LEARNING TO WRITE POETRY TO GROW STUDENT CHARACTER EDUCATION THROUGH GENIUS LEARNING

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Abstract

The purpose of this study was to determine the assessment of writing poetry to foster student character education after the application of genius learning. The method used is descriptive quantitative. The population used was high grade students consisting of grades 4, 5, and 6 in SD Negeri Medalem, Modo District, Lamongand Regency with a sample of 30 students consisting of 15 male students aged 10-12 years and 15 female students aged 10-12 years. . This research was conducted from 4- 22 February 2020. The test instrument was used in the form of a description given after the learning was carried out. The question grid, description questions, and rubrics had previously been validated by experts and practitioners before the questions were tested out to the experimental class students. Time to work was 30 minutes. There are 4 assessments in determining the assessment of learning to write, namely fostering a love for writing in students, developing students 'writing skills, fostering students' creative spirit to write, and developing student character. The results of the research before the genius learning were carried out, there were 6 or 20% students, after the genius learning was carried out, students who completed it became 27 or 90% of the population. The results of the assessment of writing poetry to foster student character education after the application of genius learning is significantly complete.

1. Introduction

Learning to write until now can be said to be a serious problem. One of the serious problems is the low ability of students in terms of writing, both elementary school students to college students. Taufik Ismail, a prominent literary activist in Indonesia (in Abidin, 2012: 190) said that the Indonesian nation is myopic reading and writing paralyzed. That statement is not an exaggeration. On average, elementary school to college students have not been able to write independently with satisfactory results. The most worrying thing is that currently, as expressed by Samani & Hariyanto (2012: 5) the rampant plagiarism (plagiarism) in a number of final year students ranging from undergraduate students to even doctoral students.

Not only writing scientific essays, creative writing also still leaves serious problems for students. There are still many students who have difficulty when asked to write creatively. Even though in creative writing, students are asked to find things they are thinking about that cannot be separated from the experience and knowledge they have which is then poured into the form of an aesthetic choice of words. One example of learning creative writing is writing poetry. Through learning to write poetry, students can sharpen their feelings, reasoning, imagination, and sensitivity to society, culture, and the environment.

In order for students to have the understanding and skills of writing poetry, an appropriate learning planning is needed. Therefore, teachers are required to have the ability to plan and implement learning to write poetry, which includes strategies, models, and effective poetry writing learning methods. One of the learning models that can be applied in learning to write poetry is Genius Learning.

Genius learning is a model that begins with exploring and understanding student needs. Students connect the knowledge they have previously (past) and imagine applications in real life (future). The delivery method in Genius Learning is to accommodate the VAK learning style and if possible also to accommodate the smell and taste styles. Besides that, the steps or stages in Genius Learning encourage students to think critically and creatively.

In line with the description above, learning to write poetry through Genius Learning can be used as a vehicle for implementing student character education. This is because there are writing stages in Genius Learning that must be done by students. Through these stages students unconsciously show their own character. This character education is expected to be able to foster students to be able to behave in good language and in accordance with the noble values of the nation's culture.

The Nature of Writing Learning

Writing can be defined through various points of view. In the simplest point of view, writing can be defined as the process of producing sound symbols. At a later stage, writing can be more complex. Therefore, Abidin (2012: 182) views writing as a process of expressing opinions based on input obtained by writers from various available sources of ideas.

The same thing was also expressed by Syarif, Zulkarnaini, and Sumarno (2009: 5) who state that writing is indirect communication in the form of transferring thoughts or feelings by utilizing graphology, language structure, and vocabulary using symbols so that it can be read like what represented by the symbol.

Meanwhile, Semi (2007: 14) states that writing is a creative process of transferring ideas into writing symbols.

From some of the opinions above, it can be concluded that writing is a form of indirect communication that relies on active, creative and productive abilities in describing thoughts, feelings, and ideas or expressing opinions in the form of graphic or written symbols by utilizing graphology, structure language, and vocabulary for communication purposes or for note-taking purposes only.

Referring to the implementation process Resmini (2006: 229) says that writing is an activity that can be viewed as a. a skill, b. thought process (logical activity), c. transformation activities, d. communication activities, and e. a process. As a skill, writing needs to be practiced recursively and steadily. That is, exercises must be carried out in an actual and functional context so that they can provide real benefits to students in everyday life.

As a thinking process (reasoning activity), in writing students are required to have good reasoning so as to produce good writing. Students must select and organize information and then present it again in a logical order.

As a transformative activity, writing requires two basic competencies, namely the competence to manage creativity, taste, and intention, and the competence to formulate these three things into written language. Furthermore, writing is a communication activity. Students must consider the audience (readers) because writing is not intended for oneself. For this reason, in writing it is necessary to consider the context of the writing including what, who, when, for what purposes, the form of writing, the chosen presentation media, and so on so that the resulting writing is communicative.

In the end, writing is a process that contains a series of activities starting from planning (planning, pre-writing), writing drafts (drafting), revising drafts (revising), editing drafts (editing), and publishing the results of writing (publication).

Writing Learning Orientation

Essentially, Abidin (2012: 187) states that there are four main objectives of learning to write that are carried out by school teachers. These three goals, namely:

1. Fostering a love for writing in students

    This goal is very important because loving writing is the initial capital for students to want to write so that they become someone who is accustomed to writing. This is in line with the nature of writing as a skill so that it requires intensity in writing. In other words, the more often someone writes, it is believed that the better the writing will be. In order to achieve high writing intensity. This is in accordance with the statement of Djoko Pitono HP, a senior editor in a daily newspaper in Surabaya which was stated in a seminar organized by the Faculty of Letters, University of Dr. Soetomo, in 1995, was quoted by Sastrio in his writing entitled "Basic Language Skills Between Hope and Reality" which said that there are three important keys that must be held and then

carried out by someone who wants to succeed in writing. The first wrote, the second wrote, and the third wrote. This somewhat 'playful' opinion is of course true when it is "difficult" to start writing.

2. Develop students' writing skills

Based on this objective, learning to write should be directed to be able to equip students with various writing strategies, types of writing, and means of writing publication. By providing writing strategies, students will avoid difficulties during writing. The introduction of various kinds of writing will equip students on how to write based on the genre produced. Meanwhile, the introduction of publications is very important so that students feel that their writing is appreciated so that there is a desire to keep writing and improve the quality of their writing.

3. Fostering the creativity spirit of students to write

Based on this goal, it is hoped that students will be able to make writing not just a competency that must be mastered during learning, but so that students are able to use writing as an activity that brings various benefits, both psychological, economic, and sociological in nature.

4. Developing student character

With regard to this goal, learning to write must be done through the provision of a series of activities that require students to demonstrate their own character during learning. Through various challenging activities, it is hoped that students will be able to be active and creative in working hard so that they unconsciously try to build positive characters during learning.

Learning to write must be done by the teacher as well as possible and optimally. Learning to write must emphasize the actual writing process so that learning to write does not only emphasize writing products. The writing written by students must be authentic, meaningful and useful for students, especially in fostering character education.

The Linkage of Learning to Write Poetry through the Application of Genius Learning with Character Education

In relation to character education, the stages of writing are a means to develop character education. At each stage of writing, there are a number of activities that must be done by students. Through these activities, students have shown their character unconsciously. The following is an explanation of the integration of writing learning with character education according to Abidin (2012: 197).

1. At the pre-writing stage

   At the pre-writing stage, students can carry out a series of activities such as exploring phenomena to get ideas. This activity will require students to utilize their five senses and feelings in capturing inspiration or basic ideas for their writing material. During exploration activities, students actually have to get used to being thorough, careful, sensitive, enthusiastic, responsible, creative, critical, initiative, and disciplined.

2. At the writing stage

   At this stage the student's activity is to develop the outline of the essay he has made. Students must develop the outline of the essay by using good sentences and paragraphs. When writing a script, students must familiarize themselves with being responsible, creative, critical, initiative, problem solving, honest, productive, tenacity, dexterity, risk-taking, commitment, as well as several other character values.

3. At the post writing stage

   The post-writing stage consists of the revision, editing, and publication stages. Students must get used to being careful, disciplined, honest, thorough, analytical, visionary, responsible, caring, sincere, commitment, openness, neatness, assertiveness, prudence, enthusiasm, hard work, and a number of other character values. At the publication stage, character values will develop which include self-confidence, pride, creativity, courage, discipline, sportsmanship, and trust.

Based on the description above, learning to write can be used as a vehicle for the implementation of character education. The main requirement is that learning to write must be carried out in the gamitan of active and creative

learning. Through the activities carried out, students will gain knowledge, experience, as well as character development.

2. Method

The descriptive quantitative method used in this study, the population used by the researcher was all high-grade students consisting of grades 4, 5, and 6 in SD Negeri Medalem, Modo District, Lamongan Regency. The sample was selected through purposive random sampling and obtained 30 students consisting of 15 male students aged 10-12 years and 15 female students aged 10-12 years. This research was conducted from 4- 22 February 2020.

The test instrument is used in the form of a description given after the learning is carried out. The question grid, description questions, and rubrics had previously been validated by experts and practitioners before the questions were tested out to the experimental class students. Time to work was 30 minutes. There are 4 assessments in determining the assessment of learning to write, namely fostering a love for writing in students, developing students 'writing skills, fostering students' creative spirit to write, and developing student character.

3. Result and Discussion

A. Data analysis techniques

Data analysis is used to answer the problem formulation or test the hypothesis that has been formulated. The following is a description of the results of the data analysis:

1. Analysis of Pre-test Data

The pre-test data analysis was conducted to determine the students' initial abilities before being given learning with genius learning.

Table 1. Pret-Test.

value	information	Pre-test	
		Frekuensi	**Precentace**
≥70	Complete	6	20%
<70	incomplete	24	80%
total		30 student	100%
average		37,56	

Based on table 1, it can be concluded that students who scored ≥70 with complete criteria were 0 students (20%) and those who scored <70 with incomplete criteria were 18 students (80%) and an average score of 37.56.

2. Post-test data analysis

The final test or post-test is conducted to determine the results of students' writing assessments after learning using genius learning.

Table 2. Post-Test

value	information	Pre-test	
		Frekuensi	**Precentace**
≥70	Complete	27	90%
<70	incomplete	3	10%
total		30 student	100%
average		88,28	

Based on table 2, it can be concluded that students who scored ≥70 with complete criteria were 27 students (90%) and those who scored <70 with incomplete criteria were 3 people (10%) and an average score of 88.28.

B. Test Prerequisite Analysis

1. Mean Value and Standard Deviation of Pre-test and Post-test data

Based on the results of the pre-test and post-test, the mean and standard deviation values can be seen in table 3

Table 3. Mean Value and Standard Deviation of Pre-test and Post-test

Class	Average	Standart deviation
Pre-test	37,56	4,84
Post-test	88,28	10,43

Based on table 3 above, it can be concluded that the average value of the pre-test data is 37.56 and the standard deviation is 4.84. While the average value of the final test (post-test) is 88.28 and the standard deviation is 10.43.

2. Normality Test of Pre-test and Post-test Data

The normality test in this study was to determine whether the student test result data were normally distributed or not. Based on the statistical calculation provisions regarding the data normality test with the level of trust = 0.05, if <then each data is normally distributed, it can be seen in table 4 as follows:

Table 4. Pre-test and Post-test Normality Test

Test	χ^2_{count}	Dk	χ^2_{tabel}	conclution
Pre-Test	1,2631	6	9,488	Normal
Post-Test	2,2325	6	9,488	Normal

From table 4, it shows that the initial score (pre-test) is 1.2631, which is smaller than the X-table value, which is 9.49 and the post-test score is 2.2325, which is smaller than the X-table value, which is 9,488. Testing for normality using the suitability test (Chi Squad) can be concluded that the pre-test and post-test data are normally distributed with a confidence level of a = 0.05.

C. Hypothesis Test

Based on the results of the normality test, it can be seen that the pre-test and final test data are normally distributed. Thus, testing the hypothesis to determine whether or not the application of genius learning is significant can use the statistical z-test. The results of data calculations can be seen in table 5.

Table 5. Hypothesis Test Results

Z_{count}	Dk	z_{table}	conclution
3,37	29	1,64	$t_{hitung} > t_{tabel}$H$_a$ accepted and H$_o$ rejected

Based on table 5 which shows that the results of the z-test analysis (attachment D) show that $z_{count} > z_{table}$, with a confidence level of 5% (a = 0.05). Because $z_{count} > z_{table}$, namely $z_{count} = 3.37$ and $z_{count} = 1.64$, Ha is accepted and Ho is rejected. Thus the hypothesis proposed in this study can be accepted as true, so it can be concluded that "The results of the assessment of writing poetry after the application of Genius learning are significantly complete".

4. Conclusion

The results of the assessment of writing poetry to foster student character education after the application of Genius learning is significantly complete. Students who complete are 27 or 90% of the students complete, and there are 3 students or 10% of the population who have not completed.

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