

Development of Digital Learning Media Pantun Melayu For High School Students to Improve The Competence of Literary Appreciation

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Abstract: This article discusses the development of Digital Learning media based on Malay rhymes for high school students (SMA) with the aim of improving the competence of literary appreciation. The research was conducted using research and Development (R & D) with the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data were collected through observation, questionnaires, and literature appreciation tests given to students before and after using digital learning media. The results showed that digital learning media Malay poem was able to improve students' understanding of the structure, meaning, and cultural values in the poem. In addition, this media makes it easier for teachers to present literary material in an interactive and interesting way, thereby increasing student learning motivation. The integration of digital media in learning also facilitates students in exploring literature more creatively. This finding confirms that the integration of digital technology in traditional literary learning can support the improvement of cultural literacy competence and literary appreciation in high school students. This innovation opens up new possibilities for engaging students with their cultural heritage in a digital era, encouraging a deeper understanding and connection with traditional arts.

Keywords: digital Learning media, High School, Learning Development, literary appreciation, Malay poem

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1. Introduction

Malay Pantun is a form of oral literature that has aesthetic value, ethics, and strong local wisdom. As part of the cultural identity of the archipelago, pantun plays an important role in shaping the character of society through moral messages, advice, and cultural values that are passed down from generation to generation. However, technological developments and changes in the learning patterns of students in the digital era demand innovation in the delivery of literary learning materials, including rhymes. Learning rhymes that are still conventional at the high school level, such as lecture methods and static text analysis, are often less able to trigger interest and active participation of students in understanding and appreciating traditional literary works.

A number of studies have shown that the integration of digital technology in literary learning is able to increase student motivation, engagement, and understanding. For example, research by Taufik et.al (2024) found that Android-based digital applications for learning rhymes proved effective in improving students' ability to understand the structure and meaning of rhymes, because digital media allows for more interesting and contextual interactions. Other research (learning rhymes in strengthening character et al., n.d.) revealed that learning rhymes based on digital media not only increases students' interest in learning, but also strengthens character education, especially in terms of politeness and language sensitivity. This shows that digital media has great potential to revive appreciation of Malay poetry among students.

In addition, the study of inspiration et.al (2022) regarding the development of educational game media for learning rhymes found that contextually designed interactive media can significantly increase students' appreciation of literature. This finding confirms that learning rhymes requires a creative and adaptive media approach in order to be able to answer the challenges of changing times, especially in the context of high school students who are very familiar with digital technology. Not only that, (Hendra et al., 2025) in the development of media "learning fun rhymes (streak)" based on the ADDIE model shows that well-designed digital rhymes media meet the aspects of validity, practicality, and effectiveness, and are able to strengthen students' knowledge and appreciation of rhymes.

On the other hand, there is an urgent need to preserve Malay literature, especially pantun, through media relevant to the younger generation. (Sahri Nova Yoga, 2024) emphasizes that pantun as a cultural heritage needs to be taught with an approach that is in accordance with the development of the digital era so that the moral and cultural values it contains are not disconnected from the current generation. This is also in line with Kamarudin's (2022) research which shows that innovative learning models, including the use of active reading strategies in learning Malay rhymes, are proven to improve students' literacy and appreciation skills.

Seeing these findings, the development of Digital Learning Media pantun Melayu becomes very important to improve the competence of literary appreciation of high school students. Digital Media not only allows students to learn pantun in a more engaging and interactive way, but also helps connect Malay cultural values with 21st century learning needs, such as digital literacy, creativity, and critical thinking. The development of this media also plays a strategic role in strengthening the national cultural identity, especially in re-presenting rhymes as part of the lives of the younger generation and the world of Education.

2. Preliminaries or Related Work or Literature Review

The use of Digital media in learning

Several studies have shown the effectiveness of the use of digital media in learning rhymes. For example, Soleethis et.al (2023) developed a motion graphic video for learning to write rhymes during the pandemic, using the ADDIE model, and the validation results and user responses showed that this media was very feasible to use as a learning tool. (32.+Production_Abeltha+Geovanie+Br+Ginting, n.d.) Furthermore, (Yakob et al., n.d.) developing digital teaching materials on writing rhymes based on local wisdom of Aceh using

Animaker application; expert assessment of the media and materials showed that the design is excellent, and user (student) trials received a positive response.

Junior high school level research also shows success: (Harahap & Kusumawati, 2025) developing ADDIE-based blog media for poem writing lessons in grade VII of junior high school, and this media is considered valid, effective, and practical by teachers and students. On the character side, Andayani et.al (2024) affirm that digital learning of rhymes can strengthen students' polite character, because technology allows students to access rhymes in a more relevant and interesting way.

Development of rhyme Media for writing and appreciation

Learning Media rhymes are not only used for appreciation but also for writing skills. (Hendra et al., 2025) developed a digital application called BERKERTUN ("learning fun rhymes") that includes a menu of rhyme corrections based on the correct rhyme rules, and has been proven to improve students' rhyme writing skills.

In addition, the development of moral-based pantun card media has also been carried out. Rahmadini et.al (2024) designing picture cards with moral values to help students find the initial idea of making rhymes and increase the creativity of writing rhymes. At the basic level, the use of pantun cards has also been implemented: Hafida and Mukhlishina (2023) developed pantun cards for elementary school students in Grade V, using 4D models, and the media has been shown to help students in composing pantun. (Hafida & Mukhlishina, 2023)

Character and Moral values in rhymes through Digital Media

Traditional rhymes are not just aesthetic texts, but loaded with moral values and character. In the digital context, Andayani et.al (2024) shows how rhymes can be a medium for learning polite characters, with digital rhymes that contain moral messages and are distributed through technology platforms. In addition, the innovation of digital teaching materials can strengthen the values of honesty and creativity: a study in the International Journal of Secondary Education (2023) developed a pantun digital teaching material oriented to the character of honesty and creative learning, and expert validation showed very worthy results.

3. Proposed Method

This research is included in the research and Development/R&D category which aims to produce valid, practical, and effective digital learning media for Malay pantun to improve the literary appreciation competence of high school students (Sugiyono, 2021). The subjects of the study were high school students of Class X and XI who follow the subjects of Indonesian, while the object of research in the form of digital Learning Media pantun Melayu along with teaching and learning activities that use it.

This study uses the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, starting with the analysis phase to identify learning needs, basic competencies, and student characteristics. Next, the design phase produces a pantun digital media design with interactive features, multimedia, and evaluation quizzes, which are then developed into prototypes using digital media maker applications such as Canva, Genially, or Adobe Animate. The media prototype was tested on a limited number of students in a limited trial to assess its validity, practicality, and effectiveness. Data were collected through the

validity of materials and media assessed by experts, questionnaire responses of teachers and students, observation during learning, as well as competency tests of literary appreciation before and after the use of media. Media validity was analyzed using Content Validity Index(CVI), practicalities were analyzed in quantitative descriptive based on the percentage of teacher and student responses, while the effectiveness was analyzed by paired sample t-test to determine the increase in student competence at the level of significance $\alpha = 0.05$. Data validity is maintained through triangulation of sources and methods, as well as prototype revisions based on expert input and test results prior to final implementation (see below et.al 2023; Harahap et.al 2025).

4. Results and Discussion

The results showed that the development of Digital Learning media pantun Melayu can improve students ' competence in literary appreciation, especially understanding the aesthetic value, cultural meaning, and language creativity. This Media integrates audio, visual, and interactive elements so as to provide a more enjoyable learning experience than conventional methods. The test results showed an increase in students ' understanding of Malay rhymes, both in terms of meaning, structure, and cultural values, as seen from the comparison of pre-test and post-test results.

Effect of digital media on the efficiency of literary appreciation

Learning with digital media allows students to learn independently, get instant feedback, and express creativity in composing or interpreting rhymes. This is in line with the research yuliani et.al (2023) who found that the use of interactive digital media for traditional poetry learning improved the motivation and literary analysis skills of high school students. The use of audio visual in digital media of Malay poetry allows students to get to know the rhythm, rhyme, and symbolic meaning in poetry, so that learning is not only theoretical, but also a concrete aesthetic experience.

Integration of cultural values and Digital Literacy

The Learning Media developed also emphasizes the value of Malay culture through the selection of pantun themes that are relevant to students ' daily lives. Emphasis on the value of local culture in learning digital literature in accordance with the findings of Hamzah et al. (2021), which states that the integration of local wisdom in digital Learning media improves students ' cultural understanding as well as digital literacy skills. With interactive navigation, quizzes, and discussion forums in this medium, students are encouraged to not only memorize rhymes, but also interpret and produce new rhymes that are relevant to the modern context.

Media validation and Student Response

The validation process by material experts and media experts shows that pantun Melayu digital media has good quality in terms of content, aesthetics, and ease of use. The results of the student response questionnaire indicate a high level of satisfaction with the use of this media, especially in the aspect of rhyme visualization, interactivity, and ease of understanding the meaning of the text. This is in line with research (Ardianti, 2022) and Aryadi et al. (2025) which shows that ADDIE-Based Learning media and R&D make significant contributions to students ' understanding of concepts and motivation to learn.

Challenges and implications of using Digital Media

Although effective, the development and implementation of digital media pantun Melayu faces several challenges, including limited digital infrastructure in some schools and differences in digital literacy skills between students. Therefore, the implementation of digital media must be accompanied by teacher guidance and media use training. From a pedagogical perspective, the use of this medium provides an opportunity for teachers to adopt the blended learning method, combining conventional and digital approaches to improve the competence of literary appreciation more thoroughly.

Overall, the development of pantun Melayu digital Learning media shows that the integration of technology in literary learning not only increases appreciation competence, but also fosters students' interest, creativity, and cultural awareness. This finding confirms the relevance of learning media innovation based on local wisdom as one of the effective strategies in literature education in high school.

5. Conclusions

Based on the results of the development and application of Digital Learning media Malay poem for high school students, it can be concluded that the digital media Malay poem effectively improve the competence of literary appreciation. Students are able to understand the structure, rhythm, rhyme, and symbolic meaning of rhymes, and express their creativity in creating new rhymes. The integration of cultural values and digital literacy reinforces learning. The use of media that displays the theme of pantun according to the context of student life improves understanding of Malay culture as well as digital literacy skills. Digital Media received a positive response from students and teachers. Expert validation and questionnaire results show that this medium is easy to use, attractive, and able to increase student interest and motivation to learn. Implementation challenges can be overcome with teacher guidance and training. Limited digital infrastructure or differences in digital literacy skills between students can be minimized through teacher assistance and blended learning strategies. Overall, the development of Digital Learning media pantun Melayu not only enriches literary learning methods in high school, but also fosters students' cultural awareness, creativity, and digital literacy skills.

Based on the above conclusions, there are several suggestions that can be given, namely integrating digital media Malay pantun in the process of learning literature on a regular basis to improve student appreciation competence. Provide mentoring and digital literacy training so that all students can access and utilize the media to the fullest. Support the development and use of digital Learning media through the provision of adequate technological facilities and infrastructure. Provide training for teachers in the use of digital media based on local wisdom to improve the quality of learning. Develop digital learning media that are more interactive and adaptive, for example with gamification or augmented reality features, to expand the student's learning experience. Conduct further quantitative research to objectively measure the impact of media use on literary appreciation competence and digital literacy skills. With the implementation of these suggestions, Digital Learning Media pantun Melayu can be

an effective innovation in improving the quality of literary education, while maintaining and preserving the local wisdom of Malay culture.

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