



The Expansion of the Theme and Message of the Poem of Kunjungan Tengku Selangor to the Poem of Abdul Muluk and the Learning Plan

Sonia Setiawati^{1*}, Elmustian²

¹²Program Magister Pendidikan Bahasa Indonesia, Universitas Riau, Riau, Indonesia

*E-mail: sonia.setiawati6895@grad.unri.ac.id

ABSTRACT

This study aims to describe: 1) the theme of the Visit of Tengku Selangor poem text; 2) the theme of the Abdul Muluk poem text; 3) the expansion of the theme of the Kunjungan Tengku Selangor poem text in the Abdul Muluk poem text; 4) the message of the Kunjungan Tengku Selangor poem text; 5) the message of the Abdul Muluk poem text; 6) the expansion of the message of the Visit of Tengku Selangor poem text in the Abdul Muluk poem text; 7) the learning plan for the theme and message of the Kunjungan Tengku Selangor poem text; 8) the learning plan for the theme and message of the Abdul Muluk poem. This research took place in the odd semester of the 2024/2025 academic year. This research uses a library method. Through documentation techniques, observation guidelines are used as the main research instrument to collect data on the theme and message of the Kunjungan Tengku Selangor poem text and Abdul Muluk poem. The second instrument is a check-reck guideline to internally validate the theme and message of the poem. Data on the expansion of the theme and message of the Kunjungan Tengku Selangor poem as a hypogram text in Abdul Muluk's poem as a transformation text were analyzed thematically. The results of the study: 1) the main theme of the text of the poem Kunjunga Tengku Selangor is a slave who respects the colonizers more than his king which is reinforced by 17 supporting themes; 2) the theme of the text of the Abdul Muluk poem is respect for the high-ranking officials of the kingdom which is reinforced by 8 supporting messages; 3) the expansion of the theme of the text of the poem Kunjungan Tengku Selangor in the text of the Abdul Muluk poem lies in the number of themes; 4) the main message of the text of the poem Visiting Tengku Selangor is to be a slave who respects the king more than the colonizers which is reinforced by the message of 17 supporting messages; 5) the main message of the text of the Abdul Muluk poem is to respect the high-ranking officials of the kingdom which is reinforced by 19 supporting messages; 6) the expansion of the message of the text of the poem Kunjungan Tengku Selangor in the text of the Abdul Muluk poem also lies in the number of supporting messages; 7) the learning plan for the theme and message of the text of the poem Kunjungan Tengku Selangor which contains 18 main activities using multiple-choice test techniques through special teaching materials for grade 12 SMA/MA students; 8) lesson plan for the theme and message of Abdul Muluk's poem containing 20 main activities using multiple-choice test techniques through special teaching materials for grade 12 SMA/MA students.

Keywords: expansion, theme and message, Kunjungan Tengku Selangor, Abdul Muluk poem, learning plan

INTRODUCTION

Many Malay-classical literary texts are in the form of writing which has been transformed from texts using Javanese script or Arabic-Malay script into Latin script. Among the many manuscripts are (<https://www.ruangguru.com/blog/cepat-hikayat>):

- 1) Hikayat Hang Tuah
- 2) Hikayat Si Miskin
- 3) Hikayat Dua Abu

- 4) Hikayat Roro Jongrang
- 5) Hikayat Abu Nawas dan Lalat
- 6) Hikayat Tiga Pengembara Lapar
- 7) Hikayat Bunga Kemuning
- 8) Hikayat Amir
- 9) Hikayat Sri Rama Mencari Sita Dewi
- 10) Hikayat Bayan Budiman
- 11) Hikayat Abu Nawas dan Dua Orang Ibu
- 12) Hikayat Indera Bangsawan

Submitted
7/12/2024

Accepted
31/12/2024

Published
1/1/2025

Citation	Setiawati, S. & Elmustian, E. (2024). The Expansion of the Theme and Message of the Poem of Kunjungan Tengku Selangor to the Poem of Abdul Muluk and the Learning Plan. <i>Discussant: Journal Language and Literature Learning</i> , Volume 3, Issue 1, Januari 2025, 1-18. DOI: https://doi.org/10.55909/jpbs.v3i1.37
----------	---

Publisher
Raja Zulkarnain Education Foundation

- 13) Syair Saudagar Bodoh
- 14) Syair Abdul Muluk
- 15) Syair Kunjungan Tengku Selangor
- 16) Syair Dandan Setia
- 17) Syair Bulan Mengindera
- 18) Syair Perahu
- 19) Syair Ikan Terubuk

From the perspective of the intertextuality approach, one of the tales or poems above is positioned as a hypogram text. On the other hand, one of the tales or poems above is also positioned as a transformation text.

Intertextuality is a study of the relationship between a text and another text because no literary text is simply born, but there have been other literary works before. Nurgiantoro (2000:50) states more specifically that intertextual studies are an effort to find various specific aspects that have existed in previous literary works towards literary works that appear later.

The principle of the intertextual approach is that every literary text must be understood with an understanding of other texts. This means that no single text can exist independently. Furthermore, Ratna (2004:175) also said that there is no real originality in the concept of intertext. Handayani (2006:10) also stated the same thing that every literary text that is read must have a background of other texts. Through the intertextuality approach, the appreciation of a literary work becomes more meaningful because it contrasts two texts like studies that use a structural approach. This is also stated by Pradopo (2017:268) that by teaching or contrasting two or more literary works that show a relationship between one text and another, the meaning of the literary work is expected to be more reciprocally explored.

The study of hypogram texts in relation to transformation texts is divided into four aspects. The aspects in question are:

- 1) expansion, namely analyzing the expansion of elements of hypogram texts such as intrinsic elements in transformation texts;

- 2) conversion, namely analyzing changes in the flow of transformation texts from hypogram texts;
- 3) modification, namely the analysis of changes or manipulation of linguistic levels such as from non-narrative texts to narrative texts;
- 4) ekserp, namely the analysis of the absorption of the essence of the hypogram text in the transformation text.

As a student of the Masters Program in Indonesian Language Study Program, through the course Innovation of Literary Works Based on Local Content, two poems of Kunjungan Tengku Selangor and Abdul Muluk's poem are interesting to study. This research, which uses an intertextuality approach, is limited to the perspective of a structural approach which is also limited to the intrinsic elements of theme and message. From the aspect of the study of hypogram and transformation, it is limited to the aspect of expansion. Therefore, this article is entitled Expansion of Themes and Messages of the Kunjungan Tengku Selangor Poem Text in Abdul Muluk Poem.

As a student of the Indonesian Language Masters Program, through the course of Innovation of Literary Works Based on Local Content, the two poems above are interesting to study. The research uses an intertextuality approach. This study is limited to the perspective of a structural approach which is also limited to the intrinsic elements of theme and message. Therefore, this article is entitled Expansion of Theme and Message of the Visiting Tengku Selangor Poem Text in Abdul Muluk's Poem.

Based on the description above, this article contains 8 problem formulations. The problem formulations presented are as follows:

- 1) How are the themes of the hypogram of the Kunjungan Tengku Selangor poem?
- 2) How are the themes of the transformation of Abdul Muluk's poem?
- 3) How are the expansion of the themes aspect of the Kunjungan Tengku Selangor



poem in the transformation text of Abdul Muluk's poem?

- 4) How are the messages of the Kunjungan Tengku Selangor poem's hypogram?
- 5) How are the messages of the transformation of Abdul Muluk's poem?
- 6) How are the learning plan for the themes and messages of the poem Kunjungan Tengku Selangor?
- 7) How are the learning plan for the themes and messages of the poem Abdul Muluk?
- 8) How are the learning plan for the themes and messages of the poem Abdul Muluk?

This article contains 8 objectives that are in line with the formulation of the problem. The objectives are to describe:

- 1) the themes of the hypogram of the Kunjungan Tengku Selangor poem;
- 2) the themes of the transformation of Abdul Muluk's poem;
- 3) the expansion of the themes aspect of the Kunjungan Tengku Selangor poem in the transformation text of Abdul Muluk's poem;
- 4) the messages of the Kunjungan Tengku Selangor poem's hypogram;
- 5) the message of the transformation of Abdul Muluk's poem;
- 6) the expansion of the messages aspect of the Kunjungan Tengku Selangor poem's hypogram in the transformation text of Abdul Muluk's poem;
- 7) lesson plan themes and messages of the poem Visit of Tengku Selangor;
- 8) lesson plan themes and messages of the poem Abdul Muluk.

This article has several benefits. First, from the perspective of studying the structure of literary works, this research can be used as a comparison in terms of theme and message. Second, from the perspective of learning literary aspects in Indonesian Language subjects in high school, this article can be used as a consideration for learning

the comparison of themes and messages between hypogram texts and transformation texts. Third, from a cultural perspective, this article is also useful because it increases the number of old literary texts in the online journal scientific article scene. Fourth, from an academic perspective, this article has its own benefits. Hypogram texts and transformation texts in the study of intertextuality focusing on themes and messages can be used as discussion materials for students of the Indonesian Language Education Masters Program. Relevant research can be found in several articles in online journals. The articles in question include:

- 1) Nofasari, E., Tartiyoso, S., & Sari, P. K. (2022). Kearifan Lokal dalam Hikayat Pangeran Indra Bangsawan Karya Tri Saptarini. *Jurnal Serunai Bahasa Indonesia* Volume 19, Nomor 1, Maret 2022, 20-24, DOI: <https://doi.org/10.37755/jsbi.v19i1.516>
- 2) Hadiwijaya, H. Sarwono, S., & Sulistio, D. (2019). Telaah Makna Gramatis dan Psikologis dalam Syair Abdul Muluk Karya Raja Ali Haji. *Diksa: Jurnal Pendidikan Bahasa dan Sastra Indonesia*. Vol. 5 No. 1, 1-17, <https://doi.org/10.33369/diksa.v5i1.8771>
- 3) Oktaviany, H., Priyadi, A. T., & Seli, S. (2014). Kajian Intertekstualitas pada Novel Sang Pemimpin Karya Andrea Hirata dan Sepatu Dahlan Karya Khrisna. *Jurnal Pendidikan Pembelajaran*, Vol 3 No 7.

METHODS

This research took place in the odd semester of the 2024/2025 academic year. This time span was used for three main activities. These activities are: 1) planning which includes collecting research instruments, namely observation guidelines and checklists; 2) data collection/analysis; hypogram poem data and transformation poems were collected and analyzed during this period; 3) reporting, namely writing scientific articles to be published in online journals.

This article was written through research using library methods. The data for the Kunjungan Tengku Selangor poem and the Abdul Muluk poem used data available in various scientific documentation.

The library research method is commonly used in the field of scientific research based on classical texts. In other words, secondary data on certain characteristics cannot be collected primarily so as to produce valid and reliable data (Bandur, 2014:47; Creswell, 2014:73; Pringga & Sujatmiko, 2021:317-329; Razak, 2023:51; Moleong, 2010:55).

Based on the description above, documentation techniques and observation techniques are used as the basis for collecting data. The data in question are the Kunjungan Tengku Selangor poem text and the Abdul Muluk poem and the theme and message data of the two poem texts.

To validate the Kunjungan Tengku Selangor poem text data and the Abdul Muluk poem and the theme and message data, the check-reck guideline is used. This validation uses the time triangulation technique. First, the poem text is collected by copying it into a blur. Second, on the next occasion, the copy results were matched with the source text. Any copying that differed from the source text was corrected. Validation of the text of the poem Kunjungan Tengku Selangor did not find any errors between the source text and the copied text (Table-1). The same thing also happened to the text of the Abdul Muluk poem (Table-2).

Table-1

Validation Results of the Text of the Kunjungan Tengku Selangor Poem Based on Time Triangulation

No.	Verses of Poem	Time Triangulation	
		1	2
1	Verse-1	√	√
2	Verse-2	√	√

Table-1 (Countinued)

Validation Results of the Text of the Kunjungan Tengku Selangor Poem Based on Time Triangulation

No.	Verses of Poem	Time Triangulation	
		1	2
3	Verse-3	√	√
4	Verse-4	√	√
5	Verse-5	√	√
6	Verse-6	√	√
7	Verse-7	√	√
8	Verse-8	√	√
9	Verse-9	√	√
10	Verse-10	√	√
11	Verse-11	√	√
12	Verse-12	√	√
13	Verse-13	√	√
14	Verse-14	√	√
15	Verse-15	√	√
16	Verse-16	√	√
17	Verse-17	√	√
18	Verse-18	√	√

Table-2

Validation Results of the Text of the Abdul Muluk Poem Based on Time Triangulation

No.	Verses of Poem	Time Triangulation	
		1	2
1	Verse-1	√	√
2	Verse-2	√	√
3	Verse-3	√	√
4	Verse-4	√	√
5	Verse-5	√	√
6	Verse-6	√	√
7	Verse-7	√	√
8	Verse-8	√	√
9	Verse-9	√	√
10	Verse-10	√	√
11	Verse-11	√	√
12	Verse-12	√	√



Table-2 (Countinued)
Validation Results of the Text of the Abdul
Muluk Poem Based on Time Triangulation

No.	Verses of Poem	Time Triangulation	
		1	2
13	Verse-13	√	√
14	Verse-14	√	√
15	Verse-15	√	√
16	Verse-16	√	√
17	Verse-17	√	√
18	Verse-18	√	√
19	Verse-19	√	√
20	Verse-20	√	√

4. RESULTS

4.1 Theme of Kunjungan Tengku Selangor Poem

The hypogram text of the poem of Kunjungan Tengku Selangor contains 18 themes. Sequence-1 theme is the main theme while sequence-2 theme, sequence-3 theme, and so on are supporting theme-1, supporting theme-2, and so on. The themes in question are:

- 1) respect and responsibility of the king's high-ranking envoys
- 2) humility of the leader
- 3) waiting that bears fruit in happiness
- 4) keep trying even if you haven't succeeded
- 5) expression of gratitude to Allah Taala
- 6) devotion of the people to the king
- 7) obedience and expression of loss
- 8) responsibility to the leader
- 9) caution in acting
- 10) separation accompanied by joy
- 11) natural beauty that brings happiness
- 12) friendship of shared happiness
- 13) waiting and hope for the arrival of a friend
- 14) praise for a respected and special woman
- 15) the fulfillment of a slave's longing for a noble princess

- 16) the importance of knowing historical places
- 17) life journey and social status of a person in society
- 18) travel notes and togetherness of the group

Based on the data above, the main theme of the text of the hipogram poem, Kunjungan Tengku Selangor, is respect and responsibility of the king's high-ranking envoys. This theme is more pronounced in verse-27 on page 597 below.

Kepada Residen kita dahulu
Karena ia jadi penghulu
Tuan besar gering nin ulu
Hendak ketemu nanti dulu

Supporting theme-1 is the humility of the leader. This theme is more prominent in verse-2 on page 593, namely:

Syair dikarang orang yang hina
Buatan ini tidak guna
Banyak Janggal tidak kena
Jangan dibawa kesini-kesana

Supporting theme-2 is the waiting that bears fruit in happiness. This theme is more prominent in verse-25 on page 598, namely:

Sahaya lama sudah nanti
Lihat teropong tiada renti
Sudah liat dengan pasti
Baharu suka punya hati

Supporting theme-3 is keep trying even if you haven't succeeded. This theme is more prominent in verse-7 on page 594, namely:

Apa akal budi beta
Tidak dapat lagi kata
Tiga kali sudah pinta
Suruh juga buat cerita

Supporting theme-4 is the expression of gratitude to Allah Taala. This theme is more prominent in verse-7 on page 594, namely:

Demi tengku dengar kata
Hati di dalam sukacita
Terimakasih sekalian kita
Segera juga datang beta

Table-3

The Results of Validation of the Theme of the Text of the Kunjungan Tengku Selangor Poem via Time Triangulation

No.	Themes	Triangulation	
		1	2
1	Respect and responsibility of the king's high-ranking envoys	✓	✓
2	humility of the leader	✓	✓
3	waiting that bears fruit in happiness	✓	✓
4	confusion and anxiety in trying	✓	✓
5	expression of gratitude to Allah Taala	✓	✓
6	people's devotion to the king	✓	✓
7	obedience and expression of loss	✓	✓
8	responsibility to the leader	✓	✓
9	caution in acting	✓	✓
10	separation accompanied by joy	✓	✓
11	natural beauty that brings happiness	✓	✓
12	friendship of shared happiness	✓	✓
13	waiting and hope for the arrival of a friend	✓	✓
14	praise for a respected and special woman	✓	✓
15	devotion and appreciation	✓	✓
16	recognizing historical places	✓	✓
17	life journey and social status of a person in society	✓	✓
18	travel notes and togetherness of the group	✓	✓

Based on the data above, each theme of the Kunjungan Tengku Selangor poem is validated in-

ternally. Validation uses a checklist with time triangulation.

4.2 Themes of Abdul Muluk's Poem

Abdul Muluk's broadcast transformation text contains 20 themes. Sequence-1 theme is the main theme while sequence-2 theme, sequence-3 theme, and so on are supporting theme-1, supporting theme-2, and so on. The themes in question are:

- 1) respect for important royal figures
- 2) power and influence of a great leader
- 3) respect for a young leader
- 4) responsibility in leadership
- 5) equality in relationships
- 6) harmony and happiness in relationships
- 7) carrying out duties and obligations
- 8) connecting two parties through marriage
- 9) blessing from the family
- 10) respect for the royal family
- 11) business talks
- 12) wisdom and nobility
- 13) journey to the afterlife
- 14) responsibility in acting
- 15) welcoming the birth of a baby
- 16) giving a name with a good meaning to a newborn baby
- 17) the happiness of the ceremony of welcoming a newborn baby
- 18) the desire to protect the child from danger
- 19) vigilance against bad behavior
- 20) the position of the king and the role of the family

Based on the data above, the main theme of the text of the transformation poem, Abdul Muluk is respect for important royal figures. This theme is more pronounced in verse-6 on page 5 below.

Akan isteri sultan bahari
Ada seorang saudaranya laki-laki
Bernama Mansur bijak bestari
wazir besar sekali

Supporting theme-1 is the power and influence of a great leader. This theme is more prominent in verse-4 on page 5, namely:



Abdul Hamid sah konon namanya
Terlalu besar kerajaan
Beberapa negeri takluk kepadanya
Sekalian itu di bawah perintahnya
Supporting theme-2 is the respect for a young leader. This theme is more prominent in verse-26 on page 6, namely:

Tersebutlah pula suatu perkataan
Seorang raja di tanah Hindustan
Syihabidun namanya sultan
Tiga puluh tahun umurnya

Supporting theme-3 is the responsibility in leadership. This theme is more prominent in verse-134 on page 13, namely:

Anakku duduk memangku negeri
Baik-baik memelihara diri
Jangan diubah adat yang bari
Supaya ramai dagang senteri

Supporting theme-4 is the requality in relationships. This theme is more prominent in verse-112 on page 12, namely:

Tersenyum manis tuan mengindera
Suka melihat keduanya putera
Laki istri sama setara
Belumlah sampai budi bicara

Table-4
The Results of Validation of the Theme of the Text of the Abdul Muluk Poem via Time Triangulation

No.	Themes	Triangulation	
		1	2
1	respect for important royal figures	✓	✓
2	the power and influence of a great leader	✓	✓
3	respect for a young leader	✓	✓
4	responsibility in leading	✓	✓
5	equality in relationships	✓	✓

Table-4 (Countinued)
The Results of Validation of the Theme of the Text of the Abdul Muluk Poem via Time Triangulation

No.	Themes	Triangulation	
		1	2
6	harmony and happiness in relationships	✓	✓
7	carrying out duties and obligations	✓	✓
8	connecting two parties through marriage	✓	✓
9	blessing from the family	✓	✓
10	respect for the royal family	✓	✓
11	business talks	✓	✓
12	wisdom and nobility	✓	✓
13	journey to the afterlife	✓	✓
14	responsibility in acting	✓	✓
15	Will the servant's longing for love for the noble princess be fulfilled	✓	✓
16	Will the servant's longing for love for the noble princess be fulfilled	✓	✓
17	A young father who became a relative of the palace	✓	✓
18	the desire to protect the child from danger	✓	✓
19	vigilance against bad behavior	✓	✓
20	position of the king and the role of the family in palace life	✓	✓

Based on the data above, each theme of the Abdul Muluk poem is validated internally. Validation uses a checklist with time triangulation.

4.3 Expansion of the Theme of Abdul Muluk's Poem Text from the Poem Text of Kunjungan Tengku Selangor

The expansion of Abdul Muluk's transformation text of the poem against the hypogram text of the poem of Kunjungan Tengku Selangor in terms of quantity is 2 themes. This means that the theme of the poem text of Kunjungan Tengku Selangor is 18 themes while the theme of Abdul Muluk's poem is 20 themes.

4.4 Message of Kunjungan Tengku Selangor Poem

The hypogram text of the poem of Kunjungan Tengku Selangor contains 18 messages. Sequence-1 message is the main message while sequence-2 message, sequence-3 message, and so on are supporting theme-1, supporting message-2, and so on. The themes in question are: namely:

- 1) should respect and be responsible to the royal officials
- 2) emulate the humility of the leader
- 3) should wait for happiness
- 4) do not be confused and anxious when trying
- 5) should be grateful to Allah Taala
- 6) follow the people who serve the king
- 7) people who obey the orders of the palace officials
- 8) should be responsible to the leader
- 9) should be careful in acting
- 10) be a farewell accompanied by joy
- 11) should take advantage of the beauty of nature as a happiness
- 12) should create a friendship that makes each other happy
- 13) wait for the arrival of friends with full sincerity
- 14) praise women who are respected and special
- 15) try to fulfill the wait for my love for a noble princess
- 16) describe a historical place
- 17) a father who is a palace relative

- 18) should the crown prince's journey be followed by a large entourage

Table-5

The Results of Validation of the Messages of the Text of the Kunjungan Tengku Selangor Poem via Time Triangulation

No.	Messages	Triangulation	
		1	2
1	should respect to the royal officials	√	√
2	emulate the humility of the leader	√	√
3	should wait for happiness	√	√
4	do not be confused and anxious when trying	√	√
5	should be grateful to Allah Taala	√	√
6	follow the people who serve the king	√	√
7	people who obey the orders of the palace officials	√	√
8	should be responsible to the leader	√	√
9	should be careful in acting	√	√
10	be a farewell accompanied by joy	√	√
11	should take advantage of the beauty of nature as a happiness	√	√
12	should create a friendship that makes each other happy	√	√
13	wait for the arrival of friends with full sincerity	√	√
14	praise women who are respected and special	√	√
15	try to fulfill the wait for my love for a noble princess	√	√



Table-5 (Cuntinued)

The Results of Validation of the Theme of the Text of the Kunjungan Tengku Selangor Poem via Time Triangulation

No.	Themes	Triangulation	
		1	2
16	describe a historical place	√	√
17	a young father who is a palace relative	√	√
18	should the crown prince's journey be followed by a large entourage	√	√

Based on the data above, each messages of the Kunjungan Tengku Selangor poem is validated internally. Validation uses a checklist with time triangulation.

4.5 Messages of Abdul Muluk Poem

The hypogram text of the poem of Abdul Muluk contains 20 messages. Sequence-1 message is the main message while sequence-2 message, sequence-3 message, and so on are supporting theme-1, supporting message-2, and so on. The themes in question are:

- 1) respect for important royal figures
- 2) power and influence of a great leader
- 3) respect for a young leader
- 4) responsibility in leading
- 5) equality in relationships
- 6) harmony and happiness in relationships
- 7) carrying out duties and obligations
- 8) connecting two parties through marriage
- 9) blessing from the family
- 10) respect for the royal family
- 11) talk about business
- 12) wisdom and nobility
- 13) journey to the afterlife
- 14) responsibility in acting
- 15) welcoming the birth of a baby
- 16) giving a name with a good meaning to a newborn baby
- 17) happiness in the ceremony of welcoming a newborn baby

- 18) the desire to protect the child from danger
- 19) vigilance against bad behavior
- 20) the position of the king and the role of the family in palace life

Table-6

The Results of Validation of the Messages of the Text of the Abdul Muluk Poem via Time Triangulation

No.	Messages	Triangulation	
		1	2
1	respect for important royal figures	√	√
2	the power and influence of a great leader	√	√
3	respect for a young leader	√	√
4	responsibility in leading	√	√
5	equality in relationships	√	√
6	harmony and happiness in relationships	√	√
7	carrying out duties and obligations	√	√
8	connecting two parties through marriage	√	√
9	blessing from the family	√	√
10	respect for the royal family	√	√
11	business talks	√	√
12	wisdom and nobility	√	√
13	journey to the afterlife	√	√
14	responsibility in acting	√	√

Table-6 (Countinued)

The Results of Validation of the Messages of the Text of the Abdul Muluk Poem via Time Triangulation

No.	Messages	Triangulation	
		1	2
15	Will the servant's longing for love for the noble princess be fulfillle	√	√
16	Will the servant's longing for love for the noble princess be fulfilled	√	√
17	happiness in the ceremony of welcoming a newborn baby	√	√
18	the desire to protect the child from danger	√	√
19	vigilance against bad behavior	√	√
20	position of the king and the role of the family in palace life	√	√

Based on the data above, each messages of the Abdul Muluk poem is validated internally. Validation uses a checklist with time triangulation.

4.6 Expansion of the Messages of Abdul Muluk's Poem toward Kunjungan Tengku Selangor Poem

The eapansion of the messages of the poem Kunjungan Tengku Selangor to Abdul Muluk's poetry by 2 messages. Of the 18 messages on the poem of Kunjungan Tengku Selangor, there were 20 messages on Abdul Muluk's poem.

4.7 Learning Plan for Themes and Messages of the Poem Kunjungan Tengku Selangor

For grade 12 of SMA/MA, themes and messages have the potential to be taught. Learning uses special teaching materials containing verses of poetry texts. Learning strategies that can be involved in teaching materials are multiple-choice test techniques. This learning plan only contains main activities, namely:

- 1) students are facilitated orally and in writing by the teacher to be able to answer question 1 about the main theme and question 2 about the main message of the poem Tengku Selangor's Visit through special teaching materials
- 2) students are facilitated orally and in writing by the teacher to be able to answer question 3 about supporting theme 1 and question 4 about supporting message 1 of the poem Tengku Selangor's Visit through special teaching materials
- 3) students are facilitated orally and in writing by the teacher to be able to answer question 5 about supporting theme 2 and question 6 about supporting message 2 of the poem Tengku Selangor's Visit through special teaching materials
- 4) students are facilitated orally and in writing by the teacher to be able to answer question 7 about supporting theme 3 and question 8 about supporting message 3 of the poem Tengku Selangor's Visit through special teaching materials
- 5) students are facilitated orally and in writing by the teacher to be able to answer question 9 about supporting theme 4 and question 10 about supporting message 4 of the poem Tengku Selangor's Visit through special teaching materials
- 6) students are facilitated orally and in writing by the teacher to be able to answer question 11 about supporting theme-5 and question-12 about the supporting message-5 of the Tengku Selangor Visit poem through special teaching materials
- 7) students are facilitated by the teacher orally and in writing to be able to answer question-13 about supporting theme-6 and question-14 about the supporting message-6 of the Tengku Selangor Visit poem through special teaching materials



- 8) students are facilitated by the teacher orally and in writing to be able to answer question-15 about supporting theme-7 and question-16 about the supporting message-7 of the Tengku Selangor Visit poem through special teaching materials
- 9) students are facilitated by the teacher orally and in writing to be able to answer question-17 about supporting theme-8 and question-18 about the supporting message-8 of the Tengku Selangor Visit poem through special teaching materials
- 10) students are facilitated by the teacher orally and in writing to be able to answer question-19 about supporting theme-9 and question-20 about the supporting message-9 of the Tengku Selangor Visit poem through special teaching materials
- 11) students are facilitated by the teacher orally and in writing to be able to answer question-21 about supporting theme-10 and question-22 about the supporting message-10 of the Tengku Selangor Visit poem through special teaching materials
- 12) students are facilitated by the teacher orally and in writing to be able to answer question-23 about the supporting theme-11 and question-24 about the supporting message-11 of the Tengku Selangor Visit poem through special teaching materials
- 13) students are facilitated by the teacher orally and in writing to be able to answer question-25 about the supporting theme-12 and question-26 about the supporting message-12 of the Tengku Selangor Visit poem through special teaching materials
- 14) students are facilitated by the teacher orally and in writing to be able to an-

swer question-27 about the supporting theme-13 and question-28 about the supporting message-13 of the Tengku Selangor Visit poem through special teaching materials

- 15) students are facilitated by the teacher orally and in writing to be able to answer question-29 about the supporting theme-14 and question-30 about the supporting message-14 of the Tengku Selangor Visit poem through special teaching materials
- 16) students are facilitated by the teacher orally and in writing to be able to answer question-31 about the theme supporting-15 and question-32 about the supporting message-15 of the Tengku Selangor Visit poem through special teaching materials
- 17) students are facilitated orally and in writing by the teacher to be able to answer question-33 about the supporting theme-16 and question-34 about the supporting message-16 of the Tengku Selangor Visit poem through special teaching materials
- 18) students are facilitated orally and in writing by the teacher to be able to answer question-35 about the supporting theme-17 and question-36 about the supporting message-17 of the Tengku Selangor Visit poem through special teaching materials

4.8 Learning Plan for Themes and Messages of the Poem Abdul Muluk

For grade 12 of SMA/MA, the themes and messages of Poem Abdul Muluk have the potential to be taught. Learning uses special teaching materials containing verses of the poem text. Learning strategies that can be used are multiple choice and multiple test techniques. This learning plan only contains main activities, namely:

- 1) students are facilitated by the teacher orally and in writing to be able to answer question-1 about the main theme and question-2 about the main message of the poem of Abdul Muluk through special teaching materials
- 2) students are facilitated by the teacher orally and in writing to be able to answer question-3 about supporting theme-1 and question-4 about supporting message-1 of the poem of Abdul Muluk through special teaching materials
- 3) students are facilitated by the teacher orally and in writing to be able to answer question-5 about supporting theme-2 and question-6 about supporting message-2 of the poem of Abdul Muluk through special teaching materials
- 4) students are facilitated by the teacher orally and in writing to be able to answer question-7 about supporting theme-3 and question-8 about supporting message-3 of the poem of Abdul Muluk through special teaching materials
- 5) students are facilitated by the teacher orally and in writing to be able to answer question-9 about supporting theme-4 and question-10 about supporting message-4 of the poem of Abdul Muluk through special teaching materials
- 6) students are facilitated by the teacher orally and written to be able to answer question-11 about supporting theme-5 and question-12 about supporting message-5 of the ppoem of Abdul Muluk through special teaching materials
- 7) students are facilitated by the teacher orally and in writing to be able to answer question-13 about supporting theme-6 and question-14 about supporting message-6 of the poem of Abdul Muluk through special teaching materials
- 8) students are facilitated by the teacher orally and in writing to be able to answer question-15 about supporting theme-7 and question-16 about supporting message-7 of the poem of Abdul Muluk through special teaching materials
- 9) students are facilitated by the teacher orally and in writing to be able to answer question-17 about supporting theme-8 and question-18 about supporting message-8 of the poem of Abdul Muluk through special teaching materials
- 10) students are facilitated by the teacher orally and in writing to be able to answer question-19 about supporting theme-9 and question-20 about supporting message-9 of the poem of Abdul Muluk through special teaching materials
- 11) students are facilitated by the teacher orally and in writing to be able to answer question-21 about supporting theme-10 and question-22 about the supporting message-10 of the poem of Abdul Muluk through special teaching materials
- 12) students are facilitated by the teacher orally and in writing to be able to answer question-23 about the supporting theme-11 and question-24 about the supporting message-11 of the poem of Abdul Muluk through special teaching materials
- 13) students are facilitated by the teacher orally and in writing to be able to answer question-25 about the supporting theme-12 and question-26 about the supporting message-12 of the poem of Abdul Muluk through special teaching materials
- 14) students are facilitated by the teacher orally and in writing to be able to answer question-27 about the supporting theme-13 and question-28 about the supporting message-13 of the poem of Abdul Muluk through special teaching materials
- 15) students are facilitated by the teacher orally and in writing to be able to answer question-29 about the supporting theme-14 and question-30 about the supporting



- message-14 of the poem of Abdul Muluk through special teaching materials
- 16) students are facilitated by the teacher orally and in writing to be able to answer question-31 about the supporting theme-15 and question-32 about supporting message-15 poem of Abdul Muluk through special teaching materials
 - 17) students are facilitated orally and in writing by the teacher to be able to answer question-33 about supporting theme-16 and question-34 about supporting message-16 poem of Abdul Muluk through special teaching materials
 - 18) students are facilitated orally and in writing by the teacher to be able to answer question-35 about supporting theme-17 and question-36 about supporting message-17 poem of Abdul Muluk through special teaching materials
 - 19) students are facilitated orally and in writing by the teacher to be able to answer question-37 about supporting theme-18 and question-38 about supporting message-18 poem of Abdul Muluk through special teaching materials
 - 20) students are facilitated orally and in writing by the teacher to be able to answer question-39 about supporting theme-19 and question-40 about supporting message-19 poem of Abdul Muluk through special teaching materials

DISCUSSION

There are 18 themes found in the text of the hypogram poem *Kunjungan Tengku Selangor*. The main theme is a slave who respects the colonizers more than his king. Supporting themes in sequence: 1) someone who is not proud of his work; 2) a slave who tries to observe someone until he is known for sure; 3) efforts are often made to name the results are not yet; 4) an expression of gratitude to Allah Taala; 5) the poet's devotion to the king; 6) people who obey the orders of the palace

officials; 8) always ready to carry out the leader's orders; 9) caution in acting; 10) a farewell accompanied by joy; 11) the beauty of nature that brings happiness; 12) a pleasant friend; 13) waiting and hoping for the arrival of a friend; 14) praise for the figure of a noble woman; 15) the fulfillment of a slave's love for a noble princess; 16) the importance of knowing historical places; 17) a father who becomes a palace relative; 18) the journey of the crown prince followed by a large entourage. It is believed that readers do not agree with the determination of the main theme above. In addition, supporting themes are also believed to be different from the themes expressed by each reader.

This condition is indeed mandatory. This is because the theme, which is one of several intrinsic elements, is interpretive (Jalil & Elmustian, 2004:19; Sumiyadi & Durrachman, 2014:26).

Determining the main theme, for example, for each person will depend greatly on a person's interpretation. The interpretation depends greatly on life experiences so far. The main theme above is determined because it determines the aspect of national defense compared to various other truths.

Scientific articles in online journals that discuss themes of literary works are widely found. Some articles include (Elmustian et al., 2024:03-212; Harahap & Nugroho, 2022:321-332; Farokhah, 2024:271-280; Daeng et al., 2023:597-612; Rahayu & Ikhtiaruddin, 2024):99-110).

Similar to the theme, the message of a literary work is also interpretive. The principle is the same as the theme aspect as described above. In addition, the theme and/or message are universal. The message contains universal recommendations, hopes, prohibitions, or commands. The theme does not contain recommendations, hopes, prohibitions, or commands but rather contains statements or declarations. That is why the main theme of the poem *Visiting Tengku Selangor* is not to be a slave who respects the colonizers more than his king. This message has the same meaning as respecting

your king more than the colonizers. The main message of version 1 contains prohibitions while the main message of version 2 contains commands. Studies on messages in literary works are also widely found in scientific articles in online journals. Some articles include (Suhana et al., 2022:75-84; Doda & Sabarullah, 2024:405-412; Juriati & Razak, 2023:141-1480).

Twenty themes were found in the transformation text of Abdul Muluk's poetry. The main theme is respect for royal officials which is supported by 19 supporting themes. The final supporting theme, namely the 19th, is the position of the king and the role of the family in palace life. This theme is obtained in stanza-9 below:

Abdul Majid young king
Man and wife, come in, Sire
Accompanied by the singer's son
Go to your majesty's palace

The expansion of the theme and message of the text of the hipogram of the poem Kunjungan Tengku Selangor in the text of the transformation of the poem Abdul Muluk is found in the aspect of the number of themes and messages. In other words, the article focuses on a quantitative perspective rather than a qualitative one.

From the perspective of the learning plan, the theme and message of the poem Tengku Selangor's Visit and Abdul Muluk's poem involve special teaching materials. This means that knowledge of the themes and messages are contained in the special teaching materials. Apart from that, knowledge about poetry and verses from Tengku Selangor's Visit and Abdul Muluk's poetry are also presented. Experts say that learning is not perfect if it does not involve teaching materials that are appropriate to the learning objectives (Lee et al., 2019:54; Mohammad, 2012:7; Sudiati & Nurhidayah, 2017:119).

Special teaching materials are also equipped with other learning strategies, namely multiple choice tests. Therefore, teaching and learning activities involve two strategies, namely teaching materials and learning techniques, namely multiple

choice test techniques. Below are presented again 3 of these 20 activities.

First, students are facilitated verbally and in writing by the teacher to be able to answer question-1 about the main theme and question-2 about the main message of the poem Kunjungan Tengku Selangor through special teaching materials. The following are two questions related to the main activities for procedure-1. Questions 1 and 2 as learning techniques are:

- 1) The main theme of the poem Kunjungan Tengku Selangor is ...
 - A. slaves who respect the colonizers more than their king
 - B. express gratitude to Allah Taala for His grace
 - C. be grateful to nature that beautiful so that it is enjoyable
 - D. someone who is not proud of his work
- 2) The main message of the poem Kunjungan Tengku Selangor is ...
 - A. slaves who respect the colonizers more than their king
 - B. express gratitude to Allah Taala for His grace
 - C. be grateful to nature that beautiful so that it is enjoyable
 - D. someone who is not proud of his work

Options A and C for the two questions above are the main theme for question-1 and the main message for question-2. This means that if they choose option A or option B, then their answer is correct. These options meet the universal requirements and declaration requirements for the theme. However, if they choose option B or option C, then they are facilitated to gain knowledge that these two options do not meet the requirements of the theme because they contain invitations and/or prohibitions.

Second, students are facilitated verbally and in writing by the teacher to be able to answer question-3 about the supporting theme-1 and



question-4 about the supporting message-1 of the poem *Kunjungan Tengku Selangor* through special teaching materials. The following are two questions related to the main activities for procedure-2. Questions-3 and question-4 as learning techniques are:

- 3) The supporting theme-1 of the poem *Kunjungan Tengku Selangor* is ...
 - A. slaves who respect the colonizers more than their king
 - B. express gratitude to Allah Taala for His grace
 - C. be grateful to nature that beautiful so that it is enjoyable
 - D. Someone who is not proud of his work
- 4) The supporting message-1 of the poem *Kunjungan Tengku Selangor* is ...
 - A. slaves who respect the colonizers more than their king
 - B. express gratitude to Allah Taala for His grace
 - C. be grateful to nature that beautiful so that it is enjoyable
 - D. Someone who is not proud of his work

Options A and C for the two questions above are supporting theme-1 for question-3 and supporting message-1 for question-4. This means that if they choose option A or option B, then their answer is correct. These options meet the universal requirements and declaration requirements for the theme. However, if they choose option B or option C, then they are facilitated to gain knowledge that these two options do not meet the theme requirements because they contain invitations and/or prohibitions.

Third, students are facilitated verbally and in writing by the teacher to be able to answer question-5 about the supporting theme-2 and question-6 about the supporting message-2 of the poem *Kunjungan Tengku Selangor* through special teaching materials. The following are two questions related to the main activities for

procedure-3. Questions-5 and question-6 as learning techniques are:

- 5) The supporting theme-2 of the poems of *Kunjungan Tengku Selangor* is ...
 - A. praise for the figure of a noble woman
 - B. must be ready to carry out the leader's orders
 - C. we want to praise the figure of a noble woman
 - D. the journey of the crown prince followed by a large entourage
- 6) The supporting message-2 of the poems of *Kunjungan Tengku Selangor* is ...
 - A. praise for the figure of a noble woman
 - B. must be ready to carry out the leader's orders
 - C. we want to praise the figure of a noble woman
 - D. the journey of the crown prince followed by a large entourage

Options A and C for the two questions above are supporting theme-2 for question-5 and supporting message-2 for question-6. This means that if they choose option A or option B, then their answer is correct. These options meet the universal requirements and declaration requirements for the theme. However, if they choose option B or option C, then they are facilitated to gain knowledge that these two options do not meet the theme requirements because they contain invitations and/or prohibitions.

Fourth, students are facilitated verbally and in writing by the teacher to be able to answer question-7 about the supporting theme-3 and question-8 about the supporting message-3 of the poem *Kunjungan Tengku Selangor* through special teaching materials. The following are two questions related to the main activities for procedure-4. Questions-7 and question-8 as learning techniques are:

- 7) The supporting theme-3 of the poems of Kunjungan Tengku Selangor is ...
- A. praise for the figure of a noble woman
 - B. must be ready to carry out the leader's orders
 - C. we want to praise the figure of a noble woman
 - D. the journey of the crown prince followed by a large entourage
- 8) The supporting message-3 of the poems of Kunjungan Tengku Selangor is ...
- A. praise for the figure of a noble woman
 - B. must be ready to carry out the leader's orders
 - C. we want to praise the figure of a noble woman
 - D. the journey of the crown prince followed by a large entourage

Options A and C for the two questions above are supporting theme-3 for question-7 and supporting message-3 for question-8. This means that if they choose option A or option B, then their answer is correct. These options meet the universal requirements and declaration requirements for the theme. However, if they choose option B or option C, then they are facilitated to gain knowledge that these two options do not meet the theme requirements because they contain invitations and/or prohibitions.

CONCLUSION

This article contains 8 conclusions in line with the formulation of the problem. The conclusions are:

- 1) the main theme of the text of the poem hipogram Kunjungan Tengku Selangor is a slave who respects the colonizers more than his king plus 17 supporting themes;
- 2) the main theme of the text of the transformation of the Abdul Muluk

- poem is respect for high-ranking figures in the kingdom plus 19 supporting themes
- 3) the expansion of the theme aspect of the text of the poem hipogram Kunjungan Tengku Selangor in the text of the transformation of the Abdul Muluk poem is the expansion of supporting themes in terms of quantity, namely 2 themes
- 4) the main message of the text of the poem hipogram Kunjungan Tengku Selangor is not to be a slave who respects the colonizers more than his king plus 17 supporting messages;
- 5) the main message of the text of the transformation of the Abdul Muluk poem is respect the high-ranking figures in the kingdom plus 19 supporting messages;
- 6) the expansion of the message aspect of the text of the hipogram of the KunjunganTengku Selangor poem in the transformation text of the Abdul Muluk poem is the expansion of the supporting message in terms of quantity, namely two messages
- 7) there are 18 main activities in learning the theme and messages of the Kunjungan Tengku Selangor poem using special teaching materials through test techniques for grade 12 SMA/MA students;
- 8) there are 20 main activities in learning the themes and messages of the Abdul Muluk poem using special teaching materials through test techniques for grade 12 SMA/MA students.

REFERENCES

- Bandur, A. (2014). *Penelitian Kualitatif: Metodologi, Desain, dan Teknik Analisis Data dengan NVIVO10*. Jakarta: Mitra Wacana Media.
- Creswell, J. W. (2014). *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Penerjemah: Ahmad Fawaid.



- Editor: Saifudin Zuhri Qudsy.
Yogyakarta: Pustaka Pelajar.
- Daeng, S., Hairuddin, H., Raharjo, S., Jauharsah, J., & Prasetyo, G. (2023). Prosedur Pengadaan Teks Kloz Versi Cerpen Profetik sebagai Media Pembelajaran Membaca Pemahaman. *Jurnal Pembelajaran Bahasa dan Sastra*, 2(5), 597–612. <https://doi.org/10.55909/jpbs.v2i5.459>
- Doda, L. B. K. A., & Sabarullah, I. (2024). Pesan Utama dan Pendukung ‘Tanam Bambu’ dalam Kumpulan Humor Interaktif ‘Celaknya Bibir’ menurut Interpretasi Siswa. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(3), 405-412. <https://doi.org/10.55909/jpbs.v3i3.597>
- Elmustian, E., Rasdana, O., & Alfalah, A. (2024). Tema Utama Cerpen Profetik menurut Respon Mahasiswa Baru. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 203–212. <https://doi.org/10.55909/jpbs.v3i2.576>
- Farokhah, L., Agustina, A., & Syahrami, J. A. (2024). Pembelajaran Keterampilan Membaca Teks Cerpen Profetik Menggunakan Teknik Tes Pilihan Ganda Opsi Unik melalui LPKD. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(2), 271–280. <https://doi.org/10.55909/jpbs.v3i2.579>
- Hadiwijaya, H. Sarwono, S., & Sulistio, D. (2019). Telaah Makna Gramatis dan Psikologis dalam Syair Abdul Muluk Karya Raja Ali Haji. *Diksa: Jurnal Pendidikan Bahasa dan Sastra Indonesia*. Vol. 5 No. 1, 1-17, <https://doi.org/10.33369/diksa.v5i1.8771>
- Harahap, A. Z., & Nugroho, R. A. (2022). Amanat Utama Cerpen Faktual Profetik ‘Sengketa Bayi’ menurut Respon Siswa Kelas X dan XI. *Jurnal Pembelajaran Bahasa Dan Sastra*, 1(3), 321–332. <https://doi.org/10.55909/jpbs.v1i3.49>
- Jalil, A. & Elmustian, R. (2004). *Teori Sastra*. Pekanbaru: Labor Bahasa dan Sastra.
- Juriati, J. & Razak, A. (2023). Tokoh, Tema, dan Amanat Cerita Rakyat ‘Wak Wang’ menurut Penilaian Siswa SMA Negeri 2 Senayang. *Gaung: Jurnal Ragam Budaya Gemilang*, Volume 2, Nomor 3, September 2023, 141-148. DOI: <https://doi.org/10.55909/gj.v1i2.15>
- Lee, M. F., Yusoff, S. N. M., & Tan, K. H. (2019). Needham Model Based Instructional Multimedia Material for Teaching Digital Logic Gates. *Journal of Technical Education and Training*, Vol. 11, No. 1 (2019), 54-62. DOI:10.30880/jtet.2019.11.01.007
- Mohamad, S. N. A. (2012). The Instructional Material Blended with Needham 5 Phases Strategy in Teaching Visual Art Education. *Advances in Intelligent and Soft Computing Education and Educational Technology*, Volume 108, 2012, 7-15. DOI:10.1007/978-3-642-24775-0_2
- Moleong, L. J. (2010). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Nurgiyantoro, B. (2000). *Teori Pengkajian Fiksi*. Yogyakarta: Gadjah Mada University Press.
- Pradopo, R. D. (2017). *Teori Kritik dan Penerapannya dalam Sastra Indonesia Modern*. Yogyakarta: Gadjah Mada University Press.
- Pringga, R., & Sujatmiko, B. (2021). Penelitian Kepustakaan (Library Research) Modul Pembelajaran Berbasis Augmented Reality pada Pembelajaran Siswa. *IT-Edu: Jurnal Information Technology and Education*, 5(01), 317-329. <https://ejournal.unesa.ac.id/index.php/it-edu/article/view/37489>
- Rahayu, S. P., & Ikhtiaruddin. (2024). The Learning Results for Skills in Reading Prophetic Short Story Texts Using Copying Task Techniques in Special Teaching Materials. *DISCUSSANT: Journal of Language and*



- Literature Learning, 2(2), 99-110. <https://doi.org/10.55909/dj3l.v2i2.28>
- Ratna, N. K. (2004). *Teori, Metode, dan Teknik Penelitian Sastra: Dari Strukturalisme Hingga Postrukturalisme, Perspektif Wacana Naratif*. Yogyakarta: Pustaka Pelajar.
- Razak, A. (2023). *Menggapai Mixed Methods Bidang Pembelajaran Bahasa Indonesia*. Edisi-1. Pekanbaru: Yayasan Pendidikan Raja Zulkarnain.
- Suhana, P., Erlina, & Thahir, A. (2022). Amanat Teks Anekdote 'Anak Anjing' menurut Interpretasi Siswa. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(1), 75–84. <https://doi.org/10.55909/jpbs.v1i1.19>
- Sudiati, S. & Nurhidayah, N. (2017). Pengembangan Bahan Ajar Membaca Pemahaman Berdasarkan Strategi PLAN (Predict, Locate, Add, Note) untuk Kelas VII. *Jurnal Litera. LITERA: Jurnal Penelitian Bahasa, Sastra, dan Pengajarannya*, Vol. 16, Nomor 1, April 2017, 114-128.
- Sumiyadi & Durrachman, M. (2014). *Sanggar Sastra: Pengalaman Artistik dan Estetik*. Sastra. Bandung: Alfabeta.