



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Development of Poetry Writing Teaching Materials Using Gamification Media at SMA Negeri 81 East Jakarta

Yohana K Sihombing*, Fathiaty Murtadho, Siti Ansoriyah

State University of Jakarta, East Jakarta, Jakarta, 13220, Indonesia

ARTICLE INFO

Article history:

Received: 21 Nov 2025

Revised: 19 Des 2025

Accepted: 24 Des 2025

Published online: 05 Jan 2026

Keywords:

ADDIE Model,
Creative Thinking,
Gamification Media,
Jumenly,
Learning, Poetry Writing,
Teaching Materials,
Writing Skills

* Corresponding author:

E-mail: yohana.katrina.sihombing@gmail.com

Article Doi:

<https://doi.org/10.31258/jes.10.1.p.370-385>

This is an open access article under the [CC BY-
SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) license.



ABSTRACT

This study aims to develop poetry writing teaching materials using gamification media through the Jumenly platform at SMA Negeri 81 East Jakarta. The research is based on real challenges faced by students in poetry writing, particularly in choosing appropriate diction, creating vivid imagery, and expressing ideas creatively. These difficulties lead to low motivation and interest in learning, emphasizing the need for innovative and technology-based teaching materials. To address this issue, the research adopts the ADDIE development model, which includes five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. The study found that 98.7% of students demonstrated high interest in poetry learning but still required interactive and engaging media. The development of gamification-based teaching materials led to significant improvements in students' poetry writing skills and creative thinking abilities. Expert validation confirmed that the materials were highly valid and suitable for classroom use. The implementation results showed a 35% increase in poetry writing skills and a 40% enhancement in creative thinking. Overall, this study contributes to innovative, technology-integrated learning that fosters creativity, engagement, and meaningful learning experiences in Indonesian language and literature education.

1. Introduction

This study focuses on developing poetry writing teaching materials using gamification media at SMA Negeri 81 East Jakarta. Poetry writing plays an essential role in Indonesian language and literature education, particularly in enhancing students' ability to express ideas, emotions, and creativity through meaningful and aesthetic language. However, field observations show that Grade XI students at SMA Negeri 81 East Jakarta face several challenges in writing

poetry. These challenges include limited vocabulary mastery, difficulty in generating ideas, and a lack of habit in expressing imagination and feelings creatively in poetic form. Moreover, the teaching methods applied by teachers tend to be monotonous, relying mainly on lectures, assignments, and discussions without sufficient variation. Therefore, innovation in poetry writing instruction is necessary to help students overcome these challenges and to foster greater motivation and writing proficiency. According to Mulyana (2003), the development of teaching materials begins with research to identify the characteristics of existing language learning resources and students' needs, followed by a series of structured and objective trials designed to produce effective and applicable learning materials.

Along with technological advancements, the integration of gamification media in education has become an engaging and relevant solution to current learning needs. Gamification, first introduced in 2008, refers to the application of game elements in non-game contexts, including education. Within the learning process, gamification aims to increase student participation and motivation through elements such as challenges, points, rewards, and feedback. The use of gamification in poetry writing is expected to transform traditional learning into a more interactive, dynamic, and enjoyable experience. By integrating gamified features into poetry writing activities, students can be more actively involved, creatively stimulated, and intrinsically motivated to express their ideas through poetry. Therefore, this study aims to develop poetry writing teaching materials based on gamification media to improve the poetry writing skills and creative thinking abilities of Grade XI students at SMA Negeri 81 East Jakarta.

The main problem faced by SMA Negeri 81 East Jakarta is the students' low ability in writing poetry, which stems from several factors. One of the primary causes is the students' limited vocabulary mastery, which is essential for composing poetry. In addition, students often struggle to find ideas or inspiration for their poems, leading them to perceive poetry writing as a difficult and monotonous task. Although teachers have made efforts to deliver the material, they tend to rely on conventional methods such as lectures and assignments without actively involving students in the learning process. As a result, students become less interested and less motivated to learn how to write poetry. To improve poetry writing instruction, one effective approach is the development of teaching materials based on gamification. Gamification-based media can provide enjoyable and stimulating learning experiences for students, which in turn can enhance their motivation and engagement in learning activities. Gamification incorporates various game elements that can be adapted to educational contexts, such as points, challenges, rewards, and feedback, which encourage students to participate actively in writing poetry. By integrating gamification into learning media, students can experience a more interactive learning process while feeling more valued and motivated to achieve their learning goals.

Gamification, first introduced in 2008, refers to the application of game elements in non-game contexts such as education. Deterding et al. (2011) define gamification as the use of game mechanics in various contexts to increase engagement and

motivation. In educational settings, gamification not only provides enjoyable learning experiences but also enhances student engagement through game-like features such as challenges, points, levels, and rewards. Kapp (2012) further emphasizes that gamification fosters a more interactive learning environment by offering immediate feedback to students and promoting healthy competition among them. The implementation of gamification-based media in poetry writing instruction at SMA Negeri 81 East Jakarta provides students with the opportunity to explore their creativity in composing poetry. The gamification elements applied in poetry writing lessons encourage students to participate more actively and enjoy the writing process. Moreover, the use of gamified media can help students enhance their critical thinking, problem-solving, and creative writing skills. This study aims to design, develop, and test the effectiveness of gamification-based teaching materials in improving students' poetry writing abilities at SMA Negeri 81 East Jakarta.

The main objective of this research is to examine how the development of poetry writing materials through gamification media can enhance the poetry writing skills of eleventh-grade students at SMA Negeri 81 East Jakarta. The researcher focuses on analyzing the needs for instructional materials, designing and developing gamification-based teaching materials, and testing the effectiveness of gamified media in poetry writing instruction. Through the application of gamification, it is expected that students will become more interested and motivated to write poetry in a fun and interactive way. Furthermore, this research is expected to contribute to the development of innovative teaching materials that align with technological advancements and serve as an effective alternative for improving the quality of poetry writing instruction in senior high schools.

Before developing the teaching materials, a needs analysis was conducted to identify the challenges faced by students in learning to write poetry. This step is essential to ensure that the developed materials meet students' needs and address their learning difficulties. The next stage involves designing and developing the teaching materials by integrating appropriate gamification elements, such as challenges, point collection, and rewards, to motivate students to participate actively in the learning process. After the materials are designed, a testing phase is carried out to evaluate the effectiveness of gamified media in enhancing students' poetry writing skills. The application of gamification in poetry writing instruction is expected to provide students with an enjoyable learning experience and motivate them to improve their poetry writing skills. By presenting suitable challenges and rewards, students are encouraged to strive toward achieving learning goals and developing their creativity. In addition, gamification allows teachers to deliver prompt and constructive feedback, enabling students to identify their weaknesses and continuously improve their poetry writing abilities.

Poetry is one of the literary forms that possesses unique characteristics, namely the use of beautiful and meaningful language. According to E. Kosasih (2018), poetry is a form of literary work that expresses the poet's thoughts and feelings imaginatively, concentrating the power of language within its physical and inner

structure. Poetry is also characterized by linguistic density, precise word choice (diction), the use of figurative language, rhyme, and typography that distinguish it from other literary forms. Kosasih emphasizes that poetry serves as an expression of the poet's inner experience, conveyed through concise and meaningful language so that readers can feel its emotional depth. Similarly, Pradopo (2014) states that poetry is a work that expresses thoughts capable of evoking emotions and stimulating sensory imagination through rhythmic composition. Dalman (2014) also explains that writing is the process of conveying thoughts, ideas, and emotions through meaningful symbols or signs. As a creative process, poetry embodies a close relationship between linguistic elements and the poet's inner experiences, which must be consciously arranged to achieve a clear and meaningful purpose.

However, despite its strong aesthetic appeal, many students struggle with writing poetry, particularly in finding ideas or themes to express in poetic form. This difficulty is often compounded by instructional approaches that focus too heavily on theory without providing sufficient opportunities for practice. As Kosasih (2012) notes, poetry is a literary work that employs beautiful and meaningful language, with its beauty derived from diction, figurative language, rhyme, and repetition of sounds. Nevertheless, students frequently find it challenging to apply these theoretical concepts in their own writing. Furthermore, poetry is generally divided into two main types: traditional (old) poetry and modern (new) poetry. Traditional poetry is bound by strict rules, such as rhyme patterns and a fixed number of lines, whereas modern poetry allows greater freedom in terms of structure, syllable count, and rhyme scheme. The most well-known types of traditional poetry include *pantun*, *syair*, *talibun*, *seloka*, and *gurindam*, each with its own distinctive form and rules (Uned, 2010; Ali, 2006). Meanwhile, modern poetry offers more flexibility in structure, although it still retains influences from traditional poetic forms.

The elements that construct a poem can be divided into two main structures: the physical structure and the inner structure. The physical structure includes diction (word choice), imagery, concrete words, figurative language, rhyme or rhythm, and typography. Meanwhile, the inner structure consists of the theme, the poet's feelings, tone, mood, and message (Kosasih, 2012). Each of these elements is interconnected to create a poem that possesses expressive power and profound meaning. According to experts such as William Miller (in Gumiati & Mariah, 2013) and Wardoyo (2013), the process of writing poetry involves several stages: idea generation, incubation, inspiration, writing, and revision. The process begins with searching for ideas, which may come from personal experiences, reflections, or imagination. Once an idea is found, the incubation stage allows it to develop and mature before being expressed in written form. Revision or editing is also an essential part of producing a meaningful poem, as the poet must carefully choose words to ensure that the intended message is conveyed clearly to the reader.

Overall, writing poetry is a creative process that requires a series of stages, from finding ideas to arranging words and expressing emotions or experiences. Poetry not only serves as a medium for poets to express their feelings but also functions as an art form that stimulates readers' imagination. Therefore, it is important for

students to be given opportunities to practice poetry writing and to understand the essential elements of poetry so they can produce meaningful and aesthetically pleasing works. In general, this study aims to develop innovative and technology-based poetry writing materials by utilizing gamification media to enhance students' motivation and engagement in poetry writing activities. The findings of this research are expected to contribute positively to the development of teaching materials in schools and serve as a solution to the problem of low poetry writing skills among students at SMA Negeri 81 East Jakarta. Furthermore, the implementation of gamification in poetry writing instruction is anticipated to pave the way for new educational innovations that are more engaging and aligned with contemporary technological advancements.

2. Methodology

This study uses the Research and Development (R&D) method with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). This model was chosen because it provides a systematic flow in developing gamification-based poetry writing teaching materials. This type of research is included in development research (R&D) which focuses on creating a product in the form of poetry writing teaching materials using the gamification platform *Jumenly*. The research was conducted at SMA Negeri 81 East Jakarta during one academic semester. The stages of the activities include: (a) preparation (needs identification and instrument development), (b) implementation (implementation of teaching materials and data collection), and (c) evaluation (data analysis and product revision).

The research data consisted of primary data, obtained from students and teachers through questionnaires, interviews, observations, and tests (pre-test and post-test). Secondary data included documents, journals, and supporting records related to language and literature learning. The instruments used included: observation guidelines, to examine the availability and suitability of teaching materials at school; student and teacher needs questionnaires, to identify expectations and preferences related to the teaching materials; validation questionnaires, used by material experts, media experts, teachers, and students to assess the feasibility of the teaching materials; and tests (pre-test and post-test), to measure the improvement of students' poetry writing skills. The data were analyzed using a descriptive quantitative and qualitative approach. The questionnaire results were analyzed using percentages, while the test data (pre-test and post-test) were analyzed using statistical tests (Wilcoxon test) to determine the effectiveness of the teaching materials.

3. Results and Discussion

The research and development of poetry writing teaching materials using gamification media was conducted at SMA Negeri 81 East Jakarta with the aim of improving students' poetry writing skills through a more innovative and interactive

approach. In this study, the development model used was ADDIE, which consists of five main stages: Analysis, Design, Development, Implementation, and Evaluation. Each stage aims to ensure that the developed teaching materials meet students' needs and are effective in enhancing their poetry writing abilities.

Analysis

The needs analysis for poetry writing learning materials for Grade XI students at SMAN 81 East Jakarta was conducted by collecting data through a questionnaire distributed to 90 students in classes XI3, XI4, XI5, and XI6. The questionnaire consisted of 20 items, and the results were compiled in a table summarizing student responses. The analysis showed that students have a very high motivation to learn poetry writing, as seen from their enthusiasm in participating in the lessons (98.7%), desire to achieve learning objectives (98.7%), and active participation in the learning process (97.5%). Additionally, 92.4% of students stated that evaluation questions were available in the poetry writing lessons. Regarding the content and presentation of learning materials, 83% of students considered the materials up-to-date and accustomed to using the internet, but 80.9% felt that the content was still general and limited, and 80% assessed that the examples of poems were not varied and did not match their interests. Nevertheless, 85.1% of students considered the poetry content relevant to daily life, and 77.1% still needed additional references. In terms of presentation, 80.9% of students desired interesting and gamification-based materials, 78.7% preferred persuasive sentences, 74.5% wanted communicative imperative sentences, and 83% considered systematic steps in poetry writing important. Regarding learning resources, 66% of students had additional textbooks, but 61.7% still needed to search for materials online because the school-provided materials were limited. For assessment, 74.5% of students wanted varied evaluation tools to measure their abilities comprehensively, and 63.8% considered final assessments important to determine their mastery. This data indicates the need to develop interactive, communicative, flexible, and technology-based poetry writing materials, accompanied by a comprehensive evaluation system to improve participation and learning outcomes.

In addition to students, a needs analysis was conducted through interviews with Indonesian language teachers at SMAN 81 East Jakarta to determine the current condition of poetry learning materials. Teachers reported that the books used, including those published by the Ministry of Education and Culture and other books relevant to the Merdeka Curriculum, had materials that were not sufficiently detailed and did not fully meet learning needs. For example, the coverage of literary devices was very general, making it difficult for students to understand different types of language used in poetry writing. The learning media used was limited to PowerPoint and lectures, so teachers expressed the need for interactive materials that can increase student motivation and involvement. Students' difficulties also included low reading interest in poetry and challenges in expressing their ideas in writing. Teachers considered that using gamification-based interactive media could enhance learning motivation, although some challenges may arise, such as insufficient group arrangements or limited internet data packages.

The pre-development stage of learning materials showed that SMAN 81 East Jakarta still relied on conventional textbooks and had not implemented interactive learning media. The aspects examined included learning objectives and approaches, material design, and content coverage. Learning objectives were social activity-based and aimed to support communication and social goals, while poetry materials aimed to understand the concept of poetry, analyze its elements, learn steps to write poetry, and create poems considering poetic elements. The design of the learning materials emphasized sequential tasks from easy to difficult, including headings, objectives, material concepts, and assignments. The content focused on basic theories of poetry, its structure, linguistic rules, elements, steps in writing, and sample poems, showing limited innovation and relevance to current developments. Core competencies emphasized religious understanding, honesty, discipline, politeness, care, responsibility, and cognitive skills in analyzing factual, conceptual, procedural, and metacognitive knowledge according to students' curiosity. The learning objectives aimed for students to analyze and write poetry while considering its structural elements. Therefore, the development of learning materials must be contextual, interactive, and aligned with competencies and learning achievement indicators.

The results of the student needs analysis can also be visually presented in a graph to illustrate the distribution of responses across different components, such as motivation, material content, presentation, learning resources, and assessment as shown in Figure 1.

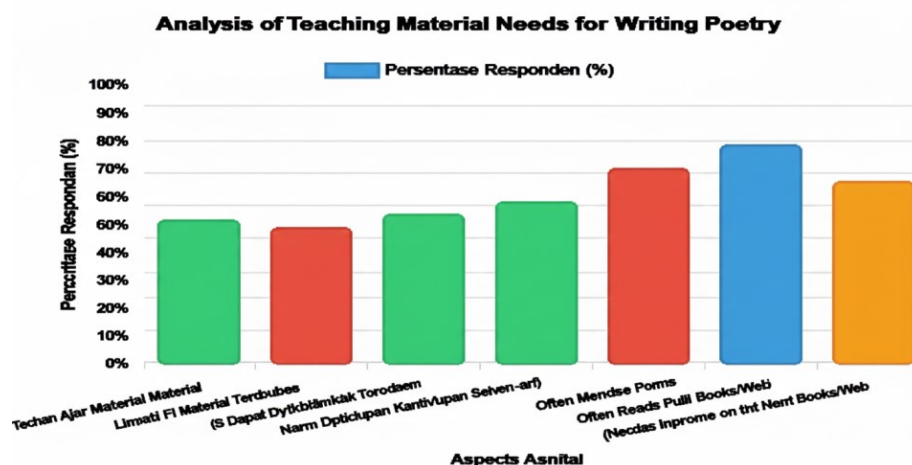


Figure 1. Analysis og Teaching Material Needs for Writing Poetry

From the graph, it is clear that motivation and content relevance received the highest scores, while access to additional references and diversified evaluation tools were slightly lower. This visual representation highlights the priority areas for developing effective and interactive poetry writing materials, which should focus on enhancing engagement, providing varied and relatable content, and offering comprehensive assessment methods to meet student learning needs effectively.

Design

In the second stage of this study, which applies the ADDIE development model, the design phase (Design) was carried out. At this stage, the researcher began to develop the product design in the form of poetry writing learning materials titled “*Daily Activities*”, which were developed based on the preliminary study results. This design phase refers to the definition stage and aligns with the research objective, which is to produce a feasible and effective product for teaching poetry writing to students. The development of the learning materials began on April 25, 2025, and includes three steps: media selection, format selection, and drafting the learning materials.

The first step, media selection, is strategic. Based on teacher needs analysis, the learning materials are expected to utilize technology through gamification-based media. This is aimed at allowing students with different learning speeds to access learning more easily and flexibly, making their classroom engagement more meaningful. This need for learning materials represents an improvement over the previous materials, which were only in text form. The benefits of using gamification media in learning materials include: increasing student engagement by making learning more enjoyable, providing flexible access so that students can learn anytime and anywhere, enhancing learning motivation through game elements such as points, levels, and challenges, supporting interactive learning by allowing students to directly interact with the materials, enabling enjoyable repetition of content to facilitate understanding and memorization, and supporting continuous assessment with immediate feedback.

The draft learning materials are designed as an innovation in poetry writing learning based on gamification media. The goal is to create materials that are feasible, effective, and easily accessible to students with different learning speeds. The drafting process considers school characteristics and student needs, integrating content with gamification media and attractive design to create a supportive learning environment. Components of the gamification-based draft learning materials include: cover/front page, foreword, learning outcomes, language skill elements, learning objectives, assessment plan, student profile, Pancasila student profile, learning modifications for students, KKTP, activity description, material availability, learning strategies, learning steps, poetry text sequences, exercises, scoring rubrics, glossary, and references.

When students access the gamification-based learning materials, they will see the opening page, which requires registration or login using their email. This initial interface is shown in Figure 2, which illustrates the first step students take before engaging in the gamified activities.



Figure 2. Gamification Media Opening Design

Next, students can select the game they will use in poetry writing learning. The main interface of the gamification media is presented in Figure 3, which shows the interactive interface and game instructions. Students are required to answer questions at icons that appear in the game, making the learning process more interactive and participatory.

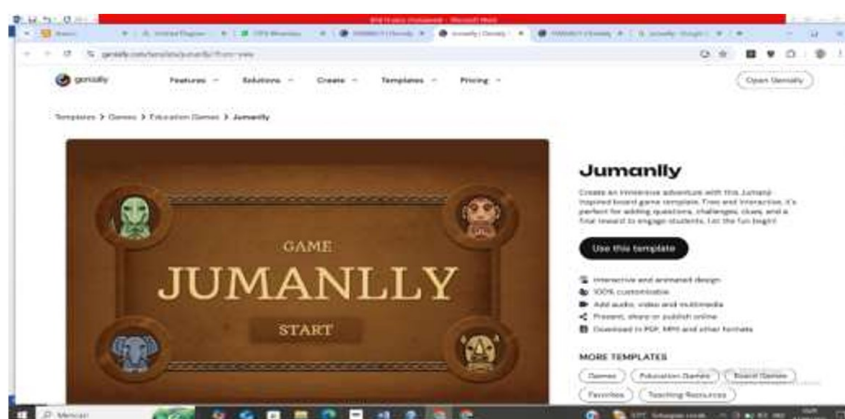


Figure 3. Main Interface of Poetry Writing Game Media

The expected learning outcomes are that students are able to write ideas, thoughts, opinions, and metacognitive knowledge logically, critically, and creatively. Students are also expected to publish their written works in print, electronic, or digital media. With these outcomes, students are expected to be more creative and able to develop their ideas, feelings, and thoughts in the form of poetry. The content of the learning materials is compiled from relevant sources and designed to support student understanding. With gamification media, the learning process becomes more interactive, engaging, and encourages active student participation.

Development

The development of poetry writing teaching materials based on gamification media was carried out to improve students' poetry writing skills and creativity in senior high school. The selection of gamification media took into account the characteristics of high school students, who enjoy a fun learning environment,

games, new experiences, and challenges. The development of this media began with identifying students' needs, referring to the Learning Objective Flow (Alur Tujuan Pembelajaran, ATP), and collecting materials presented in interactive modules, content, and games designed using the Jumenly platform. The gamification-based learning media product can be accessed via smartphones or laptops, allowing students to learn both at school and at home.

The validation stage was conducted by content experts, media experts, and language experts to ensure that the learning media met quality standards in terms of content, presentation, and language. The content validators consisted of Mr. Yandri Firman, S.Pd, and Mrs. Sri Andarusmini, S.Pd, experienced Indonesian language teachers. This validation aimed to assess the alignment of the material with learning objectives, the level of difficulty, the depth of poetry writing content, and the use of communicative and appropriate language for students. Based on the quantitative evaluation by the content experts, the teaching materials obtained an average score of 87.5%, with the content relevance aspect receiving the highest score of 95%, content organization 85%, language usage 90%, material content 80%, and evaluation/exercise items 87.5%. These results indicate that the material presented is relevant to students' needs and supports the achievement of learning objectives.

Furthermore, the validation results from two media experts showed that the developed learning media has very good quality, with a combined average score of 88.9%. The module size and text aspects received the highest scores of 95% and 97.5%, respectively, while the design and layout aspects scored 80% and 83.3%. This indicates that the interactive learning media has a good visual appearance, functional layout, and a module design that adequately facilitates student learning. Validation from two language experts showed a combined average score of 84.5%, with the content feasibility aspect reaching 86.6% and the language and sentence feasibility aspect 82.5%. These results indicate that the language used in the learning media is communicative, easy to understand, and supports students' comprehension of poetry writing material.

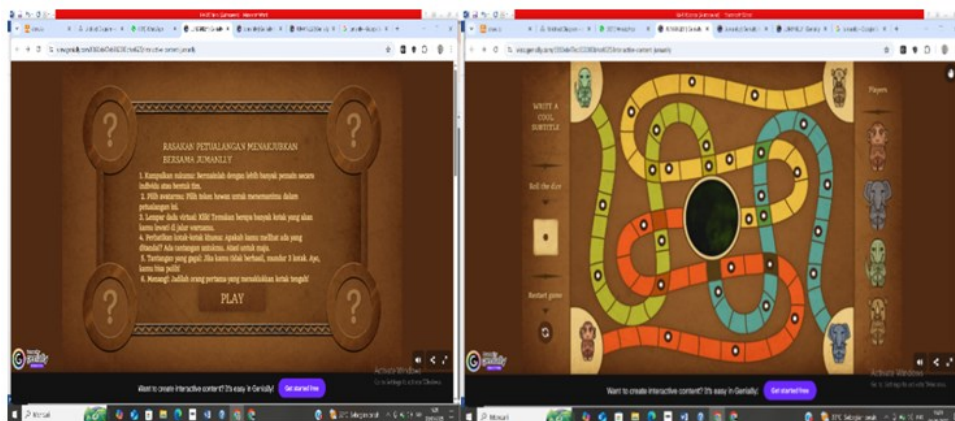


Figure 4. Interactive Game Board Display

Implementation

The learning media was tested in two stages. The first stage was a small-scale trial involving 36 eleventh-grade students at SMA Negeri 81 East Jakarta. The results showed a score of 99.2% with an excellent qualification, indicating that the learning media was easy to use, interactive, and well received by the students. The second stage was a large-scale trial involving 130 eleventh-grade students. The results of the large-scale trial showed a score of 85.5% with a good qualification, demonstrating that the learning media was able to create an enjoyable, clear, and easy-to-understand learning environment, thereby increasing students' motivation in participating in poetry writing lessons.

The implementation of gamified learning media also had a positive impact on students' reading interest. The platform integrates a points system, achievement badges, and tiered writing challenges, motivating students to be more active in writing and reading poetry. In addition, the use of gamification enhances students' critical thinking skills in interpreting the meaning of poems and boosts their confidence in expressing ideas and feelings through writing. The role of the teacher is crucial in supporting the implementation of gamified learning media. Teachers act as facilitators and mentors, guiding students in using the platform, providing constructive feedback, and bridging achievements in gamification with tangible improvements in writing skills. Teacher training covers technical aspects of platform use, pedagogical strategies for technology integration, and analysis of digital learning data for appropriate interventions.

Nevertheless, the implementation of gamified learning media faces several challenges, including limited internet access, resistance to new technology, and curriculum adaptation. Strategies to overcome these challenges include intensive teacher training, providing devices for students, developing content that can be used offline, and hybrid learning that combines digital and conventional methods. Overall, the development of gamified poetry writing learning materials has shown high effectiveness in improving students' writing skills, creativity, and reading interest. This media is suitable for use in the learning process because it is interactive and supports the achievement of learning objectives optimally.

Evaluation

The evaluation stage was conducted by measuring the effectiveness of the teaching materials through pre-tests and post-tests. The collected data were analyzed to determine the improvement in students' poetry writing and creative thinking skills. This evaluation also included feedback from both students and teachers to support further refinement of the materials. Based on the needs analysis of the students, it was found that most of them required more engaging and interactive learning materials. A total of 80.9% of students stated that they needed materials with a visually appealing design, while 77.1% indicated that they did not experience difficulty accessing gamification-based materials. Therefore, the developed teaching materials adopted a more attractive design and utilized gamification

elements to increase student engagement in the learning process. In addition, the teacher needs analysis revealed that teachers at SMA Negeri 81 East Jakarta required more interactive teaching materials that could enhance students' motivation to write poetry. Although the use of gamification media can boost student engagement, several challenges may arise, such as limited internet access and the need for group-based learning. However, studies by Sari (2023) and Putra (2023) indicated that the use of technology-based learning materials and flexible instructional approaches can significantly improve students' motivation and writing skills.

Based on the results of the research and development process, the poetry writing teaching materials using gamification media at SMA Negeri 81 East Jakarta are expected to address students' difficulties, such as word choice and imagery creation in poetry, and to enhance their interest and ability to write poetry creatively. The research and development of poetry writing teaching materials with gamification media demonstrated that the use of gamification-based technology can effectively improve students' poetry writing skills and creative thinking at SMA Negeri 81 East Jakarta. The development model applied was the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. These stages successfully produced relevant, interactive teaching materials aligned with both student and teacher needs. Validation results from material, media, and language experts showed a high level of feasibility, with an average score of 87.5%. The materials were aligned with the learning objectives, relevant to student needs, and presented using clear and effective language. The design and organization aspects of the materials were also rated positively by the validators, although further refinement remains possible.

Limited and extensive trials showed that this teaching material is effective in improving students' poetry writing skills. The use of the Jumanly gamification medium provided an enjoyable and engaging learning experience, encouraging students to participate more actively in the learning process. In addition, gamification successfully increased students' reading interest, with reading frequency rising by 45% and the number of poems read increasing by 60%. The teacher's role in supporting the implementation of gamification-based teaching materials is crucial. Teachers act as facilitators who guide students in using the digital platform, provide constructive feedback, and ensure that the gamification elements are applied effectively to achieve learning objectives. A comprehensive training program for teachers is also a key factor in the successful use of gamified media. Nevertheless, there are challenges in implementation, such as limited internet access and resistance to new technologies. Proposed solutions include providing adequate devices, improving technological infrastructure in schools, and developing gamification content that can function offline. Overall, the development of poetry writing teaching materials through gamification media has a positive impact on students' writing skills and creativity. It can also be more broadly adapted in various educational contexts to enhance literacy and students' overall reading interest.

This study successfully developed and tested a gamification-based learning medium to improve students' poetry writing skills at SMA Negeri 81 East Jakarta. By using the Jumenly gamification application, the poetry writing learning process became more interactive, enjoyable, and effective, while also stimulating students' creativity and critical thinking skills. The medium was designed to be easily accessible through smartphones or laptops, ensuring better accessibility both at school and at home. The development process of this medium followed the stages of the ADDIE model, which include analysis, design, development, implementation, and evaluation. The results from each stage showed that this gamification-based learning medium is highly relevant to students' needs, effective in improving poetry writing skills, and provides a fun and challenging learning experience. Evaluation results from material, media, and language experts indicated that the product has met the eligibility standards and is suitable for use with an excellent qualification.

The trials conducted in two stages, namely small group and large group tests, showed that this medium is highly practical and effective. The results indicated an improvement in students' poetry writing skills as well as their creative thinking. Students felt more interested and motivated to learn poetry writing thanks to the integrated gamification elements within the learning material, such as level-based challenges, a reward system, and an automatic feedback feature. However, despite the positive results, several challenges need to be addressed, such as limited internet access in some areas and difficulties in adapting to the use of digital applications. Nevertheless, overall, the use of this gamification medium can serve as an innovative solution in Indonesian language learning at the high school level and has the potential to be implemented in other schools with certain adjustments.

Supporting factors such as the availability of devices and internet access are key to the successful implementation of this learning medium. Research limitations, such as being conducted only at one school and not yet measuring long term impacts, should be considered for future studies to generalize these findings more broadly. Overall, the development of this gamification based learning medium has successfully created a fun, interactive, and effective learning experience while enhancing students' poetry writing skills and creativity. This study makes a significant contribution to the development of more innovative teaching methods that align with current technological advancements.

4. Conclusion

Based on the results of the research and development of poetry writing teaching materials using the Jumenly gamification platform at SMA Negeri 81 East Jakarta, it can be concluded that the use of gamification media has proven effective in improving students' poetry writing skills and creative thinking. This study revealed that conventional poetry writing instruction faces significant challenges, such as difficulties in selecting appropriate diction and creating strong imagery. Although students show high interest in learning poetry, they need more interactive and

innovative teaching materials. Teachers also expressed that conventional teaching materials are limited, making the learning process monotonous and less effective. The ADDIE model used in the development of these teaching materials proved to be effective from the analysis stage to the evaluation stage. In the design phase, the Jumenly gamification media was integrated with poetry learning materials, leading to an improvement in students' writing skills and creative thinking. Validation by material, media, and language experts showed that the teaching materials are highly valid and aligned with learning objectives, with significant improvements in design, material organization, and the use of easily understandable language.

The implementation of this gamification-based learning medium demonstrated a significant positive impact on students' learning interest and motivation. The enhancement of poetry writing skills and creative thinking was evident through progress in selecting appropriate diction, creating strong imagery, and developing a deeper understanding of the structure and elements of poetry. In addition, positive responses from students and teachers indicated that this medium not only increased student engagement but was also effective in supporting a more enjoyable and innovative learning process. The main advantages of using the Jumenly platform are its high level of interactivity, reward system that enhances motivation, and flexible access that allows students to learn independently outside classroom hours. Continuous feedback provided through the platform also enables students to improve their skills in real time, supporting their growth throughout the learning process. Overall, this study shows that the use of the Jumenly-based gamification medium is highly effective in enhancing students' poetry writing skills, stimulating creativity, and creating a more engaging and meaningful learning experience. This medium can serve as an innovative solution to improve the quality of Indonesian language learning at the high school level by providing an interactive learning experience that aligns with current technological developments.

References

- Anggraini, Divana Leli, et al. "Peran guru dalam mengembangkan kurikulum merdeka." *Jurnal Ilmu Pendidikan Dan Sosial*, 1.3 (2022): 290-298.
- Astuti, A., Waluya, S. B., & Asikin, M. (2019). Strategi pembelajaran dalam menghadapi tantangan era revolusi industri 4.0. In *Prosiding Seminar Nasional Pascasarjana* (Vol. 2, No. 1, pp. 469-473).
- AUNILLAH, E. I. (2022). *Guru Mahir Menulis Kreatif: Teknik Mudah dan Praktis Penulisan Cerpen, Novel, dan Puisi untuk Guru*. Araska Publisher.
- Effendi, R. M. (2022). Pengaruh Model Pembelajaran Kooperatif Tipe Jigsaw Terhadap Kemampuan Menganalisis Dan Menulis Puisi Dengan Memperhatikan Unsur Pembangunnya (Eksperimen Pada Peserta Didik Kelas X SMA Negeri 1 Tasikmalaya Tahun Ajaran 2021/2022) (Doctoral dissertation, Universitas Siliwangi).
- Fatharani, W., Ariani, D., & Utomo, E. (2022). Pengembangan Media Pembelajaran Gamifikasi Materi Tata Surya Kelas VI Sekolah Dasar. *Jurnal Pembelajaran Inovatif*, 5(2), 25-34.
-

- Handani, S. W., Suyanto, M., & Sofyan, A. F. (2016). Penerapan konsep gamifikasi pada e-learning untuk pembelajaran animasi 3 dimensi. *Telematika*, 9(1).
- Haryani, Hendriyati, Syahrul MuArif Wahid, and Anandha Fitriani. "Analisa peluang penerapan teknologi blockchain dan gamifikasi pada pendidikan." *Jurnal MENTARI: Manajemen, Pendidikan dan Teknologi Informasi*, 1(2) (2023): 163-174.
- Jusuf, Heni. "Penggunaan gamifikasi dalam proses pembelajaran." *Jurnal TICom*, 5(1) (2016): 1-6.
- Kadiyo, K. (2023). Manajemen Pendidikan Di Era Revolusi Industri 4.0. *Jurnal Tahsinia*, 4(2), 362-375.
- Kosasih, E. (2012). *Dasar-Dasar Keterampilan Bersastra*. Bandung: Yrama Widya.
- Maryani, Ika, Enung Hasanah, and M. Pd I. Suyatno. "Pendukung Pembelajaran Berdiferensiasi pada Kurikulum Merdeka."
- Mursid, R., & Erma Yulia. "Pengembangan pembelajaran dalam teknologi pendidikan di era RI 4.0." (2019): 511-522.
- Mustari, Muhammad, et al. *Pengantar Teknologi Pendidikan*. Yayasan Tri Edukasi Ilmiah, 2024.
- Pratomo, A., & Irawan, A. (2015). Pengembangan media pembelajaran interaktif berbasis web menggunakan metode Hannafin dan Peck. *Positif: Jurnal Sistem Dan Teknologi Informasi*, 1(1).
- Pradopo, Rachmat Djoko. (2014). *Pengkajian Puisi*. Yogyakarta: Gadjah Mada University Press.
- Prawiyogi, A. G., Sadih, T. L., Purwanugraha, A., & Elisa, P. N. (2021). Penggunaan media big book untuk menumbuhkan minat membaca di sekolah dasar. *Jurnal Basicedu*, 5(1), 446-452.
- Sigalingging, Ropin. *Guru Penggerak dalam Paradigma Pembelajaran Kurikulum Merdeka*. TATA AKBAR, 2022.
- Tarigan, Henry. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Wangi, Nisaul Barokati Seliro, et al. "Buku Pembelajaran Daring Berbasis Gamifikasi."
- Wijaya, M. Syirojudin A'malina. "Media Video Emotif Sebagai Sarana Pendidikan Karakter Melalui Pembelajaran Puisi." *FKIP E-Proceeding* (2017): 735-742.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). Dari elemen desain permainan menuju permainan: mendefinisikan "gamifikasi". *Proceedings of the 2011 annual ACM conference on human factors in computing systems*, 9-15.
- Gee, J. P. (2020). *Cara melakukan analisis wacana: Sebuah toolkit*. Routledge.
- Hendri, M. (2023). Pengembangan media pembelajaran berbasis gamifikasi dalam meningkatkan kemampuan menulis puisi. *Jurnal Pendidikan dan Pembelajaran*, 8(1), 45-60.
- Kapp, K. M. (2012). *Gamifikasi pembelajaran dan instruksi: Metode dan strategi berbasis permainan untuk pelatihan dan pendidikan*. Wiley.
- Nurhikmah, L. (2020). Desain media pembelajaran yang menarik dan efektif untuk meningkatkan motivasi belajar. *Jurnal Teknologi Pendidikan*, 6(3), 107-115.
-

- Posdas, A. (2021). Evaluasi pembelajaran menggunakan metode gamifikasi untuk meningkatkan hasil belajar siswa. *Jurnal Pendidikan Teknologi dan Kejuruan*, 9(2), 143-158.
- Sari, D., Wijayanti, P., & Pratama, A. (2024). Studi analisis kebutuhan bahan ajar dalam pembelajaran menulis puisi di SMA. *Jurnal Pendidikan dan Penelitian*, 11(4), 77-89.
- Putra, A. D., & Fitriawan, H. (2023). Pengaruh bahan ajar digital berbasis gamifikasi terhadap peningkatan kreativitas siswa. *Jurnal Pendidikan Digital*, 14(2), 63-74.

How to cite this article:

Sihombing, Y. K., Murtadho, F., & Ansoriyah, S. (2026). Development of Poetry Writing Teaching Materials Using Gamification Media at SMA Negeri 81 East Jakarta. *Journal of Educational Sciences*, 10(1), 370-385.
