


## Needs Analysis of Poetry Appreciation Learning Materials Oriented Toward Culturally Responsive Teaching for University Students

Ahmad Subhan Roza<sup>1\*</sup>, Andri Wicaksono<sup>2</sup>, Yulia Siska<sup>1</sup>, Trisna Dinilah Harya<sup>1</sup>

<sup>1</sup> UIN Jurai Siwo Lampung, Indonesia

<sup>2</sup> STKIP PGRI Bandar Lampung, Indonesia

 ahmadsubhanroza@gmail.com\*

### Abstract

This study aims to identify and understand the need for developing poetry appreciation teaching materials that are oriented towards Project Based Learning with the approach Culturally Responsive Teaching (CRT). The needs analysis includes curriculum and teaching materials analysis, student questionnaire analysis, and lecturer interview results. The results of this analysis are expected to form the basis for development. Textbook for Literary Appreciation in Elementary Schools that meet learning needs. The method used is a qualitative descriptive approach, namely analyzing the needs of lecturers and students for Poetry Appreciation teaching materials in elementary schools. Data collection techniques used interviews and questionnaires. The development of these teaching materials began with a needs analysis activity oriented towards students. Project Based Learning (PBL) with the approach Culturally Responsive Teaching (CRT), followed by formulation of objectives, analysis of student characteristics, analysis of materials, determination of cultural aspects, program development, trials, and revisions. The results of the study indicate that students of the Elementary School Teacher Education Study Program need teaching materials according to student needs in learning Literary Theory and Appreciation in Elementary Schools on the material of Poetry Appreciation.

**Keywords:** Needs Analysis, Teaching Materials, Culturally Responsive Teaching

### ARTICLE INFO

#### Article history:

Received

June 11, 2025

Revised

August 19, 2025

Accepted

September 24,  
2025

Published by

Website

ISSN

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CV. Creative Tugu Pena

<https://attractivejournal.com/index.php/bpr/>

2775-2305

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### PENDAHULUAN

Poetry is a mixture of emotions, imagination, thoughts, ideas, tone, rhythm, sensory impressions, word order, figurative language, density, and feelings. Poetry can convey ideas that exist within a person and are expressed through words (Jack & Illingworth, 2024; Johnson-Laird & Oatley, 2022; Wassiliwizky et al., 2017). Poetry is an eternal effort to express one's soul (Ara, 2021; Burns, 2015; Carroll, 2005; Muharudin et al., 2023). Poetry is an aesthetic work that utilizes language in a unique way (Anindita & Satoto, 2017; Nur et al., 2023; Sayuti, 2019; Simecek & Rumbold, 2016). The goal is to improve students' ability to understand, appreciate, and enjoy Indonesian poetry. Through poetry appreciation, students are expected to be able to explore the meaning and beauty of language and broaden their understanding of Indonesian literary and cultural works.

Poetry Appreciation is a sub-course of Literary Theory and Appreciation in Elementary Schools, which is mandatory for students in the Elementary School Teacher Education (PGSD) Study Program and carries a weight of 2 credits. This course is taken by third-year students so that students can have an understanding of literary concepts and theories, and appreciation of literature from various genres, namely fiction, poetry, and

drama. The final outcome of this course is the creation of literary works that can be used as a source for learning literature in Elementary Schools.

In learning Poetry Appreciation, lecturers require teaching materials that are appropriate to the characteristics of students so that learning can be carried out optimally (Fitria, 2022; Rosilia et al., 2020). Teaching materials are one of the components that play an important role in the learning process (Abdulrahman et al., 2020; Frimpong, 2021; Ribosa & Duran, 2022). All teaching materials, including information, tools, and texts, are systematically arranged to display complete competencies for students to master and use in learning (Arsanti, 2018; Pentury, 2018). The role of teaching materials in learning was also expressed by Muslaini et al. (2018) in their research, which concluded that teaching materials can provide a student-centered learning concept and are more effective in supporting learning activities.

The use of appropriate teaching materials can save time in the learning process (Abdala, 2024; Abdurraziq & Geedallah, 2025). This can improve the learning process, making it more effective and efficient. The availability of teaching materials can help students become independent learners (Purba et al., 2021; Rahmadani et al., 2024). Furthermore, teaching materials can also measure competency, namely the extent to which students have understood the material and achieved learning objectives.

Many strategies and methods can be used to achieve optimal learning objectives (Kandia et al., 2023; Kioupi & Voulvoulis, 2019). These include improving the quality and professionalism of lecturers, improving campus management, providing comprehensive laboratory facilities, providing meaningful learning, improving the curriculum, and so on (James Jacob et al., 2015; Munna & Kalam, 2021; Tong et al., 2022). However, some factors are not optimally addressed, both in terms of management on a larger scale and in smaller learning environments, such as classroom learning. One way to address this issue is by using teaching materials that truly meet the needs of learners (students).

Poetry reveals various cultural and life values that can preserve the nation's cultural heritage, strengthen national character, and mitigate social conflict (Azzopardi et al., 2023; Psenner et al., 2021). However, this is not in line with existing phenomena. Many students and young people actually prefer Western culture (dress, behavior, partying, and so on) which is incompatible with Eastern culture (Zuliyanti et al., 2022). If this condition is allowed to persist, it can erode national culture and negatively impact students' character. Given this situation, poetry appreciation learning should be combined with cultural awareness, both local and national. Therefore, poetry teaching materials with cultural content are needed.

Culturally responsive poetry appreciation teaching materials are those that integrate cultural elements, including noble values, customs, and local wisdom, into the learning process (Akmalia et al., 2023). The goal is to engage students more and engage with their environment, while enhancing their understanding and appreciation of culture. Most importantly, culturally responsive teaching can bridge the gap between lecturers and students. This gap lies in the lecturers' limited understanding of the cultural nuances present in poetry appreciation classes. This learning approach is called *Culturally Responsive Teaching* (Coffey & Farinde-Wu, 2016; Samuels, 2018; Tanase, 2020). Therefore, this study presents a descriptive development of Poetry Appreciation teaching materials that are oriented towards *Culturally Responsive Teaching*.

Research on the analysis of teaching material needs using the approach *Culturally Responsive Teaching* Many studies have been conducted. A study by Spathopoulou (2025) identified key challenges for educators, such as navigating culturally sensitive topics like religion, gender roles, and family dynamics, which influence curriculum design, classroom interactions, and material selection. Furthermore, a study by Javahery (2024) revealed significant limitations caused by standard materials. These findings indicate the need for a more flexible and culturally responsive teaching approach. Furthermore, Coffey & Farinde-

Wu (2016) explored a Black teacher's relationship with both her White and Black students, revealing challenges in finding balance in her classroom management style, navigating cultural dissonance, developing teacher-student relationships, and how the White middle class shaped her classroom interactions with her Black students. On the other hand, Kim (2024) used a constant comparative analysis approach to gain an understanding of culturally responsive teaching in the classroom and strategies to promote it. Furthermore, Stevens et al. (2022) conducted a preliminary study using a cultural tool to elicit teachers' needs and values in *Culturally Responsive Teaching* from various cultural backgrounds and educational environments.

Similar research has also been conducted by researchers in Indonesia, such as Fitriah et al. (2024), who concluded that the CRT approach has great potential to enrich the learning process and develop students' understanding of cultural diversity. Research by Udmah et al. (2024) aimed to improve humanistic literacy by applying the CRT approach. *Culturally Responsive Teaching (CRT)* in the context of introducing cultural richness. With this approach, it is hoped that students will understand cultural diversity in Indonesia and develop into individuals who appreciate and tolerate the cultural richness around them. Furthermore, Pratiwi et al. (2024) developed e-book-based teaching materials that were engaging and suited to the characteristics of elementary school students. Based on the results of data analysis, it was concluded that the development of e-book-based teaching materials through this approach *Culturally Responsive Teachings* suitable for use in learning Indonesian for grade 5 on the material Compound Sentences.

Existing research, limited to developing materials at the school level, has not comprehensively identified the needs for teaching materials in higher education. Furthermore, an analysis of the need for learning materials for Poetry Appreciation Theory using a multidisciplinary approach is needed. *Culturally Responsive Teaching* has never been done before. Therefore, this research has novelty in terms of the subject and object of the scientific field being studied. In addition, the analysis of the needs for the Literary Appreciation teaching materials developed is oriented towards *Project Based Learning*. So, learning Poetry Appreciation uses material that is developed in a student-oriented manner. *Project Based Learning* with the approach *Culturally Responsive Teaching* ensure the material is relevant and effective in achieving learning objectives.

The Poetry Appreciation teaching materials developed are expected to hone students' literary appreciation skills, particularly poetry. Furthermore, students will be able to apply various theories to analyze poetry, and develop their writing skills based on their cultural background, transforming texts into compelling works that can be published in various media. In addition to developing writing skills, students are expected to be able to develop creative works in poetry performance, such as poetry reading, declamation, and ethnomusicology-based poetry musicalization. Therefore, the analysis of the needs for Poetry Appreciation teaching materials is oriented towards *Project Based Learning* with the approach *Culturally Responsive Teaching* considered effective so that it can facilitate learning and realize learning outcomes to be more effective and not boring (Gusman et al., 2021; Irwanti, 2017). *Project Based Learning* is a form of active, student-centered learning characterized by student autonomy, constructive inquiry, goal-setting, collaboration, communication, and reflection on real-world practice. This learning has been explored in various contexts and at various stages, from elementary to higher education (Kokotsaki et al., 2016). In fact, *Project Based Learning* understood as a promising approach that enhances student learning in higher education (Guo et al., 2020). Thus, Project-based learning is recommended for use in higher education for students and should be encouraged by universities (Almulla, 2020).

From the existing problems and solution plans, an analysis of the needs for poetry appreciation teaching materials is needed. *Project Based Learning* with the

approach *Culturally Responsive Teaching (CRT)* which aims to identify and understand the needs of students in a cultural context so that the teaching materials developed are relevant, meaningful, and effective in learning. This analysis involves collecting data on students' cultural backgrounds, languages, experiences, and learning preferences to ensure that the teaching materials not only meet curriculum standards but also respect cultural diversity in the classroom. Therefore, before creating a Poetry Appreciation teaching material, researchers need to know the needs required in designing Poetry Appreciation teaching materials that are suitable for students, it is necessary to conduct a needs analysis for developing Poetry Appreciation teaching materials that are oriented towards *Project Based Learning* with the approach *Culturally Responsive Teaching (CRT)*. This includes curriculum and teaching materials analysis, student questionnaire analysis, and lecturer interview results. The results of this analysis are expected to form the basis for development. *Textbook for Literary Appreciation in Elementary School* that suits the needs in the field.

## METHODS

The research used a qualitative descriptive approach, analyzing the needs of lecturers and students for Poetry Appreciation teaching materials in elementary schools (Wicaksono, 2022). Data collection techniques used interviews and questionnaires, conducted in September 2024 at the Elementary School Teacher Training and Education Study Program, STKIP PGRI Bandar Lampung. Data collection techniques included interviews with lecturers and students and the use of closed-ended questionnaires regarding the learning resources used by students. In addition, research data collection was carried out through learning observations using a descriptive approach. *Culturally Responsive Teaching (CRT)* and the Poetry Appreciation assignment document which is oriented towards *Project Based Learning*. In accordance with the research subject, the location of this research was carried out in Bandar Lampung. The population sample was determined using the technique *purposive sampling* (Arikunto, 2019; Sugiyono, 2014). The sample in this study were 5 lecturers teaching the Literary Appreciation course at STKIP PGRI Bandar Lampung and 30 third semester students of the 2023 intake who were taking the Literary Theory and Appreciation course in Elementary School.

The development of these learning materials or resources begins with an analysis of the needs for Poetry Appreciation teaching materials oriented towards... *Project Based Learning (PBL)* with the approach *Culturally Responsive Teaching (CRT)*, then continued with the formulation of the objectives to be achieved, analysis of student characteristics, material to be provided, determination of cultural aspects that are appropriate to the objectives and characteristics of students, developing programs, trials, and ending with revisions.

A needs analysis is essential as a preliminary step in designing and developing materials. Ansoriyah et al. (2021) stated in their research that a needs analysis will provide a more focused language learning experience as a basis for design. The needs analysis in this study yielded information about the students' backgrounds and characteristics, their needs, and the gaps and desires within the ideal situation.

## RESULTS AND DISCUSSION

### 1. Results of Analysis of Identification of Characteristics and Background of Students

Based on the results of the data needs analysis, the sample was 30 students taking the Theory and Appreciation of Literature course in Elementary Schools (Semester III) for the 2023/2024 Academic Year. From the answers obtained, 100% stated that they had participated in poetry appreciation activities. Then, 25% of students had written poetry. In relation to poetry writing activities, 20% of students were in an environment that could support writing activities. Meanwhile, regarding writing activities published in the media,

2% of students stated that they had used social media to publish their work. Based on this, the results of students' poetry writing have not been well published. Based on the Learning Outcomes of the Theory and Appreciation of Literature Course in Elementary Schools, in the questionnaire results, 85% stated that the content in the course's learning plan was adequate and in accordance with the KKNi Curriculum based on OBE (Outcome-Based Education), namely studying various Indonesian literary works. The Poetry Appreciation material developed is relevant to the needs of students who can later apply it in classroom learning.

Based on statements regarding the obstacles experienced by students, 61% stated that developing ideas and implementing their writing results still faced many obstacles. Students still had difficulty finding ideas for developing a poem. Regarding statements regarding learning activities, it was stated that 87% of students answered that writing learning activities were implemented individually, in pairs, and in groups using project-based learning, and that the learning was clearly instructed.

## 2. Results of Needs Analysis Based on Lecturer Interviews

Based on the results of interviews with lecturers who teach literature, the lecturers who were respondents have been teaching for an average of more than 5 years. The number of lecturers who teach literature courses is 5 (five) lecturers. Regarding the learning material for Theory and Appreciation of Literature in Elementary Schools has referred to the applicable curriculum, the lecturers responded that the material provided has referred to the updated KKNi Curriculum. The next question regarding the learning material for the Theory and Appreciation of Literature course in Elementary Schools is currently designed according to the practical needs of students and adapted to student literacy, namely implementing project-based learning.

Based on the data from the analysis of the needs of students and lecturers, it was concluded that the analysis of the needs of 30 students and 5 lecturers who teach literature courses stated that there was a need for Poetry Appreciation teaching materials for PGSD students at STKIP PGRI Bandar Lampung. In the statement that the exercises and assignments in the teaching materials were oriented *Project Based Learning* with a cultural locality approach can motivate students to like literature, especially poetry in the Theory and Appreciation of Literature course in Elementary School, with a percentage of 84% by students and 90% by lecturers with an average result of 87%. From the results of the questionnaire 89% of students and the results of the lecturer interviews of 94% with an average result of 92% that there is a need for Poetry Appreciation teaching materials oriented *Project Based Learning* with the approach *Culturally Responsive Teaching (CRT)* specifically designed for teaching the Theory and Appreciation of Literature in Elementary Schools. 88% of students and 94% of lecturers indicated that teaching materials that can help overcome difficulties in learning poetry and its supporting aspects were used. 88% of students and 94% of lecturers stated that teaching materials for Poetry Appreciation are oriented towards *Project Based Learning* can help overcome difficulties in understanding material and assignments, obtained by 83% of students and 92% by lecturers.

Next, the statement that the teaching materials for the Study of Indonesian Poetry are oriented *Project Based Learning* helping to improve the competency of Indonesian Poetry Studies is shown by a percentage of 86% by students and 94% by lecturers. The final statement regarding this needs analysis is that the Indonesian Poetry Appreciation teaching materials are oriented *Project Based Learning* It can create a pleasant learning atmosphere, with a percentage of 85% by students and 94% by lecturers. Based on several needs analyses obtained from questionnaires, overall it is categorized as very necessary.

## 3. Results of the Analysis of Deficiencies in Poetry Appreciation Teaching Materials

Based on the analysis of the aspect of the suitability of the RPS with the material provided by the lecturer, students stated that the material provided was in accordance

with the RPS, but still needed to be adapted to the learning model used for online learning. The next question, regarding the assignments given by the lecturer, was oriented *Project Based Learning*. Students stated that the lecturer had given both pair and group assignments that were project-based. When asked about the use of technology-based learning media, students answered that presentations were conducted using laptops and LCDs or projectors to display the material and group presentations. Furthermore, the teaching materials were in the form of *soft file*. It is very necessary because students can study anytime and anywhere, making it easier to study the material or assignments given by the lecturer.

In general, students understand various aspects of the poetry they study. Some difficulties they experience include a shallow understanding of text interpretation. Students also lack a grasp of poetic style/stylistics. In writing, they frequently encounter spelling errors, inappropriate word choice, and rudimentary ideas. Another challenge concerns learning resources. The textbooks used to support the Indonesian Poetry Study program are owned by the lecturers themselves and are not provided by the study program.

The lecturer's subsequent comments indicated that the Indonesian Poetry Appreciation learning activities were in line with the desired objectives. It can be concluded that, based on the questionnaire distributed to students and lecturers, the Indonesian Poetry Study teaching material is highly needed by students.

In the indicator of mastery of understanding the elements of poetry, 85% of students were able to understand the elements of poetry. Furthermore, in the indicator of improving the ability to understand the material and assignments presented, 80% of students experienced an increase in their ability to understand the assignments presented, enabling them to complete them optimally. Furthermore, 81% of students were able to improve their ability to appreciate poetry and improve their ability to develop their writing by producing poetry.

Based on various exercises and assignments using the draft of the Indonesian Poetry Appreciation teaching material, students showed a percentage of 85%. In the assignment and instruction indicators are arranged easily and can be understood in the draft of the Indonesian Poetry Appreciation teaching material, students were found to be 87% and lecturers were 100% with an average result of 94%. Then, there is an example of an analysis text model that can be used by students in the draft of the Indonesian Poetry Appreciation teaching material showing a percentage of 84% and lecturers were 88% with an average result of 86%. The draft of the Indonesian Poetry Study teaching material can actively involve students, students were found to be 90% and lecturers were 94% with an average result of 92%.

The recapitulation of the results of the needs analysis questionnaire on the wants aspect was obtained through a questionnaire distributed to 80 students and 3 lecturers. In the indicator of the draft of the Indonesian Poetry Appreciation teaching material containing clear instructions so that students can study independently, students were found to be 85% and lecturers were 88% with an average result of 86.5%. Then, the Indonesian Poetry Appreciation teaching material is needed as a varied material in the Indonesian Poetry Study course, students showed a percentage of 89% and lecturers were 100% with an average result of 95%. Next, the draft of the Indonesian Poetry Study teaching material can support a better writing activity process. Then, students can do writing activities in pairs or groups using the teaching material, students showed a percentage of 89% and lecturers were 94% with an average result of 92%.

Based on the lecturer indicator, the lecturer can provide explanations, directions, and stages of the writing process using the Indonesian Poetry Appreciation teaching material, students are 88% and lecturers are 94% with an average result of 91%. Then, difficulties, errors can be discussed together during face-to-face activities and discussions

using the draft of the Indonesian Poetry Assessment teaching material, students show a percentage of 88% and lecturers are 94% with an average result of 91%. Finally, students can discuss with colleagues to complete assignments or exercises given by lecturers and students are found to be 90% and lecturers are 94% with an average result of 92%. Thus, based on several indicators in this wants analysis, the results show that overall it has a value that is classified as "very needed" according to the Likert scale that is in the percentage range of 81% - 100%.

The results of the study indicate that the competency of the Indonesian Poetry Study activity must be achieved by understanding the needs of the target and learning needs. Therefore, this Poetry Appreciation teaching material is a systematic teaching material that can support the achievement of learning objectives. This has an impact on the quality of the Theory and Appreciation of Literature lectures in Elementary Schools. If students are accustomed to poetry appreciation and practice writing based on cultural literacy, it is easier for students to convey ideas obtained from observations, their own experiences or those of others, as well as their surroundings. This needs analysis is the main step in developing updated teaching materials. The material is then designed in accordance with the Semester Learning Plan (RPS) for the Theory and Appreciation of Literature course in Elementary Schools.

The findings of this study can be applied practically to improve the teaching materials used by lecturers teaching Indonesian Poetry Studies for students. Lecturers can continue to explore potential and needs that are appropriate for integration into Indonesian Poetry Studies instruction. In other words, learning becomes meaningful, enjoyable, and sustainable.

#### 4. Internalization of Approach *Culturally Responsive Teaching (CRT)* in Poetry Appreciation Teaching Materials Oriented *Project Based Learning*

Based on interviews with literature lecturers, it was found that students are interested in the culture of their hometown, Bandar Lampung City. Furthermore, there are students from other areas, both districts/cities within Lampung Province and outside Lampung. In line with these findings, the researcher conducted an analysis of the application of the cultural approach *Culturally Responsive Teaching* in the learning of Literary Theory and Appreciation in Elementary Schools on the topic of Poetry Appreciation. Researchers used several regional dances originating from the students' diverse regions. The goal was for students to be able to recognize and appreciate regional culture as a personal, group, and national identity. These findings are in line with research by Fitriah et al. (2024) who analyzed the application of a culturally responsive learning approach in the Pancasila Education subject on the topic of appreciating diverse identities.

## CONCLUSION

Based on the research results and discussion, it can be concluded that needs analysis is interrelated. The results of the identification of student backgrounds and characteristics are in harmony with the needs analysis of the wants that occur in the learning process of Indonesian Poetry Studies and the needs of the students (*necessities*) expected in the Poetry Appreciation learning activities. In addition, the results of the needs analysis (*necessities*), lack (*lacks*), and desire (*wants*) interrelated as the main aspects in the learning objectives of Poetry Appreciation. The results of the research data show that students of the Elementary School Teacher Education Study Program need teaching materials according to their needs in learning the Theory and Appreciation of Literature in Elementary Schools on the material of Poetry Appreciation. In this case, the teaching materials of Poetry Appreciation have material content that helps the learning process using various cultural content. This is to improve poetry appreciation competency and good performance in learning the Theory and Appreciation of Literature in Elementary Schools..

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