THE DEVELOPMENT OF TEACHING MATERIALS FOR POETRY COURSES BASED ON BORG & GALL MODEL

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Abstract. The special purpose of this research is to develop teaching materials for poetry courses. The long-term goal of this research is to increase knowledge in meeting the needs of teaching materials for poetry courses. This research uses a Research and Development (R&D) design. This research was conducted for three years. The results of the first year's research are (1) students and lecturers do not have a poetry handbook that contains the practice of writing and reading poetry, (2) the textbooks needed by students are those that can support learning learning objectives, (3) the materials in the textbooks contain learning poetry appreciation, learning to write poetry, and learning to read poetry, (4) textbooks are developed based on language aspects, content, presentation, and graphics, and (5) the textbooks provided are not only in the form of printed books, but can also be accessed digitally. The results of the second year's research are (1) linguists declare valid for the development of poetry teaching materials, (2) content experts declare it very valid for poetry teaching material development products, (3) presentation experts declare it very valid for poetry teaching material development products, (4) graphic experts declare it very valid for poetry teaching material development products, and (5) poetry teaching materials in the form of monographs consist of three chapters, namely chapter I, chapter II, and chapter III. Chapter I contains learning to appreciate poetry, chapter II contains learning to write poetry, and chapter III contains learning to read poetry.

Keywords: teaching materials, poetry, borg & gall models

A. Introduction

Teaching materials can be understood as learning materials or content that are organized completely and systematically based on learning principles used by lecturers and students in the learning process (1). Teaching materials are an important component in learning (2). Teaching materials are important for enhancing students' skills (3). Teaching materials are considered an important source of information for both lecturers and students. Teaching materials should support students' critical thinking skills (4). The existence of teaching materials will help lecturers achieve learning objectives. Lecturers need to enhance their knowledge and skills to develop teaching materials (5). Therefore, it is very important for lecturers to have the competence to develop teaching materials that meet the necessary requirements and needs so that the learning material can be delivered effectively, and students can have a sufficiently good learning experience (6). In line with this statement, Hendriana, Putra, and Hidayat (2019) state that "Good teaching materials shall include at least the user study, the competence to be achieved, subject content, supporting information, exercises, work instructions, evaluation and response to evaluation". Based on the explanation above, it can be concluded that teaching materials are an important part of the learning process, encompassing

user studies, the competencies to be achieved, materials, supporting information, exercises, work instructions, evaluations, and responses to evaluations.

According to Pavešić and Cankar (2022), teaching materials are fundamental sources of written knowledge and often represent factors in educational research that explain differences in students' knowledge across various levels of the education system. As a teaching resource, teaching materials present a series of learning objectives and their transformation into didactic presentations of the material intended for instruction. As a learning tool, teaching materials are a fundamental and reliable source of information for students as they acquire new knowledge. The role of teaching materials is diverse and crucial for pedagogical practices. Teaching materials are an essential requirement in the process of higher education (9). Teaching materials can be defined in both broad and narrow senses. In a broad sense, any material that is beneficial for the growth of knowledge or the development of students' skills can be considered teaching materials. However, in a narrower sense, teaching materials specifically refer to textbooks (10). Based on these statements, it can be concluded that teaching materials are fundamental sources of written knowledge that are important in the higher education process and beneficial for the growth of knowledge or the development of students' skills.

According to Wahyudi (2022), the development of teaching materials is a process of development based on an established model. The function of developing teaching materials is to ensure the quality of these materials in supporting the effectiveness of learning. The success of a learning process can be determined by the use of teaching materials created by the lecturer, including knowledge, insights, and understanding. Creativity in developing teaching materials makes them more innovative, creative, and engaging. The development of teaching materials can enhance the learning process to be more effective and interactive. Educators can then use more time for activities such as discussions or Q&A about material that students have not yet understood, making the learning process more effective and efficient (12). Thus, it can be concluded that the development of teaching materials is a process of creating and achieving learning objectives by facilitating understanding of the content in accordance with the actual situations and conditions encountered.

According to Budiana and Kamil (2021), poetry is a work of emotion, imagination, thought, ideas, tone, rhythm, sensory impressions, word arrangement, figurative language, density, and feelings mixed together with consideration for the reader. In other words, poetry is a form of literary work that expresses or conveys thoughts and feelings imaginatively while considering both the physical and internal elements of a poem. However, as poetry has rapidly evolved, the definition above has also expanded, leading to difficulties in defining poetry comprehensively. Poetry serves as a means for intercultural dialogue, textual awareness, opens the basis for appreciation and enjoyment, allows for exploration of various functions of language, rhetorical dimensions, and perlocutionary effects (14). Poetry is a way to fully and fairly depict oneself while engaging in an ongoing, dialectical, and reflective process of identity construction (15). Thus, it can be concluded that poetry is a work of emotion, imagination, thought, ideas, tone, rhythm, sensory impressions, word arrangement, figurative language, density, and feelings mixed together with consideration for the reader, aimed at intercultural dialogue to fully depict oneself.

Lecturers should have experience in teaching poetry courses not only in theory but also in practice (Sigvardsson, 2020). Theory and practice in poetry contribute to improving the learning of poetry courses (17). In the teaching materials for poetry courses at the Indonesian Language Education Program, Faculty of Humanities, Universitas Jenderal Soedirman (Unsoed), lecturers practically use teaching materials available in the market. Generally, the materials available in the market only cover theory without emphasizing the practice of reading and writing poetry. This results in effective poetry learning being perceived as difficult, whether for independent study or for teaching others. This issue is not limited to elementary and secondary schools but

extends to higher education as well. There are many challenges faced by educators and students in poetry learning (18). According to Syafril, Rahmi, and Azrul (2022), teaching materials that are still theoretical affect the learning model applied in the classroom. This makes it difficult for students to reach a level of critical thinking. Additionally, the availability of teaching materials that remain theoretical causes students to tend to memorize theories. As a result, learning becomes less appealing to students because it feels boring. This impacts students' motivation to learn.

One of the national educational services that plays a crucial role in student development is higher education institutions. As educational institutions, universities have the task of implementing learning. The expected learning approach should no longer focus solely on the role of lecturers in transferring knowledge to students. This means that learning in higher education should be student-centered (20). Universities are expected to implement learning that gives students more opportunities to develop their potential and creativity. Therefore, there is a need for the development of poetry teaching materials that not only include theory but also techniques for writing and reading poetry.

The development of teaching materials is essentially a linear process connected to learning (21). The development of learning based on research findings is more engaging because the material presented not only includes basic concepts but also facts obtained through research (Bagas Rasid et al., 2024). Professional learning oriented towards research can enhance students' enthusiasm for learning (23). Student-centered learning can create an environment of student independence (McPherson, 2021). Thus, to create student-centered learning, lecturers should understand that learning requires not only theory but also practical support. By developing poetry teaching materials, it is hoped that students' motivation to learn will increase and they will gain hands-on experience through the practice of writing and reading poetry. This experience will serve as valuable preparation for students when they become teachers in the future.

B. Methods

This research is conducted using a Research and Development (R&D) design, which is understood as research and development. The R&D method can be defined as a scientific approach to researching, designing, producing, and testing the validity of the products that have been developed (25). This research is designed to create a product in the form of poetry teaching materials for students and lecturers of the Indonesian Language Education Program, Faculty of Humanities, Universitas Jenderal Soedirman (Unsoed). At this stage, the researcher focuses on the development of a prototype of the poetry teaching materials, and the validation of these materials is conducted through expert or specialist evaluation.

This research uses several instruments. First, a needs analysis questionnaire. The needs analysis questionnaire is aimed at lecturers and students to obtain initial data and was conducted in the first year of the research. Second, an expert validation instrument. This instrument consists of a product validation checklist intended for experts in language, content, presentation, and graphic design to obtain results on the validation of the poetry teaching materials, which will help the researcher identify weaknesses or deficiencies in the materials being developed. The subsequent research data are analyzed descriptively and qualitatively.

C. Results And Discussion

1. Result

In this section, information related to the results of the development is presented. This includes the presentation of validation data. The validation data are presented based on feedback from experts in language, content, presentation, and graphic design.

Validation of the Poetry Teaching Materials Development Product

The validation of the teaching materials conducted by expert validators took place from July 1, 2024, to July 31, 2024. The assessment data for the development product of the teaching materials were collected in four stages. The first stage involved the assessment of the teaching materials product by one lecturer from the Indonesian Language Education Program as a language expert. The second stage involved the assessment by one PBI lecturer as a content expert. The third stage involved the assessment by one PBI lecturer as a presentation expert. The fourth stage involved the assessment by one Indonesian Language Education Program lecturer as a graphic design expert.

The data obtained are quantitative, derived from the evaluation questionnaires. The validation test results are analyzed using the average score technique for each evaluation item. The validity of the poetry teaching materials is determined using the teaching materials validation sheet. Validators will provide scores on a scale of 1 to 4 for each assessed aspect. The scores for each aspect are then summed, and the average is calculated.

$$R = \frac{\sum_{i=1}^{n} V_{ij}}{nm}$$

Explanation:

R : Average score of the expert assessment.
V_{ij} : Cumulative score from expert j for criterion i.
n : Number of experts/practitioners assessing.
m : Number of criteria.

The average score obtained is confirmed against the following criteria levels:

Categories	Range
1,00-1,99	Invalid
2,00-2,99	Less valid
3,00-3,49	Valid
3,50-4,00	Highly valid

2. Results of Language Expert Validation

The development product submitted to the language expert consists of poetry teaching materials. The descriptive presentation of the language expert's validation results for the developed poetry teaching materials, which were submitted through a questionnaire method using a survey instrument, can be seen in Table 1.

Table 1. Results of language expert validation

Aspects Evaluated	Scores	Categories
Readability of Teaching Materials for Students	3.50	Highly Valid
Clarity of Instructions and Systematic Approach to Task Completion in Poetry Teaching Materials	3.50	Highly Valid
Clarity of Material Presentation in Poetry Teaching Materials	3.50	Highly Valid
The language of the poetry teaching materials adheres to the rules of proper and correct Indonesian language.	3.50	Highly Valid
The poetry teaching materials use effective and efficient (appropriate) language.	3.25	Valid
Total	17.25	Valid
Average	3.45	

Table 1 shows that the results of the language expert validation for the poetry teaching materials development product indicate that 80% of the items (items 1, 2, 3, and 4) are rated as highly valid, while 20% of the items (item 5) are rated as valid.

3. Results of Content Expert Validation

The development product submitted to the content expert consists of poetry teaching materials. The descriptive presentation of the content expert's validation results, submitted through a questionnaire method using a survey instrument, can be seen in Table 2.

Table 2. Results of content expert validation

Aspect Evaluated	Scores	Categories
The poetry teaching materials are appropriate for the characteristics of the students.	3.75	Highly Valid
The poetry teaching materials are aligned with the students' interests.	3.25	Valid
The poetry teaching materials meet the students' needs.	3.50	Highly Valid
Poetry writing teaching materials can foster communication between students and lecturers.	3.50	Highly Valid
Poetry writing teaching materials have a structured learning progression.	4.00	Highly Valid
Poetry teaching materials guide students towards activities that appreciate literature.	3.50	Highly Valid
Poetry teaching materials enhance students' understanding of how to write and read poetry.	3.75	Highly Valid
Total	25.25	Highly Valid
Average	3.61	

Table 2 shows that the results of the content expert validation indicate that 85.71% of the items (items 1, 3, 4, 5, 6, 7) are rated as highly valid, while 14.29% of the items (item 2) are rated as valid.

4. Results of Presentation Expert Validation

The development product submitted to the presentation expert consists of poetry teaching materials. The descriptive presentation of the presentation expert's validation results, submitted through a questionnaire method using a survey instrument, can be seen in Table 3.

Table 3. Results of presentation expert validation

Aspects Evaluated	Scores	Categories
Poetry learning indicators are clearly formulated.	4.00	Highly Valid
Poetry teaching materials present a systematic arrangement.	3.50	Highly Valid
Poetry teaching materials provide motivation for students.	3.25	Valid
The presentation of the poetry teaching materials is engaging for students.	3.75	Highly Valid
Poetry teaching materials create interaction in the learning process.	3.50	Highly Valid
Poetry teaching materials are accompanied by complete information.	3.50	Highly Valid
The use of illustrations and images is appropriate for the students' developmental level.	3.75	Highly Valid
Total	25.25	Highly Valid
Average	3.61	

Table 3 shows that the results of the presentation expert validation indicate that 85.71% of the items (items 1, 2, 4, 5, 6, 7) are rated as highly valid, while 14.29% of the items (item 3) are rated as valid.

5. Results of Graphic Design Expert Validation

The development product submitted to the graphic design expert consists of poetry teaching materials. The descriptive presentation of the graphic design expert's validation results, submitted through a questionnaire method using a survey instrument, can be seen in Table 4.

Table 4. Results of graphic design expert validation

Aspect Evaluated	Average Score	Category
The poetry teaching materials use Times New Roman font with a size that is clearly readable.	4.00	Highly Valid
The layout or design of the poetry teaching materials is well-organized.	3.75	Highly Valid
The images included in the teaching materials help clarify the content.	3.50	Highly Valid
The design of the teaching materials is engaging and not monotonous.	3.75	Highly Valid
The arrangement of layout elements on the cover of the teaching materials is cohesive.	3.50	Highly Valid
The use of color makes the appearance of the teaching materials more vibrant.	3.50	Highly Valid
The size of the teaching materials conforms to ISO standards, A4 physical (29 cm x 20.5 cm).	3.75	Highly Valid
Total	25.75	Highly Valid
Average	3.68	

Table 4 shows that the results of the graphic design expert validation indicate that 100% rated as highly valid, for items 1, 2, 3, 4, 5, 6, and 7.

6. Discussion

This section will present a discussion on the description of the development of poetry course teaching materials. The description of the development of the poetry course teaching materials includes the characteristics of the developed product. The evaluation of the teaching

materials is reviewed from the content aspects. The content aspects of the teaching materials consist of three parts: the introduction, the main content, and the conclusion.

      a. Introduction

The "Teaching Materials on Poetry Appreciation, Writing, and Reading" consist of a cover page, title page, preface, and table of contents. In the introduction of the teaching materials, the author explains that the monograph not only covers the theory of poetry appreciation but also includes practical aspects of the art of writing and reading poetry. Mastery of poetry writing and reading cannot be achieved easily; it requires continuous and systematic practice and guidance from a competent lecturer in the field (literature).

      b. Content

The content consists of three chapters. Chapter I discusses poetry appreciation. This chapter includes several sub-chapters, namely: (a) Poetry, (b) Elements of Poetry, (c) Poetry Appreciation, (d) Teaching Poetry Appreciation, (e) Functions and Objectives of Teaching Poetry Appreciation, and (f) Teaching Poetry Appreciation in Higher Education. Chapter I concludes with Discussion Material 1, which contains questions that students must answer after the lesson.

Chapter II discusses poetry writing instruction. This chapter includes several sub-chapters, namely: (a) Understanding Poetry Writing, (b) Teaching Poetry Writing with Guided Practice, (c) Advantages and Disadvantages of Teaching Poetry Writing with Guided Practice, and (d) Assessment of Poetry Writing Instruction. Chapter II concludes with Discussion Material 2, which contains questions that students must answer after the lesson.

Chapter III discusses poetry reading instruction. This chapter includes several sub-chapters, namely: (a) Understanding Poetry Reading, (b) Teaching Poetry Reading with Guided Practice, (c) Advantages and Disadvantages of Teaching Poetry Reading with Guided Practice, and (d) Assessment of Poetry Reading Instruction. Chapter III concludes with Discussion Material 3, which contains questions that students must answer after the lesson.

      c. Conclusion

The conclusion section consists of a bibliography. The bibliography includes all the sources used as references in the writing of the monograph. This section concludes the entire monograph titled Appreciation of Poetry: The Art of Writing and Reading Poetry.

D. Conclusion

The research results indicate that the validity level of the developed poetry teaching materials is as follows: (1) the language expert rated the poetry teaching materials as valid, (2) the content expert rated the poetry teaching materials as highly valid, (3) the presentation expert rated the poetry teaching materials as highly valid, (4) the graphic design expert rated the poetry teaching materials as highly valid, (5) the poetry teaching materials, which are in the form of a monograph, consist of three chapters: Chapter I covers poetry appreciation, Chapter II covers poetry writing, and Chapter III covers poetry reading.

E. Acknowledgement

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