



Exploring High School Students' Perception of Mobile-Cipta Puisi (MCP) Application

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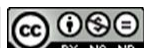
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ABSTRACT

This study aims to explore students' perceptions of Mobile-Cipta Puisi (MCP), a digital learning application designed to foster creativity and enhance the learning experience in poetry writing. This study employed a descriptive quantitative approach utilizing a survey design. Data were collected using a Likert-scale questionnaire covering two main aspects: students' responses to the application's format and usefulness, and their reactions, including interest and self-confidence. A total of 126 tenth-grade high school students from five schools in Garut Regency participated as respondents. The collected data were analyzed descriptively using descriptive statistical methods. The results indicate a notably positive reception of MCP, with an average score of 83% across both measured aspects. Features such as relaxation music, the ability to save and share poetry, and access to inspirational poems were particularly appreciated for making the poetry-writing process both enjoyable and accessible. A novel contribution of this research lies in the development and testing of MCP as a poetic learning tool that not only offers a digital writing medium but also integrates emotional and collaborative support features elements that are rarely found in similar applications within the context of Indonesian literary education.

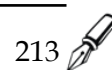


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INTRODUCTION

Poetry, as a literary genre, plays a crucial role in literacy education at schools. It not only offers an aesthetic form of language but also serves as a medium for emotional expression, social reflection, and the development of linguistic sensitivity. In the international contexts, such as the English National Curriculum, students aged 11-14 are encouraged to read, understand, and write poetry as an integral part of literary education. This approach has been shown to enhance literacy skills, creativity, and emotional intelligence (Dymoke, 2017). Writing poetry significantly contributes to linguistic ability and creative thinking (Myhill & Wilson, 2013), while also allowing students to reflect on their own life experiences (Xerri, 2013).

Recent digital transformation in the field of education presents new opportunities to enrich literary learning, particularly in the writing of poetry. A multimodal approach through digital media makes the writing process more accessible, enjoyable, and meaningful (Xerri, 2012). Technology-based learning media has been shown to enhance the quality of education by creating a more interactive and inspiring learning environment (Kangasharju et al., 2022). This phenomenon is not only occurring in developed countries but is also part of a global movement,



including in Indonesia, which is currently implementing the Merdeka Curriculum a policy that emphasizes the integration of technology in the learning process (Direktorat Jenderal Pendidikan Tinggi, 2020).

In the context of poetry writing instruction, the use of technology is seen as a potential strategy to address classic challenges such as time constraints, low student motivation, and lack of innovative learning media. In addition, technology can enrich the learning experience by providing instant feedback, facilitating word exploration, and supporting students' creative processes (Ulfah, 2020; Degner, 2022; McCooey, 2012). Appropriately designed technology integration has the potential to personalize learning and foster active student engagement (Fauji et al., 2021; Hutaauruk et al., 2022).

However, despite the promising advantages of technology, a significant gap remains between expectations and the reality. The assumption that technology can automatically enhance creativity and learning outcomes has not been fully realized. Several challenges persist, such as low digital competence among teachers, lack of institutional support, and limited access to applications that are contextual and relevant to students' needs (Martiri, 2014). Therefore, to overcome these barriers, it is necessary to design teaching and learning that involves effective and meaningful learning media that promote needs-based and user-participatory approach.

The urgency of this study lies in the critical need to develop students' creative writing skills, particularly in poetry, within the context of digital-era education. The integration of technology-based applications represents an innovative approach to enhance student interest and literacy competence. However, the use of poetry writing applications in educational settings remains underexplored, especially from the perspective of students as primary users. Understanding students' perceptions is essential for evaluating the effectiveness, relevance, and developmental potential of such applications in achieving learning objectives. This study is expected to contribute to the development of technology-integrated instructional strategies that are contextual, learner-responsive, and capable of enriching pedagogical practices in the teaching of Indonesian language and literature.

In response to these challenges, the Mobile-*Cipta Puisi* (MCP) application was developed as a technology-based learning media specifically designed to support the process of poetry writing instruction at the senior high school level. The MCP application is equipped with various features to enhance the writing process, including options for synonym word choices, a dedicated writing space, and an integrated feedback system from teachers. This application was developed through a comprehensive need analysis and theoretical review (Kartini et al., 2023) and has been validated by media and content experts. In its implementation, teachers serve as key facilitators, using the application to assess and provide feedback on students' work. Teachers' competence in operating the MCP is the key to the successful implementation of technology in learning (Erstad, 2010; Nurhuda et al., 2024).

The implementation of the MCP application is in line with the principles of 21st-century learning, which emphasizes on the development of essential skills such as critical thinking, creativity, collaboration, and digital literacy. In the context of literary learning, particularly poetry, the application offers students novel opportunities to express their ideas and feelings more authentically. It supports creative language exploration by providing features like a word choice tool, which encourages students to experiment with different words and expand their vocabulary. It also offers flexible writing space which facilitates the drafting and revising process—key elements of reflective and ongoing literacy practices (Ching, 2018).

Furthermore, the integration of direct feedback from teachers through the MCP fosters an interactive dynamic that strengthens the pedagogical relationship, creating a more inclusive learning community. In this framework, teachers move beyond the role of final evaluators and become active dialogical partners in the students' creative processes. This contributes to enhancing students' intrinsic motivation and cultivating a sense of ownership over their work. Consequently, the use of the MCP not only contributes to achieving the goals of literary education

but also promotes values of independent learning, appreciation for literary works, and the development of 21st-century skills that are relevant in today's educational landscape.

Building upon these issues, this study aims to explore the perceptions of senior high school students regarding the use of the Mobile-*Cipta Puisi* (MCP) application in poetry writing instruction. It seeks to assess how effectively and meaningfully this application enhances the students' learning experience, motivation, and poetry writing skills.

RESEARCH METHOD

Research Design

This study employs a descriptive quantitative approach with a survey design to depict the phenomenon under investigation. Data collection was carried out through a questionnaire created using Google Forms, employing a Likert scale. Respondents were asked to provide responses based on five options: strongly agree (score 5), agree (score 4), neutral (score 3), disagree (score 2), and strongly disagree (score 1). The questionnaire was distributed to students who served as the sample for this research, and the instrument covers two main aspects: students' perceptions of the format and usefulness of the application in learning, as well as their reactions, which include their interest and self-confidence. The instrument is designed to provide a clear overview of students' acceptance of the application's use, as well as its impact on motivation and self-efficacy in the learning process.

Sampling

The sample for this study consists of students who were randomly selected to complete a pre-prepared questionnaire. A total of 126 students from five schools located in Garut Regency participated in filling out the questionnaire. The sampling technique employed is Stratified Random Sampling, aimed at obtaining a representative sample from each stratum within the population. This approach ensures that each subgroup within the population is proportionally represented in the sample, thereby enhancing the accuracy and representativeness of the study's findings. Consequently, the data collected are expected to provide a more comprehensive understanding of the phenomenon being investigated in Garut Regency.

Instruments

Table 1 presents the aspects, indicators, and descriptors employed in the questionnaire instrument designed to explore high school students' perceptions of the Mobile-*Cipta Puisi* (MCP) application. This instrument was developed to examine students' responses across two primary dimensions: Responses (cognitive and technical reactions) and Reactions (affective responses). Each aspect is further detailed into specific indicators and descriptors to provide a comprehensive understanding of students' experiences and perceptions regarding the use of the application.

Table 1. Questionnaire instrument for student responses to the Mobile-*Cipta Puisi* (MCP) application

Aspect	Indicator	Description
Responses	Form	Form, clarity of features, images, appearance and language used
	Usefulness	Usefulness to student needs
Reactions	Interest	Student Interest in MCP Media
	Self-confident	Confidence and expectation after using MCP media

Subsequently, Table 3 outlines the interpretation of scores for each questionnaire item, where the percentage score is determined by comparing the actual score obtained to the maximum possible score. This percentage interpretation is categorized according to the response criteria established by Riduwan (2007).

Table 2. Score interpretation

Score percentage	Response category
81%-100%	Strongly positive
61%-80%	Positive
41%-60%	Sufficient
21%-40%	Negative
0-20%	Strongly negative

Resource: (Riduwan, 2007)

Data Analysis

In this study, descriptive data analysis, based on descriptive statistics, is employed to provide a detailed portrayal of students' perceptions of the poetry-writing application. The aim of the research is to gain a deeper understanding of how students assess the application across two key aspects measured through the questionnaire: Responses (cognitive and technical responses) and Reactions (affective reactions). The questionnaire utilized is based on a Likert scale ranging from 1 to 5, which indicates the degree of agreement of respondents with various statements related to the use of the poetry-writing application.

RESULTS AND DISCUSSION

Results

The MCP application consists of several features that can be utilized by students in the poetry writing lesson. Figure 1 shows the design of the developed MCP application.



Figure 1. The availability feature in the Mobile-Cipta Puisi (MCP) application

The description and design of each feature are as follows:

The 'Profile' feature, as shown in Figure 2, serves to input the identity of the author and account holder. In this case, it refers to the identity of the student or teacher

The 'Relaxation Music' feature, as shown in Figure 3, contains a collection of music and instruments that can be utilized by students to listen to music while writing poetry. In this feature, users have the option to enable or disable it.

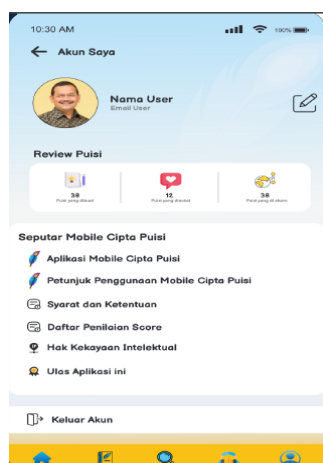


Figure 2. Profile display design



Figure 3. Design of the relaxation music interface

The 'Poetry Composition' feature, as shown in Figure 4, is designed for writing poetry. This feature provides synonyms to assist students in being more creative when writing poetry.

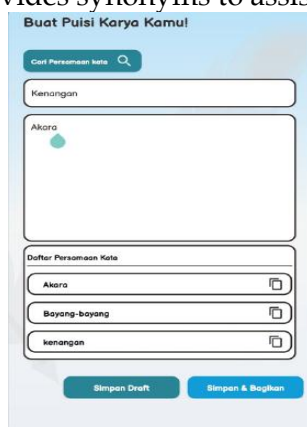


Figure 4. Design of the Mobile-Cipta Puisi (MCP) interface



Figure 5. Design layout of Puisi Kamu

The 'Your Poetry' feature, as shown in Figure 5, is designed to save students' creative works. The 'Share Poetry' feature allows users to share their creative works, enabling others to view the poetry that has been posted. Additionally, the 'Search Poetry' feature, illustrated in Figure 6, offers a collection of poems by renowned poets, along with their biographies. Beyond featuring the works of legendary poets, this feature also includes poems shared by other users, providing students with the opportunity to read and explore a variety of poems.



Figure 6. Design of the poetry search interface

In addition to the six main features, the MCP application is equipped with an evaluation process involving both peers and teachers. Students can like and comment on the poems created by their peers, while teachers, in addition to liking and commenting, can also assign numerical grades that students can view directly within the application.

Table 3 presents the survey results regarding high school students' perceptions of the Mobile-Cipta Puisi (MCP) application in supporting poetry writing instruction. Overall, the application received highly positive feedback from students, both in terms of its design and functionality. In the Response aspect, the Response Form indicator, which assesses the application's design and interface, achieved a score of 84%, indicating that the majority of students found the application visually appealing and user-friendly. The Usefulness indicator, which evaluates the application's role in assisting students with poetry writing, scored 83%, demonstrating that the application is highly regarded for fostering creativity in poetry composition. The average score of these two indicators was 83%, reinforcing the fact that the application is widely accepted and well-received by students.

In the Reaction aspect, the Interest indicator scored the highest, with 86%, suggesting that the application successfully captured students' interest and sparked their curiosity about poetry writing. Meanwhile, the Self-confidence indicator, which measures the application's impact on students' confidence in their poetry writing abilities, scored 80%. Although slightly lower, this score still reflects a positive contribution to enhancing students' self-assurance. The overall average score for the Reaction aspect was 83%, indicating that the application not only engaged students but also boosted their motivation to create.

In conclusion, the Mobile-Cipta Puisi (MCP) application has proven to be effective in capturing students' interest, enhancing their self-confidence, and making a significant contribution to the poetry writing learning process among high school students. It is undeniable that educators today must integrate information technology into their teaching practices, utilizing diverse instructional materials, methods, and media (Lin et al., 2017). When effectively implemented, these innovations make learning more efficient, leading to greater student satisfaction and the enhancement of critical thinking skills.

Tabel 3. Student responses to the MCP application

Aspect	Indicator	Students' Response	
		Score Percentage %	Response Category
Response	Form	84	Strongly Positive
	Usefulness	83	Strongly Positive
	Average Response Indicator	83	Strongly Positive
Reaction	Interest	86	Strongly Positive
	Self-confidence	80	Positive
	Average Reaction Indicator	83	Positive

Discussion

Based on the findings, it can be concluded that the MCP application has a well-rounded design, effectively addresses students' needs, and offers an appealing interface. Innovative learning media is essential for developing students' competencies and preventing monotony in the learning process (Kangasharju et al., 2021). Furthermore, the MCP application is perceived as beneficial for students. Writing poetry, as generally known, enhances both creative thinking and linguistic skills (Myhill & Wilson, 2013). To nurture these skills, it is crucial to employ innovative learning media that can encourage creative thinking and help students write poetry with ease. Poetry writing, a significant aspect of creativity, fosters collaboration between human capabilities and technological tools to generate creative outputs (Colton & Wiggins, 2012; Guez et al., 2018). This is supported by several studies indicating that the integration of digital technology in educational settings is globally embraced (Gerger, 2014; Burn, A., & Durran, 2007).

The MCP application sparks students' interest because it incorporates digital tools designed to meet their specific needs. In addition, the application is equipped with several features that support the poetry writing learning process. By leveraging practical and innovative digital tools, students are able to compose poetry more easily and affordably (Xerri, 2013; Ching, 2018). Moreover, the use of technology contributes to creating a more comfortable learning environment for students (Yanti et al., 2024). This increased interest in poetry writing subsequently boosts students' motivation, which in turn enhances their poetry writing skills. Research indicates that motivation and emotional aspects, such as viewing writing as an enjoyable and consistent activity, significantly improve the quality of writing (Troia et al., 2013; Niemi & Multisilta, 2016). Conversely, the interest and self-confidence indicators, which fall under the 'positive' category, were found to be lower compared to other indicators. This can be attributed to students' unfamiliarity with poetry writing, often perceiving it as a challenging task. This observation is supported by studies that show students struggle with writing poetry (Wilson, 2007; Abduh, 2018; Rahayu et al., 2018). Nonetheless, the MCP application still plays a role in enhancing students' self-confidence in writing poetry.

An individual's self-confidence in writing poetry is often influenced by concerns about how others will evaluate their work. Students often worry that their poetry may be perceived as uninteresting. However, experts argue that poetry writing is more than just an aesthetic judgment; it serves as a means of self-expression and a way to refine language skills. As explained by Myhill and Wilson (2013), Creely (2019), Kovalik and Curwood (2019), Wilson (2009), writing poetry can enhance language skills and creative thinking. Moreover, it contributes to the development of phonological and phonemic awareness, vocabulary expansion, and the ability to manipulate sound, imagery, and language. This perspective is further supported by research showing that creative writing pedagogy provides writing experiences that help students gain a deeper understanding of themselves (Moxley & Stoval, 1991; Xerri, 2013). Additionally, Dymoke and Hughes (2009) emphasize that poetry provides students with a valuable outlet to express their emotions, especially when they feel overwhelmed by other writing tasks.

CONCLUSION

The findings of this study indicate that the Mobile-Cipta Puisi (MCP) application proves to be effective in enhancing students' poetry-writing skills by integrating interactive, functional, and technology-relevant elements that cater to the current needs of students. The six main features of the application: *Profil Kita*, *Musik Relaksasi*, *Cipta Puisi*, *Puisi Kamu*, *Share Puisi*, and *Cari Puisi* are complemented by teacher and peer evaluations, which significantly contribute to the students' creative process. Students' responses to the application were overwhelmingly positive, with an average score of 83% in the strongly positive category, reflecting an increase in interest, confidence, and comfort in poetry writing. The application was regarded as engaging and user-friendly (84% on the Response Form indicator), highly useful in supporting the creative writing process (83% on the Usefulness indicator), and successful in sparking students' interest in poetry writing (86% on the Interest indicator), as well as boosting their self-confidence (80% on the Self-confidence indicator). These findings emphasize that technology-based learning media, such as MCP, not only enhance teaching effectiveness but also create a safe and inspiring space for students' self-expression. Overall, the application serves as a catalyst for enjoyable and meaningful learning, integrating both affective and cognitive aspects of students through a collaborative and multimodal approach, demonstrating significant potential in supporting poetry writing instruction at the high school level.

The implications of these findings strengthen the argument that technology-based learning media can bridge pedagogical challenges in creative writing education. Not only does it enhance teaching effectiveness, but it also creates a safe and inspiring space for students' self-expression. In this regard, MCP serves as a catalyst for both enjoyable and meaningful learning, integrating the affective and cognitive aspects of students through collaborative and multimodal approaches.

While the study has yielded promising results, it also paves the way for further investigation. Future studies could focus on examining the effectiveness of the MCP application in broader contexts—such as across different educational levels or in teaching other languages. Additionally, the instructional design aspects and poetry processing algorithms in this application could be examined further to support the development of artificial intelligence in language education. Future research should also delve deeper into the relationship between increased self-confidence in writing poetry and digital social interactions through comment and appreciation features from fellow users.

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