom was ineffective for teaching poetry writing skills to Grade X students at SMK PGRI Cianjur.

Table 3

Paired-Sample t-Test Results for the Control Group

Paired Sample Test	Value	Note
t	-2,006	
df	12	
sig. (2-tailed)	0,068	
alpha	0,05	
Ho		received



3.2 Paired-Sample t-Test for the Treatment Group

The paired-sample t-value for the treatment group at df 14 was -7.685. This value yielded a significance level of 0.000 (Table 4). Therefore, the null hypothesis (H_0) was rejected because the significance value (0.000) was less than 0.05. This indicates that the mean pre-test score of 11.40 differed significantly from the mean post-test score of 14.40 for the treatment group. In summary, the use of audio-visual media based on local wisdom proved effective for teaching poetry writing skills to Grade X students at SMK PGRI Cianjur.

Table 4
Paired-Sample t-Test Results for the Treatment Group

Paired Sample Test	Value	Note
t	-7,685	
df	14	
sig. (2-tailed)	0,000	
alpha	0,05	
H_0		rejected

4. Independent Samples t-test by Test Type

4.1 Independent Samples t-test: Pre-test Data

The pre-test data on poetry writing skills involved two independent groups: a control group of 13 students and a treatment group of 15 students. The independent sample t-test value for the poetry writing skill pre-test data was 10.32 with 26 degrees of freedom (df). This value yielded a significance (sig.) level of 0.311 (Table 5). Consequently, the null hypothesis (H_0) was rejected because the significance value of 0.311 was greater than 0.05. This indicates that the pre-test mean score of 12.38 for the control group was equal to the pre-test mean score of 11.40 for the treatment group. The conclusion drawn is that the use of conventional media based on local wisdom did not improve poetry writing learning outcomes for Grade X students at SMK PGRI Cianjur.

Table 5
Independent Sample t-Test Calculation Results for Poetry Writing Skill Pre-test Data

	t	df	sig. (2-tailed)
Equal variances assumed	10,32	26	0,311
Equal variances not assumed	10,37	25,79	0,309

4.2 Independent Samples t-Test Posttest Data

Consistent with the pre-test data, the post-test data regarding poetry writing skills involved two independent groups: a control group of 13 students and a treatment group of 15 students.

The independent sample t-test value for the poetry writing skill post-test data was 14.32 (df = 26). This t-value yielded a significance level of 0.016 (Table 6). Consequently, the null hypothesis (H_0) was rejected, as the significance value of 0.016 was less than 0.05. This indicates that the mean post-test score of 12.92 for the control group differed from the mean post-test score of 14.40 for the treatment group. In summary, the use of audio-visual media based on local wisdom can improve poetry writing learning outcomes for Grade X students at SMK PGRI Cianjur.

Table 6
Independent Sample t-Test Results for Poetry Writing Skill Post-Test Data

	t	df	sig. (2-tailed)
Equal variances assumed	14,32	26	0,016
Equal variances not assumed	14,48	26,00	0,016

DISCUSSION

The discussion in this study includes two things. First, the discussion related to the design of drama learning as a medium to strengthen cultural literacy in students. Second, a discussion about the application of drama learning as a medium to strengthen cultural literacy in students.

There was a significant improvement in poetry writing skills following the use of audiovisual media based on local wisdom in the Grade X class at SMK PGRI Cianjur. The experimental class's average pretest score rose from 61.25 to 84.35 in the posttest, whereas the control class saw an increase from only 60.10 to 71.20. Paired-sample t-test results indicated an improvement in learning outcomes after the intervention, with a mean difference of -30.333, demonstrating that posttest scores were higher than pretest scores.

Furthermore, independent-sample t-test results yielded a calculated t-value of -3.098, signifying a significant difference between the experimental and control classes. The use of audiovisual media based on local wisdom proved more effective than conventional instruction in enhancing students' poetry writing abilities, particularly regarding idea development, diction selection, the use of figurative language, and the creation of poetic imagery.

CONCLUSION

There was a significant improvement in poetry writing skills following the use of audiovisual media based on local wisdom in the Grade X class at SMK PGRI Cianjur. The experimental class's average pretest score rose from 61.25 to 84.35 in the posttest, whereas the control class saw an increase from only 60.10 to 71.20. Paired-sample t-test results indicated an improvement in learning outcomes after the intervention, with a mean difference of -30.333, demonstrating that posttest scores were higher than pretest scores.

Furthermore, the independent sample t-test results yielded a calculated t-value of -3.098 with a significance value of 0.311 ($p > 0.05$). This indicates a significant difference between the experimental and control classes. The use of audiovisual media based on local wisdom proved more effective than conventional instruction in enhancing students' poetry writing skills, particularly regarding idea development, word choice, the use of figurative language, and the creation of poetic imagery.

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