

Validity of Teaching Materials for Writing Poetry Based on Creative Techniques in Elementary Schools

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Abstract. One form of literary literacy in elementary schools is that students are able to write poetry. But in reality, students tend to have difficulty making poetry with certain themes. The reason is because teaching materials used were not able to lead students to carry out poetry writing activities well. Therefore, this study aims to develop teaching materials for writing poetry that is valid. The use of various creative techniques is expected to help students in expressing their ideas and imagination into verses of poetry. The research design uses Research and Development with the ADDIE development model. This model consists of the stages of Analysis, Design, Development, Implementation, and Evaluation. Data to determine the level of validity of instructional materials obtained by expert validation and practitioner validation. Validation aspects of teaching materials include: (1) content feasibility aspects, (2) language aspects, (3) presentation aspects, and (4) graphical aspects. Research findings show that teaching materials for poetry writing based on creative techniques are declared valid with an average score of 3.59. Specifically, the scores obtained for each aspect are: (1) content feasibility 3.59, (2) language 3.45, (3) presentation 3.61, and (4) graphical 3.68.

Keywords: Creative techniques, literacy awareness, poetry, validity of teaching materials.

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INTRODUCTION ~Literary literacy needs to be cultivated in elementary schools, because with children's literature can get a teaching about life and life. Literary learning has many benefits for children, including: (a) giving pleasure, joy, and enjoyment, (b) developing children's imagination, helping them consider and think about nature and life, (c) providing new experiences that are felt and experienced it themselves, (d) developing children's life insights into human behavior, (e) presenting and introducing children to universal things (Huck, 1978).

Literary learning in elementary schools is divided into two, namely: (a) appreciation of receptive literature and (b) appreciation of productive literature. Appreciation of receptive literature emphasizes the enjoyment process that can be done through reading activities, listening and watching drama performances and poetry readings. While expressing / productive appreciation can be done by inviting students to write and recite poetry, write stories or synopsis stories, and play drama.

Poetry is a literary work with a language that is compacted, shortened, and given a rhythm with the sound that is unified and the choice of words that are clumsy or imaginative (Waluyo, 1987). Writing poetry is a language skill needed to improve the quality of learning. Writing poetry needs to be introduced since elementary school, because writing is one of the tools / media to communicate thoughts and feelings (Habibi & Chandra, 2018). Learning to write poetry should enable students to convey their ideas, feelings, and experiences poetically. The teacher can help and guide students to come up with and develop ideas, and organize them into simple poetry.

Learning to write poetry is difficult, this is because students are not able to imagine objects or things that will be poised. In addition, students are also less able to put their ideas and thoughts into several poetic verses. The right learning pattern, the use of models, strategies, and appropriate methods will help students in pouring their imagination into poetry. In addition, the use of appropriate teaching materials will help guide students in carrying out the process of writing the right poem.

Readiness of teaching materials can be a determining factor for the success or failure of learning. Teaching materials are the main things that cannot be separated from learning activities that are able to deliver students to master the learning objectives (Sujana & Rivai, 2011). Teaching

materials for writing poetry must contain clear and systematic writing stages, so as to be able to direct students to pour their imagination into several poetic verses. The most important thing, teaching materials for writing poetry must demand the activeness of students, provide good teaching and interesting experiences. So that there arises literary sensitivity in students as an effort to cultivate the habit of appreciating literature, especially poetry appreciation.

Reality in the field, teaching poetry writing materials used by teachers in learning to write poetry, especially in the fourth grade of elementary school is not in accordance with the demands above. Teaching materials used are only limited to assigning students to make poems based on the theme or image displayed. Teaching materials do not contain a writing process that can help students carry out appropriate writing activities. In addition, teaching materials also do not use strategies / techniques that are suitable for collaboration in the process of writing poetry.

Overcoming these problems, it is necessary to design a teaching material that is in accordance with the characteristics and needs of students in writing poetry. Teaching materials that are able to direct and guide students in carrying out good poetry writing activities. Teaching materials that adopt the right strategies/techniques so that learning feels fun and can facilitate students in making poetry. There are

several interesting techniques that can be used in developing teaching materials to write this poem, namely the Word Attachment technique, the Acrostic technique, the Media Image technique, and the Complementary technique.

The word tide technique is a technique that focuses on the courage of students to pair words freely but imaginatively. Students are given the freedom to choose words that are powerful, powerful, distinctive and solid according to the theme. These words can be developed into an array, then become an array of groups that will build verses of poetry (Kasnadi, 2008). An acrostic is a technique of writing poems or poems where the first letters of each line compose a word or several words. This word is the name of the self that is used to remember other things (Reni, 2013).

Furthermore, writing poetry based on pictures is a technique that is highly recommended by experts. Images that seem silent, actually say a lot to those who are sensitive and full of imagination. The media image of writing poetry emphasizes the activeness of students to explore and express their imagination and thoughts towards the images seen (Henry, 2008). While writing poetry with complementary techniques is the basic practice of starting poetry, filling in poetry contents, to how to end interesting poetry. This technique also trains students so that students can adapt quickly to the style of poetry that will be completed.

Development of poetry writing, teaching materials using various creative techniques, is expected to lead students to appreciate literature. The ability of students to appreciate literature through writing poetry, has indirectly taught students to be literate.

METHODS

This research is a type of development research (Research and Development) which aims to produce poetry writing, teaching materials using a variety of valid creative techniques used in learning to write poetry. The development model used in the process of producing instructional materials is ADDIE. ADDIE is a referral process for analysis of generic processes: Analysis, Design, Development, Implementation, and Evaluation (Molenda, 2003). The stages of the ADDIE development model follow the above opinion.

First, the analysis phase. Aim to investigate the problem of writing poetry teaching materials used in learning. Then proceed with formulating the things or conditions needed in developing teaching materials for writing poetry. This formulating activity is the answer to the problems found. At the analysis stage there are 3 activities, namely: needs analysis, curriculum analysis, and analysis of students. (a) Needs analysis aims to express the basic problems needed in developing teaching materials for writing poetry using various creative techniques. The things that are analyzed that need to be analyzed are

lesson plans and teaching materials. (b) Curriculum analysis is carried out by looking at the scope of SK (SK, *Standar Kompetensi*) and KD (KD, *Kompetensi Dasar*), the concepts contained in the SK and KD, and the tasks that will be given to achieve the SK and KD standards. (c) Analysis of students is a study of the characteristics of students, including the level of language development, reading and writing skills, and other background knowledge. Identifying the behavior and characteristics of students is very necessary to determine the quality of individuals that can be used as a guide in planning learning (Uno, 2007).

Second, the design stage is the activity of designing teaching materials to write poetry using a variety of creative techniques for fifth grade elementary school students. Teaching materials designed pay attention to the following (a) Conformity of the material selected with the curriculum (SK and KD). (b) Selection of supporting learning sources (suitability of sources for writing themes and techniques). (c) Determination of the sequence of learning process of writing poetry according to the learning technique used. (d) Taking into account the suitability of teaching materials developed with the available time allocated. (e) Procedure for writing language to be used (the readability level that is easy to understand). (f) How to present material that is influential in the development of teaching materials for

writing poetry uses a variety of creative techniques.

Third, the development stage. The purpose of the development stage is to produce teaching materials to write valid poems used. This stage includes the validation of teaching materials by experts who aim to get input on the overall content of the material contained in the teaching materials developed. If the learning device developed is not yet valid, then a revision is made. But if the learning device is valid, a limited trial is carried out to see the practicality and effectiveness of the device in helping students carry out poetry writing activities. The development phase includes tests of validity, practicality, and effectiveness.

Validity test is carried out by validating teaching materials by experts who aim to get input on the overall content of the material contained in teaching materials to write poetry using sharing creative techniques. There are 2 types of validity that are considered in the development of this teaching material, namely: (1) Content validity, namely, whether teaching materials write poetry designed according to the selection of competency standards and basic competencies in learning to write poetry in grade IV elementary school. (2) Construct validity, which is the compatibility of the components of the learning device with the development elements that have been defined.

The validity value of poetry writing teaching material is obtained by using the teaching material validation sheet. The validator will provide an assessment on a 1-4 scale on each aspect assessed. The value of each aspect is then summed up and the mean is searched. More can be seen in the formula of validity below:

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

Notes:

R: Average assessment results from experts

Vij: Cumulative Score of the J th expert's assessment of criteria i.

n: The number of experts / practitioners who judge

m: Number of criteria

The average value obtained is confirmed in the following (Table 1) validity level criteria:

Table 1. Criteria for level of validity.

Category	Range
1,00 – 1,99	Invalid
2,00 – 2,99	Less Valid
3,00 – 3,49	Valid
3,50 – 4,00	Highly Valid

RESULTS AND DISCUSSION

One of the objectives to be achieved in this study is to produce poetry writing

teaching materials using various creative techniques for valid fourth grade elementary school students. Validity is the level of suitability of the measuring instrument developed in measuring what is to be measured. The validity of the best measures what it is intended to measure. This means that the best items or tasks are, carefully selected to represent key developmental milestones and behavior (Otto, 2014). The validity of teaching materials for writing poetry using various creative techniques is intended as the level of validity or feasibility of teaching materials to improve poetry writing skills of fourth grade students in elementary school.

The validity of poetry writing teaching material is obtained by carrying out the validation test of teaching materials. Validation activities are carried out by experts who understand the concept of developing teaching materials in the scope of *Bahasa Indonesia* subjects in elementary schools. The number of validators (experts) who play a role in the validation activities of teaching materials is 3 people. The following (Table 2) is outlined the results of the assessment of teaching materials to write poems by the three validators.

Table 2. Results of validation teaching materials

No	Assessed Aspects	Average Score	Category
(1)	(2)	(3)	(4)
A. Aspects of Content Feasibility			
1	Teaching material for writing poetry is in accordance with the characteristics of students.	3.75	Highly Valid

2	Teaching material for writing poetry is in accordance with the interests of students.	3.25	Valid
3	The material for teaching poetry is in accordance with the needs of students in writing poetry.	3.50	Highly Valid
4	Teaching materials for writing poetry can build communication between students and teachers.	3.50	Highly Valid
5	Teaching materials for writing poetry have structured learning stages.	4.00	Highly Valid
6	Teaching materials for writing poetry direct students to activities to appreciate literature	3.50	Highly Valid
7	Teaching materials for writing poetry add insight to students about how to make poetry.	3.75	Highly Valid
8	Teaching materials for writing poetry contain moral and social values.	3.50	Highly Valid
Total		28.75	Highly
Average		3.59	Valid
(1)	(2)	(3)	(4)
B. Language Aspects			
9	Readings of teaching materials by paying attention to the suitability of poetry themes for students.	3.50	Highly Valid
10	Clarity of instructions and systematic work on assignments in teaching materials to write poetry.	3.50	Highly Valid
11	Clarity of delivery of material contained in teaching materials to write poetry.	3.50	Highly Valid
12	Language teaching materials for writing poetry in accordance with the rules of good and correct Indonesian.	3.50	Highly Valid
13	Teaching materials for writing poetry use effective and efficient language.	3.25	Valid
Total		17.25	Valid
Average		3.45	
(1)	(2)	(3)	(4)
C. Presentation Aspects			
14	The indicators of learning to write poetry are clearly formulated	4.00	Highly Valid
15	Teaching materials write poetry to sort systematic offerings.	3.50	Highly Valid
16	Teaching material for writing poetry motivates students.	3.25	Valid
17	The display of poetry writing teaching materials provides an attraction for students.	3.75	Highly Valid
18	Teaching materials for writing poetry create interaction in learning.	3.50	Highly Valid
19	Teaching materials for writing poetry are accompanied by complete information.	3.50	Highly Valid
20	The use of illustrations and images according to the level of development of students.	3.75	Highly Valid
Total		25.25	Highly
Average		3.61	Valid
(1)	(2)	(3)	(4)
D. Graphical Aspects			

21	Teaching materials for writing poetry use arial narrow fonts with clearly readable sizes.	4.00	Highly Valid
22	Lay out or the layout of teaching materials for poetry writing is well organized.	3.75	Highly Valid
23	Pictures contained in teaching materials help clarify the contents of teaching materials.	3.50	Highly Valid
24	The display design of teaching materials is interesting and not monotonous.	3.75	Highly Valid
25	Arrangement of elements of the layout on the cover of teaching materials has unity.	3.50	Highly Valid
26	The use of color makes the display of teaching materials more lively	3.50	Highly Valid
27	The size of the teaching material complies with ISO, A4 physical standards (29 cm x 20.5 cm)	3.75	Highly Valid
Total		25.75	Highly Valid
Average		3.68	Valid
Total Amont		97	Hihly Valid
Overall Average		3.59	Valid

The Table 2 shows that the average score of teaching materials for the aspect of content eligibility is 3.59 with a highly valid category. The validity of teaching materials from linguistic aspects scores 3.45 in the valid category. Next, the aspects of the teaching material presentation pattern score 3.61 with a highly valid category. While the value of teaching materials for the graphic aspect scores 3.68 with a highly valid category. Overall, if the value of each aspect is accumulated, then the value of the validity of the teaching material for writing poetry using various creative techniques is 3.59 with a highly valid category. The score shows that the teaching material developed is valid for use in learning to write poetry. Teaching materials that are developed are appropriate and appropriate to use in improving poetry writing skills of elementary school students.

The validity of teaching materials for writing poetry emphasizes the content validity and construct validity. Content validity is seen from the suitability of the material contained in teaching materials, especially with Basic Competence in writing poetry. While the validity of construction can be seen from the suitability of the components of teaching materials with the elements of instructional materials set at the analysis stage (Riduwan, 2006).

Based on the results of the validation of poetry writing teaching materials using various creative techniques, it is known that the four aspects of assessment of teaching materials are declared valid. Based on the aspect of content feasibility, the material for teaching materials developed was in accordance with the standards of poetry writing material for high school elementary students. Teaching

materials developed have fulfilled the aspects needed by students in writing poetry. The stages of writing that are collaborating with the stages of writing poetry and the techniques used, are able to guide students to pour their imagination into poetry. Writing poetry is an activity to express thoughts and feelings into imaginative language. Therefore, learning to write poetry must guide students to imagine, choose the right diction to express their thoughts and feelings (Anggraini, Shaifuddin, & Sriyanto, 2013).

The instructional materials developed also have structured stages. So that students are really guided from the stage of generating ideas, choosing key words, developing key words into poetry lines, to composing poetry lines into several stanzas. In addition, the use of various writing techniques provides new knowledge for students that writing poetry can be carried out in various ways. The theme of poetry raised in teaching materials is about nature and the environment. Indirectly choosing this theme has taught students about moral and social values.

Based on linguistic aspects, the language of teaching materials is done according to the level of students' ability to understand each description of the material described. In developing teaching materials, the use of language is an important factor (Chandra, Mayarnimar, & Habibi, 2018). The use of language which includes the choice of various languages,

word selection, the use of effective sentences and the preparation of paragraphs, are things that need to be considered in ensuring the use of teaching materials. Although the content of teaching materials is correct, it uses a format that is consistent, and packaged attractively, but if the language used is ineffective and difficult to understand for students, the teaching material will not be meaningful (Belawati, 2003). Teaching materials developed also accompanied by inviting or motivating language. The aim is for students to be passionate about writing poetry and completing all stages of writing contained in teaching materials.

The presentation aspect relates to the method used in packing teaching material so that it is easily understood and interesting for students. In terms of presentation aspects, the material of teaching materials is arranged systematically and in accordance with the indicators of learning to write poetry. The presentation of coherent and systematic material is intended for students to get used to thinking critically (Belawati, 2003). The interrelationship between the material is explained carefully and accompanied by complete information that helps students work on each task given. In order for teaching materials to look interesting, the teaching material is accompanied by several illustrations and images that support the presentation of teaching materials. The use of illustrations and images is also intended so that students

easily understand every material described.

The aspects of graphics are related to the design or appearance of teaching materials. The design pattern also includes an important part in developing teaching materials. For elementary school students, the appearance and design of teaching materials are the first thing that is considered and becomes the main benchmark in determining whether the teaching material is interesting or not. The graphic aspects of teaching materials include book size, letter usage, layout,

layout, cover illustrations, use of colors and images. The book size includes a height of 29 cm and a width of 20.5 cm or A4. This size is in accordance with ISO standards and physical standards for writing textbooks (Nasional, 2005). The teaching material developed has fulfilled this aspect. Teaching materials use arrial narrow fonts with clearly readable sizes. The display design of teaching materials is presented in various forms so that it does not seem monotonous. The use of bright colors which are dominated by green and yellow, makes teaching materials look more alive (see Figure 1).



Figure 1. Display of teaching materials.

CONCLUSION

Based on the development activities and results of teaching material validation, it was concluded that teaching poetry using various creative techniques was declared valid and suitable for use in poetry writing learning in fourth grade elementary school. Overall, the requirements for developing teaching materials have been fulfilled in the development activities

carried out. Based on the validator's assessment of the feasibility aspects of content, language, presentation, and graphics. Overall teaching materials are appropriate to use in an effort to improve students' skills in writing poetry.

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