Application of the Problem-Based Learning Method in Writing Poetry for High School Students in Class X by Using the Social Media Instagram @*Sesakata*

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Abstract. This study aims to describe the use of Instagram @*sesakata* social media accounts as a medium in writing poetry and to find out the achievement of the results of the assessment of the use of social media instagam @*sesakata* to write poems so that these goals can find out the achievement of problem-based learning methods. The method used in this study is a descriptive qualitative research method. The population of this study was class X students of Muhammadiyah PK High School (Special Program) Kottabarat. Data collection techniques are by using observation, interviews, questionnaires, and tests. The intended test is a poetry writing test which is divided into two parts, namely writing free theme poems and then writing poems based on words contained on @*sesakata* Instagram social media accounts. From the results of the study, the results of the research on writing poems for class X high school students were categorized as high and very high. With a minimum score of 60 and a maximum of 90 after writing a poem using @*sesakata's* Instagram social media account. Students can compose poems they create with the help of posts uploaded by @*sesakata* Instagram account. This application is a new thing that is done in the writing of high school students. So that students become more interested in poetry and do not consider poetry to be a difficult thing.

Keywords: problem-based learning · writing poetry · social media

1 Introduction

Writing poetry, especially for class X students, is often found with several difficulties so that this often raises crucial problems. Poetry is one of the skills that is often done by students. Poetry often appears in learning Indonesian which is taught from elementary school to university. Various problems arise in the process of writing poetry, namely the lack of interest and enthusiasm of students in making poetry. Another problem that arises is the difficult processing of words in writing poetry, making poetry something that is not of interest to students. The lack of figurative language used is also a supporting problem

that occurs. According to [1] this happened because of the lack of students in involving aspects of reason, feeling, and also skills. Aspects of the skills involved are writing skills that must be mastered by everyone, especially a student [2]. Therefore students must have a qualified initial ability, namely writing poetry [3]. Meanwhile, according to [4] writing provides benefits in developing creativity, truthfulness, instilling self-confidence and assisting students in expressing ideas, thoughts, experiences and feelings. With these problems, of course, the skills of an educator must be improved, especially in poetry writing skills [5] states that the dominance of teachers in learning, especially in writing poetry, causes students to tend to be passive and have no role in learning activities at school. According to [6] many think that writing poetry is a difficult and boring skill. Problems occur because students think that writing poetry requires carefulness in stringing words so that it can be interesting to readers [7]. Educators must make new steps to increase students' enthusiasm for writing poetry again. Poetry is in learning Indonesian according to [8] not only language skills are learned by students, but also skills in literature. Therefore as educators must be able to master skills in literature. Because learning literature, especially poetry, occurs at every moment, namely learning to write poetry. Poetry is the oldest literary work compared to other literary works. These literary works are like prose and drama. Therefore, in the sense of poetry, there are many traditional views. Poetry itself is a literary art, according to him, it is arranged based on certain conditions, such as the use of rhyme, rhythm, and figurative words [9]. According to [10] poetry is the most important interpretation and record of human experience, which is manifested in the form of an impression. The content in the poem is in the form of a description of the atmosphere, both physical and natural. This is in line with poetry in which there are linguistic events to express personality in a harmonious form. It is meant that those things are purified filtered [11]. It was concluded from this understanding, poetry is a manifestation of the author's expression, where the expression is formed from the warehouse of words uttered by the author which in it has its own beauty that makes a poem more memorable. A sample of poetry writing errors can be described as shown in Figs. 1 and 2.

The information in Fig. 1 is an example of writing poetry for class X-3 students. In this poem, the error that occurs is the lack of student creativity. That is, the poem pays little attention to word production so it seems random. Even though there is a figurative meaning, the student only writes poetry with what he sees or only uses simple words without paying attention to rhymes. The use of capital letters in the fourth line also indicates that the poem is not finished in writing. As well as the resulting stanza is only one stanza. Impressed that the poem is not made in earnest. The form of mistakes that are often made by students is that students do not use figurative language such as figure of
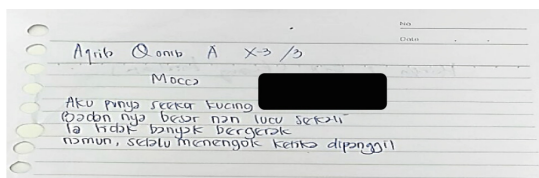

Fig. 1. Example of Poetry Writing by Class X-3 Students

Direct Translation:

Mocca

I have a cat
His body is big and cute once
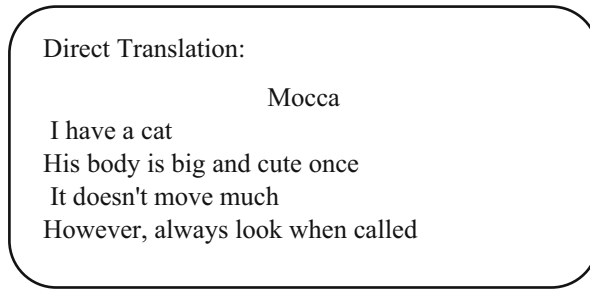It doesn't move much
However, always look when called

Fig. 2. Examples of Poetry by Class X-3 Students

speech in making poetry. Besides that, there is also the problem of originality in making poetry, students tend to be lazy to write poetry and rewrite poetry that is already on the internet so students are not creative. The use of diction is often overlooked in student poetry writing. Even though diction is an important part that determines the beauty of the poetry that is made.

The problem that often occurs in the world of education is about the application of the methods used in learning. The learning method is one of the steps and stages carried out by educators in teaching and learning activities. These steps and stages are used to achieve learning objectives. The learning method according to [12] is the method taken by educators to convey material related to learning so that learning objectives can be achieved well by students. According to [13], there are two types of methods that are usually applied by educators, namely teacher-centered learning and student-centered learning. Both methods are used by educators. However, most educators are more dominant for teacher-focused learning such as lecture methods, question and answer methods and demonstration methods. As time goes by, educators change the pattern of methods used, namely those that focus on students, such as the discussion method and the independent study method. The discussion method is almost the same as the understanding of the problem-based learning method. According to [14] the discussion method confronts students with a problem, then solves it by exchanging ideas or ideas to find alternative solutions. Learning methods are applied in various subjects, one of which is using Indonesian language learning. Learning strategies according to [15] are organizing the content of lessons, delivering lessons, and managing learning activities using various learning resources used by educators to support the creation of an effective and efficient learning process. The method in learning Indonesian is language skills. According to [16] language skills include four aspects, namely listening, speaking skills, reading skills, and writing skills. According to [8] as educators who must be able to choose learning models and also the media used must be varied, so that learning becomes more colorful and does not seem monotonous. Educators have an important role in honing the creativity possessed by students which later this can be used to improve the quality of education. With these problems a method is needed in solving the problem to get a solution to it.

One step that can be taken by educators is to use problem-based learning according to [17], which is problem-based learning taken from the English term Problem Based

Instructions (PBI), which is a learning model that uses problems as a starting point for acquisition and integration. The starting point for acquisition is changing the learning process itself from just listening to lectures to be more interactive using other methods. Learning integration is carried out, namely to link between problems faced by students. The application of the problem based learning learning model can be used in solving a problem so that students try to explore the knowledge they have. Dengan penerapan metode pembelajaran probem based learning akan terjadi sebuah pembelajaran yang bermakna [18]. Problem based learning is a method with a teaching model with a student learning approach based on authentic problems [9]. The authentic problem in question is the problem found by students in everyday life. [19] defines problem-based learning as a series of learning activities that emphasize a process of solving problems faced scientifically. Students in the problem based learning learning method are introduced to critical thinking that not only listens, notes, listens, but also processes data and draws conclusions. [20] states that problem-based learning itself is a learning method that uses virtual world problems as a student context for shopping about ways of thinking and solving problems encountered. With that learning methods carried out by educators such as the problem based learning method are used to assist educators in conveying all kinds of information to students.

The problem based learning learning method can build the teaching process to be more active and can identify problems and solve them [21]. The goal is to invite students to think critically in solving problems, the ability to act as adults because they are able to solve problems, and the ability to learn independently [19]. This can be combined with things that are being explored by students, namely social media. Social media is certainly connected with technology. Technological developments in the modern era have provided significant assistance to adolescents [22]. Social media is of course connected to the internet. The internet is used by all levels of society, from children to adults. Based on a survey by APJII (Association of Indonesian Internet Service Providers) internet users in 2021 to 2022 will reach 77.02% with various age groups. The age of school children, namely reaching 99.16% internet usage, indicates that the internet is a support for social media. Of course this is the beginning for learning to use social media more and more loved. According to [23] social media is a tool used to interact between various users in various parts of the world, as well as to provide convenience in getting information quickly and completely. Social media present in this era complements the sophistication of the technology created.

According to [24] in recent years, advances in technology and information are increasingly rapid and up-to-date. This is connected with technological developments that have a broad impact on various aspects of education [25]. So that all ages can access social media, from children to adults for learning purposes. With social media, educators and students can interact in learning activities anywhere, anytime, and are not limited by space or time [26]. This makes social media used as a learning activity in order to create students' habits in using good and wise social media [27].

Instagram social media, namely the application of sharing photos, applying digital filters and sharing to various social networking services [28]. Instagram is also an application that can upload images, which is called an Instagram feed. [29] provides an explanation that Instagram is an Insta-Telegram application where there is a social

system inside Instagram, by becoming a follower of another user's account or having Instagram followers. With that, researchers can conclude that the Instagram social media application is an application that can store and present photos and videos. In addition, the Instagram social media application is also equipped with various advanced features such as instastories, direct messages, reels and also Instagram feeds. With social media, learning becomes easy. According to [30] Instagram is considered very suitable as a learning medium online and online. Instagram social media can be used as a helper in the learning process. Instagram social media can be used as a creative learning tool in poetry writing. Utilization of Instagram social media as a step in implementing problem solving learning strategies, namely inviting students to be creative in writing poetry based on the use of Instagram social media. With this situation in terms of learning according to [31], social media is one of the media that can increase the millennial community's love for poetry.

Learning Indonesian especially in writing poetry, the problem based learning method can be applied. The combination of methods and Instagram social media will be a new breakthrough to invite students to write poetry in a fun and creative way. A social media account that contains a few words and is a large-scale account with youth followers, namely the social media account @*sesakata.* One account that has caught the attention of researchers is an account named @*sesakata* [32]. The account uploads words and sentences consisting of 1 to 2 sentences in the form of Instagram photo feeds. That is, with media images in the form of words. The Instagram account has 119,000 followers with 560 posts. Posts in the form of feeds are uploaded every day. The Instagram account @*sesakata* itself was created in 2019 with an anonymous account owner, which is a group of people but their names are kept secret. The Instagram account @*sesakata*, which posts motivational words every day. With this description, the researcher uses the social media account @*sesakata* as a tool for sharpening students' creativity in writing poetry. This was done because the use of Instagram @*sesakata* social media can facilitate the application of problem based learning methods. Based on this description, the researcher invites students to write poetry using social media @*sesakata* based on posts uploaded. Later each student chooses one of the posts in it and then creates a poem according to the topic that has been written from @*sesakata.* Through the use of social media in writing poetry, it is hoped that it can provide new synergies in writing poetry.

This research was made based on references and interest from previous studies. Researchers examine the linkages of research conducted with current research. With that researchers get a comparison so that this research can be adequate. This is intended to strengthen the research conducted. Because the research conducted by researchers is a qualitative approach, similarities and differences in perspectives on certain subjects are natural and complementary. The difference between the current research and previous research is that the research location is different and the use of Instagram social media accounts for writing poetry is also different, namely in the way the researcher does it. This research will prove the application of problem solving learning strategies in writing poetry for class X students by utilizing the social media Instagram @*sesakata.* This research is a new thing done by researchers with the title *"Penerapan Metode Pembelajaran Problem Based Learning dalam Penulisan Puisi Siswa SMA Kelas X dengan Pemanfaatan Media Sosial Instagram @Sesakata"* ("Application of Problem

Based Learning Methods in Writing Poetry for Class X High School Students by Utilizing Social Media Instagram @*Sesakata*").

From the previous research, the researcher made an educational research by focusing on problems on problem-based learning methods in writing poetry using Instagram social media. However, relevant research uses different media. The first is research conducted by [33] namely the research title *"Kefektifan Media Wattpad dalam Pembelajaran Menulis Puisi pada Siswa Kelas X SMK Setia Darma Palembang"* (The Effectiveness of Wattpad Media in Learning to Write Poetry in Class X Students of SMK Setia Darma Palembang). In this study using the experimental method. This study aims to determine the effectiveness of Wattpad media in learning to write poetry for class X SMK Setia Darma Palembang. In this study using random sampling technique and data collection is by test and observation. The data analysis technique used is by using the t-test. And this research found that there was an increase in results when using Wattpad media in writing poetry for class X students of SMK Setia Darma Palembang. Subsequent research that is relevant is research conducted by [29] with the title of research *"Penggunaan Media Video Akun Instagram Shiftmedia.id dalam Pembelajaran Menulis Puisi pada Siswa Kelas VIII SMP It Al-Lauzah Tahun Pelajaran 2018/2019"* (Use of Video Media on Shiftmedia.id's Instagram Account in Learning to Write Poetry in Class VIII Students of SMP It Al-Lauzah in the 2018/2019 Academic Year). The research aims to create a tool that helps students to be more creative and innovative in writing poetry. Researchers used a qualitative descriptive method. Data collection is done by testing, observation, and documentation. The results obtained from this research are that the use of the Instagram video can improve the learning outcomes of It Al-Lauzah Middle School students.

Relevant further research is entitled *"Pengaruh Media Sosial Instagram Terhadap Kemampuan Menulis Puisi pada Siswa kelas XI MAN 1 Mojokerto"* (The Influence of Instagram Social Media on the Ability to Write Poetry in Class XI Students of MAN 1 Mojokerto) by [6]. This research aims to determine the influence of Instagram social media and its application in writing poems for class XI MAN 1 Mojokerto students. Data collection used pretest and posttest and with experimental design research. From this research, there was an increase in students' abilities in writing poetry after using Instagram social media. There is also similar research on learning to write poetry by utilizing YouTube social media with the research title *"Pemanfaatan Youtube sebagai Media Pembelajaran Menulis Puisi"* (Utilization of Youtube as Learning Media in Writing Poetry) by [23]. The purpose of this research is to describe a YouTube application that can be used as a medium for learning to write poetry. This study used a qualitative descriptive method with student respondents. The results of the study are that YouTube media is used in harmony with student talent interests, so that creativity and quality are in harmony with each work produced. The next relevant research is the title *"Pengaruh Penggunaan Instagram Instagram Sebagai Media Pembelajaran Terhadap Peningkatan Motivasi Menulis Mahasiswa"* (The Effect of Using Instagram as a Learning Media on Increasing Student Writing Motivation) carried out by [34] the purpose of this research is to find out the use of social media in increasing student motivation. The research was conducted with a sample of the student population using a qualitative descriptive method. In this study, the results showed an increase in motivation through the level of participation and activeness of students in the learning process and the creation of an

interesting learning atmosphere by using the Instagram application and an increase in learning achievement. The next relevant research is by [35], namely with the research title *"Media Sosial Instagram Sebagai Sarana Pembelajaran Menulis Teks Deskripsi"* (Instagram Social Media as a Learning Tool for Writing Description Text). The purpose of this research is to find out the use of technology learning media is more fun through Instagram media in learning descriptive text. The results obtained are that Instagram media can be used as a learning media for descriptive text so that it is fun for students. Other research is also relevant to the researcher's title, which is about problem solving learning strategies. Obtained some relevant research that is with the title *"Penerapan Model Pembelajaran Problem Solving Untuk Meningkatkan Prestasi Belajar Bahasa Indonesia"* (Application of the Problem Solving Learning Model to Improve Indonesian Language Learning Achievement) by [36]. The purpose of this research is to apply the problem solving learning model to elementary school children. This study used descriptive qualitative method. In this study it was found that the Problem Solving model can be used as an alternative to improve student achievement in Indonesian language subjects. Relevant research that is used as a reference by researchers is showing the use of social media such as Instagram, YouTube, Wattpad and other social media. Social media is used as a medium to increase students' interest in writing poetry. As well as breaking the notion that writing poetry is a difficult thing. Besides that, using Instagram social media can support student writing. It is hoped that this will become a reference for teachers to always use social media as a medium in teaching. In previous research conducted. Social media has a positive impact on poetry writing for class X students. In addition, the application of problem-based learning, namely in writing poetry for class X high school students, can be used as a new breakthrough in making poetry more interesting and bringing out the creativity of students' words. These results indicate that the problem-based learning method can be implemented, namely solving problems from poetry made by provoking words from Instagram social media. This application has a positive impact on improving Indonesian language learning achievement.

2 Method

This study uses a descriptive qualitative research method. Descriptive qualitative, namely the researcher describes objects, phenomena, or social settings in the form of narrative writing, namely data collected in the form of words or pictures and numbers [37]. This study uses research variables that will provide information about appropriate problem solving. The variables in this study are poetry writing based on the Instagram social media account @*sesakata* as the independent variable and independent poetry writing skills as the dependent variable. Design in research that uses descriptive qualitative research. The research was conducted at PK Muhammadiyah High School (Special Program) Kotabarat Surakarta which is located at Jalan Pleret Raya, Sumber. district Banjarsari, Surakarta City, Central Java. The data source was obtained from students in class X (ten) for the 2022/2023 academic year, totaling 23 students as research subjects using cluster sampling techniques. This study uses a descriptive qualitative research method. Descriptive qualitative, namely the researcher describes objects, phenomena, or social settings in the form of narrative writing, namely data collected in the form of words or pictures

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3   Result and Discussion

3.1   Research Results the Initial Stage of This Study is Observation

Observations are carried out to determine the class conditions of students who will be used as samples in the study. Data were obtained through the first questionnaire containing students' responses to their interest in writing poetry and its difficulties. The second questionnaire contains students' responses after writing poems using social media on Instagram @*sesakata*. Questionnaire sheets are given at the beginning before doing learning and after learning. The way to fill out the questionnaire is to choose the available answers to the questions asked. Students are asked to put a tick on the selected answer i.e. the answer criteria are "YES" and "NO. The response contains the point of interest of students in poetry. The application of the Problem Based Learning learning method by utilizing Instagram @*sesakata* social media in writing poems for class X senior high school students on October 11 and 12, 2022 was carried out to be the basis for the next step in research.

Information on the percentage of student responses in the first observation, namely before using the instagram social media account, can @*sesakata* be accessed in Table 1. The description in Table 1 regarding the responses of students in grades X-3 of Muhammadiyah PK High School (Special Program) Kottabarat before using the Instagram social media account @*sesakata* to writing poetry is that many students are interested in learning Indonesian. And the results showed that students are also interested in writing learning, besides that students have also written poetry because it is taught from kindergarten to high school. However, the problem arises that students are not interested in poetry, this hinders students from writing poetry. It was also found that a high percentage indicated that students considered poetry to be a difficult thing. (This information can be accessed in Table 1). Table 1 shows the percentage of student responses before using @sesakata instagram social media account in writing a poem:

Table 1. Percentage of student responses at the first observation

No	Student Response	Percentage
1.	Students are interested in learning Indonesian	93, 8%
2.	Student interest in writing	68, 8%
3.	Students have written poems	87,5%
4.	Interest in poetry	46,9%
5.	Writing poetry a difficult thing	90,6%

Table 2. Percentage of student responses on second observation

No	Kriteria Penilaian	Percentage
1.	Instagram account @sesakata able to lure students to write poems	84,6%
2.	Instagram account @sesakata make it easier to write poems	88,5%
3	Difficulty writing poetry	61,5%

Information about the responses of students in grades X-3 of Muhammadiyah PK High School (Special Program) Kottabarat after using @*sesakata* Instagram social media account to writing poems can be accessed in Table 2. Namely, a high percentage of results were obtained, that the Instagram social media account @*sesakata* able to provoke students to write poetry. That is to take advantage of the words contained in the Instagram post, then students are able to continue these words so that they become a complete poem. In addition, the Instagram social media account can @*sesakata* make it easier for students to write poems, as can be seen from the percentage that students get more enthusiastic and easier to write poems when using the Instagram account, so that students do not need to look for several word topics that will be used as poems. In addition, the difficulty of writing poetry has decreased. Initially in the first observation students were difficult in writing poetry, but in the second observation of a significant increase in percent which showed that writing poetry using social media accounts instagram @*sesakata* can encourage students to write poetry and increase interest in writing poetry. (This information can be accessed in Table 2). Table 1 shows the percentage of student responses after using @*sesakata* instagram social media account in writing a poem:

3.1.1   Presentation of Data Based on Assessment Criteria

To present the data, students were given a test, which was in the form of writing free theme poems and writing poems using the Instagram social media account @*sesakata* in high school students in grades X-3. The results of writing the poem are then assessed based on the assessment criteria that have been compiled by the researcher. The criteria are (1) the use of figurative language, (2) the addition of words and lines, (3) the addition of stanzas, (4) rhyme, (5) diction, (6) imagery, (7) originality. The poetry writing skills of high school students in grades X-3 are illustrated in Table 3.

Table 3. Student poetry assessment

No	Assessment Criteria
1.	Use of figurative language
2.	Word and line addition
3.	Addition of stanzas
4.	Rhyme
5.	Diction

1. Use of Figurative Language

The thing that is emphasized in the assessment criteria is the ability of class X high school students to be able to use figurative language before using words from the Instagram account @*sesakata*. Namely the figurative language that is emphasized is the use of figure of speech. Can students achieve improvement after writing poetry using the Instagram social media account @*sesakata* compared to making free theme poetry. Of course this becomes an assessment because class X students will indirectly write a figure of speech that is in accordance with the poem they wrote. Before using the Instagram social media account @*sesakata*, the results of writing student poetry had not found the use of figure of speech. However, after using the Instagram social media account @*sesakata*, out of 23 students, 5 students used figure of speech, namely 2 students used Repetition Majas and 3 students used Rhetoric.

2. Word and Line Enhancer

The most difficult thing to write poetry for high school students in class X is one of them is producing a word so that it becomes a line of words. Students tend not to be able to produce words because of the lack of references to the words they use. Before using the Instagram social media account @*sesakata*, students wrote poetry on a free theme with a few words that came to mind, without thinking about the words that should have been so that the words did not form lines. However, after using the Instagram social media account @*sesakata* as an inducement, students can process words and produce even more words so that they become lines of poetry sentences. There are 10 students who are able to produce words and lines.

3. Couplet Enhancer

In writing poetry, many high school students in class X only make poetry with free themes by producing only one verse of poetry. Because it is not the whole poem intact. After using the Instagram social media account @*sesakata*, student poetry writing was further improved by students producing words that produced several verses of poetry.

There are 9 students who can add poetry verses after using the social media account Instagram @*sesakata* compared to free theme poetry verses.

4. Rhyme

Rhyme is the sound that occurs at the end of a sentence, which is in the form of letters. These letters are used to beautify poetry. Class X high school students already understand the use of rhyme. Unintentionally, rhymes were produced by students in writing poetry with free themes, such as rhymes [a, a, a, a] and rhymes [i,i,i,i] but after using the Instagram social media account @*sesakata*, rhymes were produced by students in writing. poetry becomes more numerous, namely with free patterns such as rhymes [u], [t], [h], and [n].

5. Diction

The game of diction is certainly an important point in a poem. Diction is used so that the poem becomes more interesting and the diction can convey the author's message. In writing the free theme of 23 students of class X students did not use diction at all. However, after using Instagram social media @*sesakata* and getting prompts for words, there were 2 students who used diction to write poetry, such as the words "Fatamorgana", "Sukma" and "Sarira".

6. Imagery

In class X high school students are not yet open to some images. When using free theme poetry, indirectly the poetry produced already contains imagery such as visual imagery because poetry is made based on what is seen. After using the Instagram social media account @*sesakata*, there are several imagery in student poetry, such as feeling and hearing imagery, which of course increases student writing poetry. Of the 23 students there were 2 students who used imagery.

7. Originality

The originality in question is poetry created by high school students in class X based on their own thoughts or quoting existing poetry. In writing free theme poetry, many students take poetry from the internet and then rewrite it so that the poem is not original. However, when using the Instagram social media account @*sesakata* in writing poetry, the poetry created by students is original and based on the students' own thoughts.

3.1.2   Presentation of Data Results from Writing Poetry

In Table 5, information on the frequency of obtaining grades in writing student poems with free themes is obtained. Based on the grouping of grades in Table 5, many students who get grades 60–65 are classified as medium grades, which is 18 students assessed from the assessment criteria in Table 4. Students who score 70–75 are classified as high scores. The acquisition is a classification of grades based on the creation of free themes of students who are more likely to be uninterested in poetry. In Table 6, the frequency of obtaining scores on student poetry writing using social media on Instagram @*sesakata*. Based on the grouping of grades in the table above, many students get grades of 70–90 which are classified as high and very high scores. With this assessment classification, after

Table 4. Interval Value

No	Interval Value	Criterion
1.	90–100	Sangat Tinggi
2.	70–89	Tinggi
3.	60–69	Sedang
4.	40–59	Rendah
5.	0–39	Sangat Rendah

Table 5. Grouping grades and student frequencies in free theme poetry writing

No	Value Grouping	Frekuensi
1.	60.00	14
2.	65.00	4
3.	70.00	4
4.	75.00	1
	Jumlah	23

Table 6. Grouping grades and student frequencies in writing poems using instagram social media @sesakata

No	Value Grouping	Frekuensi
1.	70.00	2
2.	75.00	4
3.	80.00	5
4.	85.00	5
5.	90.00	7
	Jumlah	23

using the instagram social media account, @*sesakata* students became more enthusiastic and interested in poetry by getting satisfactory scores.

3.2   Discussion of Research Results

3.2.1   The Use of Instagram Social Media @sesakata in Poetry Writing

Figures 3 and 4 shows a post from @*sesakata* Instagram social media account that was used as a reference in making poems for grade X-3 students.

Posts from @*sesakata* in the table above can be used by students as inducements in making poetry. Based on the results of the research which are details of student response
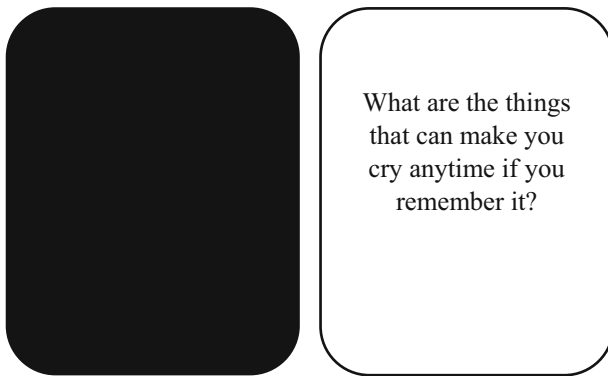
Fig. 3. Sample @Sesakata Post

Fig. 4. Sample @*Sesakata* Post.

questionnaires and test results for writing free theme poetry and writing poetry based on the Instagram account @*sesakata*. There was discussion that using the Instagram social media account @*sesakata* could increase students' interest in writing poetry. This was obtained from the scores obtained by students after composing poetry using words from the Instagram social media account @*sesakata*. Using the Instagram social media account @*sesakata* is the same as creating poetry with the inducement of words that are already available so that the student's imagination process becomes hooked. Besides that, using @*sesakata* allows students to process figurative language, especially in terms of figurative language. Initially, when writing poetry on the free theme, students did not use figurative language in writing poetry, but after using @*sesakata*, students were bolder in using figurative language. The figurative language obtained in writing student poetry is like the Repetition and Rhetoric figurative language. Students make poetry with free themes but do not pay attention to the production of words and lines they write and only stick to a few words that are encountered. But after using @*sesakata* there are additional words and form into lines. In addition, it was also found that there were some students who wrote poetry consisting of only one stanza. Where it puts aside

the impression of poetry and looks like it's not poetry. After using @sesakata the poetry written by the students got better with the addition of words which became several verses of poetry. From the beginning of the free theme poetry, only making one stanza of poetry increased to two to 3 stanzas of poetry. There are various kinds of rhymes in student poetry writing using @*sesakata* compared to free theme poetry which only rhyme [a] or [i]. Students become more imaginative with the addition of diction from several students who make poetry. So that there is an increase in writing poetry. Students unconsciously in writing poetry using @sesakata there are several imagery, namely the imagery of sight, feeling, and hearing that is most used. In making free-themed poems made by students, many students quoted from the internet, which was like poetry that was already on the internet and then changed again, so that it seemed not creative. However, after using the social media account Instagram @sesakata students can write poetry without quoting from the internet or other people's poetry. And just continue the words contained in the Instagram account. So that the originality of student poetry can be guaranteed through those methods.

Referring to the reasons for this, the Instagram @*sesakata* social media account can be used for the latest learning media that is oriented towards the current generation. The reason is that students are more interested in learning based on social media. Not only @*sesakata* but other Instagram accounts can also be used to lure students into writing poetry. As well as this can foster an interest in writing poetry which is considered as a difficult thing. The Instagram social media account @*sesakata* can be a new breakthrough so that learning to write poetry is not monotonous.

3.2.2 The Form of Applying the Problem-Based Learning Method in Writing Poetry Using Social Media Instagram @sesakata

The form of using social media Instagram @*sesakata* in writing poetry was carried out by researchers in several steps, namely:

1. The researcher explains about the social media account Instagram @*sesakata* to students.
2. Then students are asked to activate the device.
3. Students open the Instagram application.
4. Students are directed to go to the search page.
5. Students are directed to look for the Instagram account @*sesakata.*
6. The researcher explains and gives examples of how to write poetry using the social media account Instagram @sesakata.
7. Students are asked to choose one of the posts from Instagram @*sesakata* and are asked to write the date of the chosen post.
8. Next, students write poetry based on provocative words from the Instagram social media account @*sesakata.*
9. Students collect the results of writing poetry to researchers.

The following is an example of writing poetry using the Instagram social media account @*sesakata*:

Post dated 05 October 2022

Kalau nanti harus berjalan sendiri-sendiri (If you have to walk separately later)
Pun tidak mengapa (Not even why)
Selama bersama juga rasanya sama saja (As long as you are together, it also feels the same)
Karena sadar diri itu perlu (Because self-awareness is necessary)
Sadar jika bersama adalah yang menyakitkan (Being aware if being together is a painful one)
Menyakiti hati (Hurts the heart)
Menyakiti pikiran (Hurting thoughts)
Namun raga ini berharap (But this body hopes)
Ada kalanya kita berjalan beriringan (There are times when we go hand in hand)
Semoga jika tidak (Hopefully if not)
Kau dan aku bisa mendapatkan kebahagiaan (You and I can get happiness)

The italicized section is an example of the words found in the @*sesakata* post used by students to write poetry. Students can continue the words or can add the words at the end or middle of the poem written.

Researchers apply the stages in the PBL (Prolem Based Learning) learning model by using instagram @*sesakata* social media as poetry writing for class X-3 students, namely the application as follows:

1. Defining the problem

Researchers performed apperceptions related to poetry writing. Then asked a few questions related to poetry and its writing. The opinion of the students that writing poetry is difficult and that they are not interested in poetry.

2. Diagnosing the problem

The problem that occurs is the lack of role of teachers in utilizing social media as a medium to support student poetry writing. So that this becomes an obstacle for students in writing poetry and makes students not interested in poetry.

3. Formulating the alternatives

A suitable alternative is for researchers to invite students to think critically by utilizing instagram social media accounts @*sesakata* as a reference for words to write poetry.

4. Defining and implementing a preferred strategy

With it students can juxtapose applications suitable for writing poetry. The first is free theme poetry writing and poetry writing using instagram social media accounts @*sesakata.*

When compared to observation when students make poems with free themes. Students are less enthusiastic and interested in writing poetry. This is in accordance with the percentage of student questionnaire results found in Table 1 in the first observation where students are less interested in writing poems, especially writing free theme poems. With the results of the questionnaire, researchers used instagram social media

@sesakata to foster students' interest in writing poetry. And instilling students' interest in writing poetry that poetry is not a difficult thing. Instagram social media can be used to find material in writing poetry. In addition, it can be used as a new breakthrough as a learning medium Indonesian especially in making poetry. So that students become more enthusiastic if they get a word from their Instagram social media accounts. An example is what researchers do, namely utilizing instagram social media accounts *@sesakata* to invite students to write poems. It is hoped that it can provoke students in making poems, so students only need to continue to make poems. With the use of social media instagram is also balanced with the application of the Problem Based Learning method. The problem that occurs lies in the first cycle that students lack interest and are interested in poetry. With this, students can try to create poems based on previously identified problems. Solving the problem is to look for words on the Instagram account *@sesakata*. So that it can produce works, namely poems that are varied and creative.

4   Conclusion

From the description of the results and discussion, it can be concluded that the application of problem-based learning methods in writing poems for class X high school students using instagram social media accounts*@sesakata* can be used as a new breakthrough in writing poems for high school students in class X. This is evidenced by the results of research on writing poems of class X high school students which are categorized as high and very high. With a minimum score of 60 and a maximum of 90 after writing a poem using the instagram social media account *@sesakata*. With this, it makes it easier for students to make poems and can foster interest in writing poetry. It is hoped that it can break the perception that writing poetry is a difficult thing. Writing poems using an instagram account *@sesakata* can provoke students in processing words so that a creative poem is formed. The student can compose the poems he created with the help of posts uploaded by the instagram account *@sesakata*. This application is a new thing that is done in the writing of high school students. So that students become more interested in poetry and do not consider poetry to be a difficult thing. The author suggests implementing the utilization of instagram social media accounts *@sesakata* as a novelty in writing poetry that can be applied in Indonesian learning and other learning. By using this new breakthrough, students' creativity becomes more honed so that *problem-based learning* methods are achieved and can be applied in it.

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