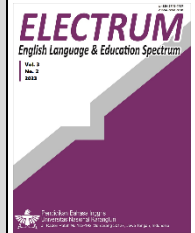




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Poetry Writing and Reading Training Using Picture Media for Teachers and Students of SB. Aisiyiah Kampung Pandan, Malaysia

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ABSTRACT

Learning children's literature through writing and reading poetry, a child can express life experiences and learn to express various problems and how to deal with them. Through learning literature one can get entertainment and pleasure. Besides that, through literature in the form of poetry, one can have politeness in language, because literary works are so rich in words that are arranged precisely and charmingly. The method used in this service is the presentation of the speakers in the form of exposure to various stages of techniques for writing children's poetry and also simulations or direct practice with the participants, followed by questions and answers and discussions then assessed by the teacher.

INTRODUCTION

The progress of learning media happening at this time requires teachers to be more creative, and this naturally happens because of creative learning innovations. (as evidence of the development of learning phenomena supported by the development of information technology??). Information cannot be separated from written media and images.

An educator who is skilled in learning, requires information and has the ability to carry out learning, and is able to carry out evaluations, and is able to use information as a useful medium for determining the right decision making. Educators who have creativity in learning, will become educators who have self-confidence, independence, full of initiative, and have high motivation in conducting learning. In addition, educators who have information literacy as a learning medium know how to learn and continue to make efforts to carry out learning throughout the ages

Learning children's literature or through writing and reading poetry, a child will gain learning experience to express life experiences and problems in various ways and how to deal with them. Through learning literature, one can get entertainment and pleasure. Besides that, through literature in the form of poetry, one can have politeness in language, because literary works are so rich in words that are arranged precisely and charmingly. One can learn manners/polite language from the expression of the words of writers. Through literature that is a type of poetry can also make cultured humans. The human habit of associating with truth, beauty and goodness found in art and literature will have an influence on daily behavior, which will have an impact on behavior that is simple, virtuous and disciplined. Teachers and students in deepening learning literature which is a type of poetry must carry out literacy activities. Literacy also means practices and social relations related to knowledge, language and culture. (Candy, 2002)

In exploring literacy, it is necessary to provide writing skills. And applied to elementary school children, because writing is one aspect of language. According to Tarigan (1982: 21) writing is deriving or depicting symbols or graphics that describe a language that can be understood by someone, so that other people can read graphic symbols if they understand the language and graphic images. The objectives of learning to write are: (1) informing or teaching; (2) entertaining or fun; (3) convincing; (4) expressing or expressing feelings and emotions (Tarigan, 1982: 23). According to Suparno and Mohamad Yunus (2008: 1.3), "Writing can be defined as an activity of

Conveying messages (communication) by using written language as a tool or medium." Image media is a visual aid that can be used to instill a concept in subject matter (Handayani & Sugiman, 2019) Due to the objectives of learning Indonesian, one of them is for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics both orally and in writing (Depdiknas, 2006).

The explanation above provides an explanation of how important the position of poetry-type literature is for the personal development of children. However, learning literature is in fact very difficult to apply. Therefore, international research program with the title "Writing and Poetry Reading Training with Media Pictures of Teachers and Students of SB Aisyiyah Kampung Pandan"

Based on the background of the problem, the problem is formulated as follows:

1. How to implementation of this assistance will be effective in SB Aisyiyah Kampung Pandan?

2. How to implementation of international research program is carried out in SB Aisyiyah Kampung Pandan literacy?

The target of this research activity is SB Aisyiyah Kampung Pandan. Number of teachers 3, 14 students in Ibnu Siswa class, 10 in Al Razi class. The planned output is a text in the form of poetry or prose written by students and an assessment by the teacher. This is a habit for teachers in preparing learning in the classroom.

FINDINGS AND DISCUSSION

A. Data Analysis

Implementation of International research program, the service team carries out outreach and assistance to SB Aisyiyah Kampung Pandan using a predetermined schedule so that it does not interfere with learning. In this activity, several appropriate methods will be applied to achieve the goal, namely to improve skills in making integrated thematic learning tools consisting of syllabus, lesson plans.

- A. This method consists of: brain storming, lectures and discussions, observation of integrated thematic learning videos that integrate literacy, assignments, mentoring and demonstrations.
- B. International research program activity is carried out using a method that includes: 1. Needs analysis, before carrying out the training, problems are first observed by holding discussions with senior teachers and teachers, fellow lecturers as the service team. 2. Lectures and discussions, namely presentations and discussions of comprehensive explanations regarding the theme of the activity, namely explanations of the concepts of assessing, reading and writing poetry. 3. Guide teachers to review examples of integrated thematic learning tools consisting of syllabus, lesson plans. 4. Accompany the teacher to observe integrated thematic learning videos consisting of syllabus, lesson plans, related to poetry reading. 5. Assist teachers in creating integrated thematic learning consisting of a syllabus, lesson plans, which integrate literacy. 6. Drawing conclusions and evaluation, namely providing an understanding of the process that has been carried out, its objectives and benefits so that it can improve skills in creating integrated thematic learning consisting of syllabus, lesson plans and integrating literacy.

B. Partner Contributions

Contribution of international research program activity partners, in this case the SB Aisyiyah Kampung Pandan teachers: 1. Providing information and information regarding problems generally faced by SB Aisyiyah Elementary School teachers in Pandan Village and selecting the most important problems which will be resolved through international research program activities. 2. Provide a place and time for activities to be carried out in international research program activities. 3. Preparing the LCD for displaying presentations and observing learning videos. 4. Active participation of KS and SB Aisyiyah teachers in Pandan Village.

C. SERVICE ELIGIBILITY

Eligibility for higher education institutions, which in this case is the head of international research program activities, is carried out by lecturers who have expertise in their field, especially literature. Service member 2 is a lecturer with expertise in language, so from the previously proven experience of this

international research program team, the service member is fit to carry out international research program regarding poetry curriculum learning.

Based on the description above, the output of implementing this international research program refers to increasing teacher competency including: 1) increasing knowledge about learning and assessing poetry reading lessons, 2) increasing creativity in making learning tools consisting of syllabus and lesson plans as well as assessment instruments. Increased knowledge about literacy, with an average score from the initial test results of 50.75 and in the final test results the average score increased to 80.57; 2) 80% of teachers and students were able to increase creativity in making learning tools consisting of syllabus, lesson plans and assessment instruments. The resulting output is the compilation of learning tool documents for SB Aisyiyah Kampung Pandan teachers, which consist of syllabus, lesson plans and assessment instruments

D. Discussion of Results

The international research program implementation was agreed to be attended by 25 participants from SB Aisyiyah Kampung Pandan Malaysia students. And 3 teachers at SB Aisyiyah Elementary School in Kampung Pandan Malaysia were interested in learning poetry, accompanied by RPP, syllabus and assessment instruments. They were very enthusiastic about the participation of the principal of SB Aisyiyah Kampung Pandan Malaysia.

SB Aisyiyah Kampung Pandan Malaysia shows the leadership's commitment to implementing the RPP syllabus and poetry learning assessment instruments. The total number of participants at each meeting was 25 people. There has been an increase in elementary school teachers' understanding of lesson plans, syllabi and assessment instruments, marked by enthusiastic and positive responses to learning video shows. The teacher gives a picture, students observe. At the end, the teacher assigns students to write down the words they find in the form of pictures, then write a poem and read it in front of the class. The content of poetry learning can be seen in learning related to the character of responsibility, group work, the discipline of announcing assignments on time. At the end of the lesson, students are asked questions and given a reflection about learning poetry. The next step is for teachers to criticize/examine and provide direction so that students can read poetry well.

From the learning process, it means that teachers are improving and students are becoming creative in the literacy process from 35% to 80%. They need serious assistance, from developing creativity. Suggestions from the service team in assisting teachers who have not been able to develop creativity in teaching with information strategies, sustainable practice, practice results reports, feedback and self-reflection.

The increase in teacher skills in developing integrated lesson plans showed 80%. It is hoped that this will continue to improve, be sustainable, so that it becomes a permanent competency that is based on habituation activities by the teacher in an effort to increase the development of lesson plans. The process of developing lesson plans should start from understanding fundamental concepts, basic literacy concepts. International research program participants have work resulting from structured assignments, have presentation materials as a means of communicating to other parties, and have the ability and willingness

to communicate the results of their work, and are willing to get feedback on the quality of their work, namely the development of lesson plans, syllabi and assessment instruments.

CONCLUSION

The international research program activity entitled Poetry Writing and Reading Training Using Picture Media for Teachers and Students of Sb Aisyiyah Kampung Pandan, Malaysia for elementary school teachers and students in 2023 has been implemented well. The implementation of this assistance will be effective from 13 August 2023 to 25 October 2023. Implementation of international research program is carried out with 2 activities, namely face-to-face and structured assignments. The face-to-face meeting was held in the SB Aisyiyah Hall, Kampung Pandan Malaysia. Face-to-face activities include assistance in poetry learning related to literacy, which is integrated into lesson plans, syllabi and learning instruments. Apart from that, it is a structured task activity.

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