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## Innovative E-Module for Poetry: Enhancing Reading Skills in High School Students

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### Abstract

Various innovations in current learning are still less able to improve the quality of learning including in the development of teaching materials in the form of modules. Therefore, this research was conducted in research and development of teaching materials as an effort to develop a product for use. The purpose of this study was designed to describe the results of the needs analysis, design, implementation, and evaluation of teaching materials for class X. This study is a Research and Development (R&D) study with the ADDIE development model which includes five stages, namely (1) product analysis; (2) product design; (3) product development; (4) product implementation; and (5) product evaluation. The results of the research on the development of e-module poetry reading teaching materials show that the needs of students and teachers for poetry teaching materials in the form of e-modules are very necessary in supporting and improving the quality of poetry reading learning. The development design is in the form of an initial section starting from the book cover to the table of contents, then the learning activity section contains learning activities in training and guiding students in poetry reading activities, and the closing section is evaluation. The development of this teaching material has been tested by experts in terms of language, design, and material with practical and valid results (0.75) teaching materials are ready to be used by students. Product implementation is carried out on students by looking at student responses to the teaching materials used which are practical and ready to be used. Evaluation of teaching materials is used through the results of the initial trial and final trial of learning in poetry reading learning ( $t\text{-count} > t\text{-table}$  or  $4.59 > 1.70$ ).

**Keywords:** development; e-modules; reading poetry; PBL; teaching materials

**Introduction**

E-Modules are learning tools or learning designs based on a curriculum that is applied with the aim of achieving predetermined competency standards (Maulana, 2022). Teaching modules have a primary role in supporting teachers in designing learning. In the preparation of learning tools, the teacher plays an important role, teachers are honed in their thinking skills to be able to innovate in teaching modules. Therefore, making teaching modules is a pedagogical competence of teachers that needs to be developed, this is so that teacher teaching techniques in the classroom are more effective, efficient, and do not deviate from the discussion of achievement indicators (Syafiq, 2022). Reading poetry is not just reciting poetry or voicing poetry, but also expressing the feelings and soul captured by the reader from the poem. Reading poetry must be beautiful to the eye and beautiful to feel, not just reading the text, but also using feelings and soul to appreciate the poem, so that the message the author wants to convey is conveyed to the listeners, with a reading that is full of appreciation (Doyin, 2020). Therefore, reading poetry aims to "express" or "convey" what a poet feels or thinks to the listener or audience.

Learning to read poetry currently has several obstacles that can be seen from several aspects, such as media aspects, aspects of educator quality, and aspects of student interest (Jupisa, 2015). Research at SMA N 6 Tanjungpinang, students' reading skills are still relatively low, especially their interest in reading poetry. In reading poetry, attention must be paid to appreciation, intonation, and pauses, so that reading poetry is not just reading poetry texts. Therefore, students assume that reading poetry is a boring and tiring activity. In addition, the lack of student interest in learning to read poetry and the low competence of Indonesian language and literature subject educators in the field of literature, especially reading poetry. so that an atmosphere is created that is not conducive to learning to read poetry.

The success of students in learning is influenced by internal and external factors. One of these internal factors is the student's own motivation. Motivation is very much needed in learning which results in students' success in learning. In addition to internal factors, external factors also greatly influence, a very important external factor is a teacher in designing learning to be more creative and innovative, one of which is adjusting teaching materials to the material to be delivered. This teaching material is able to directly overcome the problem of lack of creativity in students, both affectively and cognitively, especially in reading poetry (Imaroh and Fauziah, 2021).

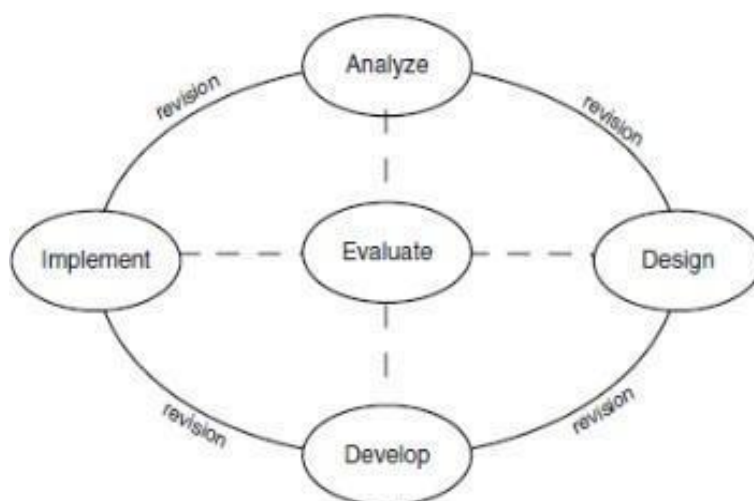
Teaching materials are very helpful in learning activities, so that the material is conveyed more systematically and scientifically with a genre-based learning model (Arono and Arsyad, 2019). The existence of teaching materials makes students more interested in studying the material taught by educators (teachers). Teaching materials are seen as materials provided by learning needs which include textbooks, videos and audio tapes, computer software, and visual aids. Teaching materials are all materials (both informative, tools, and texts) that are arranged systematically, which display a complete figure of the competencies mastered by students and are used in the learning process with the aim of planning and reviewing the implementation of learning. In this case, the researcher wrote an e-module teaching material for reading poetry based on audio-visual media. Based on the background above, the formulation of the general problem of this study is how to develop poetry reading teaching materials based on audio-visual peer review for class X students of SMA Negeri 5 Lubuklinggau. Where here the researcher has obtained 5 problems that must be solved. What are the needs of teachers and students, how to design teaching materials, how to develop teaching materials, how to implement teaching materials, and how to evaluate the development of teaching materials?

### **Research Methodology**

The research method used is a mixed research method using a quantitative and qualitative approach (Sugiyono, 2018). This study is to produce e-module teaching materials for the problem-based learning model. In this initial section, it aims to obtain complete information on the needs of users, both teachers and students, for the teaching materials to be developed. This stage also analyzes the current situation of existing teaching materials. The results of observations will be used as a basis for improving existing teaching materials into teaching materials to be developed. This stage uses the needs analysis construct offered by Hutchinson & Waters (in Branch, 2019), namely target situation analysis, current situation analysis and Learning Situation Analysis. This study consists of three stages; preparation, implementation and reporting. The ADDIE model stands for Analyze, Design, Develop, Implement, and Evaluate. ADDIE is included in the concept of systematic product development, stating that ADDIE is a fundamental process for creating effective learning resources. The ADDIE model has five stages. The five stages are arranged systematically, integrated, and have general procedures. The following is a picture of the ADDIE

model design and the general concepts and procedures contained in the ADDIE model.

**Figure 1.** ADDIE Model Design



This research is the initial part of research and development to produce audio-visual poetry reading teaching materials. This section aims to obtain complete information on the needs of users, both teachers and students, for the teaching materials developed above. In addition, at this stage the researcher also sees and observes the existing teaching materials. The results of the analysis and observations are used as a basis for improving existing teaching materials into teaching materials that are developed into more modern teaching materials in accordance with the times. This stage also uses data collection techniques and data instruments. Where there is an interview process, and a questionnaire. Then there is also a data analysis technique that is in the product development process and product feasibility assessment.

## **Findings and Discussion,**

### **Findings**

This needs analysis was conducted to develop E-Module teaching materials for Reading Poetry for Grade X of SMA N 5 Lubuklinggau. The initial stage in developing teaching materials in the form of E-Module reading poetry based on development research (R&D) used the ADDIE model which includes several stages, namely (a) analysis stage (including analysis of student characteristics, curriculum analysis and needs analysis), (b) design stage, namely systematic preparation, preparation and creation of research instruments, (c) development stage, namely E-Module development, E-Module validation, and E-Module revision, (d) implementation

stage, namely small group trials and large group trials/field trials, and (e) evaluation stage. The stages above are used to obtain valid and practical E-Module teaching materials. The following are the steps taken in developing E-Module teaching materials.

#### **a. Analysis Stage**

This analysis stage aims to determine the needs required to produce an E-Module. This stage includes the stage of analyzing the needs of grade X students, the stage of analyzing the curriculum and analyzing student characteristics. The results of the analysis are as follows:

##### 1) Analysis of Student Characteristics

This analysis of student characteristics is aimed at class X students of SMA Negeri 5 Lubuklinggau as users of the E-Module that is being developed. Data obtained from interviews with Indonesian language teachers at SMAN Lubuklinggau. The results of interviews with Indonesian language teachers at SMA Negeri 5 Lubuklinggau, Mrs. Hartati M,Pd. obtained information that class X students already understand the theory of poetry, but to practice reading, writing and listening to poetry, students still have difficulty, feel embarrassed, and lack confidence. The results of the observation can be said that class X students find it difficult to practice reading and writing poetry properly and correctly. Students also still need help and guidance from teachers while school hours are very limited. Therefore, students need a practical E-Module so that they can be studied independently.

##### 2) Curriculum Analysis

The results of the curriculum analysis carried out in class X of SMA Negeri 5 Lubuklinggau show that the school uses the Merdeka curriculum. Learning achievements related to reading, listening, speaking, and writing poetry. For poetry learning in high school, it usually takes place 3 times, each meeting consists of 3 JP.

**Table 1.** Learning Outcomes

<b>No</b>	<b>Element</b>	<b>Phase E Generally Class X</b>
1.	Listening	Students are able to evaluate and create information in the form of ideas, thoughts, feelings, views, directions or accurate messages in listening to various forms of text (fiction and non-fiction) in the form of dialogues, monologues, and talk shows.

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2. Read	Students are able to evaluate information in the form of ideas, thoughts, views, directions or messages from various types of texts. For example, descriptions, reports, reports, narratives, explanations, expositions, and discussions from visual and audiovisual texts to find implied and explicit meanings. Students interpret information to express ideas and feelings of sympathy, care, empathy.
3. Speak	Students are able to process and present ideas, thoughts, views, directions, or messages for the purpose of submitting proposals, formulating problems, and solutions in the form of monologues, dialogues, and talk shows, logically, coherently, critically, and creatively. Students are able to create expressions in accordance with norms of politeness in communicating.

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### 3) Learning Resources Analysis

The results of the learning resources analysis conducted by interviewing Indonesian language teachers, students and direct observation of the learning process at SMAN Lubuklinggau show that the school uses textbooks facilitated by the government and uses textbooks (E-Modules). The textbooks used alternately with other classes because the number of books is limited, so textbooks can be used when the subject is taking place, they can borrow them from the library.

### 4) Needs Analysis

Needs analysis by observing and interviewing Indonesian language subject teacher Mrs. Hartati M,Pd. obtained information that the curriculum used at SMA Negeri 5 Lubuklinggau is the Merdeka curriculum and the teaching materials used in class are in the form of E-Modules purchased by each student and textbooks taken when the subject is taking place. The method applied is the lecture method. In the learning process, students' abilities in learning Indonesian are very low. Students consider the lesson difficult, monotonous and boring. This causes low interest in learning the material, which affects the initial abilities of students. If this continues, they will always consider Indonesian language lessons difficult and boring.

The results of the identification above, teachers find it difficult when the poetry learning process because students feel bored, monotonous, not confident, embarrassed and many students still do not understand how to read and write poetry properly. The teaching materials expected by teachers are teaching materials that can attract students' interest in poetry learning, of course, can support the achievement of the objectives of poetry learning and the material contained in the teaching materials leads to the expected aspects and there are positive values that can be used as lessons for students. While what students expect is that in terms of

content there are pictures, attractive colors, easy-to-understand language and there are examples of reading and writing poetry

### **b. Design Stage (Design)**

#### 1) Compilation of E-Module Systematics

The presentation of the E-Module that is developed begins with the presence of CP, CP elements, CP Objectives that will be achieved while using the E-Module. After that in the E-Module there is a QR code that can be clicked with a scanner application or similar to see examples of listening to poetry, and poetry reading. Then there are also assessment indicators and assessment tables for students when practicing reading and writing poetry. After providing an explanation and watching the video on the link, at the end there is a final assignment as a measuring tool in the use of this E-Module and as a benchmark for student abilities in poetry material.

#### 2) Compiling Research Instruments

The preparation of research instruments consists of several assessments, namely interview sheets, expert assessments, student response questionnaires, and teacher response questionnaires. Several of these instruments were adapted from previous studies and have been said to be valid and can be used for data collection. The instruments can be seen in the appendix (research instrument grid). Yusianto (2022) said that the use of negative and positive questions is very necessary because it minimizes the selection of respondents towards the end of the scale. The instruments used are language feasibility instruments, material feasibility, design feasibility, student responses, and teacher responses (Attached).

### **c. E-Module Development Stage**

The development of the poetry E-Module based on development research (R&D) must be validated before it can be used. Design validation on the poetry E-Module based on development research (R&D) which is being developed is carried out by a lecturer who is an expert in the field of design. The design validation instrument given to the design expert contains ten questions covering clarity of purpose, systematic/order of presentation, size and type of font, accuracy of color contrast, physical appearance, accuracy of development research (R&D), normal spacing between letters, appropriate paragraph layout, and E-Module cover.

The material contained in the developed E-Module can be said to be feasible and can be used by the public, so the material developed by the researcher must be validated by a material expert. Validation is carried out by one lecturer who is a

material expert who tests this E-Module. This validation uses a questionnaire assessment instrument containing seven statements including the accuracy of the basic competency objectives, the clarity of the material presented, according to student needs, the truth of the material substantiation, the accuracy of the material with the evaluation, the material presented systematically, and the benefits of increasing knowledge. On the instrument sheet there is also a criticism and suggestion column so that the validator can provide criticism and suggestions regarding the E-Module being developed.

Language validation is carried out by one lecturer who is an expert in language. Validation on language is carried out the same as validation of material and design. The validator fills out a questionnaire that has been prepared by the author. The assessment instrument contains seven statements including unambiguous and simple sentence structures, language used that is easy for students to understand, use of Indonesian language rules, effective use of language, interrelationships between sentences and completeness of supporting presentation in the E-Module (foreword, table of contents, and bibliography).

This E-Module was developed using Indonesian language which contains links containing video examples and poetry reading techniques. The creation of this E-Module uses Microsoft Word, Canva, and Flipbook applications. Researchers developed printed E-Modules and electronic E-Modules designed to support the achievement of learning objectives, especially in Indonesian language lessons on poetry material.

Expert design validation data conducted on May 27, 2024 resulted in a product of developing teaching materials in the form of a poetry E-Module based on development research (R&D) for grade X students based on clarity of purpose, systematics/sequence, presentation, size and type of font, E-Module title color contrasts with the background color (background), physical appearance, does not use too many letter combinations, cover, normal spacing between letters, accuracy of the development research (R&D) model, and paragraph layout according to valid results (0.77).

The data obtained were collected based on criticism and suggestions given by design experts for improving the design of the E-Module poetry based on development research (R&D) at SMA Negeri 5 Lubuklinggau, namely the image on the cover according to the content, selection of fonts, selection of images, layout,



consistency in choosing the type and size of fonts, and instructions for using the instructional book in the evaluation. Language expert validation data was carried out on May 27, 2024. Language validation regarding the development product in the form of an E-Module for reading poetry based on development research (R&D) at SMA Negeri 5 Lubuklinggau. The following data regarding the validation results from language experts based on unambiguous and simple sentence structures, easy-to-understand language, clarity of indicators, use of Indonesian language rules, effective use of language, interrelationships between sentences, and completeness of supporting presentation (containing a foreword, table of contents, and bibliography) with very valid results (0.82).

The data obtained were collected based on criticism and suggestions given by language experts regarding the improvement of the language used in the E-Module of poetry based on development research (R&D) at SMA Negeri 5, namely the effectiveness of sentences, standard words, and the use of spelling. The validation data from design experts carried out on May 27, 2024 resulted in a product of developing teaching materials in the form of an E-Module for reading poetry based on development research (R&D) for class X students based on accuracy with basic competency objectives, clarity of the material presented, accuracy of teaching materials with student development, truth of the substance of the material, accuracy of the material with evaluation, use of terms, and the benefits of increasing knowledge about poetry learning with valid results (0.75).

#### **d. Implementation Stage**

The implementation stage is the trial stage. The trial of this E-Module was carried out at SMA Negeri 5 Lubuklinggau. This trial was carried out on class X students of SMA Negeri 5 Lubuklinggau with a total of 34 students. The E-Module trial was carried out in two stages, the first was a small group trial with 6 students and the second was a large group test or often called a field test with one class except for students who had entered the small group test, namely 28 students. Practicality data was obtained through a two-assessment process, namely seen from teacher responses and student responses. Teacher response data was obtained by providing an assessment questionnaire on the E-Module that was developed. The teacher who responded to the questionnaire was the Indonesian language teacher for class X1. This data collection was carried out on May 31, 2024 until completion, namely the E-Module was appropriate, the language used followed the rules of language and corrected the

grammar in typing, spacing, and entering. As for the practical aspects, namely the language used in the E-Module does not comply with the language rules, the display of images in the E-Module is clear and in accordance with the sub-material, the language used is easy to understand, the cover is attractive and in accordance with the sub-theme, the material does not comply with the applicable CP, the design of the E-Module poetry based on Development Research (R&D) is interesting, the E-Module poetry based on Development Research (R&D), involves students in learning, examples of reading and writing poetry are in accordance with the assessment benchmarks, the evaluation contained in the E-Module poetry based on Development Research (R&D) does not comply with the material, the order of sub-themes in the E-Module poetry based on Development Research (R&D) is not systematic, the reference sources used do not comply with the material contained in the E-Module poetry based on Development Research (R&D) with the result of 80% (practical).

#### **e. Evaluation Stage (Evaluation)**

The evaluation stage is seen from the questionnaire data of student responses and teacher responses which are then processed and analyzed. The analysis of the student and teacher response questionnaire aims to find out the opinions or views of students and teachers towards the developed E-Module. At this stage it also aims to find out the practicality of the developed E-Module.

This trial phase is carried out through steps such as: a) Preparing class facilities, b) Opening by providing stimulus, c) Introducing the E-Module that is being developed, d) Carrying out learning activities regarding the material contained in the E-Module, e) Explaining the function of the development research (R&D) model contained in the E-Module, f) Selecting students to carry out small group and large group/field test activities, g) Distributing questionnaires regarding the assessment of the E-Module, h) Giving students the freedom to fill out the questionnaire honestly). documentation photos, and j) Collecting the completed questionnaires. 1) Small Group Test This small group test produces data taken from the student response questionnaire. This small group test involves six students who are selected at random. The following data were obtained from small group test activities consisting of six students with aspects of cover design on the E-Module poetry based on Development Research (R&D) are interesting to look at, the use of language in the E-Module is effective, the images in the E-Module are in accordance with the sub-material, the appearance (font type, font size, color, and images) are attractive and clear, the combination of colors in the E-Module design

makes students interested in learning, the presentation of material in the E-Module is systematic, teaching materials contain materials and images that support learning, the layout of images in poetry is neatly arranged, the cover of the E-Module poetry is not interesting to look at, the use of letters in the student's E-Module is too small, the images in the E-Module do not match the sub-material, the font color is not in sync with the background of the E-Module, the cover image does not match the material needed by students, examples of poems in the E-Module Based on Development Research (R&D) do not match the content of the material, and the paragraph layout does not match the results practically (77%).

## 2) Large Group Test

This large group test/field test produces data taken from student response questionnaires. This large group test/field test involves one class of students except for students selected in the small group test. Students in class X 1 number 34 students minus the students taken for the small group test, so the number of students for the large group test/field test is 28 students. The following data is obtained from the large group test/field test activities as follows.

At this stage, the analysis that will be sought is the average value, and the standard deviation value in the pretest and posttest data in the sample class can be seen in the table below.

**Table 2.** Mean Value (X) and Standard Deviation (S)

Test	Average (X)	Standard Deviation (S)
Pretest	60.59	15,7
Posttest	75,29	13,08

Based on table, the results of the initial test (pretest) obtained an average value ( $\bar{X}$ ) of 60.59 and a standard deviation (S) of 15.75. While in the final test data (posttest) obtained an average value ( $\bar{X}$ ) of 75.29 and a standard deviation (S) of 13.08. The normality test is used to determine whether the data from the pretest and posttest values are normally distributed or not. To determine the normality of the data, the data fit test  $x^2$  (chi square) is used. The results of the normality test of the pretest and posttest data can be seen in the table below.

**Table 3.** Results of Data Hypothesis Test Analysis

$x^2$ count	$x^2$ table	Conclusion
7,4985	11,070	$x^2$ count < $x^2$ normally distributed table (pretest)
10,8912	11,070	$x^2$ count < $x^2$ normally distributed table (posttest)

Based on table 4, it can be seen that the results of the data normality test are normally distributed with a pretest  $\chi^2$ count value of 7.4985 and a posttest  $\chi^2$ count value of 10.8912. This value indicates that the results of the pretest and posttest data normality tests are smaller than the  $\chi^2$ table value of 11.070. It can be concluded that poetry learning using poetry reading textbooks based on development research (R&D) can be stated that the data is normally distributed. The results of the hypothesis test analysis aim to determine the effectiveness of poetry textbooks based on Development Research (R&D) on the ability to analyze poetry of class X 1 students of SMAN Lubuklinggau, so a t-test analysis was carried out. For more details, see the table below.

**Table 4.** Data Normality Test

<i>t</i> hitung	Dk	<i>t</i> tabel	Conclusion
4,59	33	1,70	Ho is rejected and Ha is accepted

The statistical hypothesis in this study is:

Ha :  $\mu_2 \geq \mu_1$  = The average posttest score is greater than or equal to the average pretest score.

Ho :  $\mu_2 < \mu_1$  = The mean posttest score was less than the mean pretest score.

Next, the calculated  $t$  is compared with the  $t$  table in the  $t$  distribution table with degrees of freedom (Dk) =  $n - 1 = 34 - 1 = 33$ ,  $\alpha = 0.05$ , the  $t$  table is obtained = 1.70. Thus, the calculated  $t$  (4.59) >  $t$  table (1.70) then Ha is accepted as true, this shows that the hypothesis stating that poetry textbooks based on development research (R&D) are significantly effective in improving the ability to analyze poetry of class X 1 students of SMAN Lubuklinggau.

## Discussion

From the validation results conducted by the validator team on poetry textbook products based on development research (R&D), there were several findings that showed weaknesses in the design and language aspects. These findings are important to follow up in order to improve the quality of the textbooks being developed. Based on design validation, the most striking deficiency lies in the selection of images, both in the contents of the book and on the cover. Inappropriate image selection can affect the aesthetics and readability of the book, as well as reduce the visual appeal for readers (Depdikbud, 2017). In addition, the validator also suggested that clear instructions be provided to facilitate the use of this textbook. Weaknesses in the language aspect include several errors such as the use of capital letters at the

beginning of sentences, incorrect writing of prepositions, and typos that cause some words to be illegible. This shows that the language editing process needs to be improved so that textbooks can meet good and correct language rules (Sudaryanto, 2015). Therefore, revisions to the language aspect will focus on improving the use of capital letters, adjusting prepositions, and correcting typos. In terms of material, the validator did not find any significant weaknesses. This shows that the content developed is in accordance with the learning objectives and can be used without further revision. This supports Supriyadi's statement (2019) that the clarity and accuracy of the material in the textbook are very important to achieve learning effectiveness.

Overall, the results of this validation show that the R&D-based poetry textbook product still needs improvement in terms of design and language, while the material is adequate for use in the learning process. This revision is expected to produce a higher quality textbook and meet the needs of poetry learning in schools.

Development research is a research approach that aims to produce new products that have a novelty or innovation value compared to previously existing products (Sugiyono, 2016). The product developed in this study is the E-Module of poetry based on Research and Development (R&D), which utilizes the ADDIE development procedure. The ADDIE method (Analysis, Design, Development, Implementation, Evaluation) is known as an effective systematic approach in developing teaching materials for learning. At the analysis stage, learning needs identification, context analysis, and assessment of the poetry material to be presented are carried out. This stage is important to ensure that the module developed is in accordance with the needs and characteristics of the learners, and is relevant to the applicable curriculum. This analysis also includes identifying the difficulties faced by students in understanding poetry, so that the resulting product can provide solutions to these problems (Branch, 2009). The design stage is carried out by designing the structure of the E-Module, including determining the format for presenting the material, selecting supporting media, and designing an attractive layout. This design plays an important role in attracting student interest and facilitating understanding of poetry material. The emphasis on the visual and interactive aspects of the E-Module is expected to increase student involvement in the learning process (Rusman, 2012).

At the development stage, the E-Module is designed and developed based on the results of the analysis and design that have been made. At this stage, the material is compiled, interactive content is created, and multimedia integration such as images,

audio, and video that support the poetry material is carried out. The development results are then validated by experts to ensure the suitability of the content, language, and design before being implemented.

The implementation stage involves testing the E-Module in small groups and large groups to determine the effectiveness of the product. The trial results show that this E-Module is able to help students understand poetry material more easily and enjoyably. According to the Ministry of Education and Culture (2017), good teaching materials are those that are able to facilitate the student learning process in an efficient and interesting way.

The last stage, evaluation, is carried out to assess the entire development process, from planning to implementation. This evaluation is carried out formatively at each stage of development and summative evaluation at the end of the implementation stage. Formative evaluation functions to identify the weaknesses and strengths of the product at each stage, so that appropriate improvements can be made before proceeding to the next stage (Reeves, 2000). The evaluation results show that the poetry E-Module developed is in accordance with the learning objectives, meets the content eligibility standards, and has an attractive and interactive appearance. Thus, this E-Module can be used as an alternative poetry teaching material in schools. This study is in line with Branch's (2009) view that states that the ADDIE model is a framework that is able to produce effective and efficient learning products.

The analysis stage is a very important initial step in the process of developing teaching materials, especially to ensure that the products produced are in accordance with student needs and support the achievement of expected competencies. At this stage, the researcher conducted observations and interviews with Indonesian language teachers at SMA Negeri 5 Lubuklinggau to obtain data related to the poetry learning process and the difficulties experienced by students. The results of the analysis show that SMA Negeri 5 Lubuklinggau has implemented the Independent Curriculum, which emphasizes project-based learning and improving student competencies more independently (Kemendikbud, 2022).

Based on the observation results, it was found that the teaching materials used in class were still in the form of Student Worksheets (LKS) which had to be purchased independently by students, as well as textbooks that were only available during lessons. This shows that students are still limited in accessing learning materials independently, especially for poetry material. Poetry learning carried out using the lecture method has

also not been effective in improving students' skills in reading and writing poetry, because students feel less confident and there are minimal concrete examples given by teachers. This condition is in accordance with Tomlinson's statement (2011) that teaching materials that are not designed comprehensively and attractively can hinder the learning process and reduce students' learning motivation. From the results of the needs analysis, students want teaching materials that have an attractive appearance, use language that is easy to understand, and include real examples of reading and writing poetry. This desire indicates that students need materials that not only present information textually, but also visually and interactively to support the learning process. Therefore, the author decided to develop a poetry E-Module based on development research (R&D) using the ADDIE procedure (Analysis, Design, Development, Implementation, Evaluation) to meet these needs.

The development of E-Modules with an R&D approach is expected to overcome the weaknesses in conventional teaching materials, such as LKS and textbooks. Interactive E-Modules equipped with examples of reading and writing poetry, both in text and multimedia formats, can provide a richer and more comprehensive learning experience. According to Branch (2009), the ADDIE model applied to the development of teaching materials allows the learning process to be more structured and supports the achievement of competencies better. The analysis stage in the ADDIE model also functions to identify learning needs so that the products developed are able to meet user expectations. The decision to develop this poetry E-Modules is also based on the results of previous studies which state that the use of digital-based teaching materials can increase students' motivation and interest in learning (Rusman, 2012). In addition, E-Modules can be accessed anytime and anywhere, so that students have the flexibility to study the material independently outside of class hours. This is very important to support poetry learning which requires repeated practice to improve students' skills in reading and writing poetry. Thus, the results of the needs and competency analysis conducted at SMA Negeri 5 Lubuklinggau became a strong basis for the development of this R&D-based poetry E-Module. This E-Module is expected to provide solutions to the difficulties experienced by students in learning poetry, as well as improve the quality of poetry learning in schools.

The development of E-Module-based teaching materials conducted in this study showed that the process of designing and compiling the right materials can create effective teaching materials that are in accordance with learning needs. E-Module, as

a form of digital teaching material, has advantages compared to conventional teaching materials, especially in terms of flexibility of access and interactive involvement of students in the learning process (Tomlinson, 2011). Therefore, understanding the basic theory of E-Module and designing it according to user characteristics is an essential first step.

In the initial stage, the researcher conducted an understanding of the theory and discussions with the supervising lecturer to determine the characteristics of the E-Module to be developed. This discussion helped the researcher in identifying student needs and preferences for the design and materials to be presented. After that, the researcher began to create an initial design of the E-Module according to the results of the needs analysis and input from the supervising lecturer. This design includes the selection of colors, images, material arrangement, and interactive interface displays, which can support the achievement of learning competencies to the maximum. After the initial design is completed, the E-Module is then validated by a validator team consisting of design experts, language experts, and material experts. This validation process aims to ensure that the E-Module developed meets good quality standards in terms of visuals, language, and material accuracy. From the validation results, it was found that the E-Module still has several shortcomings that need to be fixed, especially in terms of design and language. Suggestions for improvement from the design validator include increasing color contrast, adjusting images on the cover to match the content, and clearer numbering on the concept map. According to Arsyad (2011), the use of appropriate colors and images can increase the visual appeal of teaching materials, so that students are more interested and motivated to learn.

Improvements to the language aspects suggested by the validator include improvements to capitalizing at the beginning of sentences, using capital letters for people's names, and the format for writing value ranges in the assessment table. This is in accordance with Tarigan's opinion (2009) which states that the language used in teaching materials must meet standard language rules and be easy to understand, so that students can interpret the material better.

In terms of material, the validator did not provide suggestions for improvement, which indicates that the content of the E-Module is in accordance with the expected competencies and can be used as a reference for student learning. This shows that the material presented has gone through a comprehensive analysis and compilation process, so that it does not require further revision. According to Branch (2009), the



preparation of material in the development of teaching materials must refer to learning objectives and be presented systematically, making it easier for students to understand and apply the concepts learned.

After revisions were made based on the validator's suggestions, the E-Module was ready to be printed using A5 paper with a total of 60 pages. The cover was printed using glossy photo paper to provide a more attractive and professional appearance, and was neatly bound so that the final product could be used comfortably by students. The printing of E-Modules also considers efficiency and quality, so that the final product not only functions as a good teaching material, but also has physical quality that supports its long-term use.

Thus, the development process of this E-Module has gone through systematic stages starting from needs analysis, design, validation, to final revision, all of which are carried out to ensure that the resulting product truly meets good quality standards. The validation process from design, language, and material experts has made a significant contribution to the refinement of the E-Module so that it can be used as an effective teaching material and in accordance with student needs. This result is in line with Arsyad's research (2011) which states that good teaching materials must go through a strict evaluation process to ensure their quality.

The research on the development of poetry E-Modules based on Development Research (R&D) at the validity test stage showed significant results on the quality of the products developed. The validation process is a crucial stage in development research because it provides input and evaluation to improve and perfect the product before being applied in real learning. Validation was carried out by three validators who focused on three aspects, namely design validation, language validation, and material validation.

Based on the validation results obtained, the poetry E-Module is categorized as valid with the following average scores: design validation obtained a score of 0.77, language validation obtained a score of 0.82, and material validation obtained a score of 0.75. These figures indicate that this E-Module has met adequate validity criteria. According to Arikunto (2010), a research instrument is said to be valid if it is able to measure what should be measured, and a validation score approaching 1 indicates that the product has met good validity criteria. The design validation results which obtained a score of 0.77 indicate that the E-Module design has sufficiently met the expected visual and aesthetic standards. Several components assessed in design

validation include color selection, layout, font type, illustrations, and the suitability of images to the material presented. Although there are several suggestions for improvement related to color contrast and image selection on the cover, overall, the design of this E-Module can be categorized as good. According to Arsyad (2011), good learning media must have visual appeal to increase student learning motivation. Therefore, the results of this design validation are an important reference for perfecting the visual aspects of the E-Module.

The language validation with a score of 0.82 indicates that the use of language in the E-Module is quite good and easy for students to understand. The validator provided some input related to the writing of capital letters at the beginning of sentences, the use of capital letters in people's names, and the writing of prepositions that need to be improved. Improvement in this aspect of language is very important, because good and correct language can help students understand the contents of the material more clearly and in a structured manner. This is in line with Tarigan's opinion (2009) which states that the language used in teaching materials must meet linguistic rules and make it easier for readers to understand the content presented.

The results of the material validation with a score of 0.75 indicate that the contents of the material in the E-Module are relevant and in accordance with the expected competencies, although there are some minor inputs from the validator. This score indicates that the material presented in the E-Module has gone through a good analysis and compilation process, and can be used without major revisions. According to Branch (2009), the compilation of material in teaching materials must pay attention to the completeness of information, accuracy of presentation, and suitability with the expected competencies in order to become an effective learning resource.

Based on the three validations, the E-Module of poetry based on Development Research (R&D) is generally categorized as valid and can be used in the learning process. The average score obtained shows that this E-Module has met the criteria for good quality, so it is suitable for use as teaching material to help students learn poetry. In addition, validation carried out by experts helps researchers identify existing weaknesses and provide appropriate recommendations for improvement. This is in accordance with Sugiyono's statement (2017) that validation in development research is an important stage to ensure that the product being developed has good quality and is suitable for use. Thus, the final product in the form of an E-Module of poetry based on Development Research (R&D) has gone through adequate validation stages and

can be used as valid teaching material and in accordance with learning needs. This validation process shows that the application of the Development Research (R&D) method with systematic stages, starting from analysis, design, development, implementation, to evaluation, is able to produce quality and effective learning products in helping students understand poetry material better.

The research on the development of poetry E-Module based on Development Research (R&D) was designed to provide ease and effectiveness in poetry learning for students. Initially, students of SMA Negeri 5 Lubuklinggau used LKS books and government textbooks which generally only contained theories and examples of poetry without being accompanied by direct poetry writing and reading exercises. This deficiency caused students to have difficulty in understanding and practicing poetry material, both in writing and reading. This shows a gap between students' learning needs and the available teaching materials.

The E-Module developed in this study provides a solution by integrating two important components, namely theory and practice, which are presented in an interesting and interactive manner. According to Heinich et al. (2002), the use of interactive learning media can increase students' learning motivation, because students can interact directly with the material and practice what they learn. This E-Module is equipped with a Quick Response (QR) Code that directs students to watch a video of a live poetry reading. This provides a more authentic and contextual learning experience, and helps students develop a deeper understanding of how to read poetry with the right expression and intonation. The validation that has been carried out on this E-Module shows that this learning product is feasible and practical to use. According to Sugiyono (2017), the feasibility of a development product can be seen from the validity, practicality, and effectiveness of the product. This E-Module was declared valid by experts with an average validation score that was adequate, and positive responses from students at the trial stage showed that this product was also practical to use in learning.

The practicality of this E-Module is also demonstrated through its concise and structured design, as well as the use of simple language that is easy for students to understand. The material is presented in an attractive visual form with a combination of colors, images, and appropriate fonts, making students more interested in reading and studying the contents of the module. According to Mayer (2001), good visual design in

digital teaching materials can improve students' cognitive understanding and help them process information more effectively.

Overall, this Development Research (R&D)-based poetry E-Module is able to answer students' needs for more interactive, practical, and easy-to-understand teaching materials. By combining theory and practice, this E-Module helps students understand writing and reading poetry holistically. In addition, the innovation of using QR Code to see examples of poetry reading directly provides added value, so that students can learn more interestingly and effectively.

Based on the results of the validation and trials that have been carried out, this E-Module is suitable for use as an alternative teaching material for poetry learning in schools. This finding is in line with Sukmadinata's statement (2012) that a learning product is said to be suitable if it is able to answer students' needs and make a positive contribution to improving their learning competencies.

Thus, this E-Module of poetry based on Development Research (R&D) can be used as an effective, practical, and innovative teaching material in learning Indonesian, especially in poetry material. The advantages of this product are not only in the aspects of validity and practicality, but also in its ability to provide a more interactive and in-depth learning experience for students.

## **Conclusion and Suggestion**

### **Conclusion**

The PBL-based poetry reading e-module is feasible and effective for use by teachers and students at SMAN 5 Lubulinggau. This is proven by the results of the development using the following ADDIE model:

1. The results of the needs analysis show that the textbooks used by students are facilitated by the school, but are limited in terms of teaching media or teaching materials and the number of books is lacking so that the material contained in the book is very limited so that it is usually referred to as a textbook only because it contains material and evaluation only without small or large group practice. The curriculum used by the school is the independent curriculum which contains CP, ATP, and TP.
2. The results of the PBL-based poetry reading e-module design starting from the cover, CP, TP, the material contained to the evaluation show that the teaching media, namely the e-module developed by the researcher, is feasible for use by high

school teachers and students, although with some suggestions regarding the textbook that must be improved so that it can be used by students. After being improved according to the suggestions of the existing validator experts, the poetry reading e-module can be tested to get a good response from students.

3. The results of each validation, namely the design validation results obtained 0.75 with valid criteria. The results of the language validation obtained a percentage of 0.78 with a valid category, while the results of the material validation obtained 0.75 with a valid category.
4. The development of teaching materials from the implementation of teaching materials on the practicality of E-Module teaching materials is also known from the teacher response questionnaire and student responses (small group test and large group test/field test). The results of the teacher response questionnaire assessment obtained a value of 80% with practical criteria. The results of the student response assessment from the small group test obtained 77% with the criteria. While in the large group test/field test obtained 76% with practical criteria. This shows that the E-Module has been practical and can be used.
5. The effectiveness of the E-Module for reading poetry that was developed obtained results that based on the calculation results obtained with a degree of validity  $dk = n-1 = 34 - 1 = 33$  and obtained. This shows that namely so that it can be stated that  $H_a$  is accepted and  $H_o$  is rejected. It was concluded that the learning outcomes of class X students of SMAN 5 Lubuklinggau after participating in poetry reading learning using the PBL learning E-Module were significant.

### **Suggestions**

The researcher's suggestions in this study are:

1. Further research can develop the poetry E-Module using more interactive technology, such as the use of Augmented Reality (AR) or Virtual Reality (VR), so that students' learning experiences are more enjoyable and in-depth.
2. Teachers can use this E-Module as teaching materials that support poetry learning activities. Teachers are expected to be able to integrate the E-Module with innovative learning methods, such as discussion methods, simulations, or project-based learning (Project-Based Learning), so that students are more active and involved in the learning process.

3. The learning model used can be developed by combining this E-Module with the Blended Learning method, where learning is carried out face-to-face and online, so that students get a more varied learning experience.
4. The curriculum applied in schools needs to be more adaptive to the development of technology and digital learning media such as this E-Module, so that teachers and students can make maximum use of technology.
5. Students are expected to make maximum use of this E-Module to develop their understanding of poetry, both in terms of writing and reading.

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