

THE PROCESS OF IMPLEMENTING THE DISCOVERY LEARNING MODEL ASSISTED BY DICTION IN INSTAGRAM POSTS TO ENHANCE AND SKILLS IN WRITING POETRY

Dinda Luciana¹, Wikanengsih²

¹Ruang Guru, ²IKIP Siliwangi
lucianadinda86@gmail.com, wikanengsih@ikipsiliwangi.ac.id

ABSTRACT

Researchers identified problems in learning to write poetry. The existence of teachers who still teach in a teacher-oriented style, the existence of students who still have difficulty in pouring ideas in writing poetry, the existence of students who still have difficulty in choosing the right diction, and the lack of interest of students in learning Indonesian, especially writing poetry are the sources of ideas in this study. Diction-assisted discovery learning on Instagram posts can be used as a tool to overcome some of these problems. This study aims to determine the process of applying the diction-assisted discovery learning learning model on Instagram posts in increasing students' interest and poetry writing skills during learning. The method used in this study is qualitative descriptive. The instruments used were observation sheets and documentation. The population taken in this study is grade VIII students of Cimindi Adventist Junior High School. In this study, the average result of the teacher's observation result was 92.35% and the student's observation result was 92.3%, which showed very good results.

Keywords: *Discovery Learning Learning Model, Diction, Instagram, Writing Poetry*

ABSTRAK

Peneliti mengidentifikasi adanya permasalahan dalam pembelajaran menulis puisi. Adanya guru yang masih mengajar dengan gaya *teacher oriented*, adanya peserta didik yang masih kesulitan dalam menuangkan ide-ide dalam menulis puisi, adanya peserta didik yang masih kesulitan dalam memilih diksi yang tepat, dan kurangnya minat peserta didik dalam pembelajaran Bahasa Indonesia khususnya menulis puisi adalah sumber gagasan dalam penelitian ini. Pembelajaran *discovery learning* berbantuan diksi pada postingan Instagram dapat dijadikan sebagai alat untuk mengatasi beberapa permasalahan tersebut. Penelitian ini bertujuan untuk mengetahui proses penerapan model pembelajaran *discovery learning* berbantuan diksi pada postingan Instagram dalam meningkatkan minat dan keterampilan menulis puisi peserta didik selama pembelajaran berlangsung. Metode yang digunakan pada penelitian ini adalah deskriptif kualitatif. Pengumpulan data melalui observasi dan dokumentasi. Populasi yang diambil dalam penelitian ini adalah siswa kelas VIII Sekolah Menengah Pertama Advent Cimindi. Dalam penelitian ini hasil rata-rata persentase hasil observasi guru sebesar 92,35% dan hasil observasi peserta didik sebesar 92,3%, keduanya menunjukkan hasil yang sangat baik.

Kata Kunci: *Model Pembelajaran Discovery Learning, Diksi, Instagram, Menulis Puisi*

INTRODUCTION

Learning is an educational activity in schools that serves to support the growth and development of students toward positive directions. According to Aprida Pane (2017, 334), learning is an interaction process between students and educators, which includes learning materials, delivery methods, learning strategies, and learning resources within a learning environment. Muh. Sain Hanafy (2014, 74) states that learning is the educator's effort to

facilitate the process of acquiring knowledge, mastering skills, and forming attitudes and beliefs in students. Meanwhile, according to Ramdani et al. (2023), learning is carried out with the aim of bringing about improvements in cognitive, affective, and psychomotor aspects.

In the learning process, many models are used by educators to achieve their learning objectives. One of these models is discovery learning. The discovery learning model is used to encourage students to be more active in finding new things. According to Cintia (2018, 71), the discovery learning model is used to require students to be more active during the learning process and is expected to lead them to discover new concepts. This is in line with what Sani (Salmi, 2019: 2) stated, that discovery learning is a model where students independently find concepts through a series of data obtained from experiments or observations. Furthermore, according to Siti Khasinah (2021: 404), through this model, students actively participate rather than passively receiving knowledge.

Thus, it can be concluded that through discovery learning, the learning conditions of passive students can become active and creative. Moreover, the learning process, which was initially teacher-centered, will shift to being student-centered (Hendriana, 2015). The steps or syntax of discovery learning according to the Ministry of Education and Culture (Kemendikbud, 2013) are as follows: 1. Stimulation, 2. Problem Statement (Problem Identification), 3. Data Collection, 4. Data Processing, 5. Verification, and 6. Generalization (Drawing Conclusions).

In Indonesian language learning, just like in other subjects, the goals remain the same, namely to acquire knowledge, skills, creativity, and good attitudes. Language skills cover four aspects: listening skills, speaking skills, reading skills, and writing skills. These four aspects must be mastered if one wishes to achieve proficiency in a language, especially the Indonesian language.

Learning Indonesian is not only about studying the language itself but also about studying literature. A person's activities in expressing ideas in written language influence how they act in life; therefore, choosing good and appropriate words must be done carefully. (Wikanengsih, 2013) One of the literary activities in Indonesian language learning is writing poetry. Writing means conveying ideas or thoughts in the form of writing. There are several types of writing skills activities, and one of them is writing poetry.

According to Hartati et al. (2024, 395), poetry is a form of literary work that is rich in meaning. According to Nursalim (2018, 49), poetry is a recording and interpretation of experiences. Writing poetry means expressing a life experience into language that fulfills the aesthetic requirements of poetry. Furthermore, according to Salam (2023, 103-104), writing poetry is a productive and creative activity. This activity is carried out through a process known as the creative process. Writing poetry offers many benefits for students. Through poetry, students can express themselves and develop their sensitivity and linguistic richness. Meanwhile, according to Andriani et al. (2014, 2), teaching poetry writing is a form of teaching literary expression. It is a learning process that guides students to be able to convey their ideas or thoughts in the form of poetry.

The lesson of writing poetry is used as a medium for expressing thoughts and feelings. Writing poetry is one of the language skills that eighth-grade junior high school (SMP) students are expected to master. In Core Competency 4.8 (KD 4.8), students are required to present ideas, feelings, and opinions in the form of written or oral poetry texts while paying attention to the essential elements of poetry. Based on this core competency, it can be concluded that students are expected to be able to write poetry.

Poetry writing lessons can be used to train students' creativity in expressing their thoughts; writing poetry can also serve as a means to preserve culture, offer social criticism, and educate. Considering the many benefits that students can gain from poetry writing lessons, these lessons should ideally be ones that students are interested in. However, in reality, many students still tend to avoid poetry writing lessons. Poetry writing holds an important role in education, as it allows students to sharpen their reasoning skills.

In schools, the implementation of poetry writing lessons often appears to be less than successful. This lack of success is evident when students struggle to write poetry, being unable to determine a theme or identify what elements they want to include. Sometimes, even when they do write, they tend to repeat the same words. Students find it difficult to choose the right words for their work, and when they do write, their choice of diction often still strictly adheres to linguistic rules, making the results seem unnatural. All this stems from their lack of interest in writing activities, particularly in the Indonesian language lessons, especially in writing poetry.

Students who have an interest in writing poetry cannot rely solely on learning the language and theories behind poetry writing. Developing poetry writing skills is a process that

requires a lot of practice or good exercises, or by reading the works of others. Therefore, students' ability to write poetry is also very important during lessons. Eighth-grade students today are estimated to have been born between 2007 and 2009. It is recorded that the zillennial (Generation Z) cohort includes those born between 1997 and 2012. It can be concluded that this year's eighth-grade students belong to the zillennial generation, a generation that grew up with iPhones or other smart devices, and are thus referred to as the "net generation" or "internet generation." According to McKinsey (as cited by Galih Sakitri), Gen Z is identified as "the communaholic," a generation that is highly inclusive and interested in engaging with various communities by utilizing advanced technology to expand the benefits they seek. Gen Z is also referred to as "the realistic" generation, which tends to make more realistic decisions, including in enjoying independence in the learning process and in seeking information.

According to a survey conducted by Harris Poll (as cited by Galih Sakitri), 63% of Gen Z are interested in creating something creative every day. This creativity is often expressed through social media, thus they are called the digital generation. According to Tongkotow Liedfray et al. (2022, 2), social media is an online platform where users can easily participate actively, share, and create content within social networks.

One type of social media is photo-sharing applications. These apps are very popular among the Indonesian public. Based on their nature, these applications often spread social communication content that tends to be more casual and less serious. The material shared typically aligns with the character of these apps. Some popular social media applications in Indonesia include Pinterest, Picasa, Flickr, and Instagram.

Instagram comes from the word "insta," which means "instant," similar to on-site learning (instructional) (Sari, 2017). Instagram is a social media platform that has been widely used, with the majority of its users aged between 18 and 34 years old, including today's educated youth. Through Instagram, they can express themselves by uploading daily photos, making them considered active users.

Among the many interesting posts on Instagram, there is an account called @setjangkir.kopi. This account presents photos or images accompanied by beautiful expressions and thoughts from a literary figure. For example: "The best you can do is to place solitude in the finest corner of your heart, a corner with enough light and fresh airflow, a well-

maintained solitude that lasts long and can sometimes be relied upon." This account stands out from others because not all Instagram users post poetic words or expressions of their thoughts.

When related to students' poetry writing learning, students can access these posts as a medium to seek inspiration and analyze the diction used by the writers. This way, when students are later assigned to write poetry, they are expected to use a wider variety of vocabulary than before. As stated by Klein et al. (Mustika & Lestari, 2017), individuals who can write well tend to have good reading skills, and conversely, individuals with good reading skills tend to become good writers. Furthermore, learning that uses more engaging media will naturally increase students' interest. In addition, students who perceive Instagram as easy to use and useful tend to show relatively higher learning motivation. (Gonzales-Mohino et al., 2024)

A study has proven the effectiveness of applying the discovery learning model in improving poetry writing skills, as presented by Haifa Amalia Sholiha and Nur Amalia, students of the Indonesian Language and Literature Education Program at Universitas Muhammadiyah Hamka (2021). This study implemented the discovery learning method to enhance the poetry writing skills of Grade X students, and the results indicated that discovery learning is a method that allows students to develop rapidly at their own pace and to direct their own learning by independently engaging their intellect and motivation.

Based on this background, the author intends to conduct a study entitled *The Process of Applying Discovery Learning Assisted by Diction in Instagram Posts to Improve Junior High School Students' Interest and Skills in Writing Poetry*.

METHOD

The method used in this research is descriptive qualitative, which involves describing the findings obtained during the observation process. The research was conducted at SMP Advent Cimindi Bandung, located at Jl. Cimindi No.74, Bandung City. The population in this study consisted of eighth-grade students, totaling 30 learners. This research was carried out during the even semester of the 2024/2025 academic year. The instruments used were observation sheets and documentation. The observation sheets included forms for both teachers and students. Meanwhile, documentation was carried out by taking photographs during the learning process. Data processing was conducted using formulas and interpreted through a scale-based assessment index.

RESULT AND DISCUSSION

Result

The results of this research are all the data collected during the research process. These data were obtained from observations regarding the implementation of the discovery learning model assisted by diction on Instagram posts to enhance the interest and poetry writing skills of junior high school students. Poetry writing learning using the discovery learning model assisted by diction on Instagram posts was conducted in two meetings. There was one observer who monitored the entire learning process. The analysis of the learning process for each meeting is outlined as follows:

Table 1. Results of the Percentage of Observation Data for Students and Teacher

No of Meeting	Score Obtained	Maximum Score	Percentage	Average
Observation of Learners				
1	71	80	88,8%	92,3%
2	69	72	95,8%	
Teacher Observation				
1	18	20	90%	92,35%
2	18	19	94,7%	

Based on the teacher's observation of the learning process during the first meeting, the result showed 90%. There were two learning scenarios that were not implemented by the researcher, namely asking students about their readiness for learning and giving participation points during the lesson. However, overall, the scenarios outlined in the lesson plan (RPP) were carried out very well. Meanwhile, the teacher's observation on the second meeting showed a result of 94.7%, meaning that the learning scenarios described in the RPP were implemented excellently. One step in the process that was not carried out during the lesson was giving participation points to the students who were active during the lesson. The reason why this step could not be implemented was that the researcher gave appreciation to all students who participated well in the lesson. However, the average result was 92.35%, indicating that the learning scenarios outlined in the RPP for both the first and second meetings were implemented excellently.

Meanwhile, the results of the student observation sheet from the first meeting showed a result of 88.8%, meaning that the students were active, and the collaboration between the teacher and students also ran very well. Although, similar to the teacher observation, there were two scenarios in the learning process that were not implemented because the researcher also did not carry them out. The results from the second student observation sheet showed a result of 95.8%, meaning that the learning process in the second meeting overall ran effectively. The students showed good enthusiasm for the lesson, and communication was established in a two-way manner. Overall, the results of the student observations had an average percentage of 92.3%, which means that during the learning process, the students participated very well.

Discussion

The learning of poetry writing using the discovery learning model assisted by diction in Instagram posts was conducted in two meetings and two tests. The tests included a knowledge test and a skills test. The knowledge test used a pretest technique, which was conducted before the students received treatment, and a posttest was carried out after the treatment. The knowledge test was administered by providing students with a task sheet in the form of multiple-choice questions, while the skills test was conducted by assigning students the task of writing a poem. There was one observer, namely the Indonesian Language teacher for Grade VIII at SMP Advent Cimindi, who observed the entire learning process. The description of the learning process for each meeting is outlined as follows:

Description of the Learning Process for the First Meeting

The first meeting was held on Thursday, May 16, 2024. It started at 08:50 and ended at 10:30 WIB, with a 20-minute break in between. In the first meeting, the students were given a pretest first, and afterward, they received a treatment on writing poetry using the discovery learning model assisted by diction in an Instagram post. The process and description of the first meeting are outlined as follows:

1. Preliminary Activity

The preliminary activity lasts for 10 minutes. The teacher begins the lesson with a greeting, followed by a prayer, stating the learning objectives, achievement indicators, and the lesson material. The focus of this preliminary activity is to build students' knowledge about the

learning goals to be achieved. Therefore, the teacher asks questions related to definitions before the lesson begins.

2. Core Activity

The core activity lasts for 65 minutes. Initially, the teacher conducts a pretest to assess students' prior knowledge of the lesson to be taught. After completing the pretest, the students are given treatment using the discovery learning model supported by diction from Instagram posts. The lesson then begins, and students are asked to observe the poems on Instagram using their own devices. Students start observing the diction in the poem they read from the account @setjangkir.kopi. The students are then grouped based on their seating arrangements. The teacher guides the discussion on the diction used in the poem observed. Afterward, the students engage in a discussion with their peers. They gather information about the diction used in several posts from the account. The teacher asks the students to categorize the diction into denotation and connotation. The students continue their discussion with their peers until they find the answers. Both students and the teacher present their findings together in front of the class.

3. Closing Activity

The closing activity lasts for 5 minutes. The teacher and students review the lesson that has been conducted. The teacher also instructs the students to write a poem using the diction they have read in several Instagram posts. The teacher closes the lesson with a prayer and a farewell greeting.

Description of Learning Process for the Second Meeting

The second meeting was held on Friday, May 24, 2024, from 10:30 AM to 11:50 AM WIB. In this second meeting, the students were required to write a poem again, applying the lessons that had been taught by the researcher. At the end of the lesson, the students were given a posttest. The posttest data collection was conducted after the students had received all the treatments on writing poetry using the discovery learning model assisted by diction on Instagram posts. The process and description of the second meeting are outlined as follows:

1. Preliminary Activity

The preliminary activity lasts for 10 minutes. The teacher begins the lesson with a greeting, followed by a prayer, stating the learning objectives, achievement indicators, and the learning

material. The focus of this preliminary activity is to build students' understanding of the learning goals to be achieved. Therefore, the teacher asks questions related to the definitions before the lesson begins.

2. Core Activity

The core activity lasts for 65 minutes. The first step is for the teacher to instruct students to revisit the poems on Instagram on their own devices. Students begin to observe the diction in the poem they read on the account *setjangkir kopi*. Based on the diction they have learned previously, students then create their own poems using their creativity while paying attention to the poem's elements. The teacher guides the development and presentation of the poems throughout the process. The activity ends with the post-test.

3. Closing Activity

The closing activity lasts for 5 minutes. The teacher and students review the lesson that has been carried out. The teacher concludes the lesson with a prayer and a farewell greeting.

According to the research findings on the implementation of the discovery learning model assisted by diction on Instagram posts in enhancing the interest and skills in poetry writing of junior high school students, which was conducted over two meetings using direct observations of both teachers and students in the classroom, both showed excellent results. It was evident that the discovery learning model could encourage students to actively participate in every stage of the learning process. This was reflected in their interactions with the material provided and the discussions they held, both with classmates and with the teacher. Additionally, the use of Instagram as a learning medium was able to foster active engagement by providing space for students to explore diction further.

Moreover, during the learning process, interactions among students began to increase. Students exchanged feedback on the diction choices used and showed appreciation for each other's works. The use of the Instagram social media platform as part of the learning process was a smart choice because it allowed students to learn to collaborate, share ideas, and develop better communication skills. This opinion is supported by the research of Wahyuni (2022: 599), which states that the use of Instagram as a medium for poetry writing has a positive impact on students. The Instagram application can help students improve their poetry writing skills.

Although it has many positive aspects, there are also several challenges faced in the implementation of this method. Some students encounter difficulties in understanding the concept of diction, which is too difficult to grasp, leading them to choose simpler words. The

limited time given is also too short, resulting in less-than-optimal outcomes. Additionally, not all students have easy access to Instagram, especially those who face technical limitations in terms of devices or internet connection.

There is also a time management challenge, where some students need more time to complete their poetry assignments. This challenge indicates that the implementation of the discovery learning model requires additional support, both in terms of enriching material to understand more complex diction and providing adequate technological access for all students. Teachers need to prepare alternative solutions for students who encounter obstacles, such as providing additional time at school to access social media or offering individual guidance for students who face difficulties.

It can be concluded that this method provides an opportunity for students to actively engage in the creative process, while also strengthening social skills through interactions with their peers. The challenges that arise can be overcome with further adjustments, particularly in terms of access to technology and a deeper understanding of diction concepts. Instagram, as a social media platform that is very familiar to students, has proven to be able to motivate them to produce better works in poetry writing skills.

However, to maximize the potential of this learning model, teachers need to provide intensive guidance, which requires more time. This is because the discovery learning model assisted by diction on Instagram posts has good potential to improve students' interest and poetry writing skills. Since Instagram is a digital platform favored by students, it can provide tangible benefits for learning. (Wahyuni, 2022) However, its success depends on the support from teachers, schools, and a conducive learning environment.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the process of implementing the discovery learning model assisted by diction through Instagram posts in enhancing the interest and poetry writing skills of Grade VIII students at Cimindi Bandung Advent Junior High School, using direct observation of both teachers and students in the classroom, showed very good results. This is evident from the average percentage results of student observations, which reached 92.3%, indicating a very good outcome. Likewise, the

average percentage result of teacher observations was 92.35%, also indicating a very good outcome.

REFERENCES

- Andriani, E.K. dkk.. (2014). Peningkatan keterampilan menulis puisi melalui metode copy the master dengan bantuan VCD berbasis pendidikan karakter. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*. 3(1). 1-6.
- Cintia, N.I. dkk.. (2018). Penerapan model pembelajaran discovery learning untuk meningkatkan kemampuan berpikir kreatif dan hasil belajar peserta didik. *PERSPEKTIF Ilmu Pendidikan*. 1(32). 69-77
- Hanafy, M.S. (2014). Konsep belajar dan pembelajaran. *Lentera Pendidikan*, 1(17). 66-79.
- Hartati, D. dkk.. (2024). Analisis puisi “Aku” karya chairil anwar menggunakan pendekatan semiotik. *IJEDR: Indonesian Journal of Education and Development Research*. 1(2).395-402.
- Hendriana, H. (2015). Mengembangkan kemampuan komunikasi dan disposisi matematik siswa SMP melalui *discovery learning*. *Edusentris: Jurnal Ilmu Pendidikan dan Pengajaran*. 3(2). 241-252.
- Kementerian Pendidikan dan Kebudayaan, Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjaminan Mutu. (2013). *Pendidikan tentang Model Pembelajaran Penemuan (Discovery Learning)*. Jakarta: Kementerian Pendidikan Nasional.
- Khasinah, S. (2021). Discovery learning: definisi, sintaksis, keunggulan dan kelemahan. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 3(11).402-413.
- Liedfray, T. dkk.. (2022). Peran media sosial dalam mempererat interaksi antar keluarga di desa Esandom kecamatan Tombatu Timur kabupaten Minahasa Tenggara. *Jurnal Ilmiah Society*. 1(2). 1-13.
- Mohino, M.G. dkk.. (2024). Maximing student satisfaction in education: instagram’s role in motivation, communication, and participation. *The International Journal of Management Education*. 3(22).
- Mustika, I & Riana, D.L. (2017). Hubungan minat baca dan kebiasaan membaca karya sastra terhadap kemampuan menulis puisi. *Semantik: Jurnal Ilmiah Program Studi Pendidikan Bahasa dan Sastra Indonesia*. 2(5). 15-31.
- Nursalim. (2018). Simbolisasi puisi padamu jua karya amir hamzah dari kajian semiotik. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(3).49-52.
- Pane, A & Muhammad D.D. (2017). Belajar dan pembelajaran. *Jurnal Kajian Ilmu-ilmu Keislaman*. 2(03). 333-352.

- Ramdani, N.G, dkk.. (2023). Definisi dan teori pendekatan, strategi, dan metode pembelajaran. *Indonesian Journal of Elementary Education and Teaching Innovation*. 1(2). 20-31.
- Sakitri, G. (Ttn). Selamat datang gen Z, sang penggerak inovasi! *Journal Prasetya Mulya*. 1-10.
- Salam. (2023). Pembelajaran menulis puisi dengan metode michael riffaterre. *Didaktika: Jurnal Kependidikan*, 2(12). 103-114.
- Salmi. (2019). Penerapan model pembelajaran discovery learning dalam meningkatkan hasil belajar ekonomi peserta didik kelas XII IPS 2 SMA Negeri 13 Palembang. *Jurnal Provit*, 1(6). 1-16
- Sari, M.P. (2017). Fenomena penggunaan media sosial instagram sebagai komunikasi pembelajaran agama Islam oleh mahasiswa FISIP Universitas Riau. *JOM FISIP*. 2(4). 1-13.
- Sholiha, H.A. & Nur, A. (2021). Penerapan metode *discovery learning* untuk meningkatkan keterampilan menulis puisi. *Edudikara: Jurnal Pendidikan dan Pembelajaran*, 3(6). 158-162.
- Umroh, T.W.H. (2022). Pemanfaatan Aplikasi Instagram sebagai Media Pembelajaran Menulis Puisi. *PROSIDING Senada (Seminar Nasional Daring)*. 1(2). 595-600.
- Wikanengsih. (2013). Model pembelajaran neurolinguistik programing berorientasi karakter bagi peningkatan kemampuan menulis siswa SMP. *Jurnal Ilmu Pendidikan*, 2(19). 177-186.