DEVELOPMENT OF KINCIR CIPURAK LEARNING MEDIA (CHARACTERISTICS OF FOLK POETRY) FOLK POETRY MATERIAL CLASS VII MTS AL-MUHTADUN JABUNG TALUN BLITAR

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ABSTRACT

This research is based on the challenges faced by grade VII students in understanding folk poetry materials, including rhymes, poems, and gurindam, often due to less interesting learning approaches and the absence of adequate interactive media. To overcome these problems, development research is carried out to produce learning media that is relevant and can facilitate student understanding. The 4D development method (Define, Design, Develop, Disseminate) was chosen as the framework for this research. The implementation of the learning media named "Kincir Cipurak" was carried out for grade VII students in one of the junior high schools in East Java. Before being widely implemented, this media went through a validation stage involving material experts, media experts, and subject teachers to ensure its feasibility of use. A limited trial has also been carried out on 16 students. The results of the study show that the learning media "Kincir Cipurak" has proven to be effective in improving students' understanding of folk poetry materials. Assessments from subject matter experts, media experts, and subject teachers categorize this media as "very feasible" to be implemented, with a high average percentage of feasibility in terms of appearance, language, and feasibility of material content.

Keywords: Learning-Media; 4D-Development-Methods; People's-Poetry-Materials; Student-Comprehension.

INTRODUCTION

Literary works, in their various forms such as novels, short stories, and poems, have long been an integral part of cultural treasures and are widely known by the public. Poetry, in particular, stands out for the beauty of diction as well as the depth of meaning implied in it, making it one of the most cherished forms of artistic expression. Poetry is a written literary work that utilizes diction, contains implicit meanings, and has high aesthetic value, (Diki Lesmana et al., 2023; Elisa et al., 2021). However, amid the popularity of modern poetry, there is an old literary genre known as "folk poetry" that may not have received equal attention and understanding among the general public. This folk poem includes various types that are rich in oral traditions, such as pantun, gurindam, and poetry. The main characteristic of folk poetry is its anonymous nature, where its creator is often unknown, reflecting a collective heritage that develops from generation to generation.

Folk poetry plays a fundamental role in efforts to preserve the nation's cultural treasures, especially as a heritage of past literature that is full of local values and traditional wisdom. Therefore, mastery of this material is essential for the younger generation. However, it is realized that the material of folk poetry is often considered difficult by most students, especially because of their lack of exposure and familiarity with literary forms that are not commonly found in daily life. This condition demands innovation in learning methods and media that are not only able to facilitate students' understanding effectively, but can also increase their enthusiasm and ease in mastering the intricacies of folk poetry. The use of media in learning activities has been proven to increase students' interest and motivation, create fun teaching and learning activities, and hone language skills, (Adawiyah et al., 2024; Hadi & Hermawan, 2024).

Departing from this urgency, this research specifically pays attention to the deepening of the characteristics of folk poetry. The selection of this topic is based on the observation that discussions of the characteristics of folk poetry are relatively rarely explored in depth in the context of learning, although this topic has significant potential for appeal and high cultural relevance. The main purpose of this research is to equip grade VII students of Madrasah Tsanawiyah (MTS) with a comprehensive understanding of folk poetry. This understanding includes the ability to identify different types of folk poetry, recognize the distinctive characteristics of each type, understand the purpose behind the creation of folk poetry, and analyze the linguistic elements contained in it. Furthermore, students are also expected to be able to apply this theoretical understanding to produce written works in the form of folk poems, as well as have the ability to interpret the messages and values contained in the folk poems they read.

This research was carried out at MTs Al-Muhtadun Blitar, an educational institution that has implemented the Independent Curriculum, so it is very relevant to the folk poetry material that is the focus of the study. Early observations suggest that today's prevalent learning practices often rely on conventional textbooks, or occasionally use digital devices such as mobile phones and laptops with the support of online applications such as Canva and YouTube. However, the use of this technology is often faced with a number of technical obstacles, such as fluctuations in internet network stability or limited access to personal devices for all students. This situation indicates an urgent need for learning media that is not only innovative but also more accessible and can operate optimally regardless of the available digital infrastructure.

In response to these challenges, this research focuses on the development of a new learning media named "Kincir Cipurak" (an acronym for 'characteristics of folk poetry'). The Cipurak Cirque Learning Media is based on the independent curriculum, especially for class VII folk poetry material semester 1 in the phase D category at the junior high school level. The learning of folk poetry includes several types, such as pantun, poetry, and gurindam, (Saffawati, 2024). This media is specifically designed with the philosophy of 'learning while playing' to create a more enjoyable learning experience and arouse students' enthusiasm for learning. With the integration of interesting interactive and visual elements, Kincir Cipurak is expected to be able to transform students' perception of folk poetry material that may have previously felt monotonous or boring, into an interesting and participatory activity. Furthermore, this media is also designed to facilitate the role of teachers in evaluating students' understanding effectively at the end of the learning session. The implementation of tactical interactive learning media increases learning effectiveness, (Hadi & Hermawan, 2024).

Overall, this research has two main objectives: first, to develop the Cipurak Cirque learning media for folk poetry characteristics material for grade VII students; and second, conducting a comprehensive assessment of the feasibility of the media based on valuable input from experts in

their fields as well as from the perspective of students as direct users. Through the implementation of this media, it is hoped that there will be a significant increase in students' interest and motivation to learn about folk poetry. In addition, Kincir Cipurak is also expected to provide a variety of new teaching methodologies that enrich teachers' strategic repertoire in delivering materials, thereby creating a more dynamic and productive learning environment.

RESEARCH METHODS

The selection of a development model in a study is a crucial decision that must be carefully adjusted to the purpose and characteristics of the product to be produced. In the context of this 'Kincir Cipurak' media development research, the researcher deliberately chose to adopt a structured research and development (R&D) method based on the 4D Model. This selection is based on the belief that the 4D Model is the most relevant and comprehensive framework for developing learning media products, given its systematic approach that is able to guide the entire process from the identification of needs to the evaluation of the usefulness of the final product. The 4D model, also known as the Thiagarajan model, is widely recognized as an effective development framework for learning media due to its logical, progressive, and adaptive structure to the specific needs of learners, (Indaryanti et al., 2025; Syam & Furwana, 2022).

This 4D research model is composed of four main stages that are carried out sequentially and integrally, namely:

1. Define
   This stage is a crucial initial foundation, aiming to identify and formulate precisely the definition of essential needs in the learning process. Activities in this stage include in-depth needs assessment of students' learning problems, curriculum analysis to ensure alignment of the material with competency standards, and study of students' characteristics to understand their learning styles and preferences. In addition, at this stage, various relevant information that has a significant correlation with the learning media product 'Kincir Cipurak' will be developed, including a literature review on the effectiveness of interactive media and the concept of folk poetry.

2. Design
   Once the needs are clearly defined, the next stage is design. The main focus at this stage is to design a prototype of the 'Kincir Cipurak' media for materials characteristic of folk poetry types for grade VII students of junior high school/MTs. The design process includes determining media formats, selecting visual and interactive elements, writing material content that is in accordance with the applicable curriculum, and designing an intuitive and attractive user interface. Aesthetic, functional, and pedagogical considerations are prioritized to ensure that media design is not only engaging but also effective in facilitating student understanding.

3. Development
   The development stage is the realization phase of the design that has been made. The main purpose of this stage is to produce an output in the form of a prototype of the 'Cipurak Wheel' media that has undergone repairs and revisions. The development process is iterative, where the initial prototype will be evaluated and refined based on constructive input from experts in their fields (subject matter experts, media experts) as well as through a series of trials limited to students. The input and data obtained from the validation and trials are the basis for improvements, ensuring that the media produced meets the expected standards of feasibility and effectiveness.

4. Disseminate
   As the final stage of the 4D Model, dissemination aims to disseminate the final product that has been refined and proven to be suitable for use. This stage includes a strategy for publication or socialization of 'Kincir Cipurak' learning media to a wider audience, such as the teacher community, other schools, or educational platforms, with the hope that this media can be optimally utilized to improve the quality of learning folk poetry more broadly. Dissemination ensures that the results of this development process do not stop at the research environment, but can make a real contribution to educational practice.

Each stage in this 4D development model holds a specific and essential function, and must be carried out sequentially and with high integrity. Compliance with each stage and careful implementation is an absolute prerequisite to ensure the achievement of optimal research results

and the production of learning media that is not only conceptually valid but also feasible and effective to be implemented in the teaching and learning process.

We selected 16 grade VII students from one of the junior high schools located in East Java as test subjects. The learning media that has been developed is then tested on these students to evaluate their effectiveness. The data collection techniques in this study include two methods, namely interviews and filling out questionnaires. Both methods are applied to both students and teachers with the aim of identifying existing problems and formulating potential solutions. To validate the feasibility of the "Kincir Cipurak" learning media, the researcher also coordinated with three experts in their fields, namely material experts, media experts, and subject teachers. Based on the assessment of these three experts, the researcher obtained constructive input related to the learning media that has been developed.

RESULTS AND DISCUSSION

This discussion comprehensively describes the results of research on the development of learning media "Kincir Cipurak" which focuses on folk poetry material for grade VII students at MTs Al-Muhtadun Jabung Talun Blitar. This research aims to create innovative and effective learning media, with the goal of not only supporting the teacher's teaching process, but also increasing students' interest and understanding of folk poetry materials. Kincir Cipurak is a learning medium designed to facilitate teachers in evaluating students' understanding at the end of the learning process related to the material characteristics of folk poetry. This medium is made of cardboard and wood base materials that are shaped to resemble a spinning waterwheel, allowing students to engage in learning activities while playing. The Cipurak Wheel consists of one main wheel unit equipped with six complementary cardboard boxes. These cardboard boxes contain descriptions of the characteristics of different types of folk poetry presented at random. The dimensions of the Cipurak Wheel are around 30x25 cm, while the size of each cardboard box is 24x24 cm.

This product is based on the independent curriculum, especially for class VII semester 1 folk poetry material in the phase D category at the junior high school level. The learning of folk poetry includes several types, such as pantun, poetry, and gurindam. The main reference used by the researcher is learning outcomes in the elements of listening, reading, and speaking. The learning objectives set include understanding the elements of folk poetry, which includes the types of folk poetry, their characteristics, the purpose of their formation, and related linguistic elements.In general, this research is a type of research and development (R&D) that produces products in the form of Cipurak Wheel learning media. This media is designed as an interactive tool for teachers and students in teaching and learning activities. The importance of media in learning is in line with technological developments and the need to facilitate students to understand the material better. Therefore, the choice of media must be appropriate so that learning objectives can be achieved effectively and interestingly.

The development of this media is through several aspects, namely the aspect of media appearance, the linguistic aspect, the feasibility aspect of the material content, and the attractiveness aspect. The elaboration of each of these aspects will be explained based on validation from experts and also from the perspective of students.

The validation of the Cipurak Kincir learning media was carried out by three validators, consisting of:
1. Material Expert: Possess educational qualifications at the Master's level (S-2) and competence in their field.
2. Media Expert: Possess an educational qualification at the Master's level (S-2) and expertise in the development of learning media.
3. Subject Teacher/Field Practitioner: Have a Bachelor's degree (S-1) in the field of Indonesian Language Education.

Validation from Subject Matter Experts

Material experts evaluate the feasibility of learning media from several crucial aspects, which include the suitability of the content with the applicable curriculum, the substance of the learning material contained in the media, and the quality of the presentation of the language used. Based on the validation results, the researcher obtained a total score of 40 out of a maximum score of 44. This score reflects a percentage of 90.9%, so that the 'Kincir Cipurak' media is categorized as 'very feasible' to be implemented.

Yayasan Amanah Nur Aman

The details of the assessment from the subject matter expert are as follows:
1. Content or Material Presentation: Got a score of 28.
2. Language Presentation: Got a score of 12.

In addition, subject matter experts recommend including a media usage manual to guide users in making optimal use of media.

Validation from Media Experts

Learning media experts evaluate the feasibility of learning media from two main aspects, namely the appearance of learning media and the presentation of learning media. Based on the validation results, the researcher obtained a total score of 42 out of a maximum score of 44. This score represents a percentage of 95.4%, so that the 'Kincir Cipurak' media is categorized as 'very feasible' to be implemented.

The details of the assessment from the media experts are as follows:
1. Appearance: Got a score of 30.
2. Presentation: Got a score of 12.

Validation from Subject Teachers or Field Practitioners

Learning Media Experts evaluate the feasibility of learning media based on three main aspects: content or material presentation, media aspects, and linguistic aspects. Based on the validation results obtained by the researchers, a total score of 77 out of a maximum score of 80 was obtained. The acquisition of this value represents a percentage of 96.25%, so that the 'Kincir Cipurak' media is categorized as 'very feasible' to be implemented.

The details of the assessment are as follows:
1. Presentation of Content or Material: Got a score of 19.
2. Media Aspect: Got a score of 46.
3. Language Aspect Presentation: Got a score of 12.

From the results of comprehensive validation by material experts, learning media experts, and subject teachers or field practitioners, it can be concluded that the 'Kincir Cipurak' learning media is very feasible to be implemented or used in teaching and learning activities. There is one additional recommendation from material experts, namely the need to prepare a manual for the use of media. After going through a series of validation stages by experts, the next media will be tested directly to students. In this section, the researcher will explain the results of the assessment from students after they try to use the learning media 'Kincir Cipurak'.

MEDIA DISPLAY ASPECT

The aspect of media display is one of the crucial factors that determine the initial appeal of a learning medium. Media Kincir Cipurak received excellent ratings from media experts, teachers, and students regarding the attractiveness of its appearance. The design of the Cipurak Wheel pays attention to the combination of different colors in each part to make it easy to distinguish, with a yellow arrow as a focal point that attracts the attention of students. The back of the wheel is equipped with a lightweight cork or styrofoam base, making it easy to stick this medium on the wall or chalkboard without worrying about falling.

Revisions were also made to the cardboard media supporting the Cipurak Wheel, which was initially plain and less attractive, now it has been changed to be more colorful and in harmony with the color of the wheel. The media user manual has also been redesigned to be more attractive and concise. This attractive design is very important because it can increase the attractiveness of students to use learning media. Based on research, a good media should ideally be in accordance with learning needs, easy to understand, interesting, and useful for understanding the material.

Overall, the results of the questionnaire research showed that the media display aspect received a total percentage of 95.4% from media experts and teachers, with the category of "very feasible" to be implemented. This proves that the selection of colors, materials, and sizes of the Cipurak Wheel has been well calculated so that it is easy to use and attracts the attention of students.

Language Aspects

The linguistic aspect in learning media plays a crucial role in ensuring that information is conveyed clearly and easily understood by students. Media Kincir Cipurak has undergone a strict evaluation by material experts and Indonesian language teachers. Some of the indicators evaluated

included the suitability of language with the student's level of thinking, the level of students' emotional development, and the politeness of language use. The validation results showed that the linguistic aspect of the Cipurak Windmill media received a perfect score of 100% from material experts. This means that the language used in the Cipurak Kincir media is very appropriate to the thinking and emotional level of the students, and uses polite language.

This achievement clearly indicates that the media has the capacity to communicate folk poetry material effectively, without causing confusion or linguistic barriers for students. Language appropriateness is a crucial factor that ensures that learning messages are optimally received, so that students can fully focus on understanding the core material, instead of being distracted by difficulties in understanding the language presented, (Salim, Bagas F, et al., 2024).

Material Feasibility Aspects

Material feasibility is at the core of a learning medium, ensuring that the content presented is accurate, relevant, and in accordance with the curriculum. Cipurak Kincir Media discussed material on the characteristics of folk poetry, namely pantun, poetry, and gurindam, which is in accordance with the independent curriculum in phase D for grade VII MTs. This research refers to the learning outcomes of listening, reading, speaking, and writing.

The results of the material feasibility test by the material expert showed that the suitability of the material with the Learning Outcomes (CP), Learning Objectives (ATP), and indicators received a score of 75% (feasible). Meanwhile, the concept of correct and appropriate learning materials, material delivered sequentially, media presentation involving students, and the suitability of media with the material received a score of 100% (very feasible). Overall, the material feasibility aspect received a total percentage of 87.5%, included in the "very feasible" category to be implemented.

This shows that the content of folk poetry in Kincir Cipurak has been carefully developed, ensuring the correctness of the concept, the collapse of delivery, and relevance to the learning objectives. Thus, these media are not only visually appealing, but also strong in material substance, guiding students to understand the elements of folk poetry, including the types, characteristics, linguistic elements, and purposes of folk poetry, (Höglund, 2022; RAMACHINDRAN & RAMASAMY, 2024).

Attractiveness Aspect (Student's Perspective)

The attractiveness of a learning media from the perspective of students is an essential factor that is very influential in efforts to increase learning motivation. Based on the results of the data compilation from the assessment questionnaire that has been distributed to students, the Cipurak Kincir media received a very positive response and indicated significant success. The majority of students rated this medium as having high appeal (77.9%), easy to operate or use (73.5%), and highly relevant and in accordance with their preferences and expectations (76.4%). In addition, this media is empirically proven to make the process of writing folk poems easier for students (79.4%) and is equipped with a very explicit and easy-to-understand usage guide (79.4%). Furthermore, the implementation of the Cipurak Wheel was also able to effectively stimulate students' curiosity (73.5%), increase their learning motivation level substantively (75%), and significantly optimize students' writing skills (75%).

In aggregate, the attractiveness aspect of the Cipurak Wheel media evaluated from the perspective of students reached a percentage score of 75.9%. This figure definitively categorizes Cipurak Wheel products as "feasible" media and is highly recommended to be implemented continuously in the learning process. This is a strong indicator that confirms that the Cipurak Kincir media has succeeded brilliantly in creating a learning experience that is not only fun, but also interactive and adaptive. The presence of this media has succeeded in transforming folk poetry material that was previously potentially considered monotonous into more interesting and accessible to all students. The concept of "learning while playing" which is the philosophical foundation of media development has proven to be very effective in arousing students' enthusiasm for learning and encouraging their active involvement in the entire series of learning activities, (Nasution et al., 2024; Noor et al., 2024).

Student Work Results

The use of Cipurak Circum media has proven to be very effective in increasing students' understanding of folk poetry materials. This media is not only easy to implement and safe to use, but

also has a high compatibility of the material with the Learning Outcomes (CP) and learning achievement indicators that have been set, (Pasaribu & Sijabat, 2022; Salim, Prasetia, et al., 2024). Kincir Cipurak Media not only meets feasibility standards in terms of appearance, language, and materials, but is also proven to be able to increase students' interest, motivation, and understanding of folk poetry. With the concept of "learning while playing", this media provides an interactive and fun learning experience, encouraging students to be more thorough in finding and distinguishing the characteristics of folk poetry, (Saffawati, 2024)

The results of the evaluation showed that students succeeded in achieving various elements of learning outcomes, including the ability to listen, read, watch, speak, present, and write. Specifically, they are able to fulfill the learning objectives of understanding the elements of folk poetry and writing them, especially in the form of rhymes, verses, and gurindam. This success rate is very good, as evidenced by the achievement of a student score percentage of 75.9%. This figure indicates that the Cipurak Windmill media is a high-quality learning instrument and is able to provide significant support for students. Although there are some aspects that need improvement, such as the tendency of students to confuse characteristics between types of poetry, overall, students' understanding of the elements and ways of writing folk poetry has been well internalized. Furthermore, this media has been proven to be able to spark learning motivation and facilitate the learning process optimally.

Based on all the findings and discussions that have been presented, it can be concluded that the Cipurak Kincir learning media is very feasible and effective to be implemented in the process of teaching and learning folk poetry materials in grade VII MTs Al-Muhtadun Jabung Talun Blitar. The existence of this media has succeeded in overcoming learning problems that were previously less interesting and tend to be monotonous, as well as presenting new variations that are urgently needed in the learning environment.

Kincir Cipurak not only meets the feasibility standards in terms of visual appearance, language, and material substance, but is also empirically proven to be able to increase students' interest, motivation, and understanding level of folk poetry. By adopting the concept of "learning while playing", this media presents an interactive and fun learning experience, encouraging students to be more careful in identifying and distinguishing the characteristics of different types of folk poetry. Therefore, it is hoped that this media can continue to be applied in a sustainable manner and make a positive contribution to efforts to improve the quality of Indonesian language learning, especially in folk poetry materials.

CONCLUSIONS

Based on comprehensive research and discussion, it can be concluded that the 'Kincir Cipurak' learning media for folk poetry material for seventh-grade students at MTs Al-Muhtadun Jabung Talun Blitar has been successfully developed and shows a high level of feasibility and effectiveness. This media was designed to address monotonous learning by incorporating the concept of learning through play using a water wheel made of cardboard and wood, which integrates folk poetry materials such as rhyme, pantun, and gurindam in accordance with the independent curriculum phase D. Validation results indicate that the media is highly feasible in terms of appearance (95.4%), language (100%), and material suitability (87.5%), and sufficiently good in terms of student appeal (75.9%). Overall, 'Kincir Cipurak' has proven effective in enhancing students' understanding and skills in listening, reading, writing, and speaking about folk poetry, while making the learning process more engaging, interactive, and motivating. As such, this media represents a promising innovation in improving the quality of Indonesian language education in schools.

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Yayasan Amanah Nur Aman