An instructional model text mapping with poetry text description

Novelti[1+]
Gusmaizal Syandri[2]
Muhammad Kristiawan[3]

[1,2]*Universitas Muhammadiyah Sumatera Barat, Indonesia.*
[1]*Email:* novelti@umsb.ac.id
[2]*Email:* Gsyandri@gmail.com
[3]*Universitas Bengkulu, Indonesia.*
[3]*Email:* muhammadkristiawan@unib.ac.id

(+ Corresponding author)

ABSTRACT

The Indonesian language learning method at Junior High School (SMP) Negeri Padangpanjang was generally boring and traditional. A solution is required to create products that are successful, efficient and enjoyable to use in classroom learning activities. A solution is required to make goods that are effective, efficient and entertaining to use in classroom learning activities. The product trial took place at SMP Negeri 3 Padangpanjang. The 4-D development phase was done in this study. During the conceptualization and development phases of this study, junior high school teachers and students were involved. In addition, experts participate in the process of evaluating products. A variety of methods are used including tests, questionnaires, observations and interviews. The main syntax of OMEMPAT is created by the descriptive text mapping learning model with the help of poetry text such as (1) orientation (2) reading and listening to poetry (3) mapping the contents of the descriptive text (4) presenting the results of the descriptive text mapping and (5) reflecting on the learning process. The three criteria of validity, practicability and efficacy were used to assess the quality of the learning model. The descriptive text mapping learning model which is supported by poetry texts needs to be put into practice. Teachers must create learning models that enable students to engage in educational activities while enjoying.

Contribution/Originality: This study contributed to helping Indonesian language educators design and implement the descriptive text mapping learning model assisted by poetry text that allows students to enjoy learning activities.

1. INTRODUCTION

According to Article 3 of Law Number 22 of 2003, the objective of national education is to develop the potential of students to become human beings who have noble character are healthy, knowledgeable, capable, creative, independent and become citizens. This is a shared obligation particularly for teachers who contribute to the intellectual life including through formal education from primary to postsecondary education. The psychological, mental and physical aspects of learning processes are all extremely complicated. Teachers need to be continually organizing the learning environment and planning the learning process in order to provide good learning both inside and outside the classroom. It is critical for teachers to grasp the features provided to students namely those relating to cognitive, emotional and psychomotor abilities. This is best defined by the learning domain taxonomy which was developed in 1956 by a group of specialists led by Benjamin Bloom and associates. Knowledge and the development of intellectual talents are included in the cognitive domain. Feelings, values,

admiration, excitement, motivation and attitudes are all part of the affective domain. Physical movement, coordination and the application of motor skill are all part of the psychomotor domain. Students that study cognitive will also learn about psychomotor, affective, intuitive and other relevant topics (Hoque, 2016; Sönmez, 2017).

According to current events, traditional learning methods are no longer appropriate for teachers to use. Learner-centered learning is replacing teacher-centered learning processes. The learner-centered learning method has the potential to produce high-quality education. In a different learning environment, students are unable to understand to information they are learning (Bayram-Jacobs & Hayırsever, 2016; Oinam, 2017). A positive, energetic, clever and self-sufficient generation that is not reliant on the teacher emerges through a learner-centered learning approach. Students play an important role and participate in more activities. Students are taught to become learners who make discoveries. Teachers are no longer the only ones with access to education. Teachers must also continue to study if they do not want to fall behind their students.

The learning process should include tasks such as watching, reacting, categorizing, concluding, presenting, critiquing and formulating. These activities can take place in the classroom, at school or outside of school, ensuring that learning takes place not just in the classroom but also in the school and community. Teachers now play the role of designers of learning models that motivate students to actively find out new information rather than just being teachers. Language learning innovations contribute to a more student-centered learning process by facilitating the development of educational activities that satisfy the requirements of modern educational standards. The ability to create a variety of learning models that maintain students' whole engagement in the learning process is a necessary skill for creative teachers. Students will be bored if teachers learning models do not vary but they will be driven if teachers are creative, original and motivating.

Students studying Indonesian at SMP Negeri 3 Padangpanjang experience challenges similar to those mentioned above. It was discovered that the majority of the Indonesian language learning activities that had previously taken place were still conventional, relying solely on teacher and student books as learning material. Traditional education has caused controversy since the early nineteenth century for several reasons. However, a teacher must be aware of how far their students have come in comprehending the content that has been taught to them (Dutta, 2010; Vadakedath, Sudhakar, & Kandi, 2018). One of the most important aspects influencing student success is the continued usage of the same learning approach with no fluctuation (Morales, Ruggiano, Carter, Pfeifer, & Green, 2020).

Teachers are still not used to employing media other than books in learning activities. Therefore, learning circumstances might boost student engagement but creativity is not developed. Teachers have not created learning innovations such as employing more diverse sources and media to pique students' interest in engaging in the learning process in class. Similarly, teachers in the field of Indonesian language studies have a limited capacity to employ learning resources other than books. The use of media will increase the effectiveness and efficiency of learning activities (Kozma, 1991; Naz & Akbar, 2008; Rahmawati et al., 2008).

Remedial lessons will be conducted if the minimum completeness criterion of 73 at SMP Negeri 3 Padangpanjang is not satisfied. This relates to the learning condition. As a result, learning does not progress in the way that it should. The graphic below provides further details on the learning objectives of Indonesian students.
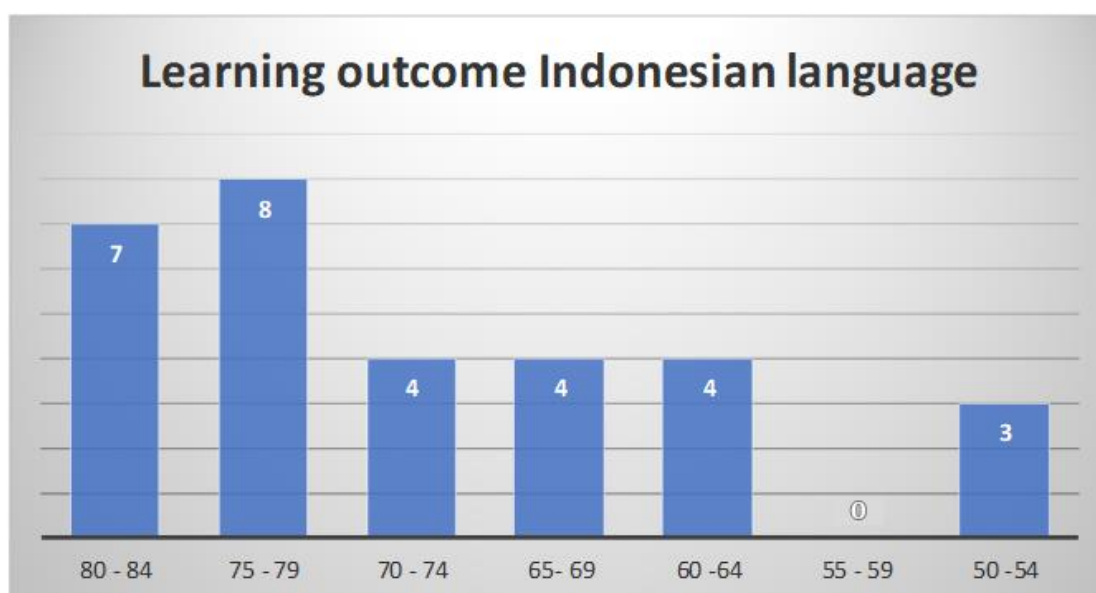
Figure 1. Student's learning outcome.

Figure 1 shows that only 16 students received a score higher than the Standard Minimum Criteria (KKM) with 14 out of the 30 students scoring below the KKM. The reality in the field particularly for the VII.G grade students of Junior High School (SMP) Negeri 3 Padangpanjang has not shown good results in learning Indonesian particularly at level of basic competence (3.1). Find data on heard and read objects (schools, local art exhibits, tourist destinations and historical sites) in descriptive texts. This is demonstrated by the usefulness of the practice and the students' daily test scores. Furthermore, two students did not complete the exercises or assignments because they did not comprehend what was expected of them. Students are less able to use their imaginations properly while learning to map the contents of descriptive literature. Students are uninterested in mapping an object since the teacher only provides them with a sheet of paper with descriptive language that they do not want to identify or map. Furthermore, according to the findings of the pre-research survey, the state of learning Indonesian in class VII SMP Negeri 3 Padangpanjang is that (a) teachers deliver learning materials in a monotonous or conventional manner. (b) Teaching materials are still limited to textbooks and (c) learning media that support independent learning are insufficient.

The goal of Indonesian language learning is to develop students' capacity to communicate effectively in Indonesian both verbally and in writing. Furthermore, the Indonesian language promotes academic performance in study. Indonesian language learning in junior high schools focuses on four kinds of abilities that require teachers' innovation to attain effective learning results in both the Indonesian language topic and other courses. These four abilities are required to master other disciplines. Each part of Indonesian language skills is interconnected and cannot be isolated. For example, a person can talk because he can listen or because he is proficient in reading and writing. Similarly, a person is proficient in writing if he is proficient at speaking, hearing and reading. The acquisition of the Indonesian language requires teachers to refine and improve their students' abilities. Hence, teachers should employ media in the process of acquiring these skills.

Learning media may help students learn more easily and make the learning process more interactive, effective, entertaining and appealing. Many teachers have struggled to select the best teaching strategies and media despite the fact that there are several tools available for managing learning media (Aswari, Kristiawan, & Fitria, 2020; Kristiawan, 2014; Kristiawan & Lian, 2019; Pratiwi, Al Haddar, & Kristiawan, 2020). As a result, learning media leads to the development of skills and information that may expand and encourage students. Students have greater freedom to improve their thinking skills when they use the appropriate learning material. Literary text or poetic text is one type of media that can be employed. This is consistent with the results of a theoretical knowledge study

(Atmaca & Gunday, 2016) that examined how literary texts are used in language classes to teach grammar. This research is divided into four components, the first of which analyzes briefly studying grammar in a foreign language and the use of literary elements in it. The second portion delves into the significance of incorporating literary works into foreign language learning. The benefits of teaching grammar using literary texts are highlighted in the third section. Finally, it is essential to consider the usage of literary texts in the grammar learning process in the conclusion section.

The poetry work used in class VII SMP's Indonesian language learning programme was selected because it demonstrates the capacity for metaphorical thought and meaningful comprehension that students at this age develop without the assistance of actual or even visual objects. Students have grasped innovative concepts. Learning Indonesian implies that education will be relevant only if the content is suitable for the abilities, ages, interests, learning preferences and capabilities of the students. Teachers should focus on poetry texts because of their continued significance in the classroom.

Consequently, junior high school literary (poetry) teaching is not especially focused. Complaints and objections concerning the curriculum's lack of literary substance have been widely explored. In fact, language serves as a medium for the creation of literature. Furthermore, literature is seen as especially worthy of being contrasted with language teaching because it contains humanistic qualities. Learning without a balance of aesthetic elements can result in a generation of robots that are strict and unconcerned about humane ideals. In other words, the poetry text is anticipated to be a learning medium that may favorably affect students' abilities and attitudes in everyday life both in and out of the classroom. According to Mustofa and Yuwana (2016), literature-assisted learning initiatives must be carried out in order to successfully meet the requirements of local communities with character education through literary texts.

The use of literary texts is critical for students to aid in the expression of ideas or concepts. Poetry is one of the literary works that may be used in language training. Several studies have also demonstrated the effectiveness of poetry as a teaching technique (Mahmud, 2017). The teacher must realize his responsibility as a social change agent particularly in encouraging students' respect, morality and racial healing. Teachers are frequently regarded as change agents who have the key to bringing about this shift. Teachers effect real educational change in a variety of contexts (Cappy, 2016; Ochieng' Ong'ondo, 2017; Rubagiza, Umutoni, & Kaleeba, 2016; Vandeyar, 2017). As a result, teachers must be trained in the construction of learning models in order to increase their professionalism. Accordingly, learning effectiveness is often evaluated based on the accomplishment of learning objectives although it may also be evaluated based on how accurately a situation or environment is addressed. Selecting the appropriate learning model is necessary to optimize learning effectiveness.

This study was conducted using a descriptive text-mapping learning approach in Indonesian language learning in class VII Junior High School using poetry texts. This study is predicted to promote students' learning activities as well as their learning accomplishments allowing students to become more active, creative and autonomous as well as making studying more enjoyable. Indonesian language teachers must also be able to establish a favorable learning environment in order to encourage students in the middle adolescent stage (12-14 years). Teachers may work towards this goal by incorporating literary works into the classroom to make learning more exciting and diverse.

According to this description, there are several issues that might be the subject of study on the value of employing literary texts in learning Indonesian in junior high schools, namely teachers teach in a repetitive manner which causes students to become bored while learning. Second, teachers rarely employ literary texts in the classroom; they do not encourage students to participate actively in the learning process. Third, the teacher has never employed literary media in the classroom to teach descriptive text mapping. The goal of this research is to develop a descriptive text mapping learning paradigm that is practical, successful and enjoyable.

This study was different from previous findings because it allowed teachers to design learning models and students to participate in learning activities with fun. It also recommends that teachers to implement the descriptive text mapping learning model assisted by poetry text.

2. LITERATURE REVIEW

2.1. Instructional Model

An organized framework or method that teachers use to create and present successful teaching and learning experiences is known as an instructional model (Shambaugh & Magliaro, 2001). Learning objectives, student needs, teaching strategies and assessment methods are few of the numerous factors that these models offer as a methodical approach to planning and organizing teaching. Lesson plans and curriculum can be developed and delivered by teachers using instructional models which are similar to blueprints or templates(Cotta, Shah, Almgren, Macías-Moriarity, & Mody, 2016). There are numerous instructional models, each with its own unique features and emphasis on different aspects of the teaching and learning process. Some common instructional models are as follows:

1. Direct instruction: This model emphasizes teacher-led, explicit instruction where teachers provide clear explanations and structured practice opportunities for students. It is often used for teaching foundational skills and concepts (Gersten, Woodward, & Darch, 1986).

2. Constructivist model: This model focuses on student-centered learning and emphasizes active engagement, problem-solving and critical thinking based on the idea of constructivism. It encourages students to build their own understanding of concepts through exploration and discovery (Swan, 2005).

3. Inquiry-based learning: In this model, students are encouraged to ask questions, investigate topics and engage in research to find answers. It promotes curiosity and independent learning (Abdi, 2014).

4. Flipped classroom: The flipped classroom model involves delivering traditional lecture information outside of the classroom (through films) with in-class time devoted to interactive exercises, discussions and problem-solving (Akçayır & Akçayır, 2018).

5. Project-Based Learning (PjBL): PjBL is a model where students work on complex, real-world projects that require them to apply their knowledge and skills to solve authentic problems (Baysura, Altun, & Yucel-Toy, 2016; Condliffe et al., 2017; Handayani, 2020).

6. Problem-Based Learning (PBL): This strategy focuses on giving students real-world issues and challenges to solve similar to PBL. It promotes critical thinking and problem-solving skills (Bridges, 2006).

7. Cooperative learning: This model encourages students to work together in small groups to achieve learning goals. It emphasizes collaboration, communication and teamwork (Gillies, 2014).

8. Spiral curriculum: The spiral curriculum model gets key concepts and topics repeatedly. This approach reinforces and deepens understanding over time (Harden & Stamper, 1999).

9. Universal Design for Learning (UDL): UDL is an inclusive instructional model that aims to provide multiple means of representation, engagement and expression to accommodate diverse learning styles and abilities (Rose & Gravel, 2009).

10. Differentiated instruction: This model involves tailoring instruction to meet the individual needs and readiness levels of students within a single classroom (Tomlinson, 1999).

Teachers often choose an instructional model based on their teaching objectives, the subject matter, the age and needs of their students and their personal teaching philosophy. Competent teachers can also combine components of several models of education to develop a unique strategy that works best for their unique classroom environment.

2.2. Poetry Text

Poetry text refers to written or spoken artistic expressions of ideas, emotions and experiences through the use of creative and often rhythmic language (Semino, 1995). Poetry is a form of literary art that employs various techniques such as metaphor, symbolism, rhyme, meter and wordplay to convey its message or evoke particular feelings and imagery in the reader or listener.

There are many different forms and genres of poetry such as sonnets, haikus, epics, ballads and free verse (Sloan, 2001). It allows poets to explore themes and subjects in a more condensed and metaphorical way than traditional prose, often making use of figurative language and literary devices to create a deeper and more impactful experience for the audience.

A wide range of subjects can be addressed in poetry (Volk, 2003) from love and nature to social issues, politics and personal reflections. It has been an important part of human culture for centuries serving as a means of self-expression, storytelling and commentary on the human condition.

2.3. Text Mapping

Text mapping typically refers to the process of visually representing and organizing textual information in a structured way. It's a technique used to help individuals understand, analyze and navigate complex texts more effectively (Minghim, Paulovich, & De Andrade Lopes, 2006). Text mapping can take various forms depending on the specific goals and context but here are some common types:

1. Mind mapping: Mind maps are graphical representations of ideas (Katagall, Dadde, Goudar, & Rao, 2015), concepts or information connected to a central topic. They often use branches or nodes to show relationships between different elements making it easier to see the overall structure of a text or to brainstorm ideas (Crowe & Sheppard, 2012).

2. Concept mapping: Concept maps focus on demonstrating the relationships between thoughts or ideas within a text, similar to mind maps. They use nodes and connecting lines to illustrate how different concepts are linked.

3. Outlining: Creating an outline involves organizing the content of a text into a hierarchical structure. This is often done by using headings, subheadings and bullet points to show the main ideas and their supporting details.

4. Flowcharts: Flowcharts are diagrams that represent a series of steps or processes. They can be used to map out the flow of ideas or actions in a text especially when dealing with procedural or sequential information.

5. Tree diagrams: Tree diagrams display information in a hierarchical, tree-like structure. Each branch represents a category or subcategory helping to break down complex topics into manageable sections.

6. Storyboarding: Storyboarding is commonly used in the context of narrative texts or multimedia content (Truong, Hayes, & Abowd, 2006). It involves creating a series of visual panels to outline the sequence of events or key scenes in a story.

7. Argument mapping: In academic or critical analysis contexts, argument maps are used to visually represent the structure of an argument. They highlight premises, conclusions and the logical connections between them.

8. Text summarization: Text summarization tools and procedures are not always regarded as classic text mapping methods; try to summarize long texts into shorter, easier-to-read versions frequently highlighting crucial details or key ideas.

Text mapping can be a valuable tool for comprehension, note-taking, studying and information synthesis (Handayani, 2020). It helps individuals extract meaning, identify relationships and better grasp the content of a text, whether it's a book, article, presentation or any other form of written or spoken communication. The specific method used for text mapping depends on the purpose and preferences of the person doing the mapping.

3. METHODS

Thiagarajan, Semmel and Semmel's four-D research methodology was used in this R&D study. The four-D model is comprised of the defined stage of, design, development and dissemination (Fitria & Idriyeni, 2017; Kusmawati, Iza, Hindun, & Nuh, 2019; Yanti, Hasratuddin, & Sitompul, 2018). Interviews, observations, questionnaires and tests are among the tools employed. The use of interviews, observations, questionnaires and tests as research tools suggests that the researchers are collecting both qualitative and quantitative data to gain a comprehensive understanding of the subject under investigation (Duffy, 1987). It's important to note that the four-D research methodology provides a structured framework for conducting research and development projects (Tewksbury, 2009) making it easier to manage and execute such projects effectively. Researchers often find this framework useful for ensuring that their R&D efforts are systematic and well-organized.

4. RESULTS AND DISCUSSION

The study findings are organized around the stages of the 4-D (four-dimensional) development paradigm, which include defining, designing, developing and distributing.

4.1. Defining

The data collected from teachers and junior high school students in the research region forms the basis of the analysis during this stage. Furthermore, information is supplemented by observing and analyzing descriptive text mapping learning models in schools, tracing the competency standards and basic competencies used in research activities carried out during the descriptive text mapping learning process and assessing teachers' and students' understanding of the delivery and acceptance of learning materials. Here are the findings of the study.

4.2. Result of Need Analysis

The findings of this study are based on issues that have arisen in the execution of the learning process at the school where the research is being conducted. The findings indicate that teachers' learning models did not make students feel at ease in the classroom.

This study supports the findings of Özmen (2008) who discovered that in these traditional classrooms, students only listen as the teacher provides information and clarifies important concepts. Students' activities are frequently confined to listening to and responding to inquiries from teachers. Boredom is caused by teachers' incapacity to select diverse learning models and the need for new learning media can boost students' passion and willingness to study resulting in an increase in their knowledge (Zid & Casmana, 2021). Therefore, there is a need for new innovations and variations in the implementation of the learning process in classical classes (Hamilton, Rubin, Tarrant, & Gleason, 2019; Watson, 2020).

The findings of a focus group discussion with teachers in the field of Indonesian studies from Padangpanjang, Bukittinggi, and Payakumbuh Middle Schools show that the Indonesian language learning model has not been updated or innovated in a long time, particularly the descriptive text mapping learning model that is simple to understand and engaging for students.

There are still many teachers in the area of Indonesian language studies who are unable to teach literature. Teachers still teach language even in literary materials because literature requires the sensitivity of one's conscience. Table 1 shows the findings of the needs analysis in schools and the focus groups that were held.

Table 1. Result of the need analysis.

No	Determinant factor	Indicator	Causative factor
1	Learning model	Students do not feel comfortable in the classroom. The student only listens, asks and answers questions.	Non-interactive activity
2	Presentation of learning only by giving a sheet of paper containing descriptive text	Students are not motivated. Students have difficulty understanding the text. The interaction of students with the learning material is low. Students do not feel comfortable following the learning process in the classroom.	Less interactive activities. The text theme is too broad. The topics in the descriptive text are not in accordance with the daily lives of students.
3	Teachers are more active in the learning process than students.	Student participation is very low.	Learners tend to be passive. Monotonous learning process.

4.3. Result of Curriculum Analysis

According to Permendikbud no. 24 of 2016, the SMP/MTs curriculum's basic framework and structure consisted of core competencies and basic competencies. Junior High School/Madrasah Tsanawiyah (SMP/MTs) core competence is the level of ability to meet graduate competence standards in each subject that all SMP/MTs students must have. In the development of core competencies, the following notation is used:

a. Core competencies for the spiritual attitude.

b. Core competencies for social attitude.

c. Core competencies for knowledge.

d. Core competencies for skills.

Basic competencies are competencies that must be mastered by students in one subject in a certain class. The data from the curriculum analysis results are contained in Table 2.

Table 2. Results of curriculum analysis.

No	Standard competence	Core competence	What to do
1	Identify information in descriptive text about items heard and read about (Schools, tourist attractions, historical sites and the ambience of regional art performances).	Understand and apply knowledge (Factual, conceptual and procedural) based on their curiosity about visible occurrences and events in science, technology, art and culture.	The topic of the descriptive text that will be mapped must be relevant to the students' lives.
2	Examine the structure and linguistic features of descriptive texts that are heard and read about things (Schools, tourist attractions, historical sites, and the ambience of regional art performances).	Understand and apply knowledge (Factual, conceptual and procedural) based on their curiosity about visible occurrences and events in science, technology, art and culture.	Motivating students to appreciate Indonesian as a vital language, namely as the language of all subjects.

4.4. Result of the Student's Analysis

In this study, the instrument used was a questionnaire to understand the model of Indonesian language education specifically mapping descriptive text that was appropriate for the student's academic level. The data collection is done with the students to get accurate information about their age, capabilities, interests and learning styles in order for the learning model to be effective. It is also filled out by the teacher to get detailed information about the students' abilities Table 3 presents the instrument used to evaluate the survey data of students.

Table 3. Instruments for students.

Structure instrument			
Factor	**Sub-factor**	**Item**	**Total**
Age	1. ≥ 13 years	1,	1
	2. < 13 years	2,	1
Talent	1. General talent	3,	1
	2. Special talent	4,5,6,7,8,9,10, 11,	8
	• Verbal		
	• Numerical		
	• Scholastics		
	• Abstract		
	• Mechanic		
	• Space relations (spatial)		
	• Clerical		
	• Language		
Interest	Language and literature	12, 13, 14, 15	4
Learning style	1.Visual (spatial)	16,17,18,19,20,21,22	1
	2. Aural (auditory)		1
	3. Verbal (linguistic)		1
	4. Physical (kinesthetic)		1
	5. Logical (mathematical)		1
	6. Social (interpersonal)		1
	7. Solitary (intrapersonal)		1

The aforementioned data is examined in order to create a model by (1) collecting data, (2) classifying data, (3) reducing (4) verifying (5) describing (6) presenting and finally (7) drawing conclusions. Junior high school children should be exposed to age-appropriate learning. The data from the analysis of students is shown below. Figure 2 shows the data processing findings of a student analysis from the standpoint of age.
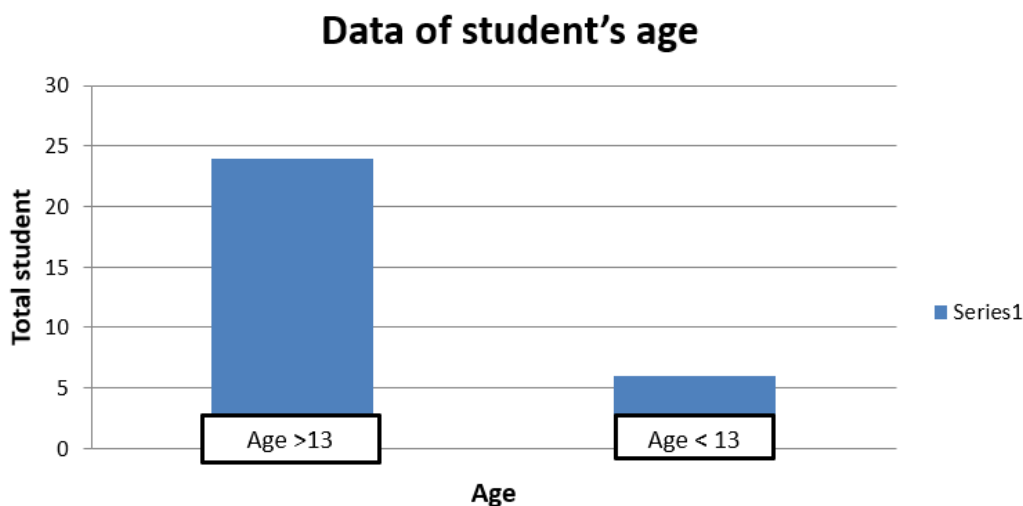

Figure 2. Student's age.

Figure 2 shows that of the 30 students who completed the questionnaire, 24 were 13 years old while 6 were less than 13 years old. Thus, the findings obtained show that the age of class VII.G SMP Negeri 3 Padangpanjang students or research subjects is typically the same as 13 years old, i.e., the age at which creative things are grasped. According to the outcomes of the data analysis on student skills, it can be seen that there are two students with basic talents while the rest have special talents such as six verbal talents, five numerical students, five scholastic people, two abstract people, two mechanics, two spatial relations people (spatial), three people with clerical accuracy and three language learners. According to the statistics, students' exceptional skills are generally verbal, numerical

373

and scholastic, namely talent for concepts represented in words, talent for concepts stated in numbers and combinations of words (logic) and numbers. The capacity to reason, sequence, think in causal patterns, generate hypotheses, search for conceptual regularities or numerical patterns and have a generally sensible outlook on life.

According to the findings of the student interest study, there are 7 students who are extremely interested in language and literary disciplines, 12 people who are interested, 6 people who are less interested and 5 people who are not interested. Based on these findings, it is obvious that only a limited proportion of people are passionate about language and literature. It is a difficult challenge for teachers to deliver engaging and enjoyable learning materials so that students feel comfortable learning in class. Furthermore, the results of the analysis of student learning styles show that students' learning styles are visual (spatial) for four people, aural (auditory) for three people, verbal (linguistic) for five people, physical (kinesthetic) for seven people, logical (mathematical) for three people, social (interpersonal) for five people and solitary (intrapersonal) for three people. These findings show that students' learning styles are primarily physical (kinesthetic), verbal (linguistic) and social (interpersonal). Kinesthetic learning styles are distinguished by their ability to swiftly receive and integrate information through physical stimuli such as touch, the presence of props and self-participation or direct involvement in the learning process. Students frequently believe that they must directly experience something in order to truly comprehend it. The verbal learning style is distinguished by a predilection for using words, including reading and writing to comprehend the lesson. Verbal learners find it easy to read, speak, and write a lot when they are studying. Verbal students like word games, poetry, rhymes and deciphering word meanings. Interpersonal learning styles are typically identified when students have strong social abilities such as the ability to communicate vocally and in writing. They will feel more at ease communicating with teachers and discussing lessons with their peers and they will enjoy learning by expressing their thoughts and debating related topics. When they practice presenting syntax, they will gain a plethora of new skills.

The cognitive abilities of students may be measured by comparing their learning results to KKM in school. Seven students have strong cognitive abilities, 12 have medium cognitive abilities and 11 have low cognitive abilities. It implies that students in class VII.G SMP Negeri 3 Padangapanjang have primarily medium cognitive capacities.

We are able to determine from the student analysis results that the descriptive text learning model with poetic text support fulfils students' needs. Each student is unique in terms of age, skill, interest, learning style and ability. The diversity of students' personalities enables them to attain success in their various disciplines. This requires practice, knowledge, experience and encouragement or motivation to be realized and developed properly. The findings of the examination of junior high school students revealed that the descriptive text mapping learning methodology aided by poetry texts was appropriate for the students' circumstances and personalities. As a result, the resultant learning development model can assist children in receiving learning experiences that are appropriate for their age, skills, interests, learning styles and abilities.

4.5. Concept Analysis Results

In this study, concept analysis is used to assess the learning process in the classroom using observation guidelines and interview forms. Paying attention and listening to instructor explanations, studying teaching materials, asking questions to teachers, answering teacher inquiries, working in groups, reacting to discussion outcomes and respecting friends' viewpoints are all part of the observation guide. The interview guide includes four topics: learning, linguistic and literary elements, content, material and curriculum compatibility and media and presentation. According to the data acquired from the concept analysis, student activities in learning activities are in the good category. The action of analyzing teaching materials falls into the very good category. Paying attention and listening to the teacher's explanations, cooperating in groups and individually and respecting the ideas of friends are all examples of positive behaviors. The activity of asking the teacher questions and reacting to the

findings of the conversation falls under the sufficiency category. The activity of questioning the teacher falls under the less category. This implies that a better learning model is required to make students more comfortable with studying and acquiring better instructional materials.

The findings of interviews with teachers in the field of Indonesian language studies at SMP Negeri 3 Padangpanjang on the usage of descriptive text learning development models aided by poetic texts in learning fall into the good category on average. In terms of aspects,　content, material and curriculum conformance are very excellent. Learning is good and language and literature as well as media and presentation is sufficient. According to the findings of the interview evaluation, the descriptive text learning growth model was extremely important in learning the Indonesian language area of study.

4.5.1. Design Phase

Using poetry texts, the creation of a descriptive text mapping learning model was carried out at this step. The learning model's design is based on the results of a requirements analysis, namely the demands of students for fascinating and entertaining learning models. A descriptive text mapping learning methodology is used in conjunction with poetry texts to increase students' activities and learning results. Students are involved in this learning process. This model is based on the syntax of the mastery learning model which refers to John B. Carroll and Benjamin Bloom's theory (Bruce & Marsha, 2016). They are as follows: (a) orientation, (b) presentations, (c) organized exercises, (d) guided exercises and (e) autonomous activities.

It was discovered that a development model is required so that the learning model is in agreement with the demands of students following various research and analyses of the mastery learning model. The drawbacks of the mastery learning model are as follows: (1) Students do not receive fascinating examples of descriptive texts. (2) Teachers do not employ media. (3) Learning is tedious. (4) Students desire to participate in activities. There is no evaluation or reflection to enhance the syntax of learning at the next meeting. (5) There is too much practice. (6) The presentation of the information is not systematic. (7) There is no assessment or reflection to improve the syntax of learning at the next meeting. As a result, a new descriptive text learning model must be developed in order to make learning more fascinating and enjoyable include students in each syntax and be inventive.

The learning model designed is OMEMPAT which means the letter 0 and the affix four times as follows: (1) O is orientation, (2) 1 is reading and listening to poetry, (3) 2 is mapping the contents of descriptive text, (4) 3 is presenting the results of the description text mapping and (5) 4 is reflecting on the learning process that has taken place. As a result, OMEMPAT is (a) an orientation in which the teacher recalls prior learning while students answer teacher questions and attendance at the start of learning, sets current learning goals and explains learning methods to students. (b) Students read the poem's text in front of the class while the rest of the class listened to their friends read the poem that had been distributed while noting (writing) topics relating to the learning subject. (c) Students mapped the contents of the descriptive text in a patterned fashion according to the theme and its sections in a supervised manner. (d) Students independently present (say) their mapping findings. (e) Teachers and students reflect on learning. Students will recall, choose, determine, analyze and evaluate what they have learned and create solutions for the next better learning process based on the analysis of what they have learned. Students benefit from this combination since it makes learning more pleasant. Because the five syntaxes directly include student actions, these five learning syntaxes are exciting, relevant and student-oriented.

The relationship of each syntax to the requirements of students is (1) orientation, inspiring students, comprehending learning ideas, understanding learning objectives and so on. (2) Reading and listening to poetry while taking notes (writing), this syntax immediately sharpens three linguistic abilities at the same time. Students become engaged and participate by reading, listening and writing and the language of poetry is brief, dense and intriguing. (3) Structured and planned mapping, (4) presenting, improving students' speaking abilities, increasing self-confidence, learning to communicate thoughts, ideas and how to critique constructively (5) Reflect: Teachers

and students alike identify faults in previous learning and collaborate to create ways to improve future learning. As a result, every step in the quadratic learning model's syntax incorporates and includes students. This OMEMPAT is tailored to students' ages, skills, interests, learning styles and abilities.

4.5.2. Develop Phase

This stage of development resulted in a redesigned learning model based on expert input, ideas and criticism, data analysis and test outcomes. Expert assessments, simulations and tests in class VII SMP are carried out at this level. The outcomes of the descriptive text mapping learning approach aided by poetic text are as follows:

4.6. Expert Rating

After all of the analysis for each phase has been performed, the evaluation is validated by a panel of specialists. The experts in question are validators who are qualified in their professions to evaluate the learning model. The validator's output is used as a foundation for revision during the development process. In general, what is verified by specialists consists of features of research content, learning materials, clarity and the beauty of language in poetry texts that are in line with the mapping of the descriptive text to be measured as learning objectives (validation material). Linguistic considerations: (1) Is the descriptive text mapping model's language aided by poetic texts in compliance with Indonesian language rules? (2) Do the phrases employed in the descriptive text mapping learning model with poetry text not lend themselves to numerous interpretations?

The validity of the expert's assessment of the descriptive text-assisted learning model of poetry texts was given a very excellent rating by the validator.

The average value of the learning material is 3.57 which is in a very good category. The clarity aspect is 3.40 in the good category and the beauty aspect of poetry is in accordance with the learning objectives 3.38 in the good category in accordance with the Indonesian language rules.85 with a very good category and unambiguous sentences 3.93 with a very good category according to the aspects assessed. The results indicated that the descriptive text learning model aided by poetic text was appropriate for use in the learning process's implementation based on the expert evaluation data presented above.

4.7. Learning Model Testing

The descriptive text mapping learning approach aided by poetic text was tested in an experimental setting at SMP Negeri 3 Padangpanjang. This test was carried out to assess the efficacy of the learning model.

5. RESULTS OF THE LEARNING MODEL TEXT MAPPING DESCRIPTION AIDED BY POETRY TEXT

Learning is said to be successful when students meet the learning objectives that have been established. The fulfillment of the aims established, namely enhancing students' knowledge, abilities, attitudes or behavior demonstrates the success of the descriptive text mapping learning methodology supplemented by poetic text. Assessments were conducted before and after using the descriptive text mapping learning approach supplemented by poetic texts in class VII.G SMP Negeri 3 Padangpanjang to assess the success of boosting students' cognitive capacities. Only 28 of the 30 students in class VII.G of SMP Negeri 3 Padangpanjang were present when the test was given.

The following data were acquired based on the learning outcomes assessments (pre- and post-tests) of 28 students in the cognitive domain:

Table 4. Student cognitive value.

Paired samples statistics		Mean	N	Std. deviation	Std. error mean		
Pair 1	Post-test	83.5	28	10.6	2.00		
	Pre-test	73.5	28	8.07	1.52		
Paired samples correlations							
			N	Correlation	Sig.		
Pair 1	Post-test and Pre-test		28	0.70	0.00		
Paired samples test		Paired differences				T	Df	Sig. (2-tailed)
		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference			
					Lower	Upper		
Pair 1	Post-test and Pre-tests	10.0	7.60	1.43	7.05	12.9	6.96	27	0.00

Based on Table 4 data, it is known that the average score for the pre-test is 73.5714 and the post-test is 83.5714. Thus, there is an increase in learning outcomes of 10.0 points. Furthermore, in the paired sample correlation table, a significance value of 0.000 is obtained which is smaller than alpha 0.05 which means there is a significant relationship between the pre-test value and the post-test value.

Based on the output of the paired sample test, the calculated t value was 6.961 with a significance value of 0.000, degrees of freedom (df) 27 and alpha 0.05 and the t table value was 1.703. The calculated t value is greater than the t table so it can be concluded that there is a significant difference between the pre-test and post-test scores.

Furthermore, the following table shows the difference in the attitude values of students before and after the use of the descriptive text mapping learning model with the aid of poetry.

Table 5. Student attitude score.

Descriptive statistics	N	Minimum	Maximum	Mean	Std. deviation	Variance
Before	28	72.0	100	85.7	7.88	62.2
After	28	78.0	100	93.8	5.84	34.1
Valid N (listwise)	28	0	0	0	0	0
Paired samples test						

Paired samples test		Paired differences					T	Df	Sig. (2-tailed)
		Mean	Std. deviation	Std. error mean	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Before and after	8.07	9.29	1.75	4.46	11.6	4.59	27	0.00

Based on Table 5, it can be seen that the average student attitude score before treatment was 85.7857 and after treatment it was 93.8571. This value shows an increase of 8.0714 points.

The results of data processing using SPSS obtained a t value of 4.594 with a significance value of 0.000. Meanwhile, the t-table value with alpha is 0.05 with df. 27 obtained at 1,703. Therefore, the calculated t value is greater than the t-table so it can be concluded that there is a significant difference in students' attitude values before and after using the descriptive text mapping learning model using poetry media.

The table below compares the worth of students' skills before and after using the descriptive text mapping learning methodology with poetry material. The measurement results are shown in Table 6.

Table 6. Student skills score.

Descriptive statistics	N	Minimum	Maximum	Mean	Std. deviation	Variance
Before	28	62.5	93.7	79.9	10.1	102
After	28	62.5	93.7	84.8	7.68	59.1
Valid N (listwise)	28	0	0	0	0	0

Paired samples test		Paired differences					T	Df	Sig. (2-tailed)
		Mean	Std. deviation	Std. error means	95% confidence interval of the difference				
					Lower	Upper			
Pair 1	Before and after	4.91	11.0	2.09	0.61	9.20	2.34	27	0.02

According to Table 6, the average skill value of the students was 79.9107 prior to receiving treatment and it increased to 84.8214 following treatment. Thus, there was an increase of 4.9107 points.

The Statistical Program for Social Science (SPSS) application test results reveals that the t-value is 2.347 with a significance of 0.027. The value of the t table with Df. 27 and alpha 0.05 was 1.703. As a result, the t- value is greater than the t-table value implying that there is a substantial change in students' skills before and after using the descriptive text mapping learning approach with poetry text. Based on a variety of studies, it has been demonstrated that using the descriptive text mapping learning paradigm in conjunction with poetic text may significantly increase students' cognitive, emotional and psychomotor capacities in learning.

5.1. Social System

In class VII SMP, the process of studying descriptive text mapping with the assistance of poetry texts is carried out in a traditional setting. In the learning process, teachers serve as planners, motivators, facilitators, directors, assessors, inspirations, and initiators. Teachers condition children at the start of learning so that they understand the poetry they read, and this is the primary medium for learning descriptive text mapping. Furthermore, instructors guarantee that students are on the proper track by tracking their progress through exercises, assignments, and quizzes. Students participate in this social system as readers, listeners, writers, reasoners, data processors, and presenters. During the learning process, students engage in all of these activities.

5.2. Reaction Principle

The reaction principle is a series of activities that describe teachers' responses to students, whether they are individual, groups or as a whole. The response principle describes how teachers want students to behave during learning activities such as by giving feedback, reinforcing, guiding, evaluating, asking, responding, reacting, criticizing, daydreaming, upsetting friends, being less serious and so on.

5.3. Support System

This descriptive text mapping learning approach which is aided by poetry text necessitates the use of a support system, namely poetry text. According to the model's description, this poetry-assisted descriptive text mapping learning paradigm has constraints one of which is that teachers must be engaged in the topic of literature.

5.4. Dissemination Phase

The learning model created during the development stage is then distributed or socialized to a small group of teachers and students at SMP Negeri Padangpanjang. Several inputs were obtained throughout the distribution of this tool which was used to update the first draft to the final draft. The participants' inputs are as follows: 1) The descriptive text mapping learning model assisted by poetry text will be more meaningful if it is tailored to the students' social circumstances and 2) the descriptive text mapping learning model assisted by poetry text should

not be limited to a single learning subject. The following improvements were made to the descriptive text mapping learning model with the use of poetry texts following distribution at SMP Negeri Padangpanjang.

Table 7. Specific model changes

No.	Audience input	What's changed	Change result
1	Syntax	Reading	Reading and listening
2	System social	Reader	Readers and listeners
3	Indirect effect	Active	Active and interactive

Based on Table 7, it can be seen that the changes in the descriptive text learning model using descriptive text media after dissemination include: 1) the syntax experienced a change from students reading to students reading poetry while other students listened. 2) In the social system, the role of students is not only as readers but also as listeners. 3) The indirect effect of the learning model is that it makes active students change into active and interactive students.

The descriptive text mapping learning development approach aided by poetic text assists teachers in providing instructional materials for learning activities in the field of Indonesian language studies. The learning model is supposed to improve the cognitive, emotional and psychomotor learning outcomes of students which foster creativity in exploring the moral ideals presented in each session. Rapid changes in the world around us, social relations and ideological foundations prompt us to search for new approaches to educational problems. Therefore, the classroom should involve students' activities in the implementation of positive character values (Fitria , Christian , & Rassid 2019; Irwan-Fathurrochman, Alamsyahril, & Kristiawan, 2019; Maseleno et al., 2019).

The descriptive text mapping learning development methodology aided by poetic text is in agreement with student characteristics. According to the above discussion, the creation of this learning model may be regarded as practical (Bruce & Marsha, 2016). The model should be able to serve as a reference for teachers when developing learning activities. The descriptive text mapping learning methodology aided by poetic text can assist students in taking an active part in their Indonesian learning. This is consistent with the 2013 curriculum's requirement that "a suitable learning environment would facilitate the realization of an active, creative, effective, and meaningful learning process (Mulyasa, 2006). Quality learning outcomes will be easily obtained if teachers can do this. As a result, educational activities must be diversified in order to create deep and meaningful learning which can lead to real-world, difficult and inventive circumstances. Teaching and learning activities that take place in a certain academic culture are intertwined with one another (Miguel, Ruiz, Blas, & Perea, 2018; Wittek & Habib, 2013).

As a result, it can be claimed that the descriptive text mapping learning model aided by poetry text was applied by teachers implying that the descriptive text mapping learning model aided by poetry text was developed practically. Learning models are said to be practical if teachers can use them to teach students quickly, clearly and continually. As a result, the designed learning model may be employed in other schools that require it.

The use of a descriptive text mapping learning approach aided by poetic text help instructors manage time for learning activities. This suggests that the availability of a descriptive text-mapping learning model supported by poetry is one of the aspects that can help learning activities operate smoothly and increase educational quality. According to Sanjaya (2011), the learning model provides convenience and aids teachers in the preparation and execution of learning activities.

6. CONCLUSION

It can be concluded that teachers must design learning models that allow students to enjoy learning activities based on the results and discussion of descriptive text mapping learning models assisted by poetry texts. The descriptive text mapping learning model assisted by poetry text must be implemented and the descriptive text mapping learning model assisted by poetry text produces five syntaxes, namely OMEMPAT.

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