

Reconstruction of the Teaching Module for Diversified Learning to Write Poetry with the Assistance of Image Media in the Independent Curriculum for Class VIII Students

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Abstract

This research was motivated by several problems identified in the teaching modules used in learning, including lack of interest, material that was difficult for students to understand, completeness of learning material, and module errors. This research aims to describe errors and describe the reconstruction of the teaching module for learning to write poetry in the independent curriculum for class VIII SMP students. This research uses an evaluative approach to evaluate teaching modules that have been prepared by teachers. The results of this research are that the reconstructed teaching module produces a module that is complete, effective, diversified and involves various appropriate systematic steps. Because there is an adjustment of learning outcomes to the flow of structured learning objectives including the development of competencies that students must master. The reconstructed module also contains three assessments, namely diagnostic, formative and summative. Learning media in the form of images is added to the reconstructed module to foster imagination. Various teaching modules can be used to improve the quality of poetry learning at the national level. With an innovative approach, Indonesian language and literature education becomes more interesting and effective. This contributes to the development of more competent and creative human resources. When students have good critical and creative thinking skills, they will be better prepared to face everyday challenges and make positive contributions to society.

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INTRODUCTION

Ganguly et al (2023) and Mills et al (2023) state that the current educational curriculum addresses educational problems in a systematic and structured manner. This means that there is no standardized and organized approach to teaching students about ethical dilemmas and how to make ethical decisions. Education is always faced with challenges to improve the quality of teaching practical skills and students' learning abilities, considering the limited practice time and number of instructors available, as stated (Wang et al 2024).

According to Zheng et al (2024) the current education system is still centered on teachers and traditional teaching, with limited teacher resources and experimental equipment. This causes challenges for learners to access "innovative" learning resources. Virtual simulation, with its ability to mimic real systems via computer systems, offers a solution to increase interaction and provide a more immersive learning experience. So there is a need for innovation and renewal. The teaching innovation process requires teachers to broaden their horizons and strategies in developing students' creativity, as stated by (Ding et al 2022)

Teachers still encounter various difficulties to achieve learning goals. Apart from that, there is a lack of design, learning media and teaching materials used by schools. Even though the current Merdeka curriculum, learning is always related to technology. Design and technology education has become an important part of general education in many countries. During the compulsory education period, teachers are faced with the challenge of integrating this education into the national curriculum (Liew et al., 2023; Manning et al., 2023; Seymour, 2023; Schumm, 2024:463). According to Williams (1962) and White (1978), the use of information technology is to increase productivity and create new innovations. This resulted in the participants' lack of understanding, so that they had difficulty producing poetry that was appropriate to their learning outcomes.

One of the key factors in successful learning is the teacher's ability to design modules that suit the characteristics, needs and learning objectives of students. According to Setiawan et al (2022), the use of modules in the Independent Curriculum provides opportunities for students to develop their interests and potential more freely, both inside and outside the classroom. This emphasizes the importance of teacher adaptation to the individual characteristics and needs of students to ensure effective and efficient learning in the classroom. Puspita (2019) also notes that the use of modules in learning can increase students' learning motivation, especially in understanding the human excretory system.

This is in accordance with the views of Ermawati and Rochmiyati (2020) who emphasize the important role of educators and students in the learning process. Teachers need to have the ability to develop their creativity in compiling learning materials that are interesting, innovative, varied, contextual, and in accordance with students' needs. Don't just focus on theory. Yuniawan et al. (2017) criticizes learning approaches that only focus on theory and seem less interactive.

According to Setyarini and Mulyono (2018) that the current development of learning models is influenced by constructivism theory, adapting to current developments. Yulianti (2020) Suin and Istanti (2019) suggest using technology-based learning tools as an important component of the educational process. This can provide support to educators in carrying out their duties effectively, so that students can achieve quality knowledge.

Li & Yao (2023) highlight the potential of technology in automating the evaluation of learner engagement, providing personalized teaching guidance, and driving the development of intelligent education. The use of this technology can be related to image media. Images are not only displayed conventionally, but with the use of technology you can display several images, not just one or two, making access easier. Images can also be modified with animation or other digitalized image media. Thus, helping teachers to increase learning

effectiveness and improve students' academic achievement. The use of multimedia devices in the learning context has proven effective in increasing students' competence, as stated by Cheng & Liu (2021).

Image or photo media can create students' imagination in creating poetry. Kusumaningtyas et al (2018) show that the use of photojournalistic media is more successful than the use of cards in learning situations. Another study conducted by Puspasari and Setyaningsih (2020) confirmed that the Picture and Picture approach was proven to be more effective than the Imagination Suggestion method in teaching poetry writing skills to students in class VIII of junior high school.

From the analysis of teaching modules by several teachers, several problems were found which became the background for this research. This research focuses on reconstructing the teaching module for diversified learning to write poetry with the help of image media in the independent curriculum for class VIII students.

METHODOLOGY

The approach used in this research is an evaluative approach. This evaluative approach aims to reconstruct the learning modules used in teaching poetry writing. The evaluation was carried out to ensure that the reconstructed module could improve the poetry writing abilities of class VIII students and was in accordance with the principles of the Independent Curriculum. This evaluation involved in-depth analysis to provide a comprehensive evaluation of the deficiencies in the poetry writing learning module that had been prepared by teachers at SMPN 8 Arut Selatan, SMPN 1 Batang, and SMP Muhammadiyah Mlonggo, which was observed by three education experts. Thus, this research can be categorized as evaluative research.

RESULTS AND DISCUSSION

a. Teaching Module 1

The identity of teaching module one is still not appropriate because there are still shortcomings, including general information that

is still incomplete. The data on the formulation of learning objectives does not match the CP and the final objective of the activity because it is not included. The use of operational verbs has been adjusted to the competency being measured, but the formulation is less appropriate to the knowledge aspect.

The formulation of the teaching module is in accordance with the skills aspect. The formulation of learning objectives is in accordance with the indicators, although it is not in accordance with the Audience, Behavior, Condition and Degree aspects. However, the choice of material is in accordance with the learning objectives.

The teaching material in the modules has been arranged sequentially. Learning resources are in accordance with learning outcomes and the material taught. However, the model used is not yet listed in the teaching module. The selection of learning resources has been adjusted to the characteristics of students.

The choice of learning media is appropriate to the learning objectives, but not appropriate to the subject matter. The model used is still not listed in the teaching module and the choice of learning media is also not appropriate to the characteristics of the students. The learning method used is still not appropriate, because it looks more like a learning model than a learning method.

The module clearly displays the introductory, core and closing activities. Learning activities are in accordance with the scientific approach (observing, asking questions, collecting information, associating information, and communicating), but learning methods are still not appropriate.

The learning scenario is in accordance with the systematic/coherence of the material. Likewise with the allocation of time for preliminary, core and closing activities with appropriate material coverage. The assessment is in accordance with the forms, techniques and instruments with indicators of competency achievement. There is no attitude assessment yet. The knowledge assessment design is appropriate but there is no skills assessment. According to

Datu (2022), teaching modules have advantages and disadvantages. One of the shortcomings is when some aspects are not included in the questions, which results in the assessment instrument not being fulfilled. On the other hand, the advantages are visible when all aspects of the assessment instrument can be fulfilled. One common problem is the lack of guidance in the questions contained in modules from various schools.

b. Teaching Module 2

The identity of the second teaching module is still not suitable because there are still shortcomings, including general information that is still incomplete. The formulation of learning objectives matches the CP and final objectives of the activity because they are not included. The use of operational verbs has been adjusted to the competencies being measured and in accordance with the knowledge aspect. The preparation of teaching modules is in accordance with the skills aspects. The formulation of learning objectives is in accordance with the indicators, but the formulation of learning objectives is not in accordance with the Audience, Behavior, Condition and Degree aspects. The selection of material is in accordance with the learning objectives and has been adapted to the characteristics of the students.

The teaching material in the module has been arranged coherently. Learning resources are in accordance with the learning objectives and material taught, and have been adapted to the characteristics of students. The model used has not been explained in the teaching module. The selection of learning resources has been adjusted to the characteristics of students. The choice of learning media is in accordance with the learning objectives and subject matter.

The model used is in accordance with the teaching module. The choice of learning media has been adjusted to the characteristics of students, but the learning methods used are not explained in the module. The teaching module has clearly displayed introductory, core and closing activities. Learning activities are in accordance with the scientific approach (observing, asking questions, gathering

information, associating information, and communicating), but learning methods are not included in the module. The learning scenario is in accordance with the systematic/coherence of the material.

The time allocation for preliminary, core and closing activities with material coverage is appropriate, but no learning syntax is displayed. There are no instruments with indicators of competency achievement in the teaching module. There is no attitude assessment yet. There are no instruments with indicators of competency achievement in the teaching module. Skills assessment is not yet included in the module, so the question design and assessment rubric are not appropriate. The analysis revealed deficiencies in the preparation of questions and assessment rubrics in teaching modules, especially related to the relationship of questions to learning objectives, students' understanding, and clarity of assessment criteria in the rubrics. (Aulia, 2024).

c. Teaching Module 3

The identity of teaching modules is still not optimal because there are deficiencies, such as a lack of complete general information. The preparation of learning objectives matches the CP and the final goal of the activity, but is not included. The use of operational verbs is not completely in accordance with the competency being measured, but is in accordance with the knowledge aspect.

The preparation of teaching modules is in accordance with the skills aspects. The preparation of learning objectives is in accordance with the indicators, but the learning objectives are not fully in accordance with the Audience, Behavior, Condition and Degree aspects. The selection of material is in accordance with the learning objectives, and has been adapted to the characteristics of the students.

The material arranged in the module has been arranged coherently. Learning resources are in accordance with the learning objectives and material taught, and have been adapted to the characteristics of students. The model used has not been explained in the teaching module. The selection of learning resources has been adjusted to the characteristics of students. The choice of

learning media is in accordance with the learning objectives and subject matter.

The model used is in accordance with the teaching module. The choice of learning media is appropriate to the characteristics of the students, but the learning methods used are not explained in the teaching module.

The teaching module includes clear introductory, core and concluding activities. Learning activities are in accordance with the scientific approach (observing, asking questions, gathering information, associating information, and communicating), but the learning method is not explained in the module.

The learning scenario is in accordance with the systematic/coherence of the material. The time allocation for preliminary, core and closing activities with material coverage is appropriate, but no learning syntax is displayed. Instruments with indicators of competency achievement are not available in the teaching module. Evaluation of student attitudes is also not included in the module. There is no skills assessment yet. According to Rizqoh (2020), the hope is that educators can evaluate the quality of the questions to evaluate the strengths and weaknesses of the questions that have been tested. By carrying out this analysis, it is hoped that we can develop an assessment instrument that includes cognitive levels of analysis, evaluation, and creation or innovation.

A. Reconstruction

According to Rohmaniyah (2019), the reconstruction of teaching modules was carried out by correcting the deficiencies found. This

reconstruction process includes improving aspects to achieve more optimal learning goals. There are deficiencies in the teaching modules that have been assessed, so reconstruction is carried out so that they are complete by adjusting the existing CP and ATP indicators. Should be included properly for diagnostic, formative and summative assessments.

Develop teaching modules by completing several components of the independent curriculum in a systematic, structured manner and using appropriate teaching aids so that students achieve learning outcomes. Because writing poetry requires imagination to be expressed in writing, it is not as easy as making up a story. So the reconstruction included image media to create the imagination of class VIII students. Laeli (2013) states that the improvement in the quality of the learning process can be observed from cycle I to cycle II, which is documented through photographs. The application of participatory methods using image media can improve the skills of writing poetry about the beauty of nature, as well as providing positive behavioral changes in students. In line with research by Kusumaningtyas (2018), journalistic image media is actually more efficient than conventional media in the context of learning to create poetry.

Properly included for assessment. In the steps of learning activities, the subject of the teacher should be replaced with students because learning focuses on students. To improve all aspects that still cannot be improved in accordance with the rules of the independent curriculum.

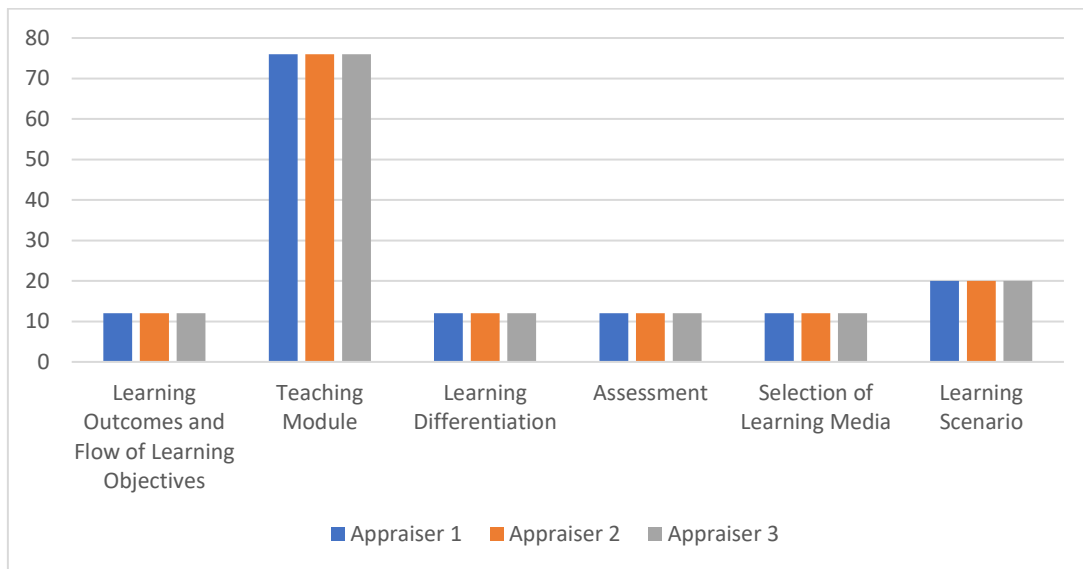
Table 1. Teaching Module Reconstruction Results

No	Aspect Description	Appraiser 1	Appraiser 2	Appraiser 3
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1	Learning Outcomes and Flow of Learning Objectives	12	12	12
2	Teaching Module	76	76	76
3	Learning Differentiation	12	12	12
4	Assessment	12	12	12
5	Selection of Learning Media	12	12	12
6	Learning Scenario	20	20	20
	Amount	144	144	144
	Average	100	100	100

It can be concluded that the analysis scores from the three researchers for the teaching module for learning to write poetry averaged 100. Aspects of the teaching module for writing poetry

have previously been reconstructed in accordance with Permendikburistek number 16 of 2022 concerning standards for the Independent Curriculum process.



Picture 1. Module Reconstruction Result Diagram

The table and diagram above shows a discussion showing that the results of the reconstruction of the teaching module which were assessed by the three assessors were very improved. Reconstruction of teaching modules that originate from modules that are less effective and still have no diversification into modules that are correct, effective, have diversification and involve various appropriate systematic steps. Because there are adjustments from learning

outcomes to a structured flow of learning objectives including the development of competencies that must be mastered by students, the flow of learning objectives describes the scope and stages of learning in a linear manner from beginning to end and the flow of learning objectives in all phases describes the scope and stages of learning which describe stages of competency development between phases and levels.

The preparation of general information, core competencies, learning steps and additional supporting information is prepared to suit the characteristics and learning interests of students. Apart from that, considering the cognitive aspects of students has also been included so that learning objectives can run as expected. The assessment is also carried out in accordance with the needs of students and follows the rules of the independent curriculum. The learning media used does not make it difficult for students but remains varied and makes learning interesting. This is in accordance with the aim of this research, namely being able to reconstruct teaching modules that are still inappropriate and making the reconstructed teaching modules diversified in order to ensure that all students have fair and meaningful learning opportunities.

CONCLUSION

The teaching and learning modules written by existing teachers are not in accordance with Permendikburistik number 16 of 2022 concerning the standard process for independent curriculum teaching modules. Evidenced by learning outcomes that are not in accordance with the flow of learning objectives. There is no sequence of development of competencies mastered by students, the flow of learning objectives in all phases does not yet describe the scope and stages of learning. The preparation of general information, core competencies, learning steps and additional information has not been prepared to suit the characteristics and learning interests of students. Assessments in teaching modules also do not meet standards, including diagnostic assessments, formative assessments and summative assessments. Then the choice of learning media used is not appropriate so that it does not give rise to students' imagination in writing poetry.

The importance of reconstructing the poetry writing teaching module emphasizes adaptation to an independent curriculum approach that is freer and more competency-based. The reconstructed teaching module produces a module that is complete, effective,

diversified and involves various appropriate systematic steps. Because there are adjustments from learning outcomes to the flow of structured learning objectives including the development of competencies that students must master. The reconstructed module also contains three assessments, namely diagnostic, formative and summative. Learning media in the form of images are added to the reconstructed modules to foster imagination and there is diversification of teaching modules.

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