

PERCEPTION AND NEEDS ANALYSIS OF DEVELOPMENT POEM TEACHING MATERIALS BASED ON LOCAL WISDOM¹

ZAHRA ALWI²

Faculty of Teacher Training and Education, Sriwijaya University
e-mail: zahra_unsri@yahoo.com

Abstract

This article is a part of the research and development that aims to produce poem teaching materials based on the local wisdom for IX grade of MTs in Palembang in the form of modules and CD. The problem is how are the perceptions and expectations that needed by students and teachers about the material that will made. This study uses the procedures of Bolg & Gall and Jolly & Ballito. The subject of this research are the students and teachers on the IX grade of MTs in Palembang with academic year 2015/2016, one state MTs and two private MTs. Collecting data using documentation, surveys, interview, observations, questionnaires, and focus group discussions. Data analysis using quantitative and qualitative approaches. The results showed: 1) In the curriculum, it is a competence to understand the poem. In the textbook there was only a few materials about poem, no special book that talks about poem, no special literary of teaching materials about poem, poem examples that provided from outside, and learning activities doesn't compatible with the demands of SK and KD. 2) Teachers and students perception's data towards the poem teaching materials used, 87% of teachers and 88% of students stated that poem teaching materials used in schools is not appropriate. 3) Analysis of the poem teaching materials should be developed data is 95.9% of teachers and 85.7% of students claimed it's a good thing that poem teaching materials develops in the module and CD form. Based on the results of forum group discussions (FGD) concluded that the existing poem teaching materials is not suitable with the curriculum, students are required to have competence in understanding poem. Poem as a literary work that has dulce et utile, contains the values of local wisdom that can be used to increase positive values for the students. The results is perceptions and needs analysis can be used as input for the development of poem teaching materials. Teaching materials that will be developed, expected to preserve the local wisdom and useful for the cultivation of moral values which identical to the value of character education.

Keywords: *poem teaching materials, basic competence, the value of local wisdom*

1. Introduction

Problems in learning literature is caused by there was only small part of literature in the curriculum, it is still included in the Indonesian language learning (Department of Education, 1998). The small amount of literary materials in the curriculum and literature teaching materials (Puskur, 2014), are unfortunate by education experts. In the conditions of nation 'devastated' like today, actually

¹This paper will be presented at 2nd SULE-IC 2016, Faculty of Teacher Training and Education, Sriwijaya University, Palembang, October 7—8 2016.

² The lecturer at Language and Art Department, FKIP Unsri.

learning literature can be used as a 'helper'. The current living conditions are said to have experienced as a crisis of character (Akhwan, 2011:7), can be solved by maximizing the literature instructional.

Atmazaki (1991: 11) said that the fate of poem (old literature) in Riau community at this time is almost gone. It can be said that, young generation no longer enjoys poem, even they never see any poem books anymore. This is caused by poem books is rare to find. Old Malay literature or classic Malay literature is one of the cultural treasures in Indonesia which is almost forgotten by the young generation nowadays.

Poem as an old literary, is one of the standards of competence that must be mastered by MTs students. In the 2006 curriculum, required competencies by students in learning poem, contained in the standard of competence No. 5, to understand the types of poem discourse literature through listening to poem.

According to Noor (2007), Palembang besides famous of it's songket as a beautiful cloth, it's also famous for the rich literature sources, from legends, folklore, until poem story about the battle or heroic story. This patriotic poems usually spoken by and to the nobility. It is said by the Governor of South Sumatra on 11th November 2012, Abdul Moeloek as a cultural treasures of South Sumatra has been registered to Unesco (Sumeks, 2012: II) as the superior treasure of Palembang city. Beside Abdul Moeloek in Palembang, there was Syair Perang Menteng, which told a war between Palembang with colonial Dutch in 1819, evidence of the Palembang's struggle. As a traditional art, the Abdul Moeloek and Syair Perang Menteng has many useful value. Poem as a result of local wisdom is expected to be able to teach students to have a good character. This is in line with the philosophical foundation of the basic 2013 curriculum point No. 1, education is rooted to the nation's cultural life to build the present and the future (Puskur, 2014). The same as Idi (2013: 25) said, that the education sociology questioning the meeting and mixing of cultures surrounding environment such that the formation of certain behaviors and relationships are intertwined. Basically, the entire basic competence in teaching students must be achieved to the maximum, as well as literary competence.

Some of the problems mentioned above, needs to be solved. One of them is the development of Indonesian teaching materials, especially poem learning by using the local wisdom. Before carrying the development, it's need to know how the presence poem teaching material and the poem teaching materials nowadays.

The problem is, how to identify the needs of poems teaching materials like module and *CD* for students and teachers of IX grade *MTs* in Palembang based on local wisdom. The goal is to identify and describe the perceptions and needs of teaching materials like module and *CD*-based learning poems that based on local wisdom, according to students and teachers of IX grade *MTs* in Palembang.

2. Theoretical Background

To maximize learning literature, teaching materials needs to prepare. Djamarah (2010: 15) told, one of the characteristics of the learning process is there are teaching materials as the content of the interaction. As Muhammad Nuh, the Ministry of Education and Culture, said that good teaching materials is a connection with the formation of attitudes in each basic competence. Same like the Head of Development and Language Development said that the lessons that the thing that able to develop and form a pattern of a child's mind is Indonesian. This further reinforces the argument researchers to incorporate the values of local wisdom in learning Indonesian, especially in teaching literature at school.

Based on the learning objectives Indonesian language and literature, teaching literature at school should be realized precisely so it can provide great benefits to students, especially in increasing the knowledge, experience, and insights about life and living. The importance of improving the quality of learning this literature, also supported by one point of the Depdiknas Planning Section, ‘... one of the rehabilitation program of trust and moral society is intensifying educational literature and the arts as a mode for moral formation and development of taste’ (Depdiknas, 2006:37).

Recognition of cultural or potential areas become important, in case to develop the students values through education, one of the strategies implemented is

through the integration of local wisdom in the subjects matter, especially in Indonesian literature. In addition, according to Permendiknas (2013) stated that the matter of local wisdom can also be used to fill the local content in school. The values of the local wisdom usually synonymous with the values of character. Character or morals will no doubt have a major roles in human life. Faced with the phenomenon of moral crisis, a charge often directed to the world of education as the cause. This is due to education as the forefront of preparing qualified human resources and morally valuables. In Islam, a character has an important position and is considered to have vital functions in guiding people's lives. Like in the Qur'an Surat An-Nahl verse 90 (1991).

To support the realization of the ideals of character development and addressing national issues today, the Government makes the character development as one of the priority programs of development and national education. Head of the Education Department os South Sumatera said, education legislation will be inserted in the curriculum in 2013 which should be applied in all districts/cities in South Sumatra. "Regions asset, such as local wisdom of culture, buildings, and local languages will be inserted in the local content in school. So students in South Sumatera will think globally and act locally. So, the culture of the area will be sustainable and a cultural asset never to be claimed by other countries anymore. Therefore, the children were saved and know about the culture itself.", Widodo told *Liputan6.com*, in Palembang, Wednesday (09/17/2014).

Poem teaching materials in the form like modules and audio-visual form such as *CD* will be developed by utilizing local wisdom. Local wisdom that will be implemented is the result of local culture, in this case a poem from Palembang culture and values of local wisdom that is synonymous with the values that contains of characters. Values extraction can be carried out through: analyzing the structure of the poem, analyzing the elements of poem, describing the theme of poem based on the core disclosure of poem, and the message (local moral values and character education) with convincing evidence.

Results of local wisdom of the culture in South Sumatra, Palembang in particular, the Syair Abdul Moeloek and Syair Perang Menteng, which will be used

for the development of teaching materials as an example and material to analyze the values it contains, because it contains with character values. Nurhayati et.al. (2012) wrote a paper about Dul Muluk in international seminar in Japan. Zahra (1995) in her thesis writing values contained in the 'Abdoel Moeloek'.

As we know that literature teachers can educate students to become a better person, more polite and more sublime. In consistence with the statement of Horatius in Wellek & Warren (1990: 24), *dulce et utile*, that literature serves entertain and teach something. Fundamentally, literature should at least disclose or contain three main aspects, namely *decere* (give something to the reader), *delectare* (giving pleasure through aesthetic elements), and *movore* (able to mobilize the creativity of the reader). Told by Atmazaki (1991: 124) that good literature gives values that are educational, aesthetic, moral, and social. Thus through the appreciation of literature, students can find values, like moral, educational, aesthetic, social, and other benefit. In the Islam teachings of Islam, also stated that art is beautiful and Allah loves beautiful, "*Innallaha jamiil wayuhibbu aljamaal*". In Thohir (2004: 44) stated, sustainability literature continues to grow when entering the time of the Prophet's companions, even when it appeared a variety of knowledge which acts as a support for the peeling depth literature contained in the Quran. Up to now the existence of literature can be perceived, even shape can be enjoyed with a wide range of variants, one of which is a poem.

Poem is a literary form of poetry, which is included in the old literary, came from Persia, brought into the archipelago along with the entry of Islam to Indonesia. Sudjiman (2006) stated, the word 'poem' is derived from the Arabic, which is 'Syi'ir' or 'Syu'ur' which means "feeling realized". Furthermore, the word 'Syu'ur' evolve into 'Syi'ru' which means poem. Etymologically 'syi'ir' comes from the word *شعر أو شعر*, the meaning is know and feel it. During its development, specifically in Indonesia, the poem changes and modificates became Malay typical, no longer refers to the literary tradition of the poem of the Arab countries.

A teacher does not have to be glued in creating or developing a teaching material. It said Tomlinson (2011: 66), '... Materials include anything which can be

used to facilitate the learning, they can be presented in print, through live performance or display, or on cassette, *CDI-ROM*, *DVD* or the *internet*.'. Prastowo (2012: 17) groups textbook teaching materials, modules, handouts, worksheets, models or mockups, audio instructional materials, interactive teaching materials, etc. Aqib (2013: 51) also classify the types of print instructional materials, nonprinting, and display teaching materials. The module is an alternative teaching materials that can be developed to achieve the learning objectives, which are packed full and systematic, and specific. *CD* is one type of teaching materials that using the computer technology or the Internet. *CD* is a media that utilizes multimedia formats, which can unify voice, video, text, and programs.

In accordance with the steps the development of teaching materials, both the module and the *CD*, then in this paper reported the results of the first step, which is carrying out a needs analysis.

3. Method

This study is part of research and development to produce new products through the development process, Borg & Gall (2007:256) and Jolly and Bolitho (Thomlinso, 2011:66). From the 10 measures of Borg & Gall and 7 step of Jolly and Bolitho, in this paper reported the results of the first step, research and collecting information or identification of need for material. This stages is preliminary study that was conducted to obtain feedback from potential users and studied the teaching materials which include: the literature and field studies, analysis of teaching materials once used by teachers, identifying the needs of teaching materials for students and teachers, and discussions (focus group discussion) ,

The subject of research to get the data the perceptions and needs of poem teaching materials based on local wisdom in the form of modules and *CD* are Indonesian teachers and students of IX grade on *MTs Negeri 1*, *MTs Aisyiya*, and *MTs Patra Jaya Mandiri*.

Collecting data using survey, documentation, observation, interviews, questionnaires, and focus group discussions. The survey, documentation, and

observations made according to the curriculum and teaching materials used for this poem. Interviews were conducted with Indonesian teachers. Questionnaire addressed to teachers and students in an effort to seek input on learning poem, which has been carried out and teaching materials poem that will be developed; as well as the final discussion with the teachers/experts through focus group discussions.

Data analysis using two model approaches, namely qualitative and quantitative approaches, combining two different research/mixed method. As the Creswell (2008: 552), 'A mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative research and methods in a single study to understanding a research problem'.

Data from interviews, documentation, surveys, observations, and results FGD objectively analyzed, described, and then concluded in an effort to obtain information about the importance of research and development of teaching materials and CD learning modules based on local wisdom poem for IX grade MTs in the city of Palembang. Data perceptions and needs questionnaire results were analyzed by using a rating scale measuring scale with details: 1 = not true/ not suitable/never; 2 = less true/less suitable/infrequently; 3 = right/appropriate /ever; 4 = very true/very appropriate/always. Or: 1 = no need/needed; 2 = less necessary/required; 3 = necessary/required; 4 = very necessary/required. The results of the analysis will be used as consideration of poem material development.

4. Result and Discussion

After the initial phase of the research, according to the procedure that used (Bord and Gall) and (Jolly and Bolitho), the next step is to reported results of the *research and collecting information or identification of need for material.*

Survey, Documentation, Observation, and Interviews

Surveys and studies conducted on curriculum documentation and textbooks Indonesian IX grade *MTs*, interviews were conducted with two Indonesian teachers at *MTs* 1 Palembang.

In the curriculum, it is stated that students are required to have Competency Standards No. 5, listen: to understand the discourse of literary types through listening lyric poem. KD 5.1: find the themes and messages of poem that is played, KD 5.2 analyze the elements of poem that was played. Indicators to be achieved, ‘Being able to write the lyrics were played, were able to identify the characteristics of poem, able to analyze the structure of poem, able to analyze the elements of poem, able to find the theme of the poem is based on the core disclosure of poems, able to capture the message (local moral values and character education) poem with convincing evidence, is able to deduce the content of poem, and is able to make examples of poem.’

Based on surveys and interviews, researchers and the Indonesian teachers of *MTs* 1 Palembang, Dra. Irdawati, M.M. and Nurhayati, S.Pd. about poem, it is known that there is no teaching materials that suitable with the competencies and indicators that are expected. Indonesian textbooks that used just contains small amount material about poem. In the textbooks used in schools, ‘Bahasa dan Bersastra Indonesia Kelas 9’ (Wirajaya 2008) material of poem include: history of poem, the types of poem, sample poems, and the task of determining the message of the poem. No information about the structure of the poem, the types of poem are not given instance, there is no way to conclude the contents of poems accompanied by an example.

There is no no examples in the textbooks about poems based on the analysis of the elements and values contained. By the standards of competence and the basic competencies, students are required to have the ability to analyze poem, but in the book there is no text information, training, or work associated with the analysis of the values contained in the poem. This fact is important in the effort to plant the values of local wisdom that is consistent with the character values that can encourage students to have a positive character.

In addition, the Indonesian textbooks are not given examples of poems based on local wisdom. Examples of poems published in the text book is ‘Syair Pesanan Ayahanda’ which consists of 10 stanzas. Literary books that had been used not oriented to local literature (especially Palembang) but tend to be on the famous literatures in the archipelago so that students do not know that in the region there is also a literature that worthy of study. The learning activities that assigned to the students in the textbook does not comply with the demands in the standards of competence and basic competence. In the standard of competence and the basic competencies, students are required to have the ability to understand the message of the poem that is listened, but the learning activities that are written in textbooks, students are asked to read a poem. There are no media that can be used to play the poem.

The results of observation are also showed that learning poems done in class only based on existing textbooks. Students are asked to read a sense of poem, elements of poem, recited examples of poem and wrote the theme and the message contained in the poem. Students also had difficulty in finding an element of poem. This could be due to the material in the textbook are very minimal. Besides its activities are not appropriate.

Results of Teacher and Student Perceptions

To find out feedback/perception of teachers and students of IX grade *MTs* toward poem teaching materials used by teachers over the years, there was some data that collected using the questionnaire in July 2016 and August 2016 to the

subject of research. Questionnaire for teachers contains 15 statements and 1 suggestion, for students contains 12 statements and 1 suggestion. The statement accompanied by four possible answers, namely: 1. not correct/not suitable/never, 2. less true/less suitable /infrequently, 3. correct/appropriate/ever, and 4.very true/very appropriate/ always. Here are the results of the analysis.

Data from the teacher's perception questionnaire, the claim that poem teaching material that is/are used in accordance with the basic competencies, 6 teacher said it was not correct/not suitable, 3 teachers answered less suitable, 2 teachers answered accordingly, and no one answered very appropriate. Similarly with the statement that the existing teaching materials poem/used in accordance with the indicators, 6 teacher said it was not correct/not suitable, 3 teachers answered less suitable, 2 teachers answered accordingly, and no one answered very appropriate. The statement that the material in the poem teaching materials complete, answered by 7 teachers were not properly/not suitable, 3 teachers answered less appropriate, and 1 teacher answer accordingly, no teachers were answered very appropriate. Likewise, the statement that the material in the poem teaching materials proper, and no representation that materials in the poem teaching materials interesting, answered by 7 teachers were not properly/not suitable, 3 teachers answered less appropriate, and 1 teacher answer accordingly, no teachers were answered very corresponding. For representation that materials in the poem teaching materials accuracy in concept and theory, 6 teacher said it was not correct/not suitable, 3 teachers expressed less true/less appropriate, and 2 teachers expressed correct/appropriate, and nothing is stated very suitable/very correct. Statements that include poem teaching materials examples of local poem, answered by all teachers (11 people) are not properly/not suitable/never. All teachers also expressed no true/not suitable/never to a statement that the examples of poem contains the values of local wisdom. The statement that the examples of poem include explanations, 8 teachers answer is not correct/not suitable, 2 teachers answered less true/not appropriate, one teacher answered correct/ appropriate, no one answered so true/very appropriate. Same with the statement that the arrangement of the contents of poem teaching materials systematic and statement

arrangement of the material in accordance with the concept, 8 teachers answer is not correct/not suitable, 2 teachers answered less true/less suitable, 1 teacher answered correct/appropriate, no one answered so true/very appropriate. Statements about the content of the material composition balanced, answered by nine teachers were not true, one teacher less correct answer, one teacher answered correctly, no one answered very true. Similarly, a statement that is clear and complete instructions, supporting the presentation of the material suitable and appropriate presentation of the material supporting statement, answered 9 teachers were not true, one teacher less correct answer, one teacher answered correctly, no one answered very true. There are 6 teachers said not really, 2 teachers expressed less true, and 3 teachers certifying that the sentences of teaching materials poems are easy to understand, sentences poem instructional materials effective, sentences instructional materials poem using standard language, words in poem proper teaching materials, and a statement that the words in a poem appropriate teaching materials. A statement that the teaching materials are equipped with a *CD* of poem gathering, answered by all teachers (11 people) are not properly/never.

From the data of the teacher's perception, it can be concluded that 70% of teachers said that the existing/used poem teaching materials are not suitable so far, 17% said less appropriate, and only 13% said appropriate. So 87% of teachers said that the poem teaching materials used less appropriate. The questionnaire data from student's perceptions, known to 110 students expressed very true that teachers use textbooks to teach poem Indonesian, 30 students stated correctly. There are 112 students stated is not true that poem teaching material in textbooks is already complete, and 28 students expressed less true. 123 students expressed less completely and 17 students stated is not true that the teacher teaches lyric poem using special teaching materials. Likewise, the statement that teachers use teaching materials appropriate in learning poem, almost all of the students said it was not true (123 students expressed less true/rarely, 17 states do not really/never. Almost all of the students also expressed less true/not appropriate (123 students) that the material in poem teaching materials complete, and 17 students stated is not

correct/not appropriate. Statement of materials in poem teaching materials right, represented by 120 students less true/not appropriate, 10 students said it was not correct/not appropriate, only 9 those who assert the correct/appropriate, no one answered so true/very appropriate. A statement of teaching materials poems include examples of poem locally, was also answered by 120 students less true/less suitable, 2 students answer is not correct/not appropriate, and 18 students answered correctly/appropriate. A total of 133 students answered not really/not match that sample poem contains the values of local wisdom, only seven people who answer correct/ appropriate. A statement that the manual is clear and complete teaching materials, answered by 109 students is not correct/not appropriate, 31 students answered correct/appropriate. There are 100 students expressed not really/not match that sentences are easy to understand poem teaching materials, 40 students responded less true/less appropriate. Similarly, the statement that the words rhyme effective teaching materials. A statement that the teaching materials are equipped with a *CD* of poem gathering, to be answered by all students (140) is not correct/not suitable/never.

Based on the results of students' perceptions can be concluded that 50% of students stated poem teaching materials used in schools is not appropriate, 38% said it was not appropriate, 7% said very appropriate, and 5% stated that accordingly, so 88% of students stated that the poem teaching materials were used in school for less/not appropriate.

Based on data from the teacher and student perceptions of the teaching material is used for this poem, showed that 70% of teachers and 38% of students stated that teaching material is used for this poem is not appropriate; 17% of teachers and 50% of students expressed less appropriate; 13% of teachers and 7% of students stated accordingly; 0% 7% of teachers and students expressed very appropriate. Overall it can be stated that 87% of teachers and 88% of students said that poem teaching materials used in schools lacking/not appropriate.

Results of Teacher and Student Needs Analysis on Subjects to be Produced

In order to obtain information about the needs of teachers and students of poem teaching materials that will be developed, questionnaire has distributed to the subject of research, in July-August 2016. The questionnaire for teachers contains 24 statements and 1 suggestion for students 15 statements and 1 suggestion. The statement accompanied by 4 possible answers, namely: 1. not necessary/unnecessary, 2. it takes less/less necessary, 3. required/necessary, and 4. desperately needed/very necessary. Here are the results of the analysis.

Data from the analysis of the needs of teachers to the poem teaching materials developed by researchers, 8 teachers expressed that it is necessary poem teaching materials and creative new, and three teachers expressed required. All teachers (11 people) claimed a much-needed poem teaching materials in accordance with competence, poem teaching materials according to the indicators, IX grade *MTs* against teaching materials poem many benefits, instructional materials poem complete, poem teaching materials is clear, as well as much-needed teaching poem materials interesting. Against the statement that it is necessary poem teaching materials include examples of local poems, statements need examples of poem that contains the values of local wisdom, and statements necessary sample analysis of the values of local wisdom in poem, as much as 9 teachers expressed are needed, one teacher stated required, 1 teacher expressed less necessary, and no states are not required. The claim that the examples of poem analysis needs to include explanations, answered by all teachers (11 people) will be needed. Likewise, the claim that the examples analysis of poem should include evidence, statement of need arrangement of the contents of teaching materials poetic balance between material, examples, assignments, and tests, the statement needs to makeup the contents of poem teaching materials systematic, statements need information supporting presentation material accordingly, the statement necessary teaching materials poem which comes with a *CD* gathering, the statement should guide the use of *CD* gathering clear and complete statement of need *CD* gathering poems teaching materials are clear, and the statement of need *CD* gathering poem teaching

materials interesting, all the teachers responded very required. Against the assertion that needs to *CD* gathering poem teaching materials contains the results of local wisdom, answered by 9 teachers are needed, one teacher replied needed, one teacher said less necessary, no one answered is not required. To the assertion that needs to *CD* gathering relevant poems teaching materials, all teachers (11 peoples) state is needed. All teachers also expressed needed the words of poem teaching materials that are easy to understand, sentences are effective in poem teaching materials, and it takes the right words in poem teaching materials.

From the analysis data of the needs of the teacher showed that 95.9% of teachers said much needed poem teaching materials in the form of module and *CD* for IX grade *MTs* to be developed, 2.6% of teachers said needed, and 1.5% of teachers said less necessary, no teacher who declares not needed.

The results of the questionnaire needs of students about poem teaching materials developed obtained the following data. Statements about the need of teaching materials specifically about poem, 80 students responded very necessary, 50 students answered needed, 8 students answered less needed, and only two students who answered not required. Answer students about needing new poem teaching materials, 123 answered urgently needed, 17 is required, and no one answered lacking/not needed. Statements about the need to complete the poem teaching materials, 130 students responded answered very needed, and 10 students answered needed. The students' answers on the need of poem teaching materials clear, 133 students responded very needed and 7 students answer required. Statements about the need of poem teaching materials that include sample local lyric, 110 answered urgently needed, 20 students answered needed, 10 students responded less needed. Against the assertion that needs to examples of poem that contains the values of local wisdom, 112 students responded very necessary, 13 students answered needed, 15 students responded less needed. Statements about the need to sample analysis of the values of local wisdom in poem, 110 students responded very necessary, 20 students answered needed, 10 students responded less needed. The students' answers to the statement that these examples should include an explanation of poem analysis, 120 students responded very necessary, 20

students answered needed. Statements about the need to fill the composition of poem systematic teaching materials, 110 students responded very necessary, 20 students answered needed, 10 students responded less needed. A statement that the contents of teaching materials necessary arrangement poetic balance between material, examples, assignments, and tests, answered by 120 students is very needed, 20 students answered needed. Statement that the necessary poem teaching materials with a *CD*, all students (140 persons) answered urgently needed, and all the students also answered very needed poem teaching materials gathering *CD* are clear, also needed *CD* gathering poems teaching materials interesting. Statements that need *CD* gathering poem teaching materials contains the results of local wisdom, the answer is very needed by 100 students, 20 students answered needed, 15 students answered less needed, and 5 students responded answered not needed. Statements that need sentences that use standard language in poem teaching materials, 131 students answered very needed, and 9 students answered needed.

From the data analysis of the students needs to the poem teaching materials developed showed that 85.7% of students stated is very needed, 10.7% said it needed, 3.3% said less needed, and only 0.3% said it was not needed.

Based on the needs analysis to poem teaching materials that will be developed, showed that 95.9% of teachers and 85.7% of students claimed very needed poem teaching materials in the form module and *CD* for IX grade *MTs* to be developed, 2.6% teachers and 10.7% of students stated needed, 1.5% of teachers and 3.3% of students expressed less needed, and 0% of teachers and 0.3% of students said it was not needed.

The Results of the Final Discussion with The Teachers/Experts through FGD.

All data findings from perception and needs analysis, to be further discussed in groups of experts/practitioners through FGD, according opinion of Carey (1994). FGD conducted in August 2016 by a group of experts/ practitioners, namely Indonesian teachers who teach at *MTs* first, *MTs* Aisyiyah, and *MTs* Patra Mandiri. Based on discussions (FGD) with 10 Indonesian teachers, which is also in

consultation with the Promoter and Co-Promoter, the result that poem teaching materials is not maximized when instructional poems published in the curriculum, students are required to have competence in understanding poem, and poem can be used to foster positive values in students. That requires the procurement of poem teaching materials based on local wisdom in the form of modules and *CDs* for IX grade *MTs* in Palembang. After conducting in-depth discussion, agreed on the following aspects, 1) Teachers should use special teaching materials about poem. 2) Teachers should use teaching materials of interest when teaching poem. 3) poem teaching materials must contain local wisdom. 4) Examples of poem in teaching materials must come from local poem. 5) Local poem can be used as a means to preserve the values of local wisdom. 6) poem teaching materials must contain the values of local wisdom. 7) poem teaching materials should contain examples of the analysis of the value of local knowledge. 8) The value of local wisdom needed teaching materials developed in the poem include local moral values of peace and prosperity; the character value: 4 main values forming the moral *alkarimah*, seven basic values of character, and 18 values of character education in the National Education. 9) poem teaching materials must be complete and in accordance with the competence to be achieved. 10) teaching materials should contain: the concept (definition of poem), principles (characteristic of poem), the fact (historical poem, the kind of poem and examples, the building blocks of poem: the elements, understanding, example), procedures (steps find a theme/message in the poem along with an example, take the example of *Syair Abdul Moeloek* and *Syair Perang Menteng*), as well as attitudes or values analyze/find the values of local wisdom and character contained in the poem *Syair Abdul Moeloek* and *Syair Perang Menteng* (which listened) with evidence. 11) poem teaching materials should be balanced between the introduction, contents, and cover. 12) Posts in poem teaching materials module shape and font of the letters should be clear. 13) equipped with teaching materials poem tasks, exercise, and proper evaluation. 14) poem teaching materials include instructions for use. 15) Instructional materials include interesting illustration of the poem. 16) The size of the module poem teaching materials should not be too big. 17) The front of the module there should be an illustration of local

wisdom. 18) teaching materials should be equipped with a *CD* of poem gathering. 19) *CD* gathering of poem teaching materials should be interesting. 20) *CD* gathering of poem teaching material should be in accordance with the material gathering. 21) *CD* gathering of poem teaching materials should raise the values of local wisdom. 22) *CD* gathering of poem teaching materials include clear instructions for use. 23) The composition of colors in matching *CD*. 24) The form and letter font in the *CD* should be clear. 25) The duration of gathering material in accordance with the allocation of time. 26) Background used: audio sound male/female. 27) *CD* gathering verse learning should be in line with the contents of the module. Part gathering accordance with the competencies and indicators to be achieved. 28) The language used in the standard language poem teaching materials. 29) The sentence used in teaching materials poem effective sentence. And 30) Words in poem teaching materials should be appropriate.

5. Conclusion and Remark

Based on survey data, documentation, observasi, and interviews, concluded that the curriculum there is a standard and basic competencies that requires students to have the ability to understand the poem, there is no teaching materials of literary special about poem, the textbook is very little material about poem, no special books that discuss poem, examples are given more poems from outside the area, and learning activities incompatible with the demands of SK and KD. From the result of the perception concluded that 87% of teachers and 88% of students said that poem teaching materials used in schools lacking/not appropriate. From the results of the needs analysis concluded that 95.9% of teachers and 85.7% of students claimed very needed poem teaching materials in the form of module and *CD* for IX grade *MTs* to be developed

Based on the findings, after in-depth discussions (FGD) it can be concluded that the existing poem teaching materials is not maximized when instructional poems published in the curriculum, students are required to have competence in

understanding poem. Poem as a literary that has dulce et utile, has values of local wisdom that can be used to foster positive values in students.

Perceptions and needs analysis results can be used as input for the development of poem teaching materials based on local wisdom in the form of modules and CD for IX grade MTs in Palembang. Poem teaching materials that will be generated is expected to preserve the results of local wisdom and used for the cultivation of the values of local wisdom that is identical to the value of character education.

References

- Akhwan, Muzhoffar. (2011) "Pendidikan Kataker: Konsep dan Implementasinya dalam Pembelajaran di Sekolah/Madrasah", Makalah disajikan dalam diskusi dosen Fakultas Ilmu Agama Islam UII, tanggal 2 November 2011.
- Ali, Zulkhair. (2009). "Dulmuluk Bermula Dari Syair Raja Ali Haji." (online) <https://zulkhair-ali.blogspot.com/2009/04/29/bermula-dari-syair-raja-ali-haji-dul-muluk/>. Diakses tanggal 16 Desember 2014.
- Aqib, Zainal. (2013). *Model-model, Media, dan Strategi Pembelajaran Kontekstual (Inovatif)*. Bandung: Yrama Widya.
- Atmazaki. (1991). *Ilmu Sastra: Teori dan Terapan*. Padang: Angkasa Raya.
- Carey, M.A. (1994). *The group effect in focus groups: planning, implementing, and interpreting focus group research*. In *Critical Issues in Qualitative Research Methods* (Morse J.M., ed.). Sage: Thousand Oaks, 225-241.
- Creswell, John W. (2014). *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Englewood Cliff, New Jersey: Pearson Merrill Prentice Hall.
- Djamarah, Syaiful Bahri. (2010). *Guru dan Anak Didik dalam Interaksi edukatif suatu Pendekatan Teoretis Psikologis*. Jakarta: Rineka Cipta.
- Depdikbud. (1998). "Putusan Kongres Bahasa Indonesia VII". Disampaikan dalam *Kongres Bahasa Indonesia VII. Jakarta: 26—30 Oktober 1998*. Jakarta: PPPB Depdikbud.
- Depdiknas. (2008). *Panduan Pengembangan Bahan Ajar*. Jakarta: Direktorat Pembinaan Sekolah Menengah Atas.
- Depdiknas. (2006). *Standar Kompetensi dan kompetensi Dasar SMA Bahasa Indonesia*. Jakarta: Depdiknas, BSNP.
- Gall, Meredith D, Joyce P Gall, and Walter R Borg. (2007). *Educational Research (Introduction). Eighth Edition*. USA: Pearson Education, Inc.

- Idi, Abdullah. (2013). *Sosiologi Pendidikan Individu, Masyarakat, dan Pendidikan*. Jakarta: RajaGrafindo Persada.
- Kemendikbud. (2013). Salinan Lampiran Permendikbud No.67 tahun 2013 tentang implementasi Kurikulum SMP/MTS.
- Liputan6.com, di Palembang, Rabu (17/9/2014), diakses 20 Maret 2015.
- Noor, Acep Zamzam. (2007). “Esai: Syair, Songket, dan Sungai” *Pikiran Rakyat*, Sabtu, 13 Januari.
- Nurhayati, et al. (2012). “Developing a Model for Revitalizing the Traditional Performance of Dulmuluk by the Application of structural and Reader Response Theorie”. Pada seminar “The Ninth International Conference of Environment, Cultural, Economic, and Social Sustainability”, 23—25 Januari 2012, Hiroshima, Jepang.
- Prastowo, Andi. (2012). *Panduan Kreatif Membuat Bahan Ajar Inovatif*. Yogyakarta: Diva Press.
- Rifa'i, Moh. dan Rosidi Abdulghani. (1991). *Al-Qur'an dan Terjemah*. Semarang: CV. Wicaksana.
- Sibarani, Robert. (2012). *Kearifan Lokal: Hakikat, Peran, dan Metode Tradisi Lisan*, Jakarta: ATL.
- Sudjiman, Panuti. (2006). *Kamus Istilah Sastra*. Jakarta: Universitas Indonesia.
- Sumatera Ekspres. (2012). “Abdul Muluk Budaya Unggulan Sumatera Selatan”. 11-11-2012.
- Puskur. (2014). *Kerangka Dasar Kurikulum 2013*. Jakarta: Depdiknas, Puskur.
- Thohir, Ajud. (2004). *Perkembangan Peradaban di Kawasan Dunia Islam*. Jakarta: PT Raja Grafindo Persada.
- Tomlinson, Brian. (2011). *Materials Development in Language Teaching*. Comridge: University Press.
- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (UUSPN). (2003). Bandung: Citra Umbara.
- Wellek, Rene dan Austin Warren. (1990). *Teori Kesusastraan*, diindonesiakan oleh Melani Budianta. Jakarta: Gramedia.
- Wirajaya, Asep Yudha dan Sudarmawarti. (2008). *Berbahasa dan Bersastra Indonesia Kelas 9*. Jakarta: Puskurbuk, Kemendiknas.
- Zahra. *Nilai-Nilai Kultural Edukatif dalam “Abdoel Moeloek”*. (1995). Tesis tidak diterbitkan. Malang: PPS IKIP Malang.
- <http://www.zenius.net/c/4487/15.pembelajaran.syair>, diakses 12 Desember 2015.

