



## The Influence of the Quantum Teaching Learning Model Assisted by Audio Visual Media on Poetry Writing Skills

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### ABSTRACT

This study aims to describe: 1) poetry writing skills of class XI students of SMA Negeri 3 Kediri without using the Quantum Teaching model assisted by audiovisual; 2) poetry writing skills using the Quantum Teaching model assisted by audiovisual media in class XI students of SMA Negeri 3 Kediri; 3) the effect of using the Quantum Teaching model assisted by audiovisual media on poetry writing skills of class XI students of SMA Negeri 3 Kediri. This study uses a quantitative method with an experimental design. The study took place in the even semester of the 2024/2025 academic year. The research subjects consisted of two groups, namely class XI-1 students as the experimental group and class XI-2 students as the control group. Data were obtained through a written poetry writing test. Data were analyzed using descriptive and inferential statistics, namely the independent sample t-test preceded by a normality test and a homogeneity test of population variation. The results of the study: 1) poetry writing skills of class XI students of SMA Negeri 3 Kediri without using the Quantum Teaching model assisted by audiovisual are classified as low; 2) the poetry writing skills using the Quantum Teaching model assisted by audiovisual media in class XI students of SMA Negeri 3 Kediri are pretty high; 3) there is an influence in the use of the Quantum Teaching model assisted by audiovisual media on the poetry writing skills of class XI students of SMA Negeri 3 Kediri.

*Keywords: quantum teaching model, audiovisual media, poetry writing skill*

## Pengaruh Model Pembelajaran Quantum Teaching Berbantuan Media Audio Visual terhadap Keterampilan Menulis Puisi

### ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) keterampilan menulis puisi siswa kelas XI SMA Negeri 3 Kediri tanpa menggunakan model Quantum Teaching berbantuan audiovisual; 2) keterampilan menulis puisi menggunakan model Quantum Teaching berbantuan media audiovisual pada siswa kelas XI SMA Negeri 3 Kediri; 3) pengaruh dalam penggunaan model Quantum Teaching berbantuan media audiovisual terhadap keterampilan menulis puisi siswa kelas XI SMA Negeri 3 Kediri. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen. Penelitian berlangsung pada semester genap tahun ajaran 2024/2025. Subjek penelitian terdiri dari dua kelompok, yaitu siswa kelas XI-1 sebagai kelompok eksperimen dan siswa kelas XI-2 sebagai kelompok kontrol. Data diperoleh melalui tes tertulis menulis puisi. Data dianalisis menerapkan statistik deskriptif dan inferensial yakni uji-t sampel independen yang didahului uji normalitas dan uji homogenitas variasi populasi. Hasil penelitian: 1) keterampilan menulis puisi siswa kelas XI SMA Negeri 3 Kediri tanpa menggunakan model Quantum Teaching berbantuan audiovisual tergolong rendah; 2) keterampilan menulis puisi menggunakan model Quantum Teaching berbantuan media audiovisual pada siswa kelas XI SMA Negeri 3 Kediri cukup tinggi; 3) ada pengaruh dalam penggunaan model Quantum Teaching berbantuan media audiovisual terhadap keterampilan menulis puisi siswa kelas XI SMA Negeri 3 Kediri.

*Kata Kunci: quantum teaching, audio visual, keterampilan menulis puisi*

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## INTRODUCTION

In the Independent Curriculum for Indonesian Language subjects at the senior high school (SMA/MA/SMK) level, students are expected to master four main language skills: listening, speaking, reading, and writing. According to Pitoyo (2015:57), the goal of learning Indonesian in schools is to guide and develop students' ability to use the Indonesian language correctly and adequately in communication contexts. These four skills are closely interrelated and inseparable from one another. In general, students acquire language skills through a continuous process of learning and language acquisition.

Writing is a form of communication manifested in the delivery of information through written media (Dalman, 2018:3). Pitoyo (2015:22) defines writing as the ability to convey ideas, opinions, and feelings to others in written form, paying attention to aspects of content, writing structure, vocabulary choice, linguistic rules, and writing mechanisms that influence the quality of written work. According to Rahmayantis (2021), writing is the process of expressing ideas or thoughts in written form as a form of communication. Writing can also be considered an activity that enables individuals to convey their ideas and thoughts to others through written language. According to Tarigan (2021:3-4), writing is an indirect language skill that is creative and expressive. Writing is the most challenging language skill to master. This is because writing requires students to possess various abilities, including: (1) coherence of ideas, (2) use of effective and clear sentences, (3) structured paragraph construction, (4) use of correct spelling rules, and (5) good vocabulary mastery.

Writing activities can motivate students to participate more actively in the learning process while improving their ability to construct words. According to Dalman (2018:6), writing activities have several benefits: 1) Improving thinking skills, 2) Encouraging intellectual development, 3) Fostering self-confidence, and 4) Motivating students to seek information. However, in practice, many students encounter difficulties in writing. Several con-

tributing factors include (1) lack of interest in seeking references, (2) limited opportunities to practice writing, and (3) difficulty finding ideas.

The learning process for eleventh-grade students at SMA Negeri 3 Kediri focuses on improving writing skills. In this process, teachers must prepare engaging materials to stimulate students' curiosity and interest. However, the reality on the ground shows that student enthusiasm for poetry writing activities remains relatively low. Many consider poetry writing difficult and tedious, mainly when conventional, monotonous, and teacher-centered learning methods are used. The lack of innovation in learning strategies and media also impacts low student motivation and learning outcomes. Several previous studies, such as those by Saragih (2024), Larasati (2019), and Sari (2022), have shown that the application of innovative learning models such as Problem-Based Learning, Think Pair Share, and Quantum Teaching has been proven to significantly improve poetry writing skills, especially when combined with engaging learning media.

One effective learning strategy is Quantum Teaching, a method that emphasizes the principles of active, enjoyable, and meaningful learning. This approach positions the teacher as a facilitator and learning as an interactive process that integrates students' emotional, social, and intellectual elements. Through the TANDUR (Grow, Experience, Name, Demonstrate, Repeat, Celebrate) framework, Quantum Teaching creates a learning environment that motivates and stimulates students' creative thinking. When supported by audiovisual media, the poetry learning process can become more engaging, lively, and contextual for students. Audiovisual media play a crucial role in providing a concrete and multisensory learning experience, thus helping students explore inspiration and compose poetry with expressive language.

Based on the problems that have been proposed previously, it can be formulated as follows:

- 1) How are the poetry writing skills of students without using the Quantum Teaching model assisted by audiovisual media



- for class XI students of SMA Negeri 3 Kediri?
- 2) How are the poetry writing skills using the Quantum Teaching model assisted by audiovisual media for class XI students of SMA Negeri 3 Kediri?
  - 3) Is there an effect of using the Quantum Teaching model assisted by audiovisual media on the poetry writing skills of class XI students of SMA Negeri 3 Kediri?

The objectives of this study include (1) Describing the poetry writing skills without using the Quantum Teaching model assisted by audiovisual media for class XI students of SMAN 3 Kediri (2) Describing the poetry writing skills using the Quantum Teaching model assisted by audiovisual media for class XI students of SMAN 3 Kediri and (3) Describing whether there is an effect of using the Quantum Teaching model assisted by audiovisual media on the poetry writing skills of class XI students of SMAN 3 Kediri.

It is hoped that this study can contribute to expanding readers' knowledge regarding quantitative research methods with an experimental approach. In this study, there were experimental groups and control groups that were treated equally, with the main difference lying in the learning model used as the treatment variable.

Many relevant articles can be found in various online journals. Here are some of these articles:

- 1) Pratama, G. Y., Haruna, J., & Siddik, M. (2020). Pengembangan Bahan Ajar Menulis Puisi dengan Perpaduan Model Demonstrasi dan Teknik Beriur Kata Kelas VIII SMP. *Diglosia: Jurnal Kajian Bahasa, Sastra, dan Pengajarannya*, 3(2), 149-162. <https://doi.org/10.30872/diglosia.v3i2.58>
- 2) Hidayatusholikah, N., Hasanudin, C., & Rohman, N. (2023). Analisis Keterampilan Menulis Puisi dengan Menggunakan Metode Quantum Learning: Analysis of Poetry Writing Skills Using the Quantum Learning

Method. *Journal of Literature and Education*, 1(1), 9–18. <https://doi.org/10.69815/jle.v1i1.7>

- 3) Eti, K. (2015). Peningkatan Keterampilan Menulis Cerpen melalui Metode Quantum Learning pada Siswa Kelas IX di SMP Negeri 4 Kabupaten Ketapang. [IKIP PGRI Pontianak]. <http://digilib.ikipgripta.ac.id/id/eprint/112>

## METHOD

This research employed a quantitative method, characterized by the collection and analysis of large amounts of data. In this study, poetry writing ability was measured quantitatively through the assignment of grades, scores, or numbers. According to Sugiyono (2019:16), quantitative research is a positivistic method used to analyze specific populations or samples. This method relies on the collection of factual data through standardized instruments and statistical analysis to describe conditions or test predetermined hypotheses.

This research employed a quasi-experimental approach. The design employed was a pretest-posttest with a control group, aiming to compare the effects of the treatment between the two groups. The study population was all 387 eleventh-grade students at SMA Negeri 3 Kediri. The study involved two groups: the experimental class and the control class. The sample was selected randomly, resulting in a total of 72 students. Grade XI-1 was designated as the experimental group, while Grade XI-2 was designated as the control group.

This research was conducted at SMA Negeri 3 Kediri, located at Jalan Mauni no. 88, Bangsal, Pesantren District, Kediri City, East Java 64131. The research was conducted at this school based on several considerations. First, SMA Negeri 3 Kediri has competent and experienced teaching staff. Second, SMA Negeri 3 Kediri students frequently win prizes in various national and international academic competitions. Third, this

school is a favorite among high school students, supported by adequate facilities and learning resources that facilitate the learning process.

Data collection in this study was conducted through a written test in the form of poetry writing instructions. The test consisted of a pretest and a posttest. The following steps were taken to collect data: first, the pretest, a test administered before implementing the Quantum Teaching model with audiovisual media. Second, the treatment (treatment administration), where the researcher administered the Quantum Teaching model with audiovisual media. Third, a posttest was conducted after implementing the Quantum Teaching model with audiovisual media. The final poetry writing test was then conducted, followed by an analysis of the model's effects. This study then analyzed the data using descriptive and inferential analysis techniques. Normality and homogeneity tests were conducted as prerequisite tests before the analysis process. Both tests aim to ensure that all data samples have a regular and homogeneous distribution. If the data meet both prerequisites, a t-test can be conducted to identify the effect of the Quantum Teaching learning model on the poetry writing skills of 11th-grade students at SMA Negeri 3 Kediri.

## RESULTS

### 1. Control Group Learning Outcomes

#### 1.1 Pretest of Control Group

These are the descriptive statistics of the poetry writing skills pre-test results for 10th-grade students at SMAN 3 Kediri. First, the mean was 68.75 with a standard deviation of 8.79, with a minimum score of 50, a maximum score of 80, and 65 and 70 scores as a median (Table 1 and Figure 1).

Second, two sample members obtained the lowest score, four sample members obtained a score of 55, eight sample members obtained a score of 60, eight sample members obtained a score of

65, six sample members obtained scores of 70, and three sample members obtained a score of 80.

Table 1  
 Descriptive Statistics of Poetry Writing Skills  
 Pre-Test Results Control Group

Scores	Frequency	Percent	Values
50	2	5,56	
55	4	11,11	
60	5	13,89	
65	8	22,22	
70	8	22,22	
75	6	16,67	
80	3	8,33	
<b>Total</b>	<b>36</b>	<b>100,0</b>	
<b>Mean</b>			<b>66,39</b>
<b>Std. Deviation</b>			<b>8,25</b>
<b>Minimum</b>			<b>50</b>
<b>Maximum</b>			<b>80</b>

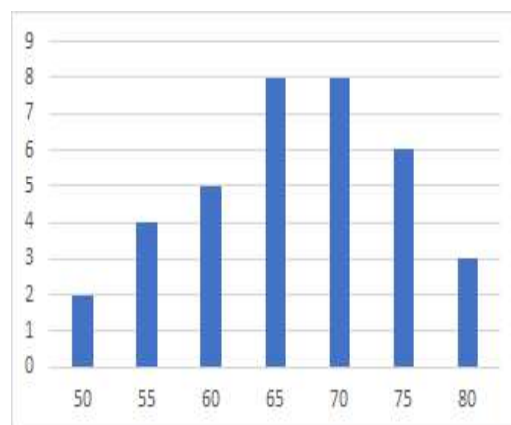


Figure 1  
 Descriptive Statistics of Poetry Writing Skills Pre-Test Results Control Group

## 1.2 Post-test of Control Group

This is the descriptive statistical value of the post-test results of the poetry writing skills of class X students of SMAN 3 Kediri for control group. First, the mean is 71.11 with a standard deviation of 8.79 and a minimum value of 55 and a maximum value of 85 (Table 2 and Figure 2). Second, the sample members who obtained the lowest score, namely 55, were three students, the sample members who obtained a score of 60 were three students, the sample members who obtained a score of 65 were seven students, the sample members who obtained a score of 70 were six students, the sample members who obtained a score of 75 were eight students, the sample members who obtained a score of 80 were five students, the sample members who obtained a score of 85 were four students; and the sample members who obtained a maximum score of 85 were one student and the mode value was 55.

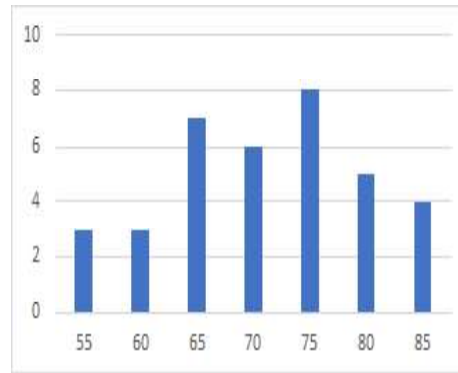


Figure 2  
 Descriptive Statistics of Poetry Writing Skills Post-Test Results Control Group

Table 2  
 Descriptive Statistics of Poetry Writing Skills Post-Test Results Control Group

Scores	Frequency	Percent	Values
55	3	4,17	
60	3	5,56	
65	7	12,50	
70	6	19,44	
75	8	23,61	
80	5	19,44	
85	4	12,50	
<b>Total</b>	<b>36</b>	<b>100,00</b>	
<b>Mean</b>			<b>71,11</b>
<b>Std. Deviation</b>			<b>8,79</b>
<b>Minimum</b>			<b>55</b>
<b>Maximum</b>			<b>85</b>

## 2. Experiment Group Learning Outcomes

### 2.1 Pretest of Experiment Group

These are the descriptive statistics from the pre-test of poetry writing skills for the 10th-grade students of SMAN 3 Kediri for the experimental group. First, the mean was 63.06 with a standard deviation of 7.19, with a minimum score of 50, a maximum score of 75, and modes of 60 and 65 (Table 3 and Figure 3).

Table 3  
 Descriptive Statistics from the Pre-Test of Poetry Writing Skills for the Experimental Group

Scores	Frequency	Percent	Values
50	3	8,33	
55	5	13,89	
60	9	25,00	
65	9	25,00	
70	6	16,67	
75	4	11,11	
<b>Total</b>	<b>36</b>	<b>100,0</b>	
<b>Mean</b>			<b>63,06</b>
<b>Std. Deviation</b>			<b>7,19</b>
<b>Minimum</b>			<b>50</b>
<b>Maximum</b>			<b>75</b>

Second, three students obtained the lowest poetry writing skill score of 50, five students obtained a score of 55, nine students obtained a score of 60, nine students obtained a score of 65, six students obtained a score of 70, and four students obtained a maximum score of 75.

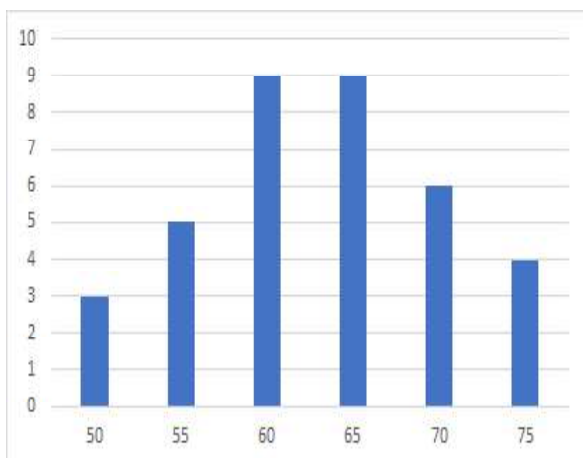


Figure 3  
 Descriptive Statistics of Poetry Writing Skills Pre-Test Results Experiment Group

## 2.2 Post-test of Experiment Group

These are the descriptive statistics from the post-test results of the poetry writing skills of 10th-grade students at SMAN 3 Kediri who used the Quantum Teaching learning model with audiovisual media in the experimental group. First, the mean was 76.53 with a standard deviation of 7.35, a minimum score of 60, a maximum score of 95, and modes of 75 and 80 (Table 4 and Figure 4).

Second, only one student in the sample scored 60, two students scored 65, eight students scored 70, nine students scored 75, nine students scored 80, five students scored 85, two students scored 90, and only one student scored 95 (Table 4).

Table 4  
 Descriptive Statistics from the Post-Test of Poetry Writing Skills for the Experimental Group

Scores	Frequency	Percent	Values
60	1	2,78	
65	2	5,56	
70	8	22,22	
75	9	25,00	
80	9	25,00	
85	5	13,89	
90	2	5,56	
95	1	2,78	
<b>Total</b>	<b>36</b>	<b>100,0</b>	
<b>Mean</b>			<b>76,53</b>
<b>Std. Deviation</b>			<b>7,35</b>
<b>Minimum</b>			<b>60</b>
<b>Maximum</b>			<b>95</b>

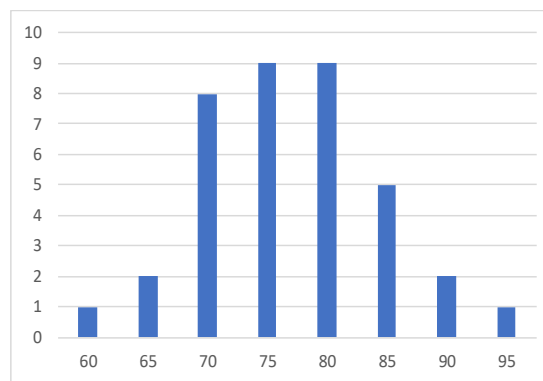


Figure 4  
 Descriptive Statistics of Poetry Writing Skills Post-Test Results Experiment Group

## 3. The Influence of the Quantum Teaching Learning Model through Audiovisual Media on Learning Outcomes in Poetry Writing Skills

### 3.1 Normality Test

Based on the Kolmogorov-Smirnov table, it can be seen that the pretest significance value of

the experimental class is 0.087, and the posttest significance value is 0.081. The pretest significance value of the control class is 0.066, and the posttest value is 0.060. From these results, it is proven that the pretest and posttest significance values of both classes, the experimental and control classes, have scores higher than 0.05. Thus, these results show that the resulting data is normally distributed because it has a significance value  $> 0.05$ . So the normality test of the data obtained can be used to carry out hypothesis testing (t-test). See Figure 5 below.

Tests of Normality						
Groups	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pre-test-control	.141	36	.006	.950	36	.106
post-test-control	.143	36	.060	.946	36	.076
pre-test-control	.137	36	.087	.940	36	.051
post-test-control	.138	36	.009	.960	36	.220

a. Lilliefors Significance Correction

Figure 5  
 Screenshot of Normality Test Results

### 3.2 Homogeneity of Variance

The sig value based on the mean is 0.469. Thus, the value of  $0.469 > 0.05$ . This means that the poetry writing skill scores are declared homogeneous (Figure 6).

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	.850	3	140	.469
Based on Median	.804	3	140	.494
Based on Median and with adjusted df	.804	3	139335	.494
Based on trimmed mean	.871	3	140	.458

Figure 6  
 Screenshot of Homogeneity of Variance Test Results

### 3.3 Independent Samples t-Test

The independent samples t-test value was 2.836 at 70, with a significance value of 0.006 (Figure 7). Therefore,  $\text{sig. } 0.006 < 0.05$ . Therefore,  $H_0$  is rejected. The interpretation is that there is a positive effect of using the audiovisual-assisted Quantum Teaching model on the poetry writing skills of 11th-grade students at SMAN 3 Kediri.

Independent Samples Test				
Post-test				
	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	2,836	70	.006	5,417
Equal variances not assumed	2,836	67,869	.006	5,417

Figure 7  
 Screenshot of Independent Sample t-Test Results

## DISCUSSION

Based on data analysis of eleventh-grade students at SMA Negeri 3 Kediri, it appears that poetry writing skills without the use of the Quantum Teaching model and audiovisual media

were not entirely successful. This is evidenced by the mean pretest score of 66.39, while the posttest score was 71.11. Although there was improvement, it did not yet meet the Minimum Competency (KKM) criteria.

These relatively low scores may be due to a lack of appropriate media support, which hinders students' ability to express their ideas effectively. Furthermore, students' lack of knowledge about poetry writing may also be a contributing factor.

Research conducted by Wachidah (2024) showed that students' writing skills remained low when learning without the Quantum Teaching model. In her study, before the implementation of the model, students experienced difficulty in developing ideas, constructing diction, and understanding the structure of poetry, resulting in their writing tending to be monotonous and lacking in imagination. Student scores also showed an average score below the Minimum Competency (KKM). After the implementation of the Quantum Teaching model, significant improvement occurred because the approach created a pleasant learning environment and fostered student emotional engagement. Similarly, Panggabean (2019) in his research stated that before the implementation of Quantum Teaching, students showed low interest in poetry writing activities, and their work did not reflect an understanding of the aesthetic and emotional elements in poetry. Students often struggled to express their ideas effectively due to the absence of a comprehensive learning strategy. This condition changed after the implementation of the Quantum Teaching model, which created a more active learning atmosphere and supported students' creativity in writing.

The intrinsic flaw in mindfulness research with badminton players is its systematic and homogeneous approach, one that disregards pertinent contextual factors such as competition level, career stage, and training culture—a paradoxical situation since contemporary-day multidimensional analyses consistently illustrate that these variables powerfully moderate the effect of psychological interventions on performance.

The cultural factor has profoundly significant implications, as sportspeople's cultural origin affects not only their cognitive constructions of self-awareness and emotional regulation but also the mechanisms of absorption and effectiveness of mindfulness intervention use. Roychowdhury et al. (2021) explicitly demonstrated that the cultural background of athletes is a strong contributor to the mechanism of mindfulness intervention absorption and that the primary predictor of program success is the level of congruence among the mindfulness system, dominant cultural context, and core training philosophy in that specific environment. This issue is becoming increasingly critical in the context of Indonesia as a global powerhouse in badminton that operates a highly distinctive hierarchical coaching system, where the current research landscape on mindfulness development shows a substantial and worrying gap, especially when hierarchical and achievement-oriented athletic training systems require an intensively contextualized and culturally adaptive psychological approach to achieve effective integration and sustainable implementation.

The experimental class, which received the Quantum Teaching model with audiovisual media, achieved a significant increase in their poetry writing scores. The experimental class achieved an average post-test score of 76.53, rounded up to 77. Therefore, the experimental class's poetry writing test results met the Maximum Completion Criteria (KKM).

The significant increase in student scores reflects the positive impact of the Quantum Teaching model with audiovisual media. This model has been proven to stimulate student interest and create a comfortable and supportive learning environment, encouraging students to participate actively and think critically throughout the learning process. In the context of poetry writing, student engagement and creativity are essential for producing original and expressive work.

These findings align with research conducted by Wachidah (2024), which found that the





application of the Quantum Teaching model with audiovisual media in poetry writing lessons significantly improved writing skills. In her research, Wachidah explained that the use of audiovisual media can stimulate students' imaginations and provide inspiration, making it easier for them to express their ideas in poetic form. Furthermore, active engagement between teachers and students, as well as between students and a pleasant learning environment, also contributes to improving the quality of their writing. Similarly, Panggabean (2019) in his research also found that the Quantum Teaching model is efficacious in improving poetry writing skills among high school students. He explained that this model places students at the center of learning activities, with an approach that combines emotional, physical, and intellectual elements. Panggabean emphasized that audiovisual media can provide a powerful stimulus to students' emotions and imagination, resulting in a more enjoyable and interactive learning environment. This makes it easier for students to understand the elements of poetry and apply them to their writing.

From these two research findings, it can be concluded that the application of the Quantum Teaching model, supported by audiovisual media, not only improves academic grades but also optimally develops students' creative potential in poetry writing.

The results of the hypothesis test indicate that the use of the Quantum Teaching model, supported by audiovisual media, had a significant impact on the poetry writing skills of eleventh-grade students at SMA Negeri 3 Kediri. This model positively impacted students' poetry writing skills.

Based on data processing, the hypothesis test yielded a significant value of  $0.006 < 0.05$ , indicating that the use of the Quantum Teaching model, supported by audiovisual media, significantly impacted the poetry writing learning process compared to writing poetry without the use of the Quantum Teaching model.

This finding aligns with research by Wachidah (2024), which found that the application of

Quantum Teaching combined with audiovisual media creates an interactive, enjoyable, and meaningful learning environment. In her research, Wachidah revealed that students demonstrated high enthusiasm in the learning process involving audiovisual elements, which ultimately had a positive impact on the development of their literacy skills, including poetry writing. According to her, Quantum Teaching not only builds cognitive understanding but also stimulates students' affective and psychomotor aspects, encouraging them to express their emotions, imagination, and personal experiences in literary works.

Furthermore, this research is also supported by the results of a study by Panggabean (2019). In his research, Panggabean explained that Quantum Teaching has proven effective in improving students' writing skills. He emphasized that the Quantum Teaching approach, which prioritizes emotional involvement, movement, and real-life experiences, facilitates student creativity and provides greater freedom to stimulate creativity and self-expression naturally.

Thus, the results of this study strengthen the evidence that the Quantum Teaching model, supported by audiovisual media, is a practical and relevant approach to improving students' poetry writing skills. The application of this model not only helps students understand the theoretical elements of poetry but also develops aesthetic sensitivity and creative thinking skills, which are essential in the world of literature.

## CONCLUSION

Based on the research results, the use of the Quantum Teaching model supported by audiovisual media has a positive and significant impact on students' poetry writing skills. This is demonstrated by the increase in the average score of students in the experimental class, which reached 77, higher than the control class, which only achieved an average of 71.11. Furthermore, the results of the hypothesis test yielded a significance value of 0.0006, which is below the 0.05 significance limit. Thus, the alternative

hypothesis is accepted, while the null hypothesis is rejected, indicating a significant effect of the model's implementation. The Quantum Teaching model used is based on the principle of TANDUR (Grow, Experience, Name, Demonstrate, Repeat, Celebrate), and is reinforced by the use of audiovisual media such as poetry videos or inspirational shows. This approach can create a fun, contextual learning atmosphere and stimulate the imagination, thereby encouraging students to be more active, confident, and creative in expressing their ideas and feelings through poetry. Based on these findings, it is recommended that teachers integrate the Quantum Teaching model into learning activities, particularly in poetry writing. This model not only facilitates teacher guidance for students but also helps create an interactive and meaningful learning environment. Furthermore, teachers need to increase their creativity and flexibility in designing lessons to maximize the role of audiovisual media as an effective teaching aid. Students are also expected to explore their personal emotions and experiences and express them in poetry with greater expressiveness. "To support the success of this model, teachers must have a basic understanding of the model, the principles of Quantum Teaching, and the skills to utilize audiovisual media. This can be supported by research from schools or educational institutions, enabling learning activities to continue developing innovatively and adapting to learning needs.

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