

# Feasibility of Indonesian Poetry Study Module Based on Genetic Structuralism Theory in Indonesian Language and Literature Study Program, Universitas Muhammadiyah Sumatera Utara

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**Abstract.** This study aims to explain the feasibility of the Indonesian Poetry Study learning module based on the theory of genetic structuralism at the Indonesian Language and Literature Study Program, Universitas Muhammadiyah Sumatera Utara. The data collection technique used a module feasibility data analysis (descriptive data analysis). The results showed that the results of material validation included content feasibility with an average of 90.31%, presentation feasibility with an average of 93.75, and linguistic aspect assessment with an average of 93.40%, all three with very good criteria. Product trials were carried out in three stages, namely individual trials, small group trials, and limited field trials. The three trials with good criteria. Thus, the Indonesian poetry learning module based on the theory of genetic structuralism at the Indonesian Language and Literature Study Program, Universitas Muhammadiyah Sumatera Utara was declared suitable for use in the learning process.

**Keywords:** *Feasibility, module, Indonesian poetry study, genetic structuralism.*

## 1 Introduction

Teaching materials are one of the important components in the world of education, because teaching materials are things that support the learning process. At the university level, the selection and development of teaching materials is a demand for lecturers in their professional activities. A lecturer must be able to investigate and understand the needs of his students.

From these results can be found a number of information about various kinds of student needs to be developed optimally in learning.

Learning activities can be successful and run well if a lecturer is right in choosing teaching materials. Teaching materials are tools, information, or texts needed by lecturers for the study and planning of learning implementation (Hamid, 2013:129). Therefore, to support good learning planning, teaching materials are needed.

One type of teaching material is a module. Learning will not run optimally if the teaching materials are inadequate. Adequate in this case is to follow the applicable curriculum, adapt to the characteristics of students, and in accordance with the conditions of the university environment. In line with this statement, it is in accordance with Prastowo's opinion (2015: 24) that if learning uses adequate teaching materials, then the implementation of learning will be more effective and interactive. Modules as teaching materials have several advantages. The advantage is that the module can be used independently without the presence of a lecturer. Teaching materials in the form of modules are easier for students to understand for independent study because the language in the modules is more communicative and interactive than other teaching materials. By using the module, students can carry out learning activities according to their own speed of thinking and abilities. Modules can be used whenever and wherever students are, not necessarily in the classroom, so that student activities and learning outcomes can increase.

The study of Indonesian poetry is one of the compulsory subjects of the study program, meaning that this course must be taught, especially in the Indonesian Language and Literature Study Program, Muhammadiyah University of North Sumatra (UMSU PBSI Study Program). Graduate Learning Outcomes (CPL) based on the KKNi Curriculum are students who are expected to be able to prepare, apply and improve their knowledge and skills in studying Indonesian poetry. The expected Subject Learning Outcomes (CPMK) are that students are able to understand and recognize approaches in literary works.

Learning Indonesian poetry studies courses at the PBSI UMSU Study Program is a provision for students to become professional Indonesian language and literature teachers from the aspect of content or material. The purpose of learning Indonesian poetry studies is to provide students with experience in poetry appreciation activities, as well as to equip students on how to teach poetry learning in schools. As a provision to become a teacher of Indonesian language and literature, Indonesian poetry studies courses must be understood about various approaches (theories) of literature.

Studying Indonesian poetry studies conducted at UMSU on the approach material in literary works, students are taught ways to analyze Indonesian poetry with mimetic, expressive, pragmatic, and objective (theory) approaches. Some of these approaches are presented in general terms and have not been elaborated with literary theories, while learning must be developed in accordance with scientific developments. Learning must be adapted to the emergence of various disciplines. Based on the development of literature, literary theory has undergone developments which are often referred to as contemporary literature. The process of studying poetry in the PBSI UMSU Study Program has not fully followed the development of contemporary literary theories. Contemporary literary theories such as structuralism, feminism, deconstruction, postcolonialism, genetic structuralism have not been clearly stated in the RPS. Based on the absence of these theories listed in the RPS, the researchers developed a module for studying Indonesian poetry based on the theory of genetic structuralism.

## **2 Theoretical basis**

### **Modules as teaching materials**

Teaching materials are a set of learning materials that are arranged systematically, showing the full form of student competence in learning activities. If teaching materials are inadequate,

then learning will not run optimally. Quality teaching materials are able to make students more reasonable in understanding the concepts of learning to be taught. Through teaching materials, students are expected to find new ideas and knowledge which will then be able to apply those ideas and knowledge in everyday life. Teaching materials according to Prastowo (2018: 25) are teaching materials that are one of the main components of all instructional system components, both specifically designed and according to their nature used in learning activities.

The types of teaching materials are very diverse, one of which is the module. According to Sukiman (2019:131), the module is a complete measuring tool that can measure goals which are program packages arranged in certain units for learning purposes. With the module, students are required to be able to understand the material, find sources of information, and solve problems independently without the help of a lecturer. In line with Sukiman, Sani (2014: 183) module learning is an independent learning process regarding a particular unit of discussion using teaching materials that are arranged systematically, operationally, and directed for use by students, accompanied by guidelines for their use for educators.

Based on some of the understandings of the module above, it can be concluded that module teaching materials are one type of teaching material that is compiled completely and systematically with the aim that students (students) are able to learn on their own, not depending on others.

### **Eligibility Criteria for Teaching Materials**

The eligibility criteria for teaching materials are things that can be used as a tool to examine and determine the feasibility of teaching materials/teaching materials. Government Regulation Number 19 of 2005 concerning National Education Standards, article 43 paragraph 5, stipulates four criteria in assessing the feasibility of teaching materials, namely 1) content feasibility, 2) presentation feasibility, 3) language feasibility, and 4) graphic feasibility. The explanation of the four eligibility criteria for teaching materials based on the attachments of the instruments that have been set by BSNP is as follows.

#### **1) Content Eligibility**

Content feasibility is the feasibility of the substance or content of the material presented or exposed in the textbook. Feasibility of content includes subaspects

(1) the suitability of the material with KI and KD, including the completeness of the material and the breadth of the material, (2) the accuracy of the material, (3) the up-to-dateness of the material (4) encouraging curiosity.

#### **2) Serving Eligibility**

Feasibility of presentation, namely systematic feasibility and order of presentation of learning materials. The presentation eligibility criteria include (1) presentation techniques (2) presentation of learning, and (3) completeness of presentation.

#### **3) Language Eligibility**

The feasibility of language is the feasibility of using the language used to express ideas. The eligibility criteria for the language aspect include (1) straightforward, (2) communicative, (3)

dialogical and interactive, (4) conformity to the level of development of students, (5) coherence and integration of the flow of thought, (6) use of terms, symbols, and icon.

#### 4) Feasibility of Graphics

The graphic eligibility criteria include (1) the size of the teaching materials that match the size of the teaching materials with ISO standards (A4, A5, and B5); conformity with the content of teaching materials, (2) cover design of teaching materials (cover), displaying layout elements on the front, back, and back covers in harmony with rhythm and unity and consistency; display a good center point; the colors of the layout elements are harmonious and clarify the function; the composition and size of the layout elements (title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the layout of the content (according to the pattern); the size of the title of the teaching material is more dominant and proportional than the size of the teaching material, the name of the author; the color of the title of the teaching material contrasts with the color of the background; don't use too many typeface combinations; describe the content/teaching materials and reveal the character of the object; and shape, color, size, proportion of objects according to reality, (3) design of teaching material content, placement of consistent layout elements based on patterns; separation.

#### **Poetry Study**

The study of poetry consists of the words "study" and "poetry." The word study comes from the root word, namely study. In the fifth edition of the KBBI (2021:723), the word study is an investigation about something. Meanwhile, the word study is the result of studying. The same thing was also expressed by Hikmat et al. (2017: 19) stated that the term study was the result of the investigation process and also said that the term popular study was used as the name of the course. According to Al Ma'ruf and Nugrahani (2017: 41) the term study is often equated with the term analysis in English, or closer to study, which means to deepen, study and/or study seriously. Assessment is also sometimes equated with the term study (study) which means conducting a study or review, but the term assessment is more accurately equated with analysis or study.

Poetry according to Sehandi (2014: 61) is a literary work that is bound by the sound of language (rhyme, rhythm, intonation), the form of lines (lines) and stanzas and is characterized by the use of dense language. According to Waluyo in Wisang (2014: 12) poetry is a literary work with the presentation of language that is condensed, shortened and given a rhythm with a unified sound and imaginative choice of words. From some of the opinions above, it can be concluded that the study of poetry is the result or process of an investigation using certain steps to produce an objective study of the analyzed poetry.

#### **Genetic Structuralism**

Wiyatmi (2013:124) says that genetic structuralism is a type of literary sociology theory developed by Lucien Goldmann (1977, 1981) from France which examines literary works in relation to the worldview of the author's social group. Furthermore, Kurniawan (2012:103) suggests genetic structuralism is a literary approach that moves from the text as an autonomous focus to factors that are extrinsic (outside the text), namely the writer as the collective subject of a society.

Based on some of the expert opinions above, it can be concluded that genetic structuralism is a type of literary sociology theory developed by Lucien Goldmann (1977, 1981) from France which examines literary works in relation to the worldview of the author's social group. The process of creating literary works in genetic structuralism as a totality of a combination of internal structure and external structure does not only have a loose structure, but there is the intervention of other factors (social factors).

### **Concept of Genetic Structuralism Study**

According to Wiyatmi (2013: 125) there are five concepts in genetic structuralism that need to be understood, namely the author as a collective subject, the structure of literary works, world view (vision du monde, world view), human facts, and dialectics of understanding-explanation. In line with the opinion above, Faruk (2017:12-19) says the concept of genetic structuralism is a category. Those categories are facts of humanity, collective subject, structuration, world view, understanding and explanation.

#### **a. Humanity Facts**

Is all the results of human activities both verbal and physical that is understood by science. The form of various human facts can be divided into two, namely individual facts and social facts. Individual facts are the result of libidinal behavior such as dreams, the behavior of crazy people and so on. Social facts have a role in history.

#### **b. Collective Subject**

Is the subject of social facts (historical).

#### **c. World View (Structure and Structure)**

It is a comprehensive term for the ideas, aspirations and feelings that bind together members of a particular social group and contrast them with members of other groups.

#### **d. Literary Work Structure**

Is a concept of the structure of a literary work that is different from the commonly known structure concept, namely the thematic structure concept which is the center of attention is the relationship between character and character and character and objects around him.

#### **e. Dialectic of Understanding and Explanation**

What is meant by understanding is an attempt to describe the structure of the object being studied, while explanation is an attempt to combine it into a larger structure.

Based on some of the opinions above, it can be concluded that the study concept of genetic structuralism theory consists of 5 aspects, namely Human Facts, Collective Subjects, World View (Structure and Structure), Literary Work Structure, and Dialectics of Understanding and Explanation are aspects that are very useful in expressing meaning of a literary work.

### 3 Research method

The data collection technique used in this study was in the form of a questionnaire or questionnaire. According to Sugiyono,(2018: 199) a questionnaire is a data collection technique by giving a number of questions to respondents to answer. The technique of analyzing data on the feasibility of teaching materials uses descriptive data analysis using descriptive statistics. Descriptive statistics are statistics used in analyzing data by describing or describing the data that has been collected as is without intending to make conclusions that can be applied to the public or generalizations (Sugiyono, 2018:207).

The data obtained are quantitative and qualitative data. The results of the data are in the form of validation and testing in the form of numbers which will be described later. Quantitative data comes from a Likert scale assessment questionnaire, while qualitative data is in the form of additional assessments or suggestions from the validator.

### 4 Results and discussion

#### 4.1. Research result

The feasibility of the Indonesian poetry study module based on the theory of genetic structuralism at the PBSI Study Program, Muhammadiyah University of North Sumatra can be seen from the results of the validation carried out by a team of experts, lecturers, and field trials (individuals, small groups, and limited groups).

##### 4.1.1 Results of Module Validation by Material Experts

The expert validation of the Indonesian poetry study module material based on the theory of genetic structuralism was carried out by two experts, namely a postgraduate lecturer at the Universitas Negeri Medan and a writer at the Balai Bahasa SUMUT. Material expert validation was carried out to assess the feasibility of Indonesian poetry study material based on the genetic structuralism theory contained in the module. The feasibility of the assessed material consists of 3 assessment aspects, namely (1) content feasibility aspects, (2) presentation feasibility aspects, and (3) language feasibility aspects. The following are the results of the validation of the two material experts.

**Table 1.** Results of Validation by Material Experts I and II

No.	Assessment Subcomponent	Evaluation		Average	Criteria
		X1	X2		
1	Content Eligibility	92,70%	88,33%	<b>90,03%</b>	Very good
2	Presentation Eligibility	94,44%	90,27%	<b>92,35%</b>	Very good
3	Language Eligibility	97,92%	88,88%	<b>93,4%</b>	Very good
<b>Jumlah Rata-rata</b>		<b>95,02%</b>	<b>89,16%</b>	<b>91,92%</b>	<b>Very good</b>

Based on the table above, material experts I and II considered that the Indonesian poetry study module based on the theory of genetic structuralism developed was suitable for use in the field. The percentage of the average score of the overall expert assessment I and II for the feasibility of the content is 90.03%. The average score percentage of the overall language eligibility assessment is 92.35%. The percentage of the overall average score of the presentation feasibility assessment is 93.4%. The average number of overall assessment results from expert validators I and II is 91.92% with the criteria of "very good". In other words, this module deserves to be tested in the field without any revision from the material expert validator and can meet the demands of learning needs.

#### 4.1.2 Module Validation Results by Design Expert

The expert validation of the design of the Indonesian poetry study module based on the theory of genetic structuralism was carried out by two lecturers at the State University of Medan. The process of validating the design of the Indonesian poetry study module based on the theory of genetic structuralism was carried out until it met the valid/fit criteria for use in the field according to the validator. Design expert validation was carried out to assess the feasibility of the graphic which consisted of 3 assessment indicators, namely (1) the physical size of the module, (2) the design of the module cover, and (3) the design of the content of the module. The following are the results of validation by design experts. The following are the results of the validation of the two material experts.

**Table 2.** Results of Validation by design experts I and II

No	Assessment Subcomponent	Evaluation		Average	Criteria
		X 1	X2		
1	Module Physical Size	92,70%	88,33%	<b>90,03%</b>	Very good
2	Module Cover Design	94,44%	90,27%	<b>92,35%</b>	Very good
3	Module Content Design	97,92%	88,88%	<b>93,4%</b>	Very good
<b>Average Amount</b>		<b>95,02%</b>	<b>89,16%</b>	<b>91,92%</b>	<b>Very good</b>

Based on the table, design experts I and II considered that the Indonesian poetry study module based on the theory of genetic structuralism developed was suitable for use in the field. The percentage of the average score of the overall expert assessment I and II for the physical size of the module is 87.5%. The average score percentage of the overall module cover design assessment is 95.61%. The percentage of the average score of the overall module content design assessment is 99.34%. The average number of overall assessment results from design expert validators I and II is 94.15% with the criteria of "very good".

Based on the validation results, the Indonesian poetry study module is based on the theory of genetic structuralism which was developed based on the design, the module is feasible to be tested in the field without any revision from design expert validators and can meet the demands of learning needs.

#### 4.1.3 Lecturer Response Results to the Module

The lecturer's assessment of the Indonesian poetry study module based on the theory of genetic structuralism was carried out by two lecturers of the Indonesian poetry study course at the Muhammadiyah University of North Sumatra. The assessment of the module was carried out to obtain data regarding information about the feasibility of this module as teaching material in the Indonesian poetry study course. Responses to the module consist of three aspects of the assessment, namely from the aspect of the module display, the presentation of the material, and the benefits of the module. The following are the results of the responses of the two lecturers.

**Table 3.** Respondents to the Indonesian Poetry Study Module Based on Genetic Structuralism Theory

No.	Statement	Percentage	Criteria
1.	Module Display	80,50%	Good
2.	Material Presentation	83%	Good
3.	Module Benefits	83,20%	Good
<b>Total Average</b>		<b>82.23%</b>	<b>Good</b>

Based on the table above, it can be illustrated that the average percentage of lecturer responses to the Indonesian poetry study module based on the theory of genetic structuralism is 82.23% with the criteria of "good". The average percentage obtained from the module display aspect is 80.50% with "good" criteria, 83% material presentation aspect with "good" criteria, and the module benefits aspect is 83.20% with "good" criteria.

#### 4.1.4 Student Response Results to the Module

##### 4.1.4.1 Individual Trial Results

Individual trials were conducted on three students who had high, medium, and low abilities. Data on the results of student responses at the individual trial stage to the Indonesian poetry study module based on the theory of genetic structuralism can be seen in the following table.

**Table 4.** Results of Individual Trials on Indonesian Poetry Study Modules Based on Genetic Structuralism Theory

No.	Rating Indicator	Percentage	Criteria
1.	Theory	80,16%	Good
2.	Language	79,20%	Good
3.	Interest	80,15%	Good
<b>Total Average</b>		<b>79.83%</b>	<b>Good</b>



Based on the results of research on individual trials obtained an average total percentage of 79.83% with the criteria of "very good". The average percentage results obtained based on the assessment indicators from the material aspect were 80.16% with the criteria of "very good", from the language aspect 79.20% with the criteria of "very good", and from the aspect of interest 80.15% with the criteria " very good"

#### 4.1.4.2 Small Group Trial Results

Small group trials were conducted to identify deficiencies in the developed product. The data on the results of student responses at the small group trial stage to the Indonesian poetry study module based on the theory of genetic structuralism can be seen in the following table.

**Table 5.** Small Group Trial Results of Indonesian Poetry Study Module Based on Genetic Structuralism Theory

No.	Rating Indicator	Percentage	Criteria
1.	Theory	81,20%	Good
2.	Language	83,20%	Good
3.	Interest	84,30%	Good
<b>Total Average</b>		<b>82.91</b>	<b>Good</b>

Based on the results of the small group trial, the total average percentage was 82.91% with "good" criteria. The average percentage results obtained based on the assessment indicators from the material aspect are 81.20% with the criteria of "good", from the language aspect 83.20% with the "good" criteria, and from the interest aspect it is 84.30% with the "good" criteria.”

#### 4.1.4.3 Limited Field Trial Results

Limited field trials were conducted to identify the shortcomings of the developed product when used in a wider scope. Limited field trials were carried out in one class, namely in the 4th semester morning class with 30 students. The data on the results of student responses at the limited field trial stage to the Indonesian poetry study module based on the theory of genetic structuralism can be seen in the following table.

**Table 6** Limited Field Trial Results of Indonesian Poetry Study Module Based on Genetic Structuralism Theory

No.	Rating Indicator	Percentage	Criteria
1.	Theory	81,30%	Good
2.	Language	83,20%	Good
3.	Interest	83,87%	Good
<b>Total Average</b>		<b>82.79%</b>	<b>Good</b>

Based on the results of research on limited field trials, the total average percentage was 82.79% with the criteria of "good". The average total percentage of results obtained based on the assessment indicators from the material aspect is 81.30% with the criteria of "very good", from the language aspect 83.20% with the "good" criteria, and from the interest aspect it is 83.87% with the criteria "good"

#### 4.2. Discussion

Research on the development of teaching materials is carried out to produce suitable teaching materials. After the module is developed, the next step is to validate the module by experts and test it with students. The feasibility test was carried out on 4 aspects of the assessment in accordance with the BSNP, namely 1) content feasibility, 2) presentation feasibility, 3) language feasibility, and 4) graphic feasibility. This is also supported by Oktavia's opinion (2017: 252) which states that the module teaching materials describe the basic competencies that will be achieved by students, use good and easy-to-understand language, have an attractive appearance, and are equipped with illustrations.

Research on the development of this module aims to produce teaching materials that are suitable for use. Determination of the feasibility of the Indonesian poetry study module based on the theory of genetic structuralism was carried out with validation. Validation is the process of requesting validation of the conformity of the module to the needs. To get this conformity acknowledgment, validation needs to be done by involving expert practitioners in accordance with the relevant fields in the module (Depdiknas, 2008:14).

Furthermore, based on a statement by the National Education Standards Agency (BSNP) (in BSNP Bulletin, Vol II, January 2007: 21), which states that a quality textbook (module) must meet four elements of eligibility, namely, the feasibility of the material (content), presentation, language, and graphics (display). In line with the two statements, the feasibility of the Indonesian Poetry Study Module Based on Genetic Structuralism Theory was obtained from the results of the validation (assessment) provided by a team of material experts and design experts. The two teams of experts were selected who are already experts in the field. The material expert team assesses the feasibility of the material (content), presentation, and language. Next, the design expert team assesses the feasibility of the graphic (display). The material and design expert team each consists of 2 validators. The total number of validators is four people. The criteria for each assessment indicator as a whole are determined by the average score of the assessment criteria of each expert. The results of the assessment were analyzed to determine whether or not the design was suitable for trial in class A Semester 4 in the PBSI UMSU Study Program. It is appropriate or not appropriate for the Indonesian poetry study module based on the theory of genetic structuralism that has been developed in the product being tested on Semester 4 students of the UMSU PBSI Study Program. Furthermore, the product is given to the lecturer to find out the results of the assessment and suggestions given.

The results of the validation of material experts I and II assessed that the Indonesian poetry study module based on the theory of genetic structuralism developed was suitable for use in the field. The results of the assessment of the overall average score of the expert assessments I and II for the feasibility of content, language feasibility, and presentation feasibility are in the "very good" criteria.

The validation results of design experts I and II assessed that the Indonesian poetry study module based on the theory of genetic structuralism developed was suitable for use in the field. The results of the assessment of the overall average score of expert assessments I and II for the size of the material, the assessment of the cover design of teaching materials (cover), and the assessment of the design of the content of teaching materials are in the "very good" criteria.

The assessment of the lecturers of the Indonesian poetry study course on the Indonesian poetry study module based on the theory of genetic structuralism was carried out by Ms. WR and Ms. ER. The assessment is carried out to obtain information in improving the quality of the developed product. The results of the assessment in the form of scores on the learning indicators contained in the developed module are adjusted to the learning of Indonesian poetry studies courses in this case through the theory of genetic structuralism.

The results of the responses or responses carried out by lecturers of the Indonesian poetry study course concluded that the use of the Indonesian poetry study module based on the theory of genetic structuralism in learning obtained an average of 82.23% with the criteria of "good".

Student responses to the Indonesian poetry study module based on the theory of genetic structuralism in learning revealed that the results of the individual trial assessment included the "good" criteria with a total average percentage of 79.83%. Individual trials were carried out to find out the initial responses of students in identifying the shortcomings of the Indonesian poetry study module based on the theory of genetic structuralism which was developed prior to the small group trial. The percentage results are obtained based on the assessment indicators in the form of 20 statements that have been provided.

Based on the results of the small group trial assessment, it was concluded that the module for the Study of Indonesian Poetry Based on Genetic Structuralism Theory developed was included in the "very good" criteria with a total average percentage of 82.55%. Small group trials were conducted to determine student responses to the lack of Indonesian poetry study modules based on the theory of genetic structuralism that was developed prior to the limited field trials.

Limited field trials were carried out in class A Semester 4 of the PBSI FKIP UMSU Study Program for 30 students. The benefit of this limited field trial is to get an idea of the feasibility of the teaching materials in the form of modules being developed. The results of a limited field trial regarding student responses to the Indonesian Poetry Study module based on the theory of Genetic Structuralism that have been developed show an average percentage of 82.79% with the criteria of "very good". This means that the Indonesian poetry study module based on the theory of genetic structuralism developed has increased development and can meet the demands of learning needs. This limited field trial assessment is the final stage of product testing.

The results of the feasibility of teaching materials based on these limited field trials are practical. In line with the research of Windrianto, et al. (2017) suggest that the feasibility of the trial is said to be practical if the user has no difficulty in terms of presenting the material and using learning materials.

## 5 Conclusion

Based on the results of the research and discussion of the feasibility of the Indonesian poetry study module based on genetic structuralism theory, it was concluded that the Indonesian poetry study module based on the genetic structuralism theory developed was suitable for use for third semester students at the UMSU PBSI Study Program. This can be seen from the validation results obtained from material experts, design experts, responses from lecturers, and responses from students at the UMSU PBSI Study Program. The feasibility of the negotiating text module is not only seen from the assessment of experts, but also from the responses of the module users, namely lecturers and students.

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