The Development of Poetry Reading Media Learning Through Digital Literation

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Abstract: This research is based on the recommendation of literacy in schools by ministries as well as the advancement of digital technology that is able to provide new innovations for learning in particular in this case learning to read poetry. This research method uses Research and Development method with observation, interview, questionnaire, and documentation data collection techniques and quantitative and qualitative data analysis techniques. The results of this study in the form of learning products to read poetry begins with reading each verse verses up to the whole verse verse. The recitation of the poem is sung using the tone of selendang delima, dodoi, dan surat kapal. This media will guide students and teachers in learning to read poetry well and correctly and equipped with practice. Through this media, it is hoped that it can help to make it easier to convey learning messages in reading poetry. In addition, the virtue of poetry is able to correctly remember, so that the representation of values contained in the poem remains intact. The author hopes that this learning media will make students practice, think actively and critically in understanding poetry reading.

Keywords: Development, Reading, Poetry, Literation, Digital

1. Introduction

The author finds the problem in learning to read poetry, namely the lack of examples of reading poetry given by the teacher. The teacher's inability to read poetry and the lack of creativity of the teacher in finding interesting examples that are easily understood by students in reading poetry are the basic reasons for the problems in learning to read poetry. In addition, the existence of the National Literacy Movement (GLB) will be able to increase the skills of students and teachers in developing and enriching themselves through literary activities. Research conducted by Nurhajijah et al (2018: 11) states that the use of media to read poetry is able to provide a very satisfying understanding through the results of the tests given. Likewise with Putera (2017: 3) in his research stated that with regard to examining the structure and linguistic language, without realizing there are some examples of poetry that we can understand one of the 3 banner verses. The problem that occurs is that many people who are less interested in reading, let alone understand. One solution is that the teacher as a facilitator must be able to arouse students' appetite for reading (understanding), meaning that they must have a new approach or method so that students do not get bored or bored. The use of learning media is one solution in solving the skills in reading poetry. Poetry is one type of old poetry that is very popular. The popularity of poetry is due to the nature of its creation which has the power to convey a story, so that it is in the form of prose that is not the same as *pantun, seloka, and gurindam*. As one type of poetry, the poem shows the beauty of the sound of language through the structural order of poetry which can express the beauty of a literary work. In addition, the

statement of values contained in the content of poetry is an essence or benefit of the importance of the existence of poetry.

Various types of poetry are unity of values written by the author as a historical document in the form of a view of life and matters relating to culture, politics, and criticism of humans as a target. The poem is according to the origin of the word; syiar and syuur which is derived from Arabic, so many poems that have the theme of Islam as a means of conveying the teachings of Islam, so that poetry is carried out in the activities and religious creativity of the people concerned.

Furthermore, people who have begun to lead to capitalists have left a lot of traditional regional art, for example poetry. Of course this is not a strange thing, because everywhere is the name of traditional art when dealing with capitalist culture, both aesthetically and politically art will be gradually displaced. This kind of change basically makes traditional literature deactivated, so that lovers of literary works prioritize the interests of literature that are contemporary and nuanced in modernity.

From this fact, it is hoped that there will be efforts to explore and reveal and reinforce old literary values that have integrative potential and are still relevant to the demands of the times. It is necessary to think about developing new values that can serve as a reference to develop attitudes and behavior patterns of people who are undergoing a process of change and development. Furthermore, old literature acts as a motivator and inspiration. Awareness that regional cultural values are contained in old literature that is still relevant to modern life.

2. Methodology

This type of research is commonly called Research and Development with the Dick, Carey and Carey models (2009, p. 6). It's just that in this study did not arrive at product implementation. This is due to the limitations of time, costs and other things that researchers must do as well. Therefore, the discussion in this study is only at the stage of creating innovation products in learning to read poetry. Furthermore, the data collection techniques are observation, interviews, questionnaires, and documentation as well as quantitative and qualitative data analysis techniques.

3. Result and Discussion

The development of media reading this poem uses a model of media development through the Dick, Carey and Carey models (2009, p. 6). This research is only limited to creating products without testing in-depth products to schools. Assessment conducted from lecturers and teachers as learning practitioners reading poetry. The following is the development that the author did.
1) Identify the purpose of learning to read poetry. The things identified by knowledge based on competencies that have been arranged in the curriculum so that the actual indicators will be known. Furthermore, identifying skills based on competencies that have been arranged in the curriculum.
2) Conduct an analysis of learning to read poetry that is good and true. This stage includes knowledge, abilities and skills to achieve the desired learning goals so that they are more effective and efficient in this media. Digital media reads this poem in the form of products.

This product contains a series of poetry reading stages. Step 1; poetic theoretical explanation and learning techniques to read poetry, step 2; general instructions for poetry reading, step 3; students are asked to listen to the full verse reading from the model, step 4; students listen to the reading of the first verse verse, students must identify the tone identifier of the first verse which contains 4 lines, each row has a distinctive tone characteristic, step 5; students are asked to recite a special verse 1 stanza, step 6; students were asked to recite line 1, line 2, row 3 and row 4, step 7; students were asked to read 1 verse verse, step 8 students were asked to evaluate the weaknesses of poetry reading, step 9; students practice again reading 1 verse verse, step 10; and so on from step 3.

3) Analyze the learner and the context of reading the expected poem. This stage analyzes students and places students learn so that development can be in accordance with the students' situation and place of learning. It means adjusting culture and facilities in the use of media.

4) Formulate performance goals or specific learning objectives in reading poetry. Based on the analysis of learning and statements about students' initial behavior then the main things that must be achieved by students as the main objective of reading poetry that is good and true according to the examples contained in the media are formulated.

5) Develop poetry reading assessment instruments. Based on the goals that have been determined, it is necessary to develop an assessment that can measure the ability or skills of each learning that students have done. This is in the form of poetry text which students should be able to read as they have been loaded into the media as an alternative assessment to see student learning achievement.

6) Develop appropriate learning strategies for reading poetry. Based on information from the previous five steps, a strategy that will be suitable for media development will be obtained through learning by doing.

7) Develop and choose materials for learning. This stage was developed based on a predetermined strategy as a result of analysis for media development. This stage usually includes student manuals, teaching materials, and tests. The learning material contained in the form of instructor guides, student modules, audio and video.

8) Design and carry out formative evaluation on the media reading this verse. Formative evaluation is carried out to collect data, identify data, process data, and analyze data about programs developed based on points of view which are divided into two or several experts during the development. According to Darmawan (2012, p. 34) this assessment is carried out during development or improvement for internal needs carried out by evaluators. The result is to describe whether the program developed is feasible or not. If it doesn't have to be revised and if it has to be maintained.

9) Revised development that has been carried out. This stage repeats the development cycle of the learning system. The instruction revises the final step (and the first step in the repetitive cycle) revising learning. Data from formative evaluation is used as a reference in revising parts that are deemed to be improved or improved so that their use can be appropriate, effective and efficient.

10) Design and carry out summative evaluation of the development of reading this verse. This stage of development has been completed. This is an evaluation of absolute values and / or relative after formative instructions are evaluated and revised enough to meet the standards of the developer. According to Darmawan (2012, p. 34) the assessment was carried out after the evaluator had finished evaluating a more formal procedure for the large group. This stage is an advanced stage to see the benefits of the program after being implemented in the field.

4. Conclusion

The results of this study are products that are expected to help to facilitate the delivery of learning messages in reading poetry. The author hopes that this learning media will make students think more actively and critically in understanding reading the right verse. The author has great hopes for this learning media to have great benefits for the world of education. The results of this study can enrich the media of learning Indonesian language and literature. In addition, it can be used as teaching material in learning Indonesian language and literature in secondary schools, can be used as material for character building because in the poem there are suggestions that form noble character and the younger generation can improve and preserve literary works especially poetry as wrong one old literary work.

Acknowledgement

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