



DEVELOPMENT OF POETRY FLASHCARDS ON THE GOOGLE SITES (GOSIFAN) TO IMPROVE THE RHYMING SKILLS OF GRADE FIFTH ELEMENTARY SCHOOL STUDENTS USING THE STAD LEARNING MODEL

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Abstract. The purpose of this study was to determine how Gosifan to improve fifth graders rhyming skills using STAD. This study used the Research and Development (R&D) method. The subjects of this study were 28 fifth graders. Data collection techniques in this study were observation, interviews, documentation, and tests. Interview to homeroom teacher showed the use of technology was limited to YouTube and slides. Gosifan was developed with expert validation on media in very qualified criteria meaning that interactive, appropriate orientation videos, and there are quizzes to help students understand. Expert validated the content of media in very qualified criteria meaning that media material aligns with the curriculum elements and learning outcomes, helping students understand rhymes in poetry. Expert validated instructional materials in very qualified criteria meaning that the learning objectives are suitable with goals learning. Teacher questionnaire showed very qualified criteria in explaining interesting the materials. Students questionnaire showed very qualified criteria meaning that attractive media design with easily understandable language. The Paired Samples Test revealed an effect from the application of Gosifan (Google Sites Flashcard Pantun) with a 2-tailed sig value of 0.00 on poetry material. In the large-scale test, the average pre-test score was 61.14, and the post-test score was 82.27, showing an effect before and after the media application. The N-Gain score of 0.59 falls in the moderate category, and the average N-Gain value of 60.21% is considered fairly effective. Poetry Flashcard in Google Sites can helped students to improve rhyming skills.

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INTRODUCTION

One of the learning materials in elementary school is Indonesian language with poetry material. Poetry is an ancient Indonesian literary work that is expressed orally, but along with the development of the current era, poetry has begun to be written (Sahir et al., 2023). Poetry has several specific rules in its composition. One of them is rhyme. Rhyme is related to the way the poet uses repetition of words in his poetry to create an interesting melody for the reader (Srinita et al., 2024). Poetry is a literary work that is bound, both in terms of the number of lines, rhyme and content (Desfitria & Nugraheni, 2021).

Based on the results of the researchers interview with the homeroom teacher of grade V of Ngaliyan 01 Elementary School, the use of technology-based media is limited to YouTube and interactive slides. From this, the researcher came up with the idea to create a variety of media with long-term needs and appropriate media designs. The name of the media developed by the researcher is Gosifan. Flashcards are learning media in the form of picture cards, where the images can be made manually or using existing photos (Afiah & Purwati, 2021). Flashcard media is a card that has a written image that can be made into a card game so that it is very possible for students to be interested in understanding the material presented (Parawansa et al., 2022). Flashcards can be used as a fun learning media because they display interesting visuals. Flashcard media can be developed through applications or websites.

In the world of education, the term learning strategy is introduced. Learning strategy is an activity that occurs with interaction between students and teachers and the environment as a source of learning (Sanjani, 2021). Student-centered learning strategies are implemented during the pre-reading, reading, and post-reading stages (Abidin et al., 2022). Learning strategies are basically a form of optimal and appropriate utilization of various learning components (Yuwono & Mirnawati, 2021). Cooperative learning is a learning model that involves student activities in groups and discussions to achieve shared academic goals (Suparmini, 2020). Cooperative learning can enhance self-reflection and encourages active involvement (Lo & Yang, 2022). Cooperative learning has a beneficial impact on academic performance (Dong et al., 2021). One of the cooperative learning models is STAD (Suparmini, 2020).

STAD model is a learning model that is formed in groups of 4-5 heterogeneous members based on cognitive abilities, ethnic origin, and gender (Yeni et al., 2023). In the application of STAD, the teacher will distribute problem topics to students to be discussed together in groups. The main objective of the STAD is to train students to help each other in solving problems given by the teacher in group activities, but not in independent quiz activities (Jafarudin & Sisi, 2021). Another goal of STAD is to encourage students to provide input or support so that they are able to participate in learning activities (Ningsih & Wulandari, 2022). According to Suparmini (2020) the steps for implementing the STAD learning model consist of the following five stages there are (1) providing an orientation to the material, (2) forming heterogeneous groups, (3) organizing students to work on student worksheets, (4) conducting individual quizzes, and (5) evaluating and giving appreciation. The use of media in this research was applied at the orientation stage as an initial step to support students understanding of the learning material.

Media is a means of conveying information in the learning process (Sidiasih et al., 2024). Media can be understood as a tool or means that serves as a channel for delivering learning information. Learning media is used to convey learning messages. This is related to the direct learning model, namely the way teachers act as disseminators of information (Sahir et al., 2023). Media is an important tool in improving the teaching and learning process (Wulandari et al., 2023). Learning media is used as a tool, one of the aids when teaching (Mukarromah & Andriana, 2022). Learning media is one of the important elements in supporting the success of learning in schools because of its function in facilitating the exchange of information between teachers and students (Harsiwi & Arini, 2020). The media arrangement is also adjusted to the conditions of class needs. In this 21st century, learning media that can be adjusted to online and offline learning conditions are website-based media (Prayudi & Anggriani, 2022). Google sites is an application on a website that systematically arranges the features in google sites and can be used for free (Mashudi et al., 2023).

The research conducted by Mashudi et al., (2023) showed that google sites using colorful text, images, videos, and audio on its website to increase students learning interest. This not only has an impact on improving learning achievement, but also encourages student activity during the learning process. Other references from Sidiasih et al., (2024) showed that learning tools made in the form of digital flashcards, which contain images displayed on slides, are very suitable for use in elementary schools. Research from Hafida & Mukhlishina (2023) explained that poetry card products can be used grade V students overcome difficulties in composing poetry. The validation results also show that poetry card media is relevant and can be used effectively as a learning tool for fifth grade students. Research from Jafarudin & Sisi (2021) explained that the STAD cooperative learning model and collaborative writing can improve Indonesian text writing skills. Research from Sahir et al., (2023) showed that the use of color cards is considered an effective tool for improving students poetry reading skills. Color cards serve as a means to attract students attention and motivate them in reading poetry, as their appearance is engaging and more realistic compared to other media.

To address the need of the students based on the background as mentioned above, the researcher developed Gosifan to improve rhyming skills by using flashcards on Google Sites and designed it to meet the needs of teachers and students. This research yielded both theoretical



and practical advantages. This study enriched educational literature by exploring the use of Gosifan, a digital flashcard media via Google Sites integrated with the STAD model, to improve rhyme skills in poetry learning. Practically, it boosted student engagement and understanding, supported teachers with an accessible tool, encouraged 21st-century learning in schools, and offered a valuable reference for future research.

RESEARCH METHODS

The method used in this research is R&D. Producing development products is the goal of the research and development method (Wahyuto Sejati & Hardi, 2023). The researcher used the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) research design. The stages of ADDIE research according to Ilham et al. (2022), ADDIE stands for (A) Analysis, (D) Design, (D) Development, (I) Implementation, and (E) Evaluation. The analysis stage identified teacher and student needs to guide media development. In the planning and development stages, the researcher designed the media and created validation instruments. After expert validation, the media was implemented in lessons. Finally, the evaluation stage gathered respondent feedback to improve the media.

The STAD learning model was implemented in five structured stages: introduction of learning objectives and the Gosifan media, formation of heterogeneous student groups, collaborative completion of worksheets, individual assessments to measure understanding, and a final evaluation by the teacher, including recognition of student efforts to foster motivation and engagement. Researcher used formula to counting the effectiveness. The effectiveness of validity and reliability tests is carried out so that researchers know the questions that will be used for pre-test and post-test needs. Validity testing is carried out if there are test results that are considered to have the ability to measure the intended model (Sijabaat et al., 2024). Data is an important element in research (Susanto et al., 2023).

The data in the research will be analyzed and used as a basis for drawing conclusions, which means that the data collected must be valid. Reliability is also called dependability (Mekarisce, 2020). Reliability testing can use the KR (Kuder Richardson) method (Forester et al., 2024). The researcher used three validations, namely validation of contents, media, and instructional materials and used assessments scale that showed in Table 1.

Table 1. Expert Validation Test Assessment Scale

No.	Rating Scale	Total Score
1.	Strongly agree	5
2.	Agree	4
3.	Neutral	3
4.	Less Agree	2
5.	Disagree	1

Source: Sari et al. (2020)

Table 2 showed of the percentage of the feasibility of the Gosifan media development validation instrument which has been assessed by experts.

Table 2. Eligibility Percentage

No.	Rating Scale	Total Score
1.	Very qualified	81 – 100 %
2.	Qualified	80 – 61 %
3.	Less qualified	60 – 41 %
4.	Unqualified	40 – 20 %
5.	Totally unqualified	20 – 0 %

Source: Hapsari & Zulherman (2021)

The application of data in this study was carried out twice, namely data collection for small and large scales. To measure the effectiveness of learning in an effort to improve student learning outcomes, the N-Gain test can be used. The N-Gain score ranges from -1 to 1. "N-Gain," is "normalized gain" or called a normalized increase. This can create a useful framework



in the field of educational research (Sukarelawan et al., 2024). The statement of results and the N-Gain score criteria are presented in Table 3 and Table 4.

Table 3. N-Gain Score

N-Gain Value	Criteria
$0.70 \leq g \leq 1.00$	High
$0.30 \leq g < 0.70$	Middle
$0.00 < g < 0.30$	Low
$g = 0.00$	No increase
$1.00 \leq g < 0.00$	Declining

Source: Sukarelawan et al. (2024)

Table 4. Criteria for Determining the Level of Effectiveness

Percentage (%)	Criteria
< 40	Ineffective
40-55	Less effective
56-75	Quite effective
>76	Effective

Source: Sukarelawan et al. (2024)

RESULTS AND DISCUSSION

Questionnaires are needed as data collection instruments that contain questions answered by respondents to assess variables in the study. The respondents questionnaire data was presented in Table 5.

Table 5. Respondent Questionnaire

No.	Type of Questionnaire	Subject	List of Instruments
1	Respondent needs questionnaire	Homeroom teacher and students of fifth grade	Teacher and student needs questionnaire
2	Respondent validation questionnaire	Content, instructional materials, and media expert	Content, instructional materials, and media questionnaire
3	Respondent response questionnaire	Homeroom teacher and students of fifth grade	Teacher and student response questionnaire

For the second, researcher make product development stand of analysis stage, planning stage, development stage, implementation stage, and evaluation stage. In the analysis stage, the researcher determined the initial needs before developing the media by identifying the needs of teachers and students. The teacher needs were identified through interviews and questionnaires, while student needs were analyzed through questionnaires to understand their learning requirements. The data collected was used to identify problems and find appropriate solutions. In the planning stage, the researcher developed the media based on the analysis of these needs and designed digital media using Google Sites, tailored to the material and needs of both teachers and students, including the selection of colors, images, fonts, and content. In the development stage, the researcher created the media design and developed validation instruments. The researcher conducted validation with content, media, and instructional materials experts. The results of the validation were used for improvements before the media was applied. The flashcards were designed digitally using Canva with a size of 148 x 105 mm, and the media usage guidebook was created as an e-book with a size of 1410 x 2250 pixels. Using Gosifan was easy, and it could be accessed via smartphones or computers connected to the internet. In the implementation stage, the researcher applied the STAD model, which consisted of five steps: providing material orientation, forming heterogeneous groups, organizing students to complete worksheets, conducting individual quizzes, and evaluating and providing appreciation.

Media use was implemented during the material orientation stage to help students understand the material and complete tasks. The researcher also conducted trials of the media and the questions on both small and large groups to test the effectiveness of the developed media. Validation was done for content, media, and instructional materials used. The implementation stage is related to the application of products (media) in the field that have been previously



improved, namely after the researcher conducted a validity test on expert validators. The researcher conducted a trial of the questions first. The implementation of the trial of the questions was carried out to determine the validity and reliability of the questions before being applied to the subjects. The researcher conducted a trial of the media on a small and large group scale to determine the effectiveness of the media developed.

The researcher used three questionnaires as instruments in this study, namely content expert validation, media expert validation, and instructional materials expert. Each instrument consisted of 10 questions, with a maximum score of 50. The results are presented in [Table 6](#).

Table 6. Results of Instrument Validation

No.	Instruments	Final Score	Percentage	Rating Scale
1.	Content expert validation	43	86%	Very qualified
2.	Media expert validation	41	82%	Very qualified
3.	Instructional materials expert validation	41	82%	Very qualified

After applying the *Gosifan* media, the researcher distributed response questionnaires about the use of the media to both the teacher and the students. The results are presented in [Table 7](#).

Table 7. Results of Response Questionnaire

No.	Instruments	Final Score	Percentage	Rating Scale
1.	Homeroom teacher	47	85%	Very qualified
2.	Students	1143	94%	Very qualified

The evaluation stage was implemented as the final phase to identify the needs for media improvement. It depended on the respondents feedback, particularly if there were any suggestions or input related to enhancing the media. If there were no further detailed suggestions or input for improvement, the media development could be considered valid. During the learning process, the *Gosifan* media was implemented by following the STAD cooperative learning model as outlined by [Suparmini \(2020\)](#). The first stage involved material orientation, where the researcher introduced the *Gosifan* media to help students understand the content through visual and interactive elements. Before using the media, the researcher presented the learning objectives and posed stimulating. After understanding how to use the media, students worked in their groups to solve the quiz together. In the third stage, students completed a worksheet within their groups, fostering mutual support and cooperation. In the fourth stage, after the group activity, students took an individual quiz to assess their personal understanding of the material. Finally, in the fifth stage, the researcher evaluated and appreciated each group work, offering recognition and rewards to motivate students and create a positive learning environment.

Gosifan consists of 5 menus, namely (1) home, (2) history, (3) learning materials and elements, (4) games, and (5) conclusions. In menu home, there are 4 media menu icons that can be accessed and an opening sentence is written containing an explanation of what the students will do. This section also includes a link to the guidebook so that users can read it. In menu history, a brief historical description of poetry is presented. This is intended so that students understand the origins of poetry. In the material menu, there are two submenus, namely elements and learning outcomes, as well as specific materials that discuss poetry. Poetry material is written down to the concluding point and a short learning video about poetry is included. In the games menu, a flashcard was shown that consisted of two parts: the first part presented a question, and the second part offered a choice of answers. This can be conditioned with the intention of free arrangement of the flashcard layout. The last menu was made as a summary of the poetry material, called the conclusion. This conclusion is made to teach students to access the summary of the material more quickly after reading the poetry material menu. [Figure 1](#) presents the display of the *Gosifan* media and [Figure 2](#) shows the implementation of the media in the classroom.



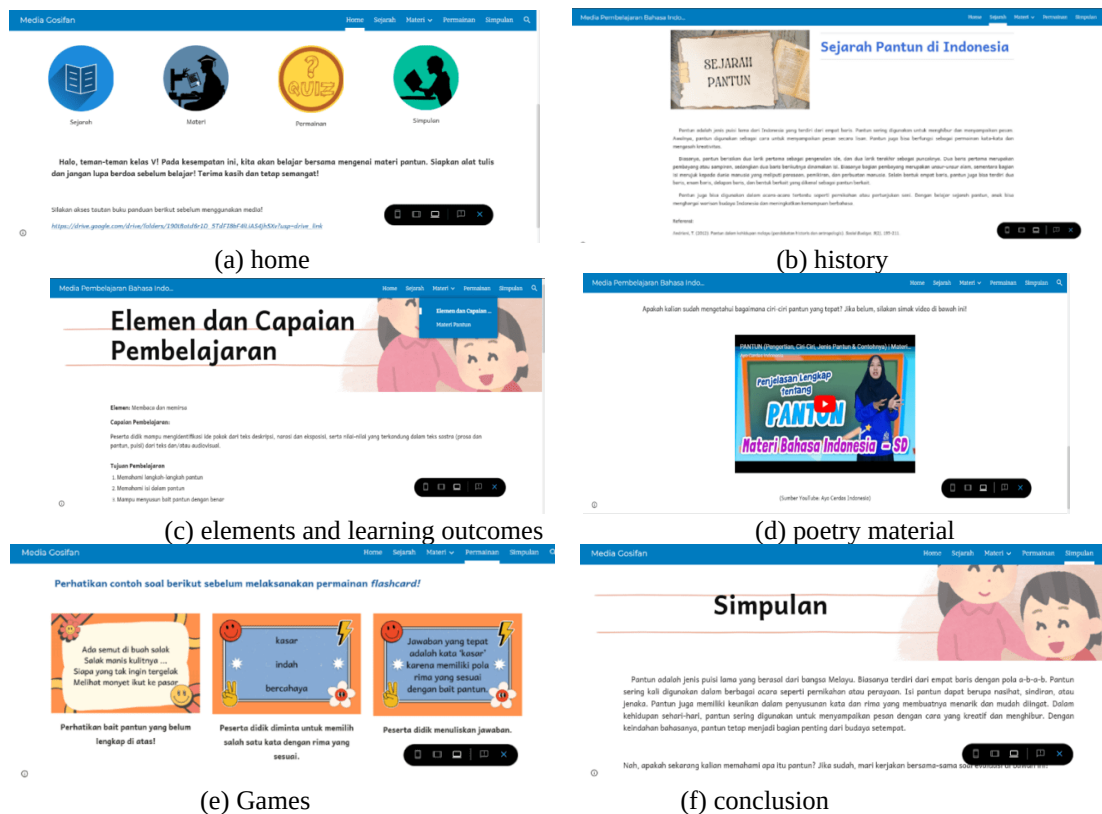


Figure 1. Display of Gosifan



Figure 2. Using Media in Classroom Activities

After designing the instructional media, researcher conducted small-scale and large-scale trials and obtained showed in Table 8 and Table 9.

Table 8. Small-Scale Group Pre-Test and Post-Test Results

No.	Learners	Pre-Test	Post-Test
1.	Student 1	55	85
2.	Student 5	55	90
3.	Student 6	60	90
4.	Student 16	55	80
5.	Student 24	65	95
6.	Students 25	65	95
Average		59,17	89,17

This section presents the outcomes of the learning process using the Gosifan media, from its classroom implementation to the evaluation of student learning. The process began with the researcher explaining the learning objectives and asking guiding questions to stimulate students prior knowledge and interest in the topic of poetry. Gosifan, a digital flashcard-based media developed through Google Sites, was then introduced to help students grasp the material through interactive and visual features. Students were randomly assigned into seven heterogeneous groups, ensuring diversity in academic abilities to support collaborative learning. Once familiar with the media, students worked together in their groups to answer a quiz,

encouraging teamwork, peer support, and shared responsibility. This was followed by completing a worksheet collaboratively, allowing deeper engagement with the material. After 30 minutes, each group appointed a representative to present their answers to the class, which helped develop students' confidence, communication skills, and critical thinking. Subsequently, individual quizzes were administered to assess each student's understanding and ensure personal accountability for learning outcomes. The session concluded with the researcher giving praise and recognition to each group, fostering student motivation and reinforcing positive behavior. Overall, the integration of Gosifan with cooperative learning not only improved students academic performance in poetry learning but also cultivated an engaging, respectful, and collaborative classroom environment.

Table 9. Large-Scale Group Pre-Test and Post-Test Score Results

No.	Learners	Pre-Test	Post-Test	N-Gain Score	N-Gain Percent	Criteria
1.	Student 2	60	75	0.38	37.50	Middle
2.	Student 3	55	80	0.56	55.56	Middle
3.	Student 4	50	80	0.60	60.00	Middle
4.	Student 7	65	85	0.57	57.14	Middle
5.	Student 8	60	90	0.75	75.00	High
6.	Student 9	55	80	0.56	55.56	Middle
7.	Student 10	55	75	0.44	44.44	Middle
8.	Student 11	55	80	0.56	55.56	Middle
9.	Student 12	60	85	0.63	62.50	Middle
10.	Student 13	65	85	0.57	57.14	Middle
11.	Student 14	65	75	0.29	28.57	Low
12.	Student 15	55	85	0.67	66.67	Middle
13.	Student 17	60	90	0.75	75.00	High
14.	Student 18	60	85	0.63	62.50	Middle
15.	Student 19	65	100	1.00	100.00	High
16.	Student 20	50	80	0.60	60.00	Middle
17.	Student 21	60	85	0.63	62.50	Middle
18.	Student 22	65	90	0.71	71.43	High
19.	Student 23	60	80	0.50	50.00	Middle
20.	Student 26	65	100	1.00	100.00	High
21.	Student 27	55	80	0.56	55.56	Middle
22.	Student 28	65	80	0.43	42.86	Middle
Average		61,14	82,27	0.59	60,21	Quite effective

The results of the validity of the trial questions were calculated through the Microsoft Excel application using the formula that had been entered and get 41 valid and 9 drop. After that, the reliability test was calculated and stated the result was 0.823. If r_{11} is more than or equal to 0.70 then the result is reliable. Following the reliability analysis, the researcher filtered the items and selected 20 questions for the pre-test and post-test. After getting reliable trial question results, the pre-test and post-test questions can be applied. An average score of 59.17 was obtained by the small group in the pre-test phase, conducted prior to the use of learning media. Each small and large scale group worked on 20 questions. In the small-scale group trial, there were questions considered difficult, such as identifying the elements of a poetry, determining the moral message, and completing incomplete stanzas. After the implementation of the Gosifan media, the students were able to answer these previously difficult questions, as shown by the improvement in their post-test results. The post-test results of the small group showed an average score of 89.17 after the implementation of the instructional media.

In the large-scale group trial, there were questions considered difficult, such as identifying the elements of a poetry, counting the number of syllables, and accurately analyzing the stanzas. After the implementation of the Gosifan media, the students were able to answer these previously difficult questions, as indicated by the improvement in their post-test results. Based on the results of the pre-test and post-test, there was a significant increase in results after being calculated using the SPSS application. Based on the results of the pre-test and post-test in

the large group, there was a significant increase in the average score from 61.14 to 82.27 following the implementation of the Gosifan instructional media. The 21.13 points difference reflects a notable improvement in students understanding of the subject matter. The N-Gain score of 0.59 is categorized as middle. The results found were $\text{sig.} > 0.05$ where the pre-test results were 0.07 and the post-test 0.07 with a sample size of 22. This indicates that the normality assumption is met for both understanding data, and the paired sample t-test analysis can be continued to see the difference in student means (Table 10).

Table 10. Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.193	22	.033	.866	22	.007
Posttest	.213	22	.011	.869	22	.007

a. Lilliefors Significance Correction

In Table 11 showed paired samples statistics of the t-test, the average pre-test score was 59.31 and the post-test score was 83.86. The comparison of these scores indicates an increase after the trial was conducted on a large-scale group.

Table 11. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	59.3182	22	4.95106	1.05557
	Posttest	83.8636	22	6.88888	1.46871

The Paired Samples Test revealed an effect from the application of Gosifan (Google Sites Flashcard Pantun) with a 2-tailed sig value of 0.00 on poetry material that showed in Table 12.

Table 12. Paired Samples Test

Table 12: Paired Samples Test									
		Mean	Std. Deviation	Std. Error mean	95% Confidence Interval of the Difference		t	df	Sig. 2 (tailed)
					Lower	Upper			
P1	Pretest- Posttest	-24.54545	6.34506	1.35277	-27.35869	-21.73221	-18.145	21	.000

From the results of the N-Gain test, several categories of improvement were obtained; 1 low category (4.54%), 16 medium categories (72.72%), and 5 high categories (22.72%). Determining the effectiveness of the application of Gosifan media to improve the ability to play rhymes using the STAD model can be seen from the N-Gain percentage. Based on the N-Gain percentage of 60.21%, it falls into the criteria of moderately effective, as evidenced by an improvement in learning outcomes. The increase in learning outcomes indicates success in achieving the learning objectives (Maghfiroh & Mulyani, 2024).

The questionnaire response to the use of media by teachers obtained a result of 85%. The questionnaire response to the use of media by students obtained a result of 94%. Both of these results obtained a valid category which means that the media is easy to use and apply in learning activities. The questionnaire that has been filled out will be determined as the final result of the respondents responses regarding the assessment of the media. Teacher questionnaire showed very qualified criteria in explaining interesting the materials and images on the flashcards within the media are designed with colorfull to suit the students learning needs. This is in line with the research conducted by Sahir et al. (2023) which states that colorful media is considered more realistic and capable of attracting students interest in learning because it is designed with an appealing appearance.

The media is also considered a tool to enhance students learning interest, encouraging them to actively seek problems and solutions during the learning process (Wulandari et al., 2023). Students questionnaire showed very qualified criteria meaning that attractive media design with easily understandable language. The use of language is indeed important to assist in the understanding process, helping students to comprehend the sentences written in the media.



The Gosifan media was specifically designed to facilitate students understanding. This was in line with Agustira & Rahmi (2024) theory, which explained that the creation of media in the learning process helped students to absorb the information written within the media.

CONCLUSIONS AND SUGGESTIONS

Gosifan was developed with expert validation on media in very qualified and achieved a result 82% criteria meaning that interactive, appropriate orientation videos, and there are quizzes to help students understand. Expert validated the content of media in very qualified and achieved a result 86% criteria meaning that media material aligns with the curriculum elements and learning outcomes, helping students understand rhymes in poetry. Expert validated instructional materials in very qualified and achieved a result 82% criteria meaning that the learning objectives are suitable with goals learning. The percentage results of the questionnaire responses to the use of media from teachers were 85% and students 94% in very qualified meaning that Gosifan is considered effective for use in learning poetry material. The results of the Paired Samples Test showed that there was an influence from the application of Gosifan with a 2-tailed sig value of 0.00 regarding the results of the application of this media in poetry material. The N-Gain score of 0.59 was included in the moderate category. Then the average N-Gain value was calculated as 60.21% and was included in the fairly effective category.

The creation of Gosifan proved to be effective in improving the learning outcomes of fifth-grade students in poetry, particularly in enhancing their rhyming skills. This innovation can be further modified by teachers or other stakeholders to support more advanced, creative, and contextual media development efforts that are tailored to the needs, characteristics, and learning environments of students, especially in primary education settings where engaging and interactive learning tools are essential for fostering interest and understanding.

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