

Interactive Digital Multimedia as a Model for Creative Writing in the Forms of Cakepan Tembang and Geguritan

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Abstract

Language learning is an integral part of education worldwide. Javanese language is one of the regional languages that requires the utilization of interactive multimedia in its implementation. The Javanese language subject should teach language skills, similar to other language subjects, encompassing two aspects: language skills and literary skills. Writing activities represent the application of the highest language skills after listening, speaking, and reading skills. This research investigates the effectiveness of using interactive multimedia to enhance students' creative writing skills in composing Cakepan Tembang and Geguritan. The study employs the Research and Development (R&D) model. The research data and sources are high school students from five schools in Central Java. The findings indicate that the effectiveness test of interactive digital multimedia for improving students' creative writing skills in Cakepan Tembang and Geguritan, using t-test, shows a significant improvement in their creative writing abilities.

Keywords: *creative writing, tembang, geguritan, interactive multimedia.*

INTRODUCTION

Language learning is an integral part of education worldwide. Language serves as the primary means of communication, enabling individuals to interact, convey ideas, and understand the world around them (Cope & Kalantzis, 2000). Language learning has an educational context that refers to a comprehensive or holistic educational approach. The integral education approach aims to shape individuals holistically, encompassing intellectual development, character, and social skills.

In the current context of globalization, it is crucial to understand and preserve traditional languages, including Javanese, which is one of the regional languages in Indonesia. Javanese is among the regional languages that need to be preserved to prevent their disappearance. The preservation and development of the Javanese language are based on its function as a means of communication for a significant portion of the Javanese population, reinforcing identity, and being a part of the Javanese community's overall identity (Diner et al., 2022; Ermawati et al., 2020; Shodiq & Syamsudin, 2019).

The use of poetic language is also one of the challenges for students in writing tembang and geguritan. Not many people master and understand the Javanese language, even if they are Javanese by ethnicity and live in Java. A significant portion of society nowadays tends to use Indonesian more frequently than Javanese. Learning the Javanese language is

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necessary not only for students in schools but is also essential for the broader community.

Cakepan and Geguritan are forms of Javanese literature rich in cultural values, creativity, and aesthetics (Lathifasari et al., 2021). Writing Cakepan and Geguritan is not just about understanding the structure and literary rules; it's also about exploring personal expression and creating meaningful works. Geguritan refers to Javanese poetry. According to Hadiwijaya (1967: 129), Geguritan means a beautiful category of Javanese literature (poetry) that expresses joy, language expressions in accordance with the beauty of feelings but not bound by the rules of specific gatra, wilangan, and song patterns. This differs from the nature of tembang macapat and others. The ability to creatively write geguritan is influenced by two elements: structural composition and layers of meaning. Structural composition is the visible element in forming poetry because it includes aspects that can be observed visually, such as (1) sound, (2) words, (3) lines or verses, (4) stanzas, and (5) typography. On the other hand, layers of meaning are the hidden elements behind the structural composition of poetry. Understanding the layers of meaning can be challenging without first comprehending its structural composition (Aminuddin, 1995:136-147).

Tembang is included in poetry as an oral tradition in Javanese culture with specific rules. One of the distinctions between cakepan and poetry lies in the presence of "paugeran" (rules). Paugeran is a set of rules that must be adhered to when composing a cakepan. In other words, when creating a cakepan or song poem, it cannot be arbitrary but must follow the paugeran of tembang macapat. These rules include guru gatra (line count), guru wilangan (syllable count), and guru lagu (melodic patterns). Guru gatra determines the number of lines (gatra) in one stanza (pada) of the tembang. Guru wilangan is the number of syllables (wanda) in each line (gatra) of the tembang. Guru lagu involves the vocal tone at the end of each line (gatra). Geguritan and tembang are not literary forms that can be understood by everyone. They exist within the scope of Javanese literature. Therefore, interactive media is needed to facilitate students in understanding geguritan and tembang in general. The development of interactive media also encourages students to become interested in learning geguritan and tembang.

The activity of writing represents the application of language skills, being the highest skill level after listening, speaking, and reading (Zulaeha et al., 2023). Creative writing in the forms of cakepan tembang and geguritan involves literary activities where individuals express their thoughts, ideas, and experiences as a form of creative expression. The ability to write creative cakepan tembang and geguritan is the skill to produce creative compositions in the form of cakepan tembang and geguritan in any given situation. Students find it challenging to learn creative writing in Javanese literature, specifically in cakepan, due to difficulties in understanding the Javanese language used. They still struggle to differentiate between writing Cakepan, Tembang, and Geguritan. Students also face challenges in comprehending the steps involved in creatively writing Cakepan Tembang and Geguritan. Additionally, they note that while teachers use smartphones for browsing information related to the material, they believe that the utilization of smartphones in the learning process could be further enhanced.

The current condition has resulted in suboptimal creative writing learning in Javanese literature using the Javanese language. Therefore, the use of interactive media is necessary to achieve writing outcomes according to the learning objectives in Javanese language writing competency. Teachers will make various efforts to create a teaching and learning process (KBM) that is engaging and not monotonous. Interesting learning is an important initial step and is one of the determining factors in achieving the expected learning objectives.

The learning conditions in high schools, especially in the Javanese language subject with a focus on creative writing in Javanese literature, reveal that students face difficulties in creative writing in Javanese literature. They require suitable media and learning models,

lack knowledge of the steps involved in creative writing in Javanese literature, struggle with the meaning of words in Javanese, have difficulty understanding Javanese pronunciation and intonation, and are unaware of the benefits of creative writing in Javanese literature. To prevent learning from becoming monotonous, teachers will make efforts to understand the characteristics of students in their time. The use of multimedia in education is one way to provide visualization of learning materials that can assist teachers in delivering content to students, ensuring the achievement of learning outcomes and objectives. There is a need for future language learning innovations that consider technological content, adopt critical approaches, and take into account students' characteristics (Asnawi et al., 2021).

This research will investigate how the development of interactive digital multimedia meets the needs for enhancing creative writing skills in the forms of *cakepan tembang* and *geguritan* among high school students. Additionally, the study will explore the characteristics of digital multimedia development, the outcomes in improving creative writing skills in *cakepan tembang* and *geguritan*, and the effectiveness of the developed interactive digital multimedia.

In the digital era, efforts to make learning engaging will be aligned with the advancements in technology. As stated by Arirang (2021), the information and communication technology era demands that society possesses excellent skills in both technology usage and language. Technology and language are two essential and closely related aspects of human life. Currently, everyone, including students, is consistently exposed to technology and language in their daily lives. Both technology and language serve the same function, leading society towards higher civilization through communication. One notable technological advancement is the proliferation of electronic devices, such as smartphones.

This research aims to examine the effectiveness of interactive digital multimedia containing the Profile of Pancasila Learners in improving creative writing skills in the forms of *cakepan tembang* and *geguritan* among high school students. According to Zainiyati (2017:172), multimedia in the learning process involves the use of various types of media together, such as text, video, images, and others, with all the media working together to achieve the formulated learning objectives.

According to Munir (2015:113), interactive learning multimedia has several advantages: (a) Learning becomes more interactive and innovative, (b) Teachers, as educators, are required to be creative and innovative in finding breakthroughs in teaching, (c) The use of multimedia allows the integration of various media such as text, audio, images, video, animation, and others into a cohesive unit that supports each other to achieve learning objectives, (d) Students' motivation during the learning process can increase, leading to the attainment of expected learning objectives, (e) It facilitates visualizing complex material compared to conventional or instructional tools, (f) It trains students to learn independently in seeking and acquiring knowledge.

Several studies have demonstrated that interactive digital multimedia is effectively used as a learning tool. A study conducted by Dhawira et al., (2019) titled "The Feasibility of Interactive Multimedia Validation Data Results on Folk Poetry Texts Learning in MTS Nurul Amaliyah Tanjung Morawa" found that the feasibility of the media and materials scored an average of 88.8%, categorized as "good," and 86.4% categorized as "very good." Another study by Humairah et al., (2020) titled "The Development of Android-Based Interactive Multimedia for High School Students." Additionally, Nurhabibah et al (2023) revealed in their research that teachers and parents require interactive multimedia to facilitate reading and writing activities. The conclusion drawn from these studies is that students taught with android-based interactive multimedia show better learning outcomes compared to students taught with multimedia sourced from the internet.

However, the existing research has primarily focused on testing interactive digital

multimedia regarding writing abilities and basic poetry concepts. The differentiation in this study lies in the measurement focus on improving creative writing skills in the forms of cakepan tembang and geguritan. This is crucial because interactive digital multimedia has an allure on each page that captures students' interest in learning about cakepan tembang and geguritan. Furthermore, interactive digital multimedia possesses designs and functionalities that can enhance creative writing skills in cakepan tembang and geguritan. The primary contribution of this research is to measure the effectiveness of interactive digital multimedia on the creative writing skills in cakepan, tembang, and geguritan.

From the above explanation, it can be concluded that instructional media is one of the essential components in the learning process. The use of appropriate multimedia can help overcome challenges in creative writing learning in Javanese literature, accompanied by its implementation in the learning process. It is expected that the utilization of multimedia and the application of suitable learning models will facilitate the understanding process, allowing students with varying levels of proficiency in Javanese to collaborate effectively. The research hypothesis states that interactive digital multimedia containing the Pancasila Student Profile in the material of creative writing in Javanese literature, specifically writing cakepan tembang and geguritan, is effective for meeting the needs and characteristics of students in Javanese language learning. The main contributions of this research involve (1) the need for the development of interactive digital multimedia containing the Pancasila Student Profile to improve creative writing skills in cakepan tembang and geguritan among high school students, (2) the application of interactive digital multimedia, and (3) testing the effectiveness of applying interactive digital multimedia.

METHOD

This type of research utilizes the Research and Development (RnD) approach. Research and Development are employed to determine the needs and characteristics of multimedia for enhancing creative writing skills in cakepan tembang and geguritan among high school students. The analysis is conducted in two ways: qualitative descriptive analysis and quantitative analysis. Qualitative descriptive analysis is utilized to gather data on the needs for developing interactive Android-based multimedia learning. Meanwhile, quantitative analysis is employed to determine the effectiveness of the interactive multimedia.

The subjects of this research are 11th-grade students in several high schools, namely Senior High School 1 Semarang, Senior High School Teuku Umar Semarang, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Pemalang, and Senior High School 1 Karangayar Solo. Data collection is carried out using observation techniques through preliminary studies and tests. Preliminary studies are used for initial data collection, involving the analysis of needs in the development of this research by distributing questionnaires to students at Senior High School 5 Semarang.

In this research, the focus is on the skills of writing "cakepan tembang" and "geguritan." Several questionnaires are employed in this study to obtain expert validation data and assess the improvement in students' writing skills. The ability of students to write "cakepan tembang" and "geguritan" is evaluated using four aspects. These aspects include "jumbuhing tema" (theme development), "selarase gatra lan utuhe pada" (cohesion of lines and continuity of themes), "diksi" (word choice), and "paugeran" (composition rules).

FINDING AND DISCUSSION

Finding

The research results indicate that there are 10 aspects of teachers' and students' needs for interactive digital multimedia to enhance creative writing skills in "cakepan tembang" and "geguritan" among high school students. These ten aspects include: 1) learning creative writing in Javanese literature, specifically "cakepan" and "geguritan," 2) multimedia, 3) curriculum, 4) evaluation, 5) materials, 6) project-based learning, 7) rubrics, 8) multimedia development, 9) menu display, and 10) Pancasila Student Profile.

Interactive digital multimedia with the Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan" among high school students has the following characteristics: 1) focused on creative writing skills, particularly "cakepan tembang" and "geguritan," for high school students, 2) presents systematic materials to generate written works in "cakepan tembang" and "geguritan," 3) equipped with text, audio, and video elements, 4) interactive presentation of menus and sub-menus, 5) includes the Pancasila Student Profile in the main menu and content.

Interactive digital multimedia with the Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan" among high school students has three main menus: 'pambuka' (opening), 'materi' (material), and 'panutup' (closing). The 'pambuka' menu serves as the introduction, containing three sub-menus: 'petunjuk' (instructions), 'kurikulum' (curriculum), and 'diagnostik' (diagnostic). The second menu, 'materi,' includes sub-menus such as 'tegesa tembung' (meaning of words), 'pocapan' (paragraph), 'materi' (material), and 'tuladha' (example). The third menu, 'panutup,' consists of sub-menus like 'nyuguhake' (presentation), 'gladhen' (review), 'proyek' (project), and 'panutup' (closure). The effectiveness test of interactive digital multimedia with Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan" among high school students, using t-test, concludes that the multimedia is effective in improving the ability to write creative "cakepan tembang" and "geguritan."

The results of the pre-test and post-test limited trial of interactive digital multimedia with the Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan" can be seen in the following table.

Table 1.1 The results of the pre-test and post-test data.

Writing Cakepan Tembang at Senior High School 5 Semarang

	Minimal	Maximal	Pass	Not Pass	Average
Pre test	39	80	7	23	53.00
Post test	78	97	30	-	90.47

Table 1.2 The results of the pre-test and post-test data

Writing Geguritan at Senior High School 5 Semarang

	Minimal	Maximal	Pass	Not Pass	Average
Pre test	40	76	8	22	53.97
Post test	80	96	30	-	90.37

In Table 1.2, it can be observed that the results of the pre-test for writing "cakepan tembang" by students at Senior High School 5 Semarang show that the highest score achieved by students is 80, while the lowest score is 39, and the average score is 53.00. From the pre-test data, it is also known that there are 7 students whose scores meet the minimum passing criteria, which is 23.33%, while the other 23 students have not reached the minimum passing criteria, accounting for 76.67%. As for the post-test results for

writing "cakepan tembang," there is a change in the highest score to 97, the lowest score is 78, and the average score is 90.47. All students have met the minimum passing criteria, achieving a 100% pass rate.

In Table 1.2, the data indicates the acquisition of scores by students at Senior High School 5 Semarang in writing "geguritan," and it also underwent changes. The pre-test results for writing "geguritan" show that the highest score is 76, while the lowest score is 40, and the average score is 53.97. There are 22 students, or 73.33%, who have reached the minimum passing criteria, while 8 students, or 26.67%, have not reached the passing criteria. The post-test results show changes in the acquisition of scores for writing "geguritan." The highest score is 96, while the lowest score becomes 80, and the average score, which initially was 53.97, becomes 90.37, indicating a significant increase. All students, 100%, have now met the minimum passing criteria in achieving competence in the skill of writing "geguritan."

After conducting interactive digital multimedia-assisted learning with the Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan," in addition to guidance from teachers and independent learning, optimal results were obtained, as seen in figures 2 and 4. There is a significant change in the alignment of themes, harmony of meaning within one stanza, accuracy of "paugeran" (structural rules), word choice or diction, and writing, all of which meet good to excellent criteria.

Significant changes also occurred in learning to write "geguritan" after using interactive digital multimedia with the content of the Pancasila Student Profile for enhancing creative writing skills in "cakepan tembang" and "geguritan." However, word choice or diction still lacks creativity, and many word writing errors are still found. This data underlines the need for interactive digital multimedia with the Pancasila Student Profile content to improve creative writing skills in "cakepan tembang" and "geguritan." Further learning is assisted by interactive digital multimedia with the content of the Pancasila Student Profile for enhancing creative writing skills in "cakepan tembang" and "geguritan," which, in addition to guidance from teachers, is also reinforced by self-learning. Significant changes in theme alignment, meaning harmony within one stanza, accuracy, and creativity in word choice or diction, as well as writing, meet good to excellent criteria..

The multimedia, which has undergone several development stages and deemed suitable after limited use by students at Senior High School 5 Semarang, received feedback through reflection from both teachers and students. Subsequently, it was disseminated to five other schools in Central Java. The results of pre-tests and post-tests for writing "cakepan tembang" and "geguritan" by students from the five schools, namely Senior High School 1 Semarang, Senior High School Teuku Umar, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Peralang, and Senior High School 1 Karanganyar, can be seen in the following table..

Table 1.3 The data of the Pre-test and Post-test results for writing "cakepan tembang" are as follows:

Senior High School 1 Semarang, Senior High School Teuku Umar, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Peralang dan Senior High School 1 Karanganyar

	Minimal	Maximal	Pass	Not Pass	Average
Pre test	29	80	17	133	54.69
Post test	76	97	150	-	89.59

Table 1.4 Data Hasil Pre Test dan Post Test Menulis Geguritan

Senior High School i 1 Semarang, Senior High School Teuku Umar, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Pemalang dan Senior High School 1 Karanganyar

	Minimal	Maximal	Pass	Not Pass	Average
Pre test	40	80	12	138	55.03
Post test	77	96	150	-	90.06

In table 1.4, the results of the pre-test for writing "cakepan tembang" for students from Senior High School 1 Semarang, Senior High School Teuku Umar, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Pemalang, and Senior High School 1 Karanganyar, totaling 150 students, are presented. The highest score achieved by students is 80, while the lowest score is 29, with an average score of 54.69. From the pre-test data, it is observed that 17 students, or 11%, have reached the minimum passing criteria, while 133 students have not met the minimum passing criteria, accounting for 89%. The post-test results for writing "cakepan tembang" show changes in the highest score to 97, the lowest score to 76, and an average score of 89.59. The data also indicate that all 150 students meet the minimum passing criteria, achieving a 100% pass rate.

Table 1.4 displays data on the acquisition of scores for writing "geguritan" for students from Senior High School 1 Semarang, Senior High School Teuku Umar, Senior High School 1 Karang Tengah Demak, Senior High School 1 Petarukan Pemalang, and Senior High School 1 Karanganyar, totaling 150 students, which also underwent changes. The pre-test results for writing "geguritan" show a highest score of 80, a lowest score of 40, and an average score of 55.03. There are 12 students, or 8%, who have reached the minimum passing criteria, while 138 students, or 92%, have not yet met the passing criteria. The post-test results indicate changes in the acquisition of scores for writing "geguritan." The highest score is 96, the lowest score becomes 77, and the average score, initially 55.03, increases significantly to 90.06. All students, 100%, have now met the minimum passing criteria for achieving competence in writing "geguritan" skills.

The test results from each school can be summarized in the cumulative data as follows.

Tipe Test	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	54.69	150	13.562	1.107
Post Test	89.59	150	4.318	.353

The output of the analysis conducted shows a summary of the descriptive statistical results from the two examined data sets: the Pre Test and Post Test scores. For the Pre Test score, the mean learning outcome or Mean obtained is 54.69, while for the Post Test score, the mean learning outcome is 89.59. Based on the change in the average scores produced by pre-test and post-test, there is a significant increase. The Std. Deviation (standard deviation) for the Pre Test is 13.562, and for the Post Test, it is 4.318. Lastly, the Std. Error Mean for the Pre Test is 1.107, and for the Post Test, it is 0.353. This initial data provides an early indication of the influence of interactive digital multimedia development due to the difference in Mean values obtained from the Pre Test and Post Test. The following are the analysis results obtained by the researcher related to the results of the distribution of interactive digital multimedia development loaded with the Pancasila Student Profile for improving the creative writing skills of cakepan tembang and geguritan in high school students using the Paired Sample T Test.

Data	N	Correlation	Sig.
Pre Test & Post Test Senior High School 1 Karanganyar	150	0.254	0.002

The values shown in the table indicate the results of the correlation test or the relationship between the two data sets or the relationship between the Pre Test variable and the Post Test variable. Based on the output above, the correlation coefficient (Correlation) is 0.254 with a significance value (Sig.) of 0.002. Since the Sig value is $0.002 < 0.05$, it can be said that there is a relationship between the Pre Test variable and the Post Test variable. The decision-making in the paired sample t-test is based on the significance value (Sig. 2-tailed) from the SPSS output as follows.

Data	Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Lower	Upper			
Pre Test & Post Test Senior High School 1 Karanganyar	-34,900	-37,021	-32,779	-32,516	149	0,0000

Based on the "Paired Samples Test" output table above, the Sig. (2-tailed) value is $0.0000 < 0.05$. According to these results, it can be concluded that there is an influence of interactive digital multimedia development loaded with the Pancasila Student Profile for improving creative writing skills in Cakepan for high school students. The test results from each school can be summarized in the accumulation of data as follows:

Test Type	Mean	N	Std. Deviation	Std. Error Mean
Pre Test	55,03	150	12,020	0,981
Post Test	90,06	150	4,153	0,339

The output analysis summary shows descriptive statistical results for the two examined data sets, namely the Pre Test and Post Test scores. For the Pre Test, the average learning outcome or Mean is obtained at 55.03, while for the Post Test, the Mean is 90.06. Based on the significant increase in the average values produced by pre-tests and post-tests, the decision-making in the paired sample t-test is derived from the significance value (Sig. 2-tailed) as shown in the SPSS output.

Data	Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Lower	Upper			
Pre Test & Post Test Senior High School 1 Karanganyar	-35,033	-36,980	-33,087	-35,567	149	0,0000

According to the "Paired Samples Test" output table above, the Sig. (2-tailed) value is 0.0000, which is less than 0.05. Based on this result, it can be concluded that there is an influence of the development of interactive digital multimedia loaded with the Student Profile of Pancasila for improving the creative writing skills of Geguritan in high school students.

Discussion

The application of multimedia in this research follows the steps of the Project-Based Learning Model. This type of learning aims to focus on complex problems that students need to understand through investigation, collaboration, and experimentation in creating a project. It integrates various subjects (materials) within the curriculum. The project in question here is writing "cakepan tembang macapat" and "geguritan." The multimedia is designed according to the Merdeka Curriculum but can also potentially be used in the Curriculum 2013. It includes collaborative and differentiated learning, along with content related to the Student Profile of Pancasila. The learning process involves several steps: first, preparing questions or project assignments; second, designing project plans; third,

creating a schedule as a tangible step in a project; fourth, monitoring activities; fifth, testing; and finally, evaluating the activities.

The results of the above research indicate that the level of creative writing skills for "cakepan tembang" and "geguritan" in high school students falls within the category of "sufficient." After conducting pre-tests and post-tests, the results show that, on average, students did not meet the criteria in the pre-test. The issue with students' writing skills lies in the practical teaching approach in the classroom. To address the problem of students' lack of creative writing abilities, the most appropriate method is to develop the writing instruction in schools.

As educational managers, teachers need to not only understand the theory of reading but also teach how to write creatively "cakepan tembang" and "geguritan" in an interesting, stimulating, and varied manner. Teachers should strive to enhance students' creative writing abilities for further development. The research proves that the use of appropriate writing instructional media, such as interactive digital multimedia with Pancasila Student Profile content, can improve the writing skills of high school students. This finding supports the results of research by Kirkgoz (2014), Mbithi (2014), Tok & Kandemir (2015), and Said et al. (2018), which explain that using media to enhance students' creative writing skills has a positive impact and improves students' writing skills after experimentation. The post-test results obtained an average learning score of 90.06. Based on the change in average scores produced in pre-tests and post-tests, there is a significant increase. The research results show that there is an influence of developing interactive digital multimedia with Pancasila Student Profile content for improving creative writing skills in "cakepan tembang" and "geguritan" in high school students.

The needs of teachers and students for interactive digital multimedia with Pancasila Student Profile content to enhance creative writing skills in "cakepan tembang" and "geguritan" among high school students involve 10 aspects: 1) Creative writing instruction in Javanese literature "cakepan" and "geguritan.", 2) Multimedia, 3) Curriculum, 4) Evaluation, 5) Material, 6) Project-based learning, 7) Rubrics, 8) Multimedia development, 9) Menu display, 10) Pancasila Student Profile. Interactive digital multimedia with Pancasila Student Profile content for improving creative writing skills in "cakepan tembang" and "geguritan" among high school students has the following characteristics: 1) Focused on developing creative writing skills, particularly in "cakepan tembang" and "geguritan" for high school students, 2) Contains systematically organized materials to generate creative writings in "cakepan tembang" and "geguritan.", 3) Equipped with text, audio, and video elements, 4) Interactive presentation of menus and submenus, 5) Includes Pancasila Student Profile in the "gladhen" and material menu..

The interactive digital multimedia with Pancasila Student Profile content for enhancing creative writing skills in "cakepan tembang" and "geguritan" among high school students consists of three main menus: 'pambuka' (opening), 'materi' (material), and 'panutup' (closing). The 'pambuka' menu serves as an introduction, containing three submenus: 'petunjuk' (instructions), 'kurikulum' (curriculum), and 'diagnostik' (diagnostic). The second menu, 'materi,' includes submenus such as 'tegese tembung' (word meaning), 'pocapan' (writing), 'materi' (material), and 'tuladha' (example). The third menu, 'panutup,' encompasses submenus like 'nyuguhake' (reception), 'gladhen' (profile), 'proyek' (project), and 'panutup' (closing). The effectiveness of the interactive digital multimedia with Pancasila Student Profile content for improving creative writing skills in "cakepan tembang" and "geguritan" among high school students was assessed using a t-test. The conclusion drawn from the test is that the multimedia is effective in developing the creative writing abilities for both "cakepan tembang" and "geguritan." This research aligns with previous studies conducted by Kusumaningsih et al (2019), Dhawira et al (2019), Saputra et al (2020), Humairah et al (2019), and Zulaeha et al (2023), highlighting that the use of digital-based learning media can enhance students' creative writing skills..

The development of instructional media that supports the level of creative writing skills, especially in the Javanese language subject, can contribute to preserving Javanese literary works among school students. Khairini & Lestari (2020), in their research, revealed the importance of preserving Javanese literary works by promoting awareness, especially among students, using multimedia that aligns with the characteristics of learners. The use of interactive digital multimedia with the content of the Pancasila Student Profile to enhance the creative writing skills in "cakepan tembang" and "geguritan" for high school students has proven to make students more creative and enthusiastic about learning Javanese language in school..

CONCLUSION

The results of this study indicate that the needs of teachers and students for interactive digital multimedia content with the Pancasila Student Profile to improve creative writing skills in "cakepan tembang" and "geguritan" for high school students involve 10 aspects: 1) creative writing lessons in Javanese literature for "cakepan" and "geguritan," 2) multimedia, 3) curriculum, 4) evaluation, 5) materials, 6) project-based learning, 7) rubrics, 8) multimedia development, 9) menu display, and 10) Pancasila Student Profile.

Interactive digital multimedia content with the Pancasila Student Profile to improve creative writing skills in "cakepan tembang" and "geguritan" for high school students has the following characteristics: 1) focuses on creative writing skills, especially in "cakepan tembang" and "geguritan" for high school students, 2) contains systematic material to generate creative writing in "cakepan tembang" and "geguritan," 3) equipped with text, audio, and video, 4) interactive menu and sub-menu presentation, 5) Pancasila Student Profile presented in the "gladhen" and material menu. The effectiveness of interactive digital multimedia content with the Pancasila Student Profile in improving creative writing skills in "cakepan tembang" and "geguritan" for high school students was tested using a t-test, and it can be concluded that the multimedia is effective in developing creative writing skills in "cakepan tembang" and "geguritan."

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