

Development of Enrichment Book on Poetry Text Writing Oriented to Creative Thinking Skill with Divine Values

Tasrifah Tasrifah ✉, Subyantoro Subyantoro, Haryadi Haryadi

Universitas Negeri Semarang, Indonesia

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Abstract

Enrichment book is a secondary handout used for a means of improving, enriching, and developing students' knowledge and skills. Inappropriate and uninventive use of enrichment book can lead to less impressive learning process for the students. As a result, their knowledge, skill, creativity, and experience are relatively limited. This study was to develop a prototype of enrichment book on poetry text writing oriented to creative thinking skill with divine values. The design was Research and Development (R&D). The data were students' and teachers' need on enrichment book. The initial part of enrichment book prototype used a principle under presentation and graphics aspects, namely easiness. Meanwhile, the content part used some principles under aspects such as material, presentation, creative thinking skills and divine values, namely attractiveness, cohesiveness, novelty, and easiness. Then, the final part used two principles under presentation aspect, namely cohesiveness and easiness.

✉ Correspondence address:

Gedung A Kampus Pascasarjana

Jl. Kelud Utara III, Semarang, Indonesia

E-mail: tasrifah815@students.unnes.ac.id

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INTRODUCTION

Recent technology and science developments encourage renewal movements in making use of technological products in learning. Numerous learning methods and books are massively studied amidst both teachers and students, one of which is enrichment book (Apduludin et al., 2022). Enrichment book is an integral learning materials or component to support achieving an effective learning process. It is a kind of books frequently used by teachers as handouts in classes (Arifin, 2009). According to Jayanti et al. (2015), enrichment book is a means of reaching study objectives.

Enrichment book scope is considerably broad so that the readers can comprehensively understand the discussed topics. Besides, it lasts quite long—meaning that the book can be used not only in a short period. Enrichment book has certain focuses on topic discussion which can facilitate the readers. This statement is in line with Wahyudi (2022), explaining that enrichment book has some advantages, namely broad material scope, long circulation period, and focused topic discussion. As a result, it is not tiring and can be written anytime.

Enrichment book is only a secondary to the main book which aims to meet the curriculum needs. Enrichment book distinctively has nothing to deal with the curriculum. It is developed under the Indonesian curriculum to adapt to the learning steps used by the main book. Enrichment book will still be very much needed in the learning process. This is due to the lack of other secondary books in circulation. Therefore, an additional enrichment book is needed, adapted to the needs of educators and students in carrying out the learning process.

Poetry text is one of the types of literary works studied by class VIII junior high school. Thus, among others, the skill of writing poetry has to be mastered (Sofyan dan Sudaryono, 1997). Poetry is the result of an expression of one's inner experience which is manifested in written form with aesthetic language. It is created by ones by paying attention to the physical structure and inner

structure (Anisa, Wagiran, & Suseno, 2013). Writing poetry proposes to increase students' ability to appreciate literary works—which are basically crucial to sharpen students' feelings (Henny, Nopriani, Sofyan, & Sudaryono, 2011). Based on literature study on several enrichment books on poetry text writing, deficiencies are still found. Many do not include technology, 21st skills, or other substantial entities such as Pancasila.

Based on the availability of poetry text writing enrichment books, numerous shortcomings still exist. Therefore, it is indispensable to develop the books which are equipped with technology, 21st century skills, and the values of Pancasila. These books are expected to assist the students in achieving learning competencies.

Development and implementation of poetry text enrichment book through Indonesian Language learning process is considerably crucial. A good enrichment book is able to maximize learning process to gain the optimum outcomes. Therefore, the developed proper learning materials are to be done.

Today learning frequently involves technology, and thus several things need to be taken into account. Indonesia, for example, must be design a good learning system adapting to the demands of 21st century competencies or skills. According to Mukandis (in Angga et al., 2022), the recent life is based on knowledge, especially in the economic and industrial fields. 21st century skills-based learning has to be implemented to instill the character of students. One of the 21st century skills is creative thinking. Creative thinking is required in integrating the learning process due the fact that students' is relatively low. Munandar (in Chuni et al., 2021) states that creative thinking is the ability to think by involving processes for creating new things.

Education in Indonesia proposes to establish new things to sharpen creative thinking skill (Anwar, Fahmi, & Wuryandini, 2020). This skill is greatly essential for state development, typically to compete with other countries (Ahmar, 2020). Creative thinking skill is one of

the important aspects for students to solve problems (Salih, 2020). Students' low creative thinking skill need to be deconstructed and improved. Wang (in Saidah et al., 2020) explains that one of multiple ways to think creatively is comparing students' abilities.

Creative thinking contains several aspects such as flexibility, fluency, originality, and elaboration (Munandar in Saidah et al., 2020). This is carried out with the aim that students can do practices and assignments in various ways. In addition to comparing their learning potential, students can go through the learning process by using innovative enrichment books. The book is loaded with stuff as a facility to help them improve their creative thinking skills, leading to the competence to live their lives brilliantly. In short, it is necessary to develop an enrichment book that is oriented to creative thinking skills.

Good values on attitude also need to be included in the learning process, one of which is the Pancasila character. This value has to be implemented in poetry text writing enrichment books. It aims to minimize negative influences and prevent the decline of moral values in a person. For example, low negative behavior, misbehaving with others, easily criticizing others, not being able to respect others, and loss of tolerance.

Pancasila can bind emotion and character to achieve better social and state purposes (Rizkianto, 2021). It has multiple character values such as divinity, humanity, unity, democracy or deliberation, and justice (Nurizka & Rahim, 2020). Based on those five characters, this study will focus on instilling divine values in students, which is considerably urgent. This is because divine values are recently fallen apart by the foreign culture and others. It was, for instance, proven by a conflict in Ambon between Muslims and Christians. The incident was triggered by the blasphemy by two Muslims. The conflict escalated and fueled anger on both sides, which left twelve people dead and hundreds seriously injured. To avoid such incidents from happening again, divine values need to be instilled in students, especially in class VIII junior high school.

Based on the preceding problems, this study proposes to develop a learning material prototype, namely poetry text writing, oriented to creative thinking skill with divine values. The prototype is organized based on the result analyses of enrichment book needs for students and teachers at class VIII junior high school.

METHODOLOGY

This study used Research and Development (R&D) design to develop an enrichment book on poetry text writing oriented to creative thinking with divine values. Sugiyono (2016) states ten research steps are needed in R&D design. In this study, the steps were modified into three, namely 1) identify potential and problems, 2) collect data and needs, and 3) design a product prototype. Compiled data were students' and teachers' needs of enrichment book in three junior high schools (class VIII) in Brebes Regency and Cirebon Regency. All was collected through interview and questionnaire. The analysis technique was quantitative and qualitative descriptive.

RESULTS AND DISCUSSION

This study produced a prototype of enrichment book on poetry text writing oriented to creative thinking skill with divine values. The prototype was developed based on results of analyses on students' and teachers' needs. More detailed elaboration will be explained in the following.

Learning Material Prototype on Poetry Text Writing Creative Thinking Skill With Devine Values

The developed enrichment book is divided into three parts, namely initial, content, and final. All has been adjusted to students' and teachers' needs. Moreover, the book also pays attention to the quality of learning material aspects including presentation, language, material, and graphic. The decision is under the Ministry Regulation No. 8 of 2016, leading to adjustment in creative thinking skill and divine

values. Below is the explanation of respective part.

The first part is initial. There are sub-parts such as cover, main page, credit title (including ISBN), foreword, instructions, and table of contents. The cover contains the book title, authors' name, and illustrations. Then, the main page shows book title, authors, and publisher. The credit title consists of book title, authors,

ISBN, editor, publisher, and layouter. The foreword contains the authors' gratitude to God and the people who helped in book

production. Then, the instruction shows guidance for using the enrichment book. Furthermore, the table of contents contains a list of enrichment book pages. If visualized, the cover and main page of the enrichment book can be seen in Figures 1 and 2.

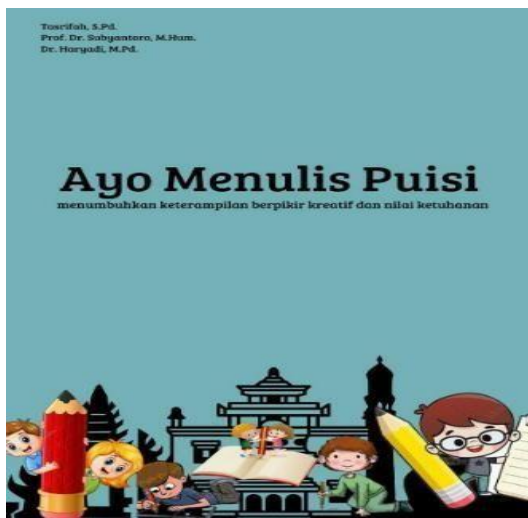


Figure 1. Cover

The display of book prototype is adjusted to students' and teachers' needs. Cover shows the title *Ayo Menulis Puisi* and illustration. This initial part is based on the aspects of presentation and graphic. The principle of development under presentation aspect is cohesiveness and easiness.

The second part is content. There are sub-parts including examples of poetry texts, the meaning of poetry, elements of poetry creation,



Figure 2. Main Page

stages of writing poetry, motivation columns, and material summaries. The materials consist of the meaning of poetry texts, elements of poetry text creation, and essential things before writing poetry texts. In each material, the creation units and stages in writing poetry text are elaborated with theories and examples. The organization is under students' and teachers' needs. If visualized, the sub-parts of the material can be seen as in Figures 3 and 4.



Figure 3. Examples of Poetry Texts on Material and Stages in Writing Poetry

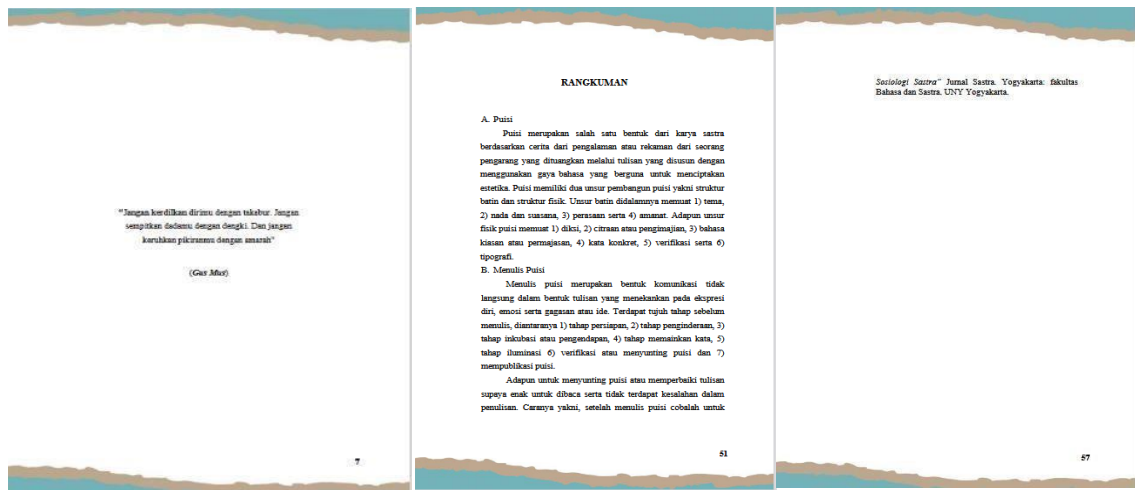


Figure 4. Motivation Column

Figure 5. Summary

The organization of enrichment book material departs from existing theories. These materials include definitions, elements of poetry creation, and important stages of writing poetry texts. According to Levin (in Irma, 2022), poetry is one type of literary work formed by both real and imaginary worlds. The words in poetry are from imagination; beauty in reality is interpreted in the world of imagination. The beauty is manifested in a distinctive arrangement. According to Lasmi (2013), poetry is bound by lines, rhymes, and rhythms, as well as number of words and syllables in each line. Students can acquire and instill good morals through poetry

learning. Khaerunnisa et al. (2021) states that literary works are a means for inculcating values in life.

Poetry text has two primary creation elements, namely inner and physical. The inner elements consist of themes, tone, atmosphere, feelings, and messages. Meanwhile, the physical elements are diction, imagery or imagination, figurative language, concrete words, verification, and typography (Siswanto, Sufia, Atmazakia, & Novia, 2013). The stages of writing poetry include preparation, sensing, incubation, deposition, playing words, illumination, verification or editing, and

publishing. The next sub-part is summary which contains the preceding elaborated materials, namely definition, meaning, creation element, and stages of writing poetry.

Materials regarding thinking skill are presented in the content, namely in important stages before writing poetry texts. Material on divine values convey examples and stages in writing poetry under the theme of divinity. Items of divine values in Pancasila, which are proposed in P-4 (the Republic of Indonesia, 1973), are:

- 1) Believe and comply with God Almighty according to religions and beliefs based on just and civilized humanity.
- 2) Respect and cooperate mutually between adherents of religions and beliefs so as to create harmony in life.
- 3) Respect each other's freedom of worship according to respective religions and beliefs.
- 4) Do not impose a religion and belief on others.

Based on the five implementations, it can be concluded that all is correlated with tolerance. They are all attached to the enrichment book.

The display in the content part is developed based on the aspects of material, presentation, language, graphic, creative thinking, and divine values. Material aspect focuses on the principles of completeness and

attractiveness. A material is said complete only if it is presented comprehensively, starting from the definition, example, creation elements, and stages in writing poetry text. Meanwhile, it is said attractive only if it is provided with illustration, charts, and tables that can encourage students' learning enthusiasm, as well as reducing their boredom during the learning process.

In this context, the presentation aspect applies the principles of cohesiveness and easiness. This is because the book is organized systematically to facilitate the students. Meanwhile, the principle of development under the aspects of creative thinking skills and divines values is novelty. This is due to the lack of sources—typically enrichment book—on creative thinking skill and divine values through poetry text. In short, the presentation of content part is line with the principle proposed. Principles of development under material aspect are easiness, relevance, completeness, and character values.

Meanwhile, the final part consists of glossary, bibliography, and author biodata. The sub-part of glossary contains numerous terms in the enrichment book—with explanations. Meanwhile, bibliography consists of various sources that can be used by students as data. Then, author biodata shows information about the author. The following figures are for the final part.

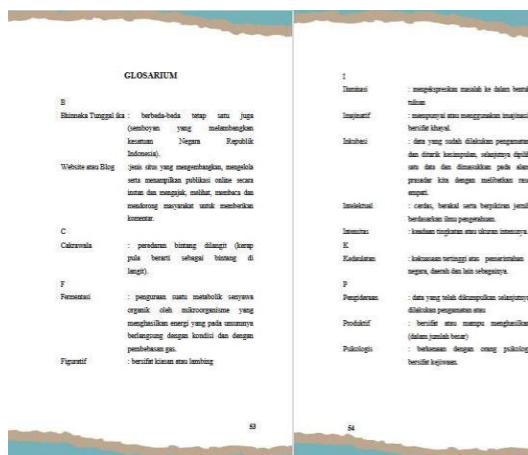


Figure 6. Glossary

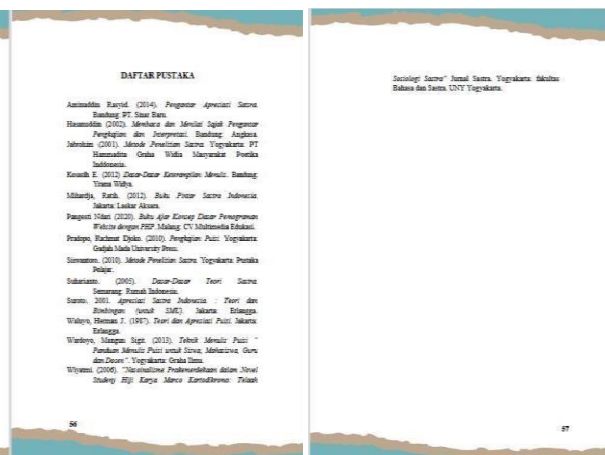


Figure 7. Bibliography



Figure 8. Author Biodata

All elements display in the final part is adjusted to students' and teachers' needs. Glossary, bibliography, and author biodata are for clarity. Besides, the final part is also designed under the presentation aspect, typically principle of development. This is shown by the implementation of principles of integration and easiness. The enrichment book is arranged in a coherent manner—which becomes useful for facilitating the readers.

Another principle of development under the language aspect is communicative. This principle is line with Setyomurdian & Subyantoro (2018), stating that communicative principle is the use of understandable, simple, and common language both in oral and written.

Communication.

The enrichment book prototype is in short formulated under both principles departing from the needs analysis and the Book Center (in Kosasih, 2021). Its suitability with the existing theory is in terms of (1) the principle of meaningfulness, meaning that the enrichment book prototype can be one of the facilities that students can learn, (2) the principle of authenticity, implying that the selection of material is based on students' competencies and needs, (3) the principle of integration, indicating that the material is presented in a coherent manner, (4) the principle of communication,

meaning that the use of language has been adapted to written and spoken language, (5) the principle of contextuality, indicating that illustrations are able to provide direct experience for students to learn, and (6) the principle of assessment, implying that the evaluation tool used can measure the competence of students as a whole.

CONCLUSION

Based on the preceding results and discussion, it can be concluded that the enrichment book prototype on poetry text writing oriented to creative thinking skill with divine values has three parts, namely initial, content, and final. The initial part consists of cover, main page, credit title (including ISBN), foreword, instructions, and table of contents. Meanwhile, the content part includes examples of poetry texts, the meaning of poetry, elements of poetry creation, stages of writing poetry, motivation columns, and material summaries. Then, the final part contains glossary, bibliography, and author biodata.

Each part is developed based on the analysis of students' and teachers' needs of class VIII junior high school. It is also organized by the principles of development. Both then are adjusted to the quality of the enrichment book including the aspects of material, presentation,

language, graphic, creative thinking skill, and divine values.

Various principles of development are applied to create the prototype. The initial part applies the principles under the aspects of presentation and graphic, namely cohesiveness and easiness. Meanwhile, the content part uses the principles under the aspects of material, presentation, creative thinking skill, and divine values, namely attractiveness, completeness, easiness, cohesiveness, and novelty. Furthermore, the final part applies the principles under the presentation aspect, namely cohesiveness and easiness.

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