

Digital Teaching Materials for Poetry Texts in Junior High School: Its Impact on Student's Ability to Understand Poetry Elements

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ABSTRACT

Students' learning activities require comprehensive teaching materials to achieve optimal learning outcomes. Teachers and students often need supplementary resources to deepen their understanding of poetic elements in poetry learning. This study aims to describe the core elements of poetry—imagery, diction, and figure of speech—found in Emha Ainun Nadjib's anthology *99 Untuk Tuhanku*, and their utilization in developing digital teaching materials for eighth-grade junior high school students. This research adopts a qualitative descriptive approach involving stages of data reduction, data presentation, and conclusion drawing. Expert lecturers, IT specialists, and Indonesian language teachers validated the developed materials. The validation results indicate a high feasibility level, with an average score of 96.66%. The digital materials were then implemented in classroom learning, and the results showed a significant improvement in students' understanding of imagery (88%), diction (89%), and figures of speech (91.5%). These findings demonstrate the effectiveness of integrating literary analysis with digital teaching innovations to enhance students' literary comprehension. The study enriches digital-based literary instruction and offers a model for future teaching material development in language education.

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1. INTRODUCTION

The curriculum is a form of plan and regulation regarding the objectives, content, and learning materials in learning activities to achieve educational goals. The curriculum used in the world of education in Indonesia is the independent curriculum. The independent curriculum as an alternative curriculum overcomes learning setbacks during the pandemic, which provides the freedom of "Independent Learning" to learning

implementers, namely teachers, and principals, in compiling, implementing the learning process, and developing the curriculum in schools paying attention to the needs and potential of students [1]. Currently, a new curriculum is available, namely the independence curriculum. The independent curriculum is interpreted as a learning design that provides opportunities for students to learn calmly, relaxed, fun, stress-free, and pressure-free, to show their natural talents. In addition, through independent learning strengthening the profile of Pancasila students and focusing on essential materials, the independent curriculum is expected to overcome current and future educational problems. So, it can be concluded that the independent curriculum is expected to give students a creative role, develop good knowledge, attitudes, and behaviour, and improve their abilities [2], [3], [4], [5].

One of the phases in the Indonesian language subject in junior high school, namely at the end of phase D, students have the language skills to communicate and reason according to the objectives, social context, and academics. Students can understand, process, and interpret information on various topics and literary works. Students can actively participate in discussions and present and respond to non-fiction and fiction information presented. Students write various texts to convey their observations and experiences in a more structured way and write their responses to the presentation and reading using their experience and knowledge. Students develop self-competence through exposure to various texts to strengthen character.

Several researchers have researched poetry and teaching materials. *Kajian Makna Pada Kumpulan Puisi Baju Bulan Karya Joko Pinurbo: Implementasi Pengembangan Bahan Ajar di SMP* [6]. The article discusses the analysis of meaning studies that focus on analyzing lexical meaning, grammatical meaning, construction meaning, and figurative meaning. Nopriani has also conducted other research [7] in his article entitled *Pengembangan Bahan Ajar Menulis Puisi Siswa Kelas VII SMP Negeri 1 Pagar Alam*. His article discusses the needs, development, and evaluation of validation and describes the potential effects of teaching materials for writing poetry for grade VII junior high school students. In the article entitled *Pengembangan Bahan Ajar Puisi Rakyat Berbasis Kearifan Lokal Melayu Deli pada Siswa Kelas VII SMP Tahun Pembelajaran 2023-2024* [8]. The next article is entitled *Gaya bahasa perbandingan dalam kumpulan puisi melihat api bekerja karya M AAN Mansyur* (tinjauan stilistika) [9]. Based on the analysis that has been conducted, the research shows that there are several comparative language styles found in the poetry collection (Melihat api bekerja: kumpulan puisi) by M Aan Mansyur, namely simile, metaphor, personification, depersonification, antithesis, as well as pleonasm and tautology.

Talking about learning poetry means also talking about the teaching materials used. Teaching materials are tools and texts that are needed by educators/instructors to facilitate planning and review of implementation in a learning process [10]. The function of teaching materials is to enable students to learn independently without depending on the presence of educators. In addition to functioning as a learning medium, teaching materials can be used as an evaluation tool. This means that students are required to be able to measure and assess themselves in terms of their mastery of the material that has been studied. Teaching

materials are the right media to integrate character education [11]. In addition, Ulfah and Jumariyah [12] argue that teaching materials are learning tools containing competencies and materials systematically arranged to achieve the planned learning objectives or competencies. Sungkono [13] states that teaching materials can be interpreted as materials or lesson materials arranged entirely and systematically based on the learning principles teachers and students use in the learning process. So, it can be concluded that teaching materials are the most important part of learning to achieve the planned learning objectives. Poetry is one type or form of recording human experiences poured into written works using beautiful language. Poetry is the most beautiful word in the most beautiful arrangement. The poet chooses the right words to arrange them to be balanced, concise, and symmetrical between one element and the relationship between other elements [14]. In understanding poetry, one must be able to find the theme or problem raised, the atmosphere, and the meaning so as not to misinterpret the poem's contents. Not only that, poetry is a genre that contains expressions of the poet's feelings, such as rhyme, rhythm, and expressions with the right choice of words. Poetry is dedicated to a form of written art that is arranged in such a way as to enhance its aesthetics.

Information technology development brings various challenges that need to be responded to positively and with adequate competence. This technological advancement, including the world of education, directly impacts many fields. In this context, technological progress always demands readiness to face new challenges. Education is one of the sectors that also feels the impact, where educators, as the main actors in the teaching and learning process, must be ready to face the challenges posed by technological developments. There is a basis in which the development of teaching materials is highly recommended for every school and every teacher [15]. Teaching materials are one component that plays an important role in the learning process, but only a few teachers use the help of teaching materials. Munawar and Hasyim [16] explain that teaching materials are important for teachers to deliver learning materials. Its function is to deliver and receive messages between the sender and the recipient. With teaching materials, students can be more stimulated in mind, emotion, interest, and attention so that the teaching and learning process can occur effectively [17]. Quality teaching materials or modules are those that can combine study guides, use of multimedia, and access to online sites that students can utilize. Another aim of developing digital-based teaching materials is to make the learning process more flexible [16].

From the studies conducted, it can be concluded that learning poetry texts is important for students because through learning poetry texts, students can express their feelings in the form of written texts. In addition, teaching materials for learning poetry texts must also be innovative so that students can learn easily. However, based on observations, the author found that many students still have difficulty understanding poetry's theme, meaning, and atmosphere. Based on the explanation of the research that other researchers have conducted, the author conducted interviews with teachers and students at SMPN 10 Kota Cirebon, the results of which are that the teaching materials from the government used in learning so far are good. However, it is still inadequate because there are gaps in learning, especially in poetry material.

2. METHOD

The type of research in this study is qualitative research. Namely, the data collected is in words, not numbers. Qualitative research, the instrument or research tool, is the researcher himself [18]. Researchers have a significant role in controlling and determining the data obtained. The data obtained in this study is a study of imagery, diction, and figures of speech whose data source is from an anthology of poetry (*99 Untuk Tuhanku* by Emha Ainun Nadjib. In qualitative research, humans are the research instruments. The descriptive analysis research method is a research method used to describe data based on scientific understanding. Based on this, the research method researchers use refers to the opinion [19], namely providing data that will be analyzed and accompanied by an explanatory description based on understanding. Sufficient as a result of the analysis. The research procedure used there are four stages carried out in the descriptive method, namely as follows: a) the data collection stage, b) the data description stage, c) the data processing stage, and d) the stage of determining meaningful concepts.

3. RESULTS AND DISCUSSION

Independence in learning is a process in which students rely more on their own will, choice, and responsibility in their learning activities [20]. This independent attitude develops from within the students themselves. The role of the teacher is to give students the trust to manage their learning process. In this process, students actively participate, establish good communication, and show responsibility for what they do. The factors that encourage students to learn independently by utilizing Information and Communication Technology (ICT) come from internal and external factors, such as ownership of ICT devices, skill levels, frequency of use, and learning resources that help to understand ICT [21]. In addition, Information technology-based media has an important role in facilitating and accelerating the learning process [1]. Using computers in learning activities not only increases efficiency but can also encourage student learning motivation. Computer-based learning media is an interesting and effective medium for fostering student learning interest [22]. Digital technology offers various advantages, such as affordable costs, not limited by distance, allowing the presence of various new services, large storage capacity, high flexibility, ease of access, and time savings. In addition, it is important to pay attention to the model in developing teaching materials to ensure the materials' quality in supporting the learning process's success. The development of teaching materials has a close relationship and is in line with the learning process itself. So far, the availability of teaching materials is still limited. Therefore, the preparation of teaching materials should be adjusted to the needs and learning objectives [23].

In developing digital poetry text teaching materials in the anthology *99 untuk Tuhanku* by Emha Ainun Nadjib, four stages were carried out, which refer to Sudjana [24] before making teaching materials. The stages are as follows. The first stage carried out was data collection. At this stage, the researcher selected and analyzed certain anthologies' poems, namely poems 5, 12, 29, 34, 59, 70, 88, and 98 [25]. The analysis was carried out on three important elements in poetry: imagery, diction, and figures of speech. The results of this analysis are the initial basis for compiling relevant and meaningful poetry teaching

materials for students. The second stage in the research process is data analysis. The researcher describes in detail the results of the analysis of the selected poems, especially in identifying the power of imagery, the selection of distinctive diction, and the use of profound figures of speech. This analysis aims to clarify the content and meaning of the poem in a literary manner and, at the same time, become a foundation for developing teaching materials. The data described is then processed into interesting, interactive digital teaching materials that follow the needs of poetry learning at the junior high school level. The third stage is data processing from observation results, validation questionnaires, and student responses. After the teaching materials were completed, the researcher conducted a feasibility test involving several experts, namely lecturers of Indonesian Language and Literature Education, learning media (IT) experts, and Indonesian language subject teachers. The three parties assessed the teaching materials through a validation questionnaire. The validation results showed that the teaching materials were feasible, with assessment results of 97.5% from expert lecturers, 96.25% from IT experts, and 96.25% from Indonesian language teachers. These figures indicate that the teaching materials developed have met the content, presentation, language, and technical feasibility criteria. The fourth and final stage is applying teaching materials to students to implement meaningful concepts. The digital teaching materials that have been developed are focused on grade VIII junior high school students with a text-based approach that emphasizes understanding the elements of imagery, diction, and figures of speech. This concept delivers material and provides contextual and relevant learning experiences. Indonesian language subject teachers carried out implementation at SMPN 10 Kota Cirebon. After the learning process, students were given questionnaires and response questions to assess their level of understanding of the poetry material that had been studied. The results of this response became evaluation material for the effectiveness of the teaching materials used in learning.



Figure1. Implementation of Digital Teaching Materials by Indonesian Language Teachers

The classification of the percentage of analysis scores using modified opinion [26] is shown in Table 1.

Table1. Percentage of Student Criteria Calculation

No.	Percentage	Criteria
1	81% - 100%	Very Good
2	60% - 80%	Good
3	40% - 59%	Enough
4	20% - 39%	Not Enough
5	0% - 19%	Very Less

Table 2. Results of the Impact on Student Abilities

No	Subject	Percentage		
		Image	Diction	Figure of Speech
1.	Student 1	100%	90%	100%
2.	Student 2	100%	100%	100%
3.	Student 3	90%	90%	90%
4.	Student 4	90%	90%	70%
5.	Student 5	80%	70%	90%
6.	Student 6	90%	80%	90%
7.	Student 7	100%	100%	100%
8.	Student 8	80%	100%	90%
9.	Student 9	80%	90%	90%
10.	Student 10	90%	100%	90%
11.	Student 11	100%	100%	100%
12.	Student 12	100%	80%	90%
13.	Student 13	80%	70%	70%
14.	Student 14	80%	90%	90%
15.	Student 15	80%	90%	100%
16.	Student 16	70%	70%	80%
17.	Student 17	90%	80%	100%
18.	Student 18	70%	90%	90%
19.	Student 19	90%	100%	90%
20.	Student 20	100%	100%	90%
Average		88%	89%	91.5%

Based on Table 2, the general overview of the overall average achievement of 20 students is as follows: imagery 88%, diction 89%, and figures of speech 91.5%. These results indicate that, in general, students can understand the material well, especially in understanding speech figures. The analysis per aspect is 1) the imagery aspect obtained 88%. Students can convey the presentation theme clearly and appropriately. However, some participants (for example, 16 and 18) still need to improve because they only obtained 70%. 2) diction obtained 89%. Students' understanding of diction is very good. Six participants get a perfect score (100%). Several participants, such as participants 5, 13, and 16, explained the diction well. 3) Figures of speech obtained 91.5%. The aspect of the elements that build poetry is the highest in the presentation, and most participants managed to deliver the presentation very well, and only a few participants scored below 90%. So, based on the three elements that build poetry- imagery, diction, and figures of speech- it shows a very good presentation. This proves that students' understanding shows very good mastery of the material.

4. CONCLUSION

Based on the discussion about Digital Teaching Materials for Poetry Texts in Junior High School: Its Impact on Students' Ability to Understand Poetry Elements, the following conclusions can be drawn:

1. The results of the feasibility test of teaching materials, according to the validator for digital teaching materials, stated that the teaching materials were very well received and feasible. This can be seen from the average score obtained, namely the score obtained from expert lecturers, IT experts, and Indonesian language teacher teaching materials experts, namely 96.66%.

2. Students favour the independence of junior high school students learning in digital form because it facilitates the learning process. This can be seen from the results of the impact of students' abilities in understanding the elements of poetry, obtaining 88% imagery, 89% diction, and 91.5% figurative language. Based on the three elements of poetry construction: imagery, diction, and figurative language, the presentation is very good. This is proven by the student's understanding and very good mastery of the material.

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