



Digital Teaching Material Poetry Texts To Improve Middle School Students' Poetry Writing Skills

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Abstract:

Aim. This research aims to address the issues faced by students who experience a decline in learning ability and motivation and the limited availability of easily accessible learning materials outside the classroom.

Methods. The research method used is research and development. This research is based on a study of the need for teaching materials for students in the Indonesian language subject at the junior high school level in the Indramayu Regency. Based on the background and objectives of the research, this study aims to provide an overview of the use of digital learning materials in students' creative writing process. The research and development method used in this research is based on the ADDIE steps.

Result. The development design is grouped into five development procedures, which include the analysis stage, design stage, development stage, implementation stage, and evaluation stage. Data collection used interview and observation guidelines, questionnaires for subject matter experts, questionnaires for media and graphics experts, and student response questionnaires.

Conclusion. The description of this research suggests that digital teaching materials can facilitate students' creative processes.

Implementation. Students can also find alternative problem-solving methods and develop an openness to various experiences with a very high level of flexibility and tolerance towards uncertainty. Making students also have satisfaction with what they do and an attitude of appreciating the work of others.

Keywords: digital learning materials, student creative processes

INTRODUCTION

Education in schools is not only about teaching reading and writing, but students are also expected to master and implement all skills, such as reading, listening, writing, and speaking. The goal is to improve students' ability to communicate well and use proper and correct Indonesian. All skills are very important for students to master, but writing skills

appear different than listening, reading, or speaking (Kusmana, Gloriani, and Nurzaman, 2023).

According to research conducted by Putri and Widihastrini, writing is an activity to express an idea or concept in the form of an essay. The activity of writing is an activity that can explore thoughts about an object that is to be written about. Writing activities are not just about thinking but also about expressing ideas, knowledge, and experiences in written form. Therefore, writing activities are very important to be learned and mastered. Because writing activities can fundamentally improve students' language skills (Sari et al., 2021).

According to Morsey in Silaban, writing is a good language skill. Therefore, it is very important for students to practice writing well. Writing is not an easy task for students; most students do not enjoy writing. Students might not like writing activities because they don't know what to write about and lack the motivation and inspiration to write. Writing has many benefits, including enhancing intelligence, boosting creativity, and developing the ability to gather information (Sampelolo, Lura, and Pratama, 2023).

Learning to write poetry is one of the lessons in creating one's literary work, specifically in writing poetry compositions. Learning to write poetry is not an easy task for students; the reason is that students may lack the skills to determine the theme of the poem they want to write, and they are also less motivated by the learning media or materials used during the poetry writing lesson. Thus, students have difficulty expressing their ideas and thoughts through poetry (Firdausi, 2020).

Based on empirical data collected at the school, specifically at SMP N 2 Kapetakan, which I have observed as an Indonesian language teacher, the implementation of poetry writing lessons in the school still faces many obstacles both from students, teachers, and other factors. Some of the obstacles students face include a lack of interest and experience in writing poetry. Based on interviews with several Indonesian language teachers at junior high schools in the Indramayu Regency, it was stated that the teaching materials for writing poetry used by teachers rely solely on theory and the presentation of poetry material from textbooks, which are still very limited. From this, it can be understood that there are obstacles originating from the teachers, namely the lack of teachers' ability to develop teaching materials for poetry texts, which makes the poetry text lessons monotonous, ultimately causing students to become bored and disinterested.

LITERATURE REVIEW

Teaching materials come in various forms, including printed, audio, audiovisual, and digital materials. However, most of the materials used in schools are limited to printed materials only. Teaching materials must contain subject matter information, facilitate students' learning of the material, meet learners' needs, be comprehensive so that students do not need to search for and use other teaching materials, keep up with technological developments, and be easy to use (Fatimah, 2024).

The use of technology in education, known as the digitalization of learning, is highly needed because, with technology, teachers can create engaging and enjoyable learning experiences that positively impact students. As Frolova, Rogach, & Ryabova argue, "the use of digital technology contributes to the development of students' creativity, enhances learning abilities, and improves academic performance." Supianti also claims that "technology offers new ways to achieve educational and learning goals more effectively and efficiently." Digitalization in education is believed to be able to overcome the educational challenges of the future (Farhana, Suryadi, and Wicaksono, 2021).

The low interest of teachers in developing teaching materials is revealed by Zuriah, who stated that teachers do not yet have the experience and special competence to develop creative and innovative teaching materials. This is due to the limited knowledge required to create and develop teaching materials. Another constraint in the field is the lack of poetry writing teaching materials that meet the needs of students and teachers (Nisa et al., 2024).

The availability of teaching materials is very important in the learning process, including poetry writing. The importance of poetry writing teaching materials for students is (1) making poetry writing lessons more interesting, (2) increasing students' interest and motivation to participate in poetry writing lessons, (3) making it easier for students to learn the competencies that need to be mastered, and (4) providing students with guidance in writing poetry besides the textbook. The importance of teaching materials for writing poetry for teachers is (1) teachers have alternatives besides textbooks, (2) it builds effective and interactive communication between teachers and students, (3) it counts as credit points for teachers, and (4) teachers have a guide in teaching poetry writing so that it is not only theoretical (Rasuanti, Missriani, and Fitriani, 2022).

Leo and Akhyar have conducted research related to the development of digital history materials with the title *The development of digital local history learning materials based on toponymy in Vorstelanden Surakarta*, shows that current learning cannot be

separated from the use of technology, including history learning in high schools. This can be seen from the use of the internet as a source of learning references for students, especially in secondary schools and universities. The learning materials used do not have to be printed but can be non-printed, meaning they are digital learning products produced as digital modules in the form of software. Teachers or students must install the digital module on computers, laptops, and Android-based smartphones during the usage process. The development of teaching materials in the form of digital modules is in line with the advancements and innovations in the field of education. It is suitable for the current digital era. The digital teaching materials developed are related to local history based on toponyms in Vorstelanden Surakarta (Dinata et al., 2023).

The research conducted by Gusman with the title "Analysis of the Need for Developing Digital Teaching Materials" Writing Poetry in Elementary Schools shows that the results of field research indicate that the problems encountered in writing poetry are: (1) expressing figurative language and poetic structure that is often overlooked (2) pouring thoughts into writing (3) word selection to form sentences (4) the teaching materials used do not align with students' experiences (5) imbalance in the content (6) interest in learning to write poetry, the implications of these problems lead to solutions such as the implementation of poetry materials in written form, pouring ideas with steps to write poetry, packaging teaching materials into digital flipbook format, and the teaching materials can be used efficiently and economically, and of course, do not hinder students in learning. The researchers hope that the presence of digital teaching materials for writing poetry based on flipbooks can help students solve problems in poetry writing learning, and this research is a contribution to the improvement of teaching materials that have been used in elementary schools (Eldiana and Kartikasari, 2023).

The research conducted by Elisya titled "Development of Flipbook-Based IPA Teaching Materials on Motion and Force to Enhance the Creative Thinking Ability of Junior High School Students" shows results that 1) flipbook-based teaching materials to enhance the creative thinking ability of motion and force materials with a percentage of 90% which received the very valid criteria. 2) Flipbook-based teaching materials can be used in the learning process on motion and force material conducted over five meetings with a practicality percentage of 89.5%, categorized as very practical. 3) Flipbook-based teaching materials effectively improve students' creative thinking abilities in motion and force material, with an N-gain test score of 0.64, categorized as moderate. Thus, flipbook-based

teaching materials on motion and force can be used in science education to enhance the creative thinking abilities of junior high school students (Darmalaksana et al., 2020).

METHOD

The research conducted by the researcher is a type of development research or Research and Development (R&D). According to Sugiyono, R&D research is a method used to produce a specific product and test its effectiveness. Nana Syaodih Sukmadinata defines R&D research as a process or a series of steps to develop a new product or to improve an existing product, which can be accounted for (Dan et al., 2024).

R&D research in education is a process used to develop and determine the validity of a product. So, the development research that the researcher will conduct is to test the feasibility of a product in the form of digital teaching materials for poetry texts for junior high school students and then validate those digital teaching materials.

This research uses the ADDIE model because this development model is more dynamic and effective and supports the program's performance itself. This model has five steps or stages that are easy to understand and implement for developing educational products such as textbooks, learning modules, educational videos, multimedia, etc. The ADDIE model provides an opportunity to evaluate development activities at each stage, which positively impacts the quality of the development product. The ADDIE development model consists of 5 interrelated components and has a systematic structure, meaning that the stages from the first to the last or fifth must be applied systematically and cannot be arranged randomly. In these five stages, it is straightforward compared to other design models, because of its simple and structured systematic nature, this design model is easy to understand and apply (Qomala, 2023).

The ADDIE development model consists of five stages, which include analysis, design, development, implementation, and evaluation (Sugiyono, 2016: 200). The steps of the ADDIE development research in this study, when presented in the form of a chart, are as follows:

A. Analysis

This stage's main activity is to analyze the needs and feasibility of developing teaching materials for poetry text learning in junior high schools. At this stage, the author will analyze the results of the questionnaire and interviews regarding the need

for alternative teaching materials for poetry texts in schools as the background of the research.

B. Design

The design stage or planning is a conceptual process. The author will systematically design the language, content, presentation, and adaptation of the learning model to be applied in the digital teaching materials for poetry texts according to the standards used. The design of the digital teaching materials is then used as the basis for the subsequent development process.

C. Development

This stage is the process of realizing the instructional material design. In this stage, the author will compile teaching materials on building elements and construct a short story text according to the established design. The preparation of digital teaching materials will pay attention to the feasibility of the content, linguistic aspects, and presentation aspects so that it becomes a good alternative digital teaching material.

D. Implementation

This stage is the process of implementing the digital teaching materials for short stories that have been prepared. The author will implement the digital teaching materials compiled and tested in several junior high schools and applied by Indonesian language teachers in poetry text lessons.

E. Evaluation

Evaluation is a means of assessing and improving the digital materials that have been prepared. The author will use the evaluation results as a reference for revising the approach to developing cultural literacy at the Junior High School level. First, literacy is very important for the development of student's abilities at the Junior High School level. Problems that occur in the learning process can make students feel bored. Classroom management conducted by the teacher must be able to make students feel comfortable in the classroom. In response to this, the researcher believes that a learning strategy using digital poetry text materials should be employed to enhance the ability to write poetry texts based on the creative process among junior high school students.

DISCUSSION

A. Eligibility of Teaching Materials

The validation of teaching materials is carried out during the product trial. The product validation results by Dr. Jimat Susilo, M.Pd., and expert teacher Anggita, S.Pd., will be used as a reference to make improvements to produce better digital teaching materials (Bambang Riono, 2022).

Table 1. Assessment of Digital Teaching Material Validation Instruments

Validator	Score										Final Score
Dr. Jumat Susilo, M.Pd.	4	4	4	4	4	5	4	4	4	4	39
Anggita, S.Pd.	4	4	4	4	4	5	4	4	4	4	39

Source: Research Data

The researcher created a feasibility instrument for digital teaching materials conducted by the second validator. The validation results of the digital teaching materials for poetry texts were obtained through an instrument questionnaire assessed by Indonesian Language Teacher Anggita, S.Pd. (Indonesian Language Teacher at SMP N 1 Atap Krangkeng). Based on the assessment conducted, *a score of 78% was obtained with the following remarks; no revisions, quite valid, quite effective, and can be used in teaching*, here is the assessment description.

B. Implementation of Teaching Materials

Table 2. Results of the Implementation of Digital Teaching Materials for Poetry Texts at the Junior High School/Islamic Junior High School Level

School Name	Average Before Using Digital Teaching Materials Poetry Text	Average After Using Digital Teaching Materials Poetry Text	Results
SMP N 1 Atap Krangkeng	69.86	82.86	Increasing
SMP NU Kapolangan	75.92	83.88	Increasing
MTs N 1 Indramayu	74.65	84.74	Increasing
MTs Swasta Rabithatul'Ulum Indramayu	71.22	84.69	Increasing

Source: Research Data

Based on the data above, the students of **SMP N 1 Atap Krangkeng** obtained an average score of 69.86 before applying digital teaching materials for poetry texts (O1) and an average score of 82.86 after using digital teaching materials (O2). Then, **SMPNU Kapolangan** obtained an average score of 75.92 before applying digital teaching materials for poetry texts (O1) and an average score of 83.88 after using digital teaching materials (O2). **MTs N 1 Indramayu** obtained an average score before applying digital teaching materials for poetry texts (O1) of 74.65, and after using digital teaching materials (O2) of 84.74. **MTS Rabithatul'Ulum Indramayu** obtained an average score before applying digital teaching materials for poetry texts (O1) of 71.22, and after using digital teaching materials, the score (O2) was 84.69. This indicates an average improvement in poetry text learning by applying digital teaching materials for poetry texts. In general, it can improve students' understanding of poetry text learning.

CONCLUSION

This research shows that using digital learning materials to teach poetry texts at the junior high school/madrasa level has proven effective in improving students' understanding and abilities. Based on data analysis, the average student scores showed a significant increase after using digital learning materials. The results of the regression tests in each school indicate that the use of digital learning materials significantly impacts poetry text learning, with p-values well below the significance level of 0.05.

Using digital learning materials, such as e-books, educational videos, and interactive applications, has proven effective in enhancing students' understanding, appreciation, and interest in studying poetry texts. Multimedia features can visualize poetry concepts and facilitate active student engagement in the learning process. Thus, integrating digital teaching materials in poetry text learning is a highly effective strategy for improving learning outcomes and student engagement.

IMPLEMENTATION

Students can learn to express themselves through their work by using the techniques they have mastered. They can also find alternative problem-solving methods and develop an attitude of openness to various experiences, with a very high level of flexibility and tolerance

towards uncertainty. This will make students also satisfied with what they do and appreciative of the work of others.

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