



## The Inshot Application Based on Local Wisdom to Improve Descriptive Poetry Writing Skills

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### ABSTRACT

This article aims to describe the improvement of learning outcomes in writing descriptive poetry using the inshot application based on local wisdom in students. The research was conducted at MAN 2 Cianjur on April 14, 2025 - April 28, 2025. The population taken was all class X students at MAN 2 Cianjur, totaling 311 students with a sample class X1 for the experimental group consisted of 29 students and class X5 for the control group consisted of 29 students. All were taken by random sampling. The instrument used was a test sheet with data analysis that began with the creation of scoring guidelines, calculating DSS and DSK, and calculating the average value which was then ended with statistical analysis through SPSS for hypothesis testing and N-Gain testing to determine the increase in learning outcomes. The findings were obtained in the form of a significant increase in the average value in the post-test of the experimental class with an average value of 95 with a Classical Absorption Power (DSK) of 97% when compared to the average value in the post-test of the control class which only got an average value of 58 with a Classical Absorption Power (DSK) of 0%. In the results of the hypothesis test through the Man-Whitney data test, the Asymp.sig value was obtained. (2-tailed) 0.000 < 0.05 significance level, then H<sub>0</sub> was rejected while H<sub>1</sub> was accepted which was supported by the results of the N-Gain test of the post-test of the experimental class with an average N-Gain score of 0.8963 is in the high category compared to the control class post-test which was only 0.5883 in the medium category, so it can be concluded that there is a difference in the form of increased student learning outcomes in writing descriptive poetry using the local wisdom-based inshot application.

*Keywords: Inshot application, local wisdom, descriptive poetry*

## Aplikasi Inshot Berbasis Kearifan Lokal untuk Meningkatkan Keterampilan Menulis Puisi Deskriptif

### ABSTRAK

Artikel ini bertujuan untuk mendeskripsikan peningkatan hasil pembelajaran menulis puisi deskriptif dengan menggunakan aplikasi inshot berbasis kearifan lokal pada siswa. Penelitian dilaksanakan di MAN 2 Cianjur pada tanggal 14 April 2025 – 28 April 2025. Populasi yang diambil, yakni seluruh siswa kelas X yang ada di MAN 2 Cianjur yang berjumlah 311 orang siswa dengan sampel kelas X1 untuk kelompok eksperimen berjumlah 29 orang dan kelas X5 untuk kelompok kontrol berjumlah 29 orang siswa. Semuanya diambil secara sampel acak. Instrumen yang digunakan ialah lembar tes dengan analisis data yang diawali dengan pembuatan pedoman penyekoran, menghitung DSS dan DSK, serta menghitung nilai rata-rata yang kemudian diakhiri dengan analisis statistik melalui SPSS untuk uji hipotesis dan uji N-Gain untuk mengetahui peningkatan hasil belajarnya. Diperoleh temuan berupa peningkatan nilai rata-rata pada postes kelas eksperimen yang signifikan dengan nilai rata-rata 95 dengan Daya Serap Klasikal (DSK) 97% jika dibandingkan nilai rata-rata pada postes kelas kontrol yang hanya mendapat nilai rata-rata 58 dengan Daya Serap Klasikal (DSK) 0%. Pada hasil uji hipotesis melalui uji data Man-Whitney diperoleh nilai Asymp.sig. (2-tailed) 0,000 < taraf signifikansi 0,05, maka H<sub>0</sub> ditolak sedangkan H<sub>1</sub> diterima yang didukung hasil uji N-Gain postes kelas eksperimen dengan rata-rata N-Gain skor sebesar 0,8963 berada pada kategori tinggi dibandingkan postes kelas kontrol yang hanya 0,5883 berkategori sedang, sehingga dapat disimpulkan terdapat perbedaan berupa peningkatan hasil belajar siswa dalam menulis puisi deskriptif menggunakan aplikasi inshot berbasis kearifan lokal.

*Kata Kunci: aplikasi Inshot, kearifan lokal, puisi deskriptif*

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## INTRODUCTION

According to Fauzan & Arifin (2022) and Suprihatin & Masnun (2019), 21st-century learning requires various competencies that students need in the current era of globalization. Through the 2013 curriculum, these 21st-century competencies have been adapted into the education system in Indonesia. The use of information and communication technology in aspects of life is one sign of the development of the 21st century. In the field of education in Indonesia, one of the significant and widely discussed problems is the low learning achievement, which is reflected in the low quality of education. Another problem is that learning is still dominated by the role of the teacher (teacher-centered), where the teacher himself is the subject, and students are placed as objects. In various subjects, education often fails to provide students with opportunities to develop critical, creative, objective, and logical thinking skills.

The development of technology, social needs, and new skills in 21st-century learning necessitates that schools, teachers, and students adapt. With the demands of 21st-century learning, schools require providing internet access, digital devices, and technology-based learning platforms. The curriculum must also include critical, collaborative, communicative, creative, and digital literacy thinking skills. A good learning environment also fosters effective and efficient learning, enabling students to learn more effectively.

In addition, schools need to collaborate with the industrial world and universities to prepare students to face the challenges of the workforce. In line with this (Asmia, 2024; Fauzan & Arifin, 2022), in 21st-century learning, teachers must master technology in learning activities because it adapts to the times, making technology beneficial for learning and teaching activities. In addition to schools and teachers, students are also required to be more proactive in seeking information by studying the subject matter themselves, either independently or in groups, without the guidance

of teachers, so that they can solve problems innovatively through critical and creative thinking.“ Based on the results of a preliminary study conducted through interviews with Indonesian language teachers of Class X at State Islamic Senior High School (MAN) 2 Cianjur, learning in the school exhibits special characteristics due to its Islamic educational environment, which incorporates religious aspects alongside the national curriculum. One important aspect of learning Indonesian at MAN 2 Cianjur is the reference to the Merdeka Curriculum, also known as the 2013 Curriculum, which emphasizes the development of reading, writing, speaking, and listening skills.

However, of the four skills, there is one skill that is particularly challenging for students to master: writing skills, especially writing poetry. This occurs due to two factors: those of students and teachers. Factors affecting students include a lack of confidence in their abilities and skills, difficulty expressing ideas in writing, particularly in the form of poetry, and struggling to find interesting diction to express themselves in poetry. Additionally, students are less motivated to write poetry because they consider learning to write poetry boring. While factors from teachers, such as the use of conventional learning methods and a fixation on textbooks, are still prevalent, teachers often look for material or give assignments, and the learning media they use are less engaging.

Based on the results of a preliminary study, conducted in the form of interviews with Indonesian language teachers of Class X at State Islamic Senior High School (MAN) 2 Cianjur, learning in the school has special characteristics due to its Islamic educational environment, which incorporates religious aspects alongside the national curriculum. One important aspect of learning Indonesian at MAN 2 Cianjur is the reference to the Merdeka Curriculum, also known as the 2013 Curriculum, which emphasizes the development of reading, writing, speaking, and listening skills. However, of the four skills, there is one skill that is particularly challenging for



students to master: writing skills, especially writing poetry. This occurs due to two factors: those of students and teachers. Factors affecting students include a lack of confidence in their abilities and skills, difficulty expressing ideas in writing, particularly in the form of poetry, and struggling to find interesting diction to express themselves in poetry. Additionally, students are less motivated to write poetry because they consider learning to write poetry boring. While factors from teachers, such as the use of conventional learning methods and a fixation on textbooks, are still prevalent, teachers often look for material or give assignments, and the learning media they use are less engaging.

In addition to Choirunnisa, previous research was conducted by Mufdah et al. (2024) entitled "The Effect of Implementing Local Wisdom-Based Media on Poetry Writing Skills of Grade IV Students of MI Nurul Yaqin Palembang." The aim was to describe how students utilize local wisdom-based image media in their poetry writing skills. It can be concluded that learning with local wisdom-based image media can improve students' writing outcomes in poetry. In addition to Mufdah, previous research was conducted by Manurung (2024) entitled "The Effect of Using the Inshot Median Application on the Ability to Write Narrative Texts of Phase D Students of SMP Negeri 14 Medan" that by using the short application media in learning to write narrative texts, students showed a visible increase in the results of obtaining an average student score of 77.81 with the lowest score being 60 and the highest score being 95. In his study, it was concluded that learning media using the shot application worked well and could improve students' ability to write narrative texts. Then, previous studies were also conducted (Asmia, 2024; Cahyanti et al., 2022; Khairunisa & Sodik, 2022; Purnama Sari et al., 2025; Putri & Widihastrini, 2014), and both concluded that students' positive responses to learning using the short application as a learning medium for writing skills material can be said to be successful or effective. From several previous studies presented

above, it can be stated that the shot application in these studies was primarily used as a tool for writing poetry and narrative texts without any integration of local wisdom. In this study, the in-shot application is used to create learning video media based on local wisdom in writing descriptive poetry.

Based on the background of the problem above, this article will discuss the issue at hand. The problem in question is how to improve writing descriptive poetry after using the short application, Bashorton, local wisdom for students. "Based on the basic descriptions, this article aims to discuss the improvement in writing descriptive poetry learning outcomes by using a short application based on local wisdom for students." Theoretically, this study is expected to contribute to the development of a theory for using shot application based on local wisdom in writing poetry. In addition, this study is expected to have practical implications, motivating and improving student learning outcomes, benefiting teachers, and serving as a driver for enhancing managed learning and promoting innovation to achieve more meaningful learning outcomes for students.

Kertamuda et al. (2024), Manurung (2024), Mulyati (2017), and Qonnitatillah & Wicaksono (2022) describe the Inshot application as a tool that teachers can use to edit videos as learning media, as it is practical and free to use. The Inshot application is suitable for beginners and those who want to edit videos. Therefore, this application is perfect particularly suitable for beginners who are still learning to create videos, especially for elderly teachers with a limited understanding of learning media (Gusninda & Erita, 2022; Lestari, 2023; Parlina & Sa'udah, 2023; Syukhria & Nurhamidah, 2021).

According to Rochiana et al. (2023) revealed that local wisdom is basically the values of goodness from local culture and has been recognized by the majority of society as its goodness. The local wisdom used in this study is the Gunung Padang cultural heritage site. Gunung

Padang is a cultural heritage site located in Karyamukti Village, Cianjur Regency, West Java. Gunung Padang is a megalithic relic that depicts prehistoric life and is made of natural stone. According to empirical facts from interviews with one of the main sources in the history of Gunung Padang, it turns out that Gunung Padang is one of the Cultural Heritage Sites. Gunung Padang first appeared in history in 1861, as recorded by Rogier Verbeek, and was still composed of rough stones.

The reason researchers used the local wisdom of Gunung Padang is that it is not only a source of local wisdom but also a beautiful, interesting, and amazing historical tourism asset that must be known and cherished with pride by the next generation of the Indonesian nation.

Related to poetry, etymologically, the word "poetry" comes from the Greek, specifically "prima," which means to create, or "poiesis," which means the process of creating. In English, this term is known as poem or poetry. Poetry can be understood as something that builds or forms. When someone writes poetry, they create or form a new world, drawing from reality and creating a new reality while also building a new world from experiences that produce new experiences (Kertamuda et al., 2024; Widarmanto, 2018). Poetry can be defined as a literary work that expresses the poet's feelings and thoughts, which are conveyed imaginatively in writing with a rhythmic arrangement (Anas et al., 2023). Based on the way the contents are expressed, poetry is divided into several types, one of which is descriptive poetry. Descriptive poetry is a work of poetry that describes the poet's view of an event, situation, object, or atmosphere that is considered interesting (Ristiani, 2017).

## METHOD

This study uses a quantitative data approach with a quasi-experimental method (Quasi Experimental Design). This form of experimental design is a development of proper experimental design. This design has a control group, but it does

not fully control external variables that may affect the experiment's implementation.

The experimental method can be interpreted as a research method used to find the effect of specific treatments on others under controlled conditions (Sugiyono, 2020). The purpose of this method is to compare changes before and after treatment in two classes, namely the control class and the experimental class. The control class did not receive treatment, while the experimental class received treatment. The reason for using this method is to conduct an experiment to observe the results or differences between the two classes and determine whether the treatment can improve students' skills in writing descriptive poetry in the experimental class using the *shotInShot* application based on local wisdom or if there is a relatively small increase.

The design used in this study is the Pretest-Posttest Control Group Design. This design is used to see the results of the treatment of how much use of the *shot* application is based on local wisdom in writing descriptive poetry. This research design involves two groups: the experimental class, which receives treatment using the *shot* application based on local wisdom, and the control class, which does not receive treatment. The following table outlines the intended design.

The research was conducted at MAN 2 Cianjur from April 14, 2025, to April 28, 2025. The population consisted of all class X students at MAN 2 Cianjur, totaling 311 students. The sample consisted of class X1 for the experimental group, comprising 29 students, and class X5 for the control group, also comprising 29 students. All were taken by random sampling. The instrument used was a test sheet with data analysis that began with making scoring guidelines, calculating DSS and DSK, and calculating the average/mean value in the form of descriptive statistics, which then ended with in-depth statistical analysis as a form of inferential statistics through SPSS for hypothesis testing through nonparametric Mann-Whitney test and N-Gain test to determine the increase in learning outcomes.

## RESULT

### 1. Pretest-Posttest Writing Descriptive Poetry

Pretest and post-test data of descriptive poetry writing skills of MAN 2 Cianjur students are presented in the table below.

Table-1  
 Descriptive Statistics of Pretest Results of  
 Descriptive Poetry Writing Skills per  
 Experimental Group

Group	N	Min	Max	Mean	Std. Deviation
Pretest Experiment	29	33	67	49.97	12,491
Pretest Control	29	42	67	57.28.00	9,403
Valid N (listwise)	29				

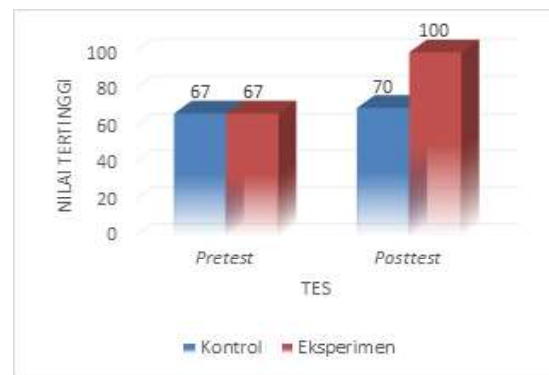
Based on the table above, it can be seen that the experimental group obtained a minimum score of 33 a maximum score of 67, with an average of 49.97 and a standard deviation of 12.491. Additionally, the control class achieved a minimum score of 42 and a maximum score of 67, with an average of 57.28 and a standard deviation of 9.403. From the data of the two values, it can be concluded that the average value of the experimental class differs from that of the control class; the experimental group obtained a score of 49.97, while the control group obtained a score of 57.28. Classical Absorption Capacity (DSK) in the pretest was 0% for both the control group and the experimental group.

Table-2  
 Descriptive Statistics of Post-test Results of  
 Descriptive Poetry Writing Skills per  
 Experimental Group

Pretest	Shapiro-Wilk		
	N	Sig.	Notes
Experiment Group	29	0,004	not normally distributed
Control Group	29	0	not normally distributed

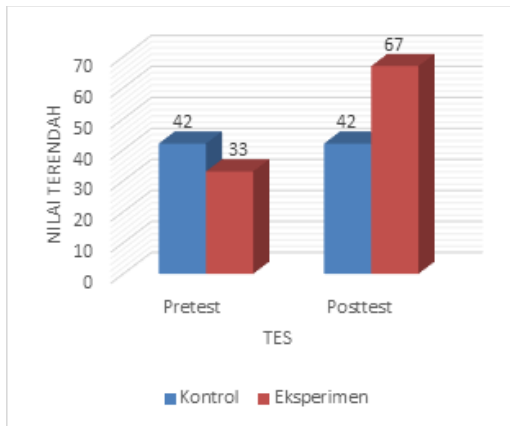
Based on the table above, it can be seen that the final test score (posttest) of the experimental group ranged from a minimum of 67 to a maximum of 100, with an average of 94.67 and a standard deviation of 8.377. In addition, the final test score (posttest) of the control group ranged from a minimum of 42 to a maximum of 70, with an average of 58.83 and a standard deviation of 8.706. From the data of the two groups, it can be concluded that the average scores of the experimental group and the control group differ; the experimental group obtained a score of 94.62, while the control class obtained 58.83. Classical Absorption Capacity (DSK) in the posttest showed a significant difference between the control class (0%) and the experimental group (97%), indicating a notable increase in the percentage of the experimental group in the posttest.

To provide a more precise visual understanding of the data in the two tables above, the comparison graph below presents the data clearly and concisely.



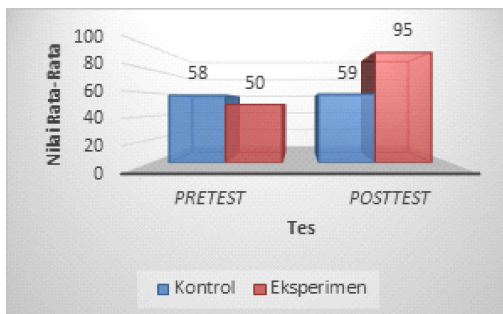
Graph-1  
 Comparison of Highest Scores in the Pretest and Posttest of the Control Class and Experimental Group

In Graph 1, there is a difference in the highest score between the posttest of the control group and the experimental group. This means that students increasingly understand the material on writing descriptive poetry after using the shotInShot application, which is media-based on local wisdom, in the learning process.



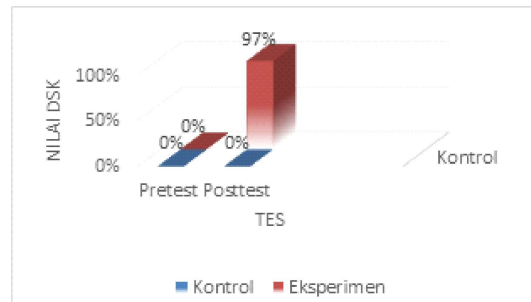
Graph-2  
 Comparison of the Lowest Pretest and Posttest Scores of the Control Group and Experimental Group

The information in Graph-2 shows that there is a significant increase in students' ability to write descriptive poetry using the inshot application media based on local wisdom.



Graph-3  
 Comparison of Average Pretest and Posttest Scores of Control Group and Experimental Group

Based on the data in graph-3, there is an increase in students' ability to write descriptive poetry, clearly seen from the results of the posttest scores. This is certainly inseparable from the use of local wisdom-based inshot application media in learning during the posttest.



Graph-4  
 Comparison of Classical Absorption Capacity (DSK) Pretest and Posttest Values of Control Group and Experimental Group

When comparing the results of the DSK pretest of the control class and the experimental class, there is no significant difference compared to the results of the DSK posttest of the control class and the experimental class, there is a significant difference. Before conducting a hypothesis test in inferential statistics, a data normality test is first carried out. The results are as follows.

Table-3  
 Results of the Normality Test of Pretest Data for the Control Group and Experimental Group

Parametric Statistics	Result
Mann-Whitney U	276.500
Wilcoxon W	711.500
Z	-2.299
Asymp. Sig. (2-tailed)	.062

Based on the table above, the significance value for the Shapiro-Wilk normality test of the initial test data of the experimental group is 0.004. The initial test data of the control group is 0.000, meaning that the significance value of the experimental class and the control group less than 0.05; therefore, H0 is rejected. Therefore, the pretest data samples from the experimental and control group come from a population that is not normally distributed.



The results of the Mann-Whitney test of the initial test scores (pretest) of the experimental group and control group are presented in the following table.

Table-4  
 Mann-Whitney Pretest Data of Control Class and Experimental Group

Group	N	Min	Max	Mean	Std. Deviation
Pretest Experiment	29	67	100	94.62	8.377
Pretest Control	29	42	70	58.83	8.706
Valid N (listwise)	29				

Based on the table above, it can be seen that the significance value obtained in the initial test (pretest) of both classes is 0.062, meaning that the significance value is greater than 0.05. Therefore, H<sub>0</sub> is accepted, indicating that there is no difference or increase in students' abilities. This indicates that the ability to write descriptive poetry in both classes, namely the experimental group and the control group, is equivalent in terms of writing ability. Because the initial abilities of students in the experimental group and the control class are equal, the study can be continued by providing different treatments to the two classes to determine the ability to write descriptive poetry of students in each group.

Furthermore, to determine whether students' abilities in the final test (posttest) in descriptive poetry writing skills differ between students in the experimental class and the control group. A statistical test will be conducted, specifically the normality test, for the final test (post-test) of students in the experimental group and the control group.

Table-5  
 Results of the Calculation of the Normality Test for Posttest Data for the Control Group and Experimental Group

Post-test	Shapiro-Wilk		
	N	Sig.	Notes
Experiment Group	29	0	not normally distributed
Control Group	29	0,001	not normally distributed

Based on the table above, it is observed that the significance values for the Shapiro-Wilk normality tests for the final test data of the experimental group and the control group are 0.000 and 0.001, respectively. The significance value of the experimental group and the control group is less than 0.05, indicating that the samples come from a population that is not normally distributed.

The results of the Mann-Whitney test for the final test scores (posttest) of the experimental group and the control group presented in the following table.

Table-6  
 Results of the Mann-Whitney Test for the Final Test (Posttest) of the Control Group and the Experimental Group

Parametric Statistics	Result
Mann-Whitney U	7.000
Wilcoxon W	442.000
Z	-6.559
Asymp. Sig. (2-tailed)	.000

Based on the table above, it can be seen that the significance value obtained in the final test (posttest) of both classes is 0.000. The Asymp.Sig. (2-tailed) value < significance level of 0.05; therefore, H<sub>0</sub> is rejected while H<sub>a</sub> is accepted. This indicates that the two groups, namely the experimental group and the control group, exhibit different writing abilities in writing descriptive

poetry, with the experimental group demonstrating a better writing ability than the control group. Because the Ha hypothesis is accepted, there is a difference in the form of increased student learning outcomes in writing descriptive poetry using the shot application based on local wisdom. That means there is a difference in the form of increased student learning outcomes in writing descriptive poetry using the shot application based on local wisdom.

To determine the difference in learning outcomes between the experimental group post-test results and the control group post-test results, an N-Gain test was conducted, the results of the N-Gain test conducted on the two classes are as follows.

Table-7  
 Results of the Experimental Group N-Gain Test

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
N-Gain_score	29	.48	01.00	.8963	.16025

Based on the table above, it can be seen that the experimental class, with 29 students, has an average N-Gain score of 0.8963. When viewed from the normalized criteria table, the N-Gain Score is at a high level. From this explanation, it is evident that the activity of writing descriptive poetry using the InShot application, based on local wisdom, has seen a significant increase in its application in the experimental group.

Table-8  
 Results of the Control Group N-Gain Test

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
N-Gain_score	29	.42	.70	.5883	.08706

Based on the table above, it is evident that the experimental class has 29 students. This indicates that the control class has an average N-Gain score of 0.5883, as shown in the normalized criteria table, which suggests a moderate level of N-Gain. The explanation above shows that the learning process of writing descriptive poetry using conventional learning has a moderate increase in its application in the control group.

Based on the two groups, the N-Gain Score was obtained in the experimental group, with an average value of 0.8963. According to the normalized criteria table, the N-Gain Score of the experimental group is at a high level. Meanwhile, the N-Gain Score in the control group has an average value of 0.5883; according to the normalized criteria table, the N-Gain Score of the control group is at a moderate level. According to the explanation above, the activity of writing descriptive poetry using the short application based on local wisdom has a significant increase compared to the activity of learning to write descriptive poetry without using the short application based on local wisdom.

Based on the results of the Mann-Whitney test and the N-Gain test, it can be concluded that the use of the shot application, based on local wisdom, can significantly improve the writing skills of descriptive poetry in group X students of MAN 2 Cianjur.

## DISCUSSION

Based on the pretest results of the control class and the experimental class, there was no significant difference because the average scores of both were still below the KKM. This is due to the lack of ideas, imagination, and ability among students to write descriptive poetry, as well as the underutilization of media by teachers, which makes it challenging for students to write descriptive poetry and causes a lack of motivation in learning. In line with this, Hanifa and Ida (2023) stated in their article, "Improving Poetry Writing Skills with the LMS Application," that the failure to achieve



students' poetry writing was due to the low interest and motivation of students in poetry learning, as well as the underutilization of media by students.

The impact of this low score, namely the failure to achieve the desired competency standards in learning to write descriptive poetry, is in line with Husain (Jannah et al., 2022) in his article entitled "Analysis of Difficulties in Writing Poetry Texts for Grade IV Students of SDN 1 Dasan Baru in the 2020/2021 Academic Year" states that students tend to avoid poetry writing lessons and are considered difficult so that students do not like it and have an impact on low poetry writing skills.

The next step, based on the pretest results, is to increase students' learning motivation towards writing descriptive poetry, stimulate their ideas and imagination in forming sentences, and utilize relevant and engaging media. In line with this, Nurul Audie (2019) states in his article "The Role of Learning Media in Improving Learning Outcomes" that the use of learning media can help increase students' learning motivation.

The study focuses on the type of learning media, specifically audio-visual media, that can enhance student learning outcomes. Therefore, it is possible that the study has limitations due to the methods and samples used. This can be seen from the results of the research study, which still require further investigation through empirical research with a quantitative or qualitative approach, as well as the development of learning media that are more targeted and focused on specific samples, types of media, and subjects. The study also places greater emphasis on a literature review, as it is currently not equipped with empirical data that can directly describe the influence of learning media on student learning outcomes in the field. The average post-test score for the control class was 59, and the experimental class was 95. The scores were calculated by dividing the total number of students by the number of students. The lowest score produced by students in the control group was 42, and the experimental group had a score of 67. The score was obtained from the list of students' overall

scores, and the calculation method is evident from the perspective of student assessment. Then, the highest score produced by students was 70, and the experimental class achieved a score of 100. The score was obtained from the list of students' overall scores, and the calculation method is evident from the perspective of student assessment. Then, from the KKM value of 75, the Classical Absorption Power or DSK of the control class was only 0%, and the experimental class was 97%.

Compared to the results of the initial test, this final test shows a significant difference, as evident from the average values of both classes. Specifically, the control class value is less than the KKM, while the experimental class exceeds the KKM. This high value was obtained because students in the experimental class studied poetry writing materials using the shotInShot application, based on local wisdom. The application of shots in the form of audio-visual media can enhance students' poetry writing skills by stimulating their ideas, expanding their imaginations, and developing vocabulary, diction, and sentence structure that students already possess, making it easier for them to write poetry. As stated in the study by (Asmia, 2024a) entitled "Use of Audio-Visual Media in Learning to Write Poetry for Class VIII Students of SMP Negeri 1 Panyabungan, Mandailing Natal Regency" by using audio-visual media, students can understand the theme in poetry, students can imagine and be creative in arranging diction or words into a poem, students can convey their thoughts and feelings clearly and powerfully through poetry, students are less able to understand rhyme or sound in poetry, and students can understand the message contained in poetry.

The impact of this high value is that students' understanding increases, students' abilities and learning are considered successful, and learning competencies or objectives are achieved. These impacts are achieved because learning utilizes the in-shot application based on local wisdom; by using the short application in the form of audio-visual media, students become more active and

creative. This is in line with Choirunnisa (2022) in her article entitled "Use of Audio Visual Media (in Shot) in Improving Poetry Writing Skills of Parung State High School Students in the 2020/2021 Academic Year" that the use of audio-visual media in improving poetry writing skills shows good results, students are more active, and their interest is stimulated in participating in poetry writing learning.

The next step is to apply the Inshot application, based on local wisdom in poetry writing and other Indonesian language learning, to create engaging learning activities and increase student creativity, thereby achieving learning competency standards.

This study also has limitations that align with the identification of the problem, allowing the research to be more focused and directed rather than too broad. The primary limitation of this study is the use of the InShot application, based on local wisdom from Cianjur Gunung Padang, to enhance descriptive poetry writing skills. The aspects assessed in writing descriptive poetry encompass both inner structure and external structure, including themes, figures of speech, and diction. Based on the limitations of this research study, it is highly recommended that the scope of the study be expanded, not only to descriptive poetry but also to other types of poetry, such as narrative or lyric poetry. Additionally, the use of the Inshot application, based on local wisdom, can be tested in the context of learning other writing skills, such as writing short stories or essays. Further research can also incorporate other assessment indicators in writing poetry, such as aspects of creativity, content suitability, or reader response. The implementation of the research can also be expanded to other regions, allowing for more diverse and widely relevant results in the context of local culture in Indonesia.

## CONCLUSION

The results of the Mann-Whitney statistical test indicate a significance value of 0.000 in the final test (posttest). Since the significance value is

less than 0.05 ( $0.000 < 0.05$ ),  $H_0$  is rejected, while  $H_a$  is accepted. This indicates that the two classes, namely the experimental class and the control class, exhibit different writing abilities in writing descriptive poetry; specifically, the experimental class demonstrates a better writing ability than the control class. In addition, it can be explained from the results of  $H_0$  that the two classes have a significant difference in the average value of student learning outcomes in the final test (posttest) between the class that applies the in-shot application based on local wisdom and the class that does not apply the application to descriptive poetry writing skills.

Based on the explanation, it can be strengthened by conducting an N-Gain Score test, which shows that the experimental class has an average N-Gain score criterion of 0.8963 when viewed from the normalized criteria table, the N-Gain Score is at a high level, while for the control class has an average N-Gain score criterion of 0.5883 when viewed from the normalized criteria table, the N-Gain Score is at a moderate level. Therefore, the use of local wisdom-based in-shot applications can improve students' descriptive poetry writing skills. Consequently, this local wisdom-based in-shot application is recommended for use in learning, especially in language skills development.

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