Design of Poetry Text Teaching Material Modules Based on Higher Order Thinking Skills (HOTS) for Middle School Students

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To cite this article:

Indri Monika, Abdul Rozak, Jaja. Design of Poetry Text Teaching Material Modules Based on Higher Order Thinking Skills (HOTS) for Middle School Students. *International Journal of Secondary Education*. Vol. 11, No. 2, 2023, pp. 44-48. doi: 10.11648/j.ijsedu.20231102.11

Abstract: This study aims to develop a module design for poetry text teaching materials based on Higher Order Thinking Skills (HOTS) for junior high school students intended to provide solutions to problems at school including students who often have difficulty understanding poetry content, limited vocabulary, lack of examples of poetry, limited literary facilities and the limited poetry books in schools. The formulation of the problem of this study, particularly (1) How to design a module for teaching materials for poetry texts based on higher order thinking (HOTS) for junior high school students, (2) What is the result of implementing the module design for teaching materials for poetry texts based on higher order thinking (HOTS) for junior high school students. This research uses the Sukmadinata 2020 Research and Development (RnD) research method which consists of preliminary studies, product development and trials. The design of this module contains an introduction, material, practice questions, answer keys and bibliography. The results of the validation of the experts show that the material expert gets a score of 80, the linguist gets a score of 82 and the graphics expert gets a score of 65. Based on the data and analysis, it is included in the Good category. This means that the Design of Poetry Text Teaching Materials Modules Based on Higher Order Thinking Skills (HOTS) is able to improve the ability to identify elements in text poetry including physical elements and mental elements.

Keywords: Module, Poetry, Higher Order Thinking Skills (HOTS)

1. Introduction

The education system that is structured in the 2013 curriculum currently encourages students to have higher order thinking skills. "The learning process can no longer be done only to achieve the quantity of subject matter, but efforts must be made to achieve the quality of the learning material. So the ability to think at a higher level is needed in the present and future eras to balance knowledge that continues to grow, ongoing changes and increasingly stringent competition in life [5]."

"High Order Thinking Skills is a thinking process of students at a higher cognitive level that is developed from various cognitive and taxonomic concepts and methods [3]." HOTS is an ability that includes C4 (analyzing), C5 (evaluating) and C6 (creating).

From the results of the interviews, it was found that learning Indonesian languange still had problems at school, especially in learning poetry. Contraints that have been observed by teachers in learning poetry texts are that students often have difficulty understanding poetry content, lack of examples of poetry, limited literary facilities and limited poetry books at school.

With these problems, a solution is obtained, particularly the development of teaching materials in the form of module books. The module is an independent study package that contains a series of systematically planned and designed learning experiences to help students achieve their learning goals. This teaching material has many advantages, one of which is as a learning resource for students to activate the senses of sight, hearing and student movement, as well as reduce teacher-directed learning. "The module provides a lot of convenience because there is an answer key so that students immediately know the level of their learning outcomes [1]."

Limitations of journals are one of the obstacles in research. The author has not yet found the HOTS-based poetry text

module development. However, there are several research results that are quite relevant, including "development of learning modules for writing poetry can help students understand teaching material and students can be motivated to learn, so students are more active and creative in participating in learning with the Project Based Learning model [14]."

Besides that, in other subjects there is the development of teaching materials. "The product of this development is a textbook entitled Mathematics Book on HOTS-Based Number Materials. This book is suitable for use as a teacher's companion book which is a teacher's companion learning resource book for activities at school [12]."

"And the development of HOTS (Higher Order Thinking Skill)-based interactive physics modules to improve scientific literacy skills of high school students on the subject of temperature and heat gains increased scientific literacy skills of high school students after using HOTS-based interactive physics modules which have increased as seen from the increase in pre-test scores and student posttest [16]."

Based on this empirical data, the writer will conduct further research by developing a HOTS-based poetry text learning module design in an effort to understand poetry for junior high school students. The resulting product is a printed module book. The benefits of module development are that it makes a solution to the constraints of learning poetry texts. So, the author took the title "Module Design of HOTS-Based Poetry Text Teaching Materials for Middle School Students".

2. Theoretical Study

2.1. Teaching Materials

"Teaching materials are seen as a source of learning materials that contain learning needs that have many forms, namely textbooks, videos and audiotapes, computer software, and visual aids [6]." Printed, digital or visual materials used by teachers in learning to encourage students to enjoy learning so that changes in behavior occur as a result of learning. [8]."

Teaching materials are student learning aids so that they can more easily understand lessons. "Broadly speaking, teaching materials include a set of learning tools or tools that contain learning materials, methods, and ways of evaluating that are designed in a systematic and attractive way to achieve the expected goals [10]."

2.2. Module

"The module is a self-study package book which includes a series of planned and systematically designed learning experiences to help students achieve learning goals [13]."

"The use of modules in teaching and learning activities does not only look at the teacher's activities, but also actively involves students in learning [2]."

"The main purpose of learning with modules is to increase the efficiency and effectiveness of learning in schools, both time, funds, facilities, and manpower to achieve goals optimally [2]." There are 4 steps for making a module, namely: (1) planning stage, (2) module writing, (3) review, trial and revision stages and (4) finalization and printing stages [2].

2.3. Poetry Text

"The types of texts found at the junior high school level of class VII include description texts, fantasy stories, procedures, observation reports, folk poetry, folklore, and letters. That types are classified into two major groups, namely the literary genre and the non-literary genre [7]." Literature learning is aimed at increasing students' ability to enjoy, appreciate, and understand literary works as well as take lessons from the noble values hidden in them. One of the literary works that will be included in the development of this module design is a poetry text.

"Poetry is a form of fiction with implied intent. Poetry can inspire writing lovers, especially readers who are interested in understanding the implications of a poem through analysis [14]."

Beautiful poetry always inserts meaning in every word, sentence or stanza. In the text of poetry there are two structures that we can see which consist of a physical structure and an inner structure. The physical structure of the poem is the physical structure of the poetic text or appears in the form of the arrangement of the words. "While the inner structure is the inner structure is the invisible element hidden in the words of a poem, including the theme, tone and atmosphere, feelings and message [9]."

2.4. Higher Order Thinking Skill (HOTS)

The 2013 curriculum is a learning reference in education that encourages students to think at a higher order (Higher Order Thinking Skill). Anderson & Krathwohl stated that the dimensions of the thinking process in Bloom's Taxonomy as it has been refined, consist of the abilities: knowing (C1), understanding (understanding-C2), applying (aplying-C3), analyzing (analyzing-C4), evaluating (evaluating-C5), and creating (creating-C6). HOTS questions generally measure abilities in the realm of analyzing (analyzing-C4), evaluating (evaluating-C5), and creating (creating-C6). The HOTS assessment characteristics consist of measuring higher order thinking skills, based on contextual problems and using various forms of questions. In preparing HOTS-based questions there are several steps, namely analyzing KD, compiling a question grid, choosing a stimulus, writing questions, making an assessment rubric and making answer keys [17].

3. Research Methodology

This study aims to produce a HOTS-based poetry text teaching material module product. The research method used in this research is the research and development method or Research and Development (RnD) Sukmadinata (2020) which consists of three steps, namely preliminary studies, product development and product testing [15].

The model used in this study is the development of the ADDIE model. The ADDIE development model procedure

consists of five stages, namely analysis, design, development, implementation, and evaluation. ADDIE is a model in the form of descriptive analysis [11].

4. Result and Discussion

4.1. Teaching Materials Module Design

The design of the HOTS-based poetry text teaching material module consists of an opening, materials, practice questions and answer keys. This module contains a cover, preface, table of contents, instructions for using the module, competency standards, concept maps, glossary, background, materials, exercises, assignments, competency tests, answer keys and table of contents. The following is a product display of the HOTS-based poetry text teaching material module design for junior high school students.

Figure 1. *Book Cover.*

Figure 2. *An Example of an Illustrated Poem.*

4.2. Design Feasibility

The results of the feasibility of the module design of poetry text teaching materials were obtained from material experts, linguists and graphic (design) experts measured using a Likert scale. The contents of the questionnaire consist of a question form and five responses as follows:

Table 1. *Table of Validation Sheet Assessment Criteria.*

Nilai	Kriteria
1	Very Good
2	Good
3	Enough
4	Not Enough
5	Very Bad

The instrument used has 5 answers, so the total rating score can be found using the following formula.

$$P(X) = \frac{score\ obtained}{max\ score} \times 100\%$$

P (x): percentage of eligibility

The eligibility category is based on Arikunto's criteria, namely:

Table 2. *Table of Eligibility Criteria.*

No	Percentage score (%)	Eligibility category
1	81-100	Very Good
2	61-80	Good
3	41-60	Enough
4	21-40	Not Enough
5	0-20	Very Bad

Then the data is searched based on the following formula:

$$\bar{x} = \frac{\Sigma x}{N}$$

Information:
$\bar{x}$=average
Σx=sum of values
N=Number of appraisers
Following are the results of the data obtained

4.2.1. Material Expert

The material expert validation instrument contains 13 questions and there are 3 aspects. 3 aspects consist of aspects of completeness of the material 7 questions, supporting material 3 questions and supporting the presentation of the module there are 3 questions. Based on the total assessment of material expert validation, a score of 52 out of 65 is obtained. If calculated using a Likert scale, the final result obtained is 80. Based on the eligibility criteria, the number 80 is a Good (proper) value in presenting module material.

4.2.2. Linguist Expert

The linguist validation instrument contains 9 questions and 3 aspects. These 3 aspects consist of the language feasibility aspect which has 4 questions, the straightforward aspect has 3 questions and the communicative aspect has 2 questions. Based on the total assessment of material expert validation, a score of 52 out of 65 is obtained. If calculated using a Likert scale, the final result obtained is 80. Based on the eligibility criteria, the number 80 is a Good (proper) value in presenting module material.

4.2.3. Graph Expert (Desain)

The graphic expert validation instrument contains 15 questions and 3 aspects. These 3 aspects consist of the suitability aspect of module size 2 questions, the module cover design aspect 4 questions and the module content design aspect 8 questions. Based on the total validation assessment of the graphic expert, the score is 49 out of 75. If calculated using a Likert scale, the final result obtained is 65.3. Based on the eligibility criteria, the number 65.3 is a Good (decent) score in the presentation of language in the module.

4.3. Development Trials

There are two stages of the field test results, namely Pre-test and Post-test. Values are taken based on the results of the competency test assessment which consists of 15 questions with 3 variations of the question form, namely matching, multiple choice and essay. In the Pre-test assessment, the lowest score was 33 and the highest score was 53. Meanwhile, in the Post-test assessment after being treated with the module, there was a lowest score of 40 and the highest score of 80. So it can be concluded that the use of the HOTS-based poetry text teaching material module can improve students' understanding of poetry and elements of poetry.

5. Conclusion

Based on the research results, the following conclusions are obtained:
1) The HOTS-based Poetry Text Module Design for Middle School contains an opening, materials, practice questions and answer keys. The module opening consists of a foreword, table of contents, instructions for using the module, competency standards, concept maps, glossary, and background. The material contains an introduction to HOTS, the meaning of poetry, the structure of poetry and the characteristics of poetry. The practice questions consist of exercises containing 10 questions, assignments consisting of 10 questions and the competency test consisting of 15 questions. And at the end there is an answer key and bibliography.
2) The results of the validation of the experts found that the HOTS-based poetry text teaching material module was rated Good/Easy to use for field trials with revision notes.
3) The results of implementing the learning module show an increase in the results of the Pre-test and Post-test. The results of the value after being given the module treatment have the largest value, namely 80 out of 100.

Then the design of the teaching material module design developed is included in the "Good" criteria used as teaching material in the learning process.

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