Digital Teaching Materials for Poetry Texts Oriented Towards the Pancasila Student Profile in SMA/SMK

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ABSTRACT

This research aims to develop poetry text teaching materials that are presented digitally, are attractive, improve the character profile of Pancasila students, and are easy to use by teachers or students in learning Indonesian, especially poetry text materials for class X SMA/SMK students. Based on the research objectives, the output of this research is to produce digital teaching materials for poetry texts oriented towards Pancasila student profiles that are feasible and can be implemented in learning. The method used in this research is the development research method, which refers to the steps of the development model developed by Branch, namely, ADDIE. Development design is grouped into five procedures: analysis, Design, development, implementation, and evaluatione. Data collection used interview guidelines, observations, questionnaires for material experts, questionnaires for material experts, questionnaires for media experts, assessments from Indonesian language teachers, and material assessment instruments. The research results showed that the design of digital teaching materials for poetry texts based on expert validation obtained an average percentage of results of 81% with a very feasible category. The results of the implementation of 60 students with pre-test and post-test treatment show differences in average learning outcomes, so it can be concluded that the use of digital poetry text teaching materials oriented towards Pancasila student profiles can increase students' absorption in learning.

Keywords: Digital Teaching Materials, Pancasila Student Profiles, Poetry Texts

I. INTRODUCTION

The world of education has a big role and responsibility, because through education generations will be born with extensive knowledge, high skills, faith in God Almighty, and generations who are creative and independent, so that they are able to live in their nation's country and in the community between nations. Based on this statement, students should be able to achieve appropriate graduate learning competency results, namely a combination of knowledge, attitudes, and skills that are reflected in everyday life.

The educational problems faced by the Indonesian nation both currently and in the future are certainly very broad, complex, and challenging. An important issue in the world of education is the effort to improve its quality, especially by increasing human resources. The Ministry of Education, Culture, Research, and Technology is currently making efforts to improve it. Changes to curriculum policy in education were decided by the Ministry of Education and Culture, Research and Technology Number 162/M/2021 regarding driving schools that implement an Independent Curriculum, which is used as the final option and can be implemented in educational units in 2022-2024. This policy was formed because of a decline in the quality of learning felt in the world of education during the Covid-19 pandemic, which is known as (*Learning loss*). An independent curriculum is a competency-based curriculum that can support learning recovery through intracurricular and co-curricular activities (projects).1

Based on Law N0.20 of 2003, Article 3 concerning National Education, namely National Education, aims to develop students' potential to be obedient to God, have noble character, be healthy, be knowledgeable, be creative, be independent, and become democratic and responsible citizens. . Therefore, the role of national education is not only about the learning capacity and knowledge possessed but also in forming the character of students. Another perspective conveyed by Ki Hajar Dewantara is *"Ing Ngarso Sung Tulodo, Ing Madyo*

*Mangun Karso, Tut Wuri Handayani",*which means that educators play a very important role in character formation for students in education. Education becomes a good role model when it is in the front, motivation when it is in the middle, and educators become a motivator for students.2

Learning Indonesian at the end of phase E, students have the language skills to communicate and reason according to objectives and social, academic, and work world contexts. Students can understand, process, interpret, and evaluate information from various types of texts on various topics. Students can synthesize ideas and opinions from various sources. Students can actively participate in discussions and debates. Students are able to write various texts to convey opinions and present and respond to non-fiction and fiction information critically and ethically.

Meanwhile, the achievements per element that students must master include: 1) listening, students are able to evaluate and create information in the form of ideas, thoughts, feelings, views, directions, or accurate messages from listening to various types of texts (non-fiction and fiction) in the form of monologues, dialogues, and speeches; 2) reading and viewing, students are able to evaluate information in the form of ideas, thoughts, views, directions,or messages from various types of texts, for example, descriptions, reports, narratives, recons, explanations, expositions, and discussions, from visual and audiovisual texts to find explicit and implied meanings. Students creatively interpret information to express ideas and feelings of sympathy, care, empathy, and/or opinions pro/con from visual and audiovisual texts. Students use other sources to assess the accuracy and quality of data and compare text content; 3) speaking and presenting, students are able to process and present ideas, thoughts, views, directions, or messages for the purpose of submitting proposals and formulating problems and solutions in the form of monologues, dialogue, and speech titles logically, coherently, critically, and creatively. Students can create expressions in accordance with politeness norms in their communication. Students contribute more actively to discussions by preparing materials and carrying out tasks and functions in discussions. Students are able to express sympathy, empathy, care, feelings, and appreciation creatively in the form of multimodal fiction and non-fiction texts; 4) writing: students can write ideas, thoughts, views, directions, or written messages for various purposes logically, critically, and creatively in the form of informational and/or fictional texts.

The problem is that, so far, students have been less interested in Indonesian language lessons, especially learning related to writing. Writing is considered quite difficult to learn. Writing can also be interpreted as a process, which, as stated by Nafiah, is the process of pouring ideas into written language. In practice, the writing process is realized in several stages that constitute a more complete system. 3 Agree with this statement.*"Writing is an activity of expressing feelings in written language in order to entertain, convey, explain, or tell something to someone."4*

Writing learning materials is one of the skills in the field of language literature that SMA/SMK students must master. However, in the field of learning to write poetry, students tend to avoid it. However, we know that the function of learning itself is to increase intellectual and emotional intelligence.

Based on the results of interviews with teachers and students, there were several obstacles to learning to write the poetry experienced by students. These obstacles include: 1) the opinion that poetry is less interesting; 2) the view accompanied by prejudice that writing poetry is often hampered by experience and the difficulty of putting stories into writing; 3) the learning methods implemented by teachers are still conventional; 4)teachers consider that textbooks can provide practicality in teaching and learning, so they only rely on student handbooks obtained from private publishers, do not use teaching materials that they have made themselves, the assignments and exercises are all in the textbooks, so the books are considered sufficient to use as teaching material for students; and 5) questions asked about what methods teachers should use in teaching if the students' answers are not good, including teachers must often tell stories in learning, teachers must train students to see students' talents, and teachers must change teaching methods/methods; for example, book teaching materials can be replaced with digital teaching materials such as videos, as well as by utilizing existing laptop facilities.

Based on the explanation above, several problems faced by students can be identified, including: students' writing motivation is still very low, students have difficulty expressing their thoughts in writing, and the methods used by teachers have not attracted students' attention; based on several inputs submitted by students, it was concluded that students wanted a change in teachers' teaching methods in using printed teaching materials to digital teaching materials so that they were more interesting because the presentation was more varied with video displays and so on.

The results show that the development of digital teaching materials provides extraordinary benefits. 5 Teachers previously only relied on PowerPoint in teaching and can now use other platforms to compile and deliver their digital material.

The development of digital teaching materials for poetry texts is feasible because it is necessary for students to have global competencies in the form of empathy and communication skills, the necessity of using technology in education, and the many results of research on technology-based developments that have succeeded in improving the quality of learning. It is hoped that the use of digital teaching materials for poetry texts can be a solution to improve creativity and poetry writing skills. In additiont, it can support learning to write poetry to make it easier, creative, effective, efficient, and fun so that students' imagination and creativity can be further explored. Motivated by these problems, the problem formulation in this research is as follows. 1) How is the design of digital teaching materials for poetry texts oriented towards Pancasila Student Profiles in SMA/SMK? 2) What are the results of the implementation of digital teaching materials for Pancasila Student Profile-oriented poetry texts in SMA/SMK? This includes studying poetry text material by cultivating and understanding student characters, which is in line with the character values in the Pancasila student profile. One example of the implementation of students' creative character is the preparation of poetic texts. This agrees with the statement that good poetry is the result of a creative process that describes the thoughts and feelings of a poet when interpreting reality into a work that can be read by other people.16

Based on the implementation of the Merdeka Curriculum for Learning Recovery, the Pancasila Student Profile includes Dimensions, Elements and Sub-Elements of the Pancasila Student Profile, containing explanations and stages of development of the Pancasila Student Profile. Apart from strengthening the Pancasila Student Profile, the Indonesian language material is poetry text. This material is found in Objectives Learning 1)Students are able to evaluate and create information in the form of ideas, thoughts, feelings, views, directions or accurate messages from listening to poetry texts, 2) Students are able to process and present ideas, thoughts, views, directions or messages from the poetry they read, 3) Students are able to process and present by discussing ideas, thoughts, views, directions or messages, creating expressions in poetry texts, 4)Students are able to write ideas, thoughts, views, directions, or written messages in poetry texts, write poetry texts and publish them. A poetic text is a type of literary work that is quite popular and is a language skill that expresses feelings in a written poem. Poetry literary works are a form of work that expresses the poet's thoughts and feelings imaginatively and contemplatively. 6 Writing poetry must be implemented to train students' thinking skills and express their feelings.

In the 4.0 era, teaching materials have developed towards digital teaching materials, and based on the problems presented, teaching materials in the 4.0 era are developing towards digital teaching materials. 7 These teaching materials were developed with certain strategies that can increase students' interest and ability in post-writing activities. This teaching material is prepared based on the steps for creating digital teaching materials so that it can stimulate students to be more creative in writing poetry. Rozak and Rasyad stated that teachers' obligations towards students must be able to instill character while students are in school, as follows: (1) have the ability to live as individuals and citizens with indicators that must be inherent; (3) faithful; (4) productive; (5) creative; (6) innovative; (7) affective; and (8) able to contribute to the life of society, nation, state, and world civilization.8This requires teachers to be more creative in updating teaching materials according to current developments. Students play an active role in class. The implication of the learning process is that students are encouraged to learn independently. Students learn actively by developing concepts and principles.9

The product developed in this research is the development of digital teaching materials for poetry texts oriented toward the Pancasila Student Profile. The resulting research product of digital teaching materials for Pancasila Student Profile-oriented poetry texts for students can provide changes to the Indonesian language learning process at the SMA/SMK level. Therefore, teachers are expected to be able to compile and develop teaching materials that match the expected competencies and help students learn independently. The use of digital teaching materials can be optimal and run well if educators can direct students appropriately. Therefore, based on the description and several findings above, the author was encouraged to conduct research with the title '"Digital Teaching Materials for Poetry Texts Oriented to Pancasila Student Profiles in SMA/SMK"'.

The teaching materials used were digital teaching materials that will help students search for and find their own problems according to the poetry texts written by students. Thus, aspect Pancasila student professors who are still weak can become stronger, apart from the fact that students are also required to be able to think creatively, independently, reason critically, work together, have global diversity, and so on in finding answers to the material being studied.

Teaching materials support learning success. Teaching materials that attract students will provide motivation, independence, and creativity in learning. Likewise, digital teaching materials with interesting

poetry texts in learning can make students enthusiastic in studying poetry texts, thereby strengthening them Pancasila Student Profilestudents in presenting poetry texts will improve and be better.
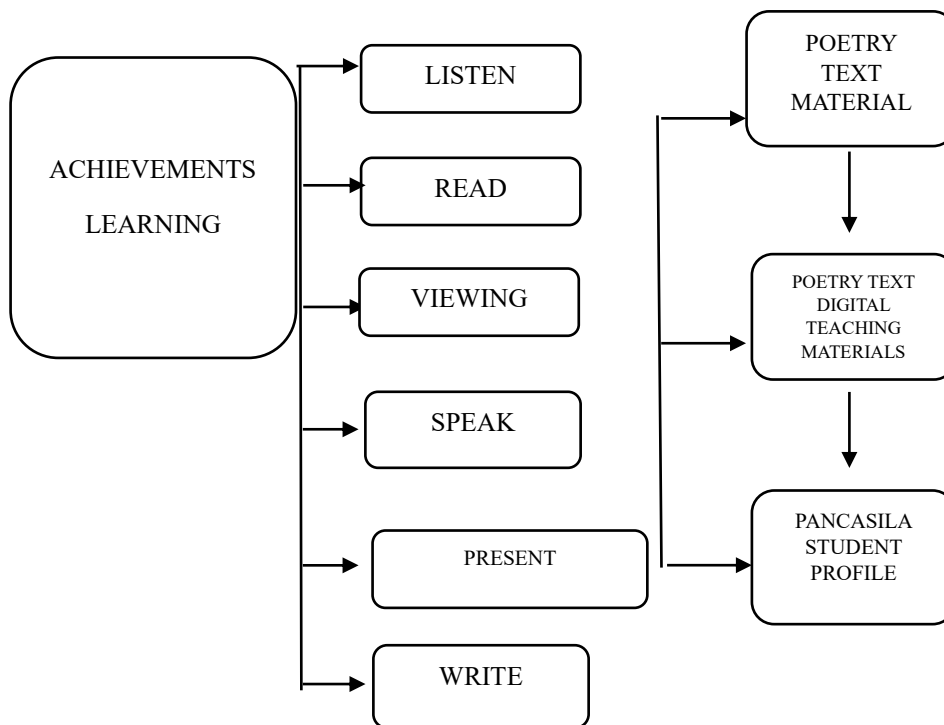

Figure 2: Thinking Framework for Digital Poetry Text Teaching Materials

II.   RESEARCH METHODS

The research method used in this study is the development research method. According to Sugiyono, the research and development method or in English Research and Development is a research method that is implemented with the aim of producing a particular product to test the effectiveness of that product. 11 The research design used was the ADDIE development model developed by the Branch. ADDIE is an abbreviation for analysis (analysis), design (design), development (development), implementation (implementation), and evaluatione (evaluation).12

The development method used in research on the development of digital teaching materials is oriented poetry texts Pancasila Student Profile to students. The ADDIE method is an abbreviation of the five development stage words: Analysis, Design, Development, Implementation, and Evaluation. According to Tegeh, this model has five stages or steps that are easy to understand and implement to develop development products such as textbooks, learning modules, learning videos, multimedia, etc. 13 This model is considered suitable for development because it has a logical sequence of stages that uses the results in certain stages to proceed to the next stage.

In the analysis stage, we analyze the problems that occur during learning. According to Branch, the purpose of the analysis is to identify the probable cause for a performance gap; that is, the purpose of the analysis is to determine the cause of the problem for the gap that occurs. 12 Therefore, analysis was carried out to find as many as possible. The urgency of the problem regarding the need for a product to be created and developed.

In the design stage, namely, designing and determining the competencies and products to be made. According to the Branch, the purpose of carrying out the design stage is to verify the desired performance and appropriate testing methods. 12 The design that will be implemented is a learning scenario using digital poetry-text-oriented teaching materials.

The third stage of ADDIE develops or develops. At this stage, according to Branch, the aim is to produce and validate the design being developed.12

The next stage is implementation. The branch stated that the implementation stage was carried out to apply products that had been designed and developed to prepare a learning environment involving students. 12 The implementation stage was conducted when the product was validated by experts.The final stage is evaluation. The branch stated that the purpose of the evaluation was to assess the quality of the learning product and process, both before and after implementation.12

The activities at each stage of ADDIE designed by the researchers were as follows:Oriented Analysis of Poetic TextsPancasila Student Profile, at which point the researcher analyzed the problems that formed the basis of the research. Then, we analyzed the needs according to student characteristics as materials for designing teaching materials that are tailored to learning outcomes (CP). In this analysis, it was discovered that the teaching materials used could not be strengthened by the Pancasila Student Profileto students. Therefore, it is necessary to design teaching materials that can strengthen the Pancasila Student Profile for students to solve this problem. Design of Poetry-Text Oriented Teaching Materials Pancasila Student Profile, and the second stage is designing the design. This stage is the initial design of the teaching material, namely, creating a framework for digital teaching materials. Then, a digital teaching material design was prepared based on the CP. Instruments for feasibility testing were designed at this stage. Development of Poetry Text Oriented Teaching Materials Pancasila Student Profile, and the third stage is development. At this stage, all components of the previous stages in the form of digital teaching material design, student self-assessment questionnaires, and teaching and learning observation instruments were validated by experts and teachers using the assessment instruments that were prepared. The results are then revised to obtain a design that will be used in the next stage. Implementation of Poetry-Text Oriented Teaching Materials Pancasila Student Profile, and the fourth stage is implementation. This stage is the implementation of products that have been developed and validated by experts and teachers, namely, the design of digital teaching materials. During the implementation process, learning was guided by the researcher and the class teacher. This stage was used to determine students' responses to the product being developed. Evaluation (Evaluation) of Poetry Text Oriented Teaching Materials Pancasila Student Profile, and the fifth stage is evaluation. The evaluation stage was used to evaluate product development and feasibility. The data used for evaluation came from learning assessments in the form of knowledge and skills competency results, scores from student self-assessment questionnaires, and observation scores from teacher observers. Value data that do not meet the expected criteria are used as the basis for product revision.

In this study, we used a pre-experimental design method. This design is not yet a true experiment because external variables still influence the formation of the dependent variable. Therefore, the experimental results, which are the dependent variables, were not solely influenced by the independent variables.

This study used a "one-group pretest-posttest design". In this design, there was a pre-test before receiving treatment. In this way, the results of the treatment can be known more accurately because they can be compared with the situation before the treatment is given. Experiments were conducted to test the predetermined hypotheses. This research pattern can be described as follows.

$$O1 \ X \ O2$$

Information:
O1: Experimental class before treatment
O2: Experimental class after treatment
X: Treatment in the experimental group was the use of digital teaching materials

In this design, one experimental group was given a pre-test to determine their initial state in understanding poetry text material. Next, the experimental class was given treatment in the form of using digital poetry text teaching materials in learning poetry text material. After receiving treatment, a post-test was conducted on the group to determine the final results after using digital poetry text teaching materials in learning poetry text material.

According to Arikunto, the source of data in writing is the subject when the data were obtained.14 According to Sugiyono (2010), data sources in research are primary and secondary data sources. 11 Primary data sources are data sources directly provide information to researchers. Meanwhile, secondary data sources do not directly provide information to researchers.

The study will be carried out at four high schools and vocational schools, both public and private, namely Gantar 1 Public High School, Gantar District, Indramayu Regency, Muhammadiyah High School, Haurgeulis District, Indramayu Regency, Gantar State Vocational School, Gantar District, Indramayu Regency, Haurgeulis PUI Vocational School, Haurgeulis District, and Indramayu Regency, West Java. The research data source was students, while other data sources were Indonesian language study teachers in the four schools as well as digital-based learning activities in the four schools. The research was conducted for approximately one month.

The data in this research stage is filled out by students through a questionnaire which is also carried

out to obtain data in analyzing needs to identify problems or needs and analyze the teaching material products that will be produced. The step taken at this stage was to conduct direct field observations. Observations were carried out by observing the learning process and communicating directly with students and teachers. In addition observations were made.

The expected results of this needs analysis process include student characteristics or profiles, identification of gaps in teaching materials, and identification of the need for teaching materials to be used. In addition, the extent to which competencies need to be developed in order to develop the initial product.

The data collected from the interviews, observations, and documentation were then analyzed based on the interactive analysis model developed by Miles and Huberman. Four components were included in this model: data collection, data reduction, data display, and conclusion drawing. Sugiyono, from the perspective of this model, states that the three types of analytical activities (data reduction, data presentation, and conclusion drawing) along with the data collection activities themselves are interactive cyclical processes, meaning that these three analysis steps cannot be separated from one another.15

After the data were collected, data analysis was conducted by the author using an interactive model developed by Miles and Huberman, which began with data collection, data reduction, data presentation, and drawing conclusions or verification.

Research techniques and instruments are methods or tools used to obtain relevant data and facts. The data collection techniques used in this research were interviews, observations, and documentation. The instruments used in this research were questionnaires, interviews, observations, and instrument documentation.

III. RESULTS AND DISCUSSION

This chapter is the result of the research that the researcher has carried out, namely the development of digital teaching materials for poetry texts as described in Chapter III, which was carried out in aspects oriented towards students' Pancasila student profiles in the form of digital teaching materials that are connected online with the YouTube application and Google Form. Digital teaching materials are teaching materials integrate digital technology in their preparation so that they can be studied via digital devices such as smartphones, laptops, and computers. 7 This statement underlies the researchers' development of the orientation aspect of the students' Pancasila student profile, where the researchers used an application to make teaching materials. digital in the form of a combination of two types of print and non-print elements (learning videos) based on the Power Point and Canva applications to implement digital teaching materials of poetry texts oriented to the Pancasila student profile.

1)   Results of Analysis of Needs for Digital Poetry Text Teaching Materials

The needs analysis carried out in this research identifies problems or needs and analyzes the teaching material products that will be produced. Based on this data, the average needs analysis results can be seen in the following table.

Table 1. Conclusions from the Analysis of Teaching Material Needs

	Student Character	Teaching Material Gaps	Teaching Material Needs
Average	72%	54%	95%
Score Range	60-80%	20-60%	80-100%
Conclusion	Good Student Character	The gap in teaching materials is not good	Need for Very Good Teaching Materials (Very Needed)

Based on the data in Table 1, it can be stated that the average results of the analysis of teaching material needs in terms of student characteristics or profiles. It can be concluded that the average characteristics or profile of students are students who have the character of high enthusiasm for learning or are enthusiastic when participating in learning. This is evident from their desire to look for materials other than books (e.g., via modules or the Internet) to help them understand the material, even though they experience difficulties in understanding the material they obtain from school textbooks or from teaching materials or methods applied by teachers.

Based on the average description of the results of the analysis of the need for teaching materials in terms of identifying gaps in teaching materials, it can be concluded that students who have textbooks/other handbooks for studying are in the very poor category, meaning that the majority of students do not have textbooks/other handbooks for studying., although in the learning process, teachers use special teaching

materials to teach material in the fairly good category, meaning that there have been efforts by several teachers to overcome the unavailability of textbooks or other handbooks.

Based on the average description of the results of the analysis of needs for teaching materials in terms of identifying the needs for teaching materials, it can be concluded that students who need alternative teaching materials are in the very good category, meaning that they need alternative teaching materials that they can use to study poetry texts, even in the aspect of developing digital teaching materials that are connected online with several applications such as YouTube and Google Forms. Students really need the development of digital teaching materials because all students answered that they really need digital teaching materials to help them study poetry text material so that it is easy to understand.

2) Design Results of Digital Teaching Materials for Poetry Texts

Based on the results of the needs analysis, the next research stage is the design stage, which is known as creating a blueprint or design-and-build. In this study, digital teaching materials were developed, in which the design of the teaching materials was adapted to student characteristics and learning objectives. Digital teaching materials were prepared starting from the cover page, foreword, table of contents, learning objectives, Pancasila student profile, stimulant material, first material (evaluating and creating, and reading poetry) and first exercise, second material (conveying ideas, thoughts, views, or message, as well as transferring poetry texts), and the second exercise; the last page is the bibliography. The results of the digital teaching material design were implemented as follows:
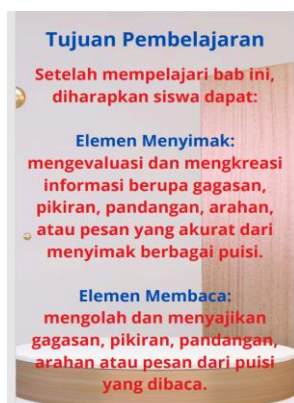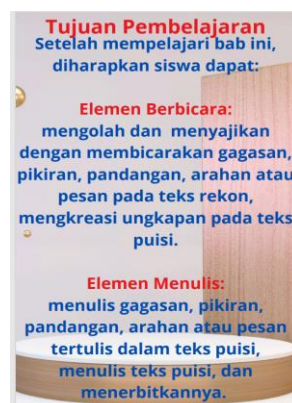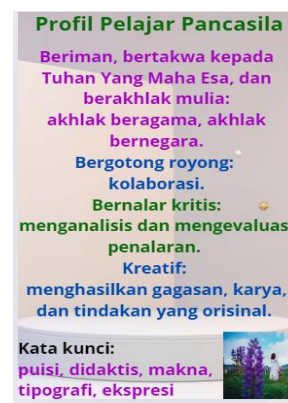

Cover Page
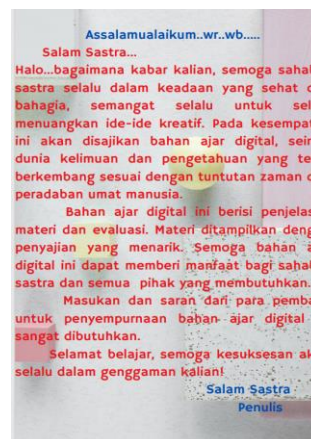
Foreword Page

List of contents

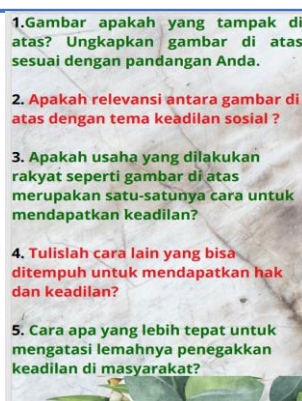Learning objectives

Learning objectives

Pancasila Student Profile

Stimulus Page

Stimulus Questions

Material 1 Poetry Text

Exercise 1

Material 2 Poetry Text

Exercise 2

Bibliography

3) Results of Development of Digital Poetry Text Teaching Materials

After the design of the teaching material product has been prepared in a coherent and systematic manner and can display the competencies that students will master in learning activities, the teaching material can also help teachers carry out learning activities, and the next stage is to validate the teaching material product with experts. Expert validation activities are carried out by lecturers and teachers who master the media and digital teaching materials for poetry texts. The validation carried out is useful for systematically determining whether the instruments and digital teaching materials for the poetry texts being developed are in accordance with the objectives. A descriptive presentation of the validation results of Indonesian language experts on digital teaching material development products, project-oriented poetry texts to strengthen the profile of Pancasila students in SMA/SMK, including the following four aspects: appropriateness of teaching material content, linguistic aspects, presentation aspects of teaching materials, and graphic aspects. Indonesian language material expert validation was carried out by Dr. Jimat Susilo, M.Pd., a lecturer at Gunung Jati University, Cirebon.

Next, validation of digital teaching materials was carried out by media experts to determine their suitability for learning poetry texts. Validation of the digital teaching materials was carried out by Dr. Alfi Satria, ST, MT, and lecturer at the Al-Zaytun Indonesia Islamic Institute (IAI AL-AZIS). The results of expert validation can be seen in the following table:

Table 2. Validation Results from Material and Media Validators

Validator	Total Validator Score	Total Questionnaire Score	Percentage	Category
A (Media)	65	85	76%	Worthy
B (Material)	73	85	86%	Very Worth It

a. Results of Expert Analysis of Digital Poetry Text Teaching Materials

Based on the data in Table 2, the descriptive presentation of the results of media expert validation of digital teaching material development products and project-oriented poetry texts to strengthen the profile of Pancasila students in SMA/SMK includes the following four aspects: the appropriateness of teaching material content, linguistic aspects, presentation aspects of teaching materials, and graphic aspects. The validation results for teaching material development products in these four aspects showed a total score of 65 or 76%. Based on the percentage of these results, the validation of the development of teaching material products according to learning media experts is declared good so that the teaching material products are suitable for use in learning activities.

Meanwhile, the descriptive presentation of the results of material expert validation of digital teaching material development products and project-oriented poetry texts to strengthen the profile of Pancasila students in SMA/SMK includes the following four aspects: the appropriateness of the content of teaching materials, linguistic aspects, aspects of presentation of teaching materials, and graphic aspects. The validation results for teaching material development products in these four aspects showed a total score of 73(86%). Based on the percentage of these results, the validation of the development of teaching material products according to learning media experts is stated to be very good, so that teaching material products are suitable for use in learning activities.

Based on the assessment and suggestions provided by expert validators, researchers immediately improved the design of digital teaching materials for poetry texts so that they were suitable when applied in learning. Improvements were made to the learning video design according to the validator's directions, and the good learning videos were then uploaded to the YouTube application, while the researcher uploaded the assessment rubric using Google Forms. Furthermore, improved digital teaching materials can be accessed via the Canva application with the following link:

https://www.canva.com/design/DAF6WFaQJpU/oOijM QQ9YRoqZtDF36JVUQ/view?utm_content=DAF6WFa QJpU&utm_campaign=designshare&utm_medium=link &utm_source=editor   or can use the following scanner:

b. Teacher Assessment Results of Digital Poetry Text Teaching Materials

Assessment of digital teaching material development products project-oriented poetry text to strengthen the profile of Pancasila students in SMA/SMK submitted to the Indonesian language subject teacher for class X SMA/SMK. Descriptive presentation of the results of the assessment of Indonesian language subject teachers was carried out using a questionnaire. The assessment was carried out by two Indonesian language subject teachers for class The results of the Indonesian language teacher assessment can be seen in the following table:

Table 3. Recap of assessment results for SMA/SMK Indonesian language teachers.

Teacher	Total Teacher Assessment Score	Total Questionnaire Score	Percentage	Category
A	63	85	74%	Worthy
B	71	85	84%	Very Worth It

Based on the data in Table 3, a descriptive presentation of the results of Indonesian language teacher A's assessment of digital teaching material development products. Project-oriented poetry text to strengthen the profile of Pancasila students in SMA/SMK, covering the following four aspects: the appropriateness of teaching material content, linguistic aspects, presentation aspects of teaching materials, and graphic aspects. The results of the assessment of teaching material development products in these four aspects showed a total score of 63 or 74%. Based on the percentage of these results, the assessment of the development of teaching material products according to Indonesian language teacher A was declared good, so that the teaching material products were suitable for use in learning activities.

A descriptive presentation of the results of Indonesian language teacher B's assessment of digital teaching material development productsProject-oriented poetry text to strengthen the profile of Pancasila students in SMA/SMK, covering the following four aspects: appropriateness of teaching material content, linguistic aspects, presentation aspects of teaching materials, and graphic aspects. The results of the assessment of teaching material development products in these four aspects showed a total score of 71 or 84%. Based on the percentage of these results, the assessment of the development of teaching material products according to Indonesian language teacher B is stated to be very good, so that the teaching material products are suitable for use in learning activities.

Based on the two teacher assessments above, the researcher concluded that the teaching material products developed were suitable for students to use in learning inside and outside the classroom, and for an unlimited amount of time.

4) Results of Implementation of the Need for Digital Poetry Text Teaching Materials

Digital teaching materials for project-oriented poetry texts to strengthen the profile of Pancasila students in SMA/SMK are implemented in class X in four schools consisting of public and private high schools and vocational schools: Gantar 1 Public High School, Gantar District, Indramayu Regency, Muhammadiyah High School, Haurgeulis District, Indramayu Regency, Gantar State Vocational School, Gantar District, Indramayu Regency, PUI Haurgeulis Vocational School, Haurgeulis District, Indramayu Regency, and Java West.

Implementation of the digital teaching material design was carried out using pre-test and post-test measures. This pre-test and post-test was conducted to determine the differences in student learning outcomes. The pre-test is a test carried out to measure students' initial abilities before participating in learning, while the post-test is a test carried out after students have participated in learning. In this research, a pre-test was carried out during learning for students before they used digital teaching materials, learning only used textbooks or student worksheets provided at school. Meanwhile, in the post-test implementation, learning used digital teaching materials connected to an Internet connection and was connected to several applications such as Canva, YouTube, and Google Forms. These two treatments were performed to obtain two learning evaluation results, which were compared for the purposes of the research being carried out.

A summary of the results of implementing digital teaching materials using pre-test and post-test treatments in Exercise 1 can be seen in the following table:

Table 4. Data from pre-test and post-test results from Exercise 1

School	Average Value		Enhancement	Conclusion
	Prates	Posttest		
A	36%	84%	48%	There was an increase in student absorption by 39%
B	41%	80%	36%	
C	41%	85%	36%	
D	51%	77%	34%	
Average	42%	81.5%	39%	

Based on table 4, data on the results of the implementation of digital teaching materials carried out in four schools with different characteristics are in the TP (Learning Objectives)evaluating and creating material, as well as reading poetry textsoriented towards the Pancasila student profile, the results obtained were that overall the development of applied teaching materials could increase students' absorption capacity by 39%. Thus, the product is a digital teaching material that strengthens the profile of Pancasila students in SMA/SMK and is suitable for use in learning.

Meanwhile, the pre-test and post-test results in Exercise 2materialconvey ideas, thoughts, views, or messages, as well as transfer poetic text scan, as shown in the following table:

Table 5. Data from pre-test and post-test results from Exercise 2

School	Average Value		Enhancement	Conclusion
	Prates	Posttest		
A	43%	88%	45%	There is an increase in student absorption capacity by 40%
B	45%	81%	38%	
C	43%	81%	36%	
D	49%	91%	42%	
Average	45%	85%	40%	

Based on Table 5, data on the results of the implementation of digital teaching materials carried out in four schools with different characteristics are in the TP (Learning Objectives) material convey ideas, thoughts, views, or messages, as well as transfer poetic texts; the results obtained show that the overall development of teaching materials can increase students' absorption capacity by 40%. Thus, the product is a digital teaching material that strengthens the profile of Pancasila students in SMA/SMK and is suitable for use in learning.

Furthermore, regression analysis based on the two aforementioned datasets yielded the following results. To determine the effectiveness of the implementation of teaching material products in increasing students' absorptive capacity during learning, researchers used student learning achievement test score data as a reference, which was processed using the F test in the regression model using the SPSS version 17 application or program.

The measurement results are described as follows: 1) Ho= There is no average difference between pre-test and post-test learning outcomes, which means there is no influence on the use of digital teaching materials with poetry texts oriented towards the profile of Pancasila students for SMA/SMK students. 2) Ha= There is an average difference between the pre-test and post-test learning results, which means that there is an influence on the use of digital teaching materials and poetry texts oriented towards the profile of Pancasila students for SMA/SMK students.

Table 6: F Test Results in the regression model

ANOVA[a]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4,444	1	4,444	,060	,810[b]
	Residual	955,556	13	73,504		
	Total	960,000	14			
a. Dependent Variable: After Using the Product						
b. Predictors: (Constant), Before Using the Product						

In Table 6, a summary of the descriptive statistical results of the two samples studied, namely the pre-test and post-test scores, is shown. The regression sum of squares was 4.444, df 1, mean square 4.444, F 0.060, and sig 0.810. The residual results obtained a value for the sum of squares of 955.556, df of 13, and mean square of 73.504. Therefore the total value obtained was the sum of squares of 960,000, df of 14. Because the Sig. $0.810 > $ probability 0.05; therefore, it can be said that there is no influence/relationship between the pre-test and post-test variables.

IV.   CONCLUSION

The qualitative data collected regarding teaching material products that have been tested aims to determine the following: 1) Design of poetry text-oriented digital teaching materials profile of Pancasila students in SMA/SMK,2) Results of the implementation of digital poetry text-oriented teaching materials profile of Pancasila students in SMA/SMK. Based on the data analysis and discussion of the research conducted, the following conclusions were drawn:

1. The poetry text-oriented digital teaching material design profile of Pancasila students in SMA/SMK shows that it is suitable for use in learning activities. This can be proven from several aspects, including the need for teaching materials, and the results show that students really need the development of digital teaching materials to help them study texts so that they are easy to understand, especially poetry. Then, in the expert validation aspect of the development of digital teaching materials for poetry texts, which were analyzed by two validators, namely, the media validator and the material validator, it was stated that the development of digital teaching materials for poetry texts was in the good category so that the teaching material products were suitable for use in learning. Likewise, in the aspect of the Indonesian language teachers' assessment, the product for developing digital poetry text teaching materials was stated to be very good, so that the digital poetry text teaching material product was very suitable for use in learning.

2. The results of the implementation of digital teaching materials are text-oriented poetry profiles of Pancasila students in SMA/SMK implemented using pre-test and post-test measures in four high schools and vocational schools at the tenth grade level. Based on the results of pre-test and post-test exercise 1evaluating and creating materials, as well as reading poetry texts in the four schools, there was an increase in students' absorption in learning by 39%. Based on the results of the pre-test and post-test exercise 2, the material conveys ideas, thoughts, views, or messages, and transfers poetry texts in the four schools; there was an increase in student absorption in learning by 40%. bBased on summary data of descriptive statistical results from the two samples studied, namely the pre-test and post-test scores. The regression sum of squares was 4.444, df 1, mean square 4.444, F 0.060, and sig 0.810. The residual results obtained a value for the sum of squares of 955.556, df of 13, and mean square of 73.504. Therefore, the total value obtained was the sum of squares of 960,000, df of 14. Because the Sig. $0.810 > $ probability 0.05, then it can be said thatPre-test and post-test learning results do not have a significant effect on the use of digital teaching materials and poetry texts oriented towards Pancasila student profiles for SMA/SMK students.

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