POETRY APPRECIATION TEACHING MATERIAL DESIGN BASED ON CONTEXTUAL APPROACH

Arip Hidayat
Universitas Negeri Jakarta
Email: Arip.Hidayat_7317167633@mhs.unj.ac.id

Liliana Muliastuti
Universitas Negeri Jakarta
Email: liliana.muliastuti@unj.ac.id

Ratna Dewanti
Universitas Negeri Jakarta
Email: rdewanti@unj.ac.id

Abstract: Teaching materials are needed as learning resources that should be adapted based on students' conditions. The contextual approach is a suitable approach to meet the needs of students in learning in order the improvement of learning outcomes can be carried out. Appreciation of poetry as a course in the department of Indonesian language and literature education requires development to obtain learning outcomes and adjustments on student conditions and the times. The development of such a theory has led this research to develop the design of teaching materials as an intellectual framework and the basis of reference from teaching materials for poetry appreciation. This research uses a qualitative approach and descriptive methods to define needs from the point of view of students, lecturers, and experts in the field of poetry appreciation. The results of the study showed the need in terms of content and strengthening the theory. In the elements of the book, the graphics and the appearance or layout are important to attract interest. Supporting elements such as short and long videos and expert opinions are needed by students. Laboratory facilities and art spaces are representative places to apply more contextual learning. This research is prepared for the need of development and for other researchers who need analysis and framework of teaching materials from the book elements, learning outcomes, and supporting components.
Keywords: *appreciation; contextual approach; poetry; teaching material.*

INTRODUCTION

Teaching materials or instructional materials is a learning instrument consisting of knowledge, skills, and attitudes yang must be learned by students to achieve the standards of attention that have been determined. In detail, the types of material learning consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes/values. Meanwhile, Prastowo (2014) explains that good teaching materials can support student learning and increase student success. Therefore, ideally, teaching materials should be adapted to the content used, adapted to the conditions of students and the conditions of the teacher.

There are several stages in the process of developing teaching materials such as in the ADDIE model which goes through the stages of Analysis, Design, Development, Implementation, and Evaluation. According to Pribadi & Putri (2019), design as an important instrument is the framework of the process of making teaching materials must be compiled based on the characteristics of potential users and competencies and learning objectives. Therefore, this study analyzed the need for teaching materials for students who are studying poetry appreciation courses at Kuningan University. Research is aimed at forming a design framework that complies with the standards of making teaching materials.

The teaching materials are compiled and adapted into the theory of literary appreciation which then run down to the appreciation of poetry. Literary appreciation is very important because literary appreciation can enrich insights and subtleties of feelings. In other words, literary works are useful for life.

There are opinions that literature is beautiful and meaningful. Literature as a material for

reflection and reflection on life because it is coexistence in life. In line with previous opinion, it states the functions of literature including as entertainment, as an afterthought, as a discussion of lessons, as a medium of symbolic communication, and as an opening for the paradigm of a thinking (Harrison, 2010).

Appreciation activities are divided into three stages, according to Rusyana (1984) that the activity of appreciation of literary works goes through three levels, namely: 1) The first level. When the reader is intellectually, emotionally, and imaginatively engaged, that experience arises. 2) the Second level. When the reader begins to ask about something hidden in the literary work. 3) Third level. When the reader begins to realize the relationship of literary works with the world at large.

Apart from being a stage, appreciation can also be classified based on its activities. The thoughts and feelings that arise from a poem can be expressed through writing a poem, presenting a poem with a choir, dramatizing, illustrating, composing melodies for a poem, and creating miniature representations related to the theme of the poem. This is in line with who states that the activities carried out in the process of literary appreciation include creative activities. These activities include writing literary works, paraphrasing poems into prose, declaring poems, musicalizing poems, dramatizing poems, and so on.

One of the achievements in learning specific skills in the Indonesian National Qualifications Framework (KKNI) on the undergraduate students of Indonesian Language and Literature Education Program are being able to appreciate, express, and create Indonesian literary works orally and in writing. Appreciating, expressing, and creating means to love, enjoy, express, react and create literary works, be it poetry, fictional prose, and drama. These learning outcomes are arranged in order the graduates have skills in the field of literature and apply them (Hidayat *et al.,* 2021) in literary learning. With qualified skills in the field of literature, hopefully the graduates will love, appreciate, and are able to teach and develop Indonesian literary works.

Need analysis can be seen through research (student interviews) and competency standards are compiled for the need for teaching materials of poetry appreciation intersects on student creativity in processing themselves towards poetry. Cultivating creativity requires a direct learning condition that affects itself and depends on the individual himself. Learning that develops methods about the personal approach is contextual learning.

The contextual approach is an educational process that aims to help students see the meaning in the academic material they are studying by connecting academic subjects with context in their daily lives. The context encompasses the context of personal, social, and cultural circumstances. The context presented will make the student understand and give meaning to the one he is studying (Creswell, 2012).

Referring on what Johnson states, contextual teaching materials can be a solution to solve difficulties in learning poetry appreciation. With contextual teaching materials, students are expected to be able to connect what they learn with how it is used in real life. The learning they have received is only a protrusion of the memorization level of a series of topics or subjects, but it is not followed by a deep understanding or understanding, which can be applied when they are dealing with new situations in their lives Related to the contextual approach, here are presented research results that show the effectiveness of the contextual approach used in learning.

As a basic thought that contextual learning in poetry appreciation courses can increase the learning outcomes, some studies (Andayani, 2018; Andriyana & Hidayat, 2021; Endarwati, 2018; Kertayasa *et al.*, 2019; Maulidiyah *et al.,* 2018; Pebriana, 2017; Solihah, 2018; Sucipta, 2019; Sukaharsilawati, 2018; Waraulia, 2018; Wati, 2019) produce significant and even satisfactory results. The results of the research and discussion show that the contextual approach used in learning is able to generate motivation, increase activity, creativity, and make students think critically so that the ability and learning outcomes of reading and writing literature (poetry, fictional prose) increase. The contextual approach allows students to develop the abilities they have optimally because students are encouraged to connect learning with daily life.

From the result of research, it can be concluded that poetry appreciation teaching materials developed based on contextual are more effectively used than ordinary teaching materials. Teaching materials developed based on a contextual approach can increase student activity in learning. This happen because the modules/teaching materials are more relevant and easier to understand. After all, they are based on the real world. By taking advantage of the fact

that the environment stimulates the nerve cells of the brain to form a path, this system focuses itself on context and relationships. The contextual approach connects the content of teaching materials with everyday life which then produces meaning. The contextual approach is an approach that fits the brain. The contextual approach works because it corresponds to the conscience of the human being who is hungry for meaning, according to the needs of the brain, and corresponds to the way nature works.

METHOD

This research is qualitative research with a descriptive approach. The research was conducted with Miles and Huberman techniques which have stages of data reduction, presentation, and inference/presentation. This research used student interview instruments about the need for poetry appreciation teaching materials given to students of Indonesian Language and Literature Education at Kuningan University as many as 26 questions. Lecturers and practitioners in the field of poetry appreciation were given 20 questions. Of the 46 questions, researchers found a reduction in data which then produced a table of students' needs for the necessary teaching materials. As a stage of inference and assessment of research results, researchers to the stage of discussion about the design presented in the discussion.

RESULTS AND DISCUSSION

The results of research from students and lecturers / experts find that teaching materials have elements of feasibility of content, language, presentation, and graphics. The results of this reduction are adjusted to the assessment standards for the evaluation of teaching materials (Syah, 2006). After experiencing the reduction process of dozens of participants from the interview, a research result was found as presented in this journal.

Contents

Appreciation books are needed because the existence of books that are specifically about poetry appreciation has not been found and it is difficult to find in Indonesian. The existence of the theory is relatively minimal and only becomes a sub-theory requires the development of a detailed and integrated material structure to direct students in order to create a solid teaching material in theory.

The existing teaching materials require a contextual learning direction so students able to learn with their environment so that what is learned is easy to understand. The involvement of students with their environment is expected to be able to build a freer knowledge but they also focus on the goals and competencies of the targeted courses. The need to understand, read, write poetry is needed as the target of achievement of the poetry appreciation course. The existing teaching materials must not only have a complete theory but also lead to poetry appreciation skills such as musicalization, declamation, and dramatization of poetry.

Language

The language in the poetry appreciation teaching materials is packed with a formal variety and presented to make it easier for students to understand the theories and instructions in the book. The language used should be easy to understand so that the achievement of learning outcomes can be achieved. With the formal presentation of language, this book of appreciation of poetry must be arranged informatively so that what is developed and presented forms a complete understanding for students.

Book presentation

Books presented theories, opinions, experts, opinions of practitioners, and videos will unite students' understanding and bring out the value of contextuality. Students want a parallel and complete theoretical reviewer so that what is written becomes more interesting and causes interest in the content of the book.

Look

The presentation of the book is made more colorful and informative with pictures and videos embedded so what students read is not monotonous. The need for teaching materials should make students more enthusiastic about the content of the material with additional elements of technology and information embedded through barcodes and images or illustrations. The presentation of the layout is necessary more professionally so that what is presented is interesting.
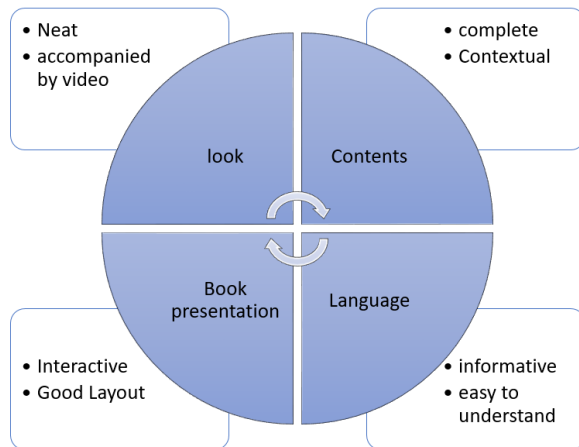
Figure 1. *Participant analysis result*

The reduction results from students, experts, and lecturers' interviews lead to a framework of appreciation teaching materials that can be described based on the units that form the book, and the complete structure of the book. The design of teaching materials for poetry appreciation and the needs of the participants brings together the wishes of researchers and research participants to find new structures from the conditions of the previous teaching materials.

Teaching materials in the analysis stage must be adjusted to the competencies as it is agreed. Magdalena *et al.* (2020) explained that teaching materials must be compiled based on the competencies to be achieved. To meet these standards, appreciative teaching materials are compiled with theories and shortcomings that previously had not been owned by poetry appreciation books. The achievement of the course starts from the achievement of the course which based on research (Daeng *et al.,* 2019) states that the teaching materials must be in accordance with the semester learning plan, the accuracy of the material, and supporting the learning material.

The composition of the semester learning plan leads to the determination of the achievements and sub-achievements of the course that can be compiled in teaching materials. So, the sub-achievement of the course which is the reference basis of a teaching material design is important to be formulated based on the needs analysis that has been carried out. The achievement of the course if formulated based on the results starts from the operational definition of understanding, applying, and assessing.

The operational verb understanding is a form of realization of knowledge represented in teaching materials in the preparation of standard theories and relies on definition in general and

from expert opinion. At the stage of application as a course that leads to skills, poetry reading is not only understood by students but must be practiced as well. At the stage of judging as the concept of appreciation, students must be able to give an objective assessment of poetry and all forms of appreciation.

Of the three operational definitions, poetry appreciation teaching materials based on a contextual approach have a new formulation on the sub-achievements of the course which if formulated can be used as a reference in making teaching materials. The formulation of these sub-achievements is I. Knowing Poetry Appreciation I.A1: Building understanding poetry appreciation. I.A2: Explains the stages of poetry appreciation. I.A3: Comparing the types of poetry appreciation activities. II. Reading Poetry II. A1: Building understanding of reading poetry. II.A2: Formulates the steps of reading a poem. III. Preparation for Reading Poetry III.A1: Conducting poetry selection. III.A2: Analyzing the structure of the content of the poem. III.A3: Creating an artistic workbook for poetry reading IV. Poetry Reading Practice IV.A1: Perform basic exercises in sound processing, body exercise, and soul processing. IV.A2: Perform poetry reading exercises with equipment. V. Aspects of Poetry Reading and Assessment V.A1: Describes aspects of reading poetry. V.A2: Demonstrates the assessment of reading poetry.

In the development of teaching materials as stated in Syah (2006), each type of printed teaching material has its structure and characteristics. Course textbooks must-have elements of title, basic competencies, learning materials, exercises, and assessments. Such formulation can be realized in the following graph.
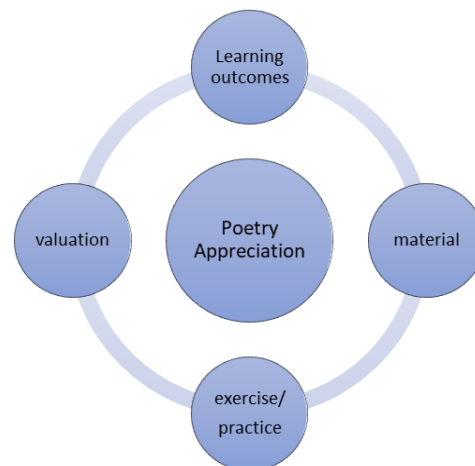

Figure 2. *Poetry appreciation instrument*

The developments research in poetry in Khatib (2011) are still often interpreted in one sense if done with a conventional approach. Poetry must be interpreted close to its meaning. To get close to this, it requires an analysis and teaching to bring the reader closer to its meaning. The effectiveness of the analysis has been proven by Satinem *et al.* (2020) research with the development of poetry appreciation teaching materials that focus on analysis. Analytical skills as previously explained in the achievement of teaching materials.

The development of teaching materials of a contextual nature must correlate between learning and the social life of students (Afriani, 2018). It builds on the development of their knowledge, experience, and response to phenomena in the learner's environment.

Contextual learning relies on many aspects of the learning environment such as classrooms, laboratories, exhibitions, staging, employment, and many other things. research on the development of poetry appreciation teaching materials with a contextual approach at the high school level has succeeded in making them better able to read and write poetry (Fuad *et al.,* 2018).

From the review on the development of contextual teaching materials and poetry appreciation courses, students should first know the needs of employment or see those who work or are experienced in the field of poetry appreciation. The second need is a facility or place where poetry appreciation is carried out professionally with the assumption that it becomes a place of practice or is introduced in teaching materials. The literary laboratory is an ideal place to practice reading, musicalization, or dramatization. The development of technology to make videos is one of the learning media that can be included in teaching materials.

The development of video learning in 2022 and social media that is close to students as an element of contextual learning leads to the TikTok application. TikTok has a video duration that tends to be short from 30 seconds to a maximum of 3 minutes. This concept can be a teaching material contained in the book. The learning of Indonesian language and literature containing TikTok was written by several researchers such as: Aji (2018), Aji & Setiyadi (2020), Fatimah *et al.* (2021), and Ramdani *et al.* (2021) with satisfactory results on general material and appreciation.

YouTube media as the most famous video media and first superior in terms of duration is a learning media that has more value. This added

value is evidenced by the success of your tube's influence on the learning of poetry appreciation in research of Artika *et al.* (2021), Bakri & Yusni (2021), Fatimah *et al.*(2020) and Wedawati (2022). The development of YouTube and the success of researchers proving its influence is carried out on the aspects of beautiful reading, writing, and expressing as they wish. In YouTube media, the creativity and processing of video media has also become more varied and there is even an information technology collaboration.

The need for teaching materials of poetry appreciation based on contextual ties on the design side through previous formulations and research consists of several physical and non-physical components. The development of teaching materials requires many aspects and needs so that what is owned becomes more structured. More clearly the framework of the learning components of contextual-based poetry appreciation teaching materials can be seen in the following chart.
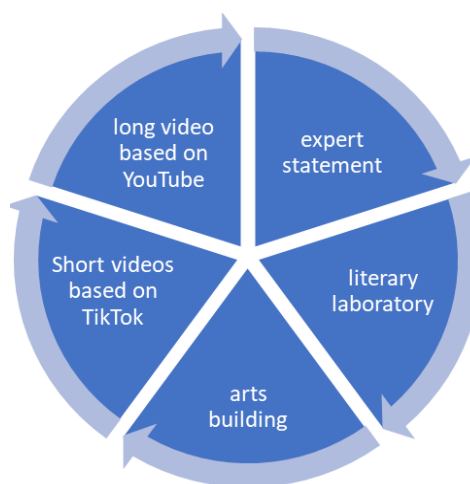

Figure 3. *Poetry appreciation teaching material*

CONCLUSION

The design of contextual-based poetry appreciation teaching materials is a framework of ideas that are intellectual concepts. Design development by looking at needs studies and related research leads to development that brings closer to the value of contextuality of modern and z-generation students who are more likely to be close to social media. The form of textbooks in the form of printed teaching materials with the content of learning outcomes supported by media and learning facilities to define the characteristics of contextual poetry appreciation. The development of this design makes a framework that can be changed or added and can even be adapted directly into the teaching materials for

poetry appreciation made based on this research. What is stated in terms of theory and concept of ideas in this article may support the progress of poetry appreciation at the university and general levels.

REFERENCES

Afriani, A. (2018). Pembelajaran kontekstual (cotextual teaching and learning) dan pemahaman konsep siswa. *Jurnal Al-Mutaaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, *3*(1), 80–88.

Aji, W. N. (2018). Aplikasi Tik Tok sebagai media pembelajaran bahasa dan sastra Indonesia. *Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa Dan Sastra Indonesia*, *431*, 431–440.

Aji, W. N., & Setiyadi, D. B. P. (2020). Aplikasi Tik Tok sebagai media pembelajaran keterampilan bersastra. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, *6*(2), 147–157.

Andayani, T. (2018). Upaya peningkatan apresiasi puisi melalui pendekatan kontekstual dan unjuk karya siswa dalam pembelajaran bahasa Indonesia. *Jurnal Komunikasi Pendidikan*, *1*(1), 89–99.

Andriyana, A., & Hidayat, A. (2021). Puisi bertema corona karya Joko Pinurbo sebagai bahan ajar kontekstual menulis puisi. *Indonesian Language Education and Literature*, *7*(1), 167. https://doi.org/10.24235/ileal.v7i1.7769

Artika, I. W., Purnami, N. P., & Wisudariani, N. M. R. (2021). Puisi audio visual Youtube: Sastra digital dan industri kreatif. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, *11*(1), 103–115.

Bakri, M., & Yusni, Y. (2021). Pemanfaatan Youtube sebagai media pembelajaran menulis puisi. *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, dan Asing*, *4*(1), 39–46.

Creswell, J. W. (2012). *Educational research*. Pearson.

Daeng, K., Fitri, S., & Asri, A. (2019). Implementasi pendidikan karakter bangsa dalam materi pembelajaran apresiasi puisi Makassar pada mahasiswa program studi pendidikan bahasa dan sastra daerah di Universitas Negeri Makassar. *Seminar Nasional LP2M UNM*. https://ojs.unm.ac.id/semnaslemlit/article/view/11532

Endarwati, T. (2018). Peningkatan keterampilan menulis puisi melalui pendekatan kontekstual pada siswa kelas IV SDN Sokasari. *Basic Education, 7*(32), 3138-3145.

Fatimah, S. D., Hasanudin, C., & Amin, A. K. (2021). Pemanfaatan aplikasi tik tok sebagai media pembelajaran mendemonstrasikan teks drama. *Indonesian Journal Of Education and Humanity*, *1*(2), 120–128.

Fatimah, S., Utami, H. R., & Sundari, R. S. (2020). Pendampingan guru bahasa indonesia dalam pembacaan puisi dengan teknik baca-indah. *Seminar Nasional Hasil Penelitian dan Pengabdian Kepada Masyarakat*, 55–67.

Fuad, M., Suyanto, E., Rusminto, N. E., & Umami, L. R. (2018). The students sheet development activities to write poetry based on contextual approach for eigh grade junior high school. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, *8*(2), 30–35.

Hidayat, A., Boeriswati, E., & Rohman, S. (2021). Needs analysis of teaching materials poetry appreciation for Kuningan University students. *UNISET*

Kertayasa, I. W., Suandi, I. N., & Utama, I. D. G. B. (2019). Pembelajaran menulis puisi berdasarkan pendekatan kontekstual pada siswa Kelas X MIA 2 SMA N 1 Sukasada. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia Undiksha*, *8*(2), 248–259. https://doi.org/10.23887/jjpbs.v8i2.20618

Khatib, M. (2011). A new approach to teaching English poetry to EFL students. *Journal of Language Teaching and Research*, *2*(1), 164-169. https://doi.org/10.4304/jltr.2.1.164-169

Magdalena, I., Sundari, T., Nurkamilah, S., Nasrullah., & Amalia, D. A. (2020). Analisis bahan ajar. *Jurnal Pendidikan dan Ilmu Sosial, 2*(2), 311-326. https://ejournal.stitpn.ac.id/index.php/nusantara

Maulidiyah, M., Arfiyanti, R., & Mudopar, M. (2018). Penerapan model pembelajaran kontekstual dengan menggunakan media Facebook dalam pembelajaran menulis puisi pada siswa SMP. *Deiksis: Jurnal Pendidikan Bahasa Dan Sastra Indonesia, 5*(2), 91-102. https://doi.org/10.33603/deiksis.v5i2.1162

Pebriana, P. H. (2017). Peningkatan keterampilan menulis puisi bebas dengan menggunakan pendekatan kontekstual siswa sekolah dasar. *Publikasi Pendidikan, 7*(2), 95-101. https://doi.org/10.26858/publikan.v7i2.3144

Prastowo, A. (2014). *Panduan kreatif membuat bahan ajar inovatif*. Diva Press.

Pribadi, R. B. A., & Putri, A. P. (2019). *Pengembangan bahan ajar*. Universitas Terbuka.

Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial tiktok sebagai media pembelajaran dalam pembelajaran daring. *Akademika: Jurnal Teknologi Pendidikan*, *10*(02), 425–436.

Rusyana, Y. (1984). *Bahasa dan sastra dalam gamitan pendidikan*. CV. Diponegoro.

Satinem, S., Juwati, J., & Noermanzah, N. (2020). Developing teaching material of poetry appreciation based on students competency analysis. *English Review: Journal of English Education*, *8*(2), 237-246. https://doi.org/10.25134/erjee.v8i2.2707

Solihah, L. (2018). Peningkatan keterampilan menulis puisi melalui pendekatan kontekstual di kelas V SD Negeri Rancaloa Kota Bandung. *Jurnal*

Cakrawala Pendas, *4*(1), 15-25. https://doi.org/10.31949/jcp.v4i1.708

Sucipta, M. D. (2019). Pembelajaran menulis puisi dengan pendekatan kontekstual berinspirasi alam pedesaan pada siswa kelas V SD Mahardika. *Jurnal Pendidikan dan Pembelajaran Bahasa, 7*(2), 12-22.

Sukaharsilawati, M. A. (2018). Penggunaan pendekatan kontekstual untuk meningkatkan kemampuan membaca puisi. *Widyadari: Jurnal Pendidikan*, *19*(1), 142–164.

Syah, D. (2006). *Pedoman memilih dan menyusun bahan ajar*. Departemen Pendidikan Nasional.

Waraulia, A. M. (2018). Implementasi pembelajaran menulis puisi dengan model pembelajaran kontekstual-inquiri siswa kelas VII SMPN 1 Mantingan. *Jurnal Prakerta*, *1*(1), 1–9.

Wati, S. (2019). Keefektifan pendekatan kontekstual (contextual teaching and learning) dalam pembelajaran menulis puisi siswa Smp. *Jurnal Bindo Sastra*, *3*(1), 55–62.

Wedawati, P. A. G. (2022). Penggunaan media sosial Youtube sebagai media pembelajaran daring pada ketrampilan mengekspresikan puisi bahasa Bali. *Indonesian Journal of Educational Development*, *3*(1), 53–62.