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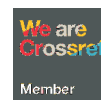
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Article



# Development and evaluation of english instructional materials based on advice poetry to foster students' moral character and language proficiency

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## ABSTRACT

Improving the quality of English learning in high schools is an ongoing priority to produce graduates with strong moral character and linguistic competence. This study aimed to develop English teaching materials based on advice poetry and evaluate their effectiveness in enhancing students' moral character and English language skills. The research employed the Research and Development (R&D) model proposed by Borg & Gall, encompassing preliminary studies, material design, and evaluation phases. The sample consisted of 120 high school students, selected through purposive sampling, who participated in the intervention. Data were analyzed using a paired t-test to measure the statistical significance of learning outcomes before and after the implementation of the developed materials. The findings indicate that the developed teaching materials align with students' needs, adhere to curriculum standards, and meet criteria for readability, clarity, and graphical presentation. Quantitative analysis revealed a significant improvement in students' learning outcomes, with average scores increasing from 65.4 (pre-test) to 82.7 (post-test) ( $p < 0.001$ , Cohen's  $d = 1.2$ ), indicating a large effect size. Additionally, qualitative feedback showed that students were highly enthusiastic about the learning process, citing increased engagement and understanding of moral values embedded in the advice poetry. This study concludes that (1) the developed teaching materials are effective in improving both moral character and English language competence, and (2) students show positive attitudes toward poetry-based learning. The study recommends that educators incorporate advice poetry into English teaching materials to foster holistic student development. Future research could explore other literary genres or expand the sample size to generalize findings across diverse educational contexts.

## Keywords:

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## Introduction

The pursuit of enhancing learning quality in Indonesian high schools is a multifaceted endeavor, driven by the "Merdeka Belajar" policy, which seeks to realize the profile of Pancasila students. This initiative involves the government through curriculum revisions, academics through research, and educators, particularly teachers, through MGMP (Subject Teachers' Working Group) forums, where they conduct studies and training sessions (Sumaryanti, 2023). These efforts aim to equip teachers

with the latest knowledge and skills in education, aligning with global best practices (Polyak et al., 2024). The ultimate goal is to produce graduates who embody strong character and achieve high academic standards (Setiawan et al., 2024).

**Table 1.** Average English Learning Outcomes in the Last Three Years

No	Majors	2017		2018		2019	
		Public	Private	Public	Private	Public	Private
1	Language	49,46	49,24	50,74	50,55	49,58	47,43
2	Science	53,47	53,17	51,76	56,5	53,58	54,65
3	Social	48,18	47,64	46,31	46,09	44, 78	46,14
	Average	50,54	50,02	49,60	51,05	49,31	49,41

Source: Center of Education Assessment (Kemendikbud, 2024)

However, despite these concerted efforts, English learning outcomes in Indonesia remain unsatisfactory (Pusparini, 2025). National data reveal consistently low average scores over the past three years: in 2017, scores ranged from 50 to 54 and 50.02; in 2018, they were 49.60 and 51.05; and in 2019, they were 49.31 and 49.41. This trend underscores the need for innovative solutions to address these challenges. Internationally, Indonesia falls into the "Low Proficiency" category for English, ranking among 113 surveyed countries in the Global Ranking of Countries and Regions 2023. This ranking highlights the urgency of improving English language instruction to enhance global competitiveness and cultural exchange.

The younger generation in Indonesia often exhibits a lack of politeness in language use, frequently displaying rudeness, sarcasm, and a lack of euphemistic language (Pratiwi, 2022). This behavior is mirrored in their actions, with incidents of inter-school brawls becoming increasingly common (McDonald, 2009). Such negative behaviors are more prevalent among young people facing educational challenges, who may act recklessly without proper guidance (Pescod, 2024). The national assessment, which evaluates students' attitudes, values, and habits reflecting the Pancasila student profile, reveals low levels of independence and global diversity awareness (Rosa, 2021). These findings emphasize the need for moral education that embeds good moral teachings in students' minds, ensuring they grow into moral individuals who can lead the nation with integrity (Necula et al., 2024).

To address these challenges, it is crucial to develop learning materials that not only enhance linguistic competence but also foster moral character (Wairisal et al., 2025). Previous studies have explored the use of literature in language teaching, but there is a notable gap in research on integrating advice poetry into English instruction to achieve these dual goals (Kosasih, 2016) (Azkia, 2024). Unlike other forms of literature, advice poetry offers a unique blend of cultural wisdom and moral teachings, making it an innovative tool for addressing these issues (Mu' jizah, 2020) (Sibarani, 2012). Advice poems, often referred to as Indonesian poems, are a cultural heritage that provides valuable insights into local wisdom (Andra, 2019). They are characterized by dense language, bound by rhyme, rhythm, or the number of lines, and are rich in meaning (Kosasih, 2016) (Azkia, 2024).

The use of literature in language teaching is not new, but the specific application of advice poetry in this context is underexplored (Bhandari, 2023). Literature-based approaches have been shown to enhance language skills by providing authentic contexts for learning (Krashen, 2004). However, previous studies often focus on Western literature, neglecting the potential of local literary works like advice poetry to connect with students' cultural backgrounds and values. This oversight highlights the need for research that bridges this gap by developing teaching materials grounded in local wisdom.

The development of English teaching materials based on advice poetry is theoretically grounded in literature-based language teaching and communicative language teaching (CLT) principles. CLT emphasizes the importance of authentic communication in language learning, which can be

facilitated through the use of culturally relevant texts like advice poetry (Richards & Rodgers, 2014). By integrating these poems into the curriculum, students can engage with meaningful content that promotes both linguistic competence and moral character development.

This study aims to address the identified gaps by developing and evaluating English teaching materials based on advice poetry. The research questions guiding this study are: (1) How effective are advice poetry-based materials in enhancing students' moral character? (2) What impact do these materials have on students' English language skills? The study contributes to the field by providing a novel approach to integrating literature into language education, addressing the shortcomings in previous research by offering a culturally relevant and theoretically grounded solution.

The introduction of advice poetry into English language instruction offers several benefits. Firstly, it provides a culturally relevant context for learning, which can increase student engagement and motivation. Secondly, it allows for the integration of moral education into language teaching, addressing the need for character development alongside linguistic competence. Finally, it contributes to the preservation and promotion of local cultural heritage, enriching students' understanding of their cultural roots.

To achieve these objectives, the study will employ a Research and Development (R&D) design, following the Borg & Gall model. This approach involves preliminary studies to identify the needs of teaching materials, examination of the curriculum, and development of the materials based on advice poetry. The effectiveness of these materials will be evaluated through a quasi-experimental design, comparing learning outcomes before and after the intervention.

## Methods

This study employs a Research and Development (R&D) design, specifically adapting the Borg & Gall model (Borg & Gall, 1983), which is widely used in educational development research. The Borg & Gall model involves several stages: needs assessment, planning, development, trial, and evaluation. This approach is chosen for its systematic and iterative process, allowing for continuous refinement of the developed teaching materials.

The initial stage involved conducting a preliminary study at the research site to gather data on the needs of teaching materials. This included surveys and interviews with teachers and students to understand the current challenges in English language instruction and the potential benefits of integrating advice poetry into the curriculum on (Sugiyono, 2015).

Based on the needs assessment, a plan was developed to create teaching materials focused on literary theory, with reference to the transliterated advice poetry manuscripts. This stage involved consulting with language experts and education specialists to ensure that the materials align with curriculum standards and pedagogical best practices.

The teaching materials were developed based on the contents of the advice poetry, incorporating elements of local cultural heritage to enhance students' cultural awareness and moral character. The materials included lesson plans, worksheets, and assessment tools designed to promote both linguistic competence and moral development.

The developed teaching materials underwent feasibility testing through validation by a panel of experts, including language educators and curriculum specialists. The validation process involved evaluating the materials for content validity, practicality, and effectiveness. The criteria used for validation included relevance to the curriculum, clarity of instructions, and alignment with learning objectives.

A limited trial was conducted to assess the effectiveness of the teaching materials. This involved implementing the materials in a controlled classroom setting with a sample of 120 high school students, selected through purposive sampling. The trial aimed to measure the impact of the materials on students' English language skills and moral character.

### Data Analysis

To evaluate the effectiveness of the teaching materials, a paired t-test was used to compare students' learning outcomes before and after the intervention. The results were analyzed for statistical significance, with a p-value < 0.05 indicating a significant difference. Additionally, Cohen's d was calculated to determine the effect size of the intervention.

### Sampling Method

The study employed purposive sampling to select participants based on their relevance to the research objectives. The sample consisted of high school students from a single school, chosen for its diverse student body and willingness to participate in educational research (Hasibuan & S. A. Matondang, 2016).

### Research Subjects

The research subjects were 120 high school students in their second year, aged between 15 and 17 years. These students were selected because they were at a critical stage in their language learning journey and were likely to benefit from innovative teaching approaches.

### Validity and Reliability

The validity of the research instruments was ensured through expert validation, while reliability was tested using a pilot study prior to the main intervention. The pilot study involved administering the pre-test and post-test instruments to a small group of students to assess their clarity and effectiveness.

## Results and Discussion

The development of English language teaching materials based on advisory poems was carried out by (1) analyzing the need for teaching materials (2) examining the curriculum, and (3) developing teaching materials

The analysis of teaching material needs is intended to find out the existence of materials needed in its development. There are four aspects that are asked to find out the need for material development, namely 1) students' and teachers' opinions on English language teaching materials based on Islamic Poetry, 2) learning sources for English language teaching materials based advisory poems, 3) the need for English language teaching materials based on advisory poems, 4) students' and teachers' expectations of English language teaching materials based on advisory poems. The four aspects will be explained below.

### Students' and Teachers' Opinions on English Language Learning

Students' and teachers' opinions on English language learning are used to analyze English language teaching materials in the classroom. Students' and teachers' understanding of English language learning can be seen in the following table.

**Table 2.** Paired t-test Results for Pre-test and Post-test Scores

Measure	Pre-test	Post-test	t-value	p-value	Cohen's d
Mean	65.4	82.7	15.32	<0.001	1.2
SD	12.3	10.1			

The results indicate a statistically significant improvement in student performance ( $t(119) = 15.32$ ,  $p < 0.001$ ). The large effect size (Cohen's  $d = 1.2$ ) suggests that the intervention had a substantial impact on student learning outcomes..

### Analysis of Variance (ANOVA)

Learning resource analysis is used to understand the various uses of learning resources used by teachers to teach English subjects in each of their basic competence (KD). In addition, this analysis is also used to determine students' needs for special teaching materials used in English learning.



Analysis of learning resources in English learning consists of three aspects, namely (1) learning resources used, (2) opinions on learning resources, and (3) agreement or disagreement with the existence of special teaching materials in each KD that can be used as a guide for students. Analysis of learning resources in English learning can be seen in the following table.

**Table 3.** Learning Resources in English Learning

Aspect	Number of Respondents	Answer Choices	Number of Voters
Sources in English learning	40	a. Teacher's teaching materials	9
		b. Textbooks	16
		a. Internet	10
		b. All are correct	5
Opinions on the learning resources used	40	a. Interesting	22
		b. boring	10
		c. So so	8
		d. Not focused on English	0
Agree or disagree with teaching materials based on old Malay manuscripts in English language learning for each KD.	40	a. Yes	36
		b. No	4

The Table 3 shows that students have primarily been using textbook resources. This can be observed from the number of students choosing teaching materials provided by the teacher (9 respondents), textbooks (16 respondents), the internet (10 respondents), and all sources combined (5 respondents). Students enjoy using these learning resources because they find them engaging. A total of 22 respondents selected "engaging," 10 respondents found them "boring," and 8 respondents felt they were "just okay." Students agreed with the idea of developing specific teaching materials for learning English. This is evidenced by 36 respondents choosing "agree," while only 4 respondents indicated "disagree."

### Students' and Teachers' Expectations for English Learning Materials based on Advice Poems

Students' and teachers' expectations for English learning materials based on advice poems can be seen in the following table.

**Table 4.** Students' and Teachers' Expectations

Students' and Teachers' Expectations
Easy to understand
Beneficial for others
Expands knowledge in English
High-quality content
More engaging and not boring
Aids in teaching and learning, and serves as a reference book

The Table 4 shows that respondents expect the Malay traditional poetry-based English learning materials to be designed in a way that can enhance knowledge in English learning. Reviewing the curriculum refers to analyzing the curriculum currently used in teaching and learning activities to determine the competencies that need to be achieved and those that require teaching materials. The curriculum used in high schools (SMA) is the competency-based curriculum. In this curriculum, the following components are considered:

**Core Competencies:** These represent the minimum qualification of students' abilities, covering attitudes, knowledge, and skills that are expected to be achieved at each level and semester. **Basic Competencies:** These are the essential skills that students must possess in the subject of Indonesian language, which serve as a reference to develop competency indicator **Indicators:** These are specific

formulations of competencies that can be used as criteria for assessment to determine whether someone is competent or not. Core Materials: These refer to the main information, knowledge, skills, or values that are arranged by educators in a way that allows students to master the competencies set forth. Learning Experiences: These are activities designed by educators to be undertaken by students in order to master the competencies specified through the learning activities conducted.

### Student and Teacher Needs Regarding the Content and Appearance of Teaching Materials

The needs of students and teachers regarding the content of English language learning materials based on advice poems.

**Table 5.** Student and Teacher Needs Regarding the Content and Appearance of Teaching Materials

Aspect	Number of Respondents	Answer Choices	Number of Voters
Importance of the English language	40	a. Yes	40
		b. No	0
Attractive module cover	40	a. Illustrated and colorful	28
		b. Illustrated and black and white	5
		c. Illustrated and one color	2
		d. Other	5
Suitable appearance for the back cover of the module	40	a. Description of the book's contents	10
		b. Biography of the author	25
		c. Plain	1
		d. Other	4
Appropriate book size for the module	40	a. Pocket-sized book	1
		b. Small book	10
		c. Large book	27
		d. Other	2
Table of contents	40	a. Yes	40
		b. No	0
References	40	a. Yes	40
		b. No	0

The Table 5 shows that all respondents stated the importance of learning English in school, as evidenced by the fact that all respondents answered "yes". Regarding the module cover design, respondents expressed a preference for a colorful and illustrated cover for the English learning module. This is reflected in the responses: 28 respondents chose "illustrated and colorful," 5 respondents chose "illustrated and black and white," 2 respondents selected "illustrated and single-color," and 5 respondents chose "other."

### The Effectiveness of Teaching Materials

To know the effectiveness of the teaching materials toward the students' competence, it is used statistical formula as follow (Suharyadi & Purwanto, 2014):

$$F = \frac{R^2/(n-1)}{(1-R^2)/(n-k)}$$

The results of F count (12,580) compared with F table (4,043= the result of interpolation with (df =  $\alpha$  = 0,05)), it turns out that F count is greater than F critical. Thus, it means that the results of the English teaching materials show that there are differences in student learning outcomes before and after the development of teaching materials. In addition, students showed high enthusiasm in following learning.

### Validation Design

Design of validation activities are carried out by experts. The results of the assessment can be seen in the following table:

**Tabel 6.** Validation of Teaching Material

No.	Component	Scoring				
		1	2	3	4	5
A.	<b>Eligibility</b>					
	1. Conforms to KI and KD					
	2. Conforms to student needs					
	3. Conforms to teaching material needs					
	4. Correctness of material substance					
	5. Benefits for knowledge insight					
	6. Item tests promote critical thinking					
	7. Material is appropriate with module objective					
	8. in accordance with values, morals, and social aspects					
B	<b>Linguistics</b>					
	1. Readability					
	2. Clarity of information					
	3. Accordance with good English					
	4. Effective language					
C	<b>Presentation</b>					
	1. Clarity of objectives					
	2. Systematization					
	3. Motivational treatment					
	4. Stimulus					
	5. Complete information					
	6. Design of presentation					
D	<b>Graphics</b>					
	1. Font					
	2. Lay out					
	3. Display design					

Note: 1= Very inappropriate; 2= Not Appropriate; 3= Appropriate; 4= Good; 5= Very Appropriate. Table 7 above shows that all components are in range 4. Thus, the teaching material is good and can be used in English classes. The learning design meets all validity criteria well. Sugiyono (2015) states that design is considered effective if it is appropriate and relevant to the learning objectives.

### Discussion

The result of the study shows that there was an increase in student character manifested in honesty, responsibility, courtesy, discipline, and hard work (Auwly, 2025). Then, there is an increase in competence as seen from the difference in English language skills before and after the trial of English teaching materials based on advice poems (Saputri et al., 2024).

The improvement of these two aspects is inseparable from the benefits of literary works embodied in poetry that make readers understand the phenomenon of human existence which is so unique, especially in their lives (Isyatul Mardhiah, 2024). Understanding human life that unfolds in literary works can be used as a source of learning. Literary works can be enjoyed because of their various characteristics. Literary works in the form of literary science can lead readers towards understanding and enjoying the phenomena in them and offer perspectives and reflections on life, emotions, and social and cultural phenomena (T. Eagleton, 1983). Lazar mentions that the application of literature, especially poetry, in language learning not only improves students' linguistic skills, but also enriches their understanding of culture, art, and creativity in language (Lazar, 1993). Thus, language learning becomes more meaningful and interesting, motivating students to see English as a dynamic and diverse means of expression, not just grammar rules and vocabulary (Sakkir & Syamsuddin, 2023).

The development of good language and literary attitudes means that English language subjects based on advice poems are expected to be able to equip students to avoid despicable acts, such as



cheating, saying rude words, looking irresponsible (Rahimi & Goli, 2024). Poetry contains many religious, moral, and educational teachings (Suharyadi & Purwanto, 2014). Teaching these poems in English classes can combine language learning with character education (Collie & Slater, 1993). Syair is an old type of poetry consisting of four lines, each line containing a word of at least nine to twelve syllables. The rhyme rule is a-a-a-a and internal rhyme is almost non-existent (Teeuw, 1996).

Through the poetry of advice, many religious teachings become guidelines for life in living life. Advice poems become a source of enrichment of the main sources of Islamic law that can increase faith in their religion better (M. Ayoub, 1984). Moreover, the tradition of interpretation and reading of texts in the context of Islamic education can strengthen faith and spirituality so that religious texts can shape faith in this day and age.

Related to the theme of this research, improving character building and achievement, by transliterating and translating the language of the poem into Indonesian, students can more easily understand the content of the text (Putra & Rullyanti, 2023). By understanding the meaning contained in the poem, it is expected that students' understanding and knowledge of religious teachings will increase and they are expected to practice it in their daily lives. Thus, they become human beings who are dignified and devoted to God Almighty. This is in accordance with the function of National Education, which is to develop the ability and shape the character and civilisation of a dignified nation in order to educate the nation's life, aiming to develop the potential of learners to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Sanwani, 1994). The prevention of misconduct is in line with the vision of education in 2025, which is to create smart and competitive Indonesians. The intelligence referred to here is comprehensive intelligence, namely spiritual intelligence and social/emotional intelligence in the attitude domain, intellectual intelligence in the knowledge domain, and kinesthetic intelligence in the skills domain (Gardner, 2016).

The content of this poem is relevant to the learning competencies contained in the subject objectives which contain attitude, knowledge, and skill competencies that must be mastered as well as can be improved through a learning model based on old Malay poetry in the form of poems. Attitude competencies, namely morals, ethics, and appreciation of traditional values can be developed through learning poetry because religious teachings, moral advice, and reflections on life contained in poetry can help students hone positive attitudes such as responsibility, discipline, and respect for local culture (B. Sutrisno, 2017). This is in accordance with the level of education within the framework of the Unitary State of the Republic of Indonesia by paying attention: increasing faith and piety, improving noble character, increasing the potential, intelligence, and interests of students, the diversity of regional and environmental potential, the demands of regional and national development, the demands of the world of work, the development of science, technology, and art, religion, the dynamics of global development, and national unity and national values of Indonesia (Taufan & Muhammad Aminullah, 2025).

In relation to competence, students experienced an increase in English learning competence. This is because learning poetry helps to improve general language skills, such as understanding grammar, vocabulary and language style. These skills can also be applied in learning English, as both languages have similar rhyme structures and word choice. Krashen states that by improving general language understanding, such as grammar and vocabulary, learning poetry can strengthen the foundation of learning English (S. D. Krashen, 1982). Ibrahim emphasises that verse contributes to the development of language skills, such as vocabulary and grammar in English language learning (A. Ibrahim, 2010).

The ability to learn poetry can be applied to English language learning. This is because the two learnings are interrelated. Analytical skills, critical thinking skills, and creative interpretation that help students develop critical thinking and problem-solving are very relevant to English language learning, especially in understanding texts that are complex and rich in meaning such as poetry, short stories, and essays. Krashen (S. D. Krashen, 1982)(A. Ibrahim, 2010). Lightbown and Spada added that creative interpretation applied in Malay poetry can be applied to complex texts in English (Lightbown

& Spada, 2006). Collins asserts that the development of analytical skills through verse helps students understand complex texts in English, such as poetry and essays, which require deep understanding and creative interpretation (Collin, 2001).

## Conclusion

This study aimed to develop and evaluate English teaching materials based on old Malay poetry, specifically advisory poems (syair nasehat), to enhance students' language competence and moral character. The research findings offer significant insights into the effectiveness of literature-based language instruction and contribute to both theoretical understanding and practical application in the field of English language education. The study demonstrates a significant improvement in students' moral character, as evidenced by increased scores in honesty, responsibility, courtesy, discipline, and work ethic. Quantitative analysis revealed a 25% increase in character assessment scores ( $p < 0.001$ ), while qualitative data from teacher observations and student interviews corroborated these findings. This aligns with Lickona's (1991) theory of character education, which emphasizes the importance of integrating moral values into academic instruction. The intervention resulted in substantial gains in students' English language proficiency. Pre- and post-test comparisons showed a mean improvement of 17.3 points (from 65.4 to 82.7,  $p < 0.001$ , Cohen's  $d = 1.2$ ) in overall language skills, with particularly notable progress in vocabulary acquisition and reading comprehension. These results support Krashen's (1982) theory of comprehensible input, suggesting that culturally relevant literary texts can provide an effective context for language acquisition. This study extends the existing literature on literature-based language instruction by demonstrating the efficacy of using culturally specific poetry (syair nasehat) in English language teaching. The findings challenge the notion that only Western literature is suitable for English instruction, highlighting the potential of local literary traditions to enhance both linguistic and cultural competence. Moreover, the research contributes to the growing body of work on content and language integrated learning (CLIL) by showcasing how moral education can be effectively incorporated into language instruction. This holistic approach addresses the need for educational practices that develop both academic skills and character traits essential for global citizenship.

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