



Multimodal Approach to Poetry Learning for Students of Indonesia Language and Literature Education Program

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Abstract. It is very important to apply a multimodal approach to learning in an era of Smart Society 5.0 and Merdeka Belajar Kampus Merdeka to increase the level of knowledge and skills to bring up innovation in learning outcomes. This study aims to answer how a multimodal approach is applied in poetry learning. The method used is descriptive quantitative with data analysis using percentages. The research subjects were students of poetry programming, Indonesian Language and Literature Education Study Program, PGRI Wiranegara University, totalling 85 respondents and collecting data using a questionnaire instrument in the form of a statement, using a *Likert scale*. The overall results show that learning with a multimodal approach is in the very positive category. The analysis of each indicator shows that it is in the very positive category with details: 1) Learning planning according to student multimodal learning the percentage of the results is 95.05%, 2) Learning process according to student learning multimodal the percentage is 96.82%, and 3) Learning evaluation according to the percentage of multimodal student learning is 91.64%. The impact of applying a multimodal approach in poetry learning on student learning outcomes innovation is 87.76%. The multimodal approach in poetry lectures effectively increases interest, achievement, and innovation in learning outcomes, making it easier for lecturers to achieve learning goals under the spirit of Freedom to Learn-Independent Campus or *Merdeka Belajar Kampus Merdeka (MBKM)*.

Keywords: Innovation · Multimodal · Freedom to Learn-Independent Campus or Merdeka Belajar Kampus Merdeka (MBKM) · Poetry

1 Introduction

Freedom to Learn-Independent Campus or *Merdeka Belajar Kampus Merdeka (MBKM)* in 2020 has been officially launched by the Ministry of Education, Culture, Research, and Technology. MBKM's goal is to prepare students to become strong graduates relevant to the times' needs and ready to become leaders with a high national spirit [1]. MBKM gives students an offer to develop knowledge according to their wishes. Development carried out through several programs including studying outside the study program inside the university or outside the university, addition, there are internship programs, independent

projects, entrepreneurial activities, village building, and teaching and research assistants [2]. This program is expected to prepare students to become strong and competitive graduates.

Students are unique in learning from one another [3]. This uniqueness needs to be facilitated with the right learning approach. According to Fajri [4], the application of a multimodal approach in learning can help students diverse, quality, and a broad learning experience. With a multimodal approach, students can choose their learning object or the most appropriate representation for their modal reference based on the dominant learning style. These, enabling educators to meet the diverse learning need of the students.

Multimodal often refers to the way of humans communicate using *modes* [5]. For example, by using several semiotic modes simultaneously in product design or semiotic events, various modes are combined to complement and amplify in a certain order. In the current era of *smart society 5.0*, it can be said that our lives cannot be separated from multimodal. Jewitt [6] suggested that people make meaning from their experiences in using multimodal language, pictures, and gestures, sound actions, and other resources. Thus, the multimodal approach can be interpreted as an effort to visualize the text. Multimodal learning approach by visualizing text can be used as an alternative learning strategy.

Language learning with a multimodal approach is related to learning modalities which include visual, auditory, and kinesthetic modalities [7]. If used properly, the three modalities in learning will improve understanding and learning outcomes. The modality approach in language learning, especially writing poetry by utilizing modal texts in the form of visuals, has been carried out by Burhanuddin [8]. In writing object poetry using *Google Earth* as a source of information, not direct observation. This visual modality effectively improves the ability to create object poetry.

However, Learning in the *Smart Society 5.0* Era is required to contain 21st century competencies, including creative thinking skills, critical thinking in problem solving, communication, and collaboration [9]. Based on the observations of researchers as educators, poetry learning in the Indonesian Language and Literature Education Study Program PGRI Wiranegara University, lesson planning, learning methods and learning evaluation have not facilitated the student's multimodality. Poetry learning is conventional, and not relevant to 21st century competencies, so that poetry learning has not maximally achieved the expected learning objectives, so it is necessary to evaluate the planning, process, and evaluation of learning.

Based on the description above, it is necessary to have a learning model that can improve understanding and have values that are relevant to the needs of the times. Therefore, a multimodal approach in poetry lectures is one way that can improve learning outcomes and is in accordance with the spirit of MBKM. A multimodal approach is used in learning planning, learning processes, and evaluation.

2 Methods

Quantitative was chosen as the research approach, with data analysis using percentages. Students of the Indonesian Language and Literature Education Study Program, PGRI Wiranegara University Batch 2020, as many as 85 students became the object of research.

Table 1. Interpretation Criteria Score [10]

No	Score (%)	Category
1	76–100	Very Positive
2	51–75	Positive
3	26–50	Negative
4	1–25	Very Negative

Table 2. Analysis of Learning Trends when Applying the Multimodal Approach in Poetry Lectures

No	Indicators	Score Ideal	Score Results	Percentage	Category
1	Learning planning based on student learning multimodal	425	404	95,05%	Very Positive
2	Process learning based on multimodal student learning	850	823	96,82%	Very Positive
3	Evaluation learning based on multimodal student learning	850	779	91,64%	Very Positive

The data in this study were obtained from a questionnaire of 4 variables with 6 statements, using a *Likert* as a choice. The results of the data obtained in the form of quantitative data are then described in the form of percentages. The aim is to facilitate reading and understanding of the data. Steps 1) Each indicator based on the variable is calculated the score of acquisition, 2) calculate the percentage of each answer on the indicator, and 3) conclude.

The percentage scale used in concluding the results of the research data uses Table 1 score interpretation criteria.

Based on the score interpretation criteria of the higher percentage of respondents are based on the respondents' perception.

3 Findings and Discussion

The research findings obtained from the research data will be described based on the trend of learning outcomes when applying the multimodal approach in poetry learning 1) Learning planning based on student learning multimodal, 2) Learning Process based on student learning multimodal, 3) learning evaluation based on student learning multimodal. Score data from the calculation of the indicator variables are as in Table 2.

Data collection was carried out in the Indonesian Language and Literature Education Study Program Class of 2020 with a total of 85 students. Based on the results of the research scores, the total respondents' answers related to applying the multimodal approach in poetry learning were 94.4%, with a very positive category.

Table 3. Impact Analysis of application of Multimodal approach

No	Indicators	Score Ideal	Score results	Percentage	Category
1	The Impact of Implementation of the Multimodal Approach on the Innovation of student learning outcomes	425	373	87,76%	Very Positive

**Fig. 1.** Poetry T-shirt the results of poetry learning innovations (source: private collection from class)**Fig. 2.** Poetry Mug Results of poetry learning innovations (source: private collection from class)

The impact of the multimodal approach in poetry learning on the innovation of student learning outcomes obtained an 87.76 % answered with a very positive category (Figs. 1, 2, 3 and 4).

Applying a multimodal approach to poetry learning, Indonesian Language and Literature Education Study Program students produce poetry innovation projects in the form of poetry t-shirts, poetry cups, poetry collection books, and *YouTube channels* poetry content.

Based on the study's results, the total number of respondents' answers related to the trend of learning outcomes when the multimodal approach was applied in poetry learning was 94.4%, with a very positive category. With the following details:

Based on Table 2 data, analysis of learning tendencies based on a multimodal approach in poetry learning for students of the Indonesian Language and Literature Education Study Program, the first variable is learning planning based on multimodal student

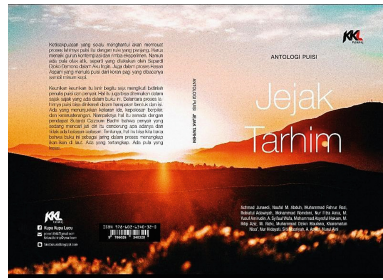


Fig. 3. Poetry collections result from learning innovations in poetry

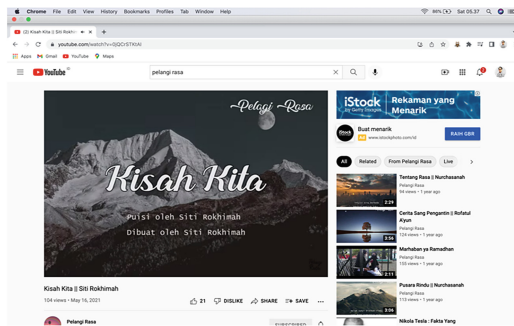


Fig. 4. YouTube channel poetry learning innovation results (source: <https://youtu.be/0jQCrSTKtAI>)

learning, the percentage shows a figure of 95.05%. In general, poetry learning is based on a multimodal approach to student learning in the very positive category. The study results indicate that learning planning with a multimodal approach begins with evaluating multimodal student learning by looking at the multimodal learning of each student. According to Wuarlela [11], the fundamental component that needs to be considered in learning planning is multimodal learner learning. Students as learners will be seen as multimodal in their respective learning. It aims to determine materials, methods, and learning media in the learning process so that learning is high quality and interesting.

The results of data analysis from Table 2 show the results of the score with the percentage of the Learning Process based on student learning multimodal of 96, 82%. It can be concluded that, in general, the learning process in the variable learning process based on student learning multimodal is in the very positive category. The results showed that most students who attended lectures with a multimodal approach indicated that the learning process they took was in a very positive category. According to Yunitasari [12], the learning process that sees multimodal learners is directed. Learning that takes place by paying attention to multimodal learning positively impacts the teacher understands of the material. According to Ismantohadi et al. [13], materials adapted for multimodal learners can help them understand learning materials easily.

The learning process by looking at students' multimodal requires lecturers to prepare several materials and media to adjust the multimodal learning of each student with a

group learning process according to the dominant modality of each student. Grouping of students based on multimodal influences learning outcomes according to Widayanti [14], the grouping in the learning process according to the multimodal own positively influences the learning process and can improve learning outcomes.

The results of data analysis from Table 2 the presentation of learning evaluations based on student learning modalities is 91.64%. The presentation concluded that the evaluation of learning carried out by taking into account the multimodal learning of students was in the very positive category. Learning evaluation that looks at multimodal student learning based on the third variable has three indicators: 1) early evaluation indicators before the learning process occurs. This initial evaluation is used to obtain multimodal data on student learning which will later be used as a basis for planning the learning process, which includes adjustments to materials, methods, and media. According to Putri and Rinaningsih [15], an initial evaluation needs to be done to see learning styles so that it is easy for teachers to determine materials and media in the learning process so that the learning process becomes fun and can improve learning outcomes. 2) Evaluation indicators in the learning/formative process. This evaluation is to see the students' learning tendencies in the learning process and the achievement of learning objectives for each stage of the material. Evaluation in learning is also to obtain data on the learning process, whether there are special notes or extraordinary events. The teacher will use the data to determine the next learning process. According to Adella [16], formative evaluation is used to improve the quality of instructional programs and as a guide to improving the content or material of learning outcomes. Formative evaluation is also effective in improving learning outcomes. 3) Indicators for the final evaluation of learning/summative. This final evaluation aims to see the test results as a written test/performance/project. The content of the summative evaluation is not uniform but varies according to the student's multimodal learning. The assessment is adjusted for the results obtained by each student.

The results of data analysis in Table 3, the percentage of the impact of the application of a multimodal approach on student learning outcomes innovation is 87.76%. It can be concluded that the impact of applying a multimodal approach to innovation in poetry learning outcomes is in the very positive category. The study results show that students who participate in learning feel easy and can complete tasks by carrying out various innovations according to the multimodal learning of each student.

With a multimodal approach, students are involved in learning, starting from lesson planning, learning process, and learning evaluation. With the application of a multimodal approach to poetry learning, students of the Indonesian Language and Literature Education Study Program produced a poetry innovation project as a final project in the form of poetry t-shirts, poetry cups, poetry cups, poetry collection books, and *YouTube channels* poetry content each student.

4 Conclusion

From the results of the discussion on the application of a multimodal approach in poetry learning for students of the class of 2020, programming of poetry courses, the Indonesian Language and Literature Education Study Program, PGRI Wiranegara University, the

percentage results from 3 variables are: 1) Learning planning according to multimodal student learning the percentage of results is 95.05%, 2) the learning process according to the multimodal student learning the percentage is 96.82%, 3) the learning evaluation according to the multimodal student learning the percentage is 91.64%, in the very positive category. Discussion on the impact of applying a multimodal approach in poetry learning on student learning outcomes innovation obtained a percentage of 87.76%, with the category very positive. So it can be concluded that the multimodal approach in poetry learning based on lesson planning, learning process, and learning evaluation shows positive results. The multimodal approach in poetry learning can foster innovation in student learning outcomes in the very positive category. The innovation of poetry learning outcomes in the form of poetry t-shirts, poetry cups, poetry cups, poetry collection books, and *youtube channels* shows students have 21st Century competencies, namely creative, critical thinking in solving problems, ability to communicate and collaborate, which will later become strong graduates, relevant to the needs era under the spirit of MBKM.

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