

## The effectiveness of web based flipped classroom model toward the skill college students in writing poem

Saniman <sup>a, 1</sup>, Cerianing Putri Pratiwi <sup>a, 2 \*</sup>, Heny Kusuma Widyaningrum <sup>a, 3</sup>, Widyarini Susilo Putri <sup>b, 4</sup>

<sup>a</sup> Universitas PGRI Madiun, Madiun, Indonesia

<sup>b</sup> University of Limerick, Ireland

<sup>1</sup> sanimansumenep@gmail.com; <sup>2</sup> cerianing@unipma.ac.id; <sup>3</sup> heny@unipma.ac.id; <sup>4</sup> widyarini.putri@ul.ie

\* Correspondent author

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KEYWORDS	ABSTRACT
Write Poetry Flipped Classroom Web	This study aims to determine the effectiveness of the web-based flipped classroom model in students' poetry writing skills. The method used is quantitative experiments. The participants were categorized or randomly placed in two groups, namely the experimental class and the control class. In this study, the researcher used a 3rd semester student population of 149 students. The samples taken were classes 3B and 3C with each class totaling 32 students. The research sample was taken using cluster random sampling. The research data was in the form of student poetry writing results collected using the test method, while the hypothesis test used the t-test. The result of this study is that the t-value 7.586 > t-table is 2,040, so based on decision-making through the comparison of the t-value with the t-table, it can be concluded that $H_0$ is rejected and $H_1$ is accepted. It can be concluded that the web-based flipped classroom learning model is effective for learning to write poetry. It is recommended to conduct long-term research in order to form independent learning habits and deep understanding of students on an ongoing basis.

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## Introduction

The ability to use language that a person must have is language skills. Widyantara & Rasna (2020) said that there are 4 language skills that students must master, including listening skills, speaking skills, reading skills, and writing skills. Of these several types of language skills, writing skills are the most difficult type of skills to master (Nur et al., 2025; Suntini & Dewi, 2020). Writing skills require mastery of a wide variety of words (Widyaningrum et al., 2022). Writing skills are one of the many skills that need to be needed in expressing ideas, thoughts, and feelings through stories or essays that are unreal or tangible (Hasanudin et al., 2024; Qadaria et al., 2023). Writing is the expression of knowledge, feelings, opinions, and dreams to others using certain signs (Ivanka et al., 2025; Polat & Dedeoğlu, 2024). Writing is a productive activity that is complex with the goal of making others understand what is written (Marthaa et al., 2024; Wonglakorn & Deeraajviset, 2023). Ideas or thoughts in writing skills can be expressed in a fictional and non-fiction story writing or poetry.

Poetry is an art form that expresses a feeling. Writing poetry is the process of expressing feelings, thoughts, or experiences in the form of beautifully composed, creative, and meaningful words (Alfiati, 2020). Poetry typically uses distinctive language styles, such as metaphors, personifications, and rhymes, to convey emotions and messages in more depth. In writing poetry, a writer (poet) can pour ideas with various structures, both bound and freer like modern poetry (Marlani & Prawiyogi, 2019). The purpose of

writing poetry can be diverse, ranging from expressing personal feelings, describing beauty, conveying social criticism, to providing inspiration for readers (Wijayanti, 2022).

Writing poetry invites students to practice expressing feelings through beautiful writing (Bakri & Yusni, 2021; Irma et al., 2023). Stringing words into a poem can show great benefits for students (Creely et al., 2022). With writing skills, students can express all their expressions in written form, especially in the form of poetry (Cronin & Hawthorne, 2019). According to Razanah & Solihati (2022) with poetry writing skills, it can revive students' understanding of language, stimulate students' ability to think critically, and can increase students' creativity. Poetry is a literary work that describes a feeling.

A student must be able to master writing skills, both fiction and non-fiction. Writing skills have become very important in higher education and are identified as members of the discipline of almost all fields of study (Kazemi et al., 2014). Writing poetry is also one of the materials given to Elementary School Teacher Education Study Program students in the Indonesian Language Skills course. However, in reality, there are still many students who are not creative in writing poetry (Aristhi & Manuaba, 2020). Weak writing skills may be due to a lack of ideas rather than difficulties in vocabulary and syntax (Etemadzadeh et al., 2013). In addition, the cause of students' difficulties in writing is the fear of starting and making, the mistake of writing a topic. They are less able to open and summarize, organize essays, develop paragraphs, organize language effectively, especially composing sentences, placing the right vocabulary, and using writing mechanisms, especially writing techniques (Cahyani, 2010). Writing poetry has an important role in improving language skills and critical thinking, but students often find writing poetry difficult (Kangasharju et al., 2022; Vala et al., 2014). Poetry learning is still not optimal (Timothy & Obiekezie, 2019). According to Pratiwi (2021) there are several factors that cause students' lack of poetry writing skills, namely students have difficulty finding ideas or inspiration, students have difficulty finding imagination, low vocabulary possessed by students and low desire when learning to write poetry. In addition, students' lack of confidence is the cause of difficulties in writing poetry (Rusmana et al., 2020).

Based on the cause of students having difficulty writing the poem, a solution is needed, namely using the flipped classroom learning model and technology. Research Florina & Atmazaki (2023) shows that the flipped classroom model has a significant effect on students' activity proposal writing skills. Students of the experimental class were able to obtain higher results in writing activity proposals than students of the control class. This is because students who are taught with the flipped classroom model get more opportunities to discuss with teachers and practice writing. In addition, research Sa'diyah et al. (2021) shows that the use of plotagon and flipped classroom media makes students more active and creative in learning, and they are given an understanding that online sites can be used as interesting learning. Both studies show that flipped classroom is good for learning to write, both writing proposals and writing persuasion. This inspired to use flipped classroom in overcoming the problem of writing poetry, namely by using a technology-based flipped classroom. This research adds technology in the form of a Learning Management System (LMS), where the LMS can convey material to be studied first.

The right learning model helps students understand the material more easily. With a variety of learning models, teachers can adjust their approach to better suit the needs of students. Basically, the concept of the flipped classroom learning model is when learning as usual in the classroom is carried out by students at home, and homework that is usually done at home is completed at school (Murillo-Zamorano et al., 2019). Technology allows students to access learning materials anytime and anywhere through e-learning platforms, learning videos, or educational applications. In the digital era, combining learning models with technology is an innovative solution to increase the effectiveness of education. Technology is not only a tool, but also strengthens the learning model to be more interactive, flexible, and in accordance with student needs.

In recent years, a review of the flipped classroom model has been conducted by researchers. One of them is the research of Tomesko et al. (2022) that the virtual flipped classroom model can improve critical thinking skills in nutrition graduate students. The flipped classroom model incorporates active learning techniques and has been found to improve critical thinking skills in students. The research of Bhat et al. (2020) shows that the flipped classroom helps students to transform into active learners with the help of various activities that can be done outside the classroom. Flipped classrooms also allow teachers to have flexibility in delivering their courses. Furthermore, Rincón et al. (2025) stated that Flipped Classroom shows a significant improvement in academic performance, compared to classes with traditional learning methods. In addition, it also shows that Flipped Classroom encourages the development of self-regulation skills and self-efficacy. Flipped classrooms have a positive effect on student performance, are more active and able to solve problems (Walsh & Rísquez, 2020). Therefore, flipped classrooms are worth using in learning.

Research by Jittitaworn & Wisanskoonwong (2023) shows that the web is also more efficient because it can be accessed anytime and anywhere and increases responsibility. This makes it easier for lecturers

and students to carry out lectures. Web-based learning is one of the web-based educational services that allows the realization of edutainment using internet media. As explained in the results of the research Karahoca et al. (2010) that web-based learning has a good effect on student achievement. It cannot be said that web-based education is better than classical education. But, it can be an alternative to student success when the infrastructure is solid enough. However, this research is focused on a combination of flipped classroom learning models and web-based learning.

Several learning models when combined with technology will be more interesting, one of which is the web. Flipped classroom is made web-based because the use of the web is considered very suitable for conducting lectures. With the web, lecturers and students can be helped to continue to conduct effective lectures. The web-based flipped classroom will train students to be more active during lectures. In addition, the web-based flipped classroom will allow students to practice for independent learning skills (van Alten et al., 2020). The web-based flipped classroom is set in the opposite of the usual teaching and learning process. With this web-based flipped classroom model, the material is given first so that students learn it at home, when the learning process the lecturer reviews the material and the students do the assignments. This can be efficient because at home students will first learn the material. Web-based flipped classrooms are able to help students understand the material better because they can repeat the material as needed, maximize time in class for interaction and problem-solving, and make it easier to access the material anytime and anywhere. The students' writing results were better than those who did not use the model, although the difference was still quite small (Fu et al., 2019). With this approach, the web-based flipped classroom is an effective solution in supporting more interactive and in-depth learning.

Based on the above problem and the study of previous research, the purpose of this study is to determine the effectiveness of the Web-Based Flipped Classroom Model on Student Poetry Writing Skills. The Web-Based Flipped Classroom model is used for learning to write poetry.

## Method

This research includes quantitative experiments. Experimental research is a research method used to find the effect of a certain treatment on another under controlled conditions (Sugiyono, 2019). The participants were categorized or randomly placed in two groups. Researchers both conducted tests on both groups, and only the experimental group (A) was treated (Creswell, 2014). The design uses the Nonequivalent Control Group Design. In the experimental group, learning using web-based flipped classrooms, while in the control group using normal learning. Each group was given a pretest and a posttest. Research design can be seen in Table 1.

**Table 1.** Research design

<i>Grup</i>	<i>Pretest</i>	<i>Treatment</i>	<i>Post-test</i>
Experiment	O1	X	O2
Control	O3	-	O4

Information:

- O<sub>1</sub> and O<sub>3</sub> : Pretest for experiments and controls
- X : Treatment in the experimental class using a Web-Based Flipped Classroom
- O<sub>2</sub> and O<sub>4</sub> : Posttest for experiments and controls

Or a certain area where there are objects or areas with certain characteristics and qualities that are then studied by researchers and conclusions are drawn are called populations. In this study, the researcher used a 3rd semester student population of 224 students. Based on this population, a group was determined to test the effectiveness by means of a sampling technique. The sampling technique in this study is a probability sampling technique with cluster random sampling specification, so that the samples taken are classes 3B and 3C, each of which has a total of 32 classes. The research data is in the form of the results of writing student poems collected using the test method. The test was carried out twice, namely the pretest and post-test. The instrument was validated by two experts. From the results of the expert validation, it was declared valid with revision.

The data obtained from the experimental class and control class were then tested for normality, homogeneity, and hypothesis. Test the hypothesis using the t-test. The poetry assessment rubric can be seen in Table 2.

Table 2. Assessment instruments

Aspek	Skore			
	4	3	2	1
Typography	Poems composed by students 4 aspects of typography: a. Title b. There is an author's name c. Vertically arranged rows and verses marked with different spaces d. Use of letters according to the guidelines	The poems compiled by students have 3 aspects of the typography.	The poems compiled by students have 2 aspects of the typography.	The poems compiled by students have 1 aspects of the typography.
Rhyme	Poems created by students use rhymes that include imitation of sounds, varied repetition of words, and regularly patterned	Poems created by students use rhymes that include the repetition of varied and patterned words on a regular basis	Poems created by students use rhymes that include the repetition of patterned words on a regular basis	Students have not been able to come up with rhymes in their poems
Diction	Students indicate 3 uses of diction: a. Has a broad meaning b. using figurative words c. have a beautiful impression	Students indicate the use of these 2 dictionaries.	Students indicate the use of these 1 dictionaries.	Students have not indicated the use of diction.
Imagery	Students use a minimum of 3 exact variations	Students use a minimum of 2 exact variations	Students use at least 1 exact variation	Students are not able to bring up the right imagination and imagination.
Figures of speech	Students are able to come up with 3 or more variations of language styles	Students are able to come up with at least 2 variations of language styles	Students are able to come up with at least 1 variation of language styles	Students are not able to bring up language styles
Content Clarity	Students' poems correspond to 3 abilities of expressing ideas: a. The content of the poem corresponds to the title b. contains a mandate c. Presented in its entirety and completely	Students' poems correspond to the 2 abilities of expressing these ideas.	Students' poems correspond to 1 ability to express the idea.	Students' poetry is not in accordance with the ability to express these ideas.

(Rahmawati et al., 2021)

## Results and Discussion

### Results

The experimental class in this study is elementary school teacher education students in grade 3B. The following is presented a list of the values of the student's poetry writing ability by implementing using a web-based flipped classroom, using the learning steps can be seen in Fig. 1.

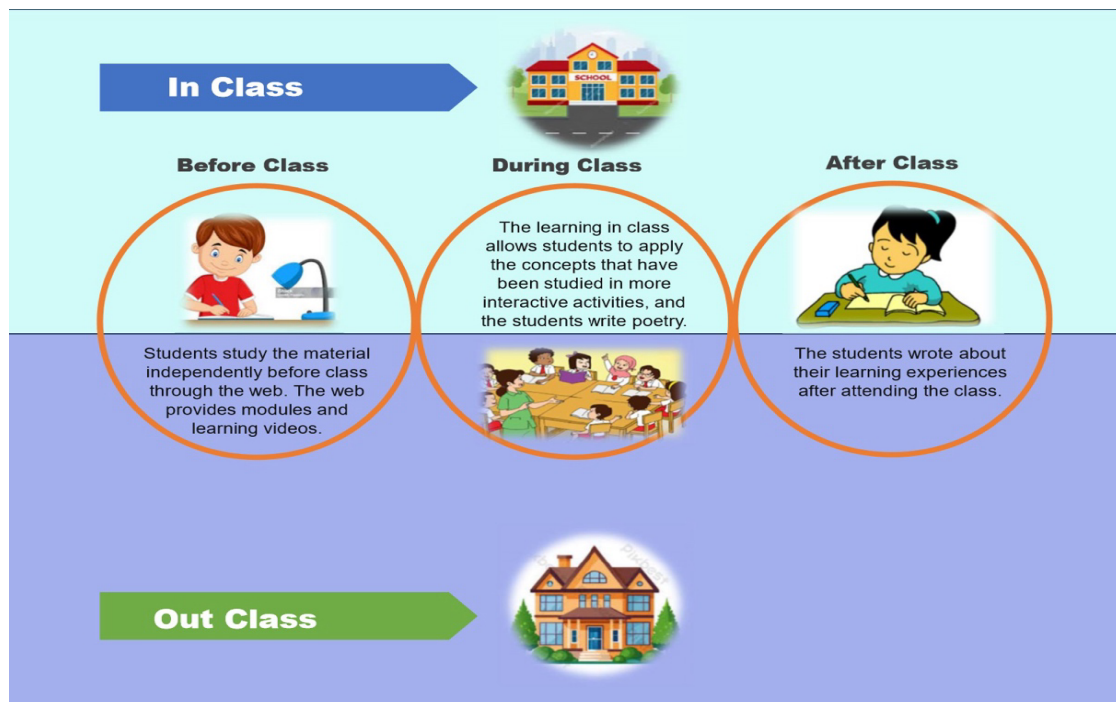


Fig 1. Web-Based Flipped Classroom Stages

Learning begins when students study the material independently before class through the web, namely an Learning Management System with a <https://elma.unipma.ac.id/>. On the web, a module has been provided that contains materials related to writing poetry. Overview of the contents of the Learning Management System for learning to write poetry can be seen in Fig. 2.

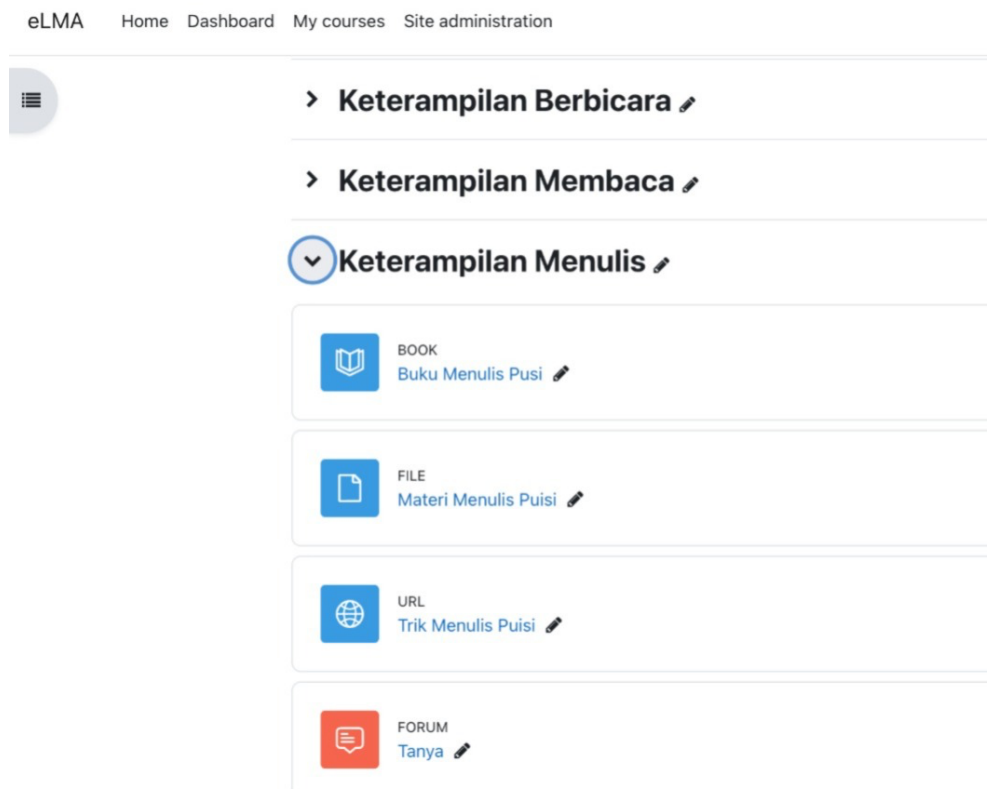


Fig 2. Learning Management System Display

After that, during learning in class, students apply the concepts that have been learned in more interactive activities. Lecturers and students discuss writing poetry. After that, students start writing poems according to the concepts and examples that have been learned. After writing, students presented the results of writing poems. After that, students write down their learning experiences after attending the class. Results of Assessment of student poetry writing in experimental class can be seen in Table 3 and 4.

**Table 3.** Pretest scores for writing poetry experimental class

<i>Num</i>	<i>Value Range</i>	<i>Frequency</i>
1	58-62	1
2	63-67	6
3	68-72	4
4	73-77	10
5	78-82	6
6	83-87	3
7	88-93	2
<b>Highest Score</b>		<b>88</b>
<b>Lowest Score</b>		<b>63</b>
<b>Average Score</b>		<b>74,61</b>

**Table 4.** Post-test scores for writing poetry experimental class

<i>Num</i>	<i>Value Range</i>	<i>Frequency</i>
1	75-79	10
2	80-84	6
3	85-89	6
4	90-94	7
5	95-99	3
<b>Highest Score</b>		<b>92</b>
<b>Lowest Score</b>		<b>75</b>
<b>Average Score</b>		<b>85,3</b>

From the table, it is known that the pretest score is the highest score of 88 and the lowest score of 63. The highest value on the postes is 92 and the lowest value is 75. The average score of writing student poetry in the pretest is 74.61 and the postes score is 85.3. Seeing this shows that the results of writing student poems have increased.

The control class in this study was class 3C students with a total of 32 students. The Control Class was first given the usual learning treatment, after which an instrument in the form of a poetry writing test was used to measure students' ability to write poetry. A list of student pretest learning outcomes can be seen in Table 5 and 6.

**Table 5.** Pretest scores for writing poetry control class

<i>Num</i>	<i>Value Range</i>	<i>Frequency</i>
1	60-64	3
2	65-69	2
3	70-74	6
4	75-79	17
5	80-84	4
<b>Highest Score</b>		<b>83</b>
<b>Lowest Score</b>		<b>63</b>
<b>Average Score</b>		<b>74,5</b>

**Table 6.** Post-test scores for writing poetry control class

<i>Num</i>	<i>Value Range</i>	<i>Frequency</i>
1	60-64	1
2	65-69	5
3	70-74	7
4	75-79	16
5	80-84	2
6	85-88	1
<b>Highest Score</b>		<b>88</b>
<b>Lowest Score</b>		<b>63</b>
<b>Average Score</b>		<b>74,2</b>



From the table, it is known that the students' pretest scores are the highest score of 83 and the lowest score of 63, while the highest post score is 88 and the lowest is 63. The average score of writing student poems in the pretest was 74.5 and in the postes was 74.2. Seeing this shows that the results of writing student poems in the control class have not improved better.

Normality Test The normality test is carried out to find out that sample data comes from a population that is normally distributed. The results of the calculation of the average normality test of learning outcomes can be seen in Table 7.

**Table 7.** Normality test

<i>One-Sample Kolmogorov-Smirnov Test</i>			
		<i>Eksperiment</i>	<i>Control</i>
N		32	32
Normal Parameters <sup>a,b</sup>	81.8750	82.1875	78.0625
	5.72347	6.21360	5.96191
Most Extreme Differences	.285	.200	.219
	.285	.200	.156
	-.115	-.124	-.219
Test Statistic		.285	.200
Asymp. Sig. (2-tailed)		.432c	.502c

If the Significance value  $> 0.05$  then it is said to be distributed normally. For the initial test of the experimental class, the significance value was  $= 0.432$ . Thus  $0.432 > 0.05$ , then the distribution is normal. The homogeneity test aims to convince that the set of data to be measured is indeed from a homogeneous population. Homogeneity analysis can be seen in Table 8.

**Table 8.** Homogeneity

<b>Test of Homogeneity of Variances</b>			
Levene Statistic	df1	df2	Sig.
.441	1	62	.509

Based on the output Table 8, it is known that the significance value (sig.) of the Indonesian variable in the Experimental and Control class is 0.509. Because the value of sig.  $0.509 > 0.05$ , then as the basis for decision-making in the homogeneity test above, it can be concluded that the variance of the Indonesian value data in the experimental and control classes is the same or homogeneous.

After normality testing and homogeneity testing, data results were obtained from the normally distributed population in the experimental class and in the control class. The data of the two classes was obtained as a result that the data were homogeneously distributed can be seen in Table 9.

**Table 9.** Results test t

		<i>Paired Differences</i>			<i>95% Confidence Interval of the Difference</i>		<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
		<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>	<i>Lower</i>	<i>Upper</i>			
Eksperiment	Posttest - Pretest	.71875	7.99288	1.41295	7.83701	13.60049	7.586	31	.000
Control	Prosttes - Pretest	.21875	5.20381	.91991	2.09492	1.65742	.238	31	.814

Based on the results of the t-test analysis calculation in the experimental class, it can be seen that the t-value  $= 7.586$ . The results of this calculation were then consulted with t-table  $= 2,040$  for  $\alpha$  5% with  $df = 31$ , if t-value  $= 7,586 > t\text{-table} = 2,040$  which means that there is an influence of the web-based flipped classroom model on writing poetry for 3rd semester students. In the control class, the results of the t-test analysis calculation can be seen that the t-value  $= 0.238$ . The results of this calculation are then consulted with t-table  $= 2.040$  for  $\alpha$  5% with  $df = 31$ , if t-value  $= 0.238 < t\text{-table} = 2.040$  which means there is no influence.

## Discussion

Based on the exposure of the results of the research above, the findings in this study are that the web-based flipped classroom model is effective for learning to write poetry. This can be seen from the test that students who studied with the Flipped Classroom model experienced a significant increase in poetry writing scores compared to the control group. Students in the experimental group showed more variation in style, theme, and diction use compared to the control group. Students are more active in discussing and giving feedback on the work of their peers. Most college students find that web platforms are very helpful in understanding the theory of writing poetry before class sessions. This shows that the web-based Flipped Classroom model is effective for learning to write poetry.

In the web-based flipped classroom learning model on poetry writing materials, it can use learning media in the form of learning videos and also references that can be accessed via the web. With the learning media provided, it will make it easier for lecturers to use the learning model. This causes student confidence to increase. It is also in line with the statement that flipped classrooms foster student confidence and motivation (Awidi & Paynter, 2019). In addition, lecturers also prepare instruments that are used to assess the results of writing and reading poems. This web-based flipped classroom will make it easier for lecturers to lecture. The lecturer will prepare material in the form of videos or summaries that have been uploaded on the web. Students can access the material through the web and study it. Lecturers set up a space on the web for discussion together and students can upload assignments on the website. Learning models and strategies are able to foster students' motivation to learn online (Lin et al., 2017). This is quite effective for lectures, including in increasing students' creativity in writing poetry.

This is also in line with the results of the study Ruslan et al. (2023) showing that the Flipped Classroom learning model is effectively used on the ability to analyze building elements and write poetry in high school students. The study showed that learning using the Flipped Classroom learning model improved better than using the Project Based Learning learning model. Research Arianti et al. (2021) shows the same thing, namely that flipped classroom learning using the schoology application in learning to write biographical texts can be categorized as good. It can be seen from the structure of the biographical text written by the students is appropriate. Almost the same as the research Rahmawati et al. (2023) shows that the use of the flipped classroom learning model in learning to write students' scientific papers is better and there is an increase in student self-improvement. The results of the study show that using the flipped classroom learning model can affect the learning of writing scientific papers in improving students' self-improvement. Research from Fauzan et al. (2021) also states that the application of the elaboration of the flipped classroom learning model and google classroom media can be a solution to Indonesian learning problems in the 21st century. In addition, the application of model and media elaboration is able to foster the self-development of students when participating in Indonesian learning, namely students are more skilled in using the four language skills, are able to read literature and foster awareness of literacy.

Based on these studies, it is known that the flipped classroom model is both for learning to write at school and in college. This is because Flipped classroom is a learning active learning design in which students are asked to complete pre-class learning assignments and participate in concept application activities during class time (Akçayır & Akçayır, 2018; Rawas et al., 2020). While web-based learning is one of the web-based educational services that allows the realization of edutainment using internet media. Web-based learning is an innovation that has a very large contribution to changing the learning process, the learning process no longer only listens to the description of the material from the lecturer but students also do other activities such as observing, doing, demonstrating and others (Januarisman & Ghufon, 2016). This learning model is an innovative and technology-based model. It will have many benefits for lectures (Favale et al., 2020).

The advantages of the web-based Flipped Classroom Learning Model are (1) Students have time to study lecture materials at home before the lecturer delivers them in a discussion forum on the web. This causes students to be more independent. (2) Students can study lecture materials in conditions and a comfortable atmosphere with their ability to receive material. (3) Because it is web-based, students can learn the material without being hindered by time and place. (4) Students get full attention from lecturers when they have difficulties in understanding assignments or exercises. (5) Students can repeat the video material uploaded by the lecturer until he really understands the material, unlike in ordinary learning, if students do not understand then the teacher must explain again until the student can understand so that it is less efficient. (6) Students can look for additional learning resources that can be used to enrich the learning material. (7) Students will find it easier to find the information they need by using search engines. (8) Lecturers can update the content of the subject matter easily.

Based on the description above, it can be seen that there are already learning models that are applied in teaching both by teachers and lecturers. From the application of this model, there are those who have



been able to improve the ability of students/students even though the increase is not significant. Seeing this, an innovative learning model is needed. Learning models that can improve students' skills. A learning model that is suitable for learning so that it is easier for lecturers and students to participate in learning.

The novelty of this research is to add technology in the form of a Learning Management System (LMS), where the LMS can convey material to be studied first. In addition, in the previous research for writing biographical texts and scientific papers, while in this study it was writing poetry. The subject of the study is also different because this research is at the university level. Although this study shows the effectiveness of the web-based Flipped Classroom model in improving poetry writing skills, there is still a gap that needs to be further researched, namely that this study focuses on specific models, so further exploration is needed on the variation of Flipped Classroom implementation in different contexts. Variations that can make learning more engaging.

## Conclusion

The web-based flipped classroom learning model is effective for learning to write poetry in college. The results of the study show that there is an effect of using the flipped classroom model on student poetry writing, when compared to using inquiry. This shows that the web-based flipped classroom learning model is effective for learning to write poetry. This is because the web-based flipped classroom learning model can be learned by students anytime and anywhere, so that it can support learning. This implies that lecturers of Indonesian language and literature skills courses utilize the web-based flipped classroom learning model. The limitation of this study is that the evaluation is only carried out in a short time, so it cannot describe the long-term impact of the web-based flipped classroom learning model. This study suggests that the next researcher to conduct research on the application of the learning model of writing learning.

## Declarations

- Author contribution** : Saniman has a responsible role to collect data and compile research results. Cerianing Putri Pratiwi plays the role of the compiler of the research results, involved in writing, reviewing, and editing. Heny Kusuma Widyaningrum is also the compiler of the research and editing results. Widyarini Susilo Putri played a role in compiling the research results.
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- Conflict of interest** : All authors declare that they have no competing interests.
- Ethics Approval** : Information on Ethics Approval and informed consent statements are required for all articles published in BAHASTRA since 2025.
- Additional information** : No additional information is available for this paper

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