

Implementation of Textbook-Based Poetry Learning for Students of Grade VII Cempaka at SMP Negeri 4 Singaraja

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ABSTRACT

This study aims to describe the implementation of textbook based poetry listening instruction, analyze the challenges faced by teachers, and evaluate students' responses to the use of textbooks in poetry learning for Grade VII Cempaka at SMP Negeri 4 Singaraja. The research is grounded in the importance of listening skills as an integral part of Indonesian language instruction, alongside students' generally low interest and ability in understanding poetry. This study employed a descriptive qualitative approach with data collection techniques including classroom observation, teacher interviews, documentation, and questionnaires distributed to 35 students. The findings indicate that the learning process was systematically designed, with textbooks functioning as the primary resource for introducing poetic elements, structure, and meaning. The challenges encountered included limited instructional time, the adjustment to the new curriculum, and students' low literacy skills in interpreting figurative language. Nevertheless, student responses to the use of textbooks were highly positive, with an average score of 45.03 out of 50. Students perceived that textbooks increased their motivation to learn, improved their understanding of poetry, and enhanced their listening skills. These findings affirm the vital role of textbooks in poetry learning, while also highlighting the need for more creative and contextualized teaching strategies adapted to students' needs

INTRODUCTION

Indonesian language learning focuses not only on language skills but also on literary appreciation. One form of literary work taught in schools is poetry. Poetry learning plays a crucial role in developing students' critical thinking skills, creativity, and emotional sensitivity. The Independent Curriculum (Curriculum Merdeka) in Indonesian language and literature learning requires a shift in orientation across various aspects of learning. These changes encompass the learning approach, student learning experiences, the quantity and quality of Indonesian language and literature materials, the learning process, and authentic learning evaluation. The Independent Curriculum also positions teachers in a new role as classroom managers, tasked with designing and managing the learning process in a more flexible and creative manner. Teachers not only deliver material but also independently develop teaching materials, equip students with critical thinking skills through language and literature, and establish assessment systems relevant to student needs. Furthermore, the relationship between teachers and students, language learning, literature learning, and the analysis of learning materials are viewed not only from the perspective of the philosophy of language or literature, but also from a pragmatic perspective and from the perspective of skills that are beneficial to students' lives (Nugraha, 2022).

In practice, Indonesian language learning focuses not only on linguistic aspects but also encompasses literary studies. However, in reality, literature learning in schools often remains conventional. Literature learning is often perceived as simply memorizing, working on problems, taking notes, and listening to teacher lectures (Haryanto, 2020). This situation indicates that school language learning often involves simply following established learning procedures without providing learning experiences. As a result, Indonesian language subjects, which should play a role in shaping students' personalities, are often viewed as mere formalities in the curriculum. In fact, learning in schools should be able to break free from the shackles of rigid theory and routine question-answering. Appropriate literary education can be an important tool in shaping students' character, fostering sensitivity, and producing a generation with high moral and humanitarian values.

Facts on the ground show that literature learning in schools is still suboptimal. Literature learning is often perceived as rigid, boring, and unable to arouse students' interest in studying literature more deeply. This condition results in students' understanding of literary works not developing optimally. A lack of literary reading habits can also impact the development of students' moral sensitivity. Furthermore, the limited availability of literature books in some schools is a factor hindering the development of literary appreciation among students.

The implementation of the Independent Learning Curriculum requires a variety of learning resources to support the Indonesian language learning process, particularly in literature (Irawan & Mukhlis, 2023). Teachers and students need appropriate teaching materials for effective learning. Teaching materials are a collection of learning materials systematically selected from

various learning sources to help achieve learning objectives (Irawan & Mukhlis, 2023). Teaching materials can take the form of books, modules, or technology-based teaching materials. One of the most dominant learning resources used in Indonesian language learning is textbooks.

LITERATURE REVIEW

Textbooks play a crucial role in supporting the learning process in schools. Textbooks are not only compiled based on research findings but also based on the author's thoughts on a study, which are then presented as learning materials (Octavia, 2016). According to Prastowo (2011), textbooks are teaching materials compiled by an author or team of authors based on the applicable curriculum and using a specific approach to implement that curriculum. In the practice of teaching poetry writing in schools, teachers tend to use textbooks as the primary learning resource. The learning process often focuses on the material contained in the textbook. However, under the Independent Curriculum, seventh-grade students are expected to create and write poetry as part of the learning outcomes. Poetry writing plays a crucial role as a medium for students to express their feelings, thoughts, and emotions. Through poetry, students can channel their ideas and feelings positively and develop creativity and social sensitivity. Poetry writing can also help students become more creative individuals and possess higher human values, thereby preventing them from engaging in negative behaviors (Muktadir & Ariffiando, 2021).

Several previous studies have examined Indonesian language learning within the Independent Curriculum framework. A study by Wahyuni et al. (2023) entitled "Differentiated Learning in Indonesian Language Subjects with Poetry Material at the Junior High School Level" showed that students felt more motivated and enthusiastic about learning because they were given the opportunity to choose learning activities and approaches that suited their interests and learning styles. Furthermore, research conducted by Ichsan and Adijaya (2020) and Arunqisti et al. (2022) also showed that the learning strategies implemented by teachers significantly influence the process and outcomes of poetry learning. Based on this background, the researchers were interested in conducting a study entitled "Implementation of Textbook-Based Poetry Learning for Grade VII Students of Cempaka at SMP Negeri 4 Singaraja." This research is expected to provide an overview of the implementation of textbook-based poetry learning and its contribution to improving students' understanding and appreciation of literature.

METHODOLOGY

This study employed a qualitative descriptive research design. The qualitative descriptive approach was chosen because it aimed to provide an in-depth description of the phenomena occurring during the learning process. According to Susanti (2018), research using a descriptive approach aims to present a systematic, factual, and accurate description or overview of the phenomenon being investigated. Therefore, a qualitative descriptive research design was used to describe the implementation of textbook-based poetry

listening instruction in grade VII Cempaka. Furthermore, this study also aimed to identify various obstacles that emerged during the learning process and to understand students' responses to the learning activities. Thus, the results are expected to provide a clear picture of the poetry listening learning process and serve as evaluation material to improve the quality of Indonesian language learning in the classroom.

The study was conducted at SMP Negeri 4 Singaraja, located on Jl. Srikandi, Sambangan, Sukasada District, Buleleng Regency, Bali. This study included both subjects and objects. The subjects were grade VIII 3 students of SMP Negeri 2 Singaraja and the Indonesian language teacher in the class. Students in this class were selected because their procedural text writing skills were still low, due to a lack of motivation to learn to write. Students' knowledge of the procedural texts presented was still limited, and they had never used TikTok to practice writing procedural texts. This study employed several data collection techniques, namely observation, interviews, and questionnaires. Observation is the systematic observation and recording of phenomena conducted directly in the field. This study employed non-participant observation, where the researcher simply observed without directly participating in the learning process. Through these observations, data were obtained regarding the implementation of poetry listening lessons, obstacles faced by teachers, and student responses to textbook-based learning. According to Nawawi and Martini (1991), observation is the systematic observation and recording of symptoms that appear in the research object.

In addition to observation, this study also used interviews to obtain more in-depth information. According to Sugiyono (2020), an interview is a question-and-answer process between two parties to obtain information about a problem. The interviews were conducted with an Indonesian language teacher and a seventh-grade student at SMP Negeri 4 Singaraja. Another technique was a questionnaire. The questionnaire used in this study was a closed questionnaire, namely a questionnaire that provides several answer choices so that respondents can choose the answer that suits their opinion.

RESULTS

In this section, every statistical test you conducted must be explained thoroughly. This part is very critical to elaborate on the employed stated research methodology. Every statistical finding must be summarized and presented in tables or graphs; instead of a mere copy-paste from your statistical tools.

DISCUSSION

This study aims to describe the implementation of textbook-based poetry listening instruction for seventh-grade Cempaka students at SMP Negeri 4 Singaraja, as well as to determine the obstacles faced by teachers and students' responses to the use of textbooks. This study uses a qualitative descriptive method with data collection techniques through observation, interviews, documentation, and questionnaires.

Implementation of Textbook-Based Poetry Learning in Class VII Cempaka at SMP Negeri 4 Singaraja

Based on the research results, poetry instruction in grade VII Cempaka was well-structured and well-executed. Teachers utilized textbooks as the primary learning resource to help students understand poetry, particularly during listening sessions. Through the use of textbooks, students were given the opportunity to engage in literacy activities before the teacher provided further explanations. This aligns with the implementation of the Independent Curriculum, which emphasizes student-centered learning and encourages students to actively seek out learning resources.

An informant, an Indonesian language teacher, stated: "The use of textbooks in teaching materials for students has significantly facilitated students. Through the use of these textbooks, students become more familiar with the text, enabling them to engage in literacy activities in accordance with the current Independent Curriculum. This significantly supports the learning process of listening to poetry." This statement indicates that students were given the opportunity to first read and understand the material in the textbook before the teacher explained it directly. This aligns closely with the principles of the Independent Curriculum, which emphasizes student-centered learning, where students are encouraged to actively seek out and explore learning resources. The implementation of poetry listening activities in Indonesian language learning in grade VII Cempaka is an important part of the learning process in accordance with the Independent Curriculum. The teacher emphasizes that Indonesian language learning must encompass listening, reading, writing, and presentation skills. Therefore, poetry learning not only focuses on understanding the meaning of poetry but also involves various language skills in an integrated manner.

The learning process is carried out in three stages: introductory, main, and closing activities. In the introductory activities, the teacher provides motivation, conveys learning objectives, and conducts apperception through reading or playing audio poems to arouse student interest. In the main activities, students listen to poetry from the textbook and then analyze poetic elements such as diction, imagery, rhyme, and message through group discussions. The results of the discussions are then presented to the class. In the closing activities, the teacher and students summarize the material learned and provide feedback on the learning activities. Students are also given the task of writing a simple poem as a form of reflection and to reinforce understanding. Thus, poetry learning is implemented systematically and integratedly to develop students' literary literacy skills.

Obstacles Faced by Teachers in Implementing Textbook-Based Poetry Learning in Class VII Cempaka at SMP Negeri 4 Singaraja

Although textbook-based poetry instruction in grade VII Cempaka has been implemented in accordance with the Independent Curriculum (Curriculum Merdeka), teachers still face several obstacles in its implementation. These obstacles relate to the adjustment process to the new curriculum and students' limited literacy skills in understanding the content of poetry texts.

According to interviews with Indonesian language teachers, obstacles in learning are normal and not considered a major barrier to teaching and learning. Teachers view these obstacles as part of the reflection and evaluation process. The change from the previous curriculum to the Independent Curriculum requires time for both teachers and students to adapt, so that any obstacles that arise can be used as introspection to improve the learning process going forward.

Furthermore, a significant difficulty stems from students' literacy skills in understanding and interpreting poetry. Some students still struggle when asked to understand the meaning of poetry in textbooks and to convey their understanding verbally and in writing. This situation indicates that even though textbooks are provided as the primary learning resource, not all students are able to optimally comprehend poetry. Therefore, teachers need to use more varied and contextual learning strategies to help students improve their understanding of literary works. In the learning evaluation process, teachers use summative and formative assessments to determine student learning achievement. Summative assessment is conducted through end-of-chapter and end-of-semester tests, while formative assessment is conducted through quizzes given at the end of each lesson. These regular evaluations help teachers monitor the development of students' understanding of poetry and assess the effectiveness of the learning strategies used. However, evaluation results indicate that some students still have not achieved optimal understanding, making student literacy skills a challenge in textbook-based poetry learning.

Student Responses to the Use of Textbooks in Poetry Learning in Class VII Cempaka at SMP Negeri 4 Singaraja

This study used 10 statements (X1-X10) to determine students' attitudes toward textbook-based poetry listening lessons. The questionnaire used a Likert scale with five response options: Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS), which were administered to 35 students. Based on the tabulation of questionnaire data, the majority of students responded positively to item 1, "Textbook-based poetry listening lessons increase my enthusiasm for learning." This indicates that the use of textbooks in poetry listening lessons can increase students' enthusiasm and interest in learning.

Table 1. Statement of item no. 1

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| Valid | Doubtful | 1 | 2.9 | 2.9 |
| | Agree | 12 | 34.3 | 37.1 |
| | Strongly agree | 22 | 62.9 | 100.0 |
| | Total | 35 | 100.0 | |

Based on the statistical data above, textbooks increase learning enthusiasm. The majority of students expressed doubt (R) with one respondent

(2.9%), agreement (S) with 12 respondents (34.3%), and strong agreement (SS) with 22 respondents (62.9%).

This shows that, when viewed from the cumulative percentage, 97.2% of respondents in item 1 responded quite positively. Therefore, more than half of the students acknowledged that textbooks can stimulate their learning enthusiasm, although some remain doubtful about their effectiveness. Statement item 2: Textbook-based learning material is very varied. Based on the tabulation of the questionnaire data, the following results are shown:

Table 2. Statement item no. 2

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| Valid | Doubtful | 1 | 2.9 | 2.9 |
| | Agree | 10 | 28.6 | 31.4 |
| | Strongly agree | 24 | 68.6 | 100.0 |
| | Total | 35 | 100.0 | |

Based on the statistical data above, textbooks increase the enthusiasm for learning. The majority of students expressed doubt (R) with one respondent (2.9%), agreement (S) with 10 respondents (28.6%), and strong agreement (SS) with 24 respondents (68.6%). This indicates that, when viewed from the cumulative percentages, 97.2% of respondents in the student response category for item 2 indicated a very positive response.

Thus, students considered the learning material in textbooks to be quite varied. This indicates that textbooks not only function as primary sources but also provide diverse and engaging learning experiences. This diversity of material supports the principles of the Independent Curriculum, which emphasizes meaningful and contextual learning. Therefore, textbook-based learning in grade VII Cempaka is considered varied and a strength in Indonesian language learning.

Statement Item 3: I enjoy learning to listen to poetry with the guidance provided in the textbook. Based on the tabulation of the questionnaire data, the following results are shown:

Table 3. Item 3 Statement

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| Valid | Agree | 16 | 45.7 | 45.7 |
| | Strongly agree | 19 | 54.3 | 100.0 |
| | Total | 35 | 100.0 | |

Based on the results of the questionnaire distribution for variable X3, it was found that all respondents responded positively to the statement "I enjoy learning to listen to poetry using the guidance in the textbook." The statistical data above shows that the majority of students agreed (S) with 16 respondents (45.7%), and strongly agreed (SS) with 19 respondents (54.3%). This indicates

that, when viewed from the cumulative percentages, 99% of respondents in the student response category for item 3 indicated a very positive response.

This dominant positive response indicates that textbooks not only function as learning support media but also increase student interest and motivation in learning literature, particularly in poetry listening skills. Clear guidance in textbooks helps students understand the steps of listening, grasp the meaning of poetry, and comprehend the messages contained in literary works. Thus, it can be concluded that students demonstrated enthusiasm and a positive attitude toward poetry listening activities using textbooks. This indicates that the use of textbooks can create a conducive, engaging learning environment and support the student learning process. Statement item 4: Learning poetry using textbooks helps me understand poetry. Based on the results of the questionnaire data tabulation, the following results are shown:

Table 4. Item 4 Statement

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| Valid | Doubtful | 1 | 2.9 | 2.9 |
| | Agree | 27 | 77.1 | 80.0 |
| | Strongly agree | 7 | 20.0 | 100.0 |
| | Total | 35 | 100.0 | |

Based on the results of the questionnaire distribution for variable X4, it was found that all respondents responded positively to the statement "Learning poetry using textbooks helps me understand poetry." The statistical data above indicates that the majority of students expressed Undecided (R) with 1 respondent (2.9%), Agree (S) with 27 respondents (77.1%), and Strongly Agree (SS) with 7 respondents (20.0%). This indicates that, when viewed from the cumulative percentage, 97.1% of respondents in the student response category for item 4 indicated a very positive response.

Textbooks demonstrate their role as effective guides in literature learning because they contain various important materials, such as explanations of poetic structure, the use of figurative language, and relevant examples of poetry. This material helps students understand the content, meaning, and elements contained in poetry, thus making the learning process more focused.

Thus, it can be concluded that the majority of students feel that learning poetry using textbooks is very helpful in improving their understanding. The systematic use of textbooks also contributes positively to strengthening students' literary literacy skills, particularly in understanding the meaning, messages, and aesthetic values contained in poetry.

Item 5: Textbooks adequately provide appropriate grammar and vocabulary for listening to poetry. Based on the tabulation of questionnaire data, the following results are shown:

Table 5. Statement item no. 5

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| valid | Doubtful | 1 | 2.9 | 2.9 |
| | Agree | 6 | 17.1 | 20.0 |
| | Strongly agree | 28 | 80.0 | 100.0 |
| | Total | 35 | 100.0 | 100.0 |

Based on the results of the questionnaire distribution for variable X5, it was found that all respondents responded positively to the statement "The textbook is adequate in providing appropriate grammar and vocabulary for listening to poetry." The statistical data above indicates that the majority of students expressed Undecided (R) with 1 respondent (2.9%), Agree (S) with 6 respondents (17.1%), and Strongly Agree (SS) with 28 respondents (80.0%). This indicates that, when viewed from the cumulative percentages, 97.1% of respondents in the student response category for item 5 indicated a very positive response.

These data indicate that the majority of students considered the textbook used in poetry learning to be adequate in terms of grammar and vocabulary. The appropriateness of the language used helps students more easily understand the meaning of poetry, including its style, message, and aesthetics. This indicates that the textbook has been designed with attention to linguistic aspects appropriate to students' abilities. Therefore, the textbook is considered capable of supporting the process of learning to listen to poetry while also helping to improve students' literary literacy skills. Statement item no. 6: Using books to listen to poetry texts makes it easier for me to develop a listening framework. Based on the results of the questionnaire data tabulation, the following results are shown:

Table 6. Statement item no. 6

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| valid | Agree | 31 | 88.6 | 88.6 |
| | Strongly agree | 4 | 11.4 | 100.0 |
| | Total | 35 | 100.0 | 100.0 |

Based on the results of the questionnaire distribution for variable X6, it was found that all respondents responded positively to the statement "Using textbooks to listen to poetry texts made it easier for me to develop a listening framework." The statistical data above shows that the majority of students agreed (S) with 31 respondents (88.6%), and strongly agreed (SS) with 4 respondents

(11.4%). This indicates that, when viewed from the cumulative percentages, 99% of respondents in the student response category for item 6 indicated a very positive response.

The high percentage of those in the agree category indicates that textbooks help students understand the structure or steps in listening to poetry, such as identifying meaning, recognizing linguistic elements, and understanding the mood and content of the poem. The clear and systematic guidance in textbooks makes it easier for students to construct their understanding while listening.

Thus, textbooks are considered effective in helping students develop a framework for thinking when listening to poetry, both in understanding content and recognizing important elements in the text. This indicates that textbook-based learning can support students' critical and analytical thinking skills in literary literacy. Statement item no. 7: I easily understand poetry material using textbook teaching materials. Based on the results of the questionnaire data tabulation, the results are as follows:

Table 7. Statement item no. 7

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----------------|---------|---------------|--------------------|
| valid | Agree | 7 | 20.0 | 20.0 |
| | Strongly agree | 28 | 80.0 | 100.0 |
| | Total | 35 | 100.0 | 100.0 |

Based on the results of the questionnaire distribution for variable X7, it was found that all respondents responded positively to the statement "I easily understand poetry material using textbook materials." The statistical data above indicates that the majority of students agreed (S) with 7 respondents (20.00%), and strongly agreed (SS) with 28 respondents (80.00%). This indicates that, when viewed from the cumulative percentages, 99% of respondents in the student response category for item 7 indicated a very positive response.

The high percentage in the strongly agree category indicates that the textbook is well-presented and can be an effective guide in helping students understand the structure, content, meaning, and message of poetry. Although poetry often uses figurative language and quite complex literary styles, the presence of explanations, examples, and exercises in the textbook helps students more easily grasp the material.

Thus, the textbook is considered very effective in supporting students' understanding of poetry. This indicates that the content and presentation of the textbook are appropriate for students' needs and support the achievement of learning objectives in the Independent Curriculum.

Item 8 statement: Textbooks help me understand the types of poetry. Based on the tabulation of questionnaire data, the following results are shown:

Table 8. Statement item no. 8X8

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| valid | Doubtful | 3 | 8.6 | 8.6 |
| | Agree | 19 | 54.3 | 62.9 |
| | Strongly agree | 13 | 37.1 | 100.0 |
| Total | | 36 | 100.0 | 37.1 |

Based on the results of the questionnaire distribution for variable X8, it was found that all respondents responded positively to the statement "The textbook helped me understand the types of poetry." The statistical data above shows that the majority of students were unsure (R) with 3 respondents (8.6%), agreed (S) with 19 respondents (54.3%), and strongly agreed (SS) with 13 respondents (37.1%). This indicates that, when viewed from the cumulative percentage, 91.4% of respondents in the student response category for item 8 indicated a very positive response.

These results indicate that the majority of students considered the textbook to be adequate in providing explanations of various types of poetry, such as old poetry, new poetry, and folk poetry. The material presented in the textbook helped students understand the classification and characteristics of each type of poetry more systematically. Thus, the textbook was deemed quite helpful in helping students understand the types of poetry, although a small number of students still felt uncertain. This shows that the textbook is quite effective, but still needs to be supported by additional explanations from the teacher or more varied examples so that students' understanding is more even. Item 9: Textbooks help me understand the rules of poetry. Based on the tabulation of questionnaire data, the following results are shown:

Table 9. Statement item no. 9

| Frequency | | Percent | Valid Percent | Cumulative Percent |
|-----------|----------------|---------|---------------|--------------------|
| Valid | Doubtful | 6 | 17.1 | 17.1 |
| | Agree | 19 | 54.3 | 71.4 |
| | Strongly agree | 10 | 28.6 | 100.0 |
| Total | | 35 | 100.0 | 100.0 |

Based on the results of the questionnaire distribution for variable X9, it was found that all respondents responded positively to the statement "Textbooks help me understand the rules of poetry." The statistical data above shows that the majority of students stated they were unsure (R) with 6 respondents (17.1%),

agreed (S) with 19 respondents (54.3%), and strongly agreed (SS) with 10 respondents (28.6%). This shows that, when viewed from the cumulative percentage, 82.9% of respondents in the student response category for item 9 were positive. This indicates that textbooks help students understand the rules of poetry, such as the use of diction, rhyme, figures of speech, rhythm, and stanza and line structure. The systematic presentation of the material allows most students to understand the basic rules of poetry quite well. Statement item no. 10: Learning using textbooks helps improve poetry listening skills. Based on the tabulation of the questionnaire data, the results are as follows:

Table 10. Statements item no. 10

| Frequency | | Perce nt | Valid Percent | Cumulative Percent |
|-----------|----------------|-------------|---------------|-----------------------|
| Valid | Doubtful | 5 | 14.3 | 14.3 |
| | Agree | 12 | 34.3 | 48.6 |
| | Strongly agree | 18 | 51.4 | 100.0 |
| Total | | 35 | 100.0 | 100.0 |

These data indicate that textbooks play a role in improving students' poetry listening skills. Textbooks provide guidance, examples, and structure that help students understand the meaning of poetry, recognize mood and style, and respond more reflectively to the poem's content.

Therefore, it can be concluded that the use of textbooks helps improve poetry listening skills for the majority of students. However, the persistence of some students' hesitations suggests that learning should be supported by more varied and interactive methods to ensure students' listening skills develop more evenly. This assessment was obtained from questionnaire data consisting of 10 items (X1-X10) completed by 33 students with five response options: Strongly Agree (SS), Agree (S), Undecided (R), Disagree (TS), and Strongly Disagree (STS). textbooks help improve poetry listening skills. The statistical data above shows that the majority of students expressed Undecided (R) with 5 respondents, representing 14.3%. Agree (S) with 12 respondents, representing 34.3%. Strongly agree (SS) with 18 respondents, representing 51.4%. This indicates that, when viewed from the cumulative percentage, 85.7% of respondents responded positively to item 9.

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion above, it can be concluded that the implementation of textbook-based poetry learning in grade VII Cempaka has been successful and in accordance with the principles of the Independent Curriculum. Textbooks are used as the primary source for poetry listening activities and help students understand the content of poetry through literacy processes. Furthermore, the textbooks are considered relevant, easy to understand, and support the development of language skills such as listening,

reading, writing, and presentation. However, several obstacles remain in implementation. Teachers face limited learning time and the process of adapting to curriculum changes. Meanwhile, students experience difficulty understanding poetry texts that are abstract and use figurative language. To address this, teachers conduct regular evaluations through quizzes and summative tests to monitor student understanding.

Overall, student responses to the use of textbooks in poetry learning were very positive. The questionnaire results showed that the majority of students chose Agree and Strongly Agree for all items (X1-X10). The average score reached 90.06 on a 100-point scale, which, according to Nurkancana's (1990) criteria, falls into the "Very Positive" category. This shows that the textbook is not only well received by students, but also provides benefits in improving poetry listening skills.

FURTHER STUDY

This research still has limitations, so it is necessary to conduct further research related to the topic of Implementation of Textbook-Based Poetry Learning for Students of Grade VII Cempaka at SMP Negeri 4 Singaraja in order to perfect this research and increase insight for readers.

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