

# Development of an E-Book Guide to Writing Acrostic Poetry Based on Culturally Responsive Teaching (CRT) in Learning to Write Poetry for High Class Students

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## ABSTRACT

The aim of this research is to describe the needs of students and educators for e-books for writing acrostic poetry, to describe the prototype of e-books for writing acrostic poetry, to test the validity of e-books for writing acrostic poetry, and to test the effectiveness of e-books for writing acrostic poetry. The type of research used in this research is research and development (R&D) with the Borg and Gall model. Research data was obtained from interviews, needs questionnaires, validator questionnaires, as well as pretests and posttests. The research results show that the needs of students and educators for e-book prototypes include physical form, cover, introduction, contents, and closing of the book; a validity test by design validators; and an e-book guide to writing acrostic poetry obtained a percentage of 100% with a very feasible category. The feasibility test by material and language validators obtained a percentage of 90% with the very feasible category, 4) Effectiveness test: based on the results of the t test (Paired Simple Test), the output showed that Sig (2-tailed) was smaller than the significant value, namely  $0.000 < 0.05$ . This means that there is a significant difference in poetry writing skills before and after using the e-book guide to writing acrostic poetry. So it

can be concluded that the e-book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT), which was developed, is feasible and effective for improving poetry writing skills for fifth grade elementary school.

**Keywords:** E-Books, A Guide to Writing Acrostic Poetry, Culturally Responsive Teaching

## INTRODUCTION

In the era of globalization, education has collaborated with developing technology. Education acts as the initial foundation for improving understanding in reading and writing, better known as literacy. Technological development can help improve literacy culture in Indonesia with easy access to news via the internet. Literacy culture itself aims to carry out habits of thinking followed by a process of reading and writing, and in the end, what will be done in this activity process will create a work (Jatnika, 2019). One of the literary literacy lessons is writing poetry (Salam, 2023). Writing can be interpreted as a person's ability to express their ideas to other people or parties through written media (Yusuf et al., 2017). Writing skills are defined as mechanistic skills. Writing skills cannot be mastered only through theory but are implemented through regular

training and practice to produce well-organized writing (Karakus, 2023). In bringing out creativity, an active stimulus is needed that will stimulate students to develop. Purwati & Fathunnabila (2024) say in their book that writing is included in the category of productive skills. Writing functions as a communication medium that is carried out in a planned manner so that the results are structured, systematic, and easy to understand. Writing skills can improve students' ability to analyze, synthesize, and evaluate problems around them if taught well.

Writing poetry provides many benefits for students. Through poetry, students can express themselves and practice the sensitivity and richness of their language. Because of these benefits, poetry writing activities need to be taught to students. Writing poetry is a form of literary work that expresses opinions and feelings and is expressed in written form that has beautiful meaning. And the most important thing is the ability to write poetry such as Diction, Figures of Speech, Themes, and Rhyme (Kwon, 2018). Indonesian is one of the subjects taught in elementary schools to universities. The inclusion of Indonesian language lessons, apart from being a national language, is also a tool for developing culture and technology. So its existence and role are very important in school. In learning Indonesian, there are four competencies and scopes that are aimed at, including reading, writing, listening, and speaking skills. In this case, the four competencies are in accordance with the independent learning program (Sumaryanti, 2023). Learning Indonesian aims to ensure that students are able to use the language to learn, express ideas fluently and clearly, and communicate effectively with other people. One of the goals of learning Indonesian is for students to enjoy and utilize literary works to broaden their horizons, character, knowledge, and language skills, and to appreciate and be proud of Indonesian literature as a cultural and intellectual treasure of Indonesian people. Thus,

learning to write is an important part of Indonesian language learning activities because by writing students gain and develop their insight well. In the development of the education system in Indonesia, the learning process used adapts learning processes created by western nations, such as cognitive and constructivist theories, which are not necessarily in accordance with the characteristics of Indonesian society. Apart from that, along with technological developments and the influx of foreign cultures into Indonesia, Indonesia's diverse cultural values are starting to fade. Therefore, an approach that suits the characteristics of the Indonesian nation needs to be applied, one of which is the CRT E-Book learning approach.

The development of CRT-based teaching materials is very necessary for learning. The introduction of cultural values can be integrated into learning. Integrating local culture in learning can increase student motivation and learning outcomes (Wahira et al., 2024). CRT aims to: (1) recognize and respect students' cultural differences; (2) make students feel valued and involved in learning; (3) increase student motivation and learning outcomes.

Delivery of CRT-based teaching materials is an effort to introduce and spread the cultural diversity that exists in Indonesia without adding special subjects. Culture-based learning can be embedded through teaching materials. In this way, learning activities will continue to pay attention to the importance of education that is responsive to culture and can still touch on the main aspects of learning objectives, which include aspects of knowledge, attitudes, and skills. Electronic books or digital books are electronic versions of books (Sukardi, 2021). E-books are in demand because of their small size compared to books and also generally have a search feature so that words in the E-Book can be quickly searched and found. There are various popular electronic book formats, including plain text, PDF, JPEG, Doc Lit, and HTML. Each format has its own advantages and

disadvantages and also depends on the tool used to read the e-book.

The use of e-books will continue and develop; this development is supported by devices that can adopt e-readers, such as the Amazon Kindle, Apple iPad, and smartphones. E-books are designed to facilitate the reading process, making them more comfortable, and can be used everywhere. (Yu & Liu, 2021). E-books based on Culturally Responsive Teaching (CRT) are a learning approach that emphasizes the relationship between education and its socio-cultural dimensions. The emphasis on student culture and community is not merely an effort to bring students closer to their context, but more than that, it is hoped that it can bridge the emergence of students' awareness of their cultural identity. Based on the description above, it can be predicted that the CRT-based e-book guide to writing acrostic poetry has the potential to be good teaching material. The combination of images, text, video, and an attractive E-Book display in the E-Book guide to writing acrostic poetry can increase students' understanding of the concept and how to write good poetry by orienting to local culture based on CRT in developing students' creativity according to 21st century skills.

The development of CRT-based e-book teaching materials is very necessary because, apart from forming nationalism and love for one's culture, it also remains focused on increasing understanding of writing poetry. The development of an e-book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) can be used to improve students' poetry writing skills. Apart from learning to write poetry, students also learn to develop creativity based on cultural values so that they can be implemented in everyday life.

## **LITERATURE REVIEW**

### **The Essence of Writing**

According to Yunus (2019), writing is expressing ideas and thoughts in writing. Writing is one of the basic skills in language

(Ballester-Morell, 2021). The definition of writing in the context of creative writing is not just writing; there is a creative process that combines the writer's thoughts with thoughts that are different from other people's and becomes the writer's characteristic. Writing skills in Indonesian is one of the language skills that is very important for students to master. Writing skills are one of the language skills that have an important role in human life, so they require serious attention (Kustyarini et al., 2020). Indonesian writing skills are one of the language skills that have an important role in life because they can be used to express thoughts or ideas, knowledge, and life experiences in written form (Hartati, 2018). Writing skills are one of the skills that students need to master in high grades in elementary school. Writing in the higher grades does not only involve writing words on paper but also the ability to convey ideas, build arguments, and communicate effectively to convey ideas, and the development of critical and creative thinking. Literature review should be written here with proper citation.

### **Poetry Writing Skills**

The skill of writing poetry is to express feelings and thoughts. Feelings are a source of poetic ideas that have unlimited potential. Many poems are works of high literature that originate from the expression of the author's feelings and life experiences. In addition, the results of the creative positive thinking process can be expressed in the form of poetry. Creative positive thinking can be triggered by real experiences. From an early age, students can be directed to be able to use Indonesian well and correctly in communicating (Hartati, 2018). This is very influential for students' subsequent learning activities, such as learning to write poetry. Considering the difficulty of writing good poetry, the general approach used in elementary schools to teach poetry writing skills is to write based on students' daily experiences. Apart from that, it can also provide an understanding that poetry can be

used as a means to convey important information in an aesthetic written form (Belavina, 2022).

According to Supriyanto in Sumiyati (2022), the acrostic technique is a learning technique that can be applied to learning to write. How to create poetry using the acrostic technique by using letters in a word to start each line in the poem. These words will be chosen as the title of the poem to be written vertically so that each letter is developed into poetry verses. The acrostic technique is a learning technique that can be applied to learning to write. Basically, acrostic comes from the French word *acrostiche* and the Greek *akrostichis*, which means a poem that occupies the initial letter of each line, composing one or several words (Bawamenewi, 2020). The word acrostic is a poem in which the initial letter in each line forms a word when read vertically (Melasarianti et al., 2019). Acrostic technique is a type of poetry technique used for beginners as a basic material for starting to like writing poetry (Susanto, 2019).

### **Culturally Responsive Teaching (CRT)**

#### **Approach**

Culturally Responsive Teaching (CRT), or Culturally Responsive Pedagogy in Indonesian, is known as "Cultural Responsive Teaching." It is learning that recognizes and incorporates students' culture into the school curriculum and makes meaningful connections with community culture. Culturally responsive teaching is designed to help empower children and youth by using meaningful cultural relationships to convey academic and social knowledge and attitudes. This approach uses critical multicultural awareness skills. Multicultural awareness is used to objectively test their own cultural values, beliefs, and perceptions (Siregar & Dewi, 2024). Multicultural awareness helps teachers have good interpersonal skills and helps teachers challenge stereotypes and prejudices. The CRT approach can create a safe, comfortable learning environment that

supports students. Culturally responsive teaching (CRT), which is a learning approach that uses cultural knowledge, student experiences, and student learning styles to create more meaningful learning Inayah Dalam (Estetis et al., 2024).

The use of the CRT approach is very in accordance with the independent curriculum with the characteristics of providing education that is in accordance with the nature of the times and the nature of birth, where education not only improves students' abilities in aspects of knowledge but also has the ability to become agents of change, character, and culture in facing future challenges (Rahmawati et al., 2020). CRT is a learning perspective using students' socio-cultural contexts (Fitriani et al., 2020). CRT is a democratic, learner-centered pedagogy that incorporates and respects the cultural backgrounds of historically marginalized learners and seeks to create meaningful connections to academic knowledge for learner success.

### **E-Books**

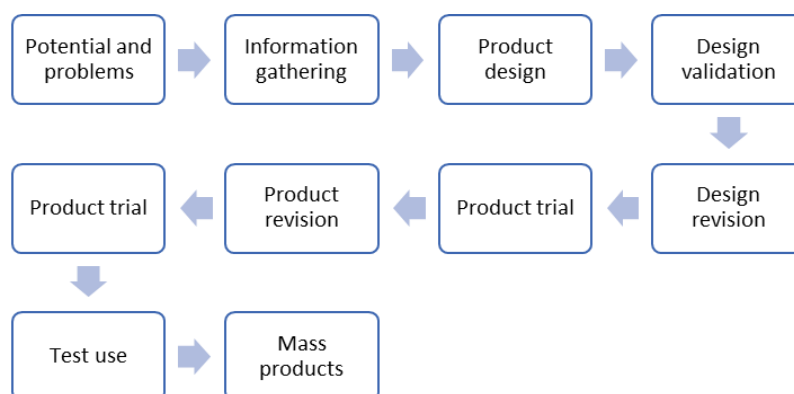
A digital book, or E-book (electronic book), is a book in digital form consisting of text, images, or both, which can be produced and published via a computer, and then the results can be read or accessed via a computer, mobile phone, or other electronic devices (Humairah, 2022). E-books are books presented in digital format that not only contain text material for learning but also contain pictures, learning videos, educational games, as well as quizzes or practice questions to increase students' understanding of the learning material. E-books can be one of the media and teaching materials that can be used in learning. The use of e-books as media can be explained as follows: 1) Learning media are tools, methods, and techniques used to assist the learning process. 2) The benefits of learning media are that it makes learning easier and clearer and makes learning more interesting. 3) The function of learning media is as a tool for both teachers and students to achieve the desired learning outcomes. 4)

The types of learning media are divided into 3, namely media in terms of their nature, reach, and use. 5) The use of media in teaching Indonesian is related to the material and learning objectives to be achieved; it is also related to the availability of facilities and infrastructure in the school or which can be managed by the teacher to support an effective and targeted learning process. Learning media are tools, methods, and techniques used to assist the learning process.

## MATERIALS & METHODS

The method used in this research is research and development (R&D). This type of research is Research and Development (RnD) research on the Borg Anda Gall model, which has been modified by Sugiyono according to the steps according to Sugiyono (2022). In this research, the approach taken is through a qualitative

approach. This means that the data collected comes from interview scripts, field notes, personal documents, notes and other official documents. So the aim of this qualitative research is to match empirical reality with applicable theory using descriptive methods. The development model used as a reference in this research is the ADDIE model, which is one of the development models of the Research and Development (R&D) method. This research design uses the Borg and Gall Research and Development model, which has been modified by Sugiyono. There are 10 research steps, but in this research the researcher will only take the eighth step due to budget limitations. The research steps that will be taken are: potential and problems, information gathering, product design, design validation, design revision, product trial, product revision, product testing, product revision, and usage trials.



In this development research, the instruments used to collect data are questionnaire instruments, checklists, observation guidelines, and documentation. This research uses qualitative descriptive statistical data analysis, namely describing the characteristics of the data for each variable. In this way, it is hoped that it will make it easier to understand the data for the subsequent analysis process. Data analysis and processing is carried out based on the results of the data obtained through the instruments used. The data obtained consists of needs analysis data, product characteristics analysis, feasibility analysis, and effectiveness testing.

## RESULT AND DISCUSSION

The results of this research are the development of an e-book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) for high school students, which includes: (1) the needs of students and educators for an e-book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT); (2) a prototype of an e-book for writing acrostic poetry; (3) validation of a guidebook for writing acrostic poetry based on Culturally Responsive Teaching (CRT); (4) the effectiveness of an e-book guide to writing

acrostic poetry based on Culturally Responsive Teaching (CRT).

### Analysis of the needs of students, educators, and the availability of school facilities for the E-Book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT).

The need for an e-book as a guide to writing CRT-based acrostic poetry consists of the needs of students and educators as well as an analysis of school facilities, which includes aspects of material, presentation, language, and graphics. The needs of educators and students show that there is a complementary relationship for the development of an e-book guide to writing acrostic poetry, such as in the presentation of material, presentation of content, use of language, as well as details related to book graphics. Basically, the need for students and educators is that the development of a CRT-based e-book guide to writing acrostic poetry has an attractive appearance design, uses communicative language, and can provide benefits and convenience for students in learning to write acrostic poetry.

### Analysis of the prototype of an e-book guide to writing poetry

The E-book prototype for a CRT-based acrostic poetry writing guide includes five parts, namely (1) display form, (2) e-book cover, (3) introduction section, (4) content section, and (5) ending section of the E-book. E-book display form on the selected platform. The front cover contains the title, illustration, and author's name; the back cover contains the author's biography. The introduction to the book contains the title page, foreword and table of contents, learning outcomes and objectives, as well as a concept map. The contents section contains the meaning of acrostic poetry, examples of acrostic poetry, the benefits of writing acrostic poetry, steps for writing acrostic poetry, practice writing acrostic

poetry, and practice writing poetry. Meanwhile, the final section of the book contains reference sources, a glossary, and a short biography of the author. The following is an explanation of the prototype parts of the character education-based poetry writing guidebook.

Figure 1 Front cover and back cover of the book



In general, this template design provides the title, cover image, author. To provide an idea of the shape of the cover, the code created is able to represent the cover page.

Figure 2 Introduction section



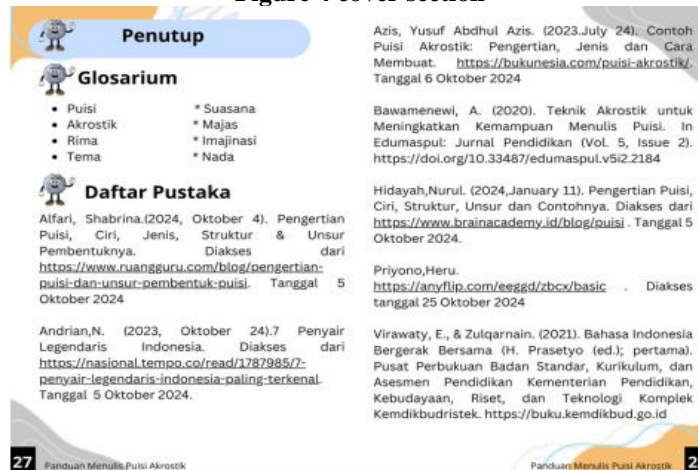
The introductory template design provides a foreword, table of contents, instructions for use, CP and ATP, along with a concept map. To provide an overview of the introductory page.

Figure 3 parts of the content



This template design provides the contents of the E-book being developed. To provide an overview of the content that can provide knowledge to students about writing poetry

Figure 4 cover section



The bibliography or closing section is located at the end of the E-book which functions to provide information to the reader or sources which are a reference point for developing the E-book

### Eligibility of the Guide to Writing Acrostic Poetry E-Book

### Validity of Material and Language Experts

Validation by material and language experts E-Book Guide to Writing Acrostic Poetry Based on CRT is carried out by expert lecturers. The following are the results of material and language experts' validation of an e-book guide to writing CRT-based acrostic poetry.

Table 1 Recapitulation of Material and Language Expert Validation Results

No	Media Feasibility Aspects	Total Score	Eligibility Percentage
1	Material suitability	4	100%
2	Content quality	3	75%
3	Relevance of the material	4	100%
4	Ease of understanding	3	75%
5	Development of understanding	4	100%
<b>Percentage of appropriateness of material and language</b>			<b>90%</b>

Source: Processed Development Research Data

Based on the table regarding the validation of material and language in the E-book guide to writing CRT-based acrostic poetry that has been processed by researchers, the percentage of appropriateness of material and language is 90% in the very appropriate category. The results of this validation show that the E-book guide to writing acrostic poetry is very suitable for testing in schools with revisions.

### Validity of E-Book Design Experts

Validation by design experts of the E-book guide to writing CRT-based acrostic poetry was carried out by expert lecturers. The following are the results of the design expert's validation of the CRT-based ebook guide to writing acrostic poetry.

**Table 2 Recapitulation of Design Expert Validation Results for E-Books**

No	Design Feasibility Aspects	Total Score	Eligibility Percentage
1	Guide e-book size description	4	100 %
2	Guide e-book layout	4	100 %
3	The letters are attractive and easy to read	4	100 %
4	Guide e-book cover illustration	4	100 %
5	Consistency of the layout of the contents of the e-book guide	4	100 %
6	Harmonious guide e-book layout elements	4	100 %
7	Complete guide e-book layout elements	4	100 %
8	The layout speeds up understanding	4	100 %
<b>Percentage of design feasibility</b>			<b>100 %</b>

Source: Processed Development Research Data

Based on table 4.9 regarding media validation of the E-book guide to writing CRT-based acrostic poetry that has been processed by researchers, the percentage of media suitability is 100% with the feasible category. The results of the validation by design experts show that the CRT-based E-book guide to writing acrostic poetry is very suitable for testing in elementary schools with revisions.

### Validity of Experienced Teachers on E-Books

Validation by experienced teachers of the e-book guide to writing CRT-based acrostic poetry was carried out by Indonesian language subject teachers at SDN Bendan 04, Pekalongan City. The following are the results of an experienced teacher's validation of an e-book guide to writing CRT-based acrostic poetry.

**Table 3 Recapitulation of Teacher Validation Results**

No	Design Feasibility Aspects	Total Score	Eligibility Percentage
1	Learning Appropriateness	4	100 %
2	Ease of Implementation	3	75 %
3	Development of Independence	4	100 %
4	Increased Understanding	4	100 %
5	Completeness of materials and assignments	4	100 %
<b>Percentage of design feasibility</b>			<b>95 %</b>

Source: Processed Development Research Data

Based on table 4.9 regarding experienced teacher validation of the e-book guide to writing CRT-based acrostic poetry that has been processed by researchers, the percentage of media suitability is 95% with the feasible category.

Based on the validation results, the e-book guide to writing acrostic poetry based on

Culturally Responsive Teaching (CRT) that has been developed is declared very valid in all aspects of each component. The e-book is proven to be accurate in the concepts, facts, illustrations, and definitions in the material so that it does not result in different interpretations of meaning when applied to students. Therefore, in the learning process,



students are able to understand and develop their skills in the material. The content feasibility aspect of the e-book is a guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT), which is refined in accordance with learning objectives based on the independent learning curriculum. Material expert lecturers have validated the material in the e-book, so it can be ensured that the material contained in the e-book is in accordance with the correct concepts and theories. E-books can enable students to carry out experimental activities such as those contained in the features presented regarding the guide to writing acrostic poetry. This shows how students have strategies for overcoming these challenges and illustrates how the challenges described are actualized in practice to overcome challenges in the Culturally Responsive Teaching (CRT) process itself (Koivuniemi et al., 2018).

In another examination of the relationship between interactivity, culturally responsive teaching (CRT), and the learning performance of students, determining a high level of enjoyment strengthened the relationship between interactivity and the learning performance of students (Chan et al., 2019). In the e-book feature, there is a video regarding a guide to writing acrostic poetry. Then students work on the questions that have been provided, which refer to competencies. The e-book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) also has features such as images, videos, and hyperlinks that make it easier for students to

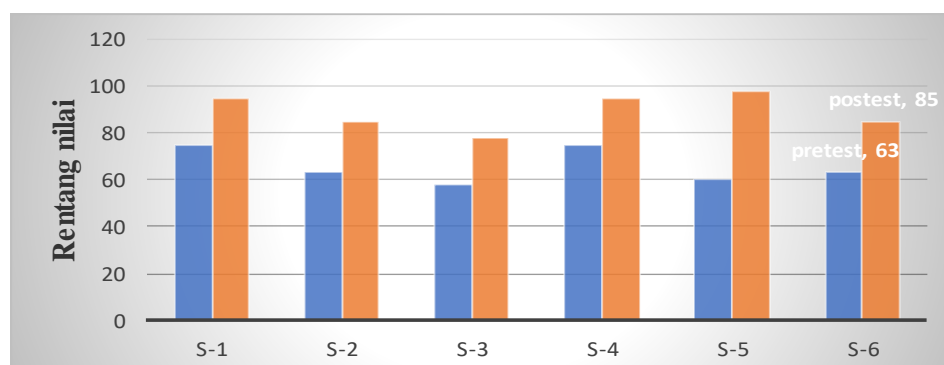
understand the material. This is in line with the statement of Sezgin et al. (2017) that the advantages of teaching materials like this that combine material presented with images, videos, and hyperlinks are that they can be accessed and effective for students because a lot of information can be obtained.

### Effectiveness of an e-book guide to writing poetry

In measuring the level of effectiveness of learning media in the form of an e-book, a guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) is given by giving a questionnaire to students. The effectiveness of the e-book was seen through a pretest (before learning using the module) and posttest (after learning using the module). Based on the findings obtained from the pretest and posttest results, students experienced an increase in writing acrostic poetry after using the E-Book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT). This increase can be seen by the real difference in the pretest and posttest scores for small-scale and large-scale tests.

#### Small scale test

The small scale test was carried out on high class students at SDN Bendan 04 which consisted of 6 students. The condition of the 6 children in elementary school consists of children whose intellectual abilities are 2 low, 2 medium and 2 high. The results of the pretest and posttest on improving students' writing of acrostic poetry can be seen in the table and image below



Based on the picture above, the pretest and posttest value data were also tested using N-gain. This test was carried out to determine

the level of students' ability to write poetry. N-gain descriptions are listed in the table below.

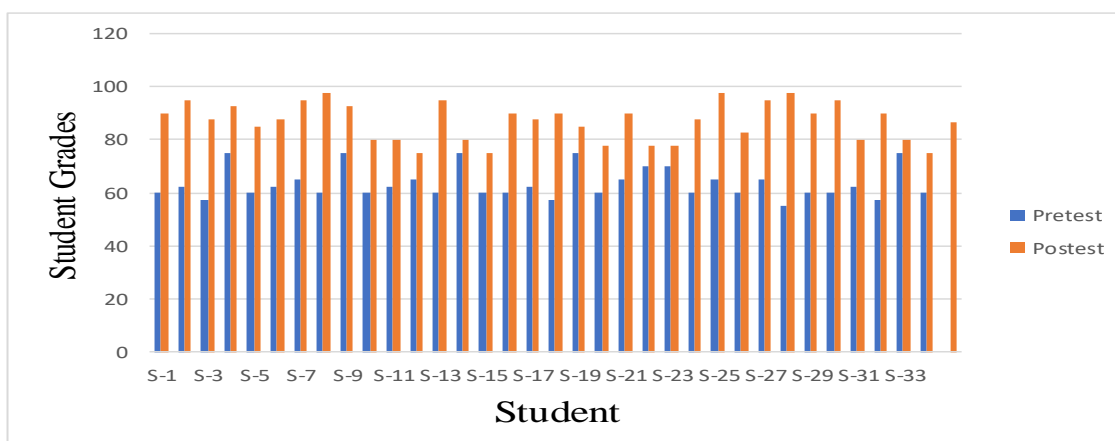
**Table 4 small scale N-gain test**

Student	Pretest	Posttest	N-Gain	Criteria
SDN Bendan 04	66	90	0,72	Tall

Based on the scores in the table and image above in the small scale test, it shows that students have improved in writing acrostic poetry with an average pretest score of 66 and an average posttest score of 90 with high criteria. Apart from carrying out small-scale tests, researchers will also carry out large-scale tests to determine the effectiveness of the media being developed, namely the E-Book, a guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT).

**Large-scale test**

The small-scale test was carried out on high-class students at SDN Bendan 03 and 01, consisting of 34 students. With the KKTP achievement value in learning, they obtained an average score of 70 in the material for writing acrostic poetry. The results of the pretest and posttest on improving students' writing of acrostic poetry can be seen in the table and image below.



Based on the picture above, the pretest and posttest value data were also tested using N-gain. This test was carried out to determine

the level of students' ability to write acrostic-based poetry. N-gain descriptions are listed in the table below.

**Table 5. Results of pretest and posttest N-gain analysis**

Student	Pretest	Posttest	N-Gain	Criteria
di SDN Bendan 03 dan 01	63.65	87.03	0,62	Currently

Based on the scores in the table above, it shows that students have improved in writing acrostic poetry based on moderate criteria. These results indicate that the E-Book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) is effective for use in the teaching and learning process and is able to increase interest and motivation to learn, especially

in Indonesian language lessons, and is able to improve students' ability to write acrostic poetry. After knowing the pretest and posttest scores with the N-gain test, the paired sample t test was then carried out to find out the difference between the pretest and posttest scores. The test results can be seen in the table below.

**Tabel 6 Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest posttest	-23.382	10.009	1.717	-26.875	-19.890	-13.622	33	.000

The paired T test was used to compare the average pretest and posttest results from the same group so as to determine whether there were significant changes in acrostic poetry writing skills after implementing the E-Book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT). The T test value of the paired sample t test in the table above is 0.000, or a significance value <0.05. This means that there is a significant difference between the pretest and posttest data. Apart from that, there were several student comments, including that students felt happy learning using the E-Book, a guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT), because they quickly understood the subject matter in the E-Book. The presentation of the material in the E-Book was interesting and fun. so you don't get bored of learning. Apart from the comments that the researchers mentioned above, students also commented a lot about their ease in using e-books because students can use them wherever and whenever they are; this makes students able to learn independently.

Analysis of the description of students' poetry writing skills using an e-book based on Culturally Responsive Teaching (CRT) with a total of 34 students, for the pretest score they obtained an average score of 63.65. After the learning process using e-books based on culturally responsive teaching (CRT), student learning outcomes increased, namely the post-test score obtained an average of 87.03. Measurement can be said to be effective through the pretest and posttest scores using the N-Gain test. Based on the Ngain test results, the

pretest and posttest scores obtained an average score of 0.62 in the medium category. This means that students' abilities have increased. Because the learning activity steps in e-books are based on Culturally Responsive Teaching (CRT), directing students to think creatively. Then there are also students who think that having an e-book makes it easier for them to learn because it can be used on a cellphone.

The results of this study support several previous studies regarding benefits. The use of e-books based on Culturally Responsive Teaching (CRT) has a very effective effect on improving students' social character (Kusni et al., 2021). Apart from that, e-books based on Culturally Responsive Teaching (CRT) are very efficient for improving students' poetry writing skills because through e-books students can more easily understand writing theory, writing practice, and writing evaluation for the four types of writing skills taught. The most important thing about developing an e-book based on Culturally Responsive Teaching (CRT) is in line with what was conveyed by Rahayu (2016): that the process of integrating local wisdom values in learning at school can be used as an effort to build national identity and as a selection influence. other cultures that can influence regional culture. From this explanation, it is concluded that E-books based on Culturally Responsive Teaching (CRT) to support students' creative thinking abilities can improve students' creative thinking abilities.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the E-

Book is a guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT) designed by the Camva application and is equipped with pictures and illustrations that attract students' interest and attention. The e-book is a guide to writing acrostic poetry based on culturally responsive teaching. (CRT), which was developed, is suitable for implementation as an effective learning material based on the results of material, language, and design expert assessments. The E-Book guide to writing acrostic poetry based on Culturally Responsive Teaching (CRT), which was developed, is effective in improving poetry writing skills in students with N-gain test results in the medium category.

### **Declaration by Authors**

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**Conflict of Interest:** The authors declare no conflict of interest.

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