# FROM TEXTBOOK TO TERRA: TRANSFORMING POETRY EDUCATION WITH ENVIRONMENTAL THEMES AND LECTORA INSPIRE

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**Abstract**
This research aims to develop teaching materials and improve students' poetry writing abilities, and determine the suitability of teaching materials that have been developed according to expert judgment and students at SMAS Jenderal Sudirman. This research method uses Research and Development (R & D) which begins with a preliminary study followed by the product development and assessment stages. The research subjects were determined using a purposive sampling technique consisting of 35 students. Data were collected using interviews and questionnaires in the form of questionnaires. The procedure for this research is the process of preparing teaching materials to improve the ability to write poetry on environmental themes through the following stages: (a) Preliminary study, by conducting interviews and questionnaires with teachers and students. (b) Syllabus analysis study and analyzing basic competencies in preparing teaching materials (c) Preparing teaching materials with the help of Lectora Inspire (d) Trial trials (e) Data processing and evaluation. The conclusion of this research is the development of teaching materials for writing poetry with an environmental theme with the help of Lectora Inspire, namely materials developed from the 2013 curriculum and subject syllabus. Its effectiveness on students produced several averages, the first of which was tested individually, namely 77.08% which was classified as "good". in the small group, namely 83.79% which is classified as "very good" and in the limited field, namely 84.22% which is classified as "very good". The pretest result was 66.62% which was classified as "good". After that, the posttest results after using the media were 80.11% which was classified as "very good" so the difference was 13.49%.
**Key words:** Developing teaching materials, writing poetry, environment, Lectora inspire

***Abstrak***
*Penelitian ini bertujuan untuk mengembangkan bahan ajar dan meningkatkan kemampuan menulis puisi siswa, serta mengetahui kesesuaian bahan ajar yang dikembangkan menurut penilaian ahli dan siswa di SMAS Jenderal Sudirman. Metode penelitian ini menggunakan Research and Development (R&D) yang diawali dengan studi pendahuluan yang dilanjutkan dengan tahap pengembangan produk dan penilaian. Subyek penelitian ditentukan dengan menggunakan teknik purposive sampling yang terdiri dari 35 siswa. Data dikumpulkan dengan menggunakan wawancara dan angket berupa angket. Prosedur penelitian ini adalah proses penyusunan bahan ajar untuk meningkatkan kemampuan menulis puisi tema lingkungan hidup melalui tahapan sebagai berikut: (a) Studi pendahuluan, dengan melakukan wawancara dan angket kepada guru dan siswa. (b) Kajian analisis silabus dan analisis kompetensi dasar*

*penyusunan bahan ajar (c) Penyusunan bahan ajar dengan bantuan Lectora Inspire (d) Uji coba (e) Pengolahan data dan evaluasi. Kesimpulan dari penelitian ini adalah pengembangan bahan ajar menulis puisi bertema lingkungan dengan bantuan Lectora Inspire yaitu materi yang dikembangkan dari kurikulum 2013 dan silabus mata pelajaran. Keefektifannya terhadap siswa menghasilkan beberapa rata-rata yang pertama diuji secara individu yaitu 77,08% yang tergolong "baik". pada kelompok kecil yaitu 83,79% yang tergolong "sangat baik" dan pada bidang terbatas yaitu 84,22% yang tergolong "sangat baik". Hasil pretest sebesar 66,62% tergolong "baik". Setelah itu hasil posttest setelah menggunakan media sebesar 80,11% tergolong "sangat baik" sehingga selisihnya sebesar 13,49%.*
***Kata kunci :** Pengembangan bahan ajar, menulis puisi, lingkungan hidup, Lectora inspire*

## INTRODUCTION

Learning to write poetry cannot be separated from writing skills. Writing is the activity of expressing ideas or ideas in the form of certain symbols that are understood. Writing is a creative process. Thus, writing poetry can be interpreted as a person's creative process in imagining or developing experiences that have been seen, heard, felt and experienced and then expressed into beautiful words.

Currently, the teaching materials for writing poetry used by teachers only rely on theory and presentation of poetry material from textbooks, which is still very limited. Doyin (2014) once stated this in his research, that learning in schools tends to be very theoretical and unrelated to the students' environment, thus making students distant from literary works. The teaching materials used by teachers should be able to arouse motivation in students and make students interested in participating in learning.

Based on observations in the field, the implementation of learning to write poetry in schools still faces many obstacles. Whether from students, teachers, or other factors. Some of the obstacles faced by students include a lack of interest and experience in writing poetry, especially in choosing diction. Another obstacle is that the models and media used in learning to write poetry are still conventional. Apart from that, there has been no development of teaching materials for writing poetry and literacy. The existing teaching materials are not supportive so they do not meet students' needs and make students bored and bored. The author wants to develop teaching materials into teaching materials that utilize TPACK (Technological Pedagogical Content Knowledge) which are appropriate to the environment or the Ministry of Education and Culture.

The availability of teaching materials is very important in learning activities, as is learning to write poetry. The importance of teaching materials for writing poetry for students is (1) making learning to write poetry more interesting, (2) increasing students' interest and motivation to take part in learning to write poetry, (3) making it easier for students to learn the competencies that must be mastered, and (4) students have a guide to writing poetry other than textbooks. The importance of teaching materials for writing poetry for teachers is (1) teachers have an alternative to textbooks, (2) build effective and interactive communication between teachers and students, (3) become a credit score for teachers, and (4) teachers have a guide. in teaching poetry writing so that it is not only theoretical.

One effort to attract students' interest in learning to write poetry is to develop environmental-themed teaching materials, especially the environment around the school. Zeyuan (2010) stated that when students learn poetry, they also learn culture so that it can help increase student interest and achievement.

Therefore, learning media for writing poetry with environmental themes is appropriate to develop for students. Because learning poetry with environmental themes will make learning more meaningful and increase students' appreciation of the environment. Appreciation can occur when someone experiences experience, either directly or indirectly. Character education is a serious, deliberate effort to help people understand, care about, and act based on ethical values. When learning to write poetry, teachers can also teach values and role models so that students can have noble character. Noble character is a national character that always acts with full awareness, self-purity and self-control.ople understand, care about, and act based on ethical values. When learning to write poetry, teachers can also teach values and role models so that students can have noble character. Noble character is a national character that always acts with full awareness, self-purity and self-control.

## METHOD OF RESEARCH

The research carried out is a type of research and development (R&D). The research and development method is a research method used to produce a particular product and test the effectiveness of that product. According to Seels and Richey, development research is a systematic procedure for the design, development and evaluation of programs and products that must meet the criteria of validity, practicality and efficiency. Borg and Gall explained that educational research and development is a process used to develop and validate educational products. The reason for using this model is because it is simple, more detailed, and widely used for educational purposes, making it easier to carry out research on the development of teaching materials in the form of learning modules for writing poetry through a scientific approach. The model used in this research is the 4-D model (adapted from Thiagarajan 1974: 6-9).

Techniques for obtaining data with instruments that are adapted to the intended use of the instrument. Data was collected using needs analysis, design experts, material experts, field trials, feasibility tests and learning outcomes values using Lectora Inspire media. The validation sheet is intended to obtain value data from the validator regarding product results which is divided into three parts, namely the material expert validation sheet, the media expert validation sheet and the student response questionnaire sheet regarding the media during individual, small group and limited field trials. The data is in the form of the condition of the Lectora Inspire media on environmental-themed poetry teaching materials obtained through expert validation and questionnaires by students. The research instruments for validators and trials are based on a Likert scale. Next, quantitative descriptive analysis was carried out to determine the percentage of each category of teaching material. In addition, an analysis of media effectiveness will be carried out. The level of success, absorption and effectiveness of the media that has been created is determined from the total score obtained from the answers to the evaluation questions that have been created.

In general, media selection is carried out to identify learning media that are appropriate/relevant to the characteristics of the material. Media selection is based on the results of concept analysis, task analysis, characteristics of students as users, as well as distribution plans using a variety of media. Media selection must be based on maximizing the use of teaching materials in the process of developing teaching materials in the learning process. So, researchers can determine that Lectora Inspire is the most appropriate media for this research.

## DISCUSSION / RESEARCH FINDING
## Process of Developing Teaching Materials

The preparation of teaching materials for writing environmental-themed poetry is carried out based on the results of an analysis of student and teacher needs. Even though the teaching material for writing environmentally-themed poetry was prepared based on several observations, the results of the questionnaire remained the basic guidelines when carrying it out.

At this stage the module is structured using language that is easy to understand, by choosing examples that are closely relevant to students' lives and highlight the surrounding environment. In this stage the design is conceptualized in terms of literacy component aspects, namely high understanding, critical thinking skills, collaboration components, communication and creative thinking at the end of each discussion, namely through questions and in the form of questions that provoke students' reactions to ask questions.

In the context of developing teaching materials, this stage is carried out to create modules in accordance with the content framework resulting from curriculum and material analysis. In the context of developing learning models, this stage is filled with activities to prepare the conceptual framework of learning models and tools (materials, media, evaluation tools) and simulating the use of these learning models and tools in a small scope.

The structure of the material developed in the research consists of: Foreword, table of contents, concept map, introduction to module identity, basic competencies, brief description of the material, instructions for using teaching materials, learning materials, learning activities, learning objectives, material descriptions, summaries, practice questions , self-assessment, learning activities, learning objectives, material descriptions, summaries, practice questions, self-assessment, evaluation, glossary, bibliography, suggested answers.

The results of the product development of environmentally themed poetry writing teaching materials with the help of Lectora Inspire as a whole outline the teaching materials containing the following: (1) book cover, containing caricatures, pictures and poems by local writers as well as bright and striking colors according to students' wishes ; (2) foreword; (3) Table of contents; (4) KI and KD on environmental themed teaching materials assisted by Lectora Inspire, (5) concept map; (6) introduction to poetry in a literary context, (7) Introduction, which contains an introduction to poetry and a deeper understanding of poetry. (8) poetry material, which consists of various kinds of texts and themes including advances in technology, history, local sites and so on (9) Practice questions found at the end of each lesson and after the text to measure students' thinking abilities, practice questions in the form of essay tests, writing skills, analysis, and multiple choice tests prepared in accordance with KI & KD on poetry material (9) summaries and competency questions as a form of practice to improve students' understanding of writing poetry. (10) attached answer key and glossary regarding terms contained in the teaching material. (11) Bibliography.

The benefit of this teaching material is the concept of literacy which is explained mechanically in the activities in the teaching material as well as the location of information literacy in it as well as scientific literacy which is presented in the learning in the material. Through this teaching material, students can also improve their quality in expressing opinions and discussing issues. In this teaching material, students' literary abilities are a requirement because writing ability is a person's literary ability to express opinions by presenting data. The results of

this product development received a good response from teachers and students. This can be seen from the results of the needs analysis carried out, where all of them stated that they needed teaching materials for writing poetry on environmental themes with the help of Lectora Inspire. The needs analysis data can be seen below:

Table 1. The Table Needs Analysis Data

| No. | Indicator | Number of Students | Question | Answer Options | Number of Students | Percentage |
|---|---|---|---|---|---|---|
| 1 | Student understanding of the material | 75 | Do you know about poetry texts? | Very knowledgeable | 5 | 6.60% |
| | | | | Knowledgeable | 70 | 93.30% |
| | | | | Somewhat knowledgeable | 0 | 0% |
| | | | | Not knowledgeable | 0 | 0% |
| 2 | Learning to write poetry | 75 | What do you think about the poetry writing instruction? | Very important | 9 | 12% |
| | | | | Important | 14 | 18.60% |
| | | | | Ordinary | 47 | 62.60% |
| | | | | Not important | 5 | 6.60% |
| 3 | | 75 | So far, from your learning resources in poetry writing | Student worksheets | 0 | 0% |
| | | | | School books | 75 | 100% |
| | | | | Internet | 0 | 0% |
| | | | | Others, specify... | 0 | 0% |
| 4 | Student understanding of the material to write poetry | 75 | What do you think about the learning resources used for poetry writing? | Interesting | 0 | 0% |
| | | | | Boring | 15 | 20% |
| | | | | Just ordinary | 50 | 66.60% |
| | | | | Not focused on poetry writing | 10 | 13.30% |

| 5 | Approval for the development of materials to facilitate poetry writing | 75 | Do you agree if a specialized learning resource (teaching material) for poetry writing is developed as a guide? | Agree | 70 | 93.30% |
|---|---|---|---|---|---|---|
| | | | | Disagree | 5 | 6.60% |
| 6 | Need for teaching materials on poetry | 75 | What type of teaching material for poetry writing do you need? | Material only covering the essence of poetry writing | 20 | 26.60% |
| | | | | Material accompanied by definitions, exercises, and examples | 55 | 73.30% |

**Form of teaching materials for writing poetry on environmental themes with the help of Lectora Inspire**

The product development of environmentally themed poetry writing teaching materials with the help of Lectora Inspire takes into consideration the materials and learning design. This research is focused on producing teaching materials that are able to increase student literacy and create literate students. In this research process, first carry out a preliminary study, then design a product in the form of teaching materials, validate the product with design and materials experts, then carry out analysis and improvements, followed by trials, namely individuals, small groups, and limited fields until producing a product in the form of appropriate teaching materials. Needs and environment of students of X SMA Jenderal Sudirman.

The development of this teaching material produces a final product that can help and make it easier for students to learn independently. The teaching materials developed are structured based on basic competencies which are packaged systematically to help students master learning objectives. This is in accordance with Daryanto's (2013) opinion that modules are developed in accordance with basic competencies that have specific objectives. The exercises contained in the module can train students to carry out assignments to improve their learning outcomes. This research and development produced a product in the form of a poetry writing module to help students develop creativity in writing poetry. Remembering that to carry out learning activities there needs to be learning materials and teaching materials used (Irwanti, 2017). The chosen theme is related to the school environment. The aim of choosing this theme is to provide students with an understanding of how to protect the natural environment, adapt to the social environment, and appreciate diverse cultures. This is in accordance with the

situation in Indonesia which often has problems with the environment.

This poetry writing module was developed based on KD 4.17 writing poetry based on its building structure. In accordance with the KD, this module contains descriptions covering physical structure, including typography, diction, imagination, or concreteness, figures of speech, figurative language, and inner structure which includes theme, feeling, tone and purpose. This is in accordance with Siswanto's (2013) opinion. The entire structure forms one module unit which contains a series of activities for learning to write poetry. In this module, poetry writing activities are carried out using strategies that are appropriate to the learning objectives. In accordance with the opinion of (Nasution, 2008) the use of the 5M strategy is used to help students learn to write poetry which consists of five learning activities. Learning activities using the 5M strategy consist of reading poetry, identifying structure, processing diction into stanza composition, developing lines in poetry, and revising poetry. Research and development of a poetry writing module with the theme of environmental education was carried out by (Bupu, 2018) which aimed to produce a poetry writing module using the development method from Borg and Gall. The research carried out by Bupu and this research both produced a module for writing poetry about the environment. However, it is different in terms of module utilization. This research places more emphasis on poetry writing module products that can foster an attitude of caring for the environment. An environmentally caring attitude must be introduced into learning because it is inevitable that damage that occurs on the earth's surface requires a solution by acting starting from the surrounding environment (Sufia, Suamrmi, & Amirudin, 2016).

Apart from that, developing this module can hone students' creativity in writing poetry by training themselves independently using the learning module that has been developed. This module contains basic competency 4.17 to write poetry by paying attention to the building blocks that have a relationship between the elements. This is in accordance with Rokhmansyah's (2014) opinion that every element written in poetry must be related to each other because it cannot stand alone without linking one element to another to make it easier for readers to understand the content of the poem. There are three activities in this module, namely (1) writing poetry with the theme of the school environment (2) writing poetry by giving environmental meaning to physical and mental structures, and (3) writing poetry using the 5M strategy.

These three activities contain additional environmental insight which aims to provide understanding to class X high school students about the importance of protecting the surrounding environment. This is an effort to build environmentally caring character in schools that should be implemented in all activities in the school environment (Hamidah, 2016). Several limitations in the process of carrying out this research are, product trials were only to determine effectiveness, student and teacher responses were only carried out when field tests were limited to 30 students in class X SMA Jenderal Sudirman. Then extensive trials were not carried out because this teaching material was developed according to the needs of class X students at Jenderal Sudirman High School. So it is possible that different need factors will influence the research results. Therefore, the product was only tested at one school, namely X SMA Jenderal Sudirman. This is because the needs analysis will be different if it is carried out in another school. Then, time is

limited because the implementation requires more time so that students' readiness to be involved in testing teaching materials for writing environmental themed poetry with the help of Lectora Inspire cannot yet be optimized.



Figure 1. Media Lectora Inspire

**Feasibility of developing teaching materials for writing poetry on environmental themes with the help of Lectora Inspire**

The results obtained from product validation for the development of environmentally themed poetry writing teaching materials with the help of Lectora Inspire include the following.

(1) The module validation results from material experts are classified as "very good" from 3 aspects, starting from content feasibility of 88.23%, presentation feasibility of 96.15%, and assessment of presentation feasibility of 90.38% which is classified as "very good" criteria. ",

(2) The results from media design experts are declared "very good". The results of the assessment of the learning design aspects of the size of the teaching materials obtained an average percentage of 93.75%, the cover design of the teaching materials 91.66% and the design of the content of the teaching materials 80.92%, all of which were in the "very good" criteria.

(3) Module validation results from Indonesian language teachers were classified as "very good" with an average percentage of 97.91% with the material description stated as "very good".

(4) The results of the trials on students went through a 3 stage process, namely individual trials (3 students), small groups (9 students) to limited field trials (35 students). The individual score is classified as "good" with an average percentage of 77.08%. With the initial response on the individual test as follows, interest was 80.56%, material was 82.410% and language was 79.63%, all of which were included in the "very good"

criteria. Then in the small group it was classified as "very good" with an average percentage of 83.79%. With the initial response of students in the small group test, namely interest 83.33%, material 83.79% and language 86.11% with the overall being classified as "very good". The test results in the Limited Field were classified as "very good" with an average percentage of 84.22%. With initial student responses in interest of 78.80%, material 86.19% and language 91.66% with overall including "very good"

From the review above, it is concluded that the teaching material for writing poetry with an environmental theme assisted by Lectora Inspire is classified as very suitable on a "very good" scale. Likewise, the results of trials and student responses are in the "very good" category. The concepts presented in the easy teaching material studied, comprehended and comprehended systematically. This teaching material can be used as alternative teaching material both classically, individually and independently.

**Effectiveness of Using Teaching Materials for Writing Environmental Themed Poetry with the Help of Lectora Inspire**

The effectiveness of using environmental-themed poetry writing teaching materials with the help of Lectora Inspire can be seen from the scores after using the teaching materials which can be seen in the table below.

Table 2. Pretest and posttest data

| Data Source | Min Value | Max Value | Average | Criteria |
|---|---|---|---|---|
| Pretest | 50 | 75 | 66.62 | Good |
| Posttest | 75 | 93 | 80.25 | Very Good |

In the Posttest activity, teaching was carried out using environmental-themed poetry writing teaching materials with the help of Lectora Inspire. Teaching using teaching materials received an average of 80.25 on very good criteria with a minimum completeness criterion of 75, so in this Posttest activity the average student had achieved the minimum score. This means that posttest learning with the product is much more effective. The highest total score obtained in the posttest was 93, which was much higher than the score obtained in the pretest activity using textbooks with the highest score obtained at 75. Data on the results after using the product had the highest score of 93 and the lowest score was 62.

There was 1 student with a score of 62-67 with a percentage of 2.85%, who got a score of 68-74 with 1 remaining person with a percentage of 2.85%, who got a score of 75-80 and 81-86 each with a total of 12 There were 4 students with the same percentage, namely 34.28%, and those who got a score of 93-98 were 4 people with a percentage of 11.42%. The total number of students is 30 people.

Based on data analysis carried out regarding student learning outcomes after using environmental-themed poetry writing teaching materials assisted by Lectora Inspire, an average result of 80.25 was obtained with the assessment criteria being "very good" meaning that the score achieved on the poetry writing material was very good.

After receiving learning using environmental-themed poetry writing teaching materials with the help of Lectora Inspire, the learning results from before to after using the product increased very

significantly, namely 13.63%. The students' average score for writing poetry with an environmental theme in the pretest was 66.62 in the good KM completion criteria of 75. Meanwhile, the posttest score was 80.25, which is classified as "very good", which proves that the effectiveness of the teaching material for writing environmental themed poetry with the help of Lectora Inspire has increased. 13.63% can be seen from the difference in scores between the pretest and posttest carried out in class X Jenderal Sudirman.

Meanwhile, Tiara Dewita's research (2015) was entitled "Development of Lectora Inspire Based Poetry Writing Learning Media using the Self Directed Learning Method for Class VIII Students of SMP Negeri 3 Jetis Bantul". Based on the results of the research that has been carried out, the results show that the appropriateness of the quality of the material from developing this learning media is 82% with a mean value of 4.1 on a scale of 1-5, while the feasibility results from the learning content aspect are 78% with an average value of 3.9. So, from the material aspect it can be concluded that the material from poetry learning media is good and suitable for use. The research and development results of learning media have a feasibility level in the media display aspect of 72% with an average of 3.6, while the feasibility level results from the media programming aspect are 80% with an average.

Furthermore, Ervi Rosmayanti's research (2018) was entitled "Development of Teaching Materials for Writing Poetry Based on the Local Environment and Culture of Kudus Regency for Class IV Elementary School Students". Based on the research results, it was found that the teaching materials were very valid to use with an average score of 83.7. The results of the acceptance test showed that teaching materials for writing poetry based on the

local environment and culture of Kudus Regency for grade IV elementary school students were highly accepted with a score of 87%. Based on the research results, it was concluded that the teaching materials developed met the criteria for developing teaching materials, were valid, and were accepted by class V elementary school students. This shows that recent research has increased the effectiveness of developing teaching materials.

**Implications**
The results of the development of environmentally themed poetry writing teaching materials with the help of Lectora Inspire were implemented in class Apart from that, it can hone students' creativity in writing poetry and can instill ecological awareness in students. This is because the teaching materials developed have been adapted to student needs. This teaching material for writing poetry also helps teachers to understand more deeply the material for writing poetry and enriches teacher knowledge because the teaching material developed has been adjusted to the teacher's hopes and desires based on the results of the analysis of teaching material needs according to the teacher's perception.

**CONCLUTION**
Based on the results of the research that has been carried out, the discussion and description in the previous chapter, the following conclusions can be drawn:
(1) The development of teaching materials for writing poetry based on the results of an analysis of teacher and student needs shows that teachers and students want teaching materials in accordance with the criteria for appropriateness of teaching materials including, a) appropriateness of content including content of material, depth of material, and instillation of character values; b) appropriateness of presentation includes

systematic presentation, picture illustrations, exercises, and presentation of terms; c) appropriateness of language/readability includes the language used being interesting, communicative and easy to understand; and d) graphic appropriateness includes title, cover, type of writing, and coloring of teaching materials

(2) Teaching materials that improve the ability to write poetry, especially environmental-themed poetry so that it is integrated into language skills. Thus, competence makes it easier for students to master the concepts they will write about. As we know, writing poetry is the ability to express thoughts or ideas in the form of a series of beautiful words that have meaning both intrinsically and extrinsically (Kurniawan Rahaniarto in the book Poetry is Beautiful, p. 9 of 2009).

(3) The feasibility of material and design experts is on a very good scale. The average score from material experts on feasibility is 88.23%, on presentation is 96.15% and on language aspects is 90.38%. Furthermore, from design experts, the overall average score was 93.75%, for the cover design it was 91.66% and the content of the teaching material was 80.92%. The assessment of the two teachers' responses was 97.91% which was classified as "very good".

(4) Its effectiveness on students produces several averages, the first of which is the individual test, namely 77.08 which is classified as "good". in the small group, namely 83.79 which is classified as "very good" and in the limited field, namely 84.22 which is classified as "very good". The pretest result was 66.62 which is classified as "good". After that, the posttest result after using the media was 80.11 which was classified as "very good" so the difference was 13.49%.

(5) The suggestions for further researchers are for future researchers who will conduct the same study can develop research

objectives that you want to research and more focus on what is being researched. Apart from that, researchers must understand the focus of the study to be researched by increasing the study of literature related to the focus study to be researched. And for future researchers, it is recommended to improve it further good accuracy in terms of completeness of data obtained.

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