

Digital Teaching Materials of Poetry Texts Based on the Creative Process

Suherli Kusmana¹, Yusida Gloriani², dan Bela Nurzaman³

¹⁻³ Universitas Swadaya Gunung Jati, Cirebon, Indonesia

(belanurzaman@gmail.com dan suherli2@gmail.com)

Received: November, 14, 2023

Revised: Desember, 14, 2023

Accepted: December, 30, 2023

Abstract

This study aims to overcome the problem of the quality of Indonesian language learning outcomes in poetry text material at the SMP/MTs level as a recovery for learning loss and the limitations of teaching materials that are easily accessible outside the classroom. Learning poetry text material can encourage students to express thoughts, feelings and ideas through language that is beautiful, rhythmic, has literary values and politeness. The development of digital teaching materials for Poetry Texts in SMP/MTs is very important because at the age of teenagers like them, the ability to express ideas, thoughts and feelings is directed at developing creativity. Teaching materials that are developed based on the creative process as carried out by poets or the poet's experience will be able to encourage students to develop the skills to express their ideas, feelings and thoughts into poetry well. The research method used is research and development. This research started from a study of the need for digital teaching materials for poetry texts that can be presented through online learning. From a study of Indonesian language teachers at junior high school and MTs levels in Cirebon Regency, it is known that 97% of teachers need teaching materials that can develop students' creative abilities, because 93% of them experience difficulties in guiding students to produce poetry containing ideas, feelings and opinion by paying attention to the building blocks of poetry. Next, an analysis of research results was carried out regarding the creative process carried out by poets, namely (1) absorbing information; (2) processing and persevering; (3) get or produce creative ideas; (4) reflect creative ideas into the work; (5) carry out elaboration. The next stage is to develop digital poetry text teaching materials for SMP/MTs based on a creative process. From the results of expert validation, it is known that the digital teaching material 'Poetic Text Based on the Creative Process' is suitable for use. Based on extensive trials in 129 schools in Cirebon City, Cirebon Regency, Majalengka, Kuningan and Indramayu, it is known that the digital poetry text teaching material model for SMP/MTs which was developed based on a creative process is effective in achieving learning outcomes.

Keyword: *teaching materials, poetry texts, creative processes*

Introduction

Digital poetry text teaching materials developed based on the creative process carried out by poets in poetry can meet the needs of Indonesian language teachers at the junior high school/MTs level in Cirebon Regency. Digital poetry text teaching materials based on the creative process can be used to overcome teachers' difficulties in developing students' creative skills, both orally and in writing, through poetry (Kusmana, S. et.all; 2022). The use of these teaching materials can greatly improve the quality of learning outcomes, especially to overcome learning loss experienced by teachers. Digital teaching materials are needed by teachers to increase the quantity of the learning process for students, because they can study again via

smartphone, laptop or computer outside of study hours. Students who still need explanations or examples as presented in class can reopen outside study hours.

Teaching materials are a set of learning materials that present a complete series of behaviors from the competencies that students need to master in learning activities. Basically, teaching materials contain attitudes, knowledge and skills in the form of information, illustrations, processes, evaluations related to certain subject matter in accordance with learning outcomes or learning objectives. Teaching materials are one of the most important parts of the learning process, because they contain a number of information, process instructions and evaluations that support the learning process (Majid, 2012: 173; Hamdani, 2011: 218; Ruhimat, 2011: 152; Nag et. all, 2018: 303). Through teaching materials, it is possible for students to learn a competency sequentially so that they are able to master the competency in a complete and integrated manner from learning materials that are systematically prepared and used by teachers and students in teaching and learning activities (Daryanto and Dwicahyono, 2014: 176; Prastowo, 2015: 17). Teaching materials are all forms of materials used to help students, either independently or with the help of teachers in teaching and learning activities in class. Teaching materials are a complete organization of materials or topics that are arranged systematically based on good learning principles to be used by teachers and students in learning. Therefore, teaching materials need to be designed and written using instructional rules because they will be used by teachers to help and support the learning process (Lestari, 2014). Teaching materials are basically all materials, including information, tools and texts that are arranged systematically, which display a complete figure of competencies that students will master and use in learning (Magdalena, et.all, 2020). Thus, teaching materials are anything that teachers can use in learning and contain a set of learning materials that refer to the curriculum used in order to achieve competency standards or learning outcomes.

Digital teaching materials for poetry texts that are developed based on the creative process are needed by teachers as tools to increase student creativity. The development of teaching materials is based on the principles of selecting learning materials including the principles of relevance, consistency and sufficiency (Prastowo, 2013: 317; Tanase, 2015: 544) and is carried out starting from easy things, repetition and reinforcement, motivating to learn, carried out in stages, and there is achievement of learning outcomes (Daryanto and Dwicahyono, 2014: 172-173). Thus, the development of digital teaching materials for poetry texts in this research was carried out by presenting material/content in the form of: (1) teaching materials related to competency achievement; (2) teaching materials presented consistently are in accordance with the number of competencies that students must master as learning outcomes; and (3) adequate teaching materials to help students master the specified competencies.

This teaching material is arranged in order of knowledge competency, followed by skills, and finally attitude. The knowledge presented is in the form of factual, conceptual, procedural and metacognitive knowledge. Attitude learning is used as an accompanying impact (nurturant effect) of learning these two competencies (Kusmana, 2016: 6). Developing skill competencies (psychomotor) can be done by increasing the Proximal Development Zone as a potential domain for development, so that scaffolding is needed through examples from the experiences of adults or experts in writing poetry through a creative process. Examples and experiences of the creative process are presented as learning material so that it can make it easier for students who often have difficulty understanding learning material. Therefore, complete information is presented in teaching materials for students to study in the form of all lesson materials or theories, which are complete, so that students no longer need to look for other materials, keep up with technological developments, and make it easier for users when they want to use them (Hapsari, 2016: 22). Thus every material, both instructions and information presentation; presentation; use of language; and the writing graphics are helpful and friendly to the user.

The poet's creative process in producing poetry can be used as a creative procedure that students must carry out in producing poetry texts as the final goal of learning or learning achievement. The creative process procedure in producing poetry texts is used as a presentation of teaching materials for poetry texts packaged digitally to overcome the problem of learning loss in Indonesian language learning, especially material for developing creativity in writing poetry for SMP/MTs students. This digital teaching material is packaged by utilizing popular technology applications used by students, so that if students experience difficulties when participating in direct learning, they can reopen the application they have. Thus, learning loss which has been a problem in learning so far and the quality of Indonesian language learning outcomes in developing student creativity will be overcome with the availability of digital teaching materials.

1. Method

In this research, the research and development method was used with the resulting product being teaching materials (Sugiyono, 2013:407; Sukmadinata, 2010:164), namely digital poetry text teaching materials that were developed based on the creative process carried out by the poet. The teaching material product developed was designed using the ADDIE design (Analysis, Design, Development, Implementation and Evaluation). Therefore, the research stages carried out are as follows.

a) Analysis Stage

At this stage, a study was carried out on: 1) analysis of the results of basic research carried out in 2018 regarding the creative process, the results of the 2020 research on digital teaching materials, the results of the 2022 research on digital teaching materials for poetry texts for junior high schools; 2) analysis of teachers' needs in developing students' creative competencies and analysis of students' learning methods in studying poetry texts offline and online; 3) analyze the recovery learning program and Indonesian language learning in SMP/MTs, especially in relation to the 2013 Curriculum during the Covid-19 pandemic, as well as the Learning Implementation Plan made by the teacher. This analysis was carried out through documentation study techniques, interviews and observations. The output of this activity was data on: (1) the creative process and effectiveness of digital teaching materials; (2) the process of students writing poetry, (3) the need for teachers to develop students' abilities in writing poetry.

b) Design Stage

The design is carried out by reconstructing the creative process carried out by the poet and the design stage of teaching materials based on the experience of the creative process. For this reason, triangulation techniques were carried out through in-depth interviews about the creative process as the design of the creative process in writing poetry. The next design is designing a prototype of teaching materials. At this stage, teaching materials are designed based on criteria and indicators for Indonesian language learning in accordance with the 2013 Curriculum, especially the "Poetry Text" material which is developed based on a creative process. Design starts from 1) basic competencies and learning outcomes, 2) knowledge material, 3) learning activities based on scientific processes (5M) using the CLIL approach, 4) practice, and 5) reflection process.

c) Construction Phase

Activities at this stage prepare prototypes of the teaching materials needed to facilitate cognitive competence, followed by developing students' psychomotor competence in developing the ability to write poetry based on the creative process, as well as developing effective competence as an accompanying effect. The teaching materials that have been developed are prepared digitally so that they can be used by students and teachers via computers or smartphones. Next, the validity of the prototype teaching materials is tested by

experts and experienced teachers. From validation, the validity of the teaching materials can be determined and the necessary revisions carried out. At the validation stage, a validation instrument is used that examines the function of the content, presentation, language and graphic components of the designed digital teaching materials.

d) Test, Evaluation and Revision Stage

At this stage, limited trials are carried out on prototypes of teaching materials which have been revised based on the results of validation tests. Limited trial activities were carried out to determine the usability, clarity, readability and suitability of the "Poetry Text" teaching materials ready for use in learning. This limited trial is adapted to the subject matter that students are supposed to be studying at school (in 5 public and private junior high schools and in 5 state and private MTS in Cirebon Regency). At this stage a trial design was used using a pretest and posttest with control group design (Hatch & Lazaraton, 1991: 291; Sugiono, 2013: 110; Borg and Gall, 1983).

e) Implementation Stage

At the implementation stage, as a stage of implementing prototypes of teaching materials that have been validated, revised and tested, limited trials are carried out widely through members of the Indonesian Language MGMP at SMP/MTs level in Cirebon City, Cirebon Regency, Indramayu, Majalengka and Kuningan. Implementation is carried out through the suitability of the material that must be taught in Indonesian language learning in junior high schools.

2. Research Results and Discussion

Based on research and development regarding digital teaching materials for poetry texts through a creative process, the following research results were obtained:

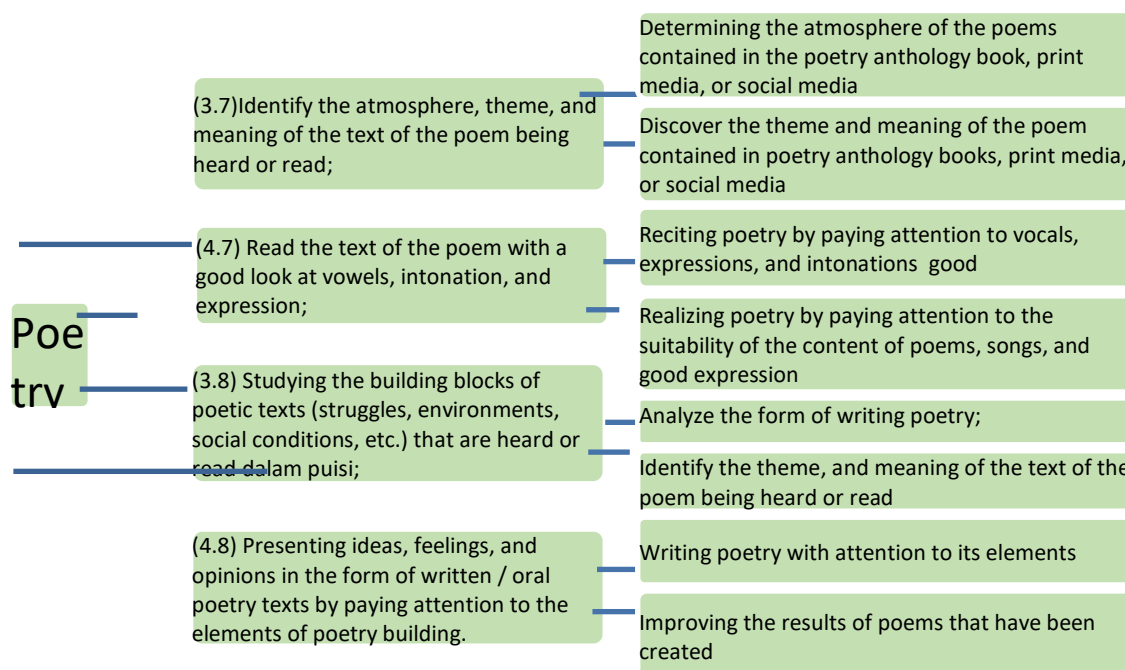
- 1) The creative process that needs to be done before writing poetry is (1) absorbing information; (2) processing and persevering; (3) get or produce creative ideas; (4) reflect creative ideas into the work; (5) carry out elaboration. The process of absorbing information can be carried out by someone who wants to write poetry by understanding the building blocks of poetry. Understanding the building blocks of poetry can be done through learning or through the process of reading independently. Understanding the building blocks of poetry, characteristics of poetry, types of poetry, and forms of poetry can be initial capital in building students' creativity in writing poetry. Poetry written by poetry writers can be inspired by the characteristics, types and forms of poetry currently circulating. Inspiration as a source of writing ideas can also be taken from everyday events that are impressive and disturb the conscience to be expressed through words or poetry. The source of inspiration is then observed, felt and thought about to be conveyed to the public in beautiful language. The idea of writing poetry can also come from students' empathy for the social environment they observe or experience, students' views about the nature of life and all its contents, objects observed by the five senses but impressive panoramas, songs, music, culinary delights, books read, films watched, or memorable experiences during travelling, and the theme of a competition in which he will participate. Therefore, the creative process carried out by students in producing poetry is: (1) capturing information, whether external phenomena (outside) or thoughts, feelings, internal (inside); (2) processing information until it settles and undergoes incubation; (3) produce a poetry manuscript with the stimulus of poetic ideas and poetic knowledge; and (4) make edits based on reflection on the fulfillment of the building blocks of poetry that can be understood and enjoyed by readers.
- 2) The difficulty for teachers (93%) who have 5-10 years of teaching experience (47%) is developing: (a) the ability to read poetry by paying attention to vocals, intonation and expression; (b) the ability to present ideas, feelings and opinions in the form of poetic text; and (c) the ability to create poetry. Teaching poetry texts to students using a complete creative process approach has not been carried out by teachers (82%) so they still need

alternative teaching materials that teachers can use in learning outside of face-to-face activities in order to improve their ability to create verbally and in writing. Teachers still really need alternative teaching materials other than textbooks (97%), namely digital poetry text teaching materials that can guide students in applying the creative process in writing poetry (83%). Apart from digital teaching materials as an alternative for teachers to use in learning poetry texts, teaching materials are also needed in the form of enrichment books which can help teachers (96%) improve their ability to present ideas, feelings and opinions in the form of poetry texts; and the ability to create your own poetry.

From the results of this research, it can be seen that Indonesian language learning materials for poetry texts at the SMP/MTs level with learning outcomes in accordance with curriculum provisions and creative processes that students need to carry out in learning are really needed by teachers in addition to the teaching materials provided by the government in the form of textbooks. The teaching materials needed are alternative teaching materials in digital form that students can use outside of face-to-face learning classes and can be used by students intensively. It is hoped that the presence of alternative teaching materials that prioritize creative processes presented digitally can overcome teachers' difficulties in: (1) guiding students to produce poetry containing ideas, feelings and opinions by paying attention to the building blocks of poetry; and (2) guide students in creating poetry by paying attention to the aesthetics of poetry (rhyme, rhythm, stanza, diction) (Kusmana, et.all, 2022). Meanwhile, difficulties in developing the ability to recite poetry by paying attention to vocals, intonation and expression can be overcome by presenting examples of poetry readings by the best reciters which can be downloaded from social media applications.

By considering learning outcomes in poetry text material and the creative process in producing poetry, the design of digital poetry text teaching materials based on the creative process can be presented with a concept map as follows:

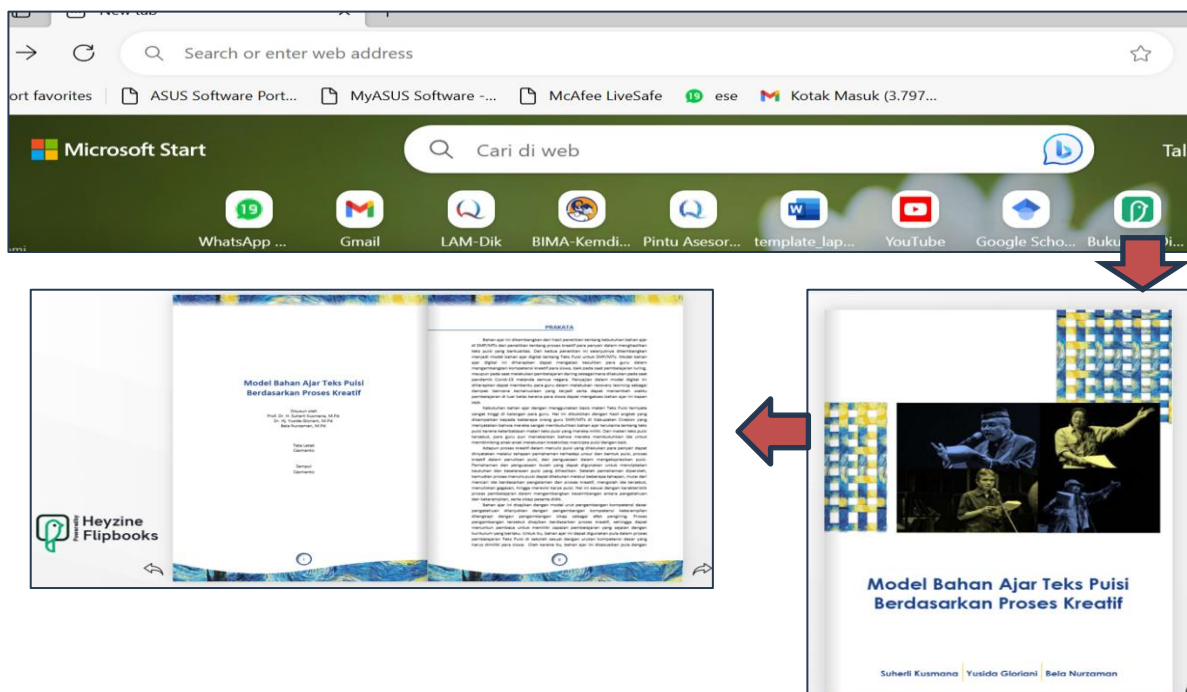
Chart 1: Mind Map
Design of Teaching Materials for Poetry Texts



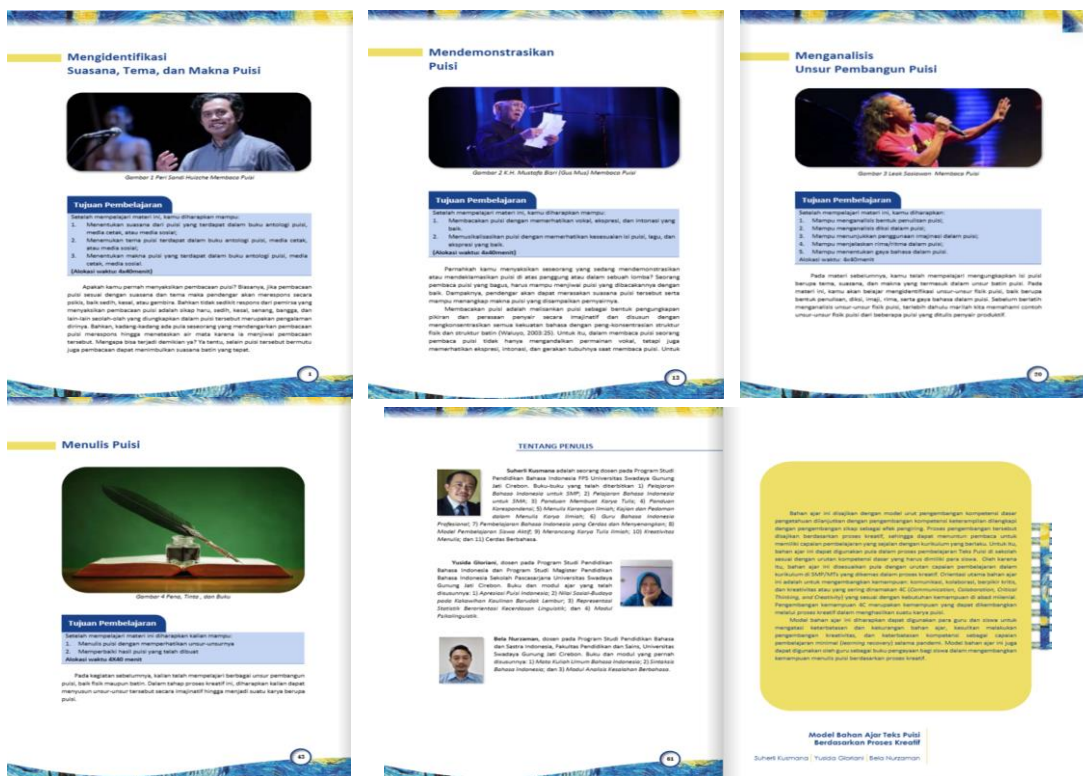
This concept map was developed into digital teaching materials using the Heyzine Flipbooks application with the following table of contents and outer volume:



The digital teaching materials developed can be stored and used by teachers or students on computers or smartphones. Utilizing digital teaching materials can make it easier for users to use them outside of learning hours, as presented as follows:



The presentation of digital teaching materials is carried out in accordance with the sequence of learning outcomes and is also adapted to the creative process that students need to carry out in developing creative abilities. The composition of the material in digital teaching materials is as follows:



Digital poetry text teaching materials developed based on a creative process were validated by material experts and the development of teaching materials in the scientific field of Indonesian Language Education from Malang State University, Medan State University, Padang State University, Jakarta State University, and from Yogyakarta State University. The validation test is carried out in the form of a Feasibility Test of digital teaching materials for use in learning based on an assessment of the content or material components, presentation, language, graphics, as well as the use of technology that makes it easier for users.

Table 2
Expert and Practitioner Validation Result Scores

No	Component Assessment Average Score	Rata-rata Skor
1	Completeness and correctness of material/content	96,90
2	Presentation of teaching materials/materials	94,72
3	Languages used	92,50
4	Use of graphics in teaching materials	87,51
5	Ease of using technology and applications	90,24
	Total	461,87
	Average	92,37

The average score obtained from the five components (table 2) based on the assessment of teaching material development experts is in the very suitable category (92.37) for use as teaching material that can improve the ability to express and be creative verbally and in writing (Kusmana, et.all , 2023). The results of this validation show that digital poetry text teaching

materials developed based on the creative process can be used in Indonesian language learning in SMP/MTs for poetry text material.

Based on feasibility tests on SMP/MTs teachers in Cirebon City, Cirebon Regency, Indramayu, Majalengka, and Kuningan, research results showed that 97.7% of teachers stated that they had read the Digital Teaching Material models that we sent online, there were only 2,3% said they had not had time to read. Of the 97.7% who had read this digital teaching material model, it was stated that the content/material of the digital poetry text teaching material developed based on this creative process was in accordance with the Learning Outcomes or Basic Competencies (KD) in the curriculum used in schools they.

Trials on the application of teaching materials were carried out at SMP/MTs in five cities/districts using a single group pretest and post-test design. The trial was carried out by 129 teachers in 183 classes using score comparisons using the t-test formula calculation. From the results of the trial, a comparison of the average pre-test and post-test scores was obtained as presented in table 3 as follows:

Table 3
Test Results of Digital Poetry Text Teaching Materials

The Analisis		Average Score Results of Extensive Testing of Digital Poetry Text Teaching Materials						
		Cirebon City	Cirebon Regency	Indramayu Regency	Majalengka Regency	Kuningan Regency	Sum	Average
N	Teacher	16	27	29	34	23	129	
	Class	24	34	35	42	48	183	
Mean	Pretest	65,26	68,46	64,34	63,28	71,43		66,55
	Posttest	87,21	89,52	88,68	86,54	91,75		88,74
Difference		21,95	21,06	24,34	23,26	20,32		22,19

In the table above, it is known that the comparison of average scores as a result of learning by applying digital poetry text teaching materials is based on the creative process carried out by teachers in developing students' creative abilities in each learning class. By using a comparison design between pre-test and post-test, it is known that the average initial ability score of students reached an average score of 66.55 and the average final ability score reached 88.74, so it is known that there was an increase in the average score of 22.19. From each class that took part in poetry text learning using digital poetry text teaching materials based on the creative process, there was a very significant increase in ability. This improvement uses a 95% confidence level in determining the calculated t-value which is greater than the t-table value. Thus, the implementation of the single group pretest and posttest design shows an increase in students' ability to express and be creative.

From the results of this research, it can be stated that digital poetry text teaching materials for SMP/MTs level which were developed based on the creative process as carried out by creative poets in writing poetry can be applied in learning. Digital poetry text teaching materials that are developed based on a creative process and in line with determined learning outcomes can overcome the problem of learning loss and overcome the limitations of teaching materials that are in line with developments in digital technology. Teaching materials presented digitally can make it easier for students to access teaching materials. These digital teaching materials are used in learning Indonesian for class VIII students in accordance with the order of the material in the curriculum. Two years ago, they were studying at elementary school level which was estimated to have experienced learning loss due to the Covid-19 pandemic as a result of distance learning (Cerelia, J.J. et.al; 2021).

In learning digital teaching materials about poetry texts, teachers find it easier to apply the Content and Language Integrated Learning model through stages (1) building context, (2) studying examples; (3) guided construction; and (4) constructing independence through scientific procedures by applying patterns of observing, questioning, gathering information, reasoning, and communicating (Kusmana, S. et. all: 2020; Hidayati, N. et. all. 2018). At the stage of building context for students, teachers can be helped by the availability of digital teaching materials as needed by teachers (Kusmana, S.et.all:2022) which can be accessed via students' smartphones. However, especially in schools that implement a policy that students are not allowed to bring telephones into class, the use of digital teaching materials is carried out through assignments at home.

Based on the results of measuring learning outcomes, the average success of the learning process carried out by teachers ranges from 1 to 1.5 months in achieving learning goals or learning outcomes effectively. The success in achieving the learning objectives of the teacher respondents who are members of the Indonesian Language MGMP for SMP Cirebon City, Cirebon Regency, Indramayu, Majalengka, and Kuningan reached an average of 90.35%. This achievement has exceeded the minimum graduation limit in mastering the lesson material. As many as 9.65% have not fulfilled one of the learning outcomes of producing poetry texts for several reasons: (1) these students' reading skills are still poor compared to other students; (2) ownership of a smartphone and a quota that is not equal to others; (3) availability of school WiFi and network stability where the school is located; (4) lack of digital literacy in the use of smartphone applications.

In order to fulfill the complete use of digital teaching materials for poetry texts based on the creative process, it is necessary to provide knowledge enrichment books to strengthen students' (cognitive) knowledge before increasing their ability to express and be creative through poetry, both oral and written. This enrichment book was developed based on the results of identifying several students' abilities who were still considered to have weaknesses in mastering the elements of poetry. This enrichment book was developed based on a creative process with the title "Creativity in Poetry" which can enrich students' knowledge before creating and expressing.

3. Conclusion

Based on the discussion of this research, it can be concluded as follows:

- (1) Digital poetry text teaching materials developed based on a creative process are suitable for use in classroom learning. These teaching materials can also overcome the problem of learning loss and overcome the limitations of teaching materials that are in line with developments in digital technology.
- (2) The creative process in producing poetic texts can be studied by students so that they can overcome their difficulties in developing creative and expressive abilities in poetry, both orally and in writing. Students' abilities increase after taking part in learning using digital poetry text teaching materials based on the creative process.
- (3) Teachers can use digital presentation of teaching materials to improve the abilities of students who have mastered the creative process of poetry and overcome students who still lack mastery through the learning process carried out by teachers through assignments carried out by students outside of class hours.

References

- Cerelia, Jessica Jesslyn; Aldi Anugerah Sitepu; Farid Azhar L.N.; Indah Reski Pratiwi; Mikayla Almadevi; Mohamad Naufal Farras; Thalita Safa Azzahra; Toni Toharudin. (2021). Learning Loss Akibat Pembelajaran Jarak Jauh Selama Pandemi Covid-19 di Indonesia. *Prosiding Seminar Nasional Statistika*. Bandung:Unpad. <https://semnas.statistics.unpad.ac.id/>
- Daryanto dan Dwicahyono. (2014). *Pengembangan Perangkat Pembelajaran* (Silabus, RPP, PHB, Bahan Ajar). Yogyakarta: Gava Media.
- Hamdani. (2011). *Strategi Belajar Mengajar*. Bandung: CV. Pustaka Setia.
- Hapsari, Novia Rizqi dan Sumartini (2016) Pengembangan Buku Pengayaan Teks Fabel Bermuatan Nilai-nilai Karakter bagi Siswa SMP. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*. Vol 5 (2)
- Hidayati, Nurul dan Ida Zulaeha. (2018) The Effectiveness of Poetry Reading Learning Using Dralatader Model on Extrovert and Introvert Senior High School Student. Seloka: *Jurnal Pendidikan Bahasa dan Sastra Indonesia* Vol 7 (1). Semarang: UNNES. <https://journal.unnes.ac.id/sju/index.php/seloka/>
- Inflectionally Rich Language. *Applied Psycholinguistics*. New York: Vol 39 (2) Mart 2018.
- Kusmana, Suherli (2016) Orientasi Mata Pelajaran Bahasa Indonesia dalam Kurikulum 2013. *Prosiding Seminar Nasional*. 17 September 2016. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia FKIP Universitas Ahmad Dahlan.
- Kusmana, Suherli; Jaja Wilsa; dan Astiwati. 2020. Development of Poetry Teaching Materials Based on Creative Process. *International Journal of Indonesian Education and Teaching*. Vol. 4, No. 1, January 2020. DOI: <https://doi.org/10.24071/ijiet.2020.040113>. <https://e-journal.usd.ac.id/>
- Kusmana, S., Gloriani, Y., Nurzaman, B. (2023). The Need for Digital Teaching Materials of Poetry Texts for Junior High Schools Based on the Creative Process. *International Journal of Elementary Education*. 12(1): 1-6. 14 Februari 2022. <https://doi.org/10.11648/j.ijeedu.20231201.11>.
- Lestari, Ika. (2013). *Pengembangan BahanAjar Berbasis Kompetensi* (Sesuai dengan Kurikulum Tingkat Satuan Pendidikan). Padang: Akademia Permata.
- Magdalena, I., Riana Okta Prabandani, R.O, Rini, E.S., Fitriani, M.A. Putri, A.A. (2020) Analisis Pengembangan Bahan Ajar. *EJournal STITPN*. 3 July 2020. <https://core.ac.uk/download/pdf/327208713>.
- Majid, A. (2012). *Perencanaan Pembelajaran Mengembangkan Standar Kompetensi Guru*. Bandung: Rosdakarya.
- Nag, Sonali, Margaret Snowling, Jelena Mirkovic. (2018) The Role of Language Production Mechanisms in Children's Sentence Repetition: Evidence from an
- Prastowo, A. (2013). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Ruhimat, T. (2011). *Kurikulum dan Pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Sugiyono. (2013). *Metode Penelitian Pendidikan*. Bandung: Alfabeta.
- Sukmadinata. (2010). *Metode Penelitian Pendidikan*. Bandung: Remaja Rosdakarya dan Program Pascasarjana UPI