

The Expansion of the Mukhtasar Tawarikh Al-Wusta Theme in the Tempuling Poem and Preparation of Lesson Plans

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ABSTRACT

This study aims to explore: 1) the central theme and supporting themes of the Mukhtasar Al Wusta hypogram text; 2) the theme of the transformation text of the Tempuling poem; 3) the expansion of the theme of the hypogram text in the transformation text; 4) the learning plan for the theme of the hypogram text using dual techniques through special teaching materials; 5) the learning plan for the theme of the transformation text using dual techniques through special teaching materials. This research took place in the odd semester of the 2024/2025 academic year using the library method. The research instrument was a checklist observation guideline. Data on the themes of the hypogram text and the transformation text were analyzed using an intertextuality approach, specifically focusing on the expansion aspect. The results of the study: 1) the central theme of the hypogram text is the national security because it is ruled by allying with a party that has power while the supporting theme-1 is the strategic location of the country is one of the reasons for the progress of a country and the supporting theme-2 is the leader and the people are united under the auspices of Islam; 2) the central theme of the transformation text is the fishermen's vigilance against the threat of disasters at sea, while the supporting theme-1 is fishermen who are persistent in saving themselves from the ferocity of the sea waves and the supporting theme-2 is the mental readiness of the family against disasters that fishermen may experience at sea; 3) the expansion of the theme of the hypogram text in the transformation text is in the aspect of the number of themes; 4) the learning plan for the theme of the hypogram text uses a dual technique through special teaching materials for the hypogram text involving 2 initial activities, 15 core activities, and 3 final activities; 5) the learning plan for the theme of the hypogram text using a dual technique through special teaching materials for the transformation text involving 14 core activities using special teaching materials.

Keywords: expansion, Mukhtasar Tawarikh Al-Wusta, theme, Tempuling poem lesson plan

Ekspansi Tema Mukhtasar Tawarikh Al Wusta pada Sajak Tempuling dan Penyusunan Rencana Pelaksanaan Pembelajaran

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi: 1) tema utama dan tema pendukung teks hipogram Mukhtasar Al Wusta; 2) tema teks transformasi sajak Tempuling; 3) ekspansi tema teks hipogram pada teks transformasi; 4) rencana pembelajaran tema teks hipogram menggunakan teknik ganda melalui bahan ajar khusus; 5) rencana pembelajaran tema teks transformasi menggunakan teknik ganda melalui bahan ajar khusus. Penelitian ini berlangsung di semester ganjil tahun akademis 2024/2025 menggunakan metode perpustakaan. Instrumen penelitian ini adalah pedoman observasi daftar cek-riccek. Data tema teks hipogram dan teks transformasi dianalisis menggunakan pendekatan intertekstualitas khusus aspek ekspansi. Hasil penelitian: 1) tema utama teks hipogram adalah keamanan negeri karena diperintah dengan cara bersekutu dengan pihak yang memiliki kekuatan sedangkan tema pendukung-1 adalah letak negeri yang strategis menjadi salah satu sebab majunya sebuah negeri dan tema pendukung-2 adalah pemimpin dan rakyat bersatu padu di bawah naungan Islam; 2) tema utama teks transformasi adalah kewaspadaan nelayan terhadap ancaman musibah di laut sedangkan tema pendukung-1 adalah nelayan yang gigih menyelamatkan diri dari keganasan ombak laut serta tema pendukung-2 adalah kesiapan mental keluarga terhadap musibah yang mungkin dialami nelayan di laut; 3) ekspansi tema teks hipogram pada teks transformasi adalah pada aspek jumlah tema; 4) rencana pembelajaran tema teks hipogram menggunakan teknik ganda melalui bahan ajar khusus teks hipogram melibatkan 2 kegiatan awal, 15 kegiatan inti, dan 3 kegiatan akhir; 5) rencana pembelajaran tema teks hipogram menggunakan teknik ganda melalui bahan ajar khusus teks transformasi melibatkan 14 kegiatan inti menggunakan dalam bahan ajar khusus.

Kata Kunci: ekspansi tema, Mukhtasar Tawarikh Al-Wusta, sajak Tempuling, rencana pelaksanaan pembelajaran

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INTRODUCTION

The Malay manuscript Mukhtasar Tawarikh Al-wasta (MTA) contains a narrative of Malay historical events. The focus of its contents is on the social, cultural, and political conditions and development of Malay society, which was influenced by Bugis society. The incident began with the Bugis leader being included in the government of the Malay sultanate. The Malay king felt safer with the Bugis warriors in the palace, protected from counterattacks by other Malay kings.

Intertextuality is a study of the relationship between a text and another text. This is based on the understanding that no literary text is simply born but rather that there have been other literary works that came before. Ratna (2015) states that the study of intertextuality involves examining various extrinsic elements that are present in previous literary works and how they relate to later literary works.

The intertextuality approach adheres to the belief that every literary text must be understood in the context of other texts. This means that no single text can exist independently. Furthermore, Ratna (2015) also stated that there is no genuine originality in the concept of intertextuality. Ratna (2015) also stated that every literary text 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 was also stated by Ratna (2015), who noted 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.

This article utilizes the text of Mukhtasar Tawarikh Al-Wusta as a hypnogram and a collection of poems, serving as a transformation text. The study of the program text about the transformation text is divided into four aspects. First, expansion involves analyzing the elements of the program text, such as intrinsic elements in

the transformation text. The second is conversion, namely the analysis of changes in the flow of the transformation text from the program text. Third, modification involves analyzing changes or manipulating the linguistic level, such as converting a non-narrative text into a narrative text. Fourth, exert, namely, the analysis of the absorption of the essence of the program text in the transformation text.

This research, employing the intertextuality approach, is limited to the perspective of the structural approach, which is also limited to intrinsic elements. The intrinsic element in question is the theme. From the perspective of studying programs and transformations, the study is limited to the aspect of expansion.

As a student in the Master's Program in Indonesian Language Education, this article also includes a learning plan for the themes of the program text and the transformation text. The learning plan utilizes the technique of copying assignments and test techniques from specialized teaching materials. Through this activity, this article becomes more meaningful for prospective Indonesian language teachers and observers of education in the field of literature.

Based on the description above, research is needed. The most suitable title to encompass all the variables above is 'Expansion of the Theme of the Mukhtasar Tawarikh Al-Wusta Text in the Tempuling Poem.'

This scientific article contains 5 research problem. The research problem formulations are presented below:

- 1) What is the theme of the MTA hypnogram text?
- 2) What is the theme of the Tempuling poem transformation text?
- 3) How is the expansion of the MTA hypnogram text theme in the Tempuling poem transformation text?
- 4) How is the implementation plan for learning the theme of the MTA hypnogram and Tempuling poem text in high school?

This article presents five research objectives that align with the formulation of the problem. First, describe the theme of the MTA program text. Second, to explore the theme of the transformation in the Tempuling poem. Third, to explain the expansion of the MTA histogram text theme in the Tempuling poem transformation text. Fourth, to explain the implementation plan for learning the MTA histogram text theme and Tempuling poem transformation text in senior high school.

First, from the perspective of studying the structure of literary works, this study can serve as a basis for comparison in terms of theme. Second, from the perspective of learning the literary aspect of Indonesian Language subjects in high school, this article can be used as a consideration for comparative learning of themes between hypnogram texts and transformation texts. Third, from a cultural perspective, this article is also helpful 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 benefits because the hypnogram text and transformation text in the study of intertextuality, with a focus on the theme, can be used as discussion material for students in the Indonesian Language Education Masters Program.

Relevant research, especially related to the expansion of hypnogram text to transformation text, can be found in several scientific articles published in various online journals. The articles in question include:

- 1) Setiawati, S., & Elmustian, E. (2025). The Expansion of the Theme and Message of the Poem of Kunjungan Tengku Selangor to the Poem of Abdul Muluk and the Learning Plan. *Discussant: Journal Language and Literature Learning, Volume 3, Issue 1, Januari 2025, 1-16*. DOI: <https://doi.org/10.55909/jpbs.v3i1.30>
- 2) Wulandari, U., & Elmustian, E. (2025). Ekspansi Amanat dan Tema Syair Saudagar Bodoh terhadap Hikayat Indera Bangsawan. *Gaug: Jurnal Ragam Budaya Gemilang, Volume 3, Nomor 1, Januari*

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- 3) Kasrizal, K., & Elmustian, E. (2025). Ekspansi Unsur Intrinsik Syair Saudagar Bodoh terhadap Cerita Rakyat Ngidam Daging Pelanduk. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 4, Nomor 1, Januari 2025, 1-20*, DOI: <https://doi.org/10.55909/gj.v1i3.27>
- 4) Elmi, K. & Elmustian, E. (2024). Ekspansi Tema dan Amanat Syair Kumbang Mengindera pada Syair Perahu dan Rencana Pembelajaran. *Jurnal Pembelajaran Bahasa dan Sastra, Volume 4, Nomor 2, Maret 2025, 155-174*. DOI: <https://doi.org/10.55909/gj.v4i2.700>

METHOD

This research was conducted in the odd semester of the 2024/2025 academic year. Research activities during this time span were used for three main activities. First, planning involves preparing research instruments, including observation guidelines and checklists, as well as locating MTA and poetry Tempuling texts. Second, data collection and analysis, specifically MTA hypnogram data and Tempuling poem transformation texts and data analysis, were strengthened by internal data validation. Third, reporting, namely writing scientific articles for publication in online journals.

This article was written using the library method. MTA and Tempuling poem data are sourced from various scientific documents in written form.

The library research method is commonly used in the field of classical text-based scientific research. This means that secondary data on the required characteristics cannot be collected validly and reliably primarily (Bandura, 2014; Creswell, 2014; Pringga & Sujatmiko, 2021; Razak, 2023).

Based on the description above, documentation techniques and observation techniques are used as the basis for collecting



hypnogram texts and transformation texts to find the central theme and supporting themes of the program and transformation texts.

To validate the theme data of the program texts and transformation texts, as well as the expansion data of the theme in the transformation texts, a checklist is also used. This validation uses a time triangulation system.

The data on the program theme, specifically the transformation texts, were analyzed using an intertextuality approach. The aspect chosen is the expansion aspect. Therefore, other aspects of the intertextuality approach are not included.

RESULTS

1. MTA Hypogram Text Themes

This article presents six themes from the MTA hypnogram text. The first theme is the central theme, while the second through sixth themes are the first through fifth supporting themes.

- 1) national security because it is ruled by allying with a party that has power
- 2) the strategic location of the country is one of the reasons for the progress of a country
- 3) leaders and people unite under the auspices of Islam
- 4) poets who make the country proud
- 5) colonialism that breaks the integrity of the country
- 6) the height of written literacy informs all aspects of a country's life

2. Tempuling Poem Transformation Text Themes

This article presents only six themes from the Tempuling poem transformation text. The first theme is the central theme, while the second through sixth themes are the supporting themes.

- 1) fishermen's alertness to the threat of disasters at sea
- 2) fishermen who are persistent in saving themselves from the ferocity of the sea waves
- 3) mental readiness of families for disasters that fishermen may experience at sea

- 4) marine phenomena contain meaningful messages for every fisherman
- 5) bodies buried on land instead of being swept away at sea
- 6) minor children who understand the existence of disasters based on the condition of fishing gear

3. Expansion of MTA Text Theme in Tempuling Poem Text

The expansion of the MTA hypnogram text theme in the transformation text of the Tempuling poem occurs in the topic theme. The expansion per theme is described below.

First, the central theme of the MTA hypnogram text is 'national security because it is governed by allying with the ruling party'. This central theme is about government politics. However, the central theme in the transformation text of the Tempuling poem is 'fishermen's vigilance towards the threat of disasters at sea'. This theme focuses on the dangers of disasters at sea for fishermen. Thus, the central theme that focuses on government politics in the hypnogram text changes topic to the dangers of disasters at sea for fishermen in the transformation text

Second, the first supporting theme of the MTA hypnogram text is 'the strategic location of a country is one of the reasons for the progress of a country'. This theme focuses on the strategic location of the country. However, the first supporting theme in the transformation text of the Tempuling poem is 'fishermen who persistently save themselves from the fierce waves of the sea'. This theme is about the persistence of fishermen to avoid death. Thus, the first supporting theme that focuses on the strategic location of the country in the hypnogram text changes topic to the persistence of fishermen in avoiding death.

Third, the second supporting theme of the MTA hypnogram text is 'leaders and people unite under the auspices of Islam'. This theme focuses on the unity of leaders and people in Islam. However, the second supporting theme of the Tempuling poem transformation text is 'mental

readiness of families to face disasters that fishermen may experience at sea'. This theme focuses on the mental readiness of the community to accept the disaster of the death of fishermen at sea. Thus, the second supporting theme, which focuses on the unity of leaders and people in Islam in the hypogram text changes focus to mental readiness to accept disasters at sea in the transformation text.

Fourth, the third supporting theme of the MTA hypogram text is 'a poet who makes the country proud'. This theme focuses on the poet and the country. However, the third supporting theme of the Tempuling poetry transformation text is 'that the sea phenomenon contains a meaningful message for every fisherman'. The focus of this theme is the community's ability to read signs in the sea. Thus, the third supporting theme, which focuses on the poet and the country in the hypogram text, changes to the ability to read signs in the sea in the transformation text.

Fiftieth the fourth supporting theme of the MTA hypogram text is 'colonialism that destroys the integrity of the country'. This theme focuses on colonialism. However, the fourth supporting theme of the Tempuling poetry transformation text is 'corpses buried on land, not drifting in the sea'. This theme focuses on the norm of burying corpses on land. Thus, the fourth supporting theme that focuses on colonialism changes topic to corpses buried on land.

Sixth, the fifth supporting theme of the MTA hypogram text is 'the height of written literacy informs all aspects of a country's life'. This theme focuses on the height of oral literacy. However, the fifth supporting theme of the Tempuling poem transformation text is 'underage children who understand the existence of disasters based on the condition of fishing gear'. This theme focuses on local wisdom about the competence of young children. Thus, the fifth supporting theme that focuses on the height of oral literacy in the hypogram text changes focus to the competence of young children about the signs of a disaster in the transformation text.

7. Theme Learning Plan

The implementation plan for the learning theme of the MTA hypogram text and the Tempuling poem transformation text involves the technique of copying tasks and question and answer techniques through special teaching materials for class X of high school. This means that the teaching materials contain a summary of the MTA text and the Tempuling poem, which are reinforced by the central theme and supporting themes, along with descriptions. Each theme includes a description of its origins. After that, the contents of this teaching material are supplemented with questions to facilitate the implementation of the question-and-answer technique.

This article only presents the core activities for the learning implementation plan. The core activities in question:

- 1) students are facilitated by teachers to understand the meaning of the theme contained in the special teaching materials
- 2) students are facilitated by teachers to understand the types of themes contained in the special teaching materials
- 3) teachers facilitate students to find the central theme of the MTA hypogram text in the special teaching materials
- 4) students are facilitated by teachers to find supporting theme-1 of the MTA hypogram text in the special teaching materials
- 5) teachers facilitate students to find the second supporting theme of the MTA hypogram text in the special teaching materials
- 6) teachers facilitate students to find the central theme of the Tempuling poem transformation text in the special teaching materials
- 7) teachers facilitate students to find the first supporting theme of the Tempuling poem transformation text in the special teaching materials
- 8) teachers facilitate students to find the second supporting theme of the Tempuling



- poem transformation text in the special teaching materials
- 9) teachers facilitate students to be able to answer questions orally about the central theme of the MTA hypogram text
 - 10) teachers facilitate students to be able to answer questions orally about the first supporting theme of the MTA hypogram text
 - 11) teachers facilitate students to be able to answer questions orally about the second supporting theme of the MTA hypogram text
 - 12) the teacher facilitates students to be able to answer questions orally about the central theme of the Tempuling poem transformation text
 - 13) the teacher facilitates students to be able to answer questions orally about the first supporting theme of the Tempuling poem transformation text
 - 14) the teacher facilitates students to be able to answer questions orally about the second supporting theme of the Tempuling poem transformation text

DISCUSSION

It is strongly believed that many readers of this article disagree with the determination of the central theme and the order of the supporting themes above. This condition is common because the theme is one of several intrinsic elements that are interpretive (Jalil & Elmustian, 2004:19; Sumiyadi & Durrachman, 2014:26). Each individual is believed to have their own interpretation, as it depends on life experiences related to the truth contained in the verses of poetry. "Scientific articles in online journals that discuss themes in literary works are widely found. Some articles include (Delfiana & Febri, 2024, Doda & Sabarullah, 2024; Elmustian et al., 2024; Harahap & Nugrahwati, 2024; Juriati & Razak, 2023; Elmi, & Elmustian, 2024).

The implementation plan for learning the theme of hypogram text and transformation text

in class X of senior high school using the technique of copying tasks in the blank field of special teaching materials. This technique is designed to ensure that students read the teaching instructions on the theme. When the copied object is listed in the teaching materials, it indicates that students are engaging in reading activities related to the topic being copied. Scientific articles involving the copying task technique are found in various online journals such as (Banont & Nur, 2024; Mondolalo & Mulyadi, 2023; Mulyadi, 2023; Pasmawati, 2023; Muhammad & Wulantary, 2025; Yulaeha & Handayani, 2024).

The use of written teaching materials in learning assumes that students are believed to understand every written expression in the teaching materials. This condition is met because the students are in grade X of high school. The synthesis of this statement is that reading skills are essential in learning that uses written teaching materials (Harjasujana & Damaianti, 2013; Razak, 2018).

Rencana pelaksanaan pembelajaran tema teks hipogram dan teks transformasi menggunakan bahan ajar khusus. Semua materi pembelajaran dideskripsikan dalam bahan ajar khusus itu. Kehadiran bahan ajar sangat urgen dalam setiap pembelajaran karena berfungsi untuk memediasi gagasan guru sehingga dapat diterima oleh para siswa. Artikel ilmiah jurnal online banyak membahas tentang urgensi bahan ajar dalam pembelajaran antara lain (Hidayat, 2023; Aryani & Achmad, 2024; Dewi et al., 2025; Yuniarti et al., 2023; Karisma & Azizah, 2023).

CONCLUSION

First, the main theme of the MTA hypogram text is national security because it is 'ruled by allying with a party that has power' while the first supporting theme is the strategic location of the country is one of the reasons for the progress of a country, the second supporting theme is leaders and people unite under the auspices of Islam, the third supporting theme is poets who make the country proud, the fourth supporting theme is

colonialism that breaks the integrity of the country, and the fifty supporting theme is the height of written literacy informs all aspects of a country's life.

Second, the main theme of the Tempuling poem transformation text is 'fishermen's alertness to the threat of disasters at sea' while the first supporting theme is 'fishermen who are persistent in saving themselves from the ferocity of the sea waves', the second supporting theme is mental readiness of families for disasters that fishermen may experience at sea, the third supporting theme is marine phenomena contain meaningful messages for every fisherman, the fourth supporting theme is bodies buried on land instead of being swept away at sea, and the fifty supporting theme is minor children who understand the existence of disasters based on the condition of fishing gear.

Third, the expansion of the MTA hypogram text theme in the transformation text of the Tempuling poem occurs in the topic theme:

- 1) The central theme of the MTA hipogram text is 'national security because it is governed by allying with the ruling party'. This central theme is about government politics. However, the main theme in the Tempuling poem transformation text is 'fishermen's vigilance against the threat of disasters at sea'. This theme focuses on the dangers of disasters at sea for fishermen. Thus, the central theme which is about government politics changes to the topic of the dangers of disasters at sea for fishermen.
- 2) The first supporting theme of the MTA hypogram text is 'the strategic location of a country is one of the reasons for the progress of a country'. This theme focuses on the strategic location of the country. However, the first supporting theme in the transformation text of the Tempuling poem is 'fishermen who persistently save themselves from the fierce waves of the sea'. This theme is about the persistence
- of fishermen to avoid death. Thus, the topic of the first supporting theme of the hypogram text shifts focus to 'fishermen who persistently save themselves from the fierce waves of the sea.'
- 3) The second supporting theme of the MTA hypogram text is 'readers and society unite under the auspices of Islam'. This theme focuses on the strategic location of the country. However, the second supporting theme of the Tempuling poem transformation text is 'mental readiness of families to face disasters that fishermen may experience at sea'. This theme explores the persistence of fishermen in avoiding death. Thus, the second supporting theme of the hypogram text shifts from focusing on the strategic location of the country to the topic of fishermen's persistence in avoiding death in the transformation text.
- 4) The third supporting theme of the MTA hipogram text is 'a poet who makes the country proud'. This theme focuses on the poet and the country. However, the third supporting theme in the Tempuling poem transformation text is 'sea phenomena contain meaningful messages for every fisherman'. This theme focuses on signs in the sea that become lessons. In other words, the third supporting theme that focuses on the poet and the country changes topic to be about understanding sea phenomena
- 5) The fourth supporting theme of the MTA hypogram text is 'colonialism that destroys the integrity of the country'. This theme focuses on colonial interference. However, the fourth supporting theme in the Tempuling poem transformation text is 'bodies buried on land, not drifting in the sea'. This theme focuses on the norm of death. In other words, the fourth supporting theme that focuses on colonial



interference in MTA changes into the norm of death in Tempuling.

- 6) The fiftieth supporting theme of the MTA hypogram text is 'the height of written literacy informs all aspects of a country's life'. This theme focuses on the role of literacy for the country. However, the fiftieth supporting theme in the Tempuling poem transformation text is 'underage children who understand the existence of disasters based on the condition of fishing gear'. This theme explores the persistence of fishermen in avoiding death. Thus, the fiftieth supporting theme, which focuses on the role of literacy for the country in the hypogram text changes to 'children's skills in recognizing nature through fishing gear in the transformation text.

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