

## Developing Poetry Writing Teaching Materials Based On Environment and Local Culture for The Fourth Graders

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### Abstract

Learning to write poetry is not only can develop the creativity of writing but can also be used as a means to instill the values of students characters. Learning to write poetry is still less desirable. One of the effort to make writing poetry becomes interesting is to develop its teaching materials. This research has the purpose of developing the teaching materials of poetry writing. Based on the environment and local culture in Kudus in accordance to the needs of teachers and students, to determine the draft, to calculate the validity and acceptability of teaching materials development. Gall and Borg proposed the design of this research with limited scale trial on five students and an elementary school teacher in Kudus. The results showed that the need for teaching materials and forms of teaching materials should consider the appropriateness of content, presentation, linguistic or legibility, and graphics according to the needs of teachers and students. The teaching materials are significantly valid to be used with an average score of 3.33. The acceptance of test results showed that the teaching material to write poems based on the environment and local culture in Kudus for the fourth graders is highly accepted with the acquisition score of 86.6%. A conclusion that the teaching materials developed to meet the criteria for developing teaching materials. The benefits of this research are the availability of teaching materials that can help students in improving the ability to write poetry and to increase the level and the quality of teachers.

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## INTRODUCTION

Minister of Education and Culture Regulation No. 22 of 2016 explains that there are 14 principles of learning that are used in Curriculum 2013, three of them are learning to apply the values to set an example (*ing ngarso sung tulodo*), build a whim (*ing madyo mangun karso*), and develop the creativity of learners in the process of learning (*tut wuri handayani*). Pratama, Nuryatin, and Mardikantoro (2017) stated that literary study is to learn to appreciate the human and humanitarian values. Therefore, one of the learnings that can provide exemplary values, willingness to build, and develop the creativity of students, are learning to write poetry.

Learning to write poetry can teach the values of character as well as exemplary to the students. In line with the opinions of Yoehana, Supriyanto, and Rusilowati (2013) that learning to write poetry in elementary school plays an important role on the basis for creating the good character of the learners. This is supported by the understanding that the character education earnest attempts deliberately to help people understand, care about, and act on ethical values (Sultoni, 2016).

Learning to write poetry cannot be separated from the writing skill. Elvina, Subyantoro, & Haryadi (2015) suggested that writing is an activity expressing ideas or thoughts in the form of certain symbols which can be understood. Writing is a creative process that is the more involving way of thinking spread rather than converged (Wagiran, and Doyin, 2005). The creative process is an organizational change in personal life is the awareness that emerges from a typical personal action in response to the environment (Ekasari, Nuryatin, and Suwito, 2014). Thus, writing poetry can be defined as the process of one's creativity in imagining or developing experiences that have been seen, heard, felt, and experienced and then poured into a beautiful word.

Based on the preliminary observations conducted in the field, the implementation of learning to write poetry in schools still got many obstacles. Either for students, teachers, or other

factors. Some of the obstacles faced by the students are the lack of interest and experience in writing poetry. Doyin (2014) stated that the literary work (poetry) taught in schools (Elementary School) were weak and very abstract for students, resulting in the lack of things that can be used by students in everyday life. The constraints come from teachers, namely the lack of ability of teachers to develop teaching materials so that learning to write poetry becomes monotonous, and eventually making students bored and tired.

Low interest of teachers in developing teaching materials revealed by Zuriah, Sunaryo, and Yusuf. (2016) That teachers do not have experience and specialized competence in developing innovative teaching materials and enhancing the competence of teachers in creating and developing innovative, creative teaching materials. This happens due to the lack of understanding of knowledge in creating and developing innovative, creative teaching materials. Another obstacle is the availability of teaching materials to write poems that are still not by the needs of students and teachers, especially in Kudus.

The availability of teaching materials is very important in learning activities. The importance of teaching material to write poetry for students are: (1) learning to write poetry will become more attractive, (2) increasing the interest and motivation of students to participate in learning to write poetry, (3) helping students to learnability to write poems that must be mastered, and (4) students have a guide in writing poems instead of the textbooks.

The importance of the teaching material to write poems for teachers are (1) the teachers may have alternative media instead of textbooks, (2) establish an effective and interactive communication between teachers and students, (3) to the numerical value of the credit for teachers, and (4) the teacher has a guide in teaching writing poems that are not merely theoretical.

Based on interviews with some teachers in Kudus stated that currently the writing poetry teaching materials used by teachers in Kudus

only rely on poetry theory and exposure of the material from the textbook. In line with the statement of Doyin (2014) that learning in school tends to be highly theoretical and unrelated to the environment so that it makes the students stay far from literature. Ideally, teaching materials used by the teacher have to be able to raise the motivation in students and to attract students interested in joining the study in this case, learning to write poetry.

One of the effort to make learning to write poems becomes attractive to students is to develop teaching materials based on environment and local culture. Muiruri, Wambugu, and Wamukuru (2016) argue that poetry is an art in which language is presented in its most condensed and combined cultures. In line with the opinions of Hu (2010) when students learn poetry, as well as they, learn the culture, it helps them increase their interest and achievement. Munarto, and Mulyani (2014) stated that the environment is an effective and efficient learning source in the learning to write poetry.

Local culture is one example of a nearby neighborhood with students. Learning the local culture will make the learning becomes more meaningful and increase their appreciation of the local culture. Appreciation can occur when someone has direct or indirect experience.

Kudus has a unique local culture and diversity. They are starting from the traditions of our ancestors which is still running until the present day to the cultural heritage of the royal era which is well preserved. One of the examples is a relic of the Sunan Kudus, one of the nine trustees propagator of Islam in Java is the Al-Aqsa mosque or popularly known as Menara Kudus Mosque or Masjid Sunan Kudus. Also, there are many natural riches and cultural diversity in Kudus which can be used for teacher in delivering and instilling moral values to the students.

Based on the above explanation, it can be concluded that the presence of teaching material to write poetry is very important and needed by students and teachers in Kudus. Identifying one of the problems faced by teachers in Kudus, namely the difficulty in developing

materials or instructional materials to write poetry, and find out the potential of nature and culture in Kudus, it is necessary to develop teaching materials to write poems based on environment and local culture Kudus for the fourth grade students of elementary school.

## METHODS

This research applied a Research and Development (R & D) design. The development which was done in this research was the developing teaching materials in the form of books to write poems based on environment and local culture in Kudus for the fourth graders of elementary school.

Research procedure was done based on the stages of the research and development by Gall, and Borg (2003) which include steps as follow: (1) the step of potentials and problems by observing curriculum applied in the schools, the teaching materials applied for writing used by the teachers, and the survey material on the requirements of teaching writing poems for teachers and learners through questionnaires and interviews, (2) the step of data collection was done through the provision of questionnaires and interviews with teachers and students. This step was done in order to develop a prototype of teaching materials to write poems based on the environment and local culture in Kudus for the fourth graders of elementary school, (3) the step of product design was done by developing a draft of teaching materials to write poems based on environment and local culture of Kudus for the fourth graders of elementary school which was made by reviewing the material to write poetry on the handbook of students, referring to the learning objectives of poetry writing material, and create an attractive appearance to be able to stimulate students with good writing skills, (4) a step of validation design was performed to obtain advice and input in revising the draft of materials to write poems based on the environment and local culture of Kudus in order to be feasible to use. The validation design was carried out by conducting consultation with the assessor of products, namely lecturers who are

experts in Indonesian language and literature and teachers of elementary schools who are limited as the product user of the teaching materials to write poems based on environment and local culture in Kudus, (5) a step of revision of the design is a process of improvement of the draft of the teaching material after having the consultation with the experts (lecturers and teachers). This step was done by improving the draft prototype of teaching materials to suit the needs of teachers and students in the field, (6) the step of product testing which was done limited to a teacher and 4-5 students at each elementary school to determine the suitability of the materials to write poetry based environment and local culture in Kudus with the needs of teachers and students. This step is also called as a limited scale trial since it was only tried to a few teachers and students.

The sampling technique in this research was done by using purposive sampling. Samples were taken from five elementary schools in five different districts in Kudus, including Elementary School 1 Undaan Kidul, Elementary School 3 Karangmalang, Elementary School 6 Cendono, Elementary School 2 Dersalam and Elementary School 1 Jati Kulon. The reason to choose those five elementary schools is that those schools have the same characteristics and using Curriculum 2013.

The data collection technique in this research was done by using a non-test technique or questionnaire of the needs as perceived by teachers and students, validation sheet and acceptance sheet.

## **RESULTS AND DISCUSSION**

The result of this research development include (1) a description of the needs of the development of teaching materials to write poems as perceived by teachers and students, (2) the form of teaching materials to write poems, (3) the validity of the teaching materials to write poems, and (4) the acceptability of the teaching materials to write poems based on environment and local culture in Kudus for the fourth graders of elementary school.

Developing teaching materials to write poems based on the environment and local culture was obtained by using the analysis of development needs as perceived by teachers and students. The analysis was performed by filling a questionnaire needs developing teaching materials by teachers and students. Also, structured interviews were also conducted with teachers and students in order to get more deeply information on the needs of teachers and students. The results of analysis of the needs were used as the reference in developing the teaching materials to write poetry based on environment and local culture. The results of the questionnaire analysis according to the needs of teachers include (1) aspects of the feasibility of the contents of the teaching materials to write poetry consisting a step to write poetry by giving some examples of poetry, has a theme of the charged of environment and local culture, as well as sufficient vocabulary in order to stimulate students' creativity in poetry writing, (2) the feasibility aspect of the presentation of the teaching materials to write poetry that should complete the parts in writing poem by mapping with KI, KD, and the learning objectives. The presentation of the materials was arranged in a systematic order starting from the examples, explanations, exercises, and enrichment as well as the need to add motivation in the form of words of wisdom, (3) the aspects of language and readability of teaching materials for writing poetry based on environment and local culture in Kudus by using interesting, communicative language and easily understood by students according to grade level and its development, in this case, was the fourth graders of elementary school. In addition, teaching materials should include illustrations with attractive coloring and consider the composition of text and images so that it can help students in writing poetry, (4) the aspect of graphics covers the use of a typeface that is Tahoma, 80 grams of A4 paper type, cover illustrations, titles placed in the middle of teaching materials on the cover, and the coloring of materials can be tailored to the needs of teachers and students on the teaching materials.

The results of a questionnaire analysis of the needs perceived by students are (1) the feasibility aspect of contents of teaching materials with the theme of environment and local culture, the material contains examples of poems taken from magazines, tabloids, or the works of famous writers, and it describes the biography of the Indonesian literary, (2) the aspect of the feasibility of the presentation showed the order of the teaching material presentation which includes explanations, four examples of poems, summaries, exercises, and enrichment, as well as adding the word motivation in the form of wisdom words, (3) aspects of language or readability produce the language used in teaching materials, which are communicative, and easy to understand. There is a need for illustrations to facilitate the understanding of a subject and the illustrations should be adapted to the theme of the environment and local culture. In addition, coloring and composition of writing with illustrations should be adapted to the needs of teaching materials developed, (4) the aspect of graphics includes the title of teaching materials placed on the upper edge of the cover by using an interesting image and represent the content of the teaching materials, the use of typeface Tahoma and A4 paper size of 80 grams.

Developing teaching materials were arranged based on the analysis of the needs as perceived by teachers and students based on the principles of development. There are three sections in the teaching materials developed, namely the opening part of the teaching materials contain the cover, title page, introduction, instructions for using the teaching materials, table of contents, KI and KD mapping and learning scheme. Part of the contents of teaching materials containing several sub-chapters includes let's learn the poems, let's find the content of the poem, let's practice finding the content of the poem, let's write a poem, let's practice writing poetry, and let's think creatively. The final part of the teaching materials includes a glossary, bibliography, and about the author. Each part is developed based on the needs and development rules.

The validity of the teaching materials to write poetry developed was done by using assessments of the expert's validator of lecturers on poetry material, lecturers on linguistics and learning and practitioners. The result of the validation test can be seen in the following Table 1.

**Table 1.** The Result of Validation of Instructional Materials of Writing Poetry Based Environment and Local Culture in Kudus

Aspect	Validation results			Average
	Expert 1	Expert 2	Expert 3	
Contents	2.75	3.25	3.25	3.08
Presentation	3.00	3.83	3.83	3.55
Language	3.00	3.25	3.25	3.16
Graphics	3.00	3.85	3.85	3.56
Average	3.33			
Criteria	Very valid			

Based on the results of the above expert validation, the final average value obtained is 3.33. Therefore, the teaching material of poetry writing based on environment and local culture in Kudus included in the criteria of very valid and can be used without or with only a slight improvement in its development.

Some suggestions and feedback by experts as a reference in the improvement of the developing teaching materials to write poems based on environment and local culture in Kudus namely (1) the selection of basic competence that is not in accordance with the title and content of teaching materials, (2) presentation is sorted more logically from the concrete in the abstract in order more visible writing poetry and support the achievement of learning objectives, (3) incorporating typography into the characteristics of poetry, (4) replacing with things more clearly in part of let's write poetry and let's practice poetry, and (5) highlighting or emphasizing character values to be achieved.

Poetry writing teaching materials that have been revised based on the advice and input of the validator and then they were tried out to five teachers and 25 students through a limited trial. This limited test aims to determine the acceptability of teaching materials to write poems based on environment and local culture in kudas that have been developed and can be received by

teachers and students in accordance to the criteria of teaching materials that are expected.

The acceptance criteria of the teaching materials developed cover four aspects of the feasibility of the teaching materials, namely (1) the feasibility of content, (2) the feasibility of the presentation, (3) the feasibility of linguistic/readability, and (4) the feasibility of graphics. The results of the acceptability of assessment can be seen in the following Table 2.

**Table 2.** The Acceptance Test Results of Instructional Materials of Writing Poetry Based Environment and Local Culture in Kudus

Aspect	Acceptance test results		
	$\Sigma x$	$\Sigma x_s$	Acceptance (%)
Contents	818	960	85.2
Presentation	612	720	85.0
Language	421	480	87.7
Graphics	745	840	88.6
Average	86.6		
Criteria	Very received		

Based on the results of the acceptance test above, the acceptance percentage is at 86.6%. Therefore, the teaching material to write poems based on the environment and local culture in Kudus belong to the very acceptable criteria so that the products or materials may be used.

Based on the results of the validation test and limited testing (acceptance test) proved that the teaching material to write poems based on environment and local culture in Kudus could help teachers and students to get acquainted with the material to write poetry. This is in line with the opinions of Abidin (2016) who stated that the teaching materials are learning materials that are used to develop the knowledge, skills and positive attitude towards learning derived from the applicable curriculum. Thus, the presence of teaching materials by this opinion, this is evidenced by the development of teaching materials that can help teachers and students to improve attitudes, knowledge, and skills. Also, these materials are components in the learning activities that are beneficial to both teachers and students.

The importance of the development of teaching materials to write poems based on environment and local culture is in accordance to the opinion of Tripungkasingtyas (2015) that

instead of developing the creative power of students, it can also introduce the local culture to the students themselves. Also, it can also serve as character education to instill positive character values to students. Another opinion about the importance of instilling character value expressed by Utari, Degeng, and & Akbar (2016) that the primary school children should be given learning outside the classroom and the world starting with the closest or frequently encountered by students. Values or local cultural wisdom will help students understand each concept in the material so that the knowledge acquired is not limited to the knowledge of students, but also can be implemented in the form of practice outside of school.

Product materials generated poetry writing has been adapted to the principles of material development. The material is presented to assist students in achieving competency to be achieved. Abidin (2016) states that the material in the teaching material should pay attention to KI, KD, indicators, presentation of material in an integrated manner. This is in line with the opinions of Nurgiyantoro, and Efendi (2013) that the learning materials literature in Curriculum 2013 should be integrated into a variety of subjects in accordance to the characteristics of each subject. Also, the development of these materials must also consider the other components of teaching materials covering aspects of content, presentation, language/readability, and graphics.

## CONCLUSION

Based on the description of the results of the research on the development of teaching materials to write poems based on environment and local culture in Kudus, it can be concluded that the developing teaching materials to write poems based on the results of the analysis showed that teachers and students require instructional materials in accordance with the eligibility criteria of teaching materials include, feasibility of content includes the content of the material, the depth of the material, and instilling of the character values, the feasibility of the

presentation includes a systematic presentation, illustrations, exercises, and presentation of the term; the feasibility of the language/readability include the language used, communicative, and easy to understand, and the feasibility of graphics includes the title, cover, kind of paper, paper type, and coloring materials. Is developing teaching materials adapted to the characteristics of teachers and students based on a needs analysis. The development principles include consistency, relevance, and adequacy. Also, draft materials are based on analysis of the results of teaching material needs as perceived by teachers and students were then validated by experts or validator to test the validity of the instructional materials. Based on the analysis of the validation test results, obtained the average value of 3.33. So, the teaching materials can be expressed very validly. Thus, acceptance of the teaching materials to write poems developed was derived from the analysis of the acceptability conducted to 25 students and five teachers with the percentage of acceptance 86.6%, which indicates that the teaching material to write the poem is acceptable and feasible to use.

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