

The Need for Digital Teaching Materials of Poetry Texts for Junior High Schools Based on the Creative Process

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Abstract: This study aims to find out the teaching materials needed by junior high school teachers in overcoming the low quality of Indonesian language learning outcomes at the primary and secondary education levels, especially in producing creative works. The results of this study are used as a basis for developing teaching materials that can encourage students to express their thoughts, feelings and ideas through beautiful, rhythmic language, which has literary values and politeness which is done creatively. The research method used is mixed research methods (mixed method). The research instruments used were interviews and questionnaires. The data sources are productive young poets and teachers who are members of the Cirebon District Middle School Indonesian Language Teacher Conference. The results of this study note that the creative process in writing poetry is: (1) capturing information, both external phenomena or thoughts, self-feelings, internal in nature; (2) processing information until it settles and experiences incubation; (3) produce poetry texts with a stimulus from poetic ideas and poetic knowledge; (4) make edits based on reflection on the fulfillment of the building blocks of poetry so that readers can understand and enjoy them. The creative process in writing poetry needs to be poured into teaching materials needed by teachers to train students in developing students' creative abilities in producing poetry texts. Teaching materials presented digitally can help teachers improve learning efficiency.

Keywords: Digital Teaching Materials, The Creative Process

1. Introduction

The need for teaching materials that can improve the quality of learning outcomes for teachers is very high. This need is aligned with the professional competence of teachers in improving the quality of learning. In general, teachers need teaching materials that can develop students' creativity through text material as a scaffold. Teaching materials are a set of learning materials that can display competencies that students need to master through learning activities.

Basically teaching materials contain attitudes, knowledge, and skills which can be in the form of information, illustrations, processes, student activities, evaluations related to certain learning outcomes that must be achieved as learning objectives. With teaching materials, it allows students to learn a competency in a coherent and systematic manner so that they are able to master the competencies as a whole and integrated from the learning materials used by

teachers and students in teaching and learning activities [1-3]. Teaching materials are all forms of materials used to assist teachers in carrying out teaching and learning activities in the classroom. Teaching materials are basically all materials (whether information, tools, or text) that are systematically arranged. 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 process of learning activities [4-7]. Therefore, teaching materials are anything that can be used or needed to achieve learning objectives, and contains a set of subject matter that refers to the curriculum used in order to achieve competency standards or learning outcomes.

The development of teaching materials is based on the principle of selecting learning materials including the principles of relevance, consistency, and adequacy [2, 8] and is carried out starting from easy things, repetition and reinforcement, motivation for learning, it is carried out in stages, and there is achievement of learning outcomes [1].

Thus, the principle of developing teaching materials in this study is in the form of presentation of material or content: (1) teaching materials are related to competency achievement; (2) teaching materials are presented consistently in accordance with the number of competencies that must be mastered by students as learning outcomes; and (3) adequate teaching materials to help students master the competencies being taught.

Teaching materials can be in the form of factual, conceptual, procedural, and metacognitive knowledge. This is followed by psychomotor development and attitude stabilization as a nurturing effect of learning these competencies [9]. In the view of researchers, the development of students' ability to write poetry is included in the second proximal zone category, so scaffolding is needed through examples from adult experience in writing poetry through a creative process. Teaching materials must make it easier for students who often have difficulty understanding learning material, able to meet the needs of students, information presented for study by students that contains all the material or lesson theory, is complete, so that it allows students not to need to look for other materials, keep abreast of technological developments, and makes it easier for users when they want to use it [10, 11]. Thus every material, both instructions and information descriptions; presentation; use of language; and graphics must be able to help and friendly with the wearer.

Good teaching materials not only contain knowledge, but also activities that are developed in a quality way and use a theoretical foundation. For this reason, in order to produce teaching materials that are able to carry out their functions and roles in effective learning, teaching materials need to be designed and developed using the latest approaches. The poet's creative process in producing poetry can be a creative procedure for students in producing poetry texts as the ultimate goal of learning. Based on this, the teaching materials for poetry texts developed based on the poet's creative process are one of the efforts to develop the Proxima Development Zone (ZPD) of students. This teaching material "Text of Poetry" if used in learning should be able to change the ability zone of students with the help of scaffolding from the presentation of teaching materials. However, the development of teaching materials needs to also consider the results of the analysis of the needs of the users so that they become a complement to the analysis of the results of the study of the material and how to develop it.

2. Method

The method used in this research is the method of research and development (research and development). This method was chosen because this research will produce a product [12, 13] teaching material "Poetry Texts Based on the Creative Process of Poets" which will then be used as scaffolding (scaffolding) in the development of ZPD (Zone Proximal Development) students in expressing thoughts, feelings, or ideas in the form of beautiful language (poetry).

2.1. Initial Analysis Stage

At this stage, a study was conducted on: 1) a review of the results of the basic research conducted in 2018 regarding the creative process; 2) analysis of students' needs in studying Poetry Text material and analysis of student learning methods in studying poetry texts offline and online (on line); 3) analyze the recovery learning program and Indonesian language learning in SMP/MTs, especially related to the 2013 Curriculum, as well as the Learning Implementation Plan made by the teacher. This analysis was carried out through documentation study techniques, interviews, and observation. The output of this initial activity obtained data about: (1) the creative process; (2) students' process of writing poetry and students' difficulties in writing poetry, (3) students' needs in studying poetry texts; and (4) students' expectations from learning poetry texts.

2.2. Design Stage

At this stage, it consists of two activities, namely reconstructing the creative process carried out by the poet in writing poetry and the stage of designing teaching materials based on the experience of the creative process. An in-depth study was carried out using the triangulation technique through in-depth interviews with poets about the creative process to serve as the initial design for the creative process of writing poetry texts. The draft design is discussed with the poet in order to obtain a teaching material design that describes the creative process experienced by the poet. The research members shared the task of conducting in-depth interviews with the poets in order to obtain information on the complete creative process they carried out in producing quality poetry.

The next stage is designing teaching material prototypes. The design stage was carried out to compile teaching materials based on criteria and indicators for learning Indonesian in accordance with the applicable curriculum, especially the material "Text of Poetry" which was developed based on the creative process of the poet when he put his ideas into poetry. The design consists of 1) basic competencies and learning objectives, 2) subject matter, 3) learning activities based on creative processes and scientific processes using the CLIL approach, 4) exercises, and 5) reflection.

2.3. Construction Phase

At this stage, the necessary learning materials are produced to facilitate students' affective, cognitive, and psychomotor competencies, especially in developing the ability to write poetry based on the creative process as poets do. Teaching materials that have been developed are arranged digitally so that users (students and teachers) can access them with easy applications. Prototypes of teaching materials are tested for validity by experts and practitioners or experienced teachers. From the results of the analysis, it can be seen that the teaching materials need to be revised or repaired. The validation process uses a validation instrument, which

examines the functions of the content, presentation, language, and graphics components of digital teaching materials.

2.4. Test, Evaluation, and Revision Stages

At this stage a limited trial was carried out on the revised teaching material design based on the results of the validation test. Limited trial activities were carried out to determine the usability, clarity, readability, and suitability of the "Poetry Text" teaching materials which were ready to be used in learning. This limited trial is adapted to the subject matter that students should learn at school. The trial design used a pretest and posttest with control group design [14, 12, 15], so that one experimental group was selected which was given the

"Prototype of Poetry Text digital teaching materials" and the control group with teaching materials contained in printed books or Indonesian Language Lessons e-books for junior high schools published by the Ministry of Education and Culture.

2.5. Implementation Stage

The implementation stage is the stage of applying the prototype of teaching materials which have been revised based on the validation of experts and practitioners, as well as revisions based on the results of limited trials. Implementation is carried out through Cirebon Regency MGMP members in carrying out Indonesian language learning in Junior High Schools or MTs.

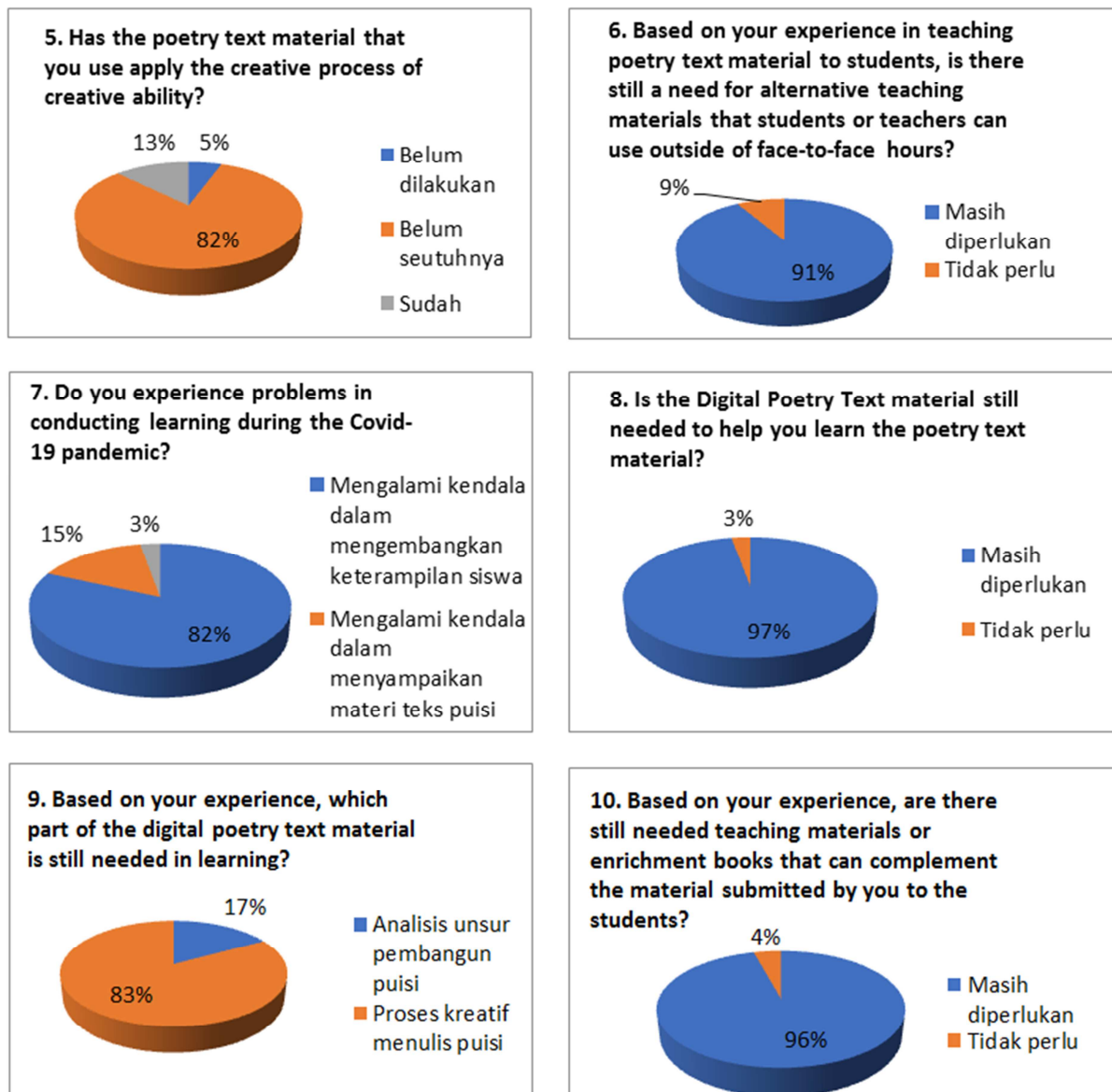


Figure 1. Results of the Study on the Need for Digital Teaching Materials.

3. Research Results

Based on a study of the creative process carried out by

productive poets, it was found that someone who is going to write poetry must first understand the elements of literature, especially those related to the type of poetry. Therefore, understanding the elements of poetry is a must for a writer,

before he writes poetry. The source of ideas for writing poetry can be taken from memorable everyday events. These daily events are considered to disturb the poet's conscience but he can only express them through words or poetry. Poetry ideas can also come from life based on the poet's reading and experience. From an understanding of the elements of literature, the characteristics of poetry, the types of poetry, and the forms of poetry, the creativity of the poet grows in producing a work of poetry. Poems written by poets are inspired by the characteristics, types, and forms of poetry that have been circulating so far. The creative process carried out by poets in writing poetry is (1) absorbing information; (2) cultivate and pursue; (3) obtaining or generating creative ideas; (4) reflecting creative ideas into works; (5) do the elaboration.

Based on a study of the needs of teaching materials, it was found that the results of the study showed that teachers experienced difficulties in teaching poetry text material to students. This was revealed by 73% of teachers gathered in the Indonesian Language Subject Teacher Conference (MGMP) for junior high schools in Cirebon Regency who had worked for more than 10 years (47%) and 35% had worked between 5-10 years. The difficulties of teachers are especially when teaching students to express themselves, both orally and in writing (52%) and difficulties in teaching students to create poetry with attention to aesthetics (32%). However, when asked about learning outcomes that exceed the minimum graduation limit, there is only one achievement, namely "identifying the atmosphere, meaning, and theme of poetry".

In carrying out poetry text learning, the teachers have tried to apply the creative process, but they are still unsure of its suitability with the creative process criteria (82%) so they feel they have not done it fully. Teachers still need alternative teaching materials for students and teachers to use outside of face-to-face hours (91%). Based on the experiences of teachers when Covid-19 hit, they (81%) experienced difficulties in developing students' skills. Therefore, to overcome this problem, teachers (97%) still need poetry text material that is presented digitally to make it easier for teachers and students to access the material. The poetry text material that still really needs to be improved is the creative process of writing poetry (83%). In addition, they (96%) stated that they really needed teaching materials or enrichment books that could complement the material presented by the teachers. Some of the studies on the need for digital poetry text teaching materials based on the creative process can be presented as follows.

4. Discussion

The Indonesian language teachers who are members of the Cirebon Regency Subject Teacher Consultation (MGMP) in teaching poetry texts to students still have not exceeded the minimum passing criteria of 50%. Teachers still experience

difficulties, especially in teaching: (a) the ability to read poetry by paying attention to vocals, intonation, and expressions; (b) the ability to present ideas, feelings, and opinions in the form of poetic texts by paying attention to the aesthetics of poetry (rhyme, rhythm, stanza, diction); and (c) the ability to create poetry based on the creative process. This shows that learning that is oriented towards improving the ability of oral expression (listening and reading poetry) and the ability of written expression (presenting ideas and creating poetry) is still considered difficult by teachers. This fact reinforces the description earlier that in general teachers experience difficulties in conducting learning that directs students in oral and written expression.

So far, teaching poetry texts in junior high schools has used a creative process approach, only a small number have not used this approach. In general, teachers have used a creative process approach in teaching poetry texts to students, but they have not done it as fully as the stages of the creative process carried out by poets. This means that learning to express and create poetry orally and in writing is still not done by the teacher based on the creative process approach. In fact, during the Covid-19 pandemic they experienced enormous obstacles in developing students' abilities to be creative and expressive. Therefore, alternative teaching materials that can be used by students to improve their creative abilities orally and in writing are still very much needed so that they can be used in non-face-to-face learning. The presence of alternative textbooks is one of the solutions chosen in increasing creative abilities.

Based on the need for teaching materials that are alternatives to textbooks, teachers still really need digital poetry text teaching materials that can guide students in applying the creative process in writing poetry. Thus, digital teaching materials for poetry texts for junior high school students are still needed by teachers to improve their ability to express orally and in writing.

Digital teaching materials as an alternative can be used by junior high school teachers in learning Poetry Texts for students who are still experiencing problems in achieving creative abilities orally and in writing. This teaching material can assist teachers in improving students' ability to create poetry orally and in writing. The creative ability of students orally and in writing in learning poetry texts, especially in improving the ability to read poetry by paying attention to vocals, intonation, and expressions; as well as the ability to present ideas, feelings, and opinions in the form of poetic texts by paying attention to the aesthetics of poetry (rhyme, rhythm, stanza, diction). The development of these abilities is carried out through digital teaching materials that are developed based on the creative process as done by poets in producing literary works of the type of poetic text.

The digital teaching materials needed by the teacher can be presented in the design of the teaching material concept map as follows:

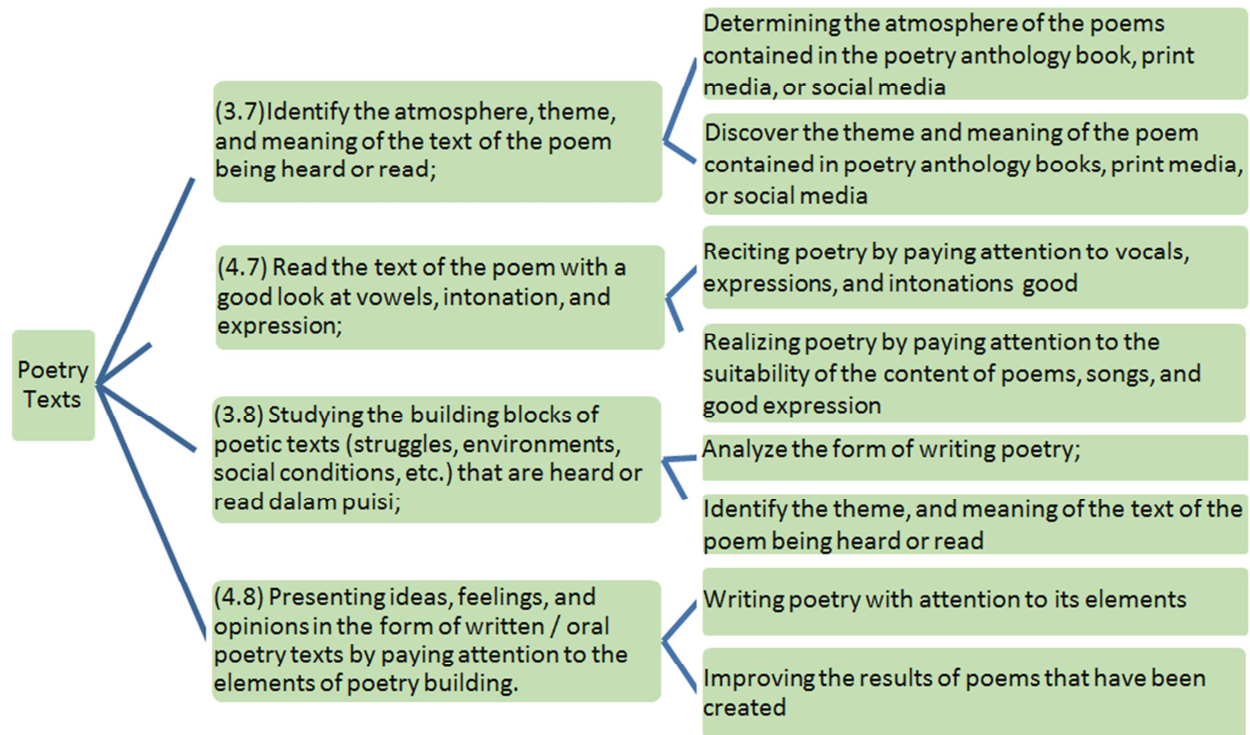


Figure 2. Mind Map. Design of Teaching Materials for Poetry Texts.

The concept map for the design of digital poetry text teaching materials in junior high schools which was developed based on the creative process carried out by productive poets can motivate teachers in carrying out learning. 97% of the teachers who are members of the subject teacher deliberations stated that the teaching materials developed could be used in teaching students. From the results of the questionnaire that was distributed, it was found that the teachers felt helped by this digital teaching material, because it is easy to carry anywhere so it is easy to access.

5. Conclusion

Based on the description above regarding the assessment of the needs of digital poetry text teaching materials for SMP/MTs it can be concluded as follows:

1. The creative process carried out by poets in producing poetry is carried out in stages: (1) absorbing information from the environment; (2) cultivate and pursue; (3) obtaining or generating creative ideas; (4) reflecting creative ideas into works; (5) do the elaboration.
2. The need for designing digital poetry text teaching materials at the SMP/MTs level which is developed based on the poet's creative process is very high to overcome teachers' difficulties in teaching creative and expressive skills, both orally and in writing and to carry out recovery learning during a pandemic.
3. The response of teachers and students to the design of digital poetry text teaching materials based on the creative process was very enthusiastic and paid special

attention because the presentation was easier to use in learning.

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