

## DEVELOPMENT OF PROPHETIC RHYME WRITING TEACHING MODULES WITH INNOVATIVE STRATEGIES FOR GRADE X VOCATIONAL SCHOOL STUDENTS

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### ARTICLE HISTORY

Received : 20-01-2026

Revised : 07-02-2026

Accepted : 25-04-2026

### KEYWORDS

Other Professional  
Education;  
Responsive Curriculum  
Development;  
Vocational Education;

### ABSTRACT

The curriculum must keep up with the times to meet the evolving needs of society. Responsive curriculum development poses challenging problems for curriculum designers in vocational education and other higher professions, although as such there is little study on this topic. This research focuses on how the process of developing a responsive curriculum for vocational education, and other higher professions based on the results of a literature review methods with data sources consisting of a collection of twenty-six articles that are putated with process of gathering and arranging information or data from multiple sources is referred to as data collection identifying six supporting components of the responsive curriculum development process: (1) Vision of Education and Learning, (2) Continuous and iterative curriculum development process, (3) Collaboration, (4) involving all contributors, (5) The presence of favorable environmental factors and circumstances, and (6) Representatives of the institution. The importance of paying equal attention to each of these aspects is the main focus. By integrating these components, curriculum creators can design adaptable programs that are efficacious across the whole learning process. This strategy necessitates a shift in mentality and heightened exertion from all tiers of educational establishments, but ultimately results in a curriculum that is more comprehensive and adaptable.

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### INTRODUCTIONS

Intangible cultural heritage has been widely determined by UNESCO. In the field of literature, UNESCO announced in 2018 the designation of pantun as an intangible cultural heritage for the Republic of Indonesia. This determination is based on the submission of Indonesia and Malaysia on pantun as an intangible cultural heritage. Thus,

pantun adds to the long list of Indonesia's intangible cultural heritage at UNESCO ([https://thexandria.com/unesco-tetapkan-pantun-sebagai-warisan-budaya-indonesia-dan-malaysia-capeppppp/diakses on 27/03/2021](https://thexandria.com/unesco-tetapkan-pantun-sebagai-warisan-budaya-indonesia-dan-malaysia-capeppppp/diakses%20on%2027/03/2021)). One of the forms of appreciation for the world's recognition of intangible cultural heritage is poetry for which students must be introduced to poetry through learning poetry in school and included in the educational curriculum.

As an intangible cultural heritage for Indonesia, learning to write rhymes is not focused. This is because rhymes are not used as separate learning objectives but are integrated into the learning objectives of poetry. Therefore, the Indonesian textbook for class X does not involve these old poems so that they are taught to students but only new poems. Learning to write poems in schools still tends to be oriented towards the delivery of theory, just mentioning at the level of the type of poetry, namely old poems and new poems. Furthermore, the types of old poetry are pantun, poetry, karmina, talibun, seloka, gurindam, mantra, and thimble. The material about rhymes has not reached the realm of writing rhymes so that learning activities become less meaningful. Then the new type of poetry is a poem that is no longer bound by the rules that bind the old poem so that it tends to be freer.

Based on the description above, the Indonesian book for Class X does not contain the learning of rhyme writing skills. Therefore, the skill of writing rhymes cannot reach KKM 75.00 (Table 1).

The learning process that the author carried out in class seemed to be in very striking condition, the motivation of the students was very small and the lack of teaching materials for writing rhymes used by teachers in schools. This is because the material about poetry texts, especially rhymes, is very shallow. It is only limited to achieving several learning objectives, namely (1) understanding the information or messages conveyed in the poem text critically and reflectively, (2) analyzing the elements that build the poetry text to be able to interpret the content of the poem critically, (3) analyzing the diction in the poetry text to make a creative paraphrase, (4) writing ideas, thoughts, experiences, and observations into a poetry text creatively, (5) display the text of the poem in the form of a creative transfer of the vehicle. This condition causes a lack of activeness of students in writing rhymes. This results in the regularity of the classroom atmosphere in learning has not been achieved. Along with the lack of learning materials for rhyme writing skills, prophetic rhyme skills have not been achieved.

**Table 1 Summary of the Results of Initial Research on the Ability to Write Prophetic Poems of Grade X Vocational Students**

No.	Class X	Number of Students	Score	Category
1	Automotive Engineering, SMK Negeri 8 Pekanbaru	38	71,67	under MOH
2	PPLG 1, SMK Negeri 8 Pekanbaru	39	70,33	under MOH
3	PPLG 2, SMK Negeri 8 Pekanbaru	38	72,09	under MOH
4	Culinary 1, SMK Negeri 8 Pekanbaru	38	71,18	under MOH
5	Culinary 2, SMK Negeri 8 Pekanbaru	39	70,66	under MOH
6	Agr Plant 1, SMK Negeri 8 Pekanbaru	39	71,95	under MOH
7	Agr Plant 2, SMK Negeri 8 Pekanbaru	38	69,94	under MOH
8	Tkj, SMK Darel Hikmah Pekanbaru	9	69,52	under MOH
9	Fashion Styling, SMK Darel Hikmah Pekanbaru	8	69,21	under MOH

The data above is astonishing. Indonesian language teachers at the vocational school level must indeed be silenced if they really face this condition. Therefore, the common thread of this phenomenon needs to be presented. The party who has the potential to be brought to this case is an Indonesian language teacher. They do have the potential

to become months as the blame party. However, it is not wrong if Indonesian language teachers must be defended. The teacher argued that the incident was caused by the BSE (electronic school book) in Indonesian issued by the Ministry of Education and Culture which contained incorrect instructions about rhymes. If so, there is a rebuttal, namely that the teacher should correct the instructions about the wrong rhymes in BSE. The teachers refuted that they must have lost because the answer key in the UN question about rhymes was based on incorrect teaching.

From the perspective of the main textbook, the scarcity of materials for writing prophetic rhymes is the reason why the students do not have the skills to write prophetic rhymes. Skills require practice (Harjasusaja & Damaianti, 2014; Razak, 2004; Sultan, 2022). Therefore, it is relatively impossible to have practice if there is no learning. The learning of rhyme writing material is believed to be carried out in accordance with the purpose if it has sufficient objective and systematic teaching materials contained in the teaching module.

Academically, the above phenomenon can be overcome by developing a teaching module for writing prophetic rhymes for vocational school students. The development product is evidence for teachers to refute, revise, and/or add material in BSE Bahasa Indonesia. Therefore, the development of a teaching module for writing prophetic rhymes for class X of vocational schools can be carried out.

The development of the teaching module for writing prophetic rhymes must consider the attitude of students towards Indonesian language subjects. That is, KD pantun which is part of the KD for Indonesian subjects is in a disadvantageous position for every Indonesian teacher who is recognized by students who are unable to play their role in the classroom. The students who had previously suspected that Indonesian lessons were uninteresting, were reinforced by the fact that the factual conditions of the students were indeed such because they were reinforced by the teacher's minimal professional and pedagogic competence.

The use of constructivism approach (as the first strategy in the preparation of teaching modules to write prophetic rhymes) is believed to be able to anticipate the negative potential of students. This approach in one student guides the teacher to be able to carry out relatively systematic learning, on the other hand the students are conditioned to have an interest in the teacher's inductive style in teaching via the teaching material.

Inductive (not deductive) learning is believed to have its own attraction for students. The interest lies in the attitude of the teacher who first gives students the opportunity to freely express their ideas. In constructivism, teachers' activities that provide freedom to express ideas are called the orientation phase (Mahamod, 2012:52).

Learning to write rhymes through poetry is indeed mandated by the state. This learning is part of learning Bahasa Indonesia. Psychologically, learning Indonesian does not have a place in the hearts of students. It is believed that it is not uncommon for students to view this learning as a subject that is not equivalent to exact subjects such as Physics and Biology. Realizing this kind of psychological condition, the development of teaching materials for menlis pantun needs to be specially designed so that it has its own attraction for them even for Indonesian subjects.

Based on the description above, it is necessary to conduct research on the development of a teaching module for writing prophetic rhymes for class X of vocational schools. The development research is titled *Development of Prophetic Poetry Writing Teaching Modules Using Innovative Strategies for Grade X Vocational School Students*.

## RESEARCH METHODS

This study uses a quantitative method with a Quasi Experimental scheme of the Non Equivalent Control Group Design type. The research was conducted in two classes consisting of an experimental class and a control class (comparator). The experimental class was given a treatment in the form of learning using the e-comic-assisted PBL model. Meanwhile, the control class did not use the e-comic-assisted PBL model, only using the conventional learning model.

### Place and Time of Research

This research was carried out in two vocational high schools in Pekanbaru City as a location for instrument trials and product development, namely SMK Negeri 8 Pekanbaru and SMK YKWI Pekanbaru. The selection of SMK Negeri 8 Pekanbaru is based on the characteristics of relatively high student input and a large enough number of students per class, so that it is considered representative for the test; class X.1 is used for initial product testing and

X.2 class for final product testing. Meanwhile, SMK YKWI Pekanbaru was also selected with similar considerations to obtain relevant comparisons, with the same class division for the initial and final trial stages. The implementation of the research is planned to take place at the beginning of the even semester of the 2025/2026 school year, with details of the activity schedule that are systematically prepared as listed in the research time table.

**Development Model**

This research uses a Research and Development (R&D) approach with a development model that focuses on the systematic preparation and improvement of learning products. The development procedure refers to the ADDIE model which includes five main stages, namely analysis, design, development, implementation, and evaluation as stated by Dick et al. (2009). This approach is in line with the view of Sukmadinata (2017) who affirms that R&D integrates research and development processes to produce valid, practical, and effective products in improving the quality of learning. Furthermore, Razak (2019) developed the model into ADDIEIEP by adding the Improvement, Enhancement, and Product stages, so that the development process becomes more comprehensive, iterative, and oriented towards continuous improvement to produce a final product that is ready to be widely used.

**Development Procedure**

The procedure for developing teaching materials in this study refers to the ADDIE model proposed by Dick et al. (2009), then modified into the ADDIEIEP model according to Razak (2019) to be more comprehensive and oriented towards continuous improvement. The stages start from a needs analysis which includes the identification of student characteristics, learning context, and task analysis; Followed by the design stage to formulate learning objectives, prepare evaluation instruments, strategies, and initial design of modules. Furthermore, the development stage is carried out by realizing the design into a real product in the form of a complete module validated by experts. The initial product was then implemented through various trials, such as individual, small group, and field trials, followed by evaluation and revision based on the results of formative and summative evaluations. After that, the improvement stage is carried out through a thorough improvement of the product, which is then tested again at the second implementation stage. The next stage is the evaluation process to ensure the effectiveness, feasibility, and sustainability of the product's use. Finally, the final product is produced in the form of a prototype as a final form that has gone through a series of tests, evaluations, and refinements so that it is ready to be used in learning.

In the revision product trial procedure, learning is carried out using revised product teaching materials in the treatment class. Previously, pretest activities were carried out. After learning, posttest activities were carried out. The research design is contained in the image below.

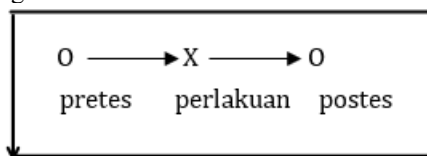


Figure 1 Design of One Group Prates-Postes

**Sample Size Determination**

This research is a development research that focuses on the preparation of a teaching module for writing prophetic rhymes using an innovation strategy for grade X students. The research population consisted of 97 class X students who came from two parallel classes at SMK Negeri 8 Pekanbaru and two parallel classes at SMK YKWI Pekanbaru. The sampling technique uses a total sample, so that all members of the population are used as research samples. At SMK Negeri 8 Pekanbaru, the number of samples was 80 students divided into two parallel classes, while at SMK YKWI Pekanbaru the number of samples per class was 9 students in class X.1 and 8 students in class X.2. This sample is used for both initial product trials and revision product trials, both on a limited scale and on a broad scale, in order to obtain comprehensive data in the product development process.

Respondents in the research and development methods research and development involved two groups of respondents. First, Indonesian teachers who teach class X as a group of users of the teaching module. Second, class X students who are part of the population who are positioned as audience groups. Their number is contained in Table 4.

**Table 1 Users and Audiences in Research and Development Methods Research and Development by School**

No.	Name of SMK	Trial	Number of Teachers	Number of Students
1	SMK Negeri 8 Pekanbaru	Initial Products	1	9
		Revised Products		
2	SMKYKWI Pekanbaru	Initial Products	1	9
		Revised Products		

### Trial Subject

The test subjects in this study involve several parties who play a role in the process of validating, implementing, and evaluating the effectiveness of the e-module for writing rhyme texts, namely material experts, media experts, linguists, and practitioners. A material expert is a lecturer or expert in the field of Indonesian language learning who is in charge of assessing the suitability of the content of the module with the curriculum, the correctness of the concept, the breadth of the material, and the feasibility of presentation for students. Media experts play a role in evaluating aspects of display, interactivity, navigation, and learning design so that the modules meet aesthetic principles and ease of use. Furthermore, linguists assess the accuracy of language use, including diction, sentence structure, linguistic rules, and readability levels so that the modules are easy to understand and communicative. Meanwhile, practitioners from elements of local wisdom, such as community leaders, traditional *mamak*, and cultural activists, were involved to provide contextual input so that the material in the module had strong cultural relevance and local values.

### Data Types and Sources

The type of data in this study consists of qualitative and quantitative data that complement each other in the process of developing teaching modules. Qualitative data was obtained from various stages of validation by a team of experts (validators), including validation of needs analysis, indicators of prophetic rhyme writing, design, development procedures, and product evaluation and revision both in the initial and final stages. In addition, qualitative data also includes assessments of module components such as prophetic rhyme, learning stages (orientation, idea origination, reconstruction, application, and reflection), as well as validation of research instruments such as observation guidelines and teacher questionnaires. Meanwhile, quantitative data was obtained from the results of prates and posters of writing prophetic rhymes which were used to measure the effectiveness of the modules before and after the trial. The data source in this study comes from observation guidelines used during the learning process, both in the initial product trial and revised products, with a focus on observation of teacher and student activities. Observations were carried out directly by the researcher on the Indonesian language teacher as well as student interaction during learning, using observation guidelines that have been validated by a team of experts to ensure the validity of the data obtained.

### Data Collection Instruments

The data collection instruments in this study used questionnaires, readability tests (kloz tests), and performance tests. The questionnaire was used to obtain teacher and student responses to the teaching module, which was prepared in a closed form with four answer options and validated by a team of experts to guarantee its feasibility. In addition, the kloz test is used to measure the readability level of narrative aspects in modules, with a specific scoring system based on word type, where the average result of a score of  $\geq 75$  indicates high readability (Harjasujana & Damaianti, 2003; Razak, 2018). The material tested includes various parts in the module, such as introductions, instructions for use, as well as several "tutorial" units in the idea reconstruction phase. Furthermore, the performance test is used to assess students' ability to write prophetic rhymes, both at the prates and postes stages, with a systematic preparation procedure including determining the scope of prophetic material, the structure of four-line rhymes, the preparation of test specifications, and the creation of question items. The preparation of this test refers to the principle of content validity that emphasizes objective and systematic procedures in the development of the instrument (Fraenkel et al., 2012; Azwar, 2013; Chapelle, 2012).

### Data Analysis Techniques

The data of this study is dominated by qualitative data so that thematic analysis is the main technique, especially to examine aspects of the content of prophetic rhymes, rhyme patterns (beginning, middle, and end), and the relationship of rhymes between lines. Thematic analysis was carried out from the base analysis stage by examining the indicators of achievement of rhyme writing competencies that were adjusted to student characteristics, time allocation, and learning position in the semester, to the final product revision stage. In addition, descriptive statistical analysis was also used at the validation stage by the weigher with a simplified scale of 1–4, where the final result was determined based on the mode value (Budiaji, 2013). Meanwhile, quantitative data in the form of prates and postes results were analyzed using descriptive statistics such as mean, median, mode, standard deviation, as well as maximum and minimum values, then classified based on the achievement of KKM 75.00. The scoring of the prophetic rhyme writing test refers to the ethical and aesthetic aspects, where the ethical aspect is the main requirement (score of 0 if not met), while the aesthetic aspect includes the suitability of rhymes between lines with a maximum total score of 60 for students who meet all indicators.

#### **Assumptions and Hypotheses**

This research is based on the assumption that learning to write prophetic rhymes in class X of vocational schools that still use government-issued Indonesian textbooks tends to be limited both in terms of depth of material and presentation, so they have not been able to develop writing skills optimally. On the other hand, learning at the postes stage is designed more systematically through the use of innovative strategy-based teaching modules that are integrated in digital platforms, such as Google Form, and supported by a five-phase constructivism approach, copying task techniques, and test techniques that have proven effective in various studies (Rahayu & Ikhtiaruddin, 2024; Delfiana, 2024; Naslinda, 2023; Rahayu & Sukmawan, 2024; Herianti et al., 2022; Indariawan et al., 2022). Thus, teachers play an active role in facilitating students to develop knowledge and skills in writing prophetic rhymes in a more targeted manner. Based on this assumption, a hypothesis was formulated that the results of students who used conventional learning were below the average of 68.67 and there was a difference in results between sample groups, while the results of the post after using innovative teaching modules reached an average of 85.33 and did not show significant differences between the sample groups.

## **RESULTS AND DISCUSSION**

### **Procedure for the Development of Teaching Modules for Writing Prophetic Texts Using Innovative Strategies for Grade X Students of Vocational Schools**

This study uses a Research and Development (R&D) approach with the ADDIE model which has been modified into ADDIEIEP (Razak, 2019). This modification aims to strengthen the development process to be more systematic, iterative, and oriented towards continuous product improvement. In total, there are eight main stages that are carried out in a structured manner, starting from the needs analysis to producing a final prototype that is ready to be used in learning.

The first stage is a baseline analysis that functions to identify learning needs as a whole. This analysis includes a study of the curriculum, student needs, student characteristics, and competency indicators that must be achieved (Dick, Carey, & Carey, 2009). The results of the analysis show that learning to write prophetic rhymes has not been specifically provided in the curriculum, so students do not get adequate learning experience. In addition, the results of prates in several vocational schools in Pekanbaru show that students' abilities are still below KKM 75, which emphasizes the need for the development of special teaching materials.

Furthermore, the analysis of student characteristics revealed that students' interest in Indonesian language lessons was relatively low compared to other subjects. Therefore, the constructivism approach of the Needham five-phase model was chosen which is considered to be able to increase student involvement gradually (Mahamod, 2014). On the other hand, competency indicators are formulated based on the ethical and aesthetic aspects of prophetic poetry, which refer to moral and Islamic values as explained by Bisri (2015), Nasrullah (2018), and Syamsuddin (2020). All of the results of this analysis are then validated by experts to ensure their feasibility.

The second stage is design, which focuses on the preparation of the initial design of the teaching module. At this stage, learning objectives, evaluation instruments, learning strategies, and the overall structure of the module are determined. The modules are designed by integrating constructivism approaches, copying techniques, and test techniques. The structure of the module includes components such as learning objectives, concept maps, five-phase-based activities, exercises, and evaluation. This design also pays attention to the feasibility aspects of content, presentation, language, and graphics (Muslich, 2010), as well as student-centered learning principles (Darling-Hammond, 2020).

The third stage is development, which is realizing the design into a real product in the form of a complete teaching module. The material is arranged following five phases of constructivism, ranging from orientation to reflection. The module is also equipped with examples of prophetic rhymes that meet ethical and aesthetic criteria, as well as systematic writing exercises. These initial products are then validated by material, media, language, and cultural practitioners to ensure their quality and fit for learning objectives (Lee, Yusoff, & Tan, 2019).

The fourth stage is the initial product trial on a limited scale. The trial was carried out on a number of students in two vocational schools to see the implementation of learning and user response. Data were collected through observation, questionnaires, prates, and readability tests using the kloz method (Harjasujana & Damaianti, 2003; Razak, 2018). The results of this test provide an initial overview of the advantages and disadvantages of the developed modules, so that it can be the basis for improvement.

The fifth and sixth stages include evaluation and revision of the initial product, then continued with large-scale trials. The revision was carried out based on the results of the analysis of limited trial data, including improvements in materials, language, and evaluation instruments (Aida & Yono, 2024). After that, the product was tested again using a prates-postes design to measure its effectiveness in improving students' writing skills. The results showed a significant improvement after the use of the module, in line with the findings that the constructivism approach was effective in improving conceptual understanding (Dagar & Yadav, 2016).

The seventh stage is a thorough evaluation of the revised product. The analysis was carried out quantitatively through descriptive statistics and qualitatively through thematic analysis. This evaluation aims to ensure that the modules meet the criteria for effectiveness, suitability, and ease of use. The last stage is the reproduction of the final product in the form of a prototype of a teaching module that has been declared valid, practical, and effective. This product is ready to be used and disseminated as a reference for learning to write prophetic rhymes at vocational schools, as well as a solution to the limitations of existing teaching materials (Fullan, 2020).

#### **Form and Structure of the Final Product of the Prophetic Text Writing Teaching Module Using Innovative Strategies for Grade X Students of SMK**

This study aims to describe the form and structure of the final product in the form of a prophetic rhyme writing teaching module for grade X students of vocational school which is developed through innovative strategies. The resulting product is a printed module that has passed eight stages of development and is declared valid, practical, and effective based on expert judgment and empirical trials. This module is designed as a prototype that can be used directly in learning Bahasa Indonesia.

In the initial part, the module is equipped with identities and supporting components that are systematically arranged. These components include title pages, forewords, table of contents, and instructions for use for teachers and students. This section serves as a starting guide for users to understand the purpose and how to make the most of the module. Preparing a clear and communicative initial part is important to support independent learning (Charlina et al., 2021).

Furthermore, the module contains learning objectives that are formulated specifically and measurably, focusing on two main aspects, namely ethics and aesthetics of prophetic poetry. In addition, a concept map is presented in visual form to help students understand the relationships between the materials before getting into the core activities. This presentation is in line with the principle of constructivism which emphasizes the importance of activating students' initial knowledge (Lee et al., 2019).

The core part of the module lies in learning activities that are structured based on the five phases of constructivism of the Needham model, namely orientation, idea origination, idea reconstruction, idea application, and reflection. In the orientation phase, students are given stimulus in the form of pictures and triggering questions to build interest in learning. The idea generation phase then encourages students to express initial understanding through exploratory questions without formal assessment.

The idea reconstruction phase is the richest part of the material because it contains seven instructional units that discuss the concept of prophetic rhymes in depth, including structure, ethics, aesthetics, and correct examples. In this phase, a copying task technique is used which aims to ensure that students actively read and understand the material. In addition, exercises based on test techniques are provided to strengthen understanding. The combination of these two techniques has been proven to be effective in improving language skills (Razak et al., 2021; Permana & Kurniawan, 2024).

The idea application phase provides students with the opportunity to apply the knowledge they have gained by writing prophetic rhymes independently. Assignments are arranged in the form of performance tests that refer to validated competency indicators. After that, in the reflection phase, students are invited to compare the initial understanding with the new knowledge obtained, so that there is a meaningful strengthening and change in the schema (Mahamod, 2014).

The content of the module specifically emphasizes two main dimensions, namely ethics and aesthetics. The ethical dimension demands the content of the rhymes that is objective and does not violate moral values, while the aesthetic dimension is related to the beauty of sound through rhyming patterns. The examples of rhymes presented have gone through a strict selection to suit both aspects. This approach is important because prophetic rhymes not only function as literary works, but also as a medium for conveying values (Syamsuddin, 2020).

In closing, the modules are complemented by formative tests and assessment rubrics that measure student achievement based on ethical and aesthetic aspects. The validation results showed that this module met the feasibility criteria in terms of content, presentation, language, and graphics (Muslich, 2010). Overall, the module structure consisting of eight main components has been systematically structured and supports gradual learning. This module is not only worth using, but also effective in improving students' prophetic rhyme writing skills.

## Discussion

The development of a prophetic rhyme writing teaching module through eight procedures in the ADDIEIEP model (Razak, 2019) showed consistent results in producing valid, practical, and effective products. Each stage is carried out sequentially and iteratively, so that the data from one stage becomes the basis for improvement in the next. This pattern is in line with the concept of research and development that emphasizes the integration between the research and production processes to produce quality teaching materials (Sukmadinata, 2017).

At the base analysis stage, it was found that students' prophetic rhyme writing ability was still below the minimum standard of completeness. This condition shows that there is a gap between the demands of the curriculum and the availability of teaching materials in the field. These findings reinforce the results of previous research which stated that the limitations of teaching materials and learning models are the main factors for low rhyme writing skills (Khoirotunnisa et al., 2018; Hadun, 2023). Therefore, the development of innovative strategy-based modules is a relevant solution.

The trial phase, both on a limited and broad scale, provides a more comprehensive picture of the effectiveness of the modules in a wide range of student conditions. The test was carried out in schools with different characteristics of student input, so the results were more representative. This approach is important to ensure that the modules are not only effective in specific groups, but can also be applied widely in various educational contexts (Rahmadini & Sumardi, 2024).

One of the advantages of this research procedure lies in the use of the kloz test to measure the readability of modules. This instrument is able to show the extent to which students can understand the content of the module independently without the help of the teacher. Readability is a crucial factor because modules are designed as

independent teaching materials, so the language and presentation must be completely in accordance with the level of ability of students (Harjasujana & Damaianti, 2003; Razak, 2018).

In terms of products, the teaching modules produced have different characteristics compared to previous research. The main uniqueness lies in the integration of three strategies in one learning system, namely the constructivism approach, the copying task technique, and the test technique. This combination creates a learning flow that not only emphasizes understanding of concepts, but also active engagement and structured practice, which has not been widely found in the development of rhyme writing modules before.

In addition, the module's focus on prophetic rhymes is a significant differentiating value. In contrast to the rhyme module based on general local wisdom or rhyme card media for elementary school students, this module emphasizes ethical and aesthetic aspects based on Islamic values. This approach not only develops writing skills, but also supports the formation of students' character in accordance with national education goals (Bisri, 2015).

Another advantage lies in the systematic and example-based presentation of the material. The module not only displays examples of correct rhymes, but also examples of wrong ones and their analysis. This strategy helps students understand concepts through direct comparison, so that the learning process becomes more in-depth. Coupled with the use of copying techniques, students are encouraged to actively read and understand the material before practicing it (Razak et al., 2021; Delfiana, 2024).

Overall, this teaching module not only functions as a means of learning writing skills, but also as a medium for strengthening moral and religious values. The integration of Islamic values in every component of material and exercises has been proven to increase student motivation, creativity, and involvement in learning. These findings are supported by various studies that show that teaching materials based on cultural and religious values have higher effectiveness in improving the quality of learning (Yakob et al., 2023; Annisa Azzahra et al., 2025).

## CONCLUSION

Based on the results of the research and discussion that has been described, two main things can be concluded as follows. First, the procedure for developing a teaching module for writing prophetic rhymes using innovative strategies for grade X students of vocational school was carried out through eight procedures in the ADDIEIEP model (Razak, 2019), namely: (1) base analysis; (2) preparation of initial product design; (3) preparation of initial products; (4) initial product trials; (5) evaluation and revision of the initial product; (6) trial of revised products; (7) evaluation and revision of revised products; and (8) reproduction of the final product in the form of prototypes. Each procedure is carried out systematically and iteratively, involving expert team validation, observation, klotz tests, teacher and student questionnaires, and qualitative and quantitative data analysis.

Second, the final product of the prophetic rhyme writing teaching module using an innovative strategy for grade X students of SMK has a form and structure consisting of eight components, namely: (1) identity and initial completeness; (2) learning objectives and concept maps; (3) the orientation phase; (4) the phase of the idea formation; (5) the idea reconstruction phase which contains seven teaching units, blank fields for copying techniques, and test technique questions; (6) the phase of application of ideas; (7) the reflection phase; and (8) formative tests along with scoring rubrics. The final product has been declared feasible by a team of experts based on four aspects of feasibility and has proven to be effective in improving the prophetic rhyme writing skills of students in class X of vocational schools above KKM 75.00.

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