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The Implementation of Hypercontent-Based Web Media in Teaching Indonesian Language

A Study of Poetry Writing among Sixth-Grade Students at SD Negeri Bareng 5 Jombang

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ABSTRACT

This study aims to analyze the effect of using hypercontent-based web media compared to conventional methods, as well as the role of gender on the poetry writing skills of sixth-grade students at State Elementary School Bareng 5 Jombang. The research employed a quantitative approach with a 2 × 2 factorial experimental design. The first factor was the learning media (hypercontent-based web media vs. conventional methods), and the second factor was students' gender (male vs. female). The subjects consisted of 64 sixth-grade students who were equally divided into experimental and control groups. The instruments included a poetry writing test that had been validated and tested for reliability, along with observation sheets to support descriptive data. Data were analyzed using two-way ANOVA with SPSS version 27. The results revealed that learning media had a significant effect ($F = 79.686$; $p < 0.001$), with the hypercontent group achieving higher scores. Gender also showed a significant effect ($F = 24.784$; $p < 0.001$), with female students outperforming males. A significant interaction effect was found ($F = 24.273$; $p < 0.001$), indicating greater improvement among female students using hypercontent. These findings highlight the effectiveness of interactive digital media and the importance of gender-sensitive instructional strategies in creative writing.

Keywords
Creative Writing
Elementary School
Hypercontent
Poetry
Web Media

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Introduction

In the contemporary digital era, information and communication technologies play a pivotal role in transforming education on a global scale. The use of digital media in literacy instruction, particularly in the teaching of poetry writing, has shown a steadily increasing trend. According to Thahir et al. [1] the implementation of interactive web-based media among elementary school students significantly enhances critical thinking skills and learning outcomes compared to conventional methods. Other studies likewise indicate that digital media effectively capture students' attention and facilitate more active learning processes [2], [3]. Data reported by UNESCO further reveal that students in many countries, including Indonesia, encounter difficulties in composing literary works such as poetry, especially in developing creativity and stylistic expression, despite demonstrating relatively high levels of digital literacy. This phenomenon suggests that poetry writing competence is not merely a technical skill but is also closely associated with the media and instructional methods employed.

Globally, literary writing skills particularly poetry often receive less emphasis compared to other literacy domains such as reading comprehension and textual analysis. A substantial body of research has concentrated on improving reading literacy, whereas quantitative studies comparing different instructional methods in the context of poetry writing remain relatively limited. For instance, a study conducted in junior high schools in Bima Regency found that instructional media and learning techniques jointly influenced students' poetry writing skills, employing a two-way ANOVA analysis. The findings indicated that interactive media exerted a more positive effect than traditional media; however, the interaction between media and learning techniques was also statistically significant. These results imply that the use of media alone may be insufficient without considering additional student-related variables such as gender, motivation, or prior creativity [4], [5].

From a theoretical perspective, writing instruction is informed by constructivist theory and multimodal communication theory. Constructivism posits that learners actively construct knowledge through interaction with their learning environment, including the media utilized. Multimodal theory emphasizes that media integrating text, visuals, interactivity, and hypercontent enrich learning experiences by offering multiple representational modes, thereby enabling students to comprehend and produce literary works with greater stylistic diversity. The evolution of these theoretical frameworks suggests that digital media function not merely as instructional aids but as mediators in students' creative processes and aesthetic expression.

Nevertheless, the literature presents ongoing debate regarding the extent to which gender influences achievement in literary writing, including poetry. Some studies report

significant differences between male and female students in terms of creativity, stylistic language use, and emotional expression in poetry [6]. In contrast, other research indicates that such differences are minimal or statistically insignificant when innovative and student-responsive instructional methods and media are applied [7]. This debate is crucial because, if gender indeed affects learning outcomes, instructional media interventions may need to be tailored accordingly.

In the Indonesian context, particularly at the elementary school level, research on literacy learning media including web-based platforms has demonstrated positive effects on students' motivation, engagement, and academic achievement. A recent study titled *Developing a Website Integrated with Project-Based Learning: Evidence of Stimulating Creativity among Elementary School Students in Indonesia* (2025) reported that web-based media integrated with project-based learning effectively stimulated elementary students' creativity [8], [9]. Similarly, research on the development of Google Sites–based websites as Indonesian language learning media [10], [11] revealed that website-based media enhanced students' engagement and comprehension in learning Bahasa Indonesia. However, these studies have not extensively employed two-way ANOVA designs to examine the interaction between instructional media and student-related factors such as gender in the specific context of poetry writing.

The local context of State Elementary School Bareng 5 Jombang presents distinctive characteristics. As an elementary school located in a medium-sized city in East Java, access to the internet and digital devices may be relatively better than in remote areas; however, the structured implementation of digital learning systems remains limited. A gap persists between conventional instructional practices such as direct teacher instruction and manual poetry writing exercises and the potential of hypercontent media that offer interactivity, cross-linking, images, audio, and non-linear navigation. This context renders State Elementary School Bareng 5 Jombang a highly relevant site for investigating the extent to which hypercontent media can enhance students' poetry writing abilities.

A review of prior studies reveals several research gaps. First, most studies compare traditional media with a single type of digital or innovative learning approach but do not specifically focus on hypercontent media defined as media integrating multimedia elements and hyperlinks in poetry instruction. Second, few studies have employed a two-way ANOVA design to examine the effects of instructional media alongside moderating variables such as gender on poetry writing ability, particularly at the sixth-grade elementary level. Third, there is a lack of localized statistical data from Jombang or comparable schools regarding baseline poetry writing competence and gender differences within the context of modern instructional media. Therefore, this study holds substantial significance. Its novelty lies in the use of hypercontent media for poetry instruction, combined with the variable of student gender,

analyzed through a two-way ANOVA design at State Elementary School Bareng 5 Jombang. This research seeks to address the following questions: (1) Does the use of hypercontent media significantly influence sixth-grade students' poetry writing ability compared to conventional methods? (2) Are there differences in poetry writing ability between male and female students? (3) Is there an interaction effect between instructional media type and student gender on poetry writing ability?.

Material and Methods

This study employed a quantitative approach using a quasi-experimental design analyzed through a two-way ANOVA. The design was selected because it allows for the simultaneous examination of the effects of two independent variables on a dependent variable, as well as the interaction between them. The first independent variable was instructional media, consisting of two levels: hypercontent-based web media and the conventional media traditionally used in the school. The second independent variable was students' gender (male and female), which functioned as an additional differentiating factor. The dependent variable in this study was the poetry writing ability of sixth-grade students at State Elementary School Bareng 5 Jombang after the treatment was administered. This design enabled the researcher to compare the effectiveness of hypercontent-based media with conventional methods and to determine whether an interaction existed between instructional media type and students' gender in influencing poetry writing ability.

The research participants were sixth-grade students of State Elementary School Bareng 5 Jombang during the semester in which the study was conducted, totaling approximately 60–70 students divided into two classes. The sampling technique employed was cluster random sampling, whereby one class was assigned as the experimental group and the other as the control group. The experimental group received poetry writing instruction using hypercontent-based web media, while the control group continued to use conventional instructional media. Prior to the treatment, both groups were administered a pretest in poetry writing to assess their initial ability. The treatment was implemented over four to six instructional sessions, followed by a posttest to measure the improvement in students' poetry writing skills.

The research instrument consisted of a poetry writing test in the form of an essay task. Content validity was established through expert judgment by language specialists and educational evaluation experts. The instrument's reliability was tested through a limited pilot study using Cronbach's alpha coefficient. In addition, students' background information, including gender, was collected for analytical purposes. Thus, the data sources comprised primary data in the form of pretest and posttest poetry writing scores, as well as supplementary background information.

Data analysis was conducted in several stages. First, assumption testing was performed, including a normality test using the Kolmogorov–Smirnov (K–S) test and a homogeneity of variance test using Levene's test to ensure that the data met the assumptions required for ANOVA. Subsequently, a two-way ANOVA was conducted to determine the main effect of instructional media, the main effect of gender, and the interaction effect between instructional media and gender on students' poetry writing ability.

Results

The findings of this study indicate that a total of 64 sixth-grade students from State Elementary School Bareng 5 Jombang participated in the research. The participants were divided into two groups based on the instructional media treatment and gender. For the first factor, instructional media, 32 students were taught using hypercontent-based web media, while the remaining 32 students received instruction through conventional methods. This balanced distribution between the two instructional media groups enabled a more objective comparison in examining the effectiveness of both approaches.

Table 1. Distribution of Participants by Learning Media and Student Gender (N = 64)

Factor	Code	Value Label	N
Learning media	1.00	*Hypercontent*-based web media	32
	2.00	Conventional media	32
Student gender	1.00	Male	26
	2.00	Female	38

Regarding the second factor, gender, the sample consisted of 26 male students and 38 female students. This composition shows that the number of female participants exceeded that of male participants, resulting in a somewhat unequal distribution. Nevertheless, the sample size within each cell remained adequate for two-way ANOVA analysis, as each subgroup maintained sufficient representation.

Table 2. Descriptive Statistics of Student Scores by Learning Media and Gender

Learning Media	Student Gender	Mean	Std. Deviation	N
Hypercontent-based web media	Male	66.4211	4.32455	19
	Female	76.3077	5.12160	13
	Total	70.4375	6.73430	32
Conventional media	Male	62.4286	1.98806	7
	Female	62.4800	1.93907	25
	Total	62.4688	1.91740	32
Total	Male	65.3462	4.20421	26
	Female	67.2105	7.42588	38
	Total	66.4531	6.34443	64

Descriptive statistical analysis revealed differences in the mean poetry writing scores based on instructional media and gender. Among students who learned through hypercontent-based web media, male students obtained a mean score of 66.42 (SD = 4.32), whereas female

students achieved a higher mean score of 76.30 (SD = 5.12). Overall, this group attained a mean score of 70.43, which was notably higher than that of the conventional method group.

In the group that used conventional media, male students obtained a mean score of 62.42 (SD = 1.98), while female students achieved a mean score of 62.48 (SD = 1.93). These results indicate that the average poetry writing performance in the conventional group was relatively lower and that there was virtually no difference between male and female students. Overall, the conventional group achieved a mean score of 62.46.

When examined by gender alone, female students generally demonstrated a higher overall mean score (67.21) than male students (65.34). However, the most pronounced difference was observed in the hypercontent group, where female students outperformed male students by a wider margin. This pattern suggests a potential interaction between instructional media and gender in influencing poetry writing ability.

In general, these descriptive findings suggest that hypercontent-based web media are more effective than conventional methods in enhancing students' poetry writing skills. Furthermore, female students tended to achieve higher results, particularly when learning with hypercontent media. Thus, it can be assumed that both instructional media and gender exert influence, and that their interaction may further strengthen differences in learning outcomes.

Table 3. Two-Way ANOVA Results for the Effects of Instructional Media, Student Gender, and Their Interaction on Student Scores

Source	SS	df	MS	F	Sig.
Instructional Media	1016.474	1	1016.474	79.686	< .001
Student Gender	316.138	1	316.138	24.784	< .001
Media × Gender Interaction	309.628	1	309.628	24.273	< .001

The two-way ANOVA revealed that the overall research model was statistically significant, $F(3, 60) = 46.266$, $p < .001$. This indicates that the combination of instructional media and gender accounted for a substantial proportion of variance in students' poetry writing ability, with an R^2 value of 0.698. In other words, approximately 69.8% of the variability in poetry writing performance can be explained by the model, which includes instructional media, gender, and their interaction, while the remaining variance is attributable to factors outside the model.

For the instructional media factor, the analysis yielded $F = 79.686$ with $p < .001$. This result demonstrates a highly significant difference between students taught using hypercontent-based web media and those taught using conventional methods. Therefore, it can be concluded that hypercontent media are more effective in improving students' poetry writing skills than conventional approaches.

The gender factor also showed a significant effect, with F = 24.784 and p < .001. This finding indicates a significant difference in poetry writing ability based on gender, with female students generally demonstrating higher proficiency than male students.

Moreover, the analysis revealed a significant interaction effect between instructional media and gender, F = 24.273, p < .001. This interaction suggests that the impact of instructional media on poetry writing ability differs between male and female students. Earlier descriptive findings support this conclusion, as female students showed greater improvement when using hypercontent media than their male counterparts.

Overall, these results reinforce the conclusion that hypercontent-based media are not only more effective than conventional methods but also appear to produce stronger positive effects among female students. Consequently, hypercontent-based instructional strategies may be considered an innovative alternative for enhancing creative writing skills, particularly poetry writing at the elementary school level.

Results and Discussions

A. The Effect of Instructional Media on Sixth-Grade Students' Poetry Writing Ability at State Elementary School Bareng 5 Jombang

The hypothesis testing indicates that the instructional media factor exerted a highly significant effect on the poetry writing ability of sixth-grade students at State Elementary School Bareng 5 Jombang, with F = 79.686 and p < .001. This finding demonstrates that the difference in mean poetry writing scores between students who used hypercontent-based web media and those who learned through conventional methods was not due to chance, but rather attributable to the difference in instructional media. Therefore, the study supports the hypothesis that hypercontent media are more effective in this context.

From a theoretical standpoint, the effectiveness of hypercontent media can be explained through multimodal theory and constructivist learning theory. Multimodal theory emphasizes that learning experiences integrating text, images, audio, hyperlinks, and interactivity provide richer meaning-making opportunities, enabling students to construct deeper connections between ideas [12], [13]. Meanwhile, constructivist theory posits that learners actively construct knowledge through engagement and direct experience rather than passively receiving information [14], [15]. Hypercontent media align with these principles by offering broader opportunities for exploration and interaction compared to conventional instruction.

Comparisons with previous studies reveal consistent findings. Anisa et al. [16], and Simamora et al. [17] reported that hypermedia was more effective than traditional methods in improving learning outcomes among middle school students. Similarly, Harahap [18], and Rufaida and Nurfadilah [19] found that web-based learning enhanced students' motivation and writing creativity compared to conventional approaches. These findings corroborate the

results obtained at State Elementary School Bareng 5 Jombang, indicating that hypercontent media can significantly improve poetry writing ability.

However, some studies have reported contrasting conclusions. Pratiwi and Dewi [20] argued that media function merely as vehicles for delivering instruction and do not significantly influence learning outcomes if teaching methods remain unchanged. Furthermore, Fauziah et al. [21], in their meta-analysis, found that the effectiveness of web-based instruction (WBI) compared to classroom instruction (CI) varies depending on subject matter and learning conditions. Such discrepancies may be attributed to differences in technological readiness, students' digital literacy skills, and the quality of media design.

In the context of this study, the significant findings may be explained by the design of the hypercontent media, which was engaging and well-aligned with the characteristics of poetry writing. Hypercontent enabled students to explore poetry examples, access inspirational multimedia resources, and interact with embedded links that stimulated reflection and creativity. Additionally, the local instructional context at State Elementary School Bareng 5 Jombang where conventional methods tended to be relatively monotonous may have amplified the contrast in effectiveness. Adequate digital infrastructure, student motivation, and the teacher's integration of hypercontent media also contributed to the observed outcomes.

The theoretical implication of this study lies in reinforcing the relevance of multimodal and constructivist frameworks in literary instruction. The findings demonstrate that digital instructional media function not merely as supplementary tools but as creative facilitators that enable broader forms of student expression [22], [23]. Consequently, Indonesian language instruction, particularly poetry writing, should integrate digital literacy as an essential component of the curriculum.

From a practical perspective, Indonesian language teachers at the elementary level may consider incorporating hypercontent media to enhance students' writing skills. Such media allow teachers to provide diverse learning resources, present poetry examples across genres, and offer opportunities for digital feedback. Schools should support implementation through adequate technological infrastructure and teacher training to ensure effective integration [24], [25].

Methodologically, this study highlights the importance of considering moderating variables such as gender, learning motivation, or digital skills in educational research. The interaction between gender and instructional media suggests that the effectiveness of digital media may not be uniform across all student groups. Future research should therefore account for contextual and learner-related factors that may influence instructional outcomes.

Subsequent studies may expand the sample to include multiple schools and employ longitudinal designs to examine the sustainability of hypercontent media effects on writing

ability. Additional variables such as creativity, stylistic development, and attitudes toward digital literacy could further enrich understanding of the impact of hypercontent-based instruction in poetry learning.

Overall, the findings confirm that hypercontent media are more effective than conventional methods in improving poetry writing ability. The support from multimodal and constructivist theories clarifies the mechanisms underlying these results. Although contrasting evidence exists in the literature, variations may be explained by differences in media design, technological readiness, and local instructional conditions. Therefore, this study contributes theoretically, practically, and methodologically, while opening avenues for the development of digital-based literary learning models in the future.

B. The Effect of Gender on Students' Poetry Writing Ability

Hypothesis testing revealed that gender had a significant effect on students' poetry writing ability, with $F = 24.784$ and $p < .001$. This finding indicates that female students tend to demonstrate higher poetry writing skills than male students. The significant difference suggests that gender is not merely a demographic variable but is also related to how students express ideas, emotions, and creativity through writing.

Theoretically, this difference can be explained through language development and literacy theories, which note that girls generally exhibit an early advantage in verbal skills. Vygotsky's socio-cultural theory further emphasizes that language development occurs through social interaction and cultural context; in certain cultural settings, girls often receive greater encouragement to communicate verbally and expressively [26], [27]. In the context of poetry writing, this contributes to female students' superior ability in word choice, metaphorical construction, and emotional expression.

From an educational psychology perspective, intrinsic motivation theory also provides an explanation. Research shows that girls are more likely to have higher intrinsic motivation for creative writing activities, as writing is often perceived as a suitable form of self-expression aligned with their learning style [28]–[30]. Conversely, boys tend to be more motivated by competitive or practical tasks, which may result in less attention to poetry writing.

These findings are consistent with [31]–[33], who reported a gender gap in writing achievement, with female students consistently outperforming male students in both creative and expository writing tasks. Similar research on elementary students found that girls produced more complex and cohesive writing, both structurally and lexically [34]–[36]. Additionally, Hotimah et al. [37], and Hotimah [38] found that girls employed more poetic language, symbolism, and emotional expression in poetry writing, whereas boys tended to produce more literal and descriptive work. These results align with the findings at State

Elementary School Bareng 5 Jombang, where female students demonstrated stronger performance in poetry writing.

However, some studies show different results. Research in Western contexts suggests that gender differences in writing skills are diminishing, especially among digitally native students with more equitable access to learning technologies [39]. Nurpratiwi et al. [40] also noted that boys can achieve comparable writing outcomes when provided with appropriate scaffolding strategies.

Contextual factors help explain these variations. At State Elementary School Bareng 5 Jombang, Indonesian language instruction may emphasize aesthetic and expressive aspects of poetry writing, which align more closely with girls' learning tendencies. Boys, in contrast, may receive less encouragement to express emotion through writing, resulting in lower performance. This underscores the importance of considering cultural, curricular, and pedagogical contexts in understanding gender differences.

Theoretically, these findings highlight the need to enrich literacy models by incorporating a gender perspective. Traditional literacy theories often overlook gender, yet the results of this study demonstrate that gender is a critical factor influencing writing skills. Therefore, theoretical models of literacy should consider the interaction of biological, psychological, and socio-cultural influences on writing development.

Practically, teachers should design gender-responsive instructional strategies. For male students, contextualized approaches that link poetry writing to real-life experiences, visual activities, or collaborative projects may enhance engagement. For female students, strategies that further support emotional expression and creativity should be maintained to continue developing their writing potential.

Methodologically, this study demonstrates the value of two-way ANOVA in revealing the significant role of gender in literacy studies. This method allows researchers to examine not only the main effect of instructional media but also its interaction with gender. Future research can expand the methodological approach by including additional variables such as learning motivation, digital literacy skills, or socio-economic factors.

The findings also suggest directions for future research to explore the underlying reasons for gender differences in poetry writing, potentially using qualitative approaches to capture male and female students' subjective experiences during the writing process. Such investigations could provide deeper insights into the psychological and socio-cultural factors influencing writing performance.

Overall, the discussion confirms that student gender significantly affects poetry writing ability. Female students tend to outperform male students due to language proficiency, intrinsic motivation, and socio-cultural support. Although some studies report different results,

this research contributes empirical evidence from the local elementary school context in Indonesia, with implications for both Indonesian language education practice and the theoretical discourse on literacy and gender.

C. Interaction Effect Between Instructional Media and Gender on Students' Poetry Writing Ability

The analysis revealed a significant interaction between instructional media and student gender on poetry writing ability, with $F = 24.273$ and $p < .001$. This interaction indicates that the impact of hypercontent-based media differs between male and female students. Descriptively, female students showed greater improvement in learning outcomes when using hypercontent media compared to male students, suggesting that gender acts as a moderating variable in determining the effectiveness of instructional media.

Theoretically, this difference can be explained from cognitive and affective perspectives. Research indicates that females tend to excel in verbal skills, language, and emotional expression—key components in poetry writing [1], [41]. Hypercontent media, which provide interactive, visual, and multimodal features, create broader opportunities for females to express linguistic sensitivity and emotions. In contrast, males often respond more effectively to logic-based stimuli or problem-solving activities to maximize engagement in creative writing tasks.

Vygotsky's social learning theory also provides an explanation, emphasizing the role of social interaction in language development. Female students are generally more active in verbal and collaborative activities, so hypercontent media can enrich their vocabulary, stylistic variety, and imaginative capacity. Consequently, the success of female students in utilizing hypercontent media aligns with their learning style, which is more verbal and communicative.

These findings are supported by Pyjiati et al. [2], and Nurfadhilah and Utomo [10], who found that females are more responsive to narrative-based digital media, as it allows them to connect personal experiences with the texts they produce. Similarly, Kirom [13] reported that interactive digital media significantly enhance creative literacy participation among females more than males, especially in primary education.

However, some studies report different outcomes. For instance, Mulyadi et al. [14], and Pratiwi and Dewi [20] found that technology-based media produced relatively equal effects on literacy skills, without significant gender differences. Such variation may be explained by contextual factors, including media design, learning culture, and pedagogical approach. In Indonesia, language and arts literacy is often culturally associated with females, which may amplify gender differences in poetry instruction.

Media design also plays a role in these outcomes. The hypercontent media used in this study emphasized aesthetic, visual, and exploratory elements, aligning well with females'

preference for symbolic and expressive details. Males, on the other hand, may engage more with media incorporating competition or gamification; without such elements, their involvement tends to be lower.

Theoretically, these results highlight the importance of incorporating gender perspectives into digital media learning theories. The findings demonstrate that media effectiveness is not universal but is influenced by individual learner characteristics. Thus, technology-based learning theories should integrate gender differentiation for a more comprehensive understanding.

Practically, the findings guide teachers in instructional planning. Female students tend to adapt more quickly to hypercontent media, while male students may require additional strategies—such as the integration of logical or competitive elements—to enhance engagement in creative writing. This supports the practice of gender-responsive differentiated instruction to achieve more balanced learning outcomes.

Methodologically, this study underscores the importance of analyzing interaction effects in educational experiments. If only the main effect of instructional media were considered, the role of gender might appear nonsignificant. Analyzing interactions provides a fuller understanding of the complex relationships between variables. Future research should include demographic factors, such as gender, as potential moderators.

The results also have curriculum development implications. While hypercontent media should be maintained to promote creative literacy, modifications may be needed to accommodate male students' needs. For example, integrating gamified elements or challenge-based activities could increase motivation and minimize gender gaps in poetry writing outcomes.

Additionally, these findings contribute to the development of technology-based creative literacy in elementary education. The study confirms that digital media are not merely instructional tools but also platforms that produce differentiated learning experiences based on gender. Therefore, selecting instructional media should consider educational equity to ensure all students benefit equally.

Overall, this research strengthens the understanding that the effectiveness of hypercontent media in poetry writing is strongly influenced by gender differences. Females leverage the media more effectively due to their cognitive and affective traits, while males require additional instructional strategies. Consequently, the study enriches academic discourse on technology-based creative literacy learning and provides practical guidance for teachers and curriculum developers in elementary schools.

Conclusion

Based on the results of this study, it can be concluded that instructional media play a significant role in improving the poetry writing ability of sixth-grade students at State Elementary School Bareng 5 Jombang. Hypercontent-based web media were proven to be more effective than conventional teaching methods in enhancing students' poetry writing skills. In addition, gender was found to have a significant effect, with female students demonstrating higher poetry writing ability compared to male students. Further findings revealed a significant interaction between instructional media and gender, indicating that the effectiveness of hypercontent media differs between male and female students, with female students achieving greater learning gains. The implications of these findings are theoretical, practical, and methodological. Theoretically, the results reinforce the relevance of multimodal theory and constructivist learning theory in literary instruction. Practically, they provide guidance for teachers to utilize hypercontent media and consider gender-based differentiation strategies. Methodologically, this study highlights the importance of examining interaction effects between variables in educational research to obtain a more comprehensive understanding of learning outcomes. As a recommendation, teachers should integrate hypercontent-based web media into poetry instruction, tailoring approaches to students' characteristics, especially gender differences, and future research could explore additional moderating factors, such as learning motivation and digital literacy skills, to gain a more complete understanding of the effectiveness of instructional media.

Limitation and Suggestions

The study has several limitations. First, it was conducted in a single school, State Elementary School Bareng 5 Jombang, limiting the generalizability of the findings to other regions or school contexts. Second, the sample size was relatively small, with 64 students, which may affect the robustness of the results. Third, the research focused only on poetry writing and did not examine other aspects of language or literacy skills. Fourth, the study did not explore long-term retention of skills. Finally, while gender and media were analyzed, other potential moderating factors such as prior digital literacy, motivation, or socio-economic background were not considered, which may influence outcomes.

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Conflict of Interest

We have no conflicts of interest among the authors.

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