



Development of Re-Creative Strategies in Learning to Write Poetry for Elementary School Students

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Abstract

Research aims to produce a strategy of learning to write poetry through re-creari (re-creation) made it easier for students to write poetry. This type of research is research and development R & D which aim develop learning strategies to write poetry for elementary school students with a re-creation (re-creation) so that elementary school students can deft writing poetry with a choice for the right words. The results of this study showed that the overall strategy of learning to write poetry through re-creations with either category. Design strategies worth learning strategy design expert for your implementasik can be used to guide the development of learning strategies. From the responses of teachers and students during field trials gave a positive assessment of the strategies developed. At trial students commented that the implementation of learning outside the classroom carried over to more easily find new ideas. Based on the results of data analysis, the results of the validation experts generally stated that the strategy of learning to write poetry through re-creations for learning to write poetry free elementary school students. With the recommended this strategy in teaching.

Keywords: Development; Strategy; Writing Poetry

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INTRODUCTION

Literary appreciation learning aims to enable students to appreciate and express literature through listening, watching, reading and writing literary works in the form of fairy tales, poetry and short dramas, as well as writing down experiences in the form of stories and poetry (Sukma, 2007; Dewi, 2017; Rabuni, 2018). This means that students are expected to be able to appreciate literature actively and creatively. Literature appreciation activities are very beneficial for students (Ramandanu, 2019; Sukirman & Mirnawati, 2020). The benefits of appreciating literature for students are that they are able to creatively introduce reality, develop language skills, develop the ability to understand forms of social relations, as well as develop the ability to understand oneself and others (Tarsa, 2016; Rohman, 2018; Fajrian & Darqanti, 2021).

Writing skills will not come automatically but must go through regular training and practice (Lunis, 2017; Erviana et al., 2021; Sutrimo, 2021). Learning to write creative poetry is one of the productive literary activities. Learning to write creative poetry is included in the productive realm and is an integral part of appreciation activities (Setiawan et al., 2019; Farahiba, 2019; welly, 2020). Productive activities are intended to sharpen students' feelings, reasoning, imagination, sensitivity to society, culture and the environment (Sudaryono, 2018; Suzanti, 2021). Poetry writing activities can

provide opportunities for students to be creative, have imagination and channel their talents. By writing poetry, students can express ideas, feelings and experiences poetically (Prasetyo & Suryani, 2018; Dewi et al., 2021).

There are three main steps to implementing the strategy of learning to write poetry through recreation, namely exploration, interpretation and recreation (Chan, 2013; Amin, 2016; Alfiawati, 2020). Exploration is the activity of observing, recognizing and researching the atmosphere of a poetic text. Exploration of poetry that he likes or that is suggested by the teacher. This exploration is carried out by reading poetry texts provided by the teacher or prepared by students as a learning resource. This activity can also be done by asking questions, observing, to gain an understanding of the poetry that students like (Rahayu, 2015; Hew, 2016; Inderasari, 2017).

Research on developments in writing poetry in elementary schools conducted by Habibi et al., (2019) produced teaching materials that were overall suitable for use in efforts to improve students' skills in writing poetry. This research is in line with previous research. Where in this research the development of re-creative strategies was carried out in learning to write poetry in elementary schools. The novelty of this research lies in the new approach in learning to write poetry for elementary school students. This research not only aims to teach basic techniques for writing poetry, but also emphasizes the development of creative strategies that can trigger students' imagination and expression holistically. The urgency of this research lies in the importance of enriching students' learning experiences in the field of literature from an early age. Writing poetry is not just about structure or technique, but also about honing students' artistic sensibilities and creativity. The problems in this development are the difficulty of teachers in determining appropriate learning strategies in writing free poetry and the need for effective learning strategies that can be used to write poetry at State Elementary School 111/ III Koto Tebat. So the problem formulation in this development is: (1) How to realize the design of a learning strategy for writing free poetry for fifth grade elementary school students? (2) What is the process of implementing the strategy for learning to write poetry in grade V elementary school? (3) Is there effectiveness in learning to write poetry with re-creation strategies?

The development of learning strategies for writing poetry aims to: 1) Make it easier for students to achieve learning goals, 2) Develop students' abilities systematically in the process of writing poetry according to the elements that make up a poem, 3) Increase students' motivation to master the learning material, 4) Avoiding theoretical learning, 5) enabling students to create poetry by modeling or imitating the content of the message contained in the model poetry. At the strategy development stage, researchers conducted an analysis of the elementary school Indonesian Language Education Unit Level Curriculum with basic competencies, the learning objective of "writing free poetry with the right choice of words", and determined the learning methods and media used.

RESEARCH METHODS

Research Design

This type of research is research and development R & D which aim develop learning strategies to write poetry for elementary school students with a re-creation (re-creation) so that elementary school students can deft writing poetry with a choice for the right words. Learning strategy design development is the process of formulating and using optimal procedures to create new learning strategies in certain situations. The development of learning strategies produces learning scenarios that can be implemented in a ready-to-use learning process. To produce learning strategies for writing poetry using the Borg & Gall research and development model (Miftarofah & Rozak, 2018; Mustofa & Suyanto, 2020).

Research Target/Subject

The subjects of this research are students and teachers at State Elementary School 111/ III Koto Tebat and experts who will validate the feasibility of the learning strategy being developed. The sampling technique uses purposive sampling technique.

Research Procedure

Based on the development model used, the procedure followed is in three stages, namely 1) preliminary study; 2) planning stage; 3) strategy design development stage. Each stage follows the Borg & Gall model development procedures. The development of this poetry writing learning strategy aims to: 1) Make it easier for students to achieve learning goals, 2) Systematically develop students' abilities in the process of writing poetry according to the elements that make up a poem, 3) Increase students' motivation to master the learning material, 4) Avoid theoretical learning, 5) enable students to create poetry by modeling or imitating the content of the message contained in the model poetry. At the strategy development stage, researchers conducted an analysis of the elementary school Indonesian Language Education Unit Level Curriculum with basic competencies, the learning objective of "writing free poetry with the right choice of words", and determined the learning methods and media used.

The implementation stage of the recreation strategy in learning to write poetry will be carried out in three main stages, namely:

1. Preliminary activities

Preliminary activities are used to create an initial atmosphere for learning, encourage students to focus on being able to follow the learning process well, and prepare students to be mentally ready to learn new knowledge, skills and attitudes in writing poetry.

2. Core Activities / Presentations

The core activities are focused on learning activities using three steps, namely: 1) exploration, 2) interpretation, 3) re-creation (re-creation) and using various methods which can be done classically, in groups and individually. Teachers' activities in presenting material are expected to provide examples of activities that are relevant and found in everyday life. This description or example is a sign that learning conditions stimulate students to respond to the conditions of the lesson being studied. Apart from the activities mentioned above, students also need practice, followed by guidance and correction of the mistakes they make, as well as instructions on how to correct them from the teacher. The exercises will be carried out repeatedly by carrying out the creation process which is done by writing poetry based on themes, writing poetry based on tone, writing poetry based on atmosphere, and writing poetry based on setting.

3. Closing and follow-up activities

Closing activities are carried out to conclude the results of the lessons that have been carried out. In this closing activity, an oral test is also carried out to measure student progress. Then the test results are notified to students and followed by an explanation of student progress so that the learning process becomes effective, efficient and enjoyable. The following activities carried out at the end of the lesson are follow-up. This activity is carried out by students after taking a formative test and receiving feedback. Students who get poor marks must repeat the content of the lesson with the same material. Developing poetry writing strategies is important to overcome the gap between ideal conditions and real conditions. Ideal conditions mean the availability of learning strategies for writing poetry to improve students' abilities in both cognitive, affective and psychomotor aspects. Meanwhile, the real condition faced is that the learning strategy used does not increase the intended student competency, so that the expected learning outcomes are not achieved.

Instruments, and Data Collection Techniques

The research instrument used in this research is an expert validation sheet which is used to assess the feasibility of the results of the strategy being developed. Where this validation sheet consists of 20 question items regarding the feasibility of the results of developing learning strategies.

Data analysis technique

The data analysis carried out in this research is in the form of percentage values from validation results by experts in assessing the feasibility of the results of developing learning strategies. The results of this analysis will provide an in-depth view of the effectiveness of learning strategies, provide

important input for improvement, and ensure that these strategies can be integrated well in the context of poetry learning in elementary schools.

Strategy development in research is an option because it has a detailed process in the stage of accommodating various research interests. Development is a step that can produce a learning strategy design that is effectively used to achieve learning goals. The development of strategies for learning to write poetry for students at State Elementary School 111/III Koto Tebat as follows is based on the following assumptions, namely, Writing learning activities can be carried out constructively with the strategy of learning to write poetry through recreation, Students can carry out learning activities actively and have motivation with a change in strategy from conventional to a strategy for learning to write poetry through re-creation. Students are more motivated, guided, and have more control over their learning direction with the strategy of learning to write poetry through re-creation. Students can create poetry according to the conditions of their environment through creation re-creation of a poem.

RESULTS AND DISCUSSION

Basically, this research aims to produce a quality learning process and implement the results of developing strategies for learning to write poetry through recreation. The quality of learning in question is 1) Garu's ability to manage learning, 2) Student and teacher activities during the teaching and learning process, 3) Student skills, 4) Student responses and teacher impressions of the strategies developed.

Based on the data from the validation results of the two experts on the revised learning strategy design, from 20 question items regarding the feasibility of the development results of the strategy being developed, an average score of 76.95 was obtained. To calculate within what criteria the validation results obtained from design experts are carried out by calculating percentages. The results of this calculation are then confirmed with the eligibility criteria table. The figure of 76.95%, the results of this percentage processing, illustrates that the learning strategy development design validated by learning design experts is at a value of 76.95%. This figure, if confirmed with the eligibility criteria table, is in the range of 61-80%. Figures that fall within this range are categorized as adequate or good. Thus, the learning strategy is suitable for testing and use by end users.

This research can provide practical guidance for educators in developing a more interesting and effective poetry writing curriculum at the elementary school level. By understanding re-creative strategies, teachers can create a learning environment that stimulates students' imagination and creativity in a more holistic way. Apart from that, this research also has an impact in changing perceptions of the importance of literary arts in the world of education. By emphasizing the development of creative strategies, this research provides greater legitimacy to the role of poetry and creativity in early childhood education. This can encourage related parties, both at the policy and educational practitioner levels, to pay more attention to developing students' artistic and expressive skills from an early age.

Apart from that, more broadly, this research also has the potential to open up space for the development of educational technology that is more innovative and creativity-oriented. The use of gamification, interactive digital media, or special applications can be an effective means of facilitating learning to write poetry that is fun and meaningful for students. Thus, the implications of this research are not only limited to the classroom, but also extend towards the development of educational technology that is more inclusive and supports the overall development of student creativity.

Although re-creative strategies can stimulate student creativity in general, there may be difficulties in adapting the same strategies for students with different levels of ability or interest. Apart from that, limited resources are also an important factor that needs to be considered. For example, the availability of books or reference materials that are suitable for creative approaches

may be limited, especially in educational environments where accessibility to such supporting materials is limited. This can influence educators' ability to implement re-creative strategies optimally. Therefore, although this research aims to develop creative poetry writing learning strategies, it is important to remember that there are several limitations that need to be considered so that the research results can be interpreted carefully and realistically. Therefore, researchers recommend conducting further research that pays attention to the diversity of students' abilities and interests in writing poetry, so that re-creative strategies can be adapted to students' individual needs. In addition, there needs to be efforts to increase accessibility to relevant resources and supporting materials with creative approaches, either through collaboration between educational institutions or the use of information technology to provide more affordable materials.

CONCLUSION

The learning strategy was successfully developed using the Borg & Gall Model and succeeded in supporting the quality of learning to write free poetry with the right choice of words. Learning activities were dominated by students by exploring, interpreting and re-creating, thus increasing interest in learning and teacher activities in managing learning. Description of student learning outcomes to create new poetry with the right choice of words using effective and successful re-creation strategies.

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