

Development of Electronic Modules (MOLEK) in Learning to Write Poetry at MTS Nurrodiyah Kota Baru Jambi

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Abstract: This study aims to develop teaching materials and describe the effectiveness of electronic modules (MOLEK) in improving poetry writing skills in class VIII MTs Nurrodiyah Kota Baru Jambi. The research method used is research and development. The development procedure in this study used the research and development design of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data collection techniques in this study are divided into two, namely during pre-research (interviews and observations) and during research (questionnaires and student learning outcomes tests). The calculation of the validity of the instrument items for the test was carried out by calculating the correlation between the item score and the total instrument score using the Pearson product moment correlation coefficient formula. The results are that the electronic module developed is suitable for use in learning and the use of this Electronic Module (Molek) is proven effective in improving students' poetry writing skills and learning interest.

Keywords: Electronic, Module, Development, Poetry Writing Learning

A. Introduction

Language skills include four skills, namely listening, speaking, reading and writing. A person goes through a regular sequence of relationships in acquiring language skills: in childhood a person will learn to listen and then speak, then a person will learn to read and write (Elwi, 2021). Based on this, it can be said that writing is a skill that is considered to have the most difficult or high level of difficulty among other language skills. This is also in line with (Fitria,2021) that writing is an activity that uses thoughts and feelings, determines something to be written, then writes it down so that readers will easily understand the writing clearly. Basically, writing is not only an activity of pouring a feeling and thought, but an activity to express knowledge, ideas, and things that happen in life in written language. Writing is not only a simple activity that does not need to be learnt, but must be mastered (Gigih, 2020).

Writing makes it easier for learners to think, so writing is very important in education (Susy,Dealiani, 2022). A way that can be done to develop writing skills for students is to train students to write various kinds of literary works, such as writing poetry (Handi, 2020).

Poetry is one type of high-value literary work. Because poetry is a literary work that is rich in meaning in it (Nurul Isnaini, 2021). In writing poetry, the choice of words and language used is different from the language used in everyday life. Poetry is a literary work that is made as an expression of the author's desires, circumstances and feelings that are poured into poetry (Johan,2023).

According to some expert opinions above, it can be concluded that poetry writing skills are a person's ability to pour ideas, ideas, opinions and feelings into written language with the accuracy of language, diction, majas, rhyme, themes and contain meaning in accordance with the elements of poetry building. So that it can

produce a literary work that is rich in meaning as a result of a person's contemplation of his circumstances and feelings imaginatively. So that the audience can feel as a written work that contains beauty (Josephina,2021).

Writing skills are often considered a difficult skill to learn and teach by teachers, because writing skills require a long process and complex thinking. In this skill, it is not only limited to observing and then expressing through writing, but it is more about organising the writing into a unit that has meaning and is intact. Writing skills will not come automatically, but must go through a lot of practice and regular practice'. Therefore, writing skills must be fully developed and taught in Indonesian language subjects (Munira,2023).

Miftahul (2022) suggest that writing skills are quite important in the learning process because they are an important part of communicating with others. Writing includes the activity of assembling/arranging ideas or ideas in a cohesive writing. In carrying out poetry writing activities, students can do so by not forgetting the building blocks, so that poetry can look beautiful and fitting Septiani et al. In learning to write poetry, students are emphasised to be able to imagine, pour their ideas into a beautiful literary work in the form of poetry. So that this becomes one of the challenges for educators in guiding students in writing poetry.

Writing poetry, as a form of self-expression that is rich in the beauty of language and imagination, should be an integral part of Indonesian language learning. However, in practice, students' interest and ability in writing poetry often decline. Some of the factors that contribute to this problem are students' lack of interest in poetry, students' lack of ability to process language creatively, and the lack of availability of relevant and interesting teaching materials.

Students' lack of interest in poetry can be caused by several things. Firstly, students' perception that poetry is a form of literary work that is difficult to understand and boring. Second, students' lack of experience in reading and appreciating poetry from an early age. Third, the lack of student involvement in poetry writing activities on an ongoing basis.

Based on observations made by researchers at MTs Nurrodiyah Kota Baru Jambi, that the learning process is still teacher-centred so that students are less active in the learning process. One of the causes is the limited number of teaching materials. The number of package books provided by the school is only 15 books while the total number of students in class VIII is 32 students. In addition, the available package books are books with reference to the previous curriculum, namely the KTSP curriculum. This limitation of teaching materials is very influential in student achievement results. In the material of writing poetry, out of 32 students in class VIII, only two students got scores in accordance with the achievement of learning objectives. The rest of the students have not fulfilled the achievement of learning objectives. Therefore, it is necessary to develop teaching materials for writing poetry to overcome the gap in teaching materials that is happening.

One of the challenges teachers face when teaching poetry in the classroom is the low desire to learn, which is shown by a lack of enthusiasm, reluctance to follow up on what is being learnt, a tendency to get bored quickly and give up, as well as a lack of interest in the subject, lack of interest in practising or completing tasks, limitations in coming up with and expressing ideas, and a lack of resources. As it is difficult for them to understand and compose poetry, students have limited motivation to learn. In addition, the use of less diverse media contributes to additional factors (Febri, 2019).

In addition, students' lack of ability in writing poetry is also an obstacle, namely Students often have difficulty in processing words, choosing the right diction, and composing a good poetry structure. This is caused by several factors, such as students' lack of understanding of the intrinsic elements of poetry, lack of writing practice, and lack of guidance from teachers.

On the other hand, the lack of teaching materials in accordance with the curriculum is also a problem that needs attention. Existing teaching materials are often monotonous and less interesting for students. As a result, the learning process of writing poetry is less effective and unable to motivate students to be creative.

The success of the learning process is supported by teaching materials. (Dheanita, 2022) states that an educator and students need a support in learning, one of which is teaching material which is a learning resource. The teaching materials for the Merdeka Curriculum are textbooks, teaching modules, project modules to strengthen the profile of Pancasila students, examples of the operational curriculum of educational units, learning videos, etc.

Along with technological advances in this era, the learning process of teaching materials that become learning resources must also develop and innovate (Asmarani, 2021). Therefore, it is necessary to develop teaching materials that are more effective, efficient, innovative and flexible.

Writing poetry is not an easy activity. This activity requires extensive knowledge, high creativity, and strong language knowledge. In line with this Adisti (2023) suggest that writing poetry is easy if the conditions for writing poetry are met. The requirements include being intelligent, mastering language, broad insight and sensitivity. So far, learning to write poetry is only presented in PPTs and incomplete teaching materials. The material in various printed books has not really provided experience to

students in general. The tendency of students to listen to the material is not systematic, so that when producing work in the form of poetry, they have not been able to adjust to the material to the fullest. With the many criteria for writing poetry, not many students are able to write poetry by fulfilling various criteria.

Because there is still a lack of conformity between expectations and reality, it is necessary to find a solution. Some solutions can be offered, among others, improving teaching methods by providing many opportunities for activities related to creativity and imagination. In addition, it is necessary to develop various learning tools such as learning media such as PPT and video, then written teaching materials, such as teaching modules, printed teaching materials, and online teaching materials.

In line with the above, it is hoped that there will be teaching materials that are written to be easily read and distributed online. Therefore, the author chose to develop electronic module media (MOLEK). In addition, the electronic module (MOLEK) has a function as an alternative to digital book learning media by containing better and more enjoyable content. In addition, the electronic module aims to share information that is easy to inform (Afifi,2020).

Electronic modules (MOLEK) are tools or media that can make it easier to capture lessons. With the electronic module (MOLEK) can increase student activity in the learning process. Electronic modules (MOLEK) are highly favoured by students in this online learning situation. This is because electronic modules (MOLEK) are teaching materials that are packaged in such a way that contains material, summaries, instructions for implementing learning that students must do (Hermawan et.al, 2022)

Baed on this background, the author is interested in conducting research with the title 'Development of Electronic Modules (MOLEK) in Poetry Writing at MTs Nurrodiyah Kota Baru Jambi'.

B. Methods

The research method used is research and development. The development procedure in this study uses the research and development design of the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). Data collection techniques in this study are divided into two, namely during pre-research (interviews and observations) and during research (questionnaires and student learning outcomes tests). The calculation of the validity of the instrument items for the test was carried out by calculating the correlation between the item score and the total instrument score using the Pearson product moment correlation coefficient formula.

C. Results and Discussion

Result

Table 1. Hasil Evaluasi Kelompok Kecil (Pretest)

No	Nama	Nilai
1	Syafira Nengsih	52
2	Nabila Calista Putri F.R	48
3	Nadine zufaria Ramadhani	60
4	Ashila Gassana Putri Liano	56
5	Razzan Putra G.A	48
6`	Sherly Marshela	60
7	Wildan alvaro Herman	60
8	Vadzila Shayakhira	60
9	Naufal aidi Ikram	60
10	M. Fadila	40
Jumlah		544
Rata-rata		54,4
Kategori		Tidak layak

Based on the data above, average score of 5.44 is obtained which is included in the inappropriate category. This assessment was conducted in a small group of 10 students. Thus, these results indicate that the pretest results of learning to write poetry at MTs Nurrodiyah Kota Baru Jambi are declared inappropriate.

Table 2. Hasil Evaluasi Kelompok Besar (Posttest)

No	Nama	Nilai
1	Abdhan	64
2	Akhmad Rafif	76
3	Alfaya Rhenata	80
4	Andi Muhammad Aminin	84
5	Ashila Gassana Putri Liano	80
6	Aulia Putri Kaswani	80
7	Aulia Ramadhani	72
8	Azizah zykriyah	88
9	Difa Latifatul zuviani	76
10	Fardan zhakiy Mubarok	92
11	Febida aiy Lestari	76
12	Fitri Nailiy Fauziah	80
13	Intan Nurmadina	80
14	Kirana Adenia Putri	80
15	M. Raya Al Riaky Perdana	80
16	M. Fadhila	0
17	M. Subhan	76
18	Muhammad Adam Firdaus	68
19	Nabila Calista Putri F.R	88
20	Nabila Maysa El Badria	76
21	Nadine zulfaria Ramadhan	80
22	Naufak Aidi Ikram	80
23	Nur Hidayati	84
24	Ratna Marina Sari	76
25	Razzan Putra G.A	80
26	Said Muhammad Fakhri	80
27	Sherly Marsela	88
28	Syafira Nengsih	80
29	Syaqila zohra	88

30	Vadzila Shayakhira	76
31	Wildan Alvaro Herman	80
32	Gita Ayu Sabrina	80
Jumlah		2468
Rata-rata		77,12
Kategori		Layak

Based on the data above, a score of 77.125 is obtained which is included in the category of feasible enough. This assessment was carried out in a large group consisting of 32 students. Thus, these results indicate that the results of the Posttest using the Electronic Module (Molek) in learning to write poetry at MTs Nurrodiyah Kota Baru Jambi are declared feasible.

Comparison of Pre-Test and Post-Test Results

Based on the above results, an average score of N Gain 0.49 was obtained with a fairly feasible category, conducted in a large group of 32 students at MTs Nurrodiyah Kota Baru Jambi. So based on the results of this comparison, the electronic module learning media (Molek) for learning to write poetry at MTs Nurrodiyah Kota Baru Jambi is quite feasible to use as learning media.

Discussion

The development of learning media based on Electronic Modules (Molek) is carried out through several stages, namely analysis, design, development, implementation, and evaluation. At the analysis stage, the author identifies the initial needs, characteristics of students, and the learning environment. While at the design stage, the author compiles the development team, sets the implementation schedule, and designs the structure of the material to be developed in the form of a storyboard.

At the development stage, the author refined the learning media that had been prepared, then validated the media experts, material experts, and linguists to assess the feasibility of the media before being tested on students. The validation results showed that the media obtained an average score of 75.78% from media experts with a decent category, 85% from material experts with a very decent category, and 88.57% from linguists with a very decent category.

Furthermore, at the implementation stage, to measure the effectiveness of the module, the author conducted a trial of learning media to students using instruments in the form of response questionnaires, pretest sheets, and postes. The initial evaluation was conducted in a small group of 10 learners, where the pretest results showed a score of 544 or an average score of 54.4 with the category not feasible. Meanwhile, in a large group involving 32 learners, the posttest results showed a score of 2,468 or an average value of 77.12 with a decent category. As well as the results of the analysis of the effectiveness of the Electronic Module (Molek) which has an average value of 77.12, it can be said that the Electronic Module (Molek) is effective as a learning medium for writing poetry at MTs Nurrodiyah Kota Baru Jambi.

Empirically, the use of interactive digital media such as MOLEK is proven to increase learning interest, student engagement, and learning outcomes, especially in expressive literacy skills such as writing poetry. According to research the effectiveness of the electronic module is based on the results of the student knowledge test, the average score obtained is 87 with an A predicate. Based on the student skills test results, the average score obtained is 87 with an A predicate (very effective) (Amril & Thahar, 2022). E-modul as a learning medium can improve news writing skills (Himmah et al., 2024).

After finding the results of the pre-test and post-test, a comparison was made using the N-Gain formula which found a result of 0.49 in the moderate category. So based on the comparison of these results, the learning media for writing poetry based on electronic modules (Molek) is declared feasible to be used as a learning media at MTs Nurrodiyah Kota Baru Jambi. The significant increase in poetry writing skills in the experimental class was due to more active student involvement during the learning process. The use of electronic modules encourages students to be actively involved and develop critical thinking skills in every learning activity (Ulya Nurul et al., 2022).

In addition, based on the student response questionnaire, the majority of students stated that the electronic module used was interesting, easy to understand, and helped them be more interested in the poetry writing process. This shows that the Molek module not only improves poetry writing skills, but also encourages students' interest in learning Indonesian language materials.

D. Conclusions

Based on the results of research and development of teaching materials for writing poetry based on electronic modules (Molek) for grade VIII students of MTs Nurrodiyah Kota Baru Jambi, it can be concluded that:

1. The development of teaching materials for writing poetry based on Electronic Modules (Molek) is carried out through the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The module was developed by considering student needs, material characteristics, as well as content, media, and language feasibility. The media has been validated by experts, with the results of media experts 75.78% (decent category), material

experts 85% (decent category), linguists 88.57% (very decent category). This shows that the developed electronic module is suitable for use in learning.

2. The effectiveness of the Electronic Module (Molek) was tested through pretests and posttests. The results of the small group trial showed the average value of the pretest was 54.4 (less feasible category), while in the large group the average value of the posttest increased to 77.12 (quite feasible category). And the comparison results with 0.49 showed a moderate category. Thus, the use of this Electronic Module (Molek) is proven effective in improving the ability to write poetry and student interest in learning.

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