

Development of Imagination Play Media in Listening to Poetry Learning

Helmi Wicaksono, Khoirul Muttaqin, Fithrotul Lailiyah

University of Islam Malang
helmiwicaksono@unisma.ac.id

Accepted: August 14 th 2023	Reviewed: Sept 18 th 2023	Published: Nov 30 th 2023
---	---	---

Abstract

Learning media is one of the supporting factors so that learning objectives can be achieved. Imagination game media in learning to listen to poetry is one of learning to listen to poetry by utilizing poetry reading videos, poetry musicalization, and poetry dramatization which can stimulate imagination. Imagination game media is also accompanied by a guidebook for teaching listening and student worksheets called LKM (Listening Worksheet). The research model used in this development research is the Borg & Gall procedural model which is then adapted to the needs and conditions of the research. The test results of this imagination game media product discuss the analysis of the test results on (4.2.1.) product attractiveness and (4.2.2.) product effectiveness. In the aspect of the attractiveness of the media appearance, a score of 75% was obtained, the attractiveness of the content received a score of 75%, and the attractiveness of the language received a score of 75%. As for the aspect of media effectiveness with the theory of listening to poetry, a score of 75%, the effectiveness of the media with the needs of high school students gets a score of 75%, and the accuracy of the media in guiding the achievement of learning objectives of listening to poetry gets a score of 75%. That is, according to the data above it shows that the aspects of the attractiveness and effectiveness of imaginative game media products are feasible to be implemented in learning to listen to poetry.

Keywords: Imagination Game Learning Media, Imagination Game, and Listening to Poetry

Introduction

The learning process will involve a process of communication between teachers and students. This is also confirmed by Sanjaya¹ that a learning is closely related to the process of communication. In addition, Hamalik² adds that learning requires a combination that is structured including material, facilities, equipment, and procedural elements that influence each other to achieve learning objectives. Therefore, the smoothness of its achievement requires learning media. Learning media play an important role in stimulating students' thoughts, feelings, attention, and willingness so that they can encourage the learning process³. In product development it does not have to be in the form of hardware, but can also be software such as computer programs for data

¹ Wina Sanjaya, *Perencanaan Dan Desain Sistem Pembelajaran* (Kencana, 2015).

² Oemar Hamalik, "Dasar-Dasar Pengembangan Kurikulum," *Bandung: PT. Remaja Rosdakarya* (2007).

³ Yusufhadi Miarso, *Menyemai Benih Teknologi Pendidikan* (Kencana, 2004).

processing, classroom learning, or models of education, learning, training, guidance and evaluation, management systems⁴. In addition, the media is used as a means of channeling messages from the source to the recipient of the message, so that learning can achieve the desired goals optimally.

Heinich, Molenda, R., Michael⁵ explains the media ...anything that carries information between a source and receiver that the media is a link between the source and recipient of the message, so that learning can be more effective. The target of the Indonesian language material in this case is listening to poetry⁶. The activity of listening to the lines of poetry is an activity of listening to the sound of the lines of poetry directly or through certain media. The sound of the poetry lines captured by the ear is identified by the sound. The grouping into syllables, phrases, clauses, sentences, and discourse⁷. The song and intonation that accompanies the speaker's speech are also noticed by the listeners. The received language sounds are then interpreted for their meaning, examined for their truth or assessed and then made a decision to accept or reject them in critical thinking activities.

Imagination game learning media that utilizes poetry reading videos, poetry musicalization, and poetry dramatizations that stimulate the imagination. Imagination games are presented in an application called Microsoft Power Point. This imagination game media is designed to make it easier for students to rewrite the results of the listening and find meaning from the listening results. The media is also accompanied by a guidebook for teaching listening using imaginative play media and student worksheets called LKM (Listening Worksheets) so that it makes it easier for teachers and students when learning to listen to poetry.

Method

The research model used in this development research is the Borg & Gall procedural model which is then adapted to the needs and conditions of the research⁸. The procedural model is a descriptive model that describes the flow or procedural steps that must be followed to produce a particular product⁹. The Borg & Gall procedural model includes ten stages, namely: (1) research and initial information gathering; (2) planning; (3) initial product format development; (4) initial trials; (5) product revisions; (6) field trials; (7) product revisions; (8) field test; (10) final product revisions; and (10) dissemination and implementation. The Borg and Gall research model used is the Research and Development (R & D) approach. The research and development procedures used are the result of modifications based on adjustments to existing field conditions. The stages for testing small and large group product designs are modified into expert validation stages and

⁴ Muh Barid Nizarudin Wajdi et al., "Integrating Dialectics of Quality Trilogy for Education Development in Islamic Boarding Schools," *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2023): 351–363.

⁵ et al Robert Heinich, "Instructional Media and Technologies for Learning (7th Edition)," *United State of America : Pearson Education, Inc* (1999).

⁶ Muhammad Kamaluddin, "PUIJI JAWA MODERN: ANALISIS SEMIOTIK," *SOSFILKOM : Jurnal Sosial, Filsafat dan Komunikasi* (2019); Intan Kusumawati, "Penanaman Karakter Nasionalisme Cinta Bahasa Indonesia Pada Bulan Bahasa Dan Sastra," *Academy of Education Journal* (2019).

⁷ Alan S. Kaye, "The Frameworks of English: Introducing Language Structures (Review)," *Language* (2003).

⁸ K. A. Aka, "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*, 2019.

⁹ H Punaji Setyosari, *Metode Penelitian Pendidikan & Pengembangan* (Prenada Media, 2016).

practitioner tests. Modification of the Borg & Gall research and development model, resulting in seven stages that have been adjusted as follows:

1. Research and information gathering are carried out through theoretical and field studies. Both of these studies yielded information that learning to listen to poetry in the field still needed the right media.
2. Planning is done by determining the product and participants. The product developed is an imagination game media for learning to listen to poetry, while the participants involved are literary learning experts, literary learning media experts, Indonesian language teachers, and Unisma PBSI students.
3. Development of product drafts in the form of imaginative play media for learning poetry appreciation consisting of information spaces, dance arts, closing, and developers.
4. Product validation trials to literary learning experts and literary learning media experts to obtain appropriate media products before being tested in the field.
5. Revision of the product draft is carried out based on the assessment of experts during product testing.
6. Field trials were carried out on PBSI Unisma students as potential product users.
7. Revision of the final product draft is the product refinement stage based on the trial results to produce the final product.

Research Results and Discussion

Imagination Game Learning Media

Imagination game media in learning to listen to poetry is carried out with four activities as listed below:

Festival Name	Game Type
1. Festival of reading imagination	a. Schematic imagination game
2. Festival of pausing imagination	b. Pause imagination game
3. Festival of paraphrase and connotative imagination	c. Paraphrasing and connotative imagination game
4. Festival of imagination tells a story	d. Story telling game

Table 1 - Activities in the Imagination Game Art Festival in Listening to Poetry Learning

The media of imagination games in learning to listen to poetry is carried out with four activities, namely the reading imagination festival, the pausing imagination festival, the paraphrasing and connotative imagination festival, and the storytelling imagination festival. At each festival, games are provided consisting of several stages that students will carry out in learning to listen to poetry by using imagination games. Students will carry out the stages that have been provided in the media of imagination games.

Imagination Games

Imagination will be active if there is a stimulus that can turn it on. The presence of a stimulus in imagination really helps activate the two roles of imagination in the human brain. In this regard, Hurlock¹⁰ also explained that stimulation of the imagination will be formed through playing activities. Each type of imagination game has various characteristics according to the stage of cognitive development of the child. Piaget has explained that at the age of eleven and over a game with rules is more fun and enjoyed by children even though the rules are much stricter and rigidly enforced. Children like to do it over and over again and are motivated to achieve the best possible performance.

Listening to Poetry

Listening to literature is a process that includes listening to the sounds of language, identifying, interpreting, assessing and reacting to the meaning contained in poetry. Listening to literature involves hearing, sight, appreciation, memory, understanding of the poetry being listened to¹¹. In fact, the situation that accompanies the sound of the poetry being listened to must be taken into account in determining its meaning. Listening to poetry will focus on the inner elements of poetry, including themes, feelings, tones, and messages.

Product Description

The discussion of the description of the form and results of imagination game media products is divided into two, namely general and specific product descriptions. In general, the product developed is an imaginary play media used in learning to listen to poetry for students which is equipped with a handbook for teaching listening using imaginary play media and student worksheets called LKM (Listening Worksheet). In particular, product descriptions of imaginative play media, teaching guidebooks, and LKM are discussed in four aspects, namely (a) appearance, (b) content systematics, (c) communicative language, and (d) suitability of media with poetry listening theory, student needs, and suitability in guiding the achievement of learning objectives listening to poetry.

Product Trial Results

¹⁰ Elizabeth Bergner Hurlock et al., *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (Erlangga, Jakarta, 1990).

¹¹ Oleg Sus, "Poetry and Music in the Psychological Semantics of Otakar Zich:(From the History of the Czech Formal Method and Pre-Structuralism)" (1969).

The trial results of this imagination game media product discuss the analysis of the trial results on a) product attractiveness and b) product effectiveness. Analysis of product trial results in this development uses four scoring criteria which are measured using a Likert scale ¹². Based on these criteria, if the percentage of product trial results reaches $\geq 75\%$, it means that the product is feasible to be implemented in learning to listen to poetry. Next, the data is coded "I" which means implementation. However, if the percentage of product trial results is $\leq 74\%$, the product must be revised so that it meets the eligibility criteria. Furthermore, the data is coded "R" which means revision.

Product Attractiveness

The results of the analysis of product attractiveness presented nonverbal data in the form of scores and verbal data in the form of suggestions for improvement from expert, teacher, and student test subject questionnaires, namely on the aspect of product display, it was found that the aspect of attractiveness of media display received a score of 75%, attractiveness of content received a score of 75%, and language attractiveness got a score of 75%. This means that the media product of imagination games is feasible to be implemented in learning to listen to poetry.

1. Media Display

Effective learning certainly requires good planning and the use of media in supporting the success of learning objectives. Likewise, good media selection requires good planning as well. As mentioned by Asyhar (2012) the criteria that need to be considered in the process of selecting learning media are as follows:

1) Clear and neat

Good learning media must be clear and neat in appearance. Includes layout or format settings for presentation, sound, writing and image illustrations. This is necessary because a clear and neat display will not be boring for media users.

2) Clean and attractive

Clean in the sense that there are no unnecessary distractions in the display of learning media. Interesting means that the media has a creative impression and is not boring. A clean and attractive appearance in the media is not only the use of the design, but also the appearance of the font and layout.

3) Relevant to the topic being taught

Learning media that are made must be in accordance with the characteristics of the content in the form of facts, concepts, principles, procedural or generalizations. If the media that is made is not in accordance with the topic being taught, then the media cannot meet what is needed by students. Thus, learning becomes ineffective.

4) Practical, flexible, and durable

Learning media must be flexible. This means that the media can be used by anyone and understood by anyone. Because, good media is media that can be understood and used by anyone.

¹² S Arikunto, "Islamic Education: A Theoretical Perspective," *Edulight* 7, no. 2 (n.d.): 61–75.

5) Good quality

The criteria for learning media must be of good quality. This quality covers all aspects of the development of both visual and photographic images. For example, the visuals on the slide must be clearly not disturbed by other elements, such as layouts or frames.

6) The size is according to the learning environment

Learning media must be adapted to the situation or conditions of the environment or where the media will be used. For example, in a narrow class it is not suitable for large media because it will make learning not conducive. So, the media must adjust the environment to be used.

2. Systematic Content

Systematic is the determination of content or categories that is carried out according to rules that are applied consistently. Systematic content means that the content in the media is structured and orderly in its presentation, and consistent in its use. This opinion is also confirmed by Adi W. Gunawan in Yoga (2008), systematic is all efforts to describe and formulate something in an orderly and logical relationship, so as to form a meaningful system as a whole, comprehensive, integrated, able to explain a series of causes and effects concerning the object. Imagination game media has a systematic content in its application. This can be seen from the beginning to the end in the imagination game. The initial stage is carried out by imagining determining the information from the title of the poem being listened to to assessing the results of the reading.

3. Language

Communicative language is language that is easily understood by others. According to Tarigan¹³ communicative is the ability to apply the grammatical of a language in forming correct sentences and to know when, where, and to whom those sentences are recommended. The use of communicative language will make it easier to convey and interpret intentions and messages. So is the use of media. A media in learning must also use communicative language in its delivery. Imagination game media is very concerned about the language used in it. This is because the media developed in this imagination game can be easily understood and used by teachers and students.

From the several aspects of the product's attractiveness that have been described above, it can be concluded that the attractiveness of the media display must be clear and neat, clean (no distractions in appearance) and attractive, relevant to the topic being taught, flexible or can be used by anyone, of good quality, and its size fits the learning environment. This needs to be considered so that the use of the selected media can help success in learning objectives. Because, the main function of the media is as a bridge connecting information between information providers or teachers and recipients of information or students. The imaginary game media developed in this study has the appeal as described above. By using the Microsoft PowerPoint application, imagination play media can be accessed by anyone, including teachers and students.

¹³ Iqra Juniar Saputra, "Pengaruh Minat Baca Dan Penguasaan Kosakata Terhadap Keterampilan Menulis Teks Naratif," *Diskursus: Jurnal Pendidikan Bahasa Indonesia* (2021); Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa* (Bandung: Angkasa, 2011).

Product Effectiveness

The results of the product effectiveness analysis show that the aspect of media effectiveness with the theory of listening to poetry gets a score of 75%, the effectiveness of the media with the needs of high school students gets a score of 75%, and the accuracy of the media in guiding the achievement of learning objectives of listening to poetry gets a score of 75%. This means that the effectiveness aspect of imagination game media products is feasible to be implemented in learning to listen to poetry.

1. Conformity of the Product with the Theory of Listening to Poetry

The development of a media, of course, must pay attention to the knowledge cluster that is the target. Adjustments to the products developed must be in accordance with learning activities. The suitability of the product must also pay attention to the involvement of students in it. In classifying ideas, students need to be given training to make classifications, for example by being given the task of classifying words¹⁴. Therefore, in the media of imagination games, teaching guidebooks, and LKM students play a role in each stage of imagination games based on the theory of listening to poetry. From the data acquisition, the teacher gave answers which implied that the media of imagination games was in accordance with the theory of listening to poetry, because in it the stages in listening to poetry were given. Students also provide comments which imply that the application of imaginative play media is in accordance with the theory of listening to poetry and is easy for students to understand.

2. Conformity of Products with Student Needs

Good learning is learning that involves students directly in it. Student involvement can be seen from the role of students in it and whether giving assignments is something new to improve the skills being developed. This is as stated by Wena¹⁵ that training is carried out by giving tasks that are more complex than the tasks that have been done, but these tasks are still at the training level. In the media of imagination games, students are trained to find the meaning of the poetry they listen to. Training in finding the meaning of the poetry that has been listened to has implicit value in improving the skills of processing ideas and words into a good sentence. From the data acquisition, the teacher gave answers which implied that the media of imagination games was in accordance with the needs of high school students, because of the complexity of choosing the poetry texts that were listened to were narrative poetry or ballads, in which high school students usually liked narrative poems or ballads. Students also provide comments implying that the application of imaginative play media is easy to understand when implemented in learning to listen to poetry by students.

3. Conformity of the Product with the Learning Objectives of Listening to Poetry

¹⁴ Akhlan Husen, M Subana, and Deny Iskandar, "Telaah Kurikulum Dan Buku Teks Bahasa Indonesia" (Jakarta: Depdikbud, 1997).

¹⁵ Jurnal Pendidikan Bahasa et al., "KEEFEKTIFAN PEMBELAJARAN MENGANALISIS STRUKTUR DAN KEBAHASAAN TEKS EKSPOSISI DENGAN MODEL GROUP INVESTIGATION DAN MODEL STUDENT TEAM ACHIEVMENT DIVISION (STAD) PADA SISWA KELAS X SMK," *Jurnal Pendidikan Bahasa dan Sastra Indonesia* (2018).

The use of media in learning must pay attention to what learning objectives to be achieved. According to Azhar Arsyad ¹⁶, one of the criteria in choosing media is according to the objectives to be achieved. Therefore the accuracy of the media used must really be considered so that it can affect the effectiveness of learning. This was also confirmed by Brown ¹⁷ that the learning media used in learning activities can affect the effectiveness of learning. If learning activities can run effectively, it will be easier to achieve learning objectives. The use of imagination game media in helping to achieve the learning objectives of listening to poetry can be seen from the students' progress in listening to poetry well. Students can listen to poetry well and have no difficulty in putting it in writing. From the data acquisition, the teacher gave answers which implied that the media of imagination games was in accordance with the learning objectives of listening to poetry. Students also provide comments that imply that the application of imaginative play media can guide the learning process of listening to poetry.

Conclusion

This development research produced an Imagination Play Media product which was equipped with a guidebook for teaching listening using imaginary play media and student worksheets called LKM (Listening Worksheets). In the discussion of the description of the form and results of media products, imagination games are divided into two, namely product descriptions in general and specifically. In general, the product being developed is an imaginary play media used in learning to listen to poetry for students which is equipped with a handbook for teaching listening using imaginary play media and LKM. In particular, product descriptions of imaginative play media, teaching guidebooks, and LKM are discussed in four aspects, namely (a) appearance, (b) content systematics, (c) communicative language, and (d) suitability of media with poetry listening theory, the needs of students, and the accuracy of the media in guiding the achievement of the learning objectives of listening to poetry. The description of the contents of the imagination game media product was chosen by presenting four kinds of stages, namely the reading imagination festival, the pausing imagination festival, the meaning imagination festival, and the meaning imagination festival. The trial results of this imagination game media product discuss the analysis of the trial results of (a) product attractiveness and (b) product effectiveness, where each discusses several aspects, namely (a) appearance, (b) content, (c) linguistics, (d) the suitability of the product with the theory of listening to poetry, (e) the suitability of the product to the needs of high school students, and (f) the accuracy of the product in guiding the achievement of learning objectives.

Reference

Aka, K. A. "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*, 2019.

¹⁶ Azhar Arsyad, *MEDIA PEMBELAJARAN* (PT Raja Grafindo Persada, 2015).

¹⁷ R P Corcoran, "Preparing Principals to Improve Student Achievement," *Child and Youth Care Forum* 46, no. 5 (2017): 769–781, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85017663795&doi=10.1007%2Fs10566-017-9399-9&partnerID=40&md5=7a30bb261012e888b268c48a52a1e03f>.

- Arikunto, S. "Islamic Education: A Theoretical Perspective." *EduLight* 7, no. 2 (n.d.): 61–75.
- Arsyad, Azhar. *MEDIA PEMBELAJARAN*. PT Raja Grafindo Persada, 2015.
- Corcoran, R P. "Preparing Principals to Improve Student Achievement." *Child and Youth Care Forum* 46, no. 5 (2017): 769–781. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85017663795&doi=10.1007%2Fs10566-017-9399-9&partnerID=40&md5=7a30bb261012e888b268c48a52a1e03f>.
- Hamalik, Oemar. "Dasar-Dasar Pengembangan Kurikulum." *Bandung: PT. Remaja Rosdakarya* (2007).
- Hurlock, Elizabeth Bergner, Istiwidayanti, Ridwan Max Sijabat, and Soedjarwo. *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Erlangga, Jakarta, 1990.
- Husen, Akhlan, M Subana, and Deny Iskandar. "Telaah Kurikulum Dan Buku Teks Bahasa Indonesia." Jakarta: Depdikbud, 1997.
- Kamaluddin, Muhammad. "PUIJI JAWA MODERN: ANALISIS SEMIOTIK." *SOSFILKOM : Jurnal Sosial, Filsafat dan Komunikasi* (2019).
- Kaye, Alan S. "The Frameworks of English: Introducing Language Structures (Review)." *Language* (2003).
- Kusumawati, Intan. "Penanaman Karakter Nasionalisme Cinta Bahasa Indonesia Pada Bulan Bahasa Dan Sastra." *Academy of Education Journal* (2019).
- Miarso, Yusufhadi. *Menyemai Benih Teknologi Pendidikan*. Kencana, 2004.
- Pendidikan Bahasa, Jurnal, Ahmad Faulin, Septina Sulistyanningrum, Jurusan Bahasa, Sastra Indonesia, Fakultas Bahasa, and Dan Seni. "KEEFEKTIFAN PEMBELAJARAN MENGANALISIS STRUKTUR DAN KEBAHASAAN TEKS EKSPOSISI DENGAN MODEL GROUP INVESTIGATION DAN MODEL STUDENT TEAM ACHIEVMENT DIVISION (STAD) PADA SISWA KELAS X SMK." *Jurnal Pendidikan Bahasa dan Sastra Indonesia* (2018).
- Robert Heinich, et al. "Instructional Media and Technologies for Learning (7th Edition)." *United State of America : Pearson Education, Inc* (1999).
- Sanjaya, Wina. *Perencanaan Dan Desain Sistem Pembelajaran*. Kencana, 2015.
- Saputra, Iqra Juniar. "Pengaruh Minat Baca Dan Penguasaan Kosakata Terhadap Keterampilan Menulis Teks Naratif." *Diskursus: Jurnal Pendidikan Bahasa Indonesia* (2021).
- Setyosari, H Punaji. *Metode Penelitian Pendidikan & Pengembangan*. Prenada Media, 2016.
- Sus, Oleg. "Poetry and Music in the Psychological Semantics of Otakar Zich:(From the History of the Czech Formal Method and Pre-Structuralism)" (1969).
- Tarigan, Henry Guntur, and Djago Tarigan. *Pengajaran Analisis Kesalahan Berbahasa*. Bandung: Angkasa, 2011.
- Wajdi, Muh Barid Nizarudin, Syamsul Arifin, Abdul Haris, and M Samsul Hady. "Integrating Dialectics of Quality Trilogy for Education Development in Islamic Boarding Schools." *Al-Tanzim: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (2023): 351–363.