

Application of the Think-Pair-Share Type Cooperative Model on Poetry Appreciation Learning

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ABSTRACT

This research is motivated by the monotonous learning process in the classroom and makes students less enthusiastic in learning, especially in learning poetry texts. This is because teachers only use LKS books which are included in the category of less valid, practical, and effective when used in learning. So there is a need for new innovations in the form of teaching materials with the Discovery Learning model. The objectives of this study include: (1) describing the validity of developing poetry text teaching materials using the Discovery Learning model, (2) describing the practicality of developing poetry text teaching materials using the Discovery Learning model, and (3) describing the effectiveness of developing poetry text teaching materials using Discovery Learning model for class X SMA Wahid Hasyim Model. This research is a type of R&D development research using qualitative and quantitative research methods and the ADDIE development model. The steps in the process of developing teaching materials include: (1) product design, (2) product validation test, (3) product revision, and (4) product trial. The subjects of this study were chosen according to their needs, namely: (1) content and design expert validators, (2) practitioner experts, and (3) students. Based on the analysis of the needs of poetry text teaching materials, the results of the content expert validity test were 92.9% in the very good category and the design was 76% good, so the validity test got a complete score of 84.4% in the very good category. The practicality test is 88.5% in the very good category. Student effectiveness test is 80.7% with very good category.

Keywords: Development of teaching materials, poetry text, validity, practicality, effectiveness, Discovery Learning model

INTRODUCTION

Indonesian language learning, especially in high school, is currently still not able to achieve the learning objectives optimally (Adnan et al., 2019; Al Farizi et al., 2019; Isnaniah & Mustofa, 2020; Nurmalina et al., 2020; RACHMAN et al., 2019; Ramadhani & Anggraeni, 2022; Sukasih, 2022; Sukenti et al., 2020). Based on observations in learning in class X-IPS 1 SMA Wahid Hasyim Model Sumberwudi,

the majority of teachers only use LKS teaching materials to be used as teaching resources. In its implementation, some students still do not understand 100% of the material being taught, especially learning Indonesian. Representative teaching materials in Indonesian language learning cannot yet be categorized as qualified teaching materials. LKS teaching materials that are used for teacher or student hands which are supporting facilities in learning have not been able to facilitate learning (Alfianika & Marni, 2020; Deda & Maifa, 2021; Jumairi, 2015; Khadijah et al., 2020; Mayrita, 2019). Students feel bored with the appearance of books that are less attractive and the subject matter and the number of practice questions are less. Teachers are also still confused in implementing the 2013 Curriculum because the contents of the Indonesian LKS book have not comprehensively described the contents of the syllabus.

Seeing the current conditions, it is necessary to develop teaching materials. The development of teaching materials is a systematic process in identifying, developing, and evaluating the content and learning strategies that are directed to achieve learning objectives more effectively and more efficiently (Wiandita, 2018). For this reason, it is necessary to develop more innovative ones that can be done through research. Research development or Research and Development (R&D) is a research method used to produce certain products, and test the effectiveness of the product (Sugiyono, 2009:297). One form of development that can be done as an update in the field of education is teaching materials.

Teaching materials are books that contain descriptions of materials about certain subjects or fields of study, which are arranged systematically and have been selected based on certain goals, learning orientation, and student development to be assimilated (Muslich, 2010). The textbook that will be compiled acts as an independent study material if it is completely designed. The application of teaching materials can be done with various learning models, one of which is the discovery learning model.

According to Richard in Roestiyah N.K. (2012:20) learning model Discovery Learning is a way of teaching that involves students in the process of mental activities through the exchange of opinions, with discussions, seminars, self-reading and self-testing, so that children can learn independently by finding their own way. The advantages of the Discovery Learning learning model are that it involves active participation of students in learning, makes the learning experience more personal, provides opportunities for students to experiment and find their own knowledge based on prior knowledge, develop creative and problem-solving skills, and discover new things. previously unimaginable. Of all the advantages in the Discovery Learning learning model, this model is suitable to be applied in learning poetry texts. It can be said that, because the Discovery

Learning learning model requires students to actively participate in exploring and solving the problems they face. That way students are able to evaluate, formulate, analyze, and compose poetry texts.

According to Waluyo (2002:25), poetry is a form of literary work that expresses the thoughts and feelings of the poet imaginatively and is composed by concentrating all the power of language by concentrating on its physical structure and inner structure. The characteristics of poetry are using short and dense language as outlined in stanzas, being connotative and imaginative, utilizing symbols (majas), ambiguity (giving multiple interpretations), each stanza containing 4 lines, and taking material from people's daily lives. day.

The current problem is that there are still many students, especially at the high school level, who do not understand poetry texts more deeply. With the development of this teaching material, it is hoped that it can help students understand poetry texts, so that students can create and musicalize poetry texts according to learning objectives.

METHODS

This research was conducted using research and development methods. Research and Development or R&D is a research method used to produce certain products, and test the effectiveness of the product (Sugiyono, 2009:297). The model used is the ADDIE model. The research conducted was to develop poetry text teaching materials using the Discovery Learning learning model which was then continued to test the validity, practicality, and effectiveness of teaching materials. According to Cahyadi (2019), the ADDIE model is an abbreviation for the five stages of the development process, namely analysis (analysis), design (design), develop (development), implement (implementation), and evaluate (evaluation).

The data in this study are in the form of the process of developing teaching materials and the quality of teaching materials including (1) the validity of teaching materials, (2) the practicality of teaching materials, and (3) the practicality of teaching materials. The instruments used are observation sheets and questionnaires or questionnaires. After the data is collected, the final stage is data analysis by using quantitative descriptive and data reduction. Data analysis of the development of teaching materials. Meanwhile, the product trial subjects included: (1) content and design expert validators, (2) practicality experts, and (3) students.

RESULTS AND DISCUSSION

Presentation of Trial Data for Poetry Text Teaching Material Products with Discovery Learning Model

Content Expert Validation

Lib Marzuqi, M.Pd. served as a Lecturer as well as the head of BAAK at the Islamic University of Darul 'Ulum Lamongan who has expertise in the field of learning development, especially teaching materials. There are four aspects of the assessment with a total of 31 assessment items. The following is a validity assessment that has been assessed by content expert validators.

The first aspect of the assessment is the aspect of the feasibility of the content which has 10 statements and gets a score of 46. The second aspect is the aspect of the feasibility of the presentation which has 6 statements and gets a score of 29. The third aspect is the aspect of the feasibility of language which has 10 statements and gets a score of 44. The fourth aspect is the aspect of Discovery Learning model assessment which has 5 statements and gets 25 scores. The total score obtained from the content expert validator is $46 + 29 + 44 + 25 = 144$. While the maximum score is obtained from the total number of statements from each assessment item multiplied by the maximum score of $31 \times 5 = 155$.

$$\text{Content Validation Value} = \frac{144}{155} \times 100\% = 92.9\%$$

The content expert validator also provides conclusions on the teaching materials that have been prepared, namely "Teaching materials can be used with revision". The revision sections will be described specifically in the product supervision explanation.

Design Expert Validation

Anisa Ulfah, M.Pd. is one of the lecturers of Indonesian Language and Literature Education, Faculty of Teacher Training and Education, Darul 'Ulum Lamongan Islamic University who has expertise in the field of learning design, especially the design of teaching materials. There are three assessment indicators with a total of 25 statements. The following is a validity assessment that has been assessed by design expert validators.

The first indicator is the size of teaching materials with 1 statement and gets a score of 4. The second assessment indicator is cover design with 7 statements and gets a score of 25. The third assessment indicator with 17 statements and gets a score of 66. The total score obtained from each the assessment indicator is $4 + 23 + 66 = 95$. While the maximum score is obtained from the total number of statements multiplied by 5 according to the maximum assessment indicator, which is $25 \times 5 = 125$.

$$\text{Design Validation Value} = \frac{95}{125} \times 100\% = 76\%$$

The design expert validator also provides conclusions on the teaching materials that have been prepared, namely "Teaching materials can be used with revisions". Revision sections will be described specifically in the explanation of the product subrevision.

Practical Test Phase of Teaching Materials

The practicality test of teaching materials is carried out to determine the level of practicality of teaching materials after the learning process is carried out. The practicality of teaching materials is measured by observing teacher and student responses to learning using poetry text teaching materials. The first assessor of the practicality test of teaching materials was Mashuri Zakaria, S.Pd., who served as an Indonesian teacher at Wahid Hasyim Model High School.

Observations were made by paying attention to the activities of class X students during the learning process which were adjusted to the assessment points from the practicality test assessment sheet for teaching materials. The results of the practicality test of poetry text teaching materials were tested with a learning activity assessment sheet containing 20 statements. The results of the practicality test are as follows.

The first statement gets a score of 5. The second and third statements get a score 4. The fourth statement gets a score 5. The fifth and sixth statements get a score 4. The seventh and eighth statements get a score 5. Statements number nine to number nineteen get a score 4. And statement number twenty got a score of 5. The total score obtained from the 20 statements is 84. Meanwhile, the maximum score is obtained from the total statement times the maximum score of the assessment, which is $20 \times 5 = 100$.

$$\text{Practicality Value} = \frac{84}{100} \times 100\% = 84\%$$

The second assessor of the practicality test of teaching materials is Hudiya Ulfa, S.Pd., who serves as an Indonesian language teacher as well as a homeroom teacher in class X IPS 1 SMA Wahid Hasyim Model.

The first, second, and third statements get a score 4. The fourth statement to the eighth statement gets a score 5. The ninth and tenth statements get a score 4. The eleventh statement gets a score 5. The twelfth, thirteenth, and fourteenth statements get a score of 4. And the statement the fifteenth to the twentieth score of 5. The total score obtained from the 20 statements is 92. While the maximum score is obtained from the total statement multiplied by the maximum score of the assessment, which is $20 \times 5 = 100$.

$$\text{Practicality Value} = \frac{92}{100} \times 100\% = 92\%$$

In addition, it can be described that the level of practicality of poetry text teaching materials obtained satisfactory results. This can be proven by the good response of teachers and students to the learning carried out using poetry text teaching materials.

Stage of Testing the Effectiveness of Teaching Materials

The process of assessing the effectiveness of teaching materials is divided into two scales, namely small scale and wide scale. The following are the results of the student effectiveness test on a small and wide scale.

a. Small Scale Effectiveness Test

The test of the effectiveness of small-scale teaching materials was carried out by taking samples from several Wahid Hasyim Model High School students in the Mathematics and Social Sciences major. From each department, four students were taken who gave an assessment of the teaching materials of poetry texts. The total students for the small-scale effectiveness test were 8 students of class X. The poetry text teaching material using the Discovery Learning model got a small-scale effectiveness score of 80% which was calculated by the following formula.

$$\frac{\text{Scorned Obtained}}{\text{Many Students}} = \frac{88.75\%+77.75\%+78.75\%+77.5\%+78.75\%+83.75\%+71.25\%+83.75\%}{8} = 80\%$$

So, poetry text teaching materials using the Discovery Learning model got a small-scale effectiveness score of 80% with a good category. Thus, the teaching materials can be applied in learning Indonesian for all students in the MIPA and IPS majors at Wahid Hasyim Model High School.

b. Broad-Scale Effectiveness Test

The test of the effectiveness of large-scale teaching materials was carried out by 30 students of class X IPS 1 SMA Wahid Hasyim Model Sumberwudi. 30 students of class X IPS 1 SMA Wahid Hasyim Model were given a questionnaire to assess poetry text teaching materials. Poetry text teaching materials using the Discovery Learning model got a broad-scale effectiveness value of 81.4% which was calculated by the following formula.

$$\frac{\text{Scorned Obtained}}{\text{Many Students}} = \frac{2442.5}{30} = 81.4\%$$

The number 2442.5 is obtained from the total number of broad-scale students, which is then divided by the number of students as many as 30. So,

poetry text teaching materials using the Discovery Learning model got a broad-scale effectiveness score of 81.4% with a very good category. In order to get a complete effectiveness score, then the average effectiveness value is made as follows.

$$\frac{80\%+81.4\%}{2} = 80.7\%$$

So, poetry text teaching materials using the Discovery Learning model got an effectiveness score of 80.7% with a very good category. Thus, these teaching materials can be applied in Indonesian language learning by teachers and are able to become additional knowledge of poetry text material.

Product Revision of Poetry Text Teaching Materials with Discovery Learning Model

Revision of the product of poetry text teaching materials was given by several experts to researchers to improve teaching materials and determine the quality of teaching materials to be valid, practical, and feasible to be applied in learning Indonesian at Wahid Hasyim Model Sumberwudi High School. For this reason, a revision of teaching materials was carried out by Iib Marzuqi, M.Pd. (content expert) and Anisa Ulfah, M.Pd. (design expert). The revisions given can be observed in the following table.

Expert Revision	Revision Notes
Revision I	a. Indonesian writing is not good and correct. b. Lack of data accuracy because the quotation has not been included.
Revision II	a. Adding illustrations to the cover of the book. b. Adding illustrations to learning. c. Selection of font size that is less proportional. d. Incorrect spelling and typography.

Based on the table above, the main points of revising poetry text teaching materials are the book cover, the addition of illustrations, and linguistic writing. The product revision becomes a benchmark for researchers to further correct errors in the preparation of teaching materials so that they can be applied in learning Indonesian with poetry text material.

Revised Product Review

Based on the results of questionnaires from content validators and design experts, as well as practicality tests, and effectiveness tests, the teaching materials were revised to improve their quality. The revision of this teaching material product lies in grammar, writing, illustrations, and examples of poetry texts.

The advantages of the product of teaching materials that are arranged lies in the learning model used. The development of this teaching material uses the Discovery Learning model which can make students more active and enthusiastic in learning, especially learning poetry texts. These teaching materials are also equipped with KD tables and Competency Achievement Indicators, concept maps, and competency test sheets. Concept maps make it easier for students to know what will be learned in teaching materials. Then the KD and GPA tables can make it easier for readers to find out the contents of the book. At the end of the lesson there is a competency test sheet, so that it can provide training and deeper understanding for students.

This teaching material also has weaknesses in grammar and the use of examples that seem less close to the student's situation. The use of examples of poems that are too early makes students less aware that at this time there are many famous poets around them. In addition, the development of this teaching material is limited to only one text being developed, namely the text of poetry. After the poetry text teaching materials are applied, there will definitely be opportunities for other problems in learning.

Opportunities for problems that will arise after the teaching materials are applied include difficult time allocation. This is because in each sub learning there are examples and practice questions that must be done by students, the process requires longer time and concentration. In addition, the limitations of the material also become an opportunity for problems after the teaching materials are used. Because if learning is only based on the teaching materials developed, then students' thinking will focus on examples and exercises that exist in teaching materials only, while student creativity and student intelligence are actually very broad, so that when learning using teaching materials takes place, students can directed to examples of other poetry texts found on the internet.

Therefore, the researcher made revisions to improve all the criticisms and inputs given by the validator. The revision will lead to the effectiveness and practicality of teaching materials which will later be applied in learning.

CONCLUSION

Based on the results of data analysis carried out in chapter IV, it can be concluded that the results of developing poetry text teaching materials using the Discovery Learning model for class X SMA Wahid Hasyim Model are as follows.

First, poetry text teaching materials using the Discovery Learning model got a content expert validity score of 92.9% in the very good category, poetry text teaching materials got a design expert validity score of 76% in a good category. Poetry text teaching materials got a complete validity score of 84.4% with a very good category. Second, poetry text teaching materials using the Discovery Learning

model got a practical value of 88.5% in the very good category. Third, poetry text teaching materials using the Discovery Learning model got a small-scale student effectiveness score of 80% with a good category and a broad scale of 81.4% with a very good category. Poetry text teaching materials got a complete value of 80.7% practicality in the very good category. Based on these results, it can be concluded that teaching materials for poetry texts using the Discovery Learning model for class X can be said to be valid, practical, and effective teaching materials. Furthermore, these teaching materials can be applied in learning to support the learning process for students and teachers on poetry text material.

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