Digital Learning of Euphemism and Dysphemism Based on Indonesian Literary Works

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Abstract. This study aims to describe digital learning media developed for euphemism and dysphemism learning, the use of literary texts in learning, and students' responses to the developed learning media. The application of digital learning using the Android-based PowerPoint application is a manifestation of efforts to improve the quality of education by utilizing technological developments. To create a quality product, this study used Research and Development (R&D) type using the ADDIE model with five stages: analysis, design, development, implementation, and evaluation. Based on research results, the developed Android-based PowerPoint application is feasible to use in the learning process. The feasibility criteria for the PowerPoint application from the validation results from material experts obtained a percentage of 91.2% and 86.4% from media experts. Using Indonesian literary works in the form of poetry texts to implement text-based learning also makes it easier for tenth-grade science students to understand euphemisms and dysphemism. Based on the questionnaire results, the developed Android-based PowerPoint application receives a positive response with very good criteria. The convenience indicator obtains 82.65%, the attractiveness indicator with 86.5%, and the activeness indicator with 82.9%. The results of developing digital learning media in the form of an Android-based PowerPoint application to teach students euphemism and dysphemism using literary works are successfully implemented and obtained very good criteria so that they are very suitable for use in the learning process.

Keywords: Digital Learning · Euphemism · Dysphemism · Literature

1 Introduction

Today's digital learning has been widely developed and utilized in teaching and learning activities. In education, the learning process in schools has an important position in developing students' knowledge and skills. To realize an effective learning process, it is necessary to have a reciprocal relationship between the teacher and students. External factors are the completeness of learning support infrastructure, and learning media can also participate in helping to achieve effective learning [1]. The teacher, as a facilitator,

must be able to determine and apply the learning type adapted to the characteristics of students and the times. Appropriate learning types can reduce students' difficulties when studying a difficult subject and maximize students' absorption of the material being studied [2]. Increasing students' understanding of a subject indicates success in implementing a learning style.

One learning style that can be applied in the era of technological development is digital learning. To increase the effectiveness of learning materials received by students, it is necessary to use technology and meet the needs of the education system following the development of digital technology [3]. Information and Communication Technology (ICT) is a set of tools that enable, support, and empower educational reform in line with educational goals. Digital learning is not only for online learning. As with face-to-face learning, students and teachers must be motivated to create an effective, comfortable, and calm learning environment while providing digital learning materials [4]. In essence, learning aims to increase the positive values possessed by students [5]. The value in question is not only related to the value of knowledge but also the value of personality. Motivation is a fundamental aspect that needs to exist during the learning process as a driving force so that students are more motivated to be enthusiastic about learning.

The role of the teacher is as an educator in schools whose job is to teach, educate, and direct students to develop knowledge, attitudes, and skills. Even though Indonesia has launched the Merdeka Curriculum gradually at every school level, the 2013 Curriculum is still the dominant one. In the 2013 Curriculum, digital competencies are applied to expand and improve students' learning skills [6]. As support for learning activities in schools, following the demands of the curriculum, it is necessary to provide integrated learning resources by applying technology. One of the impacts that arise if the learning process does not apply innovation in the use of technology learning media is that the learning outcomes obtained by students are not optimal [7]. Teachers must realize that it is difficult for students to understand learning material, especially complex material, without using learning tools [8].

Many fields of study in schools can take advantage of digital learning, one of which is learning Indonesian in high school. In the 2013 curriculum, the implementation of learning Indonesian is focused on text-based learning. Text-based learning in Indonesian aims to guide students according to their intellectual development and develop students' ability to solve problems critically [9]. In text-based learning, teachers must teach students to understand the types of texts, and students are expected to present the content and language structure of the text [10]. Some principles underlying text-based learning are language interpreted as a text, language as an interpretation of meaning, language as functional properties, and language as the ability to think [11]. Technology can positively impact mutual progress if appropriately applied, such as for the benefit of digital learning.

Learning Indonesian essentially means teaching students good language skills. On the other hand, learning Indonesian in literature aims to develop students' skills to better appreciate, animate, and interpret a literary work as a whole [12]. Indonesian learning on language material can improve students' communication skills, while literary material can develop good character in students [13]. This study focuses on examining digital learning on euphemism and dysphemism material in Indonesian language lessons in the

field of literature based on an Indonesian literary work. Euphemism and dysphemism can be interpreted as a form of a change in meaning in language [14]. Euphemism is a good tense to avoid embarrassment [15]. In contrast, dysphemism is a tense that deliberately makes things sound bad [16].

Implementing digital learning according to the 2013 curriculum means directing teachers to carry out the learning process by applying technology adapted to students' character and needs. Euphemism and dysphemism are included in the intrinsic elements of literary works, to be precise, elements of language style. It will not be easy to understand a text if we do not know or cannot interpret the meaning of utterances. Because of the difficulty of language style, there are still students who are not interested in learning it. One solution that can be tried to attract students' learning interest in language style is to apply digital learning. The application of digital learning is expected to foster students' learning motivation. If students have the motivation to learn, they are certainly more enthusiastic in trying to achieve learning mastery [17].

Learning media is a tool that teachers can use to support the delivery of material so that it is more accessible and more meaningful when students receive it during the teaching and learning process [18]. Digital learning media used for teaching cannot be made arbitrarily. Developing learning media must consider the fulfillment of student needs and the achievement of learning targets [19]. Learning media development must improve students' memory through the ability to see, listen, speak, analyze, and other abilities so that learning gets good results [20]. To make innovations in digital learning more effective, stages are needed in developing it. Teachers must be creative and innovative in utilizing technology during the learning process to present a collaborative and meaningful learning atmosphere. The more teachers can develop learning media, the more developed and more diverse the learning will be so that learning becomes more effective [21].

Based on the description, the researchers are interested in choosing the research title "Digital Learning of Euphemism and Dysphemism Based on Indonesian Literary Works" to describe digital learning media developed for euphemism and dysphemism learning, to describe the use of literary texts in learning, and to describe students' responses in the developed learning media. Researchers utilize digital learning in teaching euphemisms and dysphemism as a form of implementing progress in technology which, if applied to learning creatively and innovatively, is expected to increase students' active participation during the learning process. The material of euphemism and dysphemism, which has implications for language style in literature learning, makes researchers choose Indonesian literary works in the form of poetry which are used as teaching texts to teach euphemism and dysphemism material to tenth-grade senior high school students.

Being given the importance of understanding the meaning of words with euphemism and dysphemism to the reader's point of view regarding expressions in literary texts, integrated learning is needed regarding euphemism and dysphemism so that mistakes do not arise in understanding the meaning of words. The use of digital learning in conveying euphemism and dysphemism material using poetry texts is expected to provide space so that students can understand the changing forms of words in the realm of language style of literary texts. Thus, the formulation of the problems to be discussed in this study: (1) How is digital learning on euphemism and dysphemism for high school students?; (2)

How is the use of Indonesian literary texts on euphemism and dysphemism in high school students?; and (3) How do students respond when learning euphemism and dysphemism using digital learning media?

The research entitled "Digital Learning of Euphemism and Dysphemism based on Indonesian Literary Works" is expected to provide helpful information, both in theoretical and practical realms. Theoretically, this research is expected to be a reference for other researchers studying euphemisms and dysphemism taught through poetry. As for practicality, this research is expected to be a reference for other researchers who will develop digital learning media, especially media developed by PowerPoint. It is also hoped that this research will later become a reference or referral for teachers to know the importance of utilizing developing technology, one of which is by implementing digital learning to create an exciting learning atmosphere for their students.

2   Method

This study used Research and Development (R&D) type. Research and development methods are defined as scientific methods to study, design, produce, and test the effectiveness of a product that has been made [22]. This method was chosen to produce a learning product through various stages of effectiveness testing to produce a suitable product. The products developed in this study are digital learning media in the form of PowerPoint and simple Android-based applications for learning Indonesian in euphemisms and dysphemisms. This research was conducted at SMA Muhammadiyah Al-Kautsar Kartasura Special Program to determine the effectiveness of digital learning media products. Subjects to determine the effectiveness and response of digital learning to euphemism and dysphemism material by utilizing Indonesian literary texts were 23 tenth-grade science students. The selection of research subjects for tenth-grade science students was based on the suitability of Indonesian literary texts used in research: poetry texts with core competencies and basic competencies in tenth grade.

By using this research and development type, the development procedure applied to produce digital learning media in this study was the ADDIE model. The ADDIE model can be used in education to develop learning products. The ADDIE model can be implemented to develop various products, including learning models, learning techniques, methods, facilities, and teaching materials [23]. ADDIE is also designed with a lesson for creating materials and products based on their performance [24]. The stages of the ADDIE development model included five stages: analysis, design, development, implementation, and evaluation. The stages of developing digital learning media using the ADDIE model are illustrated in Fig. 1.

The initial stage, or the analysis stage, consists of several activities. At this stage, researchers identify initial needs related to digital learning, consisting of several activities. The first stage is to analyze the curriculum at SMA Muhammadiyah Al-Kautsar Kartasura Special Program. Based on the results of interviews with teachers, it is known that schools are currently still using the 2013 curriculum type for grades 10, 11, and 12. The second stage is to analyze the core and basic competencies of Indonesian language subjects in grade 10 according to the 2013 curriculum. This analysis was conducted to find the core and basic competencies with euphemisms and dysphemism. The third stage

Fig. 1. ADDIE Development Model

is to analyze students' needs to know their abilities and study habits. Per the results of interviews with students, teachers rarely use digital learning media to support the learning process. The fourth is to analyze the availability of learning support facilities and infrastructure. Based on the results of the interviews, there are projectors available in schools that teachers can use as tools to support the learning process in class.

The design stage is determining and planning the design of digital learning media that will later be developed. In the design stage, the first step that needs to be done is to arrange euphemism and dysphemism materials. Based on the analysis of core competencies and basic competencies in Indonesian language subjects in grade ten, poetry is one type of Indonesian literary text relevant to euphemisms and dysphemism. In euphemism and dysphemism material, sentences are arranged concisely so that they are easier for students to understand. The next step is to design digital learning media. The design of digital learning media is adapted to the needs and supporting tools owned by schools and students. In the initial design, the researcher arranged the material in PowerPoint form. Navigation buttons such as home, next page, back page, and play are added to make digital learning media easy to operate. The developed digital learning media also features quizzes and practice questions that students can use to determine their understanding of euphemisms and dysphemisms.

At the development stage, the design of digital learning media was finalized and then started to be made. Next, the design is published using the iSpring Suite 11 application and converted into an Android application using the Website 2 APK Builder Pro software. It was done so that the euphemism and dysphemism material previously in the form of PowerPoint could become an Android application that students could access on their mobile phones. Material experts and media experts then validate a simple Android PowerPoint application that is made according to the design to get suggestions and input to produce effective digital learning media to use during learning. Material expert and media expert validation sheets are addressed to grade 10 Indonesian language teachers at SMA Muhammadiyah Al-Kautsar Kartasura Special Program. The assessment results by material experts are presented in Table 1, while the results of media experts are in Table 2.

Based on the validator's assessment in Table 1, the validation results from material experts obtained an average percentage of 91.2%. The assessment from material experts consists of 4 aspects: material suitability, language and readability, presentation

Table 1. Validation results from material experts

No	Rated Aspect	Percentage	Criteria
1	Material suitability	88,5%	Very good
2	Language and readability	93,3%	Very good
3	Presentation feasibility	90%	Very good
4	Feasibility of supporting the learning process	93%	Very good
Percentage average		91,2%	Very good

Table 2. Validation results from media experts

No	Rated Aspect	Percentage	Criteria
1	Media selection	85%	Very good
2	Media display	84%	Very good
3	Media effectiveness	86,6%	Very good
4	Media feasibility	90%	Very good
Percentage average		86,4%	Very good

feasibility, and feasibility of supporting the learning process. Referring to the average percentage results, the validation results from material experts are included in the very good criteria. Based on Table 2, the validation results from media experts obtained an average percentage of 86.4%. The media expert's assessment consists of 4 aspects: media selection, media appearance, media effectiveness, and media feasibility. Referring to the average percentage results, the validation results from media experts are included in the very good criteria.

Tables 1 and 2 present an assessment of the validation results by material and media experts, which show very good results. The acquisition is the final score after the material and media underwent revision. The revision stages are carried out to improve quality, both in terms of the content of the material to be conveyed and in the digital learning media section, so that it is suitable for use to support the euphemism and dysphemism learning process. Thus, the resulting product can obtain maximum final results.

At the implementation stage, the results of the developed digital learning media products are then applied directly in classroom learning to test the achievement of goals and students' responses regarding the digital learning media being developed. Before being applied directly to students, the media underwent the validation stage by experts. The developed media is applied directly to deliver euphemism and dysphemism material based on literary works in Indonesian language subjects in tenth science grade.

In the evaluation stage, after being applied directly to tenth-grade science students, the developed media products were evaluated to determine whether the product was successful or not in conveying euphemism and dysphemism material. The evaluation instrument used is a questionnaire. After completing the media application, students

fill out a Google Form questionnaire distributed through the class WhatsApp group. The results of the questionnaire were analyzed to find out students' responses after participating in learning using digital learning media, which was developed to deliver euphemism and dysphemism material.

3 Results and Discussion

The research results are based on data from the ADDIE development model, which includes five stages: analysis, design, development, implementation, and evaluation. Digital learning developed to contain euphemism and dysphemism material based on Indonesian literary works is PowerPoint media and a simple Android-based application. The following is a description of the overall results of the study.

3.1 Digital Learning of Euphemism and Dysphemism

One way to improve the quality of education is to apply digital learning using technology-based learning media. The digital learning in question utilizes novel or up-to-date technology [25]. Digital learning can push education in a more advanced direction because it makes it easier for students to capture and understand the material being studied more quickly. In addition, the application of digital learning can also positively impact learning outcomes and activities in a more meaningful direction [26]. Another opinion says that one solution to students' difficulties when understanding the material is to use more learning media that utilize current technological advances [27].

The digital learning developed in this study is PowerPoint presentation media and Android-based PowerPoint applications that utilize the iSpring Suite 11 software in trial mode. The choice of implementing digital learning using PowerPoint presentations and Android-based PowerPoint applications is based on several factors: (1) the availability of supporting facilities and infrastructure to apply PowerPoint and simple Android-based applications, either using Android or laptops; (2) ease of manufacture and use, both for teachers and students; (3) the ability to present visual effects of euphemism and dysphemism material in an interesting form. In today's all-digital era, teachers must support students' needs by utilizing their technological devices. With technology-based learning media, students are expected to have a variety of experiences in learning. Technological developments can provide excellent prospects for adding to the variety of ways students learn [28].

In digital learning that is carried out with presentations, PowerPoint is used to present euphemism and dysphemism material in an attractive visual in front of the class using a computer and projector. The use of visual learning media is an indicator of increasing students' motivation when learning takes place [29]. On the other hand, a simple application with Android-based PowerPoint can be accessed using an Android owned by each student. Android-based applications are made using PowerPoint with the iSpring suite 11 software in trial mode and then converted into a simple Android application form with website 2 APK Builder Pro. This Android-based PowerPoint application was developed to be a digital learning medium to deliver euphemism and dysphemism material based on Indonesian literary works in a more interesting and fun way for students.

The PowerPoint application developed is adapted to the results of the analysis of the needs and characteristics of students and applies user-friendly principles or user-friendly features, content, and instructions [30]. Based on the analysis, students prefer applications with a colorful appearance, simple animations, complete material studied, and ease of use. In the developed PowerPoint application, there are several features. Figure 2 shows the implementation of the results of developing digital learning media by utilizing PowerPoint and iSpring Suite 11 in trial mode.
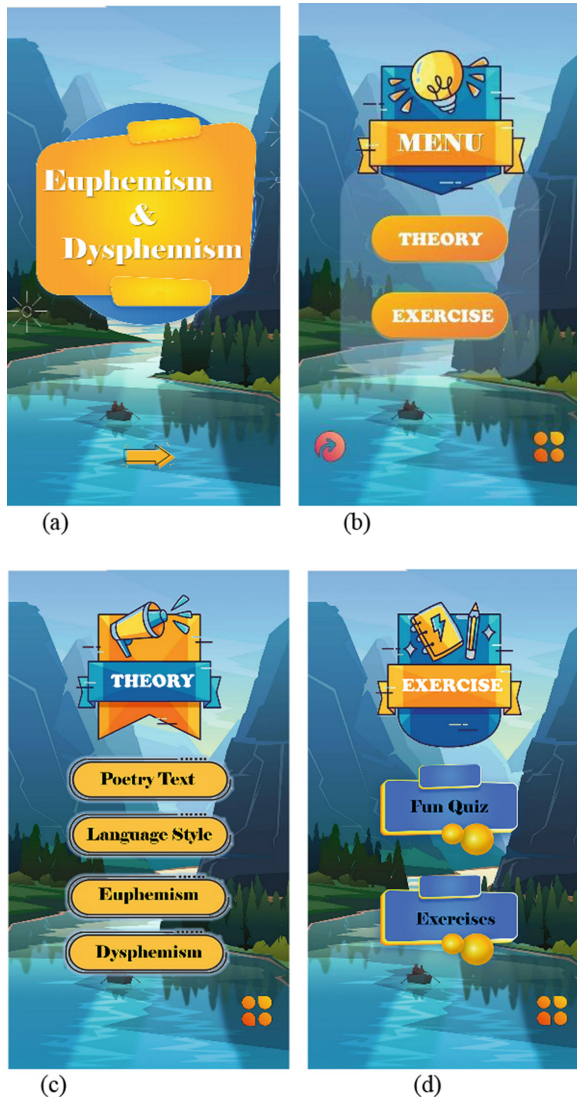
Fig. 2. **(a)** The main page of the application, **(b)** Display of the main menu, **(c)** Display of the material menu, **(d)** Display of the exercise menu

Figure 2 shows an illustration of the main view of the Android-based PowerPoint application that has been developed. Figure 2(a) shows the appearance of the application's main page. The main page is the first appearance seen when the user opens the application, so it is made as attractive as possible. The components contained on this main page are the material title and navigation buttons. The components of the title of the learning material are euphemisms and dysphemism, which are the subjects that will be taught with this application. Figure 2(b) shows the main menu display in the PowerPoint application. The main menu has features for the material menu, exercise menu, arrow navigation buttons to return to the main page, and buttons for the main menu. A display will appear when the user presses the material button, as shown in Fig. 2(c); when the user presses the exercise button, a display will appear, as shown in Fig. 2(d). When applying it to the learning process in grade 10, students are first directed to study all the material in the application so that they can easily do the available exercises.

Figure 2(c) shows a menu of materials that users in this application can access. As a digital learning media created to support euphemism and dysphemism learning activities by using poetry texts, in this application, there are four types of material that students can learn: poetry text material, figurative language, euphemisms, and dysphemism. This material is arranged from the basic material (poetry texts and language style) to the main material (euphemisms and dysphemism). The material is arranged systematically, starting from easy to difficult material. Systematic material preparation is carried out to make it easier for students to understand the material being studied. In the developed PowerPoint application, the preparation of learning materials uses the principle of adequacy. The principle of adequacy means that the learning material provided should be sufficient to enable students to understand the material being taught [31]. Users can also use navigation buttons on the material menu if they want to return to the main menu page.

Figure 2(d) shows the display of the exercise menu. After students understand the material in this exercise menu, they can try to measure the level of their understanding of the euphemisms and dysphemisms they have learned. They can choose to do fun quizzes or practice questions first. Exercise questions for students have the aim of assessing and knowing their understanding of the material being taught [32]. Practice with quizzes can help develop students' skills and stimulate their interest in learning [33]. Practice questions in learning are also called learning assessments which have an essential role because they are included in the learning steps. Exercise questions and assessments aim to achieve something that is expected while functionally showing the steps that must be taken to achieve a goal [34]. A home button is provided at the bottom of the exercise menu so the user can return to the main menu.

Figure 3(a) shows the appearance of the material contained in the developed Android-based PowerPoint application. The material of the poetry text, language style, euphemism, and dysphemism have the same appearance as in Fig. 3(a). Poetry text material includes a discussion of the definition of poetry, the building elements of poetry, and examples of poetic texts. Language style material contains a discussion of the definition of style and types of style. On the other hand, euphemism and dysphemism materials contain a discussion of definitions and examples of poetry with the identification of euphemism and dysphemism styles in the poetry. Display examples and identify the
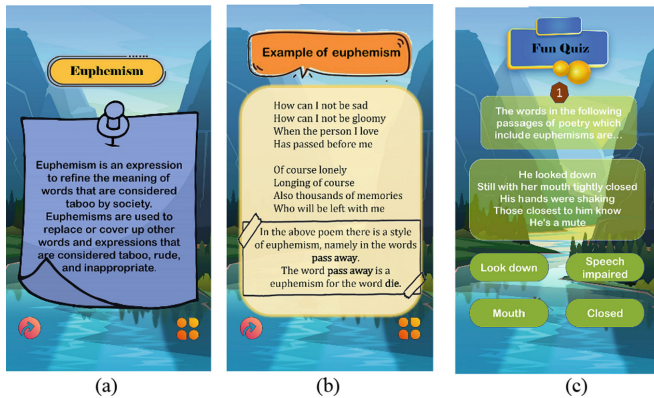
Fig. 3. (a) Material display, (b) Example display, (c) Fun Quiz display

types of figurative language in the poetry quotation, as shown in Fig. 3(b). Figure 3(c) shows an interactive quiz display in the application. These quizzes and practice questions can help students determine their level of success in learning euphemisms and dysphemism. In Fig. 3(a) and (b), at the bottom, there are also buttons to return to the previous and the main menu.

The implementation of learning Indonesian using digital learning media in the form of a PowerPoint application in the form of Android is carried out at the SMA Muhammadiyah Al-Kautsar Kartasura Special Program in class 10 science. To determine the feasibility level of the Android-based PowerPoint application using the trial mode iSpring Suite 11 software developed, material experts and media experts at the development stage carried out validation. Validation by experts is carried out by providing a validation test sheet containing questions about the aspects the expert needs to assess. The final score from validation results by material and media experts is used to get an overview of the feasibility level of the developed digital learning media. Based on the overall expert validation results, the application feasibility percentage results are presented in Table 3.

Table 3 shows the recapitulation of the feasibility level of digital learning media in the form of an Android-based PowerPoint application which was developed according to the results of validation by material experts and media experts with the results of 91.2% and 86.4%, respectively. Validation by material experts is used to find information on the appropriateness of the material and linguistics in the media developed for the Indonesian language subject on euphemisms and dysphemism for class 10 science. The validation by media experts was carried out to find information on the display feasibility level and

Table 3. Recapitulation of the feasibility level of the media

No	Validator	Feasibility Level	Criteria
1	Material expert	91,2%	Very good
2	Media expert	86,4%	Very good

effectiveness of the media being developed. The results of the validation by material and media experts are suggestions for improving the media quality so that it can become a product supporting the implementation of quality digital learning in both material and media aspects.

Validation scores from material and media experts are calculated to determine the feasibility level of the developed Android-based PowerPoint application media. Based on the results of expert validation as in Table 3, it can be concluded that the digital learning media developed in the form of an Android-based PowerPoint application using the trial mode iSpring Suite 11 software obtains very good criteria. The result criteria show that the PowerPoint application media based on Android, which is used as a digital learning media for Indonesian language lessons on euphemism and dysphemism based on Indonesian literary works, is very feasible.

3.2   The Use of Indonesian Literary Texts on Euphemism and Dysphemism

In the 2013 curriculum, the Indonesian language subject applies a text-based learning approach. In Indonesian language subjects, text-based learning directs students to think critically, systematically, controlled, and empirically [35]. Therefore, text-based learning is also needed to convey euphemism and dysphemism material to students. Text-based learning delivers learning material clearly and meaningfully by utilizing text types relevant to students' lives [36]. Based on the analysis results, the appropriate text used to convey euphemism and dysphemism is a type of Indonesian literary work, poetry. When talking about poetry as a text, what will come to mind are rhythm, imagery, diction, language style, and other elements [37].

The selection of texts for literary works of poetry is also based on the suitability of material, style, language, and expressions in Indonesian language subjects for grade 10 high school. Poetry texts are relevant for use in delivering euphemism and dysphemism material in grade 10 high school per basic competence 3.17 about analyzing the building elements of poetry according to the building elements: theme, diction, style of language, imagery, structure, and facial expressions. Although literary works of poetry are imaginative and written in the form of fiction, literary works can provide lessons about life. Choosing the right literary texts in learning Indonesian can add to students' psychological experiences and develop their imagination [38]. Euphemism material is part of one of the building elements of poetry, language style, while dysphemism material as an expression with the opposite meaning to euphemism can increase knowledge about the form of expression in literary texts.

Through literature, one can express social problems in society [39]. In literary works, elements of language style and expression have an important role in beautifying and convincing readers or listeners about the contents of the work made. Poetry texts for conveying material are made by inserting euphemisms and, vice versa, dysphemism. The style of euphemism is used to soften expressions that are considered unpleasant and can embarrass oneself, the listener, or the party being discussed. Using euphemistic expressions can give a good and polite impression so as not to offend others. The following is an example of a fragment of a poetry stanza used to convey euphemism material.

Mendung Sore Hari

Semua mengira aku tidak mendengar
Bisikan cercaan yang silih berganti
Mengisi rongga udara disekitarku
Mungkin mereka cukup lupa
Aku hanya seorang tuna wicara

Translate:

Cloudy Afternoon

Everyone thought I did not hear
Whisper slurs that alternated
Filling the voids around me
Maybe they just forgot
I am just speech-impaired

In the fragment of the poem entitled Cloudy Afternoon, there is a style of euphemism. This style can be seen in the fifth line of the word "speech-impaired," which has a refined form of the word. Speech impairment is a condition in which a person has a speech impairment that can occur for various reasons. A person's inability to speak or to be mute is a form of euphemism for the word mute, which in society is usually considered a harsh or taboo expression to use. Therefore, in the fifth line, mute words are used to soften them, making them more polite and comfortable when read or spoken. The use of euphemisms needs to be applied to avoid negative perceptions or views [40]. Euphemism by softening the word mute to speech-impaired means respecting people with limited speech. Giving examples of euphemistic language styles such as in the previous verses can teach students to be wiser in choosing words or expressions when conveying something to others.

In contrast to euphemisms, dysphemisms are used to make something sound bad. Dysphemism is often used to coarsen the meaning of a word. In addition to making poetry texts convey euphemism material, poetry texts are also made to convey dysphemism material by inserting bad-sounding phrases. The expression dysphemism is used to express oneself through words that can offend or hurt the listener or the intended person. The following is an example of a fragment of a poetry stanza used to convey dysphemism material.

Roda Kehidupan

Dahulu dia segala-galanya
Namun lihat yang terjadi sekarang
Berdiri di sudut area perumahan
Mencoba mengais bekas pakaian
Yang cukup layak digunakan

Translate:

Wheel of Life

Before he was everything
But look what happened now
Standing in the corner of the residential area
Trying to scavenge used clothes
Which is pretty decent to use

In the fragment of the poem entitled Wheel of Life, dysphemism is expressed in the fourth line of the phrase "scavenge used clothes." The word scavenge means to scratch or claw in search of something. While the word "used clothes" means clothing that was once worn but is no longer used. The words "scavenge" and "used clothes" are included in the form of dysphemism because they have a bad connotation. "Scavenge" is a dysphemism of the expression of looking for and left of clothes, is a dysphemism of the expression of unused clothes. The use of expressions or words with painful connotations that cause the listener or the intended person to be disturbed or hurt is called dysphemism [41]. Giving examples of dysphemism expressions such as in the previous verses can teach students not to use word choices that can offend or hurt other people's feelings.

3.3 Students' Responses to Digital Learning Media of Euphemism and Dysphemism

The results of the study regarding the responses of tenth-grade science students at SMA Muhammadiyah Al-Kautsar Kartasura Special Program to the developed digital learning media of euphemisms and dysphemism were carried out through a questionnaire given after the lesson was finished. Twenty-three respondents filled in the questionnaire given in grade 10 science according to the total number of students. In the questionnaire given, students filled out ten questions consisting of two types of questions. The first type of question has four alternative answers that students can choose from: strongly agree, agree, disagree, and strongly disagree. The second question in the questionnaire is in the form of questions that students answer in writing, briefly and clearly. Table 4 shows the results of the tenth-grade students' responses to digital learning media in the form of PowerPoint-based applications used to teach euphemisms and dysphemism.

Table 4. Tenth-Grade Students' Responses to Digital Learning Media

No	Indicator	Percentage	Criteria
1	Convenience	82,6%	Very good
2	Attractiveness	86,5%	Very good
3	Activity	82,9%	Very good

Questionnaires were given to students to determine the response of tenth-grade science students after the delivery of euphemism and dysphemism material by utilizing poetry texts through digital learning with the developed Android-based PowerPoint application. The student response questionnaire includes three indicators: convenience, attractiveness, and activeness. Based on the questionnaire results in Table 3, the responses of tenth-grade science students to the three indicators showed very good results. The student questionnaire results show that the classroom learning process using the Android-based PowerPoint application developed to support the Indonesian language learning process on euphemism and dysphemism material received a positive response from tenth-grade science students from SMA Muhammadiyah Al Kautsar Kartasura Special Program.

Students' responses to the convenience indicators relate to the ease with which students understand the material and take quizzes and exercises. Ease of use indicators is used to find out how the effect of implementing digital learning on euphemism and dysphemism material is on the ease of students in understanding the material and the results of their understanding in doing quizzes and exercises. From the questionnaire results, students' responses to the convenience indicator obtained a percentage of 82.6% with very good criteria. Thus, tenth-grade science students can easily understand euphemism and dysphemism material delivered through digital learning using the developed Android-based PowerPoint application media. The use of digital learning media, which is equipped with complete materials and examples, as well as the use of language that is concise and easy to understand, makes it easier for students to understand the material being studied.

The convenience of understanding this material also affects the convenience of students in doing the quizzes and exercises given. The convenience for students when working on quizzes and questions influences their understanding of the material being taught [42]. The convenience of receiving material affects the level of understanding obtained by students. An effective learning process results in students' understanding of the material being taught as a form of achieving learning objectives. The convenience for students to receive learning material, participate actively during learning, and achieve learning objectives are signs of an effective learning process [43]. The application of digital learning with poetry texts shows that tenth-grade science students have the convenience of understanding euphemism and dysphemism material.

The attractiveness indicator got students' responses with a percentage of 86.5%. Students' responses to this indicator are related to the attractiveness of learning with the selected and used digital learning media compared to learning using conventional learning media. If digital learning uses technology during the learning process, conventional

learning media is the opposite; it is learning that does not use programs and technology. Conventional learning is a learning model that leads to memorizing and practicing questions in the text [44]. Conventional learning tends to use lectures and demonstrations so that the learning process is more centered on the teacher, while students are only passive listeners [45].

The results of students' responses showed that the attractiveness indicator obtained a presentation of 86.5% in the very good category. The results of this response indicated that the delivery of euphemism and dysphemism material using digital learning media in the form of an Android-based PowerPoint application received a positive response from tenth-grade science students. The use of Android-based PowerPoint application media can generate students' interest in learning, and students do not get bored easily when learning takes place. The choice of smartphones as a learning tool is adjusted to the results of the analysis carried out. In the analysis stage, which was carried out through an interview process with students, it was found that tenth-grade science students were more happy and interested in learning with media they were familiar with, such as smartphones. So, for tenth-grade science students, the application of digital learning using the Android-based PowerPoint application seems more relaxed and not boring.

Using the developed Android-based PowerPoint application, the tenth-grade science students felt that learning became more varied and modern. The application design was made by considering students' characteristics and needs. The display of the application that is simple, easy to use, and has a colorful background and appearance is considered more attractive than paper and books during conventional learning. The PowerPoint application developed for euphemism and dysphemism learning can also be downloaded on students' smartphones to make it easier for them to read and understand material anywhere and anytime. The application provides a complete material discussion and examples that can support students' understanding of euphemisms and dysphemism. In addition, the availability of quizzes with colorful displays can be used to measure students' level of understanding and add to the attractiveness of digital learning.

Finally, the results of students' responses to the activeness indicator get a percentage of 82.9% with very good criteria. Students' responses to activeness indicators are related to the effect of digital learning using the developed Android-based PowerPoint application to increase students' motivation, enthusiasm for learning, and activeness when participating in Indonesian language learning about euphemisms and dysphemism. Regarding motivation, tenth-grade science students felt that learning using digital learning motivated them more to learn. The PowerPoint application media can create a more enjoyable learning atmosphere by taking advantage of technological developments. Creating a fun teaching and learning situation in the classroom can make tenth-grade science students more motivated to participate in the learning process. In learning activities, students can be more motivated to learn in a conducive and enjoyable situation [46].

The students' response of 82.9% on the activeness indicator shows that the application of digital learning has good results for increasing students' motivation, enthusiasm for learning, and activeness. The teacher's accuracy of the learning media selection to support the learning process influences the emergence of motivation and enthusiasm for students learning. The emergence of motivation in students also fosters a sense of enthusiasm for their learning. Based on the results of student responses, it is known

that the application of digital learning using the Android-based PowerPoint application can increase motivation, encouraging tenth-grade science students to be enthusiastic about learning. Using an application that can be downloaded and accessed on students' smartphones makes learning activities more enjoyable because they can pursue learning material more freely and more relaxed.

The use of smartphones in the learning process is considered more attractive because students can freely read and explore euphemism and dysphemism learning materials in the PowerPoint application. Working on practice questions or quizzes does not feel stressful using the PowerPoint application. Students can be more relaxed working on the questions given. The convenience provided to learning can encourage students to be more enthusiastic about participating in learning. In addition, digital learning used can attract students' attention, so they do not feel bored quickly. This statement was proven when tenth graders of science could calm down and focus on studying with the PowerPoint application downloaded on their smartphones. The positive response from students proves that digital learning effectively increases student motivation and enthusiasm for participating in the learning process.

Besides increasing motivation and enthusiasm for learning, digital learning that is applied can also increase students' activeness in participating in learning activities. Due to motivation and enthusiasm for learning, students become more actively involved in learning euphemisms and dysphemisms. The existence of a sense of awareness and enthusiasm makes students want to be serious about learning so they can understand the material being taught. The Android-based PowerPoint application can foster students' activeness in participating in learning euphemism and dysphemism. This statement is proven by tenth-grade science students who actively convey perceptions, provide responses, and ask questions during the learning process. They also want to express their thoughts or opinions about the material being taught.

Overall, based on the response questionnaire from the tenth-grade students of SMA Muhammadiyah Al Kautsar Kartasura Special Program on the application of digital learning for Indonesian language subjects on euphemisms and dysphemism on indicators of convenience, attractiveness, and activeness obtained very good criteria (Table 4). Students' responses indicate that digital learning with the media developed in the form of an Android-based PowerPoint application can be applied well in the learning process because it makes it easier for students to understand euphemisms and dysphemisms with various attractive features and displays in the application. In addition, the application of digital learning can provide innovation in the learning process to foster motivation and enthusiasm for learning and make students more active in learning. Despite getting a very good response, media and the application of digital learning still need to be improved to be used optimally in the learning process.

4   Conclusion

Based on the description of the results and discussion, it can be concluded that one of the efforts that can be made to realize education in a more advanced direction is to apply digital learning. From the research results, developing digital learning media in the form of an Android-based PowerPoint application used to convey euphemism and

dysphemism material in tenth-grade science can provide interesting and fun learning innovations. This PowerPoint application was developed by considering the needs and characteristics of tenth-grade science students at SMA Muhammadiyah Al-Kautsar Kartasura Special Program. It contains complete material, quizzes, and practice questions that can make it easier for students to understand euphemisms and dysphemisms. The feasibility criteria for the PowerPoint application from the validation results from material experts obtained a percentage of 91.2% and 86.2% from media experts. Based on expert validation, the developed Android-based PowerPoint application is feasible to support the learning process.

Adapting the 2013 Curriculum to the Indonesian language subject, which uses a text-based learning approach, the euphemism and dysphemism material taught in this study also uses Indonesian literary texts and poetry texts. By utilizing poetry texts, tenth-grade science students are invited to take advantage of technological developments by learning to use digital learning in the form of an Android-based PowerPoint application. Based on the questionnaire results, students' responses regarding using the Android-based PowerPoint application on euphemisms and dysphemisms are known. The student response questionnaire includes three indicators: convenience, attractiveness, and liveliness. From the questionnaire results, the convenience indicator obtained 82.65%, the attractiveness indicator obtained 86.5%, and the activeness indicator obtained 82.9%. Regarding the percentage of the three indicators, the responses of tenth-grade science students to the use of the PowerPoint application to learn euphemisms and dysphemism resulted in good criteria. The result is a marker that the developed digital learning media is very suitable for use in the learning process in class.

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