Development of Poetry Writing Textbooks in Indonesian Language Subjects for Junior High School Students

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ABSTRACT	Published Online: July 04, 2023
This research includes research and development (Research and Development), which aims to describe the development of poetry writing textbooks in Indonesian subjects for junior high school students. The subjects in this study were students and class teachers at VIII SMP Muhammadiyah 6 Dau Malang. The development model used in this study is the R2D2 development model (Recursive, Reflective Design and Development model), which consists of three stages: (1) defining, (2) designing and developing, and (3) disseminating. The development of poetry writing textbooks on Indonesian subjects has gone through a trial process consisting of individual trials, small group trials, and class trials. Textbooks for writing poetry on Indonesian subjects developed have been validated by validators and have undergone revisions so as to get very feasible and practical results for use in learning. The development of poetry writing textbooks in Indonesian subjects consists of (1) covers, (2) book usage guidelines, (3) Pancasila student strengthening profiles (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perception, (8) material, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) diversity of question forms, (14) hots questions, and (15) enrichment features. The fifteen points developed have met the criteria and have a very valid level, so they are very feasible and practical to use in the Indonesian learning process.	**KEYWORDS:** Textbook for writing poetry, Indonesian Learning, Junior High School

I. INTRODUCTION

The learning process Indonesian at school can involve activities such as reading, writing, listening, and speaking. In reading activities, students will be invited to understand and analyze various texts such as short stories, poems, articles, and drama scripts. In addition, students will learn to identify elements in the text, understand sentence structure, interpret meaning, and relate the text to its context [1]. Writing activities are no less important, students will be taught about grammar, sentence structure, types of text, and how to arrange good paragraphs.

Furthermore, in the learning process Indonesian students will be given the opportunity to write essays, short stories, letters, poems, and rhymes. In addition, Indonesian learning also involves listening and speaking activities. Students will be taught to understand instructions, announcements, interviews, and dialogues. In addition, students will be invited to participate in discussions, presentations, and roles in language situations [2].

During the learning process, teachers will also emphasize on understanding Indonesian literature, including important literary works and famous authors. Discussion of culture, customs, and historical heritage will also be an important part of learning Indonesian [3]. One of the Indonesian lessons in junior high school is writing poetry. Learning Indonesian with the theme of writing poetry can be an interesting and creative experience. This is because in writing poetry it will be very useful to express ideas and imagination through poetry verses [4]. To support learning to write poetry, adaptive textbooks are needed to support the interactive learning process. Therefore, it is necessary to develop textbooks in learning poetry writing skills.

The use of textbooks in schools has become an important part of the learning process Indonesian so far. Usually, textbooks are used by teachers as a source of structured material to be delivered to students. Textbooks provide the framework and information needed to understand a particular subject or topic. However, there are several reasons why textbooks are not much liked by students. One of them is because textbooks tend to provide structured information and often feel rigid [5].

Some students feel that this approach is less interesting and does not suit their learning style [6]. In addition, textbooks often have long and complicated texts, which can make learning tedious [7]. In addition, technological developments are also a factor that influences students' preferences for textbooks. With the advancement of technology, students are now more accustomed to acquiring information through interactive media, such as videos, animations, or learning apps. This makes them more excited and more reluctant to use conventional textbooks [8]. Therefore, it is necessary to develop textbooks that can accommodate technological developments and increasingly widespread internet access, so that they look attractive and make it easier for students to get relevant and easy-to-understand material [9].

Several studies on textbook development have been conducted previously by [5], [10]–[12] which reviews the development of textbooks in biology subjects at the elementary to secondary school levels. Another research that also highlights the development of textbooks was also conducted by [13]–[16] which reviewed the development of textbooks in science and social studies subjects at the elementary to secondary school levels. Further research on textbook development has also been conducted by [6], [9], [17]–[19] which highlights the development of textbooks developed based on technology, problem-based learning, bioinformatics, contextual, based on habituation of Islamic characters. Other research that also reviews the development of textbooks has been carried out by [20], [21] which reviews the development of textbooks in physical education or sports subjects. Furthermore, research that has been carried out on textbook development has also been carried out by [1]–[4], [22] which reviews the development of textbooks in Indonesian subjects. All research that has been done on the development of textbooks is still adding some parts that are considered not to be in the textbooks that have been used so far. There is still no research and development of textbooks that combine design, substance, fonts, and present a touch of technology in the form of barcode scans for video, audiovisual, and websites. Therefore, the research on the development of poetry writing textbooks on Indonesian subjects is different from other development research that has been carried out because it combines elements of design, substance, fonts, letters, and presents a touch of technology. Thus, this research is feasible because the contribution from the development of textbooks can be used in the learning process and help the course of learning to write poetry.

II. METHOD

This research is Research and Development (*R &; D) which refers to the R2D2 model (*Recursive, Reflective Design and Development model) which consists of; (1) *define*, (2) *design and development*, and *(3) desseminate* [23]. This development model is used as a basis for developing teaching materials that can be applied to Indonesian subjects, so that

the design of developing poetry writing textbooks will measure the feasibility and practicality of the product.

The subjects in this study were teachers and grade VIII students of SMP Muhammadiyah 6 Dau Malang totaling 30 students and 1 teacher of Indonesian subjects. Individual teaching material trials involved 10 students, small group trials involving 12 students, and class group trials of 30 students.

Data collection techniques use two components, namely observation and questionnaires. For the results of validation in research and development, descriptive analysis techniques are used to analyze data by describing or describing data that has been collected from the results of development, validator responses, teacher responses, and students in the trial design of teaching materials for writing poetry in grade VIII at SMP Muhammadiyah 6 Dau Malang.

The data collection instrument is designed to determine the quality of poetry writing textbooks. The instruments used are questionnaires and interview sheets. Instruments in the form of questionnaires are used to check the validity of products containing validated product specifications, including (1) covers, (2) book usage guides, (3) Pancasila student strengthening profiles (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perceptions, (8) materials, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) diversity of question forms, (14) HOTS questions, and (15) enrichment features. Meanwhile, the practicality validation sheet is in the form of a questionnaire for student and teacher responses. In addition, all feasibility and practicality validation sheets use the Likert scale by marking *the checklist* (√) on the assessment scale that is considered appropriate. The grading scale ranges are 1, 2, 3, 4 and 5. As for the description of the assessment scale criteria: 1 = very not good 2 = not good, 3 = good enough, 4 = good, 5 = very good. So, the greater the number referenced, the better/in accordance with the mentioned aspect.

III. RESULTS

A. Description of Results of the Defining Stage (*Define)

Activities at this stage are carried out to establish and define development requirements. Each product requires different analysis. The definition phase includes the following activities.

1. *End-to-End Analysis*

Based on the initial analysis (observations and interviews) with teachers of Indonesian subjects that have been carried out in grade VIII of SMP Muhammadiyah 6 Dau Malang, information was obtained that (1) teachers tend to carry out the learning process by using blackboard media, pictures on the wall, and only in the form of *charts*, (2) the absence of interactive media and textbooks that make students less active and participate at every step in the learning process; and (3) there are no guidelines for making textbooks that can be used

as a guide for teachers to carry out the process of developing textbooks in accordance with the material/subject matter of writing poetry.

The results of the analysis, describe the problems experienced by teachers and students in learning to write poetry. This problem can be overcome by using poetry writing textbooks, in this case textbooks developed in the form of (1) covers, (2) book usage guidelines, (3) Pancasila student strengthening profiles (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perceptions, (8) materials, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) Variety of question forms, (14) HOTS questions, and (15) enrichment features. Based on these conditions, the final analysis can be obtained using the textbooks that have been prepared, so that learning activities run smoothly. Then, assistance from Indonesian subject teachers, as well as the support of various parties from the scope of SMP Muhammadiyah 6 Dau Malang, as well as the enthusiasm of students in carrying out learning Indonesian can run well.

2. Student Analysis

Student analysis is carried out to examine the characteristics of students, as a consideration for developing poetry writing textbooks including: the number of students, cognitive level background, and background social conditions. The religion of students is the same, namely Islam, while differences in gender, race, allow for differences in cooperation. For the student response questionnaire sheet, random sampling was randomized to only 10 students who filled in to give responses/responses to the poetry writing textbook used.

3. Material Analysis

Material analysis is carried out to determine the type of Indonesian learning carried out on poetry writing material. The material for writing poetry consists of (1) knowing poetry; (2) compare diaphan poetry and prismatic poetry; (3) finding messages in poetry; (4) compare metaphorical majas, similes, repetitions in poetry; (5) composing/writing poetry; and (6) declare poetry.

4. Task Analysis and Assessment

Tujuan analisis tugas dan penilaian adalah sebagai berikut: (1) memberikan informasi tentang pemahaman dan pengetahuan siswa pada materi menulis puisi dan (2) memberikan informasi mengenai kemampuan siswa dalam menggunakan buku ajar yang telah dikembangkan.

5. Product Specifications

After elaborating basic competencies into more specific indicators and adjusted to the results of material analysis and task analysis with poetry writing material carried out previously, the resulting products include (1) cover, (2) book use guide, (3) Pancasila student strengthening profile (P4), (4)

activities, (5) literacy skills, (6) new vocabulary, (7) perception, (8) material, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) various question forms, (14) hots questions, and (15) enrichment features.

B. Description of the Results of the Design and Development Phase (Design and *Development*)

This stage contains design activities for the development of textbooks for writing poetry that considers the results of definition. Details of the activities carried out, as follows.

1. Textbook Design Preparation

The preparation of the textbook design begins with the purpose, determines what the students need to know, and describes how students can use the textbook. The composition of textbooks made is in the form of (1) cover, (2) guide for using books, (3) profiles of strengthening Pancasila students (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perceptions, (8) materials, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) various forms of questions, (14) hots questions, and (15) enrichment features.

2. Format Selection

Format selection is carried out by reviewing the format of textbooks and development instruments using corel, canva, and adobe indesign, the steps are as follows.

The textbook format that will be developed on the *cover* includes (1) interactive homework book descriptions, (2) information on the use of independent curriculum, (3) information referring to government regulations, and (4) information about the features contained in the book. In *the guide section of the book* use there is information on how to use the textbook from beginning to end. In *the Pancasila student strengthening profile (P4) section, in this section conversation excerpts have been prepared that show the points of strengthening the Pancasila student profile* to be delivered. In the *activity* section, there are fundamental differences in Indonesian textbooks which present (1) learning objectives, (2) dimensions of the Pancasila student profile, and (3) concept maps on the topics to be discussed. In the *literacy proficient* section, there is a column of information that can be read and understood by teachers and students. In addition, there are also teacher instructions in instructing literacy activities. In the *new vocabulary* section, there is a blank column that will be filled in by students related to obtaining new information obtained. There is also a column of meaning or meaning of new vocabulary that is obtained and can be checked with KBBI. In addition, there are also teacher instructions to direct students in pasting new vocabulary and writing it in the column provided.

In the *apperception* section, there are four parts that are the development points of the previous book, including

(1) information about apperception that is corroborated with images related to learning material; (2) teacher instructions to direct students in conducting apperception before the learning process; (3) there are also keywords to understand the material to be presented; and (4) there is a QR code that can lead students to try to understand the material taught. In the material section, there is also (1) a general explanation of the material to be taught; (2) there are main sentences, explanatory sentences, and summaries of the material taught; and (3) there are examples related to the material taught. In *the audio features, video features*, and *game features*, there is a QR Code that can be scanned by students with material content that matches the learning theme. In the *diagnostic assessment feature section*, there are five questions presented to measure the extent of students' abilities while studying the material. In the section *on the diversity of question forms*, it is also one of the development points that gets considerable attention because the presentation of the questions used does not only use one pattern, but is very diverse. This will further hone students' ability to understand the material taught. In the *hots question section*, there are questions that have been arranged based on the cognitive level of students at the junior high school level. In *the enrichment feature* section, it has been presented in the form of a QR Code containing materials that have been selected to be done well by students.

3. Preliminary Design
a) Dummy Textbook
The initial design implemented was a textbook design which included (1) cover, (2) guide for using books, (3) profiles of strengthening Pancasila students (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perceptions, (8) materials, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) various forms of questions, (14) hots questions, and (15) enrichment features designed for teachers in Indonesian subjects with poetry writing material in class VIII which is presented attractively with a touch of technology and *full color images.*

b) Research Instruments
Research instruments are designed to determine the quality of subject textbooks Indonesian using validity instruments and practicality instruments. The validity instrument at this stage produces the validity of (1) cover, (2) book usage guide, (3) Pancasila student strengthening profile (P4), (4) activities, (5) literacy skills, (6) new vocabulary, (7) perception, (8) material, (9) audio features, (10) video features, (11) game features, (12) diagnostic assessment features, (13) various question forms, (14) hots questions, and (15) enrichment features. The practical instruments produced at this design stage include (1) cover, (2) book usage guide, (3) Pancasila student strengthening profile, (4) activities, (5) literacy skills, (6) new vocabulary, (7) perception, (8) material, (9) audio features, (10) video features, (11) game features, (12)

diagnostic assessment features, (13) various question forms, (14) hots questions, and (15) enrichment features. The aspect assessed is the relevance of the development aspect to the descriptor (question item/statement) to which the teacher and student respond. The total number for teacher response questionnaires is 20 items and student response questionnaires are 15 items.

3) Comments/Suggestions from Validators I and II
Comments/Suggestions from Validators I and II, as follows: (1) the feature of diversity of question forms there are still some sentences that are not appropriate for the age of students; (2) The audio feature is very appropriate with the material taught, namely writing poetry. In addition, the audio quality displayed on the audio feature is also very good with excellent sound quality, so it will facilitate the use of the textbook; (3) for the design of the textbook is very good because the combination of colors that have been selected makes the appearance of the textbook Indonesian subject very attractive; (4) The second video cut feature needs to be slightly refined again so that the message to be conveyed can be understood well by users, while in terms of audio quality contained in the video feature is very good, the quality is almost the same as the quality of the AUIDO feature; (5) The game features presented are very good with different looks in each game, making users more comfortable in carrying out their game instructions. All features that have been available in the development of this textbook are called *prototype-1 and are revised at the next stage, namely the development stage (*develop*).

4. Description of the Results of the Development Stage (*Develop*)
This stage aims to produce prototype-2 or *dummy* textbooks that have been revised based on input from the Validator. This stage includes: (a) validation of the device by validators followed by revision, (b) simulation i.e. operationalization of textbooks, and (c) limited trials with real teachers and students. The results of stages (b) and (c) are used as the basis for revision. The next step is a readability test to the teacher, some students, and selected peers to see if the textbook for writing poetry can be read clearly and easily understood. Furthermore, further trials were carried out with teachers and students in class VIII.

Validation activities are carried out by providing prototype-2 results or *dummy* textbooks and validation sheets, to three validators. The assessment given by the three validators has been calculated based on the Greogory content validity formula. Based on the content validation value, it can be concluded that the validity is V = 1 or V = 100%. This means that the assessment results of the three validators have "strong relevance" with a content validity coefficient of more than 75% or V > 75%. The results of the validation will determine the feasibility and practicality of developing poetry writing

textbooks on Indonesian subjects used in the learning process of the Merdeka curriculum. The average percentage of

feasibility and practicality is presented in Table 1-2, as follows.

Table 1. Average Percentage of Eligibility of Indonesian Textbooks on Poetry Writing Material

No	Textbook Features	Validator			Eligibility Criteria	Average (Percentage)
		V1	V2	V3		
1	Cover	√	√	√	Very valid can be used without revision	95%
2	Book usage guide	√	√	√	Very valid can be used without revision	96%
3	Profile of strengthening Pancasila students	√	√	√	Very valid can be used without revision	94%
4	Activities	√	√	√	Very valid can be used without revision	98%
5	Able to be literate	√	√	√	Very valid can be used without revision	94%
6	New vocabulary	√	√	√	Very valid can be used without revision	98%
7	Apersepsi	√	√	√	Very valid can be used without revision	93%
8	Material	√	√	√	Very valid can be used without revision	97%
9	Audio features	√	√	√	Very valid can be used without revision	90%
10	Video features	√	√	√	Very valid can be used without revision	90%
11	Game features	√	√	√	Very valid can be used without revision	94%
12	Diagnostic assessment features	√	√	√	Very valid can be used without revision	93%
13	Diversity of question forms	√	√	√	Very valid can be used without revision	95%
14	Question hots	√	√	√	Very valid can be used without revision	95%
15	Enrichment features	√	√	√	Very valid can be used without revision	95%

Table 2. Average Percentage of Practicality of Indonesian Textbooks on Poetry Writing Material

No	Textbook Features/Assessed Aspects	Responden		Eligibility Criteria	Average (Percentage)
		Teacher	Student		
1	Cover	√	√	Very valid and very practical	96%
2	Book usage guide	√	√	Very valid and very practical	96%
3	Profile of strengthening Pancasila students	√	√	Very valid and very practical	95%
4	Activities	√	√	Very valid and very practical	97%
5	Able to be literate	√	√	Very valid and very practical	95%
6	New vocabulary	√	√	Very valid and very practical	97%
7	Apersepsi	√	√	Very valid and very practical	95%
8	Material	√	√	Very valid and very practical	97%
9	Audio features	√	√	Very valid and very practical	94%
10	Video features	√	√	Very valid and very practical	94%
11	Game features	√	√	Very valid and very practical	95%
12	Diagnostic assessment features	√	√	Very valid and very practical	95%
13	Diversity of question forms	√	√	Very valid and very practical	96%
14	Question hots	√	√	Very valid and very practical	96%
15	Enrichment features	√	√	Very valid and very practical	96%

C. Description of the Results of the Dissemination Stage (*Desseminate*)

After conducting validation tests on prototype-2 or *dummy* textbooks that have been tested and revised, then distributed to the field, the results are found as Table 1 &; 2. This further strengthens that the development of textbooks that have been carried out at SMP Muhammdiyah 6 Dau Malang can be said to be very helpful in the learning process, very feasible, and very practical to be used in the learning process both in the classroom and at home.

IV. DISCUSSION

Based on the results of research that has been done, it can be concluded that the development of poetry writing textbooks in Indonesian subjects can facilitate the learning process. The development of poetry writing textbooks also provides different experiences for teachers and students in using the book. This is in line with the opinion [4] which conveys that the development of textbooks will facilitate the learning process carried out in schools, because of its role and function as a material conveyor. With the presence of this textbook, it

can facilitate the role of teachers in organizing the learning process. In addition, the presence of the textbook can also involve parents in the teaching and learning process as a companion outside the classroom [1].

V. CONCLUSION

Based on the results of the research that has been described, it can be concluded that the development of textbooks using the R2D2 model (*Recursive, Reflective Design and Development model*) consists of; (1) *define*, (2*)* design and development*, and* (3) *desseminate* proposed by [23]. The R2D2 development model used has produced textbooks for writing poetry in subjects Indonesian greatly assist teachers in carrying out learning. Textbooks that have been developed have also gone through a process of validation of feasibility and practicality by validators, and have undergone revisions, so that very feasible and practical results are obtained for use in learning.

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