Development Material Learning for Writing Poem by using Lotus Technique to 10th grade of Senior High School Students in MAS Tahfizil Qur’an Medan

Nurul Kusuma Wardani Hutusuhut¹, Abdurrahman Adisaputera², Isda Pramuniati²
¹Master Student in Universitas Negeri Medan (Unimed), Medan, Indonesia
²Lecturer in Universitas Negeri Medan (Unimed), Medan, Indonesia
uyun.hutasuhut@gmail.com

I. Introduction

The success of a teacher in improving the quality of education cannot be separated from the quality of teaching materials used. Teaching material is all material in the form of information, tools, and texts that are systematically compiled to achieve learning objectives (Prastowo, 2015: 33). Teaching materials are needed by teachers in improving student understanding. Apart from that, good and quality teaching materials will facilitate students in learning to achieve basic competencies. This indicates, teaching materials play an important role in the learning process.

The teacher must be smart in choosing or developing the right teaching materials used for students. The selection and development of teaching materials must be adjusted to the cognitive conditions and background of students. One of the teaching materials that is often used by teachers in the learning process is a module. This teaching material contains about the unity of planned learning activities. Modules are designed to be able to create an independent learning atmosphere.

Learning by using modules does not always improve achievement of basic competencies. This is because not all students are able to learn independently (need the help of a teacher). One of the basic competencies that must be mastered by high school students in grade X is 4.17 writing poetry by paying attention to the building blocks. This basic competency requires students to be able to produce poetry that has aesthetic values and components. Poetry is a literary work whose language is compacted and has a rhythm and rhythm.
The use of poetry writing teaching materials must be able to improve students' skills in writing poetry. However, the facts obtained in the field based on interviews that have been conducted with Indonesian language study teachers, that the teaching materials used by students of class X MAS Tahfizil Qur'an Medan have the disadvantage of not having detailed descriptions of writing poetry, not having steps steps to write poetry, as well as designs that only present the appearance of material descriptions without the addition of images and illustrations.

This problem is supported by research by Hasanah, et al (2016: 575) in the journal Indonesian Language and Literature Education, Vol.2 No.5 states that teaching materials used by students in SMK N 2 Pariaman have lack of content and presentation. The presentation of the contents of the material is incomplete and has an unattractive design.

The use of teaching materials that are not good and has a lack of both content and design will have an impact on the achievement of basic competencies and the acquisition of student learning outcomes. Data obtained from Indonesian Language teachers at the school found that students were less interested in learning to write poetry. Furthermore, the average achievement of learning to write poetry is 65.52. The acquisition of this data is supported by research Jaya, et al (2013: 1) suggest that the average initial skill (pretest) of writing poetry of class X students of SMAN 2 Kota Sungai Penuh is 59.69.

II. Review of Literature

2.1 The Nature of Teaching Materials

Teaching Materials are all forms of materials used to assist teachers or instructors in implementing the learning process (National Center for Competency Based Training, 2007). The intended material can be either written or unwritten material. The views of other experts say that teaching material is a set of material that is arranged systematically, both written and unwritten, so as to create an environment or atmosphere that allows students to learn. According to Harvest (in Andi, 2011: 16) revealed that teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process.

Both expert opinions above were reinforced by Clara and Highton (2006: 130) explaining teaching materials also called learning materials which include visual aids such as handouts consisting of text, diagrams, pictures and photos, plus other media such as audio, video and animation.

Based on the above understanding it can be concluded that, teaching material is a set of subject matter that refers to the curriculum used in order to achieve predetermined competency standards and basic competencies.

2.2 Writing Poetry

Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity.

Ministry of National Education in the Big Indonesian Dictionary (2005: 1219) states, "Writing is (1) making letters (numbers and so on) with a pen, pencil, chalk, etc. (2) giving
birth to thoughts or feelings (such as composing, making letters) in writing; (3) drawing; paint; (4) making batik (cloth).

Agreeing with this Tarigan argues (1983: 12), "Writing is formulating or depicting graphic symbols that describe a language used by someone so that people can read the symbols of the graph, if they understand the language and graphics."

Then Kamisa (1997: 557) said that writing is giving ideas to other objects with readable shapes, making letters and numbers arranged according to certain rules so that they contain purpose.

Etymologically, poetry comes from the Greek, "Poeisis" which means creator. But this understanding is increasingly narrowed in scope to the results of certain literary arts using rhythm, poetry and sometimes figurative words.

2.3 The Nature of Lotus Techniques and Applications in Poetry Writing

According to Sudjana (2001: 14) technique is the steps taken in the method for managing learning. According to Syahputra (2012) lotus technique is a teaching technique that is sourced from contextual learning strategies.

In this technique there are three basic activities, according to the name of the technique. Ter; plunge, at; observe, ai; chain. The meaning of understanding is that students directly observe the object that will be made into poetry by utilizing the natural environment. Observe contains understanding, in the field students make observations on various objects in the natural surroundings. Sequentially, after students have finished observing and determining what they will later use as material for the creation of poetry, then students begin to compile and arrange it into a poem.

As for how to apply the lotus technique in writing poetry, namely:

a. Plunge in

Plunging here contains the understanding of students directly to the object that will be made into poetry. The object to be observed is the natural environment. The natural environment contains various objects; plants, animals, sky, sun, river and others, which allows students to learn from them. The teacher acts as a guide and gives direction to what students have to do with the many objects in nature making up stories, making poetry which in this case is intended in learning to write poetry.

Before students go into the field, students are guided to form groups according to what they want to observe. For example students who want to observe objects that are in parks, parking lots, canteens, fields form their groups. It aims to help teachers to control students when they are in the field later.

b. Observe

Observe to understand, students make direct observations of objects that will be made into poetry like the natural environment. The object can be in the form of living objects or inanimate objects. Living objects for example trees, birds, ants, humans and so on. While inanimate objects can be in the form of houses, buildings, roads, water and so on. In making observations of course students first determine the theme who want to be appointed as the building of a poem.

c. Compose
The next stage, if students finish observing and determining what they will later use as material for the creation of poetry, then students begin to compile and arrange it into a poetry building. Poetry building created by students does not mean complete in accordance with the elements in poetry. When students already understand the teacher's explanation of metaphors or imagery palpation, visions and so forth, then the creation of poetry is only limited to that first, after students master it and experience it in poetry creation activities then the next stage increases to the material even further.

III. Methodology

This research is a research and development. According to Sugiyono (2013: 297) development research is research that produces certain products and the effectiveness of their use. The product that will be produced in this research is in the form of poetry writing teaching materials developed with lotus techniques for 10th Grade of Senior High School Students in MAS Tahfizil Medan. This research was conducted at MAS Tahfizil Qur'an School in Medan in the odd semester of the 2019/2020 academic year.

IV. Discussion

This development research was conducted to develop teaching materials for writing poetry developed with lotus techniques for students of 10th senior high school in MAS Tahfizil Qur'an Medan. This development refers to the theory of 4D (Four D) model development by Thiagarajan. This model has 4 stages: 1) define (defining); 2) design (design); 3) develop (development); 4) disseminate. Following are the results of the research of the four stages.

4.1 Define

The first stage carried out is define (defining). The purpose of this activity is to analyze the needs of Indonesian teaching materials in the poem writing material for 10th senior high school in MAS Tahfizil Qur'an Medan. The research results obtained at this defining stage are as follows.

a. Analysis of Front Performance

The front end analysis is carried out to obtain the problem of teaching materials used by 10th grade of senior high school students at MAS Tahfizil Qur'an School in Medan. The activities carried out in this stage are conducting interviews with teachers in the Indonesian language field of study. The following are the results of interviews with Indonesian language study teachers at the Tahfizil Qur'an MAS School in Medan.

| No. | Question | Answer | Teacher | Total | % (percentage) |
|-----|----------|--------|---------|-------|---------------|
| 1.  | Do you use teaching materials in carrying out | Yes     | 1       | 1     | 50%           |
|     |          | No      | 1       | 1     | 50%           |
|   | The learning process? |   |   |
|---|-----------------------|---|---|
| 2. | Are there supporting teaching materials besides the textbooks that you used when teaching and learning? | Yes | 1 |
|   | | No | 1 |
|   | | | 50% |
| 3. | Are the teaching materials that you use easily understood by all students, especially in writing poetry material? | Yes | 1 |
|   | | No | 1 |
|   | | | 50% |
| 4. | Does the writing poetry material contained in teaching materials have deficiencies both in terms of material, design, and language? | Yes | 1 |
|   | | No | 1 |
|   | | | 50% |
| 5. | Do you think it is necessary to develop the teaching material that you are using? | Yes | 2 |
|   | | No | - |
|   | | | 100% |
| 6. | Have you ever heard or known about lotus techniques? | Yes | - |
|   | | No | 2 |
|   | | | 100% |
| 7. | Do you know the use of lotus techniques in writing poetry? | Yes | - |
|   | | No | 2 |
|   | | | 100% |
| 8. | What do you think about teaching poetry writing material developed with lotus techniques? | Agree | 2 |
|   | | Disagree | - |
|   | | | 100% |
Based on the results of the analysis of interviews with Indonesian language subject teachers related to the need for 10th grade of senior high school in MAS Tahfizhil Medan's teaching materials, from the 8 questions raised, it can be concluded that the teaching materials used by 10th grade of students need to be developed.

b. Student Analysis

Analysis of students is done to obtain data about the needs of teaching materials used. This activity involved all students of 10th grade of senior high school in MAS Tahfizil Qur’an Medan, amounting to 184 students. Following are the results of the research of student teaching material needs obtained from questionnaires / questionnaires.

Table 2. The Results of Questionnaire/ Questionnaire Analysis of Poetry Writing Teaching Material Needs by 10th grade of senior high school students in MAS Tahfizhil Qur’an Medan.

| No. | Question                                                                 | Choice | Voting | % (Percentage) | Students |
|-----|--------------------------------------------------------------------------|--------|--------|----------------|----------|
| 1.  | Does the teaching material you use contain detailed poetry writing material? | Yes    | -      | -              | 184      |
|     |                                                                          | No     | 184    | 100%           |          |
| 2.  | Does the teaching material you use contain steps for writing poetry in detail? | Yes    | -      | -              | 184      |
|     |                                                                          | No     | 184    | 100%           |          |
| 3.  | Do the teaching materials that you use use language that is simple and easy for you to understand? | Yes    | 80     | 43,47%         | 184      |
|     |                                                                          | No     | 104    | 56,53%         |          |
| 4.  | Do the teaching materials that you use especially poetry writing material have an attractive design? | Yes    | 54     | 29,34%         | 184      |
|     |                                                                          | No     | 130    | 70,66%         |          |
| 5.  | Do the teaching materials that you use                                         | Yes    | 20     | 10,86%         | 184      |
| No. | Question                                                                 | Agree | Disagree | Total | Percentage |
|-----|---------------------------------------------------------------------------|-------|----------|-------|------------|
| 6.  | Do you think it is necessary to develop teaching materials that you use?  | Yes   | No       | 164   | 89.14%     |
|     |                                                                           |       |          | 184   |            |
| 7.  | Have you ever heard of lotus techniques in writing poetry?                | Yes   | No       | 164   | 89.14%     |
|     |                                                                           |       |          | 184   |            |
| 8.  | Do you know the lotus technique is very useful in writing poetry?         | Yes   | No       | 164   | 89.14%     |
|     |                                                                           |       |          | 184   |            |
| 9.  | Do you know teaching materials that can be used practically in learning?  | Yes   | No       | 164   | 89.14%     |
|     |                                                                           |       |          | 184   |            |
| 10. | What do you think about teaching poetry writing material developed with lotus techniques? | Agree | Disagree | 184   | 100%       |
|     |                                                                           |       |          | 184   |            |

c. Concept Analysis, Task Analysis, and Learning Objectives Analysis

The results of the concept analysis research, task analysis, and analysis of the learning objectives of teaching materials used by students of 10th grade in Senior high school of MAS Tahfizhil Qur’an Medan in the form of a package book entitled "Indonesian Language for Students of 10th grade Senior High School / Madrasah Aliyah / Vocational High School / Madrasah Aliyah Kejuruan" are as follows:
• Analysis of concepts in writing poetry material does not illustrate conformity with the basic competencies to be achieved. The presentation of the material is too short and the steps to write poetry are not found in the book.
• Analysis of the assignment on the poetry writing material only contains assignments without being followed by the characteristics of the assignments to be done by students.
• Analysis of learning objectives on poetry writing material has been adjusted to the 2013 Curriculum.

4.2 Design
Activities carried out after the defining stage are design. After knowing the deficiencies of teaching materials used, it is necessary to improve by developing them. The following results are the design of poetry writing teaching materials with lotus techniques:
• Material is adjusted to the curriculum and basic competencies achieved.
• Material described in detail.
• Using attractive designs, such as the addition of images, wise words, and variations of letters.
• Media selection, media selection in developing poetry writing teaching materials with lotus techniques is done by adding image media.
• Choosing the format, teaching materials for writing poetry with lotus techniques are arranged on A4 paper (21 cm x 29.7 cm) and have three parts, namely introduction, content, and cover. In the introduction there is the identity of teaching materials (title, class, preface, table of contents, background, brief description, basic competencies, concept map, benefits of teaching materials, and learning objectives). In the material section there is a description of basic competencies and detailed material descriptions. Furthermore, in the closing section there is an integrated exercise in achieving basic competencies, material summary, glossary, practice answer keys, and bibliography.

The feasibility of teaching poetry writing materials with lotus techniques for students of 10th grade senior high school in MAS Tahfizhil Qur'an Medan can be seen from the results of validation by the material expert validator, design, teacher assessment, and field trials by class 10th -2 students (individuals, small groups, and limited test).

The product to be validated is in the form of teaching material on poetry material that has 4 basic competency for 10th grade of students of Senior high school/ Madrasah Aliyah. This validation involved 2 material and design experts. The following results of the validation have been carried out by the material and design expert validator.

Table 3. Expert Material Validation Results for Teaching Material Writing Poetry with Lotus Technique for 10th grade senior high school Students

| No. | Indicator | X₁ | X₂ | Total | Percentage | Category |
|-----|-----------|----|----|-------|------------|----------|
| 1.  | The suitability of the contents of learning materials with basic competencies and learning | 5  | 4  | 9     | 90%        | Very well |
| Objectives to be achieved                                                                 | Rating | Percentage | Evaluation |
|------------------------------------------------------------------------------------------|--------|------------|------------|
| 2. The accuracy of the concept of the material in terms of cognitive                      | 5      | 5          | 100%       | Very well  |
| 3. The detail of learning topic material                                                  | 5      | 4          | 90%        | Very well  |
| 4. Clarity of sequence of learning material                                               | 4      | 4          | 80%        | Well       |
| 5. Coverage of contents of learning material                                              | 5      | 4          | 90%        | Very well  |
| 6. Complete content of learning material                                                  | 5      | 5          | 100%       | Very well  |
| 7. The suitability of the content of teaching materials with the cognitive level of class X SMA / MA students | 5      | 4          | 90%        | Very well  |
| 8. The relationship of learning material with students' daily lives                       | 5      | 4          | 90%        | Very well  |
| 9. Clarity of examples in the material                                                    | 5      | 4          | 90%        | Very well  |
| 10. The appropriateness of learning exercises with the basic competencies to be achieved | 4      | 5          | 90%        | Very well  |
| 12. The key truth is the answer to practice                                               | 5      | 4          | 90%        | Very well  |
| 13. The accuracy of the contents of teaching materials with poetry writing material       | 5      | 4          | 90%        | Very well  |
| 14. The cognitive, psychomotor, and affective aspects of the material presented in the teaching material | 5      | 5          | 100%       | Very well  |
| Average                                                                                   | 8,5    | 85,00%     | Very well  |
### II. Aspect of Language Worthiness

|   | Clarity of instructions for using teaching materials | 4 | 4 | 8 | 80% | well |
|---|-----------------------------------------------------|---|---|---|-----|------|
| 2. | Accuracy in the use of terms in teaching materials  | 5 | 4 | 9 | 90% | Very well |
| 3. | Ease of understanding the flow of material through the use of language | 5 | 4 | 9 | 90% | Very well |
| 4. | The politeness of language use                      | 5 | 4 | 9 | 90% | Very well |

**Average**  

|   |   |   |   |   | **8.75** | **87.50%** | Very well |

### III. Presentation Aspect

|   | Supporting learning material for student involvement in the learning process | 5 | 4 | 9 | 90% | Very well |
|---|-----------------------------------------------------------------------------|---|---|---|-----|----------|
| 2. | Presentation of pictures in teaching materials                              | 5 | 4 | 9 | 90% | Very well |
| 3. | Completeness of presentation in teaching materials                         | 5 | 4 | 9 | 90% | Very well |

**Average**  

|   |   |   |   |   | **9** | **90%** | Very well |

### IV. Aspect of Material Effects on Learning

|   | Ease of use                                             | 4 | 4 | 8 | 80% | Well |
|---|--------------------------------------------------------|---|---|---|-----|------|
| 2. | Support learning materials for student learning independence | 4 | 5 | 9 | 90% | Very well |
| 3. | The use of learning materials in increasing student motivation | 4 | 4 | 8 | 80% | Well |
| 4. | The ability of learning material in improving student understanding | 5 | 4 | 9 | 90% | Very well |
| 5. | The ability of poetry writing learning materials to add students' insights | 5 | 4 | 9 | 90% | Very well |

**Average**  

|   |   |   |   |   | **8.6** | **86%** | Very well |

### V. Comprehensive Display Aspects

|   | The winning cover of teaching materials                  | 4 | 4 | 8 | 80% | Well |

**Average**  

|   |   |   |   |   |   |   |   |
2. Ease of reading the contents of teaching materials | 4 | 4 | 8 | 80% | well

| Average | 8 | 80% | Well |
| Overall average total | 8,57 | 85,70% | Very well |

The next validation to be done is the design expert validation. This activity aims to assess the design or graphic writing poetry teaching materials for 10th grade senior high school students. The design validator, Dr. Evi Eviyanti, M.Pd. and Dr. R. Mursid, M.Pd. Both validators were from Medan State University lecturers. Following are the results of the validation carried out by the design expert validator.

**Table 4. Results of Design Expert Validation of Teaching Material Writing Poetry with Lotus Techniques for Class X Students of SMA / MA**

| No. | Indicator | X1 | X2 | Total | Percentage | category |
|-----|-----------|----|----|-------|------------|----------|
| I.  | Size of Teaching Materials | | | | | |
| 1.  | Appropriate teaching material size with ISO standard: A4 (21cm x 29.7 cm) | 5 | 5 | 10 | 100% | Very good |
| Average | | 5 | | 100% | Very good |
| II.  | Typography Cover Teaching materials | | | | | |
| 1.  | Using the letters that are easy to read | 5 | 5 | 10 | 100% | Very good |
| Average | | 5 | | 100% | Very good |
| III.  | Illustration of Content of Teaching Material | | | | | |
| 1.  | Reflect the content of teaching materials | 4 | 4 | 8 | 80% | Good |
| Average | | 4 | | 80% | Good |
| IV.  | Layout Contents of Teaching Materials | | | | | |
| 1.  | Layout is consistent | 4 | 4 | 8 | 80% | Good |
| 2.  | The layout of the elements of harmonious teaching materials | 5 | 4 | 9 | 90% | Very good |
| 3.  | Placement and appearance of teaching material layout elements (title, subtitles, | 4 | 4 | 8 | 80% | Good |

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### Aspect Typography Content of teaching materials

1. Simple typography | 5 | 4 | 9 | 90% | Very good Baik
2. Typography is easy to read | 5 | 4 | 9 | 90% | Very good
3. Typography adds knowledge | 5 | 4 | 9 | 90% | Very good

**Average** | **4.5** | **90%** | Very good

### VI. Illustration aspects of the contents of teaching materials

1. Illustrations can clarify and increase student understanding | 4 | 5 | 9 | 90% | Very good
2. Illustration of contents can cause attraction | 4 | 5 | 9 | 90% | Very good

**Average** | **4.5** | **90%** | Very good

**Overall average total** | **4.55** | **91%** | Very good

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**Table 5. Grouping of Validation Results by Material and Design Expert Validators**

| No. | Validator          | Percentage | Validation average | Category   |
|-----|--------------------|------------|--------------------|------------|
| 1.  | Material Expert    | 85.70%     | 88.35%             | Very good  |
Grouping the results of the validation by the expert material and design validators obtained an average of 88.35% overall with a very good category. This indicates that teaching materials developed in the form of teaching materials for writing poetry with lotus techniques for 10th grade of Senior High School in MAS Tahfizhil Medan Medan students are worth testing.

Teaching material for writing poetry with lotus techniques for students of 10th senior high school in MAS Tahfizil Qur'an Medan assessed by 2 teachers in the field of Indonesian Language studies. The two teachers are Andy Syahputra, M.Pd. and R. Ani Samsidar, SH. The following are the results of the assessment conducted by the two teachers in the Indonesian language field of study.

**Table 6. Assessment Results Teaching Material Writing Poetry with Lotus Techniques by Teachers in the Indonesian Language Study Field**

| Aspect                      | No. | Indicator Assessment                                                                 | Total | Average | Category   |
|-----------------------------|-----|-------------------------------------------------------------------------------------|-------|---------|------------|
| Material Learning           | 1.  | The suitability of the contents of the material with the basic competencies to be achieved | 9     | 90%     | Very Well  |
|                             | 2.  | The truth of the material in terms of science                                        | 8     | 80%     | Well       |
|                             | 3.  | Clarity of topics                                                                    | 8     | 80%     | Well       |
|                             | 4.  | The order of writing poetry material                                                 | 9     | 90%     | Very Well  |
|                             | 5.  | Coverage of writing poetry material                                                  | 9     | 90%     | Very Well  |
|                             | 6.  | The completeness of the material writing poetry                                      | 10    | 100%    | Very Well  |
|                             | 7.  | Example relationship with material                                                   | 8     | 80%     | Well       |
|                             | 8.  | Loads of cognitive, psychomotor, and affective aspects                                | 8     | 80%     | Very Well  |

Average: **8.62** 86.25% Very Well
Teaching material for writing poetry with lotus techniques for students of class X MAS Tahfizhil Qur’an Medan was tested individually. This test is carried out to assess teaching materials that have been developed. This individual test involves 3 students (high, medium and low ability). Following are the results of individual trial analyzes that have been carried out.

**Table 7. Analysis Results of Individual Tests on Teaching Material Writing Poetry with Lotus Techniques.**

| No. | Indicator Assessment                                                                 | Respondent | Average | Percentage | Category |
|-----|--------------------------------------------------------------------------------------|------------|---------|------------|----------|
|     |                                                                                      | 1 | 2 | 3 |              |
| **Quality of Learning Materials**                                                   |            |     |     |             |
| 1.  | Is writing poetry using lotus techniques easy for you to do?                         | 4 | 5 | 4 | 13 | 86.66% | Very Well |
| 2.  | Can you do the steps of writing poetry with lotus technique?                          | 4 | 4 | 4 | 12 | 80% | Well |

DOI: [https://doi.org/10.33258/birle.v3i1.779](https://doi.org/10.33258/birle.v3i1.779)
|   |                                                                 | 4 | 4 | 5 | 13 | 86.66% | Very Well |
|---|-----------------------------------------------------------------|----|----|----|-----|--------|-----------|
| 3. | Is the language used in teaching poetry writing materials easy for you to understand? |    |    |    |     |        |           |
| 4. | Can you use lotus techniques in writing poetry?                 |    |    |    | 12  | 80%    | Very Well |
| 5. | Can lotus techniques add to your skills in writing poetry?      |    |    |    | 13  | 86.66% | Well      |
| 6. | Can poetry writing teaching materials developed with lotus techniques add to your horizons? | 5  | 4  | 5  | 14  | 93.33% | Very Well |

**Average**

|   |   | 12.83 | 85.55% | Very Well |

**Graphic Quality (Display)**

|   |                                                                 | 4 | 4 | 5 | 13 | 86.66% | Very Well |
|---|-----------------------------------------------------------------|----|----|----|-----|--------|-----------|
| 1. | Does the illustration used in teaching poetry writing materials with lotus techniques add to the attractiveness of the teaching material? |    |    |    |     |        |           |
| 2. | Does the graphics contained in the teaching material not interfere with your understanding of learning? | 5  | 4  | 5  | 14  | 93.33% | Very Well |
| 3. | How is the sentence structure in teaching poetry writing material with lotus technique? | 5  | 5  | 5  | 15  | 100%   | Very Well |

**Average**

|   |   | 14  | 93.33% | Very Well |

**Total Average**

|   |   | 13.41 | 89.44% | Very Well |
Small group testing is carried out to complement the results of research related to the advantages and disadvantages of teaching materials developed. This small group trial involved 9 students consisting of 3 students with high years, 3 students with medium knowledge, and 3 students with low knowledge. The following results of the analysis of small group trials that have been carried out.

Table 8. Results of Small Group Trials Against Teaching Material Writing Poetry with Lotus Techniques

| No. | Indicator                                      | Respondent | Percentage | Category       |
|-----|-----------------------------------------------|------------|------------|----------------|
|     |                                               | 1 2 3 4 5 6 7 8 9 |            |                |
| 1.  | Is writing poetry using lotus techniques easy for you to do? | 4 5 4 4 4 4 4 5 5 | 86.66%     | Very Well      |
| 2.  | Can you do the steps of writing poetry with lotus technique? | 4 4 4 4 5 4 4 5 4 | 86.66%     | Very Well      |
| 3.  | Is the language used in                        | 5 4 4 4 3 5 5 4 4 | 84.44%     | Very Well      |
1. Does the illustration used in teaching poetry writing materials with lotus techniques add to the attractiveness of the teaching material? 4 4 4 4 4 5 4 82.22% Very Well

2. Does the graphics contained in the teaching 4 4 4 5 4 4 4 4 84.44% Very Well

The quality of graphics

Average 87.77% Very Well

4. Can you use lotus techniques in writing poetry? 4 4 4 4 4 80% Well

5. Can lotus techniques add to your skills in writing poetry? 5 5 5 5 4 4 5 4 93.33% Very Well

6. Can poetry teaching materials developed with lotus techniques add to your horizons? 5 5 5 5 5 5 4 4 95.55% Very Well
material not interfere with your understanding of learning?

3. How is the sentence structure in teaching poetry writing material with lotus technique?

| No. | Indicator Assessment | Score |
|-----|----------------------|-------|
| 5   | 5                    | 5     |
| 5   | 4                    | 4     |
| 5   | 4                    | 4     |
| 5   | 5                    | 4     |
| 4   | 5                    | 5     |
| 4   | 4                    | 4     |
| 5   | 5                    | 4     |
| 4   | 4                    | 4     |
| 5   | 5                    | 4     |
| 4   | 4                    | 4     |

91,11% Very Well

Average 85,92 Very Well

The quality of graphics 86,85% Very Well

Diagram 2. Percentage of Small Group Trial Results

Teaching material for writing poetry with lotus techniques for students of 9th grade of senior high school students in MAS Tahfizil Qur’an Medan was also tested in a limited group. This test involved the entire of 10th grade students in the school, amounting to 30 students. Following are the results of the limited group trial.

Table 9. Results of a Limited Group Trial of Teaching Writing Poetry Material with Lotus Techniques
### Material Learning Quality

|   | Description                                                                 | No. | Rating | Comments |
|---|-----------------------------------------------------------------------------|-----|--------|----------|
| 1.| is writing poetry using lotus techniques easy for you to do?                | 133 | 88,66% | Very Well|
| 2.| Can you do the steps of writing poetry with lotus technique?               | 135 | 90%    | Very Well|
| 3.| Is the language used in teaching poetry writing materials easy for you to understand? | 140 | 93,33% | Very Well|
| 4.| Can you use lotus techniques in writing poetry?                            | 141 | 94%    | Very Well|
| 5.| Can lotus techniques add to your skills in writing poetry?                 | 142 | 94,66% | Very Well|
| 6.| Can poetry writing teaching materials developed with lotus techniques add to your horizons? | 135 | 90%    | Very Well|

**Average** 91,77% Very Well

### Graphic Quality (Display)

|   | Description                                                                 | No. | Rating   | Comments |
|---|-----------------------------------------------------------------------------|-----|----------|----------|
| 1.| Does the illustration used in teaching poetry writing materials with lotus techniques add to the attractiveness of the teaching material? | 145 | 96,66%   | Very Well|
| 2.| Does the graphics contained in the teaching material not interfere with your understanding of learning? | 143 | 95,33%   | Very Well|
| 3.| How is the sentence structure in teaching poetry writing material with lotus technique? | 144 | 96%      | Very Well|

**Average** 95,99% Very Well

**Total Average** 93,88% Very Well
Diagram 3. Obtaining the Results of a Limited Group Trial

Based on the results of trials that have been conducted (individual trials, small group trials, and limited group trials) on the use of teaching materials in the form of teaching materials for writing poetry with lotus techniques for 10th grade senior high school students in MAS Tahfizhil Qur'an Medan declared to be suitable for use with very good category. The following details the average acquisition of the three trials that have been carried out.

Diagram 4. Comparison of Test Results

The material expert validator provided a revision in refining poetry writing teaching materials with lotus techniques for 10th grade senior high school students in MAS Tahfizhil Medan. The revision given by the material expert validator is to replace the word "student" to "you". Apart from that, the validator also added for each section of teaching material to have learning objectives.

The design expert validator also provided a revision in refining poetry writing teaching materials with lotus techniques for 10th grade senior high school students in MAS Tahfizhil Medan. The revision given by the design expert validator is color matching, the addition of paint drop in writing, and the addition of figurative words to fill the blank space.
Indonesian Language teacher at MAS Tahfizhil Qur’an Medan school also gave a revision to improve poetry writing teaching materials with lotus techniques for 10th grade students by adjusting it to the competencies that you want to achieve.

The effectiveness of using poetry writing teaching materials with lotus techniques for 10th grade senior high school students in MAS Tahfizhil Medan can be seen from the results of the pretest-posttest and Gain test results. This effectiveness test only involves one group (10th-2).

Pretest and posttest were conducted to find out the learning outcomes before and after using poetry writing teaching materials with lotus techniques. The material to be tested is writing poetry. This trial was conducted with the design of one group pretest posttest. The class that was subjected to the pretest and posttest trials was 10th -2 grade senior high school students in MAS Tahfizhil Medan. Next is the acquisition of pretest and posttest scores on poetry writing activities.

Table 10. Obtaining the Results of Pretest and Posttest Writing Poetry

| No. | Student Code | Assessment |
|-----|--------------|------------|
|     |              | Pretest    | Posttest   |
| 1.  | ABC01        | 65         | 78         |
| 2.  | ABC02        | 70         | 82         |
| 3.  | ABC03        | 68         | 80         |
| 4.  | ABC04        | 70         | 85         |
| 5.  | ABC05        | 75         | 90         |
| 6.  | ABC06        | 65         | 80         |
| 7.  | ABC07        | 68         | 82         |
| 8.  | ABC08        | 70         | 80         |
| 9.  | ABC09        | 75         | 85         |
| 10. | ABC10        | 65         | 80         |
| 11. | ABC11        | 68         | 85         |
| 12. | ABC12        | 70         | 85         |
| 13. | ABC13        | 75         | 90         |
| 14. | ABC14        | 70         | 85         |
| 15. | ABC15        | 65         | 82         |
| 16. | ABC16        | 60         | 80         |
The results of the pretest and posttest in table 4.11 above can be described as follows. The average value of the results of pretest writing poetry from 30 students amounted to 68.70. Furthermore, the posttest results obtained an average value of poetry writing activities of 83.55. Based on the pretest and posttest activities on the application of teaching materials with lotus techniques from the average pretest 68.70 to 83.55 at the posttest there was an average increase of 14.85.

Gain test is done to see the effectiveness of learning by using poetry writing teaching materials with lotus techniques. This test was conducted in 10th -2 grade in MAS Tahfizhil Qur’an Medan with a total of 30 students. The formula used to see the effectiveness of learning is:

\[
\text{Index Gain} (g) = \frac{\text{score posttest} - \text{score pretest}}{\text{score maksimal (100) - score pretest}}
\]

Tabel 11. Gain Test (Effectiveness of Poetry Writing Learning)

| No. | Pre-Test | Post-Test | Post-Pre | 100-Pretest | G  | Description |
|-----|----------|-----------|----------|-------------|----|-------------|
| 1.  | 65       | 78        | 13       | 35          | 0,37 | Middle      |
| 2.  | 70       | 82        | 12       | 30          | 0,40 | Middle      |
| 3.  | 68       | 80        | 12       | 32          | 0,37 | Middle      |
|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 4. | 70 | 85 | 15 | 30 | 0,50 Middle |
| 5. | 75 | 90 | 15 | 25 | 0,60 Middle |
| 6. | 65 | 80 | 15 | 35 | 0,42 Middle |
| 7. | 68 | 82 | 14 | 32 | 0,43 Middle |
| 8. | 70 | 80 | 10 | 30 | 0,33 Middle |
| 9. | 75 | 85 | 10 | 25 | 0,40 Middle |
| 10. | 65 | 80 | 15 | 35 | 0,42 Middle |
| 11. | 68 | 85 | 17 | 32 | 0,53 Middle |
| 12. | 70 | 85 | 15 | 30 | 0,50 Middle |
| 13. | 75 | 90 | 15 | 25 | 0,60 Middle |
| 14. | 70 | 85 | 15 | 30 | 0,50 Middle |
| 15. | 65 | 82 | 17 | 35 | 0,48 Middle |
| 16. | 60 | 80 | 20 | 40 | 0,50 Middle |
| 17. | 68 | 88 | 20 | 32 | 0,62 Middle |
| 18. | 75 | 90 | 15 | 25 | 0,60 Middle |
| 19. | 68 | 82 | 14 | 32 | 0,43 Middle |
| 20. | 60 | 80 | 20 | 40 | 0,50 Middle |
| 21. | 65 | 88 | 23 | 35 | 0,76 High |
| 22. | 65 | 82 | 17 | 35 | 0,48 Middle |
| 23. | 70 | 85 | 15 | 30 | 0,50 Middle |
| 24. | 70 | 82 | 12 | 30 | 0,40 Middle |
| 25. | 75 | 90 | 15 | 25 | 0,60 Middle |
| 26. | 73 | 88 | 15 | 27 | 0,55 Middle |
| 27. | 60 | 80 | 20 | 40 | 0,50 Middle |
| 28. | 70 | 82 | 12 | 30 | 0,40 Middle |
| 29. | 73 | 80 | 7 | 27 | 0,25 Low |
| 30. | 70 | 80 | 10 | 30 | 0,33 Middle |
The development of teaching materials for writing poetry with lotus techniques in students of 9th grade of Senior High School students in MAS Tahfizhil Qur’an Medan was developed in two stages, namely the study of define and design. 1) in the study of define (definition) carried out front end analysis, student analysis, analysis of concepts, assignments, and learning objectives. The front end analysis activity is carried out to find information on poetry writing teaching material needs by means of interviews and questionnaires for teachers and students. Obtaining the results of the analysis of the teaching material needs is stated to require development. In addition, teachers and students want poetry writing teaching materials that are designed with lotus techniques packed with practical, interesting, and have clear stages of writing poetry. Activity to analysis of student needs, based on the results of the analysis that has been done on the needs of teaching materials can be concluded that students need teaching materials to write poetry with lotus techniques. Concept analysis activities, assignments, and learning objectives, based on the results of the analysis it can be concluded that the concept does not describe conformity to basic competencies, the task only contains assignments without clear characteristics followed, learning objectives are adapted to curriculum C13. 2) study design (design) teaching materials writing poetry with lotus techniques carried out in a way that is: 1) Adjusting the material with curriculum C13. 2) Describe the material clearly and in detail. 3) Add pictures, wise words, and letter variations. 4) Add steps to writing poetry with lotus technique.

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