Uniglobal of Journal Social Sciences and Humanities

Development of Poetry Textbook Based on ATM Model and Animation Media in Literature Learning at PBSI FKIP UMK

Fathurohman, Irfai[1], Ristiyani[2] & Lestari, Puput Dwi[3]

[1,2,3]Universitas Muria Kudus, Kudus 59327 Central Java, Indonesia

*Corresponding author: irfai.fathurohman@umk.ac.id

Abstract: The need for poetry study textbooks in the Indonesian Language and Literature Education study program Faculty of Teacher Training and Education, University Muria Kudus is necessary. It is based on the lack of poetry study textbooks in circulation that suit the needs of undergraduate students. This research aims to present a poetry study textbook based on the Activity, Theory, and Media (ATM) model and animation media in literature learning at Indonesian Language and Literature Teacher Study Program (PBSI), Faculty of Teacher Training and Education (FKIP), University Muria Kudus. The method used in this research is the Borg and Gall R&D method. Gall. This procedure was chosen because it has detailed but simple steps. The procedures consist of ten: gathering information, research planning, developing initial products, field testing, revision, product testing, revision of field product test results, validation, final improvements, and implementation. The research results show that the poetry study textbook based on the ATM model and Animation Media in literature learning at PBSI Faculty of Teacher Training and Education (FKIP) University Muria Kudus is valid and effective for teaching poetry studies courses.

Keywords: Textbooks, poetry studies, ATM models, animation media, literature studies

1.   Introduction

Literature learning in the Indonesian Language and Literature Teacher Study Program (PBSI), Faculty of Teacher Training and Education (FKIP), University Muria Kudus (UMK) is an important aspect of developing understanding, appreciation, and language and literacy skills. Poetry is a form of literary work that plays an important role in conveying meaning, cultural expression and the beauty of language. Learning poetry requires a creative and effective approach to create student interest, understand literary elements and arouse their interest in literary works (Wati, 2020). The existence of teaching materials can help optimize learning outcomes; their function is as a tool or means to achieve competency standards and basic competencies (Liu, 2016).

Based on the results of observations made by researchers in the PBSI FKIP UMK, information was obtained that currently the need for textbooks for poetry studies courses are very much needed, especially to explore and obtain knowledge related to the development of poetry in Indonesia (Sutrimah et al., 2019). Identifying each characteristic of poetry, starting from the type of poetry and poets in Indonesia producing poetry, is an important study for students to understand. Based on interviews with the lecturer in charge of the poetry studies course and the head of the PBSI FKIP UMK study program, information was obtained that textbooks are an inseparable part of the learning process. The availability of textbooks for each course is very helpful in focusing learning according to learning objectives (Satinem et al., 2020).

Research conducted by Utaminingsih et al. (2022), Fathurohman & Cahyaningsih (2021), and Roswati et al. (2019), suggests that textbooks have a central role in completing learning resources for students. The need for textbooks in each course has an important role in developing students' thinking and deepening knowledge. Based on these problems, this research aims to present a poetry study textbook based on the ATM model and animation media in literature learning at PBSI FKIP UMK.

2.   Literature Review

Simbolon et al. (2021) states that a module is a textbook designed for use in classroom teaching materials, with innovations compiled and prepared by teaching experts and equipped with appropriate and harmonious teaching facilities. In the context of technological developments and increasingly diverse learning methods, innovative learning models are very important to improve the quality of literature learning. In addition, animation media has proven to be an effective tool for visualizing complex concepts, including in literature learning (Umar et al., 2021). A module is a guide that contains teaching materials or sources of knowledge for students. Modules are a type of printed teaching material.

Nunez-Mir et al. (2016) states that the philosophy of literary ecocriticism can be understood from its ontological, epistemological and axiological aspects. Prahani et al. (2016) state that learning media can be very important for increasing the maximum level of teaching and learning activities; in this way, learning activities become more efficient, and of course, it is hoped that the understanding received will increase. This opinion is closely related to creating an innovation, especially a handbook innovation based on the ATM model. Setijawati (2019), stated that the characteristics of each lesson are influenced by reference sources that are familiar with their field. The depth of reference sources and the readiness of the learning process influence optimal learning outcomes.

This supports the opinion of Purmadi & Surjono (2016), who stated in their research that one of the efforts that can be made to create the best teaching and learning system for students is to use learning resources that are quite varied and creative. Textbooks are one teaching material used in the learning process (Husna et al., 2022). To produce certain products, analysis needs to be used to test the effectiveness of these products in functioning in learning activities (Markamah et al., 2018). Textbooks are prepared according to certain courses, officially published and distributed widely, meaning the book must have an ISBN (Lengkanawati et al., 2015). Data from validation and assessment results is also required, complete with input and comments on the product being developed. The purpose of expert validation is to provide value and determine the suitability of the textbooks that have been developed (Hardi & Rizal, 2021).

3.   Methodology

The research method used in this research uses the research and development (R&D) method of Brog and Gall (Aka, 2019). This type of research uses R&D research with stages using Borg and Gall research and development consisting of 10 steps. Borg and Gall's development stages are preliminary study, research planning, design development, limited field test, revision of limited field test results, extensive field test, revision of extensive field test results, feasibility test, final revision of feasibility test results, dissemination and implementation.

The research data in this study was obtained from questionnaires, observations, interviews and documentation carried out on students and lecturers in the PBSI FKIP UMK. Data collection techniques in this research used questionnaire, observation, interview, and documentation techniques. The questionnaire in this research was given to PBSI FKIP UMK students and lecturers regarding the need for poetry study textbooks based on the ATM model and animation media. The interview technique is aimed at PBSI FKIP UMK students and lecturers. There are documentation techniques for tracing the completeness of learning resources for poetry studies courses at PBSI FKIP UMK.

The data analysis process in this research uses the interactive model steps from Huberman & Miles (2013). The interactive model data analysis technique includes the first stage of data collection, the second, data reduction, the third, data display, and the fourth, verification.

4.   Results

Increasing literary learning, especially in poetry studies at the PBSI FKIP UMK, covers various aspects, starting from identifying challenges in poetry learning to the emergence of innovations in developing learning models based on the ATM model and animation media. Literary learning, especially poetry learning, is important in developing students' understanding, appreciation and language and literacy skills. Poetry is a form of literary work that has a crucial role in communicating language's meaning, culture and beauty (Burke, 2023).

Using innovative approaches, such as the ATM model and animation media, helps increase the effectiveness of literature learning. Animation media has proven effective in visualizing complex concepts in literature. Developing poetry study textbooks based on the ATM model and animation media is a solution to overcome challenges in literature learning (Wulandari & Rustan, 2023). This approach can increase students' understanding and interest in literature, especially poetry.

Students responded positively to using ATM model-based textbooks and animation media in literature learning. It increases their understanding and appreciation of poetry at PBSI FKIP UMK. This research provides insight into facing challenges in literature learning and improving the quality of learning with an innovative approach. Increasing literary learning, especially in poetry studies, in the PBSI FKIP UMK. Learning literature, especially poetry, develops students' understanding, appreciation and language and literacy skills. Poetry is considered a form of literary work that has an important role in communicating language's meaning, culture and beauty. Students' difficulty understanding poetry is their need for more interest in literature.

The results of designing a poetry study textbook based on the ATM model and animation media based on expert validation state that the poetry study textbook based on the ATM model and animation media for PBSI FKIP UMK students is valid and can be used for the research process. The characteristics of poetry study textbooks based on the

ATM model and animation media used at PBSI FKIP UMK refer to the stages of poetry learning so that they can provide experience and insight regarding the poetry study learning process at PBSI FKIP UMK. This model of observing, imitating and modifying is a step for students to develop their imagination in writing poetry according to the students' characteristics. The use of animation media in compiling poetry study textbooks is a forum for depicting expressions according to the expressions in each poem. Through this expression, deepening the characteristics or types of poetry can be well understood.

Table 2. Research procedures and development

No.	First Stage		
1.	Problem finding	Need	The relationship between problems and the causes of the problem
	Problem analysis	The cause of the problem	
	Second stage		
2.	Model Specifications		Model and media prototypes
	Development of textbooks based on ATM models and animation media		
	Third stage		
3.	Assessment and input on textbooks, ATM models and animation media		Textbooks, models and animation media are valid
	Textbook validation	Validation with animation media	Validate with model
	Fourth stage		
4.	Revision		
	Limited trial	More extensive testing	
	Fifth stage		
5.	Solution		Model final
	Socialization	Publication	

To overcome this lack of interest, innovative approaches such as the ATM Model (Activity, Theory, Media) and animation media are solutions. The ATM model is a learning approach that involves student activities, theory, and media as important components in the learning process. Animation media has proven effective in visualizing complex concepts in literature. Developing poetry study textbooks based on the ATM model and animation media is an important step in increasing the effectiveness of literature learning. This approach can increase students' understanding and interest in literature, especially poetry.

5. Discussion

Increasing literary learning, particularly in poetry studies at PBSI FKIP UMK, covers a wide range of topics, from identifying challenges in poetry learning to the emergence of innovations in developing learning models based on the ATM model and animation media. Using novel ways to literature learning, such as the ATM model and animation media, helps to improve its effectiveness (Hieder et al., 2020).

Creating poetry study textbooks based on the ATM model and animation media is one method to solve literary learning obstacles (Avella et al., 2016). Based on expert validation, the findings of building a poetry study textbook based on the ATM model and animation media for PBSI FKIP UMK students show that the poetry study textbook based on the ATM model and animation media is valid and may be used in the research process.

Poetry study textbooks based on the ATM model and animation media used at PBSI FKIP UMK refer to the stages of poetry learning in order to provide experience and insight into the poetry study learning process at PBSI FKIP UMK. Creating poetry study textbooks based on the ATM model and animation media is a critical step toward improving the effectiveness of literary learning (Akbaş et al., 2016).

6. Conclusion

This research highlights the importance of increasing literary learning, especially in the study of poetry, in the PBSI FKIP UMK. Students' understanding, appreciation and language and literacy skills are the main focus in developing literary learning. Poetry is crucial in communicating a language's meaning, culture and beauty. The development of poetry study textbooks based on the ATM model and animation media is a solution to overcome challenges in literature learning, and this approach can increase students' understanding and interest in literature, especially poetry. This research shows that students responded positively to using ATM Model-based textbooks and animation media in literature learning, significantly increasing their understanding and appreciation of poetry at PBSI FKIP UMK.

The emphasizes the importance of regular maintenance and updating, involving input from literary experts as a basis for further improvement and development to maintain the quality and relevance of textbooks. In addition, the research

focuses on the long-term impact of using ATM Model-based textbooks and animation media on students' understanding and interest in literature. The results of this research provide further understanding of the effectiveness of this approach in the long term, and by sharing the findings and this textbook with the community of educators and literature researchers, make a positive contribution to the development of literature learning in various educational institutions.

Acknowledgement

Conflict of Interest

The authors declare no conflicts of interest.

References

Aka, K. A. (2019, October). Integration Borg & Gall (1983) and Lee & Owen (2004) models as an alternative model of design-based research of interactive multimedia in elementary school. In *Journal of Physics: Conference Series* (Vol. 1318, No. 1, p. 012022). IOP Publishing.

Akbaş, O., Baturay, M., & Söker, Y. (2016). Interactive Whiteboard-Based ATM Use Training for Older Individuals. *International Online Journal of Educational Sciences*, *8*(1).

Avella, J. T., Kebritchi, M., Nunn, S. G., & Kanai, T. (2016). Learning analytics methods, benefits, and challenges in higher education: A systematic literature review. *Online Learning*, *20*(2), 13-29.

Burke, K. (2023). *The philosophy of literary form*. Univ of California Press.

Fathurohman, I., & Cahyaningsih, R. D. (2021). Development of authentic assessment instrument for improving extensive capacity of metacognitive perspective. *Asian Journal of Assessment in Teaching and Learning*, *11*(1), 13-21.

Hardi, V. A., & Rizal, M. S. (2021, April). Suitability Analysis of Textbook Contents from Students' Characteristics. In *2nd Annual Conference on Social Science and Humanities (ANCOSH 2020)* (pp. 383-386). Atlantis Press.

Hieder, I. A., Abdullah, S. M., & Ali, R. A. (2020). Utilizing the ATM technology in E-distance learning. *Indonesian Journal of Electrical Engineering and Computer Science*, *20*(2), 1016-1029.

Huberman, A. M., & Miles, M. B. (2013). *Innovation up close: How school improvement works*. Springer Science & Business Media.

Husna, I., Azkiya, H., Febriani, S. R., Rahmawati, R., & Kustati, M. (2022). The Analysis of Arabic Language Textbooks for Class II Elementary School. *Lectura: Jurnal Pendidikan*, *13*(2), 234-245.

Lengkanawati, N. S., Setyarini, S., Sari, R. D. K., & Moecharam, N. Y. (2015). In house training (IHT) model to improve the abilities of English teachers in developing teaching materials. *Indonesian Journal of Applied Linguistics*, *5*(1), 37-43.

Liu, M. H. (2016). Blending a class video blog to optimize student learning outcomes in higher education. *The Internet and Higher Education*, *30*, 44-53.

Markamah, E. S., Slamet, S. Y., Rukayah, R., & Winarni, R. (2018). The development of appreciative prose textbook through active learning for students of PGSD study program in Surakarta Regions. *International Journal of English Literature and Social Sciences*, *3*(1), 239269.

Nunez-Mir, G. C., Iannone III, B. V., Pijanowski, B. C., Kong, N., & Fei, S. (2016). Automated content analysis: addressing the big literature challenge in ecology and evolution. *Methods in Ecology and Evolution*, *7*(11), 1262-1272.

Prahani, B. K., Limatahu, I., Winata, S. W., Yuanita, L., & Nur, M. (2016). Effectiveness of physics learning material through guided inquiry model to improve student's problem solving skills based on multiple representation. *International journal of education and research*, *4*(12), 231-244.

Purmadi, A., & Surjono, H. D. (2016). Development of web-based teaching materials based on student learning styles for Physics Subjects. *Journal of Educational Technology Innovation*, *3*(2), 151.

Roswati, N., Rustaman, N. Y., & Nugraha, I. (2019). The Development of Science Comic in Human Digestive System Topic for Junior High School Students. *Journal of Science Learning*, *3*(1), 12-18.

Satinem, S., Juwati, J., & Noermanzah, N. (2020). Developing Teaching Material Of Poetry Appreciation Based On Students'competency Analysis. *English Review: Journal of English Education*, *8*(2), 237-246.

Setijawati, U. (2019, February). Lesson Study Based Learning Can Develop Conservation Characters, Activities, And Learning Outcomes. In *International Conference Primary Education Research Pivotal Literature and Research UNNES 2018 (IC PEOPLE UNNES 2018)* (pp. 128-136). Atlantis Press.

Simbolon, R., Saragih, A. H., & Situmorang, J. (2021). Design of Teaching Materials (Modules) Based on Hyper content. *Review of International Geographical Education Online*, *11*(8).

Sutrimah, S., Winarni, R., Wardani, N., & Ngadiso, N. (2019, April). Need analysis: Textbook development of modern Indonesian literary history (Poem in East Java Province, Indonesia). In *Proceedings of the 1st International Conference on Science and Technology for an Internet of Things, 20 October 2018, Yogyakarta, Indonesia*.

Umar, A., Hanum, I., & Hutagalung, T. (2021, November). Utilization Learning Media Based Animation in the Teaching of Children's Literature Subject. In *Proceedings of the Tenth International Conference on Languages and Arts (ICLA 2021)* (pp. 169-171). Atlantis Press.

Utaminingsih, S., Andi, P., Irfai, F., & Kuzmina, A. (2022). Development Of Video-Aided Storybooks To Improve Understanding Of Mathematical Concepts In Elementary School. *A. Âsaui atyndaġy Halyḳaralyḳ ḳazaḳ-tùrìk universitetìnìṇ habaršysy*, (124), 194-206.

Wati, M. (2020, February). The practicality of physics teaching materials based on local wisdom in the wetland environment. In *1st South Borneo International Conference on Sport Science and Education (SBICSSE 2019)* (pp. 185-187). Atlantis Press.

Wulandari, W., & Rustan, E. (2023). Development of the ATM Method (Observe, Imitate, and Modify) in Audio Visual Integrated Poetry Reading Skills. *Jurnal Sinestesia*, *13*(1), 579-587.