



Development of Song Media Assisted with Canva To Improve the Acrostic Poetry Writing Skills

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Abstract: This research aims to improve students' skills in writing acrostic poetry through the development of canva-assisted song media, in the form of an audio visual entitled "Alam Asriku". One of the problems found during observations and interviews with grade V teachers at SDN 01 Balong, Karanganyar Regency is the low skill of writing acrostic poetry in the subject of Indonesian Language. Therefore, one of the alternatives to this problem is the use of the song media "Alam Asriku", which will facilitate and help students in their imagination to develop ideas and ideas, as well as increase vocabulary so that students can improve their skills in writing acrostic poetry. The subjects in this study are class V students totaling 20 students. The type of research used is the mix method. Qualitative is carried out by triangulation of data sources and quantitative by analyzing pre-test and post-test score data with SPSS. The significance value obtained from the paired sample t test was 0.000 and the N-Gain value obtained was 71.38%, indicating a high increase. Based on this, it can be concluded that the use of canva-assisted composition song media is effective and can improve students' acrostic poetry writing skills.

Abstrak: Penelitian ini bertujuan untuk meningkatkan keterampilan menulis puisi akrostik peserta didik melalui pengembangan media lagu gubahan berbantuan canva, berupa audio visual yang berjudul "Alam Asriku". Salah satu permasalahan yang ditemukan pada saat observasi dan wawancara kepada guru kelas V di SDN 01 Balong Kabupaten Karanganyar yaitu rendahnya keterampilan menulis puisi akrostik pada mata pelajaran Bahasa Indonesia. Oleh karena itu, salah satu alternatif dari permasalahan tersebut adalah penggunaan media lagu "Alam Asriku", yang akan memudahkan dan membantu peserta didik dalam berimajinasi mengembangkan ide-ide dan gagasan, serta menambah kosa kata sehingga peserta didik dapat meningkatkan keterampilannya dalam menulis puisi akrostik. Subjek dalam penelitian ini yaitu peserta didik kelas V berjumlah 20 peserta didik. Jenis penelitian yang digunakan yaitu *mix method*. Kualitatif dilakukan dengan triangulasi sumber data dan kuantitatif dengan menganalisis data nilai pre-test dan post-test dengan SPSS. Nilai signifikansi yang diperoleh dari uji paired sample t test adalah 0,000 dan nilai N-Gain yang diperoleh sebesar 71,38%, menunjukkan peningkatan yang tinggi. Berdasarkan hal tersebut dapat disimpulkan bahwa pemanfaatan media lagu gubahan berbantuan canva efektif dan dapat meningkatkan keterampilan menulis puisi akrostik peserta didik.

A. Introduction

The development of the times that demand changes in all aspects of life has begun to affect the world of education in Indonesia. Teaching and learning activities are a crucial element in supporting the progress of the nation (Sujana, 2019). Alfi & Perdana (2019) noted that learning is often used as an indicator to measure the progress of a nation. Quality human resources (HR) are the main focus in national growth (Maysaroh et al., 2024). Improving yourself and handling various cases on a daily basis is important in the learning process. In school, there are various subjects that aim to produce works, one of which is Indonesian. This subject aims to develop the skills that students have. According to Santrock (in Hikmawati, 2018), children in the age range of 6 to 11 years go through the middle and late stages of development, where they begin to understand mathematics, reading, and writing.

In general, the types of literary works can be classified into the form of prose, poetry, and drama which are carried out through listening, speaking, reading, and writing activities. One of the most important language skills to master is writing skills. Many students feel that writing is a difficult thing to learn. When writing, they must think and express ideas based on their experience and knowledge. Writing skills are active and productive, considered the most complex skills among other language skills (Aprilani & Rohendi, 2020). Writing has many benefits in life, including developing creativity, initiative, intelligence, courage, and motivation to seek information (Dalman, 2018). In Indonesia, writing skills have declined along with the rapid development of technology and gadgets. Especially in writing poetry, this can be observed from pre-observations conducted at SDN 01 Balong Karanganyar Regency.

Based on the results of the researcher's observations and interviews with class V teachers, several problems were found faced by students, namely: 1) the lack of poetry writing practice due to the limited mastery of the elements of writing poetry, 2) the limited time in learning to write poetry which makes it difficult for students to create poetry in class, 3) the limited vocabulary that students have, who often only copy poems from textbooks or examples given by teachers, 4) difficulties in finding ideas or ideas, 5) difficulties in expressing ideas and opinions in poems to be written, 6) music or song media have not been used in learning to write poems, and 7) the perception that poetry writing activities are less interesting for students.

Based on the problems identified, grade V students of SDN 01 Balong were chosen as research subjects because they encountered difficulties in developing acrostic poetry writing skills in learning Indonesian. This study chose songs as a means of learning because this type of media is more familiar to students and helps them recognize it well. This research and development (R&D) uses a song medium processed with the help of Canva, an approach that has never been applied at SDN 01 Balong before. The use of this song media is expected to be effective in improving acrostic poetry writing skills. The main goal is to utilize the audio-visual-based song media supported by Canva to improve the ability to write acrostic poetry. The learning method used is the suggestion-imagination method,

which integrates the media of songs, pictures, or movies to stimulate students' imagination. This approach not only increases emotional engagement, attention, motivation, but also learners' perseverance in learning to write acrostic poetry. According to (Armariena, 2018), the suggestion-imagination model in learning to write uses songs as a means to arouse students' imaginations, create an atmosphere of suggestion, and inspire them to develop illustrations and stories based on the theme of the song being played.

The implementation of the independent curriculum encourages the active role of teachers, both in curriculum development and in the learning process. In addition to functioning as a learning facilitator who has professional, pedagogic, personality, and social competence, teachers are also one of the learning resources for students (Saputro, 2024). Therefore, teachers must have adequate knowledge and skills in choosing the right learning medium for their students. This aims to make students more involved in the learning process. In addition, the use of media in the form of a song created with the help of Canva with the title "Alam Asriku" is easily accessible to students and can increase their interest in the subject.

Song media is an effective tool used to stimulate students' ideas and interest in writing acrostic poetry. Learning that uses songs feels more relaxed and fun for students. The use of song media provides a stimulus to students to develop their talents and generate new ideas and ideas. In this study, the researcher developed a song entitled "Alam Asriku", which describes the atmosphere of nature in the morning. The media of this song is made with acrostic music using the guitar as a support. This song is not only audio, but also comes with an animated video that follows every lyric. The existence of lyrics in the song helps attract students' attention and facilitates the process of imagination and the development of ideas to write acrostic poems with nature themes.

The use of technology, such as graphic design tools, encourages a more interactive and participatory learning experience, allowing learners to build their own understanding through creativity and exploration (Hidayat et al., 2024). Canva provides inspiration in creating learning media that suits the characteristics of students. In the development of the song media entitled "Alam Asriku", the researcher used the Canva software application to create an interesting animation video, adjusted to each lyric. The images or animations in the video are adapted to the lyrics of the song, such as the animation of the sunrise from behind a shining mountain, reflecting the arrival of the morning as expressed in the first and second lyrics: "the sun is appearing, the omen of the morning has arrived". The full lyrics of the song "Alam Asriku" can be seen in the results and discussion section. Multimedia animation videos using Canva are expected to provide stimulation and support students in developing ideas and ideas to write acrostic poems with nature themes.

Writing is a productive and expressive activity in which the writer uses language structure and vocabulary skills (Lestari, 2019). Writing skills are important at all levels of education, including in elementary school, because it involves the process of pouring ideas to develop thinking skills as well as choosing the right words to convey the writer's message or intention. In the context of learning to write acrostic poetry in Indonesian subjects, the

step that can be taken is to apply acrostic techniques as a way to generate ideas and ideas. One example is using a song composed titled "Alam Asriku" with the help of Canva as a medium, which inspires the beauty of nature. This acrostic technique conceptually allows students to develop their creativity in writing poetry by following the guide to abbreviations of names that are the basis for the development of imagination in each line of poetry they write (Dyanti, 2018). Acrotics help children to pour out ideas and form imaginative lines, as well as expand analytical skills in the process of creating poetry.

Learning acrostic poetry provides a variety of benefits for learners, including the ability to express themselves and expand their vocabulary. In the context of this study, students are considered to have good acrostic poetry writing skills if they meet the following indicators. First, the originality of ideas and creativity, which reflects the ability of students to develop their own ideas and ideas in acrostic poetry works. Second, the content of the poem is able to describe an interesting theme, meaning, and message, as well as the smoothness between lines in an acrostic poem. Third, the beauty of language and typography, which shows expertise in the selection of diction, the use of rhymes, majas, and the arrangement of the typography of the poetry text to create artistic results and convey meaning clearly in acrostic poetry works.

Previous research that has been conducted by Melasarianti et al (2019) entitled "Improving Poetry Writing Skills through Acrostic Techniques Based on Nusantara Hero Image Media" stated that in addition to influencing the results of student poetry writing, the use of acrostic techniques based on Nusantara hero image media also affects positive changes in student behavior. Thus, acrostic techniques can be used as an alternative in learning poetry writing skills. The differences between the research and the research conducted by the researcher are: (1) the type of research in the study is classroom action research (PTK), while in this study it uses a type of development research (R&D), (2) the media used in the study uses image media, while in this study the media of canva-assisted composition songs are used.

Previous research that has been conducted by Abduh (2018) entitled "The Use of Acrostic Techniques to Improve the Ability to Write Poetry for Grade VIII Junior High School Students" can be concluded that the application of acrostic techniques in Indonesian lessons can improve the ability to write poetry. The differences between the research and the research conducted by the researcher are: (1) the subjects selected in the study are teachers and students of grade VIII of junior high school, while the subjects chosen by the researcher in this study are students of grade V elementary school, (2) the type of research in the study is PTK, while in this study it is using the type of R&D.

Previous research that has been conducted by Pebriana (2018) entitled "Learning to Write Free Poetry Using the Imaginative Suggestion Method in Class V of SDN 001 Salo" can be concluded that the application of the suggestion-imagination method has succeeded in improving the ability to write free poetry in class V. This can be seen from the results of the teacher's observation which shows an increase from the sufficient category in cycle I to the good category in cycle II. In addition, the results of the free poetry writing test showed

a significant increase from 43.33% in pre-action, 70% in cycle I, to 86.66% in cycle II. The differences between the research and the research conducted by the researcher are: 1) the material selected in the study is free poetry material, while the material chosen by the researcher in this study is acrostic poetry, 2) the type of research in the study is PTK, while in this study it uses the type of R&D.

Previous research that has been conducted by [Kosilah](#) (2019) entitled "The Effectiveness of Song Media in Learning to Write Short Stories in Class XI Science of Talaga Besar Private High School" from the results of the study, it was concluded that the t-value of the calculation was 1.78, while the t-value of the table at the significance level of 5% and the degree of freedom (db) of 58 was 1.67. Therefore, t counts higher than t tables. Based on this calculation, it can be concluded that the use of song media is effective in learning to write short stories by students of class XI Science of Talaga Besar Private High School. The differences between the research and the research conducted by the researcher are: 1) the material selected in the study is the material for writing short stories, while the material chosen by the researcher in this study is acrostic poetry, 2) the type of research in the study is experimental research, while in this study it is using the type of R&D, 3) the subjects in the study were high school XI grade students, while the subjects in the research conducted by the researcher were grade V elementary school students, and 4) the song used as media in the study was the song "Bunda" by Melly Goeslaw, while the song used by the researcher in this study was a composed or homemade song with a nature theme entitled "Alam Asriku".

From some of the above studies that have been carried out previously, it can be concluded that this research is a R&D that develops learning media in the form of homemade songs or canva-assisted compositions with the title "Alam Asriku" to improve the skills of writing acrostic poetry in the acrostic poetry material of Indonesian subjects, which will be applied to students in grade V of elementary school with the method of imagination suggestion, namely the use of The song is a means to arouse students' imagination, create an atmosphere of suggestion, and inspire them to develop illustrations and stories based on the theme of the song being played.

The general purpose of this study is to develop and evaluate the effectiveness of canva-assisted song media with the title "Alam Asriku" in improving acrostic poetry writing skills in grade V students of SDN 01 Balong. Meanwhile, the specific objectives of this study are: 1) identifying learning needs, such as analyzing the needs and difficulties of students in writing acrostic poetry and determining aspects that can be improved through the use of song media "Alam Asriku", 2) developing canva-assisted composition song media, such as designing and producing canva-assisted composition song media that is in accordance with the learning needs of writing acrostic poetry, 3) implementing the "Alam Asriku" song media, namely applying canva-assisted composition song media in the learning process in the classroom and observing students' responses and involvement in writing acrostic poetry, 4) assessing the effectiveness of media, namely evaluating the improvement of students' acrostic poetry writing skills before and after the use of canva-assisted composition

song media through tests (pre-test and post-test) and observation, and 5) documenting the research process and results such as compiling a research report that includes the process of development, implementation, and evaluation of the canva-assisted song media composition entitled "Alam Asriku" and providing recommendations for further development.

B. Method

This research is known as R&D. According to Sugiyono (2018), the R&D method is an approach to create and test certain products to assess their effectiveness. To produce these products, in-depth needs analysis is carried out, as well as research to ensure optimal product performance in the community. Examples of development products in the field of education include learning models, learning media, assessment tools, teaching materials, and other learning tools. The development research flow carried out is as follows:

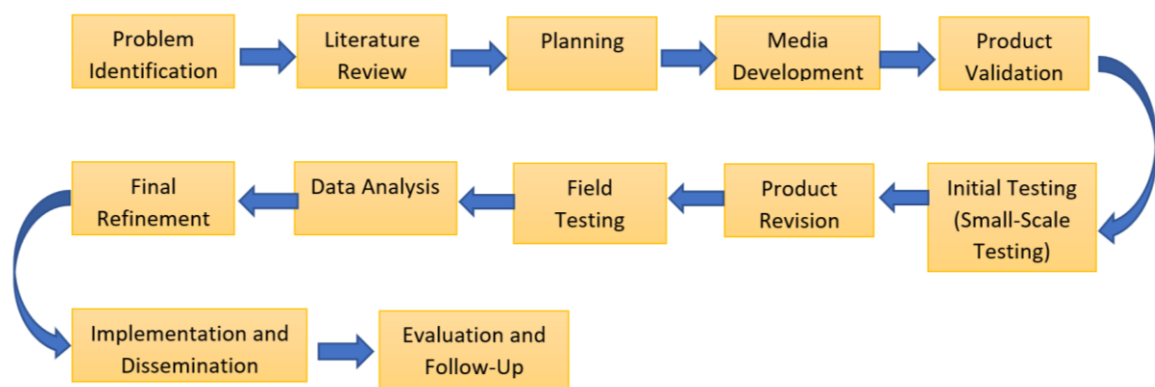


Figure 1. Research Flow

This research was conducted in class V of SDN 01 Balong, in the Even semester of the 2023/2024 school year. With the address Kuthorejo Rt. 04 Rw. 05, Balong Village, Jenawi District, Karanganyar Regency, 57794. The time of this research is carried out in the even semester of February to June 2024. The subjects in this research are class V students who amount to 20 students consisting of 12 males and 8 females.

The type of research used in this study is a mix method research that uses qualitative and quantitative data collection, with a development research or R&D approach. Triangulation technique means that the researcher uses different data collection techniques to obtain data from the same source. The researcher uses participatory observation, in-depth interviews, and documentation for the same data source simultaneously. Source triangulation means to get data from different sources with the same technique. This qualitative research uses the ADDIE development model, through five stages, namely analyse, design, development, implementation, and evaluation (Almelhi, 2021).

This model is a simple development model for teacher creativity (Latifah & Nasution, 2024). The simple steps are the basis for choosing this model, in accordance with

the theory of learning media product development, as well as systematically arranged development steps. The design of the model is as follows:

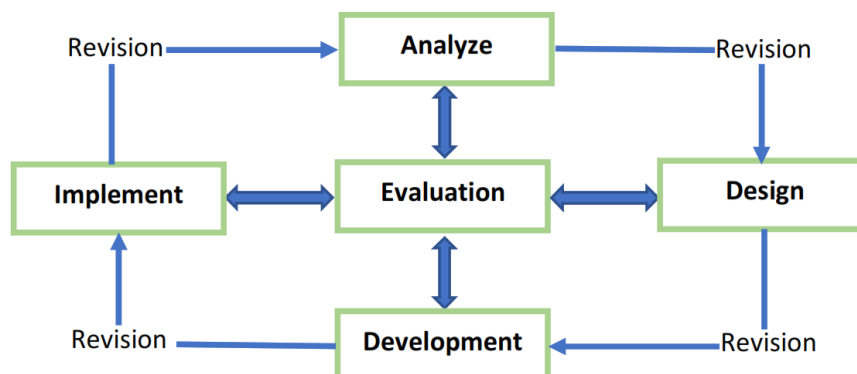


Figure 2. Design of the development model of ADDIE

Based on the research procedure, it is carried out with several steps, starting with a pre-test, namely making an acrostic poem with a nature theme to see the initial competency value of the students, after that treatment or carrying out treatment using canva-assisted song media with the title "Alam Asriku", then at the final stage after giving the treatment the students do a post-test, namely by making an acrostic poem with a nature theme, so that researchers can find out the value of students' ability or skills in writing acrostic poetry after the application using the song media "Alam Asriku".

Bogdan and Biklen said that dealing with data is qualitative data analysis (Fathoni et al., 2021). Academics use observation as one of the methods of data collection. Researchers use observation to see what is happening in the field to collect data mechanically through expert validation sheets, interviews, pretest-posttest procedures, and documentation (Sugiyono, 2018). The following are the validation criteria used in the study to assess the feasibility of the product.

Table 1. Eligibility criteria

Percentage(%)	Information
81% - 100%	Very worthy
61% - 80%	Proper
41% - 60%	Quite decent
21% - 40%	Less feasible
0% - 20%	Very unworthy

Quantitative data was obtained from the pre-test and post-test scores of students in making acrostic poems with the theme of nature. The results of the value data obtained in this study are analyzed, because with a data analysis, the correct and accountable conclusion will be obtained. Data analysis was carried out through normality tests, hypothesis tests (paired sample t tests), and n-gain tests.

The normality test is used to find out whether the value data obtained is normally distributed or not. Interpretation of normality test results by looking at significance values.

If the significance value < 0.05 , then the data is considered not normally distributed, while if the significance value > 0.05 , then the data is considered normally distributed.

According to Sugiyono (2018), the paired sample t-test is one of the testing methods used to assess the effectiveness of treatment, characterized by whether or not there is an increase in the average score of students before and after being given treatment. Decision-making guidelines in the paired sample t test are based on significance values. The criteria for hypothesis testing if the value > 0.05 then H_a is rejected, while if the value < 0.05 then H_a is accepted. H_a is that there is a significant difference in the skills of writing acrostic poetry for grade V students of SDN 01 Balong before and after applying the media of a composed song entitled "Alam Asriku" with the help of canva. H_o is that there is no significant difference in the skills of writing acrostic poetry of class V students of SDN 01 Balong before and after applying the media of a song composed entitled "Alam Asriku" with the help of canva.

The N-Gain test aims to determine the effectiveness of the treatment provided which is based on pre-test and post-test score data. From the results of N-Gain, a decision was made using the following table of decision-making categories.

Table 2. Criteria for Improving Students' Poetry Writing Skills

Average	Criterion
$G > 0.7$	High
$0.3 \leq g \leq 0.7$	Medium
$0 < g < 0.3$	Low

Source: (Isdayanti et al., 2022)

The research procedure is carried out based on several steps starting with a pre-test, namely making acrostic poems to see the value of the ability to write acrostic poems that students have, after that they treat them by giving treatment using the media of composed songs with the title "Alam Asriku" which has been developed with the help of canva, then in the final stage students do a post-test to make acrostic poems with the theme of nature after being given treatment or treatment so that the researcher can find out the value of students' ability to write acrostic poetry after the implementation of the use of the media of composed songs entitled "Alam Asriku".

C. Result and Discussion

Result

Research This research was conducted at SDN 01 Balong, Karanganyar Regency on May 27 - May 31, 2024 with the subjects of this study consisting of 20 students consisting of 12 males and 8 females. The research entitled "Development of Canva-Assisted Composition Song Media to Improve the Writing Skills of Acrostic Poetry for Grade V Students" uses the ADDIE development model, which goes through five stages, namely analysis, design, development, implementation and evaluation. The following are the steps to develop the

canva-assisted "Alam Asriku" song media that researchers have carried out according to the ADDIE model.

The analysis stage, at this stage, goes through process stages such as needs analysis and task analysis. The first thing that was done in this analysis stage was the collection of preliminary data which was carried out at SDN 01 Balong Karanganyar Regency, through observations and interviews with class V teachers. The subjects of this study are class V students totaling 20 students consisting of 12 males and 8 females and class V teachers Indonesian. Based on the results of the interview, the researcher can analyze the learning activities and needs in the learning. The results at this stage of analysis are:

a. Needs analysis

Based on the results of interviews that have been conducted by researchers, it is known that students need learning media in acrostic poetry material in Indonesian subjects to be able to motivate, attract interest and enthusiasm in learning to write acrostic poetry. Learning media that can facilitate and help students in imagining, growing, and developing ideas or ideas so that they can improve students' skills in writing acrostic poetry.

b. Task Analysis

The task analysis was carried out to identify the important tasks that must be done by students which include an understanding of the Learning Outcomes and Learning Objectives related to the learning material of acrostic poetry in the Indonesian subject which is prepared through the learning media that is being developed in this study.

The design stage, at this stage, is the process of designing the learning media product that is developed. In this stage, it is based on the results of the questionnaire on the needs of students which is still simple which will be the basis for the next development process. The song media developed is in the form of a composed song titled "Alam Asriku" based on audio visual with the help of the Canva application. So, the song media is in the form of a video with pictorial animations, songs and song lyrics accompanied by acrostic music with the musical instrument, the guitar. The media will be used in learning Indonesian acrostic poetry material for grade V elementary school. The next stage is to compile the concept of the song "Alam Asriku", consisting of several stages:

a. Define a theme

The theme chosen in the medium of this composition song is nature. This song tells the state of the surrounding nature in a beautiful and beautiful morning. The researcher chose the theme of nature because it adjusts to the conditions of the area at SDN 01 Balong, Karanganyar Regency which is in the form of mountains that have beautiful natural beauty. The Karanganyar area is also often referred to as a tourist city.

b. Composing a song composition

At this stage, the researcher makes a song and song notation which begins with writing lyrics with the theme of nature. After the lyrics were finished, the researcher determined the title of the song developed for the learning medium, which is titled "Alam

Asriku". After that, the researcher chose acrostic music to accompany the song using a guitar instrument.

c. Designing animated video images

After the song was finished, the next step was to design a nature-themed animation video that was in accordance with the song and each lyric in the song composition entitled "Alam Asriku".

The Development Stage, at this stage is the stage of activities in the form of product plan implementation. This stage transforms the conceptual framework into a product that is ready to be implemented. The development phase includes the following steps:

a. Developed the media design of the song "Alam Asriku"

The product produced in this study is a song media composed entitled "Alam Asriku" which is designed with a different image using the canva application. This song media was developed in accordance with the needs of class V students, especially in the Indonesian subject of acrostic poetry material with the theme of nature. The display of the results of the development of the canva-assisted song media "Alam Asriku" is as follows:

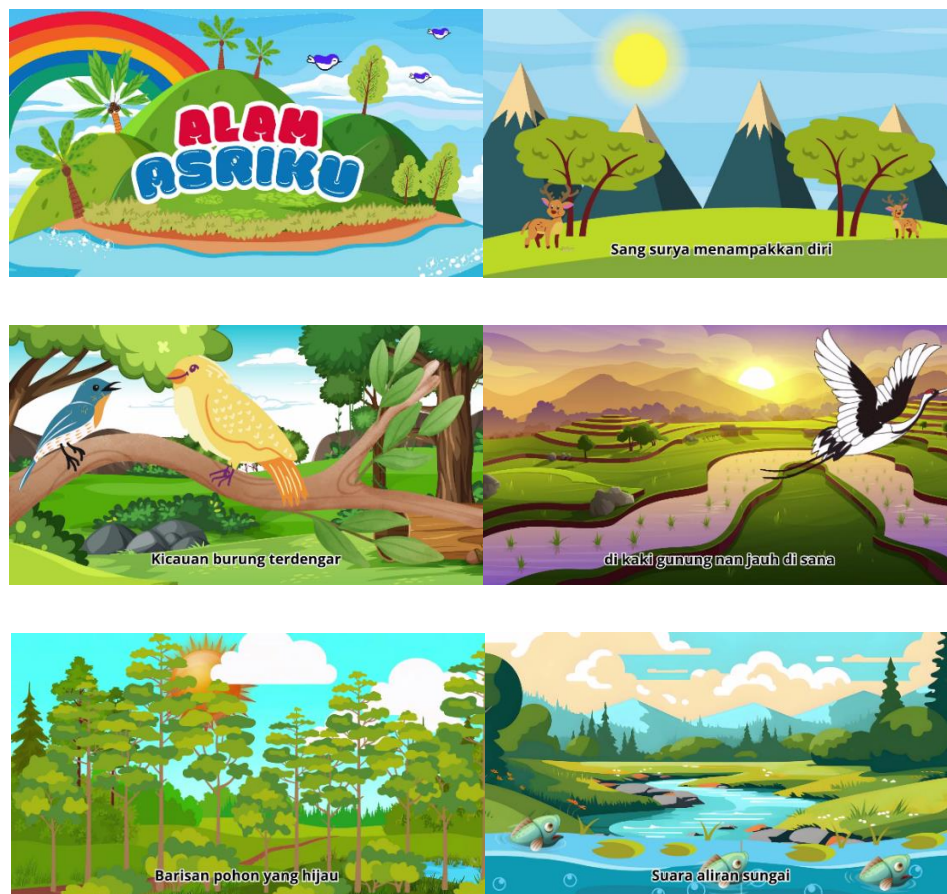


Figure 3. Media display of the song "Alam Asriku"

The media was created with the help of the canva software application which was then followed by a video editor application, namely filmorago. The music presented in the song video is in the form of acrostics using a guitar as an accompaniment. In addition to animated picture videos to stimulate students' imagination in writing acrostic poems with nature themes, there are also song lyrics to facilitate and provide stimulation to students so that the song is interesting and liked by students.

The lyrics of the song composed entitled "Alam Asriku" applied to students are as follows:

“ALAM ASRIKU”	
<u>Bait 1</u>	<u>Bait 2</u>
Sang surya menampakkan diri	Bunga-bunga bermekaran
Pertanda pagi telah tiba	Mekarkan hati yang gembira
Kicauan burung terdengar	Suara aliran sungai
Embun pagi bersinar	Menenangkan hatiku
Sejenak ku terdiam	Sejenak ku terdiam
Memandang alam tak pernah jemu	Memandang alam tak pernah jemu
Hamparan sawah yang luas	Hamparan sawah yang luas
Dikaki gunung nan jauh disana	Dikaki gunung nan jauh disana
Barisan pohon yang hijau	Barisan pohon yang hijau
Menanti cahaya sang matahari	Menanti cahaya sang matahari
Bentangkan kedua tanganmu	Bentangkan kedua tanganmu
Nikmati alam yang asri	Nikmati alam yang asri

Figure 4. lyrics of the song "Alam Asriku"

After media development, the next step is media validation and material validation to assess the feasibility of the "Alam Asriku" song media. Media experts and material experts provided notes on how to improve the media of the Alam Asriku song that has been developed. Then the researcher made revisions in accordance with the direction. The display of the parts that need to be revised, before and after the revision is as follows:



Figure 5. Before and after revision

From the figure, the display before the revision is that some are still using English and there is no display of CP (Learning Outcomes), ATP (Learning Objectives Flow), and TP (Learning Objectives). Therefore, the researcher made a revision by changing the appearance of the English language to Indonesian Language, because the media of the canva-assisted song composition entitled "Alam Asriku" is used in the Indonesian Language subject. Researchers also added the CP, ATP, and TP displays after the revision. After that, to find out whether or not the media of the Alam Asriku song is feasible or not, it is obtained from the assessment scores of media experts and material experts with the following recapitulation results:

Table 3. Recapitulation of Validation results

Expert	Percentage(%)	Criterion
Material	90%	Very worthy
Media	92%	Very worthy

Media validation is carried out to assess the media developed with the aspects assessed, namely media design, language and ease of use of media. Media expert validator Mr. Dr. Deni Setiawan, S.Sn., M.Hum. Material expert validator Mrs. Dr. Sri Sukasih, S.S.,

M.Pd. Based on the percentage, the results of media validation were obtained by 92%. It is shown from the table that learning media is considered very feasible to be used in learning. This is in accordance with the percentage of eligibility criteria of 81%-100%. Material validation was carried out to assess the feasibility of the learning media developed in accordance with the Indonesian subject matter, namely writing acrostic poetry, by assessing the suitability of the learning tool in the form of a teaching module with the aspect assessed in the form of material relevance and evaluation of CP, ATP, and TP. Based on the percentage, the results of material validation were obtained by 90%. Learning media is considered very feasible to be applied in learning. Because the score obtained is in accordance with the range of media eligibility criteria, which is 81%-100%. In addition, the results of another research conducted by (Sulistiawati & Amaluddin, 2024), namely a study entitled "Development of Media Learning with Music to Improve Poetry Writing Skills in Class X MAN 3 Students", obtained the result that the validation of media experts and material experts showed very feasible criteria. The validation scores of the first media expert (90%) and the second media expert (89%) are very decent. The validation of the first material expert (80%) and the second material expert (82%) received the Feasible criteria.

The implementation stage, at this stage is the product trial stage in learning. In addition, the feasibility test of a media can also be seen from the results of the questionnaire of teacher and student responses in small groups and large groups. The activity was carried out for class V students of SDN 01 Balong, with the overall results of the questionnaire that had been filled out as follows:

Table 4. Recapitulation of Teacher and Student Responses

Questionnaire	Percentage(%)	Criterion
Class V Teacher	96,5%	Very Worthy
Small group trials	90,5%	Very Worthy
Large group trials	94,5%	Very Worthy

Based on the data above, the average result of the teacher response questionnaire was 96.5% and the average result of the response of large group students was 90.5%, and the small group was 94.5%. so that it can be stated that the media of the composition song entitled "Alam Asriku" is included in the criteria that are very feasible to be used in learning Indonesian Language material for writing poetry with the theme of nature.

To find out the effectiveness of the media of the composition song entitled "Alam Asriku" with the help of canva to improve the skills of writing acrostic poetry of grade V students of SDN 01 Balong, the researcher used a psychomotor research instrument, namely with an evaluation question in the form of writing an acrostic poem with a certain theme which was then tested to a sample based on the learning material, namely acrostic poetry. The results found were in the form of pre-test score data, namely making acrostic poems and post-test which was carried out with the assessment of making acrostic poems with the theme of nature, then processed for analysis by conducting normality tests and hypothesis

tests. The normality test used was the Shapiro Wilk formula followed by the paired sample t test then followed by the n-gain test.

After obtaining the data, the normality test was used for data analysis and to determine whether the data was distributed normally, then a hypothesis test to find out if the average was different before and after the application of the media of the song composition entitled "Alam Asriku" with the help of canva. Then the n-gain test was used to measure the effectiveness of learning with song media or interventions in improving students' acrostic poetry writing skills. All of these tests use the help of SPSS software to analyze the data.

The results of the study came from data on pre-test and post-test scores in the form of psychomotor, namely writing acrostic poetry in grade V students of SDN 01 Balong, the data can be seen as follows:

Table 5. The Value of Students' Acrostic Poetry Writing Skills

Description	Pre-test	Post-test
Number of students	20	20
Minimum value	42	66
Maximum value	75	92
Mean	63,90	80,77
Standard deviation	10,098	8,370

Initial statistical data was obtained, namely the pre-test score for making nature-themed acrostic poems with a sample of 20 students, there was a minimum score of 42, a maximum score of 75, a mean of 63.90, and a standard deviation of 10.098. Meanwhile, the post-test score for making nature-themed poems with the help of the media of a composed song entitled "Alam Asriku" had the lowest score of 66, the highest score of 92, the average of 80.77, and the standard deviation of 8.370.

The following are some results of acrostic poetry writing skills in Indonesian subjects for grade V students of SDN 01 Balong with the theme of nature.

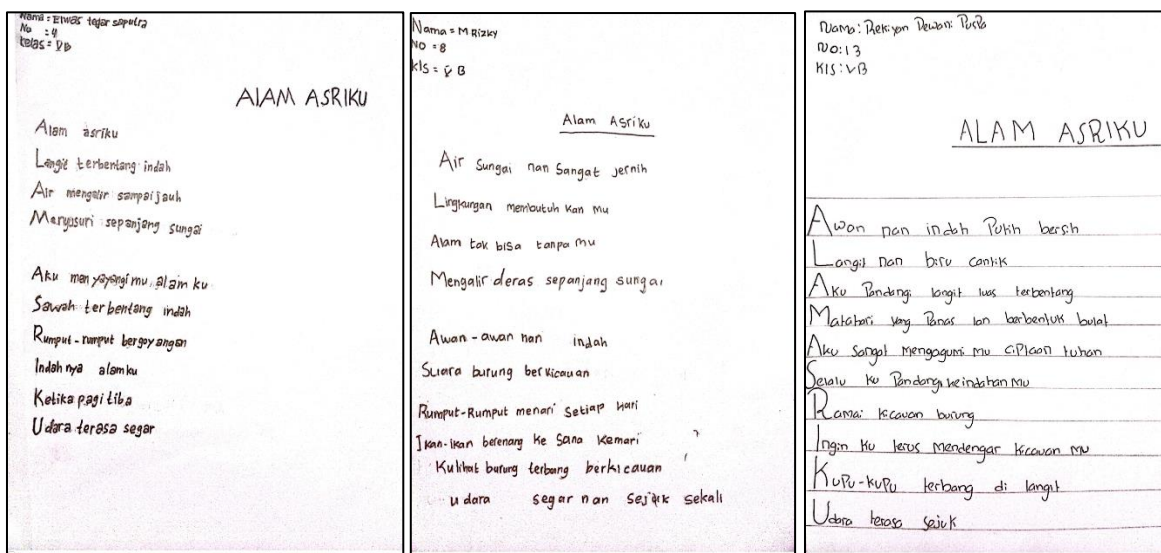


Figure 6. Results of participants' acrostic poetry writing skills with the theme of nature

After obtaining the data, the researcher analyzed and processed the data that was already available with the help of SPSS. In this study, the researcher wanted to answer the formulation of problems regarding acrostic poetry writing skills with the implementation of the use of canva-assisted audio-visual-based composition song media with the imagination suggestion method in grade V students of SDN 01 Balong. Parametric analysis of data in the form of a t-paired sample test is needed to examine the difference in students' ability to write acrostic poetry before and after the use of song media with the title "Alam Asriku" in learning which is then followed by an n-gain test. However, before conducting a hypothesis test, a normality test is needed to determine the use of the formula in the next data analysis. The normality test was used to determine the research data on a sample of 20 students with a normal distribution or not. There are various conjectures or assumptions that determine the results of the normality test, namely H_0 if the data is normally distributed, while H_a if the data is not normally distributed. The significance value on the normality test is 5%, assuming that if it is more than 5% (> 0.05) then H_0 is accepted and if it is less or not more than 5% (< 0.05) then H_0 is rejected.

Data analysis in the normality test uses the Shapiro Wilk formula because the sample data used is less than 50 or $n < 50$, in this stage the researcher uses the help of SPSS and obtains values as shown in the following table.

Table 6. Normality Test Results

Description	Sig.	Ket
Pre-test	0,017	Normal
Post-test	0,019	Normal

The results obtained from the analysis of the normality test data above, pre-test data with a significance value of 0.017, then post-test data with a significance value of 0.019.

The results of the significance data are more than 5% (> 0.05), then it can be said that H_0 is accepted, which means that the data obtained is normally distributed. After the normality test is normally distributed so that it meets the requirements, then a parametric hypothesis test can be carried out, namely the paired sample t test. The paired sample t test was used to determine whether or not there was an improvement in students' acrostic poetry writing skills before and after the use of song media. Because the normality test requirements have been met, the hypothesis test was carried out with the paired sample t test formula using SPSS, so that the following values were obtained.

Table 7. Results of Hypothesis Test (Paired Sample T Test)

Description	Pretest - Posttest
Mean	-16,850
Std. Deviation	4,511
t	-16,707
df	19
itself. (2-tailed))	0,000

From the table above, it can be seen that the significance value (sig. (2-tailed)) obtained is 0.000. This value is less than 0.05 or $0.000 < 0.05$, then it can be assumed that the research with the hypothesis that H_a is accepted and H_0 is rejected. So it can be said that there is a difference in the value of students' acrostic poetry writing skills before and after using the alam asriku song media. In accordance with the results of the test, it can be said that the use of audio-visual-based song media can improve students' skills in writing acrostic poetry. To see the effectiveness of audiovisual-based song media, you can see the following n-gain test result table.

Table 8. N-Gain Test Results

Description	Mean
N-Gain Score	.8349
N-Gain Persent	71.8375

From the table above, it can be seen that the N-Gain score value is 0.8349 which means > 0.7 , so it is included in the high effectiveness criteria. Then for the N-Gain Persent value, which is 71.83%, which means it shows a high rate of improvement. Based on this, it can be concluded that the use of audio-visual-based song media is recommended and effective in improving students' poetry writing skills.

Several factors that affect the average results of improving students' poetry writing skills are, first, the readiness of teachers and students before carrying out learning activities. Teacher's readiness in learning is that teachers have designed the media needed and developed meaningful learning strategies so that students have good readiness in the process of implementing learning, both physical and mental, which affect each other so that

students can achieve an optimal level of readiness. Students' readiness is like the overall condition of a person who allows students to respond, be active, or act according to the situation they are facing. Second, the learning style of students. Learning style is the way students absorb and understand the information conveyed as an indicator to act and relate to the learning environment. One of the styles Children who have a visual learning style can learn optimally by using the sense of sight. Meanwhile, children who have an auditory learning style use their sense of hearing to capture information. Children who have a kinesthetic learning style rely on touch or taste to receive information. With the song media "Alam Asriku", students can see visuals in the form of interesting animated video images and can come up with a song composed accompanied by acoustic guitar music. So that students feel enthusiastic in participating in teaching and learning activities. Third, the learning environment. A comfortable learning environment is also very important in teaching and learning activities. When learners feel comfortable in a supportive, safe, and motivating learning environment, they have a better chance of learning, growing, and reaching their optimal potential.

The last stage in the ADDIE development model is evaluation, in this study the evaluation is obtained from product development activities and product implementation. Evaluation was obtained from validators, media experts, and material experts by getting suggestions and improvements to the media of the song "Alam Asriku". The evaluation from media experts is that it is good and does not add anything. Evaluation from material experts, namely for animated images and so on is good, but some of the languages used in the media need to be improved, after revision it is finally declared very feasible. The song media "Alam Asriku" that the researcher developed also received a response from teachers, who said that the song media Alam Asriku is very effective and efficient, interesting, and can help students in imagining and developing vocabulary, ideas or ideas to be able to write acrostic poems with nature themes. The application of the song "Alam Asriku" is more efficient and can be accessed online through the gdrive link, so that students, teachers, and others can see it easily.

Discussion

This research has developed learning media in the form of canva-assisted composition songs to improve the skills of writing acrostic poetry in Indonesian subjects of acrostic poetry material in grade V students of SDN 01 Balong, Karanganyar Regency. The media of the song composition is titled "Alam Asriku". This media is in the form of an animated video with a song in it. The animated video was created with the help of the canva application. The animation in the video is made as attractive as possible and in accordance with each lyric of the song "Alam Asriku" in order to attract the attention of students with striking colors, images, and writing. This media is based on the characteristics of students and can be adjusted to the teacher's ability so that it can be used effectively (Armayanti & Nasution, 2024). In addition, with the media of the song "Alam asriku", students can also develop vocabulary found in videos and in song lyrics, helping and making it easier for

students to develop ideas or ideas to be able to write acrostic poems, as well as a stimulus to develop students' imagination so that they can write creative acrostic poems with nature themes.

This R&D uses the ADDIE model, which consists of five stages, namely analysis, design, development, implementation, and evaluation stages as described above. Before the field trial, the canva-assisted song media entitled "Alam Asriku" was tested for validation by media experts and material experts to get input and suggestions and then revised according to these inputs and suggestions. The results of the validation of media experts and material experts showed very feasible criteria, namely with scores of 82.5% and 90%, respectively.

From a previous study conducted by Syahrudin et al (2021) entitled "The Effectiveness of the Acrostic Method Assisted by Natural Beauty Video Media in Learning to Write Poetry" which aims to obtain, analyze, and describe data regarding the level of poetry writing ability of grade VI students of SD Negeri 218 Inpres Dulang, Tanralili District, Maros Regency using the acrostic method assisted by natural beauty video media and to find out whether it is effective or not. The use of acrostic methods assisted by natural beauty video media. There is a relationship between the research and the research conducted by the researcher, namely they both want to find out whether audio-visual media is effective in improving students' skills or ability to write acrostic poetry. The difference is that the research uses natural beauty videos while the research conducted by the researcher uses the media of a song composed with a nature theme entitled "Alam Asriku" with the help of canva in the form of audio visuals. From the study, it is proven that the level of writing poetry of students using acrostic techniques assisted by natural beauty video media is still in the medium category. This can be seen in the average score of learning to write poetry for students using acrostic techniques assisted by natural beauty video media is 65.67 even though it has been considered complete based on KKM 65.00. Meanwhile, from this study, the results were obtained that the canva-assisted composition song media with the title "Alam Asriku" was effective in improving students' acrostic poetry writing skills. Judging from the results of the pre-test and post-test carried out by students by writing acrostic poems with the theme of nature, a normality test, a paired sample t test, and an N-gain test were carried out. The normality test was carried out to test whether the data obtained was distributed normally, the data obtained from this study was normally distributed so that the next stage could be carried out, namely the hypothesis test (paired sample t test). From the hypothesis test (paired sample t test), the significance value was 0.000 (< 0.05) and the N-Gain value obtained was 71.38% which showed the criteria for a high level of improvement. Based on this, it can be concluded that the use of canva-assisted composition song media in learning Indonesian Language, especially acrostic poetry materials, is efficient and effective to be able to improve acrostic poetry writing skills for grade V students of SDN 01 Balong Karanganyar Regency.

Media in the form of a song created with the help of Canva entitled "Alam Asriku" can support teachers in teaching efficiently and effectively and improve students' learning

conditions practically. The effectiveness is shown by improving students' ability to write acrostic poetry, while practicality can be seen from the ease of use of the media in the teaching and learning process.

From the results of this study, teachers can consider the implications, namely the need for teachers to have adequate knowledge and skills in choosing learning media that are suitable for their students. This aims to make students more involved in the learning process. In addition, the use of media in the form of a song created with the help of Canva with the title "Alam Asriku" is easily accessible to students and can increase their interest in the subject.

Future research needs to focus on schools or educational institutions that need learning media, learning models, and learning methods that suit the needs and character of students. In addition, future research may cover a variety of learning materials, subjects, and objects to gain a more complete understanding of the use of song media in education.

D. Conclusion

Based on the results of development research (R&D) using the ADDIE development model, namely the development of canva-assisted song media entitled "Alam Asriku" to improve the skills of writing acrostic poetry for students in class V of SDN 01 Balong Karanganyar Regency, it can be concluded that the application of canva-assisted composition song media is effective in improving students' acrostic poetry writing skills. The hypothesis assumption obtained in this study is that H_a is accepted while H_o is rejected or it can be said that there is a difference in the value of students' ability to write acrostic poetry before and after using the media of a composition song entitled "Alam Asriku" with the help of canva through the results of pre-test and post-test.

The implication of this study is that the development of canva-assisted song media with the title "Alam Asriku" has proven to be effective in improving students' acrostic poetry writing skills. Learners showed a significant improvement in the creativity, structure, and quality of the acrostic poems they wrote after using the medium. The use of the media of composed songs increases the involvement and motivation of students in the learning process. Students are more enthusiastic and interested in writing acrostic poetry because the media used is interesting and interactive. The media allows students to develop their imagination, ideas and ideas. Students not only learn to write acrostic poetry, but also learn how to integrate audio and visuals to develop their work. The use of this media encourages the development of students' creativity. They are more free to explore with words and pictures, resulting in more engaging and meaningful acrostic poetry. Teachers and students responded positively to the use of Canva-assisted song media titled "Alam Asriku".

For further research, it is suggested that the canva-assisted composition song media continue to be developed and used in learning to write acrostic poetry. In addition, it is also necessary to optimize and expand the use of this media in other learning contexts. Overall, this study shows that canva-assisted song writing media is an effective and innovative tool to improve students' acrostic poetry writing skills, while developing their learning

experience with engaging audiovisual media. This research has had a far-reaching positive impact, not only in improving acrostic poetry writing skills, but also in advancing learning methods, improving technological skills, and encouraging innovation in education.

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