

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 Hutasuhut¹, 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

Abstract

The aim of this research is to create a teaching material and method in writing poetry using lotus techniques. This research also uses research and development methods. It 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. The results of this study indicate that 10th grade students need new methods and teaching materials in improving their understanding in writing poetry. And after testing the lotus technique is very efficient to improve students' ability to write poetry. After the posttest and pretest results the results obtained are the low category by 3.33%, the medium category by 93.34%, and the high category by 3.33%.

Keywords

poe; material learning;
lotus technique



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 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 Tahfizhil 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 Tahfizhil 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 Tahfizhil 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 Tahfizhil 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 Tahfizhil Qur'an MAS School in Medan.

Table 1. The Results of Analysis of Interviews with Teachers in the Field of Indonesian Language Studies in the Tahfizhil Qur'an School in Medan Regarding the Need for Teaching Materials

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	1	50%
		No	1	1	50%
3.	Are the teaching materials that you use easily understood by all students, especially in writing poetry material?	Yes	1	1	50%
		No	1	1	50%
4.	Does the writing poetry material contained in teaching materials have deficiencies both in terms of material, design, and language?	Yes	1	1	50%
		No	1	1	50%
5.	do you think it is necessary to develop the teaching material that you are using?	Yes	2	2	100%
		No	-		-
6.	Have you ever heard or known about lotus techniques?	Yes	-	-	-
		No	2	2	100%
7.	Do you know the use of lotus techniques in writing poetry?	Yes	-		-
		No	2	2	100%
8.	What do you think about teaching poetry writing material developed with lotus techniques?	Agree	2	2	100%
		Disagree	-		

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	Yes	20	10,86%	184

	materials that you use increase your understanding in writing poetry?	No	164	89,14%	
6.	Do you think it is necessary to develop teaching materials that you use?	Yes	-	-	184
		No	184	100%	
7.	Have you ever heard of lotus techniques in writing poetry?	Yes	-	-	184
		No	184	100%	
8.	Do you know the lotus technique is very useful in writing poetry?	Yes	-	-	184
		No	184	100%	
9.	Do you know teaching materials that can be used practically in learning?	Yes	-	-	184
		No	184	100%	
10.	What do you think about teaching poetry writing material developed with lotus techniques?	Agree	184	100%	184
		Disagree	-	-	

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 (21cm 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

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

II. Aspect of Language Worthiness						
1.	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						
1.	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						
1.	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						
1.	The winning cover of teaching materials	4	4	8	80%	Well

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	X ₁	X ₂	Total	Peren-tage	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. Tipography 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

	illustrations, blank space)					
4.	placement of illustrations / decoration does not interfere with the title, text, pages in teaching materials	4	5	9	90%	Very good
5.	placement of titles, subtitles, illustrations / decoration, does not interfere with understanding	4	5	9	90%	Very good
Average		4,3		86%		Very good
V. 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

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

2.	Design Expert	91%		
----	---------------	-----	--	--

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

Linguistic	9	Clarity of instructions for using teaching materials	9	90%	Very Well
	10.	Accuracy in terms of use	8	80%	Well
	11.	Ease of use of language	9	90%	Very Well
	12.	Politeness of language	9	90%	Very Well
Average			8,7	87,50%	Very Well
Grafical	13.	The accuracy of the poetry writing material illustrations	8	80%	Well
	14.	Typography of teaching material contents	9	90%	Very Well
Average			8,5	85%	Very Well
Total Average			8,6	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

3.	Is the language used in teaching poetry writing materials easy for you to understand?	4	4	5	13	86,66%	Very Well
4.	Can you use lotus techniques in writing poetry?	4	4	4	12	80%	Very Well
5.	Can lotus techniques add to your skills in writing poetry?	4	4	5	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)							
1.	Does the illustration used in teaching poetry writing materials with lotus techniques add to the attractiveness of the teaching material?	4	4	5	13	86,66%	Very Well
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

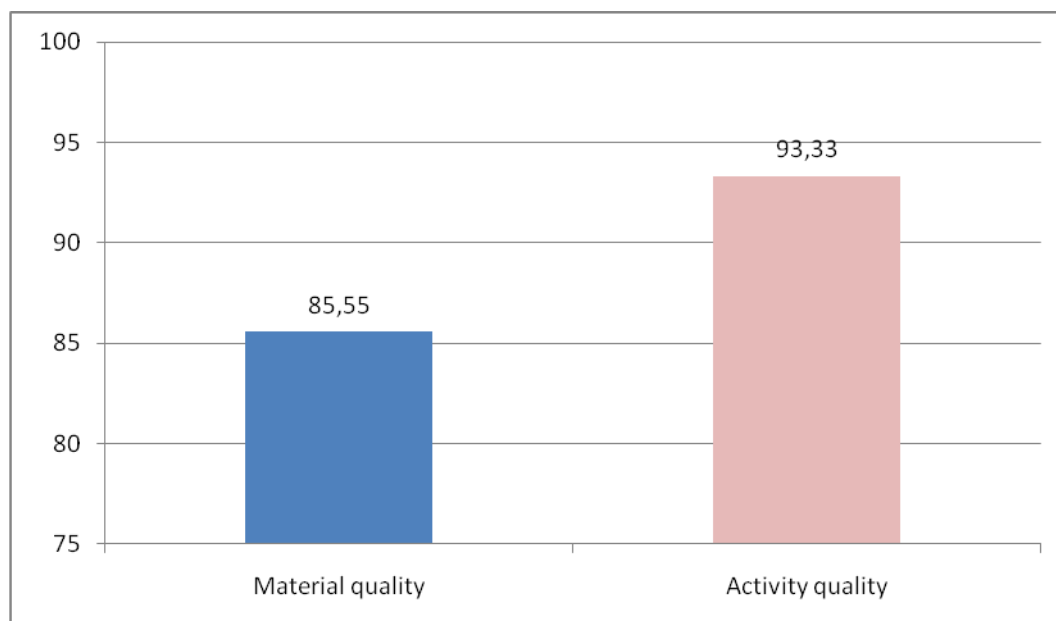


Diagram 1. Percentage of Individual Trial Results

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		
Quality of Learning Materials												
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	4	5	5	4	5	86,66%	Very Well
3.	Is the language used in	5	4	4	4	3	5	5	4	4	84,44%	Very Well

	teaching poetry writing materials easy for you to understand?												
4.	Can you use lotus techniques in writing poetry?	4	4	4	4	4	4	4	4	4	80%	Well	
5.	Can lotus techniques add to your skills in writing poetry?	5	5	5	5	5	4	4	5	4	93,33%	Very Well	
6.	Can poetry writing teaching materials developed with lotus techniques add to your horizons?	5	5	5	5	5	5	5	4	4	95,55%	Very Well	
Average											87,77%	Very Well	
The quality of graphics													
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	4	4	5	4	82,22%	Very Well	
2.	Does the graphics contained in the teaching	4	4	4	5	5	4	4	4	4	84,44%	Very Well	

	material not interfere with your understanding of learning?											
3.	How is the sentence structure in teaching poetry writing material with lotus technique?	5	5	5	4	4	5	5	4	4	91,11%	Very Well
Average											85,92	Very Well
The quality of graphics											86,85%	Very Well

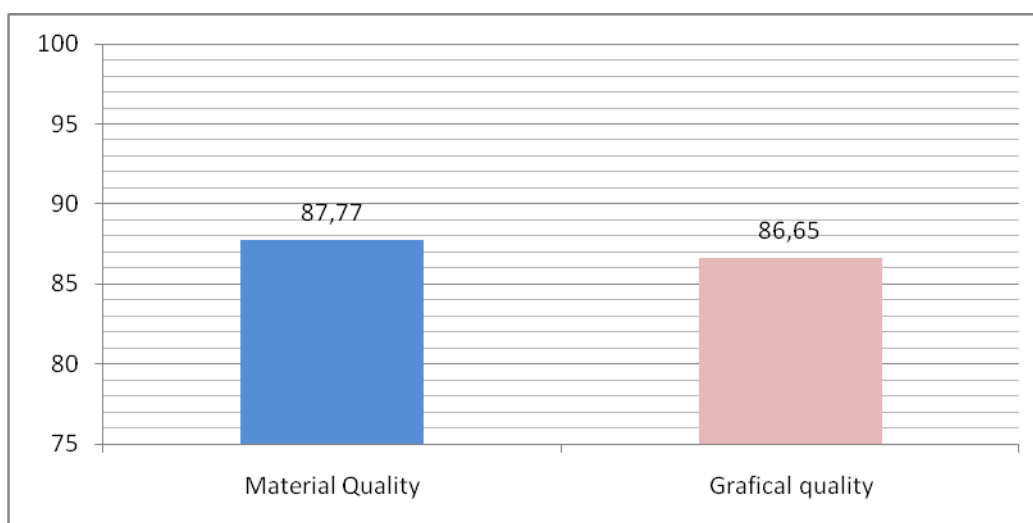


Diagram 2. Percentage of Small Group Trial Results

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 -2 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

No.	Indicator Assessment	Score	Percentage	Category
-----	----------------------	-------	------------	----------

Material Learning Quality				
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)				
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

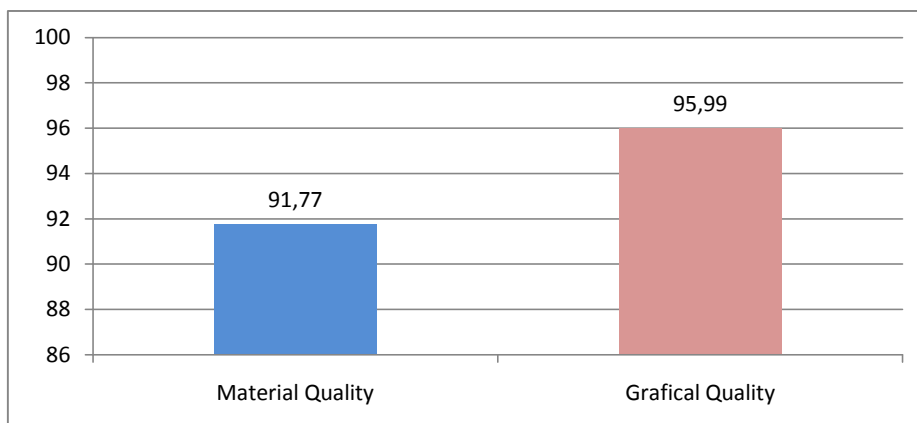


Diagram 3. Obtaining the Results of a Limited Group Trial

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 Of 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.

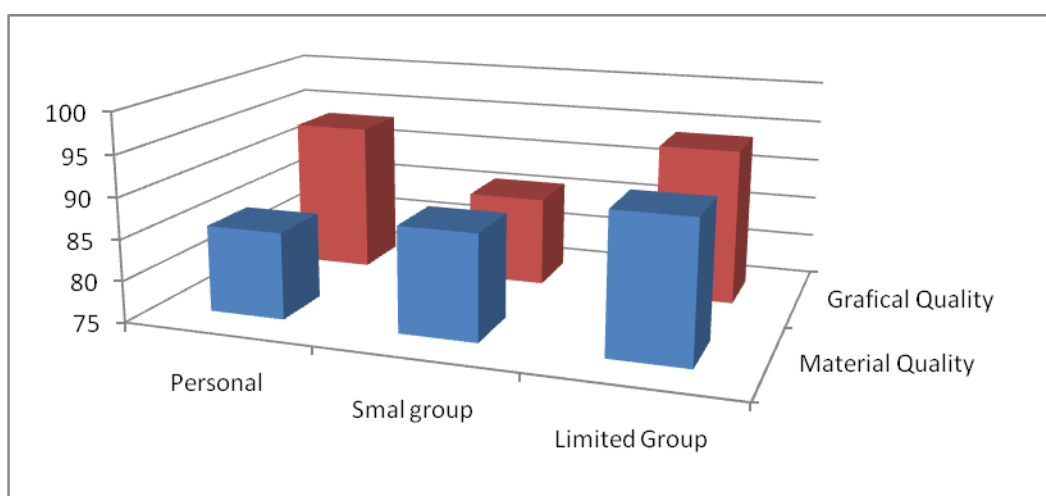


Diagram 4. Comparison of Test Results

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	
		<i>Pretest</i>	<i>Posttest</i>
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

17.	ABC17	68	88
18.	ABC18	75	90
19.	ABC19	68	82
20.	ABC20	60	80
21.	ABC21	65	88
22.	ABC22	65	82
23.	ABC23	70	85
24.	ABC24	70	82
25.	ABC25	75	90
26.	ABC26	73	88
27.	ABC27	60	80
28.	ABC28	70	82
29.	ABC29	73	80
30.	ABC30	70	80
Average		68,70	83,55

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:

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

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.

References

- Alwi, Hasan. 2003. *Tata Bahasa Baku Bahasa Indonesia*. Jakarta: Balai Pustaka.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
- Depdiknas. 2005. *Kamus Besar Bahasa Indonesia Edisi Ketiga*. Jakarta: Balai Pustaka.
- Hartono. 2011. *Metodologi Penelitian*. Pekanbaru: Zanafa Publishing
- Jamarah, S.B. 2006.. *Prestasi Belajar dan Kompetensi Guru*. Surabaya: Usaha Nasional
- Kamisa. 1997. *Kamus Lengkap Bahasa Indonesia*. Surabaya: Kartika
- Khasanah, Uswatun. 2016. *Pengembangan Bahan Ajar dalam Rangka Peningkatan Pemahaman Siswa Terhadap Materi Peran Pers dalam Menyebarkan Paham Kebangsaan Pergerakan Nasional di MA Padureso Tahun Ajaran 2015/2016*. *Jurnal Indonesian Journal of History Education* Vol.4 No.1. <http://journal.unnes.ac.id/sju/index.php/ijhe> (diakses pada 17 Januari 2020)
- Kosasih, E. 2009. *Mantap Bersastra Indonesia*. Bandung: Yrama Widya.
- Mahapatra, B.C. 2004. *Models of Teaching in Education*. New Delhi. Sarup & Sons.
- Mulyasa, E. 2006. *Kurikulum Yang Disempurnakan Pengembangan Standar Kompetensi dan Kompetensi Dasar*. Bandung: PT Remaja Rosdakarya.
- . 2007. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: PT Remaja Rosdakarya.
- Mursini. 2010. *Bimbingan Apresiasi Sastra Anak-Anak*. Medan: USU Press.
- . 2012. *Pengembangan Bahan Ajar dan Sastra Indonesia*. Medan: UNIMED Press
- Napitupulu, Delvi. 2010. *Kajian Puisi*. Medan: UNIMED.
- Nazir. 2003. *Metode Penelitian*. Jakarta : Ghalia Indonesia

- Pannen, P dkk. 2001. *Mengajar di Perguruan Tinggi: Konstruktivisme dalam Pembelajaran*. Jakarta: Direktorat Jenderal Pendidikan Tinggi Departemen Pendidikan Nasional
- Panenen, P dan Purwanto. 2004. *Penulisan Bahan Ajar*. Jakarta: PAU-PPAI, Universitas Terbuka
- Prastowo, A. 2011. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press
- Purba, Antilan. 2005. *Stilistika Kaji Bahasa Karya Sastra*. Medan: UNIMED
- , 2001. *Sastra Indonesia Kontemporer*. Medan: USU Press.
- Sanjaya, Wina. 2006. *Strategi pembelajaran berorientasi standar proses pendidikan*. Jakarta : Prenada media group.
- Setyosari, P. 2015. *Metode Penelitian Pendidikan dan Pengembangan*. Malang: Prenadamedia Group
- Siregar, Hotmalina. *Pengaruh Penggunaan Media Kartu Kuartet Dalam Meningkatkan Kemampuan Menulis Puisi Siswa Kelas X SMA Negeri 6 Padang Sidempuan Tahun Ajaran 2012/2013*. Skripsi. UNIMED.
- Sudijono, Anas. 2009. *Pengantar Statistik Pendidikan*. Jakarta : RajawaliPers.
- Sudjana.2005. *Metoda Statistika*. Bandung : Tarsito.
- , 2001. *Metode dan Teknik Pembelajaran Partisipatif*. Bandung. Falah production.
- , 2009. *Penilaian Hasil Proses Belajar Mengajar*. Bandung. Remaja Rosdakarya
- Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta
- Suryabrata. 2013. *Metodologi Penelitian*. Yogyakarta: PT. Rajagrafindo Persada
- Syahputra, Andi. *Penggunaan Penggunaan Teknik Teratai Dalam Meningkatkan Kemampuan Menulis Puisi Siswa Kelas X SMA Al-Ulum Terpadu Medan Tahun Ajaran 2011/2012*. Skripsi. UNIMED.
- Tarigan, Henry Guntur. 1983. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa.
- Trianto. 2009. *Mendesain Model pembelajaran inovatif progresif*. Jakarta : Kencana prenada media group
- , 1986. *Prinsip-Prinsip Dasar Sastra*. Bandung: Angkasa.
- Wiji Astuti, Wahyu. 2011. *Efektivitas Strategi Pohon Jaringan Dalam Meningkatkan Kemampuan Menulis Puisi Siswa Kelas X SMA Nusantara Lubuk Pakam Tahun Ajaran 2011/2012*. Skripsi. UNIMED.
- Waluyo, Herman J. 1987. *Teori dan Apresiasi Puisi*. Jakarta: Erlangga.
- , 2002. *Apresiasi Puisi*. Jakarta: PT Gramedia Pustaka Umum.