



Development of Picture Book Learning Media to Improve Writing Potery Skill Based on Local Culture

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Abstract

This study aims to describe the results of developing learning media in the form of a picture book of poetry writing material based on local culture for class VIII students of SMP Negeri 2 Baturaja. The type of research used is Research and Development (R & D). The model used is ADDIE. Data collection techniques in the form of questionnaires, interviews, and tests. Furthermore, the data analysis technique is descriptive statistical analysis technique. The results of the research and discussion showed that the eighth grade students of SMP Negeri 2 Baturaja needed learning media to write poetry. These needs are related to the content and physical aspects of the learning media. Viewed from the aspect of content, students need learning media that is equipped with examples, exercises, and colorful pictures in it that are in accordance with the material about writing poetry. Meanwhile, the teacher's needs are, they want learning media that can attract students' interest in learning, especially writing poetry. From the results of the assessment of the feasibility of the material obtaining a score of 21. Furthermore, the results of the assessment of the linguist obtained a score of 19. The results of the assessment of the design expert obtained a score of 22. The results of the assessment of the graphic expert obtained a score of 16. Thus, the overall score obtained from the assessment of the feasibility of expert validation of 78 with the appropriate category, to become a learning media in the form of a picture book of poetry material for class VIII students of SMP Negeri 2 Baturaja.

Keywords: *development, learning media, picture books, writing poetry, ADDIE.*

Introduction

Writing is an activity to convey messages to others through written language. However, in writing activities it is necessary to have a lot of ideas, knowledge, and life experiences. In addition, writers must also have the ability to convey their ideas, knowledge, and experiences with the aim of providing information to readers. As stated by Sulisty (Agustina & Inawati, 2020), writing is a process for compiling, recording, and communicating and can accommodate aspirations that can entertain, provide information, and knowledge of the author. Kirom (Reznani, 2022) also said that writing skills are one of the language skills that can be obtained through continuous and consistent practice, therefore, it can be said that writing skills cannot be obtained naturally.

According to Pradopo (Septiani & Indah Sari, 2021), poetry is an expression of thoughts that evoke feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. Through poetry, one can express thoughts and feelings beautifully. To be able to write poetry, it is necessary to master the skills and techniques of writing poetry. Likewise students, in learning to write poetry students must be equipped with various knowledge and techniques in writing poetry. Meanwhile, according to Hanauer (Mulatsih, 2018) poetry is a form of literary work that is presented in the form of a monologue, with a choice of words that are beautiful and rich in meaning. The beauty of poetry is determined by its diction, figure of speech, rhyme and rhythm. Poetry writing skills are included in the skills that must be mastered by students, because these skills are part of literary writing skills. In writing poetry,

typography should also be considered. Typography is focused on the arrangement of lines or stanzas in poetry written by students or the regularity of the poetry's facial features, neatness, and the characteristics of each author in creating poetry seen from the facial makeup of the poem (Laeli et al., 2013).

Komaidi revealed (Nurjannah, 2016) some of the steps in writing poetry are as follows; 1) before going to write a poem, it's good to understand it first. Writers should as much as possible to read the poems that are in books, magazines, or mass media. After reading poetry, of course, more or less we will know what poetry is and how to make it; 2) getting inspiration can be a way to travel around the natural environment because it can expand our aesthetic experience to be poured into a poem; 3) carry a small book or note with you wherever you go. This is to write down every valuable idea or inspiration that comes to mind so as not to be quickly lost and missed; 4) can start writing whatever is in the feelings, thoughts, and anxiety in the form of words freely without feeling burdened; 5) re-read and improve the poems that have been made earlier; 6) After finishing writing poetry, the next test is the poetry that has been made, such as sending it to the mass media or asking for criticism and suggestions from others, so that the poetry that has been made will become more interesting and have high aesthetic value (Creely, 2019).

Given the importance of writing poetry, learning to write poetry is given to class VIII junior high school students in SK in the form of: Expressing thoughts, feelings, information and written facts in the form of summaries, reports, and free poetry. KD 8.2: Write free poetry with the right choice of words. However, in reality, writing activities at school are still less attractive. Students do not like lessons related to literary writing activities such as writing poetry. In general, the cause of someone not wanting to write is that the writer does not know what he is writing for, feels that he is not talented in writing, and does not know how to write (Amri & Basthomi, 2022) Even though there are many benefits that are obtained when writing, these include increasing intelligence, developing initiative and creativity, growing courage, encouraging willingness and ability to collect information. This is certainly a benchmark in literary activities at school, especially writing poetry (Florence et al., 2020)

Thus, to be able to help students in writing poetry, learning media is needed that helps students to be more creative. According to Ediyani (2020) the learning process and learning media are inseparable because they play an important role in learning activities. A teacher must explain the material completely. This is because the media created contains information that fits the needs of students, the language is designed to be simpler, equipped with attractive images and colors, and material equipped with complete examples (Sucini, 2021). Based on this explanation, researchers are interested in developing learning media with the title "Development of Learning Media for Writing Poetry in the Form of Picture Books for Indonesian Language Subjects for Class VIII SMP Negeri 2 Baturaja". The result, can be used by teachers to help students improve their poetry writing skills.

Nieveen (Luppy et al., 2019) explains that "Learning media are all forms and means of delivering information that is made or used in accordance with learning theory, can be used for learning purposes in channeling messages, stimulating students' thoughts, feelings, attention and willingness so that it can encourage the learning process to occur. intentional, purposeful, and controlled learning. Furthermore, according to Schunk (Ghofur & Youhanita, 2020) explaining learning media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn more actively.

In general, the media has benefits in the learning process, namely, it can facilitate interaction between students and students, so that learning activities will be more efficient and effective. According to Kemp and Dayton (Nurfadhillah et al., 2021), there are several benefits of learning media including; 1) delivering learning materials to be more standardized; 2) the learning process becomes clearer and more interesting; 3) the learning process becomes more interactive; 4) efficiency in time and effort; 5) improve the quality of learning outcomes; 6) learning can be given to and where desired or needed; 7) foster a positive attitude of learners; 8) changing the role of the learner in a more positive and productive direction; 9) media can make abstract subject matter more concrete; 10) the media can overcome the constraints of space and time

constraints; 11) media can help overcome sensory limitations.

The learning media used should contain innovative and educative content, so that students' learning to write poetry can develop and have a positive impact. This can be done by incorporating local cultural content into teaching materials, considering that the massive potential of the region has not been explored as literacy or listening material. However, learning by promoting local culture also needs to be supported by innovative efforts. As stated by Leksano (Reznani et al., 2021) that the cause of not conveying the local context in learning is the use of uniform teaching materials.

The importance of promoting local culture has been stated by several researchers. According to Kramsch (Asanti, 2018), raising local culture and content in learning will increase students' understanding of the material, increase their awareness and instill a sense of love for local culture. Thus the use of local culture or local wisdom in learning can increase awareness and preserve existing cultures.

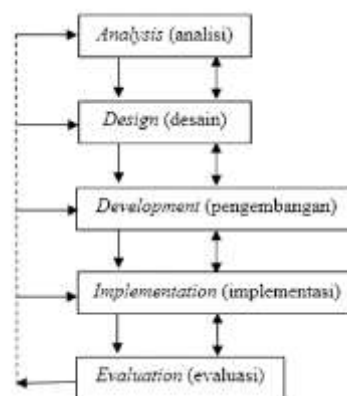
The purpose of this research is to produce learning media that is developed through analysis of student needs obtained from questionnaires and interviews that are arranged systematically. This learning media was validated by 3 experts who in this case were lecturers, then revised to produce good and proper teaching materials. The results of this study are expected to meet the needs of students for learning to write poetry.

Method

This research is a type of research (Research and Development). Kloss (Sefriani et al., 2021) states that research and development Research and Development (R&D) is a research method that can be used to make a product easier, more effective and efficient based on its use or the benefits generated by the product being developed.

The model used in this study is the ADDIE development model. Branch (Hidayat & Nizar, 2021) explained that "ADDIE" is an acronym for the steps carried out in the development of learning media, namely: (1) analyze (analysis), (2) design (design), (3) development (development), (4) implementation, and (5)

evaluation. The advantage of this model, which is seen from the systematic working procedure, is that at each step that will be passed it always refers to the previous step that has been improved so that it is hoped that an effective product can be obtained. With this development model, researchers will create a learning media for class VIII students of SMP Negeri 2 Baturaja, especially in Indonesian subjects. The procedures carried out in this study are as follows.



Source: Januszweski dan Molenda 2008

The subjects in this study are VIII grade students of SMP Negeri 2 Baturaja. For identification needs in research and field tests there are 35 students. At the evaluation stage one-to-one selected 3 students with different abilities (low, medium, and height) and the small group selected 9 students at random. Data collection techniques that used in this study are questionnaires, interviews, assessment sheets and test. In needs analysis using questionnaire and interview techniques, while validation stage, one-to-one and small group using an assessment sheet. Besides that, to find the potential effect on module uses test when evaluating field test. Data analysis techniques used in this study is a good rating scale for the use of questionnaires and sheets evaluation. Categories rated in validation assessment is (1) eligibility content/material, (2) language, and (3) graphics.

Result and Discussion

Expert Validation

The validation of learning media experts in the form of a picture book Writing Poetry as a result of the development was carried out from April 7 to April 21, 2021. The expert validation consisted of four experts, namely material

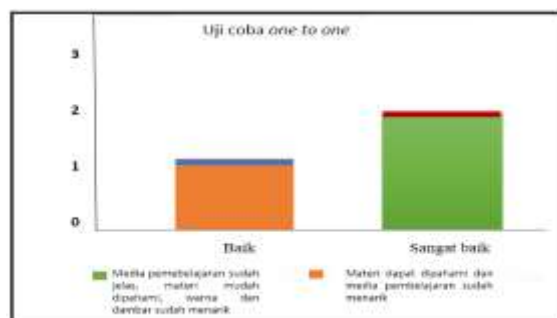
experts, linguistic experts, media experts, and graphic experts. The experts who assessed the learning media developed were (1) Aryanti Agustina, M.Pd. (Lecturer of the Indonesian Language and Literature Education Study Program, FKIP, Baturaja University) who assessed the feasibility of the material, (2) Awalludin, M.Pd. (Lecturer of the Indonesian Language and Literature Education Study Program, FKIP, Baturaja University) who assessed the linguistic feasibility, (3) Arief Qosiem, S.Pd. M.Si. (Lecturer of the Educational Engineering Study Program, FKIP, Baturaja University) who assesses the display design of learning media, and (4) Edi Sutiono, M.Pd. (Lecturer of Educational Engineering Study Program, FKIP, Baturaja University) who assessed graphics.

Assessed Aspect	Score	Category	Comment
Material eligibility	20	Good	-Fix add examples in poetry creation -Fix in writing EYD.
Language	19	Good	-Correct spelling. -Improve sentence clarity -Pay attention to the rules of writing again.
Design	22	Very Good	-Improve color consistency. -Fix spelling and numbering errors
Graphics	16	good	Improve layout, images and colors

Individual Field Test (One To One)

On April 23, 2021, the researchers conducted an individual field test (one two one). Individual field trials are conducted face-to-face. Researchers conducted this field test on 3 students with different abilities and characteristics.

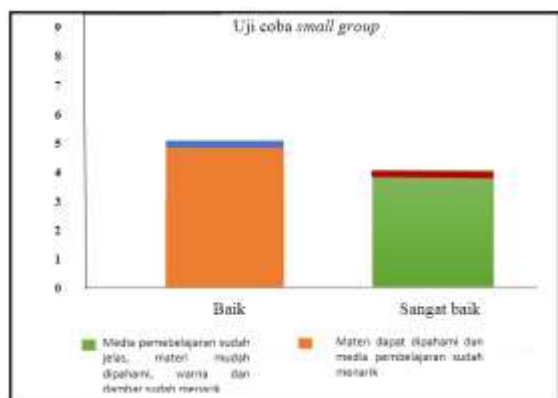
Chart 1. One To One Trial Result



Small Group Trial (Small Group)

Researchers conducted trials involving students. Small group trials were conducted to determine student responses regarding the feasibility of using this learning media through a questionnaire test of the attractiveness, convenience, and usefulness of learning media.

Chart 2. Small Group Trial Results



Based on the results of these trials, it can be seen that the learning media developed are good and suitable for use for class VIII students of SMP Negeri 2 Baturaja. The characteristics of writing learning media as a result of development are as good as the following.

1. The title uses the Comic Sans MS font with 1.15 spacing using A4 paper with a size of 21 cm x 29 cm. The dominant color of the book is blue.

- Learning media for writing poetry is equipped with a title, the material is equipped with an understanding of poetry, how to write poetry, word selection techniques, tips for writing poetry, complete poetry with gaps, bibliography, and about the author.

Meanwhile, with regard to learning media in the form of picture books, the feasibility of the developed learning media is in the good category. The score obtained from all validators is 78. Thus, the learning media in the form of picture books for VIII students of SMP Negeri 2 Baturaja which was developed is considered suitable for use in learning process.

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