

# The Utilization of Google Workspace to Improve the Poetry Analysis Skills of Tenth Grade Students at State Senior High School 2 Malang

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## Abstract

This research utilizes Google Workspace, especially Google Docs which is integrated with mobile phones, in learning poetry analysis in class X E State Senior High School 2 Malang. The goal is to increase students' active participation and understanding of the intrinsic elements of poetry, including themes, majas, and rhyme. This study uses the Kemmis and McTaggart model Classroom Action Research (PTK) approach which was carried out in two cycles with 36 students. Data was collected through classroom observations, teacher diaries, and online worksheet documents, then analyzed by data reduction techniques, data presentation, and conclusion drawn. The results showed an increase in student learning completeness from 22% in the pre-cycle to 61% in the first cycle and reached 86% in the second cycle. Real-time collaboration in Google Docs has proven effective in deepening understanding of the intrinsic elements of poetry and encouraging students' critical engagement. The novelty of this research lies in the application of Google Docs in the context of poetry analysis at the high school level, which has been more widely applied in writing or prose learning, so as to theoretically expand the use of digital platforms to strengthen the ability of online collaborative-based literary analysis, and practically provide an alternative technology-based literary learning strategy that is participatory, collaborative, reflective, and relevant to the learning needs of the century 21st.

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## Introduction

Literary literacy, especially the ability to analyze poetry, is one of the essential competencies in 21st century education that requires students to have critical, creative, collaborative, and communicative thinking skills. The Merdeka Curriculum explicitly places literacy skills as part of the Pancasila Student Profile, which encourages students to be able to reason critically and express ideas through meaningful literary works (Ministry of Education and Culture, 2022). In the Competency Standards for Indonesian Language Subjects at the high school level, students are expected to be able to analyze the elements of poetry systematically and critically and present the results of the analysis orally and in writing with polite language. Literary literacy also has a strategic role in shaping students' emotional, cultural, and social sensitivities in the increasingly complex digital era (Lestari et al., 2021).

However, in reality, the learning process of poetry analysis in schools is still dominated by conventional models, such as the use of printed Student Worksheets (LKPD), individual analysis assignments, and verbal presentations in the classroom without the use of collaborative digital media (Aisyah, 2019). The results of initial observations in class X E SMA Negeri 2 Malang show that this kind of method makes students quickly bored, has difficulty identifying elements of themes, diction, rhymes, and majas, and has minimal interaction between students. In addition, the results of an initial survey of 30 students showed that 86.7% of students frequently use smartphones in class, but 73.3% of them use them for non-academic activities such as social media and online games (Field Observation, 2024). These findings corroborate the UNESCO report (2023) that in developing countries, one of the challenges of digital learning is that smartphones are more often a distraction than productive learning media.

This situation shows that there is a gap between the needs of 21st century learning that are collaborative, creative, and technology-based and traditional literary learning practices in schools. Various studies have examined the effectiveness of online collaboration media, such as Google Docs, in learning to write essays, scientific reports, and translation in foreign language subjects (Handayani et al., 2018; Hafner & Miller, 2019). However, research that specifically integrates Google Docs for learning poetry analysis at the high school level is still very limited. Hafner & Miller (2019) prove that Google Docs is able to improve students' academic writing skills in the context of EFL (English as a Foreign Language), but there has been no comparative study examining its effectiveness in the context of Indonesian literary literacy. Therefore, this research fills the research gap by utilizing Google Docs as a collaborative medium in poetry learning, which has not been widely explored in high school environments in Indonesia.

Google Docs, as part of Google Workspace for Education, has great potential as an interactive learning medium because it supports real-time collaboration work, live comment features, automatic revisions, and version history that makes it easier for

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teachers to monitor the process of discussion, revision, and reflection of students digitally (Gikas & Grant, 2013). Several studies show that the use of Google Docs is able to increase students' engagement, creativity, and critical thinking skills in academic and non-academic writing activities (Hafner & Miller, 2019; Kartika et al., 2020). In the context of literary learning, this feature is relevant to support joint discussions, revision of poetry analysis, and digital peer review.

The application of Google Docs in poetry learning is integrated with the concept of blended learning and mobile learning, where students can access materials and do assignments both in class and outside of school using smartphones. This concept is not only relevant locally at SMA Negeri 2 Malang, which already has an institutional Google Workspace account and 93% of students have Android smartphones (Field Observation, 2024), but also answers global challenges regarding the optimization of digital devices in literacy learning in developing countries (UNESCO, 2023). This approach is in line with Vygotsky's (1978) theory of social constructivism which emphasizes the importance of social interaction in the learning process. In this context, Google Docs functions as a digital scaffolding, where students can collaborate, discuss, and give each other feedback in real-time, so that knowledge is built together in online and offline environments. This collaboration also allows students who have a better understanding to help their peers, accelerating the learning process through the zone of proximal development (ZPD).

The selection of class X E SMA Negeri 2 Malang as the location of the research is based on the condition of the school that has implemented Google Workspace facilities and has digital infrastructure readiness. Based on interviews with Indonesian language teachers, so far poetry analysis learning has only been carried out individually using printed LKPD without involving collaborative digital media, while most students have a high interest in the use of online-based applications for academic activities (Field Observation, 2024).

The novelty in this study lies in the transformation of smartphones from a distraction media into an academic collaborative workspace through the empowerment of the Google Docs feature for poetry analysis. This model has not been widely explored in high school literary learning, especially in the development of critical thinking skills through online discussions, peer feedback, and revision of digital works. In addition, this model also shifts the role of teachers from mere material givers to interactive facilitators in the digital space (Hafner & Miller, 2019), a strategy that is very relevant to the Pancasila Student Profile.

This study aims to describe the implementation and effectiveness of Google Docs in increasing student understanding, involvement, and collaboration in learning poetry analysis in class X E SMA Negeri 2 Malang. The results of this study are expected to be a reference for Indonesian teachers in other schools to adapt a similar model, so that

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the literary learning process becomes more interactive, contextual, and in accordance with the demands of digital literacy in the 21st century.

## Method

This study uses the Kemmis and McTaggart model Class Action Research (PTK) design which was carried out in two cycles with 36 students of class X E SMA Negeri 2 Malang who were involved in learning poetry analysis based on Google Docs. The implementation consists of a pre-cycle of up to two cycles, where each cycle begins with a pre-test of poetry comprehension, followed by group work in Google Docs including real-time collaboration, comments, revisions, teacher monitoring through the version history feature, peer review reflection sessions, and ends with post tests. Primary data was obtained through pre- and post-test scores, teacher diaries (field notes), observation sheets of student collaboration activities, and Google Docs activity logs. The instruments used included poetry analysis test questions, rubrics for assessing the intrinsic elements of poetry (theme, majas, rhyme), student involvement observation sheets, and teacher diary formats. Data is analyzed interactively through data reduction, data presentation, and conclusion drawn. Data triangulation was applied by comparing the results of student engagement observations, teacher diaries, Google Docs activity logs (revised version, comments, collaboration intensity), and pre- and post-test results to ensure the consistency and validity of the findings. For example, the increase in post test scores is confirmed through student activity logs in Google Docs and matched with the results of engagement observations and teacher notes during the learning process. This study targets an increase in the average student score of  $\geq 80$  and the percentage of class completion  $\geq 85\%$ .

## Results and Discussion

### Results

Based on the results of the pre-test conducted before the action, data was obtained that of the 36 students of class X E SMA Negeri 2 Malang, only 8 students (22%) achieved the minimum score of the sufficient category ( $\geq 75$ ), while 28 students (78%) were still in the poor category. The average overall grade of the class is 71.4. This condition shows the low ability to analyze the elements of poetry of students, especially in the aspects of themes, majas, and rhyme.

**Table 1.** Pre-cycle with results (22%)

Yes	Value Interval	Number of Students	Keterangan
1	93-100	0	Excellent
2	84-92	0	Good
3	75-83	8 people	Enough
4	0-75	28 people	Less

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The implementation of Cycle I uses Google Docs for poetry analysis collaboration. The post-test results showed an improvement, where as many as 22 students (61%) achieved a score of  $\geq 75$ , with the average class score rising to 77.9. Student activity in Google Docs was also recorded to increase; 85% of students are active in at least five editing sessions, as per the app activity log.

After making reflection-based improvements, the Cycle II post-test showed significant results. The number of students who achieved a score of  $\geq 75$  increased to 31 students (86%), with an average class score of 82.7. Google Docs activity logs show student participation in discussions and text revisions up to 92% of participation.

## Discussion

The implementation of Google Docs has succeeded in improving student collaboration in poetry analysis. As stated by Gikas and Grant (2013), the readiness of students' mobile devices is the main factor for the success of collaboration-based mobile learning. Real-time editing and version history features encourage productive asynchronous online discussions. Log data showed an average of 85% of students were active on each task, surpassing interactions in the conventional model of print LKPD (Pangondian et al., 2019). In addition, version history makes the track of student contributions transparent, increasing responsibility and the quality of discussions (Fatria, 2018). The analysis of score data per aspect showed a significant increase, namely themes from 60 to 82, majas from 55 to 79, and rhymes from 50 to 75. Digital annotation activities have also been shown to strengthen students' cognitive engagement (Collazo & Frisby, 2014). Peer-review in Google Docs improves the accuracy of identifying intrinsic elements of poetry through real-time discussions, as Hafner and Miller (2019) show. The visual representation of rhyming patterns with colors in Google Docs makes it easier for students to recognize the phonological patterns of poetry (Gikas & Grant, 2013).

Furthermore, Google Docs facilitates direct feedback from teachers and peers. The principle of feedback immediacy has been proven to be effective in improving the quality of students' poetry analysis (Shute, 2008). Comment columns allow students to revise texts in a timely manner, while version history supports metacognition by tracing thought processes (Dysthe, 2003). Increasing the intensity of feedback — from 3 to 10 comments per assignment — has a positive impact on critical arguments between students (Gikas & Grant, 2013) and boosts students' confidence in expressing opinions (Lepp et al., 2014).

However, this study has several limitations that need to be examined. Digital collaboration activities tend to be biased towards students who have digital skills and adequate devices, so they cannot necessarily be generalized in schools with limited facilities or areas with limited internet access. In addition, the motivation for student

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participation can be influenced by the novelty effect factor, namely the initial enthusiasm for new media which can decrease in the long term. Previous studies by Xie et al. (2020) showed that the success of digital peer feedback was influenced by student courage factors and supportive classroom culture, which were not fully measured in this study.

The synthesis of metacognition theory also needs to be strengthened. These findings are consistent with the research of Dysthe (2003) and Chen et al. (2021) who stated that version history-based digital activities can help students reflect on the thought process through revision trails. However, not all students make the most of this feature. Some activity logs show the symbolic participation of students only approving the revision without contributing an argument. This is in line with the findings of Lepp et al. (2014) that technology does not automatically encourage meaningful collaboration without strengthening collaborative scaffolding strategies. Therefore, further research is recommended to explore the influence of peer tutor mentoring and the duration of training on the use of platforms on the quality of digital collaboration.

## Conclusion

The use of Google Workspace, especially Google Docs, in learning poetry analysis in class X of SMA Negeri 2 Malang has proven to be effective in improving students' analytical skills on the intrinsic elements of poetry, including themes, majas, and rhyme. Through real-time collaboration, live comments, and version history, students are more active in discussing, revising arguments, and receiving feedback from teachers and peers quickly and constructively. The results showed a significant improvement in students' learning completeness and scores of comprehension of the intrinsic elements of poetry after the application of this method. In addition to spurring cognitive engagement, Google Docs integration also encourages digital literacy, metacognitive abilities, and students' collaborative attitudes. Thus, this learning model is suitable for adapting as an alternative strategy for developing digital-based Indonesian Language and Literature learning in secondary schools, in line with the demands of the 21st century curriculum.

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## Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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