Development of Learning Media for Writing *Pantun* Based on Mobile Learning Using WordPress Content Management System

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Abstract
Insufficient vocabulary and a lack of learning resources/references that offer pantun examples and variants make it difficult for students to write *pantun*. Researchers make a learning media product that makes it easier for students in the form of websites that contain material for writing *pantun*. This research was conducted with the objectives of: (1) to produce learning media based on mobile learning in the form of a *pantun* writing learning media website. (2) carrying out learning to write *pantun* using mobile learning-based media using WordPress Content Management System (CMS). (3) determine the effectiveness of the use of mobile learning-based learning media using WordPress CMS on *pantun* writing Material. The method used is a research and development model adapted from Sugiyono, namely with ten steps: potentials and problems, data collection, product design, design validation, design revision, product trial, product revision, trial use, revision, and mass product. Instruments in data collection activities are observation sheets, media needs questionnaires, validation sheets, student *pantun* writing test results, and interest in learning sheets. Data collection was accomplished using of field observations, interviews, and questionnaires. Additionally, analyses of the curriculum, needs, and students were completed. The result of the research revealed that mobile learning-based *pantun* writing learning media is appropriate and effective for learning to write *pantun* for seventh grade students of junior high school. This learning media can be used as a resource for students to learn on their own and make the learning process more interesting and efficient.

Keywords: learning media, *pantun* writing, mobile learning, wordpress

INTRODUCTION

Language skills in the independent curriculum are described in Learning Outcomes Indonesian. One of the language skills is the ability to write. Writing is the ability to express ideas, feelings, and responses in the form of writing eloquently, accurately, responsibly according to context. Students are expected to be able to apply the use of spelling, words, sentences, and paragraphs, language structure (grammar), meaning, and metacognition in various types of text which are components that can be developed in writing.

Pantun is part of learning in the independent curriculum which is taught to help students dive into and listen to the beauty of words in folk poetry, understand the purpose of *pantun* as an entertainer, give advice and educate. Furthermore, *pantun* may be used for education and pleasure since they convey guidance and can also be used to just entertain oneself (Sari et al., 2015). Number of problems faced by the students in writing *pantun* in compliance with *pantun*'s requirements (Pebrianto, 2017). *Pantun* has unique characteristic because it binds a unity and cohesiveness contextual, both from the internal side, as well as external that is formed in a stanza, not per line of text (Edward & Hutahaen, 2022). Some students still use the wrong composition or structure when they create *pantun* (Purwandini et al., 2022). As well as helping students gain broader insight and knowledge to be skilled in critical and creative thinking, digital media is one of the solutions in classroom to teach *pantun* effectively (Rahmat et al., 2019; Kustianingsari & Dewi, 2021). Learning to write *pantun* will be more interesting if you take advantage of technological sophistication to clarify and attract students' interest (Wardana & Wahid, 2021). The development carried out is to try to create a learning media product that makes it easier for students in the form of a website that contains *pantun* writing material (Januarisman & Ghufron, 2016). This website will be used by students in learning Indonesian *pantun* writing material. These various media facilities are expected to be a supporting supplement for grade VII students to increase learning motivation and learning achievement in Indonesian lessons and able to take effective actions in finding solutions to every problem. Learning media like using WordPress as solution for learning the classroom for students' motivation (Rosyadi, et al., 2023). Another finding done by Sunarti & Safitri (2016) also used WordPress to improve student learning outcomes for science class. The research conducted was about the development of mobile learning-based learning media using WordPress Content Management System (CMS) on writing material for grade VII students (Harti, et al., 2022).

There three previous relevant findings about the use media in writing skill and teaching *pantun*. The first previous relevant finding is from Rohmaniyah et al. (2021). The research discovered that the use of ARCS-based picture card media in learning and writing *pantun* with the blended learning technique was more successfully implemented in learning during the pandemic. The second previous relevant finding is from Wati et al. (2017) Development of Mobile Learning Media in Learning to Write Descriptions in Class X Vocational School Students it is known that in small group and field trials conducted in class IX UPW SMK Negeri 3 Samarinda, it was shown that mobile learning-based learning methods can improve student learning outcomes. Because they achieved a score of 70 according to the "kriteria ketuntasan minimal (KKM) or in English it can be said as "minimum completeness criteria", the students' initial and final scores were included in the complete category. The last previous relevant finding is from Sari's research (Sari et al., 2020). The result revealed that the use of keyword cards in the compilation of *pantun* makes students more active in sharing ideas with friends group,

allowing students to produce *pantun* more simply and methodically, and motivates them to write *pantun*.

The research gap found from previous research is that there is no cognitive and non-cognitive diagnostic assessment as an initial survey for the development of learning media. There are differences in the implementation of the curriculum when mobile learning-based learning media is used, namely the 2013 curriculum, while this study uses the independent curriculum. In addition, even though the concept both carries mobile learning media, the learning media products and subject matter discussed are different. The problems in this study are (1) how is the design of learning media for writing *pantun* based on mobile learning using wordpress CMS, (2) how is the *implementation of learning to write pantun* with mobile learning media using *wordpress CMS*, (3) How is the effectiveness of using learning media for writing *pantun based* on mobile learning using *wordpress CMS*. The objectives of this study are (1) producing mobile learning-based learning media, *namely in the form of* a website *containing pantun writing subject matter, (2) carrying out pantun writing* learning using mobile learning-based media using WordPress CMS*, (3) knowing the effectiveness of using mobile learning-based learning media using WordPress CMS on *pantun* writing material.

METHOD

This research was a research and development (R&D) that focused on developing learning media for writing *pantun* based on class VII *mobile learning* at *Sekolah Menengah Pertama (SMP) Negeri 3* Penajam Paser Utara. This research was developed using a *CMS wordpress Platform website* that can be integrated into *moodle e-learning* SMP Negeri 3 Penajam Paser Utara and can be accessed through *mobile learning*. A product can be produced with research that is needs analysis, design validation by experts and assessment questionnaires, this is used to test the feasibility of products that have been produced by researchers in order to benefit the wider community. Therefore, research is needed to test the feasibility of the product.

The procedure of this research is based on steps in research and development adapted from Sugiyono (2018) with ten steps: potential and problem, data collection, product design, design validation, design revision, product trial, product revision, usage trial, product revision, mass product.

At the initial stage the author conducts stage I: a preliminary study consisting in the identification of potential and problems. After the identification of potential and problems, the next stage is data collection. At this stage, curriculum analysis, needs analysis, and student analysis are carried out. Information collection is carried out through field observation, questionnaires and interviews with teachers and learners.

Stage II: the model development stage begins with product design which consists of establishing material and establishing the format of media design. Design validation stage, feasibility test stage of development results is carried out with validation. The validation of this teaching media is carried out by experts, namely material experts, media experts, and independent curriculum experts. Next, the design revision stage from the results of quantitative data and qualitative assessment of experts. Product trials, at this stage Product trial design is carried out through literary writing learning expert trials, media expert trials, independent curriculum expert trials, Indonesian subject practitioner (teacher) trials, small group trial subject students, and field trials for real students.

Data analysis techniques are carried out using quantitative and qualitative techniques. The results of this analysis are used to revise the initial product of learning

media development, which is then used for field trials. Quantitative data comes from validation sheets from material experts, media experts, learning practitioners, and student interest responses, as well as assessments of learning planning and implementation from Indonesian subject teachers, then transformed in qualitative descriptive form.

Phase III: Model Evaluation/Testing Stage, At the stage of evaluation or testing of the final model product for mass use, the last step is dissemination activities and dissemination of mobile learning-based *pantun* writing learning media products that have been tested to be utilized by other users. But in this case, researchers only need to arrive at the product development trials at SMP Negeri 3 Penajam Paser Utara.

FINDINGS AND DISCUSSION

After consultation and guidance with experts, the initial design validation test was carried out. This determines product weaknesses and media effectiveness, and is carried out by media experts, subject matter experts, curriculum experts, and learning practitioners. Experts are invited to see, try, and evaluate this product, namely mobile learning-based learning media using a website called adiwarnalanguageindonesia.id. This website has content about writing *pantun*. To make the media even better, suggestions from material experts, media experts, independent curriculum experts, and practitioners are very important. The description of the results of the validation that has been carried out is explained as follows.

Material Expert Assessment

Material validation was carried out on March 27, 2023. This validation was carried out with the aim of testing the feasibility and effectiveness of media made in terms of material before being tested on students. The assessment results of material expert validators were contained in the following table.

Table 1. Material Expert Validator Assessment

Aspects	Number of Items	The score Retrieved	Percentage
Aspects of material relevance	4	16	100%
Aspects of organizing the material	7	27	85,7%
Evaluation aspect/ Question practice	8	31	85,7%
Language aspect	2	8	85,7%
Aspects of the effects of learning strategies	3	12	100%
Aspects of learning strategies	2	8	100%

(Source: primary data)

Expert trials or validation are carried out with the aim of testing the feasibility and effectiveness of the media made before being tested on students, as well as to find out every detail of the shortcomings and weaknesses of the product. The material on the learning media was validated by material experts, namely Dr. Syaiful Arifin, M.Hum who is a literature lecturer at the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Mulawarman University. He also serves as the Coordinator of the Indonesian Language and Literature Education Study Program. The percentage result obtained is 98.07%. Validators leave comments, please proceed to the trial stage. From the results of the product assessment, according to material experts, learning media products Indonesian with mobile learning-based *pantun* writing materials get the *"Very Feasible"* category to be tested or used in the learning process without revision.

Media Expert Assessment

The next design validation was from a media expert who is a teacher at SMK Muhammadiyah 1 Penajam Paser Utara teaching Network Computer Engineering subjects, namely Mr. Irawan, S.Kom. The technological works that have been made by this media expert are the online PPDB Application *for North Penajam Paser Regency and Paser Regency for elementary and junior high schools, the Paser Regency education development team,* and the *LMS E-learning developer* of several schools in North Penajam Paser and Paser Regency. The assessment results from media expert validators are contained in the following table:

Table 2. Media Expert Validator Assessment

Aspects	Number of grains	The score Retrieved	Percentage
Learning Objectives	3	10	83,3%
Student activities	3	10	83,3%
Media Presentation	3	12	100%
Impact of Media on Learners	3	11	91,6%
Display quality	4	11	91,6%
Programming	3	9	75%
Total	19	63	82,89%

(Source: primary data)

From the assessment results, a percentage of 82.89% was included in the very good category. This illustrates that mobile learning products for Indonesian subjects in the "very decent" *pantun* writing material are produced for use in the learning process but need to be revised.

Independent Curriculum Expert Assessment

Further validation by independent curriculum experts was carried out to see the effectiveness of media design. The expert validator of the independent curriculum is Mr. Drs. Suprijadi, M.Pd. who is an expert trainer/facilitator of the Driving School for SMP Negeri 3 Penajam Paser Utara. Expert trainers provide assistance to principals and teachers who belong to the learning committee in mobilizing schools for three years on the implementation of the independent curriculum in schools to the stage of scanning nearby schools. The assessment results from independent curriculum expert validators are in the following table:

Table 3. Assessment of Independent Curriculum Expert Validators

Aspects	Number of grains	The score Retrieved	Percentage
Aspects of material relevance	4	16	100%
Aspects of organizing the material	7	27	96,42%
Evaluation aspect/ Question practice	8	31	96,42%
Language aspect	2	7	87,5%
Aspects of the effects of learning strategies	3	12	100%
Aspects of learning strategies	2	8	100%
Material Display	2	8	100%
Total	28	109	97,32%

(Source: primary data)

From the assessment results, the percentage was 97.32%. These results show that mobile learning-based *pantun* writing learning media products are "very feasible" to be used in the learning process Indonesian.

Based on the analysis of expert validation questionnaires, mobile learning-based *pantun* writing learning media is classified into the good category with a percentage of 94.09%.

Table 4. Recapitulation of Expert Responses

Validator	Scores obtained	Percentage	Category
Material Expert	102	98,07%	Valid
Media Members	60	83,33%	Valid
Independent Curriculum Expert	109	97,32%	Valid
Total	271	94,09%	Valid

(Source: primary data)

To get a good mobile *learning-based pantun writing learning media product*, it is necessary to hold product trials, because the production of a media that is considered good by researchers is not necessarily effective for the learning process. This small group trial was aimed at Class VII students as many as 10 people randomly selected from 5 classes. Students are given adiwarnabahasaindonesia.id *website* address through *scanning a barcode* or website address link from the researcher.

Researchers who also act as teachers provide simulations of the use of *mobile* learning-based learning media and learn directly 3 sub-subject matter, namely (1) Recognize types and folk poems, (2) Identify the purpose, content, and elements of *pantun*, (3) Be creative with the *pantun* contained in the learning media. Before this small group trial, researchers first conducted an initial test, namely teaching as usual using class VII Indonesian package books without using mobile learning-based *pantun* writing learning media. This aims to determine the initial writing ability of students, find out more details about information on students' interests and views on learning media writing mobile learning-based *pantun*.

Small Group Trial Test Results

The small group trial will be held march 28-29, 2023. In the three-hour (3x40 minutes) learning process, students operate the product, listen to the product directly to do formative assessment and formative assessment in the form of skill tests (LKPD) *pantun* writing material. The results of the trial showed that out of 10 students who participated in the trial, only 2 students were able to obtain scores according to LOCC (Learning Objectives Completeness Criteria), which was 80. While the other 8 people still get scores below LOCC. After learning with mobile learning-based *pantun* writing learning media, the results obtained were 10 students were able to obtain scores above LOCC. The values obtained are as follows.

Table 5. Preliminary Test Scores and Final Tests on Small Group Test

Test Subjects	Initial Test Scores	Criteria Description	Final Test Scores	Criteria Description
MIS	89	Complete	100	Complete
ZAP	78	Incomplete	100	Complete
SFA	67	Incomplete	100	Complete
SNH	78	Incomplete	100	Complete
RA	67	Incomplete	100	Complete

AGH	67	Incomplete	100	Complete
HN	67	Incomplete	100	Complete
WFK	89	Complete	100	Complete
NR	78	Incomplete	100	Complete
DAM	78	Incomplete	100	Complete
TOTAL	75,56	Incomplete	100,00	Complete

(primary data source)

There was an increase in scores from the learning outcomes of the initial test and the end of formative assessment in small group trials, namely from the achievement of the average score of the initial test was 75.46 increased to 100.

Test Completeness Small Group Trials

The results of student completeness are presented in the following data analysis. Learning completeness of 10 students who took the test, as many as 10 students obtained a score of 100. The final test score of students who are above the learning objective completeness criteria is a score of 80. 100% completeness is included in the criteria of "have achieved the goal" which is in the range of 86%-100%. This shows that the use of mobile learning-based *pantun* writing learning media can improve students' *pantun* writing skills.

Small Group Learner Learning Interest Assessment

This small group trial activity ended by giving questionnaires to students to respond to mobile learning-based learning media products that have been used. The data obtained are as follows.

Table 6. Results of Student Interest Before Using Media

Aspects	Number of Items	Scores obtained	Percentage
Knowledge	3	57	47,5%
Feeling good	3	63	52,5%
Attention	3	63	52,5%
Interest	3	54	45%
Total	12	237	49,37%

(Source: primary data)

Table 7. Results of Student Interest After Using Media

Aspects	Number of Items	Scores obtained	Percentage
Knowledge	3	94	78,3%
Feeling good	3	93	77,5%
Attention	3	93	77,5%
Interest	3	111	92,5%
Total	12	391	81,45%

(Source: primary data)

The results of students' interest after using the media in detail can be seen that the percentage of 78.3% is in the aspect of knowledge, 77.5% in the aspect of pleasure, 77.5% in the aspect of attention, and 92.5% in the aspect of interest. The result of student interest after using the media reached 81.45%. There was an increase from before and after using media from 49.37% to 81.45%.

The results of student interest are considered positive if they get a percentage of $\geq$ 80% in responses to each indicator or question. From this description, it can be seen that all questions get a positive response so that they fall into the "very good" category for learning Indonesian.

Field Trial Results

The purpose of this field trial is to determine the effectiveness of mobile learning-based *pantun* writing learning media . Learning to write *pantun* by looking at the learning outcomes and learning outcomes of students. Through learning evaluation in the form of *pantun* writing assignments to students carried out in field trials on March 30-31, 2023, the following values or learning outcomes of students were obtained. The results of field trials of *pantun* writing learning at the first meeting were carried out without mobile learning-based learning media or learning was carried out as usual. Meanwhile, in the second test or the final test of formative assessment, students have been given learning media for writing *pantun* based on mobile learning *in the form of* websites *or adiwarnabahasaindonesia.id learning* pages containing *pantun* writing MAterials. Based on the table, there was an increase in learning outcomes in field trials from the achievement of the average score of the initial test was 75.62 increased to 97.80.

Completeness of Field Trials

The following is a table of completeness analysis of student learning outcomes on the test using a mobile learning-based *pantun* writing learning media test.

Table 8. Analysis of Large Group Completeness Assessment Data

Value Interval	Frequency	Criterion
≥ 80	40	$P = \dfrac{\sum \text{completed students}}{\sum \text{learners}} \times 100$
< 80	0	$P = \dfrac{40 \times 100}{40} = 100\%$

Based on table 10 shows that out of 40 students who took the test, as many as 8 students scored 89, as many as 32 students scored 100. The completeness of student learning is a percentage of completeness of 100% included in the criteria of "Have Achieved the Goal", which is in the range of 86%-100%. This means that 100% of students with a total of 40 students after completion, with an average score of 97.80. This shows that the use of mobile learning-based *pantun* writing learning media can improve students' *pantun* writing skills.

Assessment of Learning Interest of Field Trial Students

This small group trial activity ended by giving questionnaires to students to respond to mobile learning-based learning media products that have been used. The data obtained are as follows. The results of students' interest after using the media in detail can be seen that the percentage of 77.5% is in the aspect of knowledge, 78.3% in the aspect of pleasure, 77.5% in the aspect of attention, and 92.5% in the aspect of interest. The result of student interest after using the media reached 81.45%. There was an increase from before and after using media from 49.37% to 81.45%. The results of student interest are considered positive if they get a percentage of $> 80\%$ in responses to each indicator or question. From this description, it can be seen that all questions get a positive response so that they fall into the "Very Good" category for learning Indonesian.

Teacher Ability Assessment in Field Trials

The results of teacher ability assessment in field trials are observed by practitioners using lesson planning assessment sheets and learning implementation assessment sheets. The results of the teacher ability assessment are contained in the following table.

Table 9. Learning Planning Assessment Results Indonesian

Planning Assessment Aspects	Observer 1	Information	Observer 2	Information
Formulate learning objectives	100%	Excellent	100%	Excellent
Develop and organize materials, learning media, and learning resources	100%	Good	100%	Excellent
Plan learning activity scenarios	95%	Excellent	100%	Excellent
Design classroom management	100%	Excellent	100%	Excellent
Design procedures, types, and prepare assessment tools	100%	Excellent	100%	Excellent
Lesson plan document view	100%	Excellent	100%	Excellent
Formulate learning objectives	100%	Excellent	87,5%	Good
Total	98,43%	Excellent	98,43%	Excellent

(Source: primary data)

The results of teacher ability assessment in field trials are observed by practitioners using lesson planning assessment sheets and learning implementation assessment sheets. Based on the assessment that has been carried out by observers/practitioners regarding the planning that has been done, researchers have obtained results from 98.43% of observer 1 and 98.43% of observer 2. The results of the assessment that has been carried out by observer 1 and observer 2 regarding planning the implementation of *pantun* writing learning using mobile learning-based learning media and with a differentiated approach to writing activities that the teacher's ability is included in the "very good" category.

The results of the assessment of two observers on the implementation of learning obtained results of 95.68% of observer 1 and 97.41% of observer 2. The results of the assessment that have been carried out by observer 1 and observer 2 regarding the implementation of learning to write *pantun* using mobile learning-based media for subjects Indonesian included in the "Very Good" category.

Discussion

The thing that distinguishes it from previous studies is the digital product, namely the website, the product of previous research is in the form of electronic books and power points. This learning media is a safe medium for students to explore because there are no pop-up advertisements that appear when students access the learning media.

Learning media that facilitate students in the form of websites that contain *pantun* writing material. It is in line with the statement from Rohmaniyah et al. (2021); Wati et al. (2017); and Sari et al. (2020) that learning more successfully implemented in learning to achieve learning outcome. Students use this website to make it easier to learn *pantun* writing material. These various media conveniences are expected to be a supporting

supplement for students to increase learning enthusiasm and learning achievement in Indonesian lessons.

The development of mobile *learning-based pantun writing learning media* is a development carried out by researchers with the help of supervisors and teachers of Indonesian subjects at SMP Negeri 3 Penajam Pasar Utara who teach class VII. The learning media that has been created is then validated by material experts, media experts, and independent curriculum experts.

The results of the writing show that the media developed by the researcher is included in the category worthy of being applied to grade VII students. This learning media is very suitable for the needs of the millennial generation who are very dependent on the devices they have. This is also in line with the concept of independent learning which provides flexibility for students to explore diverse learning resources with easy access. This media also supports students to be digitally proficient and carry out digital literacy in learning. The media development that researchers do is in the form of learning media to write *pantun* based *on mobile* learning by utilizing *websites* or adiwarnabahasaindonesia.id learning pages through the CMS Wordpress *Platform*.

The production period in making *this website* or learning page to become a learning medium takes one week if the material has been prepared beforehand. The fast and slow production process is also influenced by the knowledge of researchers in managing *websites* or learning pages to be used as learning media.

This learning media can be used as a source of learning for students independently, can be used to help overcome the limitations of time allocated in learning, can make the learning process more interesting and effective, can be a learning media page that is safe to be explored by students.

Achievement of Student Learning Outcomes

The achievement of student learning outcomes can be said to be complete if at least 80% of the number of students have reached the established "*Kriteria Ketercapaian Tujuan Pembelajaran*" (KKTP) or in English it can be said as Learning Objectives Completeness Criteria, namely 80. The data used in this study are the learning outcomes of small group trials and field trials that will be compared with the applicable KKTP at SMP Negeri 3 Penajam Paser Utara, which is 80. The effectiveness of developing mobile learning-based *pantun* writing learning *media* using websites or adiwarnabahasaindonesia.id learning pages was also seen after conducting media trial tests on small groups of 10 students. The test results showed as many as 10 students obtained a score of 100. It means that the students can solve the problem like finding the rhyme in *pantun*. It is in line with the statement from Pebrianto (2017) Students frequently struggle with finding rhymes that rhyme and equating rhymes such that they rhyme ab-ab. The final test score of students is above the Learning Objectives Completeness Criteria, which is a value of 80.

100% completeness is included in the criteria of "have achieved the goal" which is in the range of 86%-100%. This shows that the use of mobile learning-based *pantun* writing learning media in small group trials can improve students' *pantun* writing skills. Researchers also conducted media trials in field trials on grade VII students with a total of 40 people. In the field trial, 40 students took the test, 8 students scored 89, and 32 students scored 100. Based on the table of student learning completeness intervals, the percentage of completeness of 100% is included in the criteria "Already Achieved the Goal", which is in the range of 86% - 100%. This means that 100% of students with a

total of 40 students after completion, with an average score of 97.8. The use of mobile learning-based *pantun* writing learning media can improve students' *pantun* writing skills so that this learning media is said to be effective because student learning outcomes are achieved based on KKTP.

Improved Learning Outcomes of Learners

The development and use of mobile learning-based learning media is said to be effective if it improves student learning outcomes as shown by increased student achievement. This is done by comparing data on initial test scores and final tests of small group trials and field trials.

The results of both small group trials and field trials showed an improvement from the initial test and the final test of students. The initial test is carried out after learning the *pantun* writing material is carried out. However, at this stage, students are taught without learning media to write *pantun* based *on mobile* learning, but learning is carried out in a normal way using student book learning resources Indonesian Class VII Curriculum Merdeka. The method used is also conventional. The learning outcomes achieved are that there are only 8 students whose scores have reached LOCC, while 32 students have not reached LOCC.

The implementation of the second test or final test is carried out using *mobile learning* as a learning medium for writing *pantun*. The material has also been developed and adjusted to the needs, and added a differentiated approach to facilitate the learning needs of students. In its implementation, it has also been designed in a teaching module so that learning runs systematically, which finally the value of writing *pantun* from a total of 40 field trial students reaches the Learning Objectives Completeness Criteria (LOCC).

The results obtained that there was an increase in scores from the learning outcomes of the initial test and the end of formative assessment in small group trials, namely from the achievement of the average score of the initial test was 75.46 increased to 100. An increase in learning outcomes also occurred in field trials from the achievement of the average score of the initial test was 75.60 increased to 97.80.

Learning Implementation Assessment

Based on the data analysis that researchers conducted, the effectiveness of learning media writing mobile learning-based *pantun* using *websites* or learning pages adiwarnabahasaindonesia.id is very effective when applied. This media illustrates the effectiveness of teacher time when delivering material, it does not take long for the message and purpose of the material to be conveyed because this media is equipped with material and examples of *pantun* that are adequate enough for students. Student interest in this learning media is also high. Learning achievement is the achievement of the ideal time used to carry out each activity contained in the teaching module (TM). The basis used by looking at the results of the assessment of teaching modules and learning implementation is from APKG 1 and APKG 2 sheets. Based on the assessment that has been carried out by observers/practitioners regarding learning planning that has been carried out, researchers have obtained results from 98.43% of observers 1 and 98.43% of observers 2. Based on the assessment that has been carried out by observers regarding the implementation of learning that has been carried out, researchers have obtained results of 95.68% of observers 1 and 97.41% of observers 2. This shows that the implementation of planning and implementing learning has obtained excellent results.

CONCLUSION

Research on the development of mobile learning-based *pantun* writing learning media *has been successfully carried out by producing* adiwarnabahasaindonesia.id website that has been used by students as a learning medium that contains materi writing *pantun*. The implementation of media development in learning refers to the assessment that has been carried out by observer1 and 2 regarding the planning of the Teaching Module obtained an average score of 98.43% with the category "very good". The assessment that has been carried out by observer 1 and 2 regarding the implementation of learning obtained an average score of 96.54% with the category "very good" good and can improve student learning outcomes. Learning media for writing mobile learning-based *pantun* in the form of *websites* adiwarnabahasaindonesia.id effective in the learning process because they have met the achievement criteria, namely (1) 100% of the total 40 students succeeded in achieving the Learning Objectives Completeness Criteria which is 80, (2) Student learning outcomes have improved, (3) Learning implementation activities have succeeded in accordance with the plan. Based on these results, it can be concluded that the learning media for writing mobile learning-based *pantun* in the form of adiwarnabahasaindonesia.id website is "good and feasible" to be used as a learning medium in the implementation of learning Indonesian lessons. Learners can easily make *pantun*. For the further researcher, it can continue this research with different material and on a wider population with a longer period of time to achieve optimal results.

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