

The Practicality and Effectiveness of Poetry Text Learning Kit in E-Learning

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ABSTRAK

Kurikulum dan situasi pandemi menuntut guru melakukan pembelajaran teks puisi dalam jaringan dengan menggunakan perangkat pembelajaran yang memperdayakan teknologi. Perangkat pembelajaran tatap maya yang disiapkan oleh guru harus direkonstruksi sesuai kondisi siswa dalam pembelajaran online. Namun sejauh mana praktis dan efektif perangkat pembelajaran e-learning yang dikembangkan perlu dilakukan kajian lebih lanjut. Menyikapi hal tersebut, penelitian pengembangan perangkat pembelajaran teks puisi berorientasi pembelajaran elektronik yang praktis dan efektif untuk digunakan dalam pembelajaran bahasa Indonesia merupakan fokus kajian yang penting. Subjek penelitian ini adalah guru dan siswa kelas X. Metode observasi, angket, dan tes digunakan untuk memperoleh data. Hasil penelitian menunjukkan respons guru dan siswa terhadap tingkat kepraktisan perangkat tergolong sangat praktis. Perangkat pembelajaran efektif digunakan dalam pembelajaran, terdapat perbedaan yang signifikan antara hasil belajar pada kelompok eksperimen dengan kelompok kontrol. Rata-rata nilai kelas eksperimen sebesar 83 lebih tinggi daripada kelas kontrol yang hanya mencapai nilai rata-rata kelas 74. Perangkat pembelajaran teks puisi berorientasi pada strategi e-learning praktis dan efektif digunakan dalam pembelajaran sehingga dapat dijadikan sebagai alternatif pembelajaran dalam jaringan.

ABSTRACT

Curriculum and the pandemic require teachers to teach poetry text using e-learning kits that allow the use of technology. Virtual face-to-face Learning kits prepared by teachers must be reconstructed according to the conditions of students in e-learning. However, practical and effective learning kit needs to be studied further. Thus, this study aimed at developing an e-learning oriented poetry text learning kit that was practical and effective in Indonesian language learning. The subjects of this study were teachers and the tenth-grade students. Observation, questionnaire, and test methods were used to obtain data. The results by the teacher and students showed that the learning kit made was very practical. Effective learning kits are used in learning. There is a significant difference between learning outcomes in the experimental and control groups. The average value of the experimental class was 83, which was higher than the control class, which only reached an average grade of 74. The poetry text learning kit was oriented towards practical e-learning strategies and is effectively used in learning as an alternative to online learning.

1. INTRODUCTION

Learning poetry cannot be separated with learning kits as the learning materials (Ediyono & Alfiati, 2019; Melasarianti et al., 2019). Learning kits provide materials, tools, media, instructions, and guidelines used to achieve the desired learning activities. These learning materials become a guide for teachers in making activities effective, directing teaching techniques, and becoming a benchmark for evaluating the effectiveness of learning achievement (Nurafni et al., 2020; Tinja et al., 2017). The Learning kit includes lesson plans, teaching materials, learning media, and assessments in a concrete form. The lesson plan is a micro-design, framework, what and how the learning will be done (Gafur, 2012; Rajagukguk & Simanjuntak, 2015). The preparation of teaching materials has the main mission, namely, optimizing the development of knowledge. Knowledge must be the main target of exposure to teaching materials (Prastowo, 2011). Learning media is a part of learning resources that can be combined between software and hardware. Media

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bridges the interaction between teachers and students (Chuntala, 2019; Nurjaman et al., 2018). The assessment is designed to obtain information on students' knowledge, skills, and attitudes to make decisions related to learning outcomes (Faiz et al., 2014; Uno & Koni, 2013; Yusuf, 2015).

The attempt to provide learning kits as one way to make poetry more appealing to learn has been shown (Kusmana, 2020; Rosmayanti et al., 2019; Satinem et al., 2020). The poetry text learning plan developed leads to Permendikbud No. 14 of 2019 concerning simplifying the lesson plan by adding links to activities in online learning. Teaching materials were developed by sorting out the material according to the demands of the learning indicators (Rosmayanti et al., 2019; Wibowo et al., 2017). It was found that the material listed in the teaching materials was obtained from several sources, namely textbooks for tenth-grade students and several articles or other sources obtained from the internet. In addition to the material, related sources are also inserted that students can access to gain understanding from other sources. The learning media designed was in the form of struggle themed poetry texts and advertisement videos about teacher services. The assessment was developed in the form of a fill-in and performance test. The construction of an e-learning strategy-oriented learning kit in poetry text learning was expected to improve the quality of learning in the classroom. Through the use of learning kits, students were accustomed to present poetry in their language and express themselves in convincing language to raise people's awareness of life experiences and generate special responses through the arrangement of sounds, rhythms, and special meanings.

Although the effort to provide students with learning kits to learn poetry has been shown, the transition of the learning system from face-to-face to remote learning requires teachers to follow the development of existing demands by utilizing technology so that learning can still be carried out (Hutagalung et al., 2021; Rukayah et al., 2018). This shift also has implications for the design of the learning kits since it is a very important component of online learning (Wati & Widiansyah, 2020; Wisudariani et al., 2021). Teachers must reconstruct Learning kits that are ready to be used for real in online classes. Virtual face-to-face Learning kits that are designed must be reconstructed according to online learning conditions. The feasibility of the poetry text learning kit developed should also meet the requirements of learning quality in the form of validity, practicality, and effectiveness tests. The development of an appropriate learning kit does not only come from validity tests. It needs to be tested in the classroom so that the resulting learning kit provides benefits in solving the learning problems (Habibi et al., 2018; Puspita et al., 2019). By using e-learning strategy-oriented learning kits in poetry text learning, it is expected to be able to improve the quality of learning in the classroom. In addition, this learning kit is expected to be able to solve problems in learning poetry texts and make it easier for students to understand the materials regarding the learning of the text. So that the validity of the poetry text learning tools oriented to e-learning strategies is need to be tested in order to be able to measure the feasibility of the learning tools that have been designed.

Considering the importance of using e-learning strategy-oriented learning kits, therefore, this study was aimed at analyzing the level of practicality and effectiveness of e-learning strategy-oriented poetry text learning kits. The results of this study are expected to be useful as a model for developing an e-learning strategy-oriented learning kit and can be applied in poetry learning.

2. METHOD

This study applied a research and development design. Research and development design was aimed to develop and produce a product in the form of a valid, practical, and effective poetry text learning kit. The subjects of this study were teachers and the tenth grade of students majoring in science 1, 2, and 3 in Bali Mandara. The validity level of the e-learning oriented poetry text learning kit was obtained from the validity test conducted by two expert validators.

Data on the effectiveness of the product were analyzed using qualitative and quantitative analysis. The level of effectiveness of the learning kit developed was seen from the process and student learning outcomes. The research design used was a post-test-only control group design. This experiment was used to determine the effectiveness of using a learning kit on student learning outcomes.

The effectiveness test results were analyzed by inferential analysis of the data distribution normality test and homogeneity test to measure that Indonesian language learning outcomes in both classes were normal and homogeneous. The t-test was used to evaluate the research hypothesis and establish whether there was a difference in the Indonesian language learning outcomes between students in the control class and students in the experimental class.

3. RESULT AND DISCUSSION

Result

Based on the expert validation in the form of the closed questionnaire, the results of the lesson plan validation showed a result of 99.3% and were at a very valid qualification. The result of the validation of teaching materials was very valid (98.4%). The validation of learning media showed a result of 98.8%, with a very valid level of validation. The results of the assessment validation showed a result of 100% (Wirahyuni et al., 2021). This percentage proved that the level of assessment validation was at a very valid qualification.

The practicality of the learning kit was obtained from the results of observations and response questionnaires. The average score obtained is then converted based on the criteria. In this study, the developed product can be said to have practicality if the minimum average score reaches the practical category or the minimum average score is included in the interval criteria score $2,50 \leq Sr < 3,50$.

The results of virtual classroom observations showed that the Learning kit could be used by teachers and students in learning. The learning kit can be applied well by teachers and students. Teachers and students carry out learning activities following the activities planned in the learning device. Interaction between teachers and students can also be built during the learning process. The teacher manages the learning process and carries out their roles well during the learning process. This shows that the Learning kit can be applied easily in learning poetry texts.

The level of practicality of the learning kit used was obtained from the responses of the teacher and 13 of the tenth-grade students in Science 2 on May 20, 2020. Based on the responses given, the level of practicality of the learning kit is presented in Table 1.

Table 1. The Practicality of the Learning Kit

No.	The Practicality of the Learning Kit	Teachers Response				Students Response			
		SD (1)	D (2)	A (3)	SA (4)	SD (1)	D (2)	A (3)	SA (4)
1	Low of internet connection can still access learning kit in the e-learning portal			1			8		5
2	Easy to update learning materials				1		6		7
3	The students are easier to understand the learning material				1		2		11
4	Providing individual learning for students				1		10		3
5	Creating contextual learning with the situation and condition of the learner			1			7		6
6	Flexible scheduling using online instructions				1		5		8
7	Make it easier for students to know learning outcomes				1		2		11
Score		3,71				3,56			

In general, the practicality of e-learning strategy-oriented poetry text learning kit is in the very practical category. The responses of teachers and students also lead to the ease of use of learning kits in the learning process. It shows that the learning kit that has been developed is easy to be used by teachers and students in learning. Measurement of the practicality of the learning kit is based on whether or not the tool can be implemented in the classroom. It can be seen from the results of observations and responses of users of the learning kit. The practical aspect can only be met if the results of observations and responses from users of the learning kit show that the learning kit is easy to use.

Ease of learning is also associated with teaching materials. The learning kits developed are clear, systematic, and the language is simple. Thus, both teachers and students can easily take advantage of the tools developed. In addition, interactive PowerPoint media with a duration of 3 minutes also makes it easier for students to download videos. The compiled assessments are also easy to apply by teachers in conducting assessments, whether it is an assessment of aspects of knowledge, skills, and attitudes. The designed assessment also includes clear answer limits, making it easier for teachers to make assessments and students to answer. The preparation of an evaluation sheet complete with work instructions also makes it easier for students to do assignments. The online system makes it more practical for teachers to assess. Assignments are submitted paperless and can save time. The selection of the Google Classroom application also makes it easier for students to access learning.

The effectiveness of the learning kit can be seen from the teaching and learning process using poetry text learning kit oriented to e-learning strategies and increasing students' understanding of the teaching materials being taught. The effectiveness of the Learning kit in the teaching and learning process was obtained through cognitive competency test activities. The activity of testing the level of students' understanding of the material following the poetry text learning device oriented to the e-learning strategy was carried out in two classes, namely the experimental class (Tenth Grade of Science Students 2) and the control class which in the learning process in the classroom did not use the learning kit that the researcher designed. The post-test result data in the experimental group showed that the highest student learning outcome score was 87, and the lowest score was 73. The post-test result data is presented in a frequency distribution [Table 2](#).

Table 2. Distribution of Student Score Frequency in Experiment Class

No.	Interval	X	F Absolute	% Relatively	F Cumulative	% Cumulative
1	75-77	74	1	7.69	1	7.69
2	78-80	79	1	7.69	2	15.38
3	81-83	82	6	46.15	8	61.53
4	84-86	85	3	23.08	11	84.61
5	87-89	88	2	15.39	13	100.00
			13	100		

Based on the [Table 2](#), the mean of the experimental class learning outcomes is 83.07, the median is 82.75, the mode magnitude is 82.38, and the standard deviation of the experimental class learning outcomes data is 3.252 with the variance of the experimental class learning outcomes data is 10.575. To determine the quality and classification of the learning outcome variables in the experimental class, the average score was converted using the criteria for the ideal average (Mi) and the ideal standard (SDi). Following the scoring criteria, it can be determined that the ideal maximum score is 100 and the ideal minimum score is 0. The average score of student learning outcomes in the experimental group (X) is 83.07, which is very high. The post-test results data in the control group were obtained from 20 students. The control group's post-test result data showed that the highest learning outcome score was 90, and the lowest score was 70. The control group's learning outcomes data were presented in the frequency distribution [Table 3](#).

Table 3. Frequency Distribution of Student Scores in the Control Class

No.	Interval	X	F Absolute	% Relatively	F Cumulative	% Cumulative
1	70-73	71.5	4	20	4	20
2	74-77	75.5	8	40	12	60
3	78-81	79.5	3	15	15	75
4	82-85	83.5	3	15	18	90
5	86-89	87.5	1	5	19	95
6	90-93	91.5	1	5	20	100
			20	100		

Based on [Table 3](#), it can be described that the mean of the control class learning outcomes was 73.75, the median was 76.5, the mode was 75.27, with the standard deviation of the learning outcomes data was 8.67, and the control group learning outcomes were 75.16. The average score of student learning outcomes in the control group (X) was 73.75, which was included in the high category. Comparison of Description of Student Learning Outcomes in the Experimental Group and Control Group presented in [Table 4](#).

Table 4. The Comparison of Descriptive Analysis

Statistics	Experimental Group	Control Group
Mean	83.07	73.75
Standard Deviation	3.252	8.67
Variance	10.575	75.16

The average score (M) of the experimental group students' learning outcomes was 83.07. The average score of the control group's learning outcomes was 73.75. It shows that the learning outcomes of the experimental group are better than those of the control group. To achieve accurate data, classical

assumption tests were carried out, namely prerequisite tests in the form of normality test of data distribution and homogeneity of variance test. The results of testing the normality of the distribution of data and the normality of the variance of the student learning outcomes scores indicate that the learning outcomes of each group were normally distributed. The results of the variance test in each group also showed the same data (homogeneous). Based on the normality test of data distribution and homogeneity of variance, it was found that the learning outcomes of the experimental group and the control group were normally distributed and homogeneous. Based on these results, it is continued by testing the research hypothesis. The research hypothesis that has been put forward in the theoretical study states that there are significant differences in learning outcomes in the experimental and the control groups. The hypothesis was tested using an independent sample t-test (not correlated). The test criteria are if $t_{count} > t_{table}$, then H_0 is rejected, while if $t_{count} < t_{table}$, then H_0 is accepted. The results of the analysis with the t-test are shown in Table 5.

Table 5. t-Test Results

Data	Group	N	\bar{X}	S ²	t-count	df	t-table (5%)
Learning	Experimental	34	81.176	11.241	6.041	63	1.998
Result	Control	31	75.613	20.045			

Based on Table 5, the obtained t-count of 6.041 and t-table is 1.998. It shows that t-count is more than t-table ($t_{count} > t_{table}$), so H_0 is rejected. Therefore H_1 is accepted. There is a significant difference between learning outcomes in the experimental and control groups. The implication is that the learning kit developed are effectively used to improve student learning outcomes in poetry text learning. The analysis of the effectiveness data above showed that the Indonesian language learning outcomes of students in the experimental group or students who learn to use e-learning oriented learning kit are higher than the control group or students who learn without a learning kit that is reconstructed with the demands of online learning. The effectiveness of using a learning kit is also shown by the interaction between teachers and students built during the teaching and learning process even though learning online. During the teaching and learning process, the teacher can manage the class and build good interactions with students so that the teacher can be said to carry out his role well.

Discussion

The use of a structured learning kit in learning is the application of Behavioristic learning theory. Behaviorists view the conditioning of the learning environment as influencing the process and learning outcomes. Learning condition using a learning kit as a stimulus is closely related to the three propositions presented by Thorndike, namely the law of readiness, the law of exercise, and the law of effect (Brown & Feder, 1934; Proger et al., 1971). By using a learning kit, both teachers and students become more prepared in learning because teachers and students understand the direction of learning. The more ready educators and students are to carry out learning, the better the learning outcomes will be (Chen et al., 2016; Lin et al., 2016; Wisudariani et al., 2021). The present study revealed that the use of learning kit is effective and beneficial for students in achieving learning outcomes in poetry text learning. This study supports the previous finding who discovered that the use of learning kits is one of the aspects that shows teacher's readiness and creativity in preparing learning material thus, could promote students' motivation to learn (Cob et al., 2019). The use of online kit could engage students in a more collaborative learning since they could be discussed with their friends and exchanged their opinion to other (Pinandito et al., 2021). This is supported with the result of the present study that using learning kit to learn poetry could create contextual learning with the situation and condition of the learners.

The development of a learning kit consisting of lesson plans, teaching materials, learning media, and assessments with online teaching strategies makes it easier for students and teachers in the teaching and learning process. The preparation of learning plans that are short, concise, and the learning activities are clearly explained and complete with appropriate links to facilitate teachers and students in learning. Learning planning provides clear instructions for learning materials, method determination, and learning implementation. Educators become more prepared in learning. Learning that is prepared with good planning makes it easier for teachers to teach (Neumeister, 2017). Through a clear learning plan, students' exposure to activities equipped with activity links can be seen in the direction of learning. Learning kits with teaching materials are arranged in a systematic, simple manner, accompanied by learning instructions, and following the direction of learning makes it easier for educators and students in learning (Ihde, 2000; Nababan & Tanjung, 2022). It provides a great opportunity for the developed device to meet the level of practicality.

The use of technology in teaching helps students in achieving their learning goals. Teachers nowadays should be able to use technology in their classrooms to engage students and support language learning which can be in the form of instructional video, learning application, etc. (Egbert & Borysenko, 2018). The present study was in line with previous findings who found that instructional videos help students to understand material concepts that are too abstract (Fauyan, 2019; Febriyanti & Mustadi, 2020; Pahmi & Syahfutra, 2019). The selection of the Google Classroom application to access learning is also supported by other studies (Hikmatiar et al., 2020; Permata & Bhakti, 2017). They found that the use of Google Classroom makes it easier for teachers to manage to learn and convey information precisely and accurately to students so that they can carry out the teaching and learning process in a practical way using gadgets. The classroom is designed to help teachers create and submit paperless assignments, including time-saving features such as making a copy of Google documents for each student automatically (Permata & Bhakti, 2017). In addition, e-learning can be conducted anywhere without being tied down as long as internet access is affordable. The advantage of e-learning as a replacement is that it replaces face-to-face learning intending to make it easier for students to manage learning activities anywhere as long as the device is connected to the internet (Effendi & Zhuang, 2005; Wahyuningsih & Makmur, 2017).

This study also indicates that the use of teaching materials in the learning process can improve students' understanding of learning materials. With the ability of teaching materials to teach students, the learners can understand the material clearly. In addition, the teaching materials prepared by the teacher are attractively designed to contain the main points of the material. Thus, learners are easier to understand. Other results showed that students' understanding of the teaching materials affects student results or grades. It could promote their ability to manage their learning, identify their needs which results on becoming autonomous learner and a better grade (Jackie et al., 2017). Thus, the teachers should know how to create an autonomy-supportive way through designing the poetry learning kits (Cheon et al., 2020), where students could experience their initiative-taking, classroom engagement, conceptual learning, and wellbeing (Cheon et al., 2016; Jang, Kim, et al., 2016; Jang, Reeve, et al., 2016; Mouratidis et al., 2011). The student understanding of the teaching materials indicates that the developed materials are effective. The results of the study in several classes showed that the class that was given teaching materials understood the learning material better than the class that was not given teaching materials (Osman et al., 2022; Pinandito et al., 2021). This is in line with the result of the present study that students mostly agree that they are easier to understand the poetry learning material after using the learning kit. The absence of learning kit make the lessons dull and boring (Osman et al., 2022). Students difficult to process the information delivered by the teachers. Textbooks whose material follows the direction of the lecture tend to be effectively used to increase student's confidence and understanding in responding to teacher questions because there are rarely misconceptions with the material asked in learning (Lintner, 2011).

Even though the control class does not have a learning kit, the present study showed that the average control class score is not too big of an issue. The use of the Whatsapp platform as a medium in learning to replace face-to-face activities, where the teacher gives learning instructions in this application, causes the average learning outcomes obtained to be not significantly different. This certainly indicates that learning using the Whatsapp platform as a substitute for face-to-face activities is still applicable. However, to ensure this, further research is needed on learning using the Whatsapp platform as a substitute for face-to-face learning.

4. CONCLUSION

The developed poetry learning kits with e-learning strategy-oriented have met the criteria of practicality and effectiveness. These four learning kits have met the valid, practical, and effective criteria. Thus, it can be said that they are suitable for students in learning poetry texts. The practicality and effectiveness of the learning kit developed were influenced by the clarity of instructions for learning activities that are equipped with instructions and learning links, systematic, concise, and precise material with an attractive display of material, and the accuracy of the selection of e-learning applications that can be accessed in conditions of weak internet signal. In this regard, recommendations are given for product utilization and further product development. The teachers are expected to be consistent, planned, and deliberately conditioned by reconstructing a learning kit adapted to learning conditions.

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