

WRITING A NEW POETRY WITH TANDUR STEPS: LEARNING USING QUANTUM LEARNING METHOD ASSISTED IN ICT

Selvia Yuliana
IKIP Siliwangi
selviayuliana@student.ikipsiliwangi.ac.id

ABSTRACT

Learning based on the background of student ability to write new poetry is low. Based on the evaluation results, writing poetry does not reach the indicators of success in writing poetry. The research aims to determine the scenario and implementation, teacher and student responses, as well as to determine the difficulties experienced by grade X Vocational High School students in completing tasks of writing new poetry using the Quantum Learning method assisted by ICT media. This study uses a qualitative description method. The results of the study: (1) The learning scenario consisted of five meetings, namely four treatments using the Quantum Learning method with TANDUR (Grow, Experience, Name, Demonstrate, Repeat, and Celebrate) steps assisted by ICT media (powtoon and kahoot) and one test, the results of the implementation of learning get the percentage of teacher and student observations of 97.5% and 97.8% and can improve the ability to write new poetry by getting an average score of 82.

Keywords: Learning Writing, New Poetry, Quantum Learning Method, ICT Media

ABSTRAK

Pembelajaran dilatarbelakangi kemampuan menulis puisi baru siswa tergolong rendah berdasarkan hasil evaluasi menulis puisi tidak mencapai indikator keberhasilan menulis puisi. Penelitian bertujuan untuk mengetahui skenario dan implementasi dalam pembelajaran menulis puisi baru menggunakan metode *Quantum Learning* berbantuan media ICT (*powtoon* dan *kahoot*). Penelitian ini menggunakan metode deskripsi kualitatif. Hasil penelitian yaitu skenario pembelajaran terdiri dari lima pertemuan yaitu empat kali perlakuan menggunakan metode *Quantum Learning* dengan langkah-langkah TANDUR (Tumbuhkan, Alami, Namai, Demonstrasi, Ulangi, dan Rayakan) berbantuan media ICT (*powtoon* dan *kahoot*) dan satu kali tes. Hasil implementasi pembelajaran mendapatkan persentase observasi guru dan siswa sebesar 97,5% dan 97,8% serta dapat meningkatkan kemampuan menulis puisi baru dengan mendapatkan nilai rata-rata 82.

Kata Kunci: Pembelajaran Menulis, Puisi Baru, Metode *Quantum Learning*, Media ICT

INTRODUCTION

Indonesian can train students language skills both orally and in writing. One way to improve language skills is through writing skills. Writing skill is the highest skill, because before doing writing activities, of course, one must listen and read first before putting it in written form. Indonesian as a means to absorb, develop and communicate science and technology (Science, Technology, Arts) contained in learning writing texts.

Writing is a productive and expressive activity (Tarigan, 2013). According to Semi (Patricia, 2017) (Zainurrahman, 2013) writing is a creative process of transferring ideas into written symbols. In line with that, Dewi & Sobari (2018) suggest that writing is a communication activity in the form of delivering messages (information), a way to talk, a way

to say, a way to say hello, a way to touch someone else somewhere with using written language as a tool or medium. So, writing is the fourth skill in language skills that a person does to express creative ideas or ideas that are in his mind through written language as a means of communication with his readers.

This research will focus on new poetry which is one of the texts taught in class X even semester. Poetry is one type of literary work that contains certain words and meanings (Nurhayati, 2019). Learning to write poetry is only learned in class X to train students' creativity and imagination. In addition, poetry can develop students' character and character.

Learning new poetry writing skills in class X students needs to be instilled so that they are able to understand one type of literary work. However, based on the results of observations of students at SMK Negeri 1 Cimahi, the average student still has difficulty in writing new poetry because they do not understand the building elements in new poetry. Thus, the result of writing a new poem has a score below the average with the Minimum Completeness Criteria (KKM) of 75. In this regard, teachers must use active and creative learning methods by taking into account the characteristics of each student.

The method is a development design that does not conflict with each other to achieve a goal (Pranowo, 2017). Therefore, appropriate learning methods are needed in the learning process. Learning using the quantum learning method assisted by ICT media (powtoon and kahoot) is learning carried out by students in groups independently. So that students are more active and creative in learning new poetry. The previous research on the Development of ICT-Based Interactive Learning Media (Setiawati et al, 2019) stated that the percentage of students' KKM achievement before being treated was 43.48% and after being given treatment it increased by 75% to reach 91.30%. So, ICT-based interactive learning media has proven to be an effective, interesting and easy-to-use media that is useful for students.

The quantum learning method can be a learning method or learning design that is structured to make students active and creative and fun in the learning process so as to achieve the expected goals. Powtoon and kahoot media will help the learning process to better understand and help students to be more active and cooperative. Powtoon helps students' understanding through audiovisual media. Meanwhile, kahoot as a measuring tool in learning is in the form of a quiz game.

So, the challenge for researchers is to collaborate on learning methods and learning media. This is done to achieve the learning goal of being able to write new poetry well. Based

on this explanation, the author focuses on research with the title "Writing New Poetry with TANDUR Steps: Learning Using Quantum Learning Methods Assisted by ICT Media".

METHOD

This study used descriptive qualitative method. According to Sugiyono (Moha, 2017) descriptive qualitative aims to describe a symptom, event, and event that is happening at the present time. Qualitative descriptive method is used because this research method utilizes qualitative data and is described descriptively. So, the research was carried out with the aim of examining the scenario and implementation of learning and then describing the results of the research.

Research subject. These are students of class X TOI-B at SMK Negeri 1 Cimahi, even semester of the 2019/2020 school year. The number of students in class X TOI-B is 35 students. This class was chosen because class X TOI-B is a class that has low ability to write expository text. Students seem to have difficulty in finding the first sentence to start writing.

The research instruments used in the study were learning scenarios, lesson plans, teacher and student observation sheets. Data collection techniques through teacher and student observation sheets contain statements that are useful for obtaining information about the implementation of learning to write new poetry. After the research data is collected, the next step is to process the data both qualitatively and quantitatively. Qualitative data was analyzed using a logical approach and quantitative data was processed using a percentage approach. The data from the teacher and student observation sheets in this study are quantitative data that will be analyzed descriptively by percentage using the percentage technique with the formula:

$$P = F/N \times 100\% = \dots\%$$

P= Number of percentage sought

F= Frequency of respondents

N= Total number of respondents

Table 1 Persentase dan Kategori

Percentage	Category
81% sd 100%	Very High
61% sd 80%	High
41% sd 60%	Enough
21% sd 40%	Low
1% sd 20%	Very Low

RESULTS AND DISCUSSION

Results

Learning Scenarios

1. Preliminary activities

When the Indonesian language learning will begin. All students are already in the classroom to start teaching and learning activities. When the teacher enters class X TOI B, one of the students greets and leads a prayer before studying. After praying, the teacher conditions the students by paying attention to the cleanliness of the class, readiness to learn, and checking attendance. This activity is an apperception activity to increase the value of religious and social character.

The teacher increases the students spirit of nationalism by instructing them to sing the national anthem Halo-Halo Bandung. After that, the teacher explores students understanding with reading literacy. If students do not understand, they can ask the teacher as an effort to think critically. The objectives and learning methods are conveyed by the teacher so that all students are disciplined and responsible for the activities to be carried out.

2. Core activities

After the students read the poetry material, the teacher gave a powtoon that had been made while providing an explanation. Students are also given the opportunity to formulate material and ask questions about things they do not understand. If students have understood the poetry material given, students read the poetry texts entitled "In Myself" by Sapardi Djoko Damono (p. 269) and "God Is So Close" by Abdul Hadi W.M. (p. 269). Then students are stimulated to demonstrate the ability to write poetry based on the expression of feelings or phenomena that are happening around them.

Each group practiced to think critically in demonstrating the ability to write poetry by paying attention to the individual building blocks. Student representatives communicate the results of their poetry writing in turn. Meanwhile, the other students listened and applauded the students who had performed.

All students concluded how to demonstrate the ability to write poetry together with the teacher. Furthermore, students are given the opportunity to read the material that has been presented. When ready, all students sit neatly in their groups. The teacher instructs students to prepare one device in each group that is connected to the internet network. The teacher gives a code to enter the kahoot page which contains a review of the material that has been studied. Students work on all the questions in an orderly, thorough and together with the group.

3. Closing Activities

When all students have completed the questions, all of them give applause and appreciation for learning outcomes in the 4th meeting. After that, the teacher directed the students to conclude the results of today's lesson and check the poetry musicalization assignment. Finally finished the Indonesian language learning activities in class X TOI B.

Cumulative Data on Teacher and Student Observation Sheets

Table 2 Cumulative Data Teacher Observation Sheet

Calculation of the Cumulative Value of Teacher's Observation Sheet				
Observer	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
Observer 1	96,25%	95,00%	96,25%	97,50%
Observer 2	97,50%	98,75%	100%	100%
Average Observer 1 & 2	96,875%	96,875%	97,50%	98,75%
Observer	$\frac{96,875 + 96,875 + 97,50 + 98,75}{4} = \frac{390}{4} = 97,50\%$			
Final Score	97,50%			

Based on the results of calculations on the teacher's observation sheet for the first, second, third, and fourth meetings, the percentage results were 97.50%. These results were obtained from the average percentage of teacher observation sheets at the 1st meeting of 96.875%, the 2nd meeting 96.875%, the 3rd meeting 97.50%, and the 4th meeting 98.75%. So, it can be concluded that the teacher succeeded in implementing the learning scenario well.

Table 3 Cumulative Data on Student Observation Sheets

Calculation of the Cumulative Value of Student Observation Sheet				
Observer	1st Meeting	2nd Meeting	3rd Meeting	4th Meeting
Observer 1	96,25%	95,00%	96,25%	97,50%
Observer 2	97,50%	98,75%	100%	100%
Average Observer 1 & 2	96,875%	97,50%	98,125%	98,75%
Average	$\frac{96,875 + 97,50 + 98,125 + 98,75}{4} = \frac{391,25}{4} = 97,8125\%$			
Final Score	97,8%			

Based on the results of calculations on the student observation sheets of the first, second, third, and fourth meetings, the percentage results were 97.8%. These results were obtained from the average percentage of teacher observation sheets at the 1st meeting of 96.875%, the 2nd meeting 97.50%, the 3rd meeting 98.125%, and the 4th meeting 98.75%. So, it can be concluded that the students managed to follow the learning process well.

Student's New Poetry Writing Ability Value Data

Table 4 Results of Pretest and Posttest

Student	Pretest	Posttest
S-1	66	82
S-2	68	86
S-3	64	88
S-4	56	80
S-5	54	74
S-6	60	82
S-7	70	96
S-8	60	78
S-9	64	88
S-10	48	74
S-11	70	98
S-12	62	84
S-13	58	78
S-14	56	82
S-15	70	88
S-16	60	76
S-17	60	78
S-18	66	86
S-19	68	94
S-20	52	76
S-21	54	76
S-22	54	80
S-23	56	78
S-24	60	78
S-25	48	70
S-26	56	78
S-27	66	92
S-28	68	86
S-29	46	70
S-30	52	80
S-31	68	84
S-32	58	80
S-33	62	78
S-34	54	80
S-35	62	90
Average	60	82

Based on the results of the student's ability test before and after being given treatment, it showed an increase. Before being given treatment, the test results get an average score of 60. After being given the treatment of learning to write new poetry using the quantum learning

method assisted by ICT media, the test results get an average score of 82. So, it can be concluded that the methods and media used can improve students' writing outcomes.

Discussion

This research is entitled "Writing New Poetry with TANDUR Steps: Learning Using Quantum Learning Methods Assisted by ICT Media" which was conducted at SMK Negeri 1 Cimahi for the Academic Year 2019/2020. In this discussion, the researcher will discuss the results of the data analysis of teacher observations and student observations. The purpose of this study is to examine the scenario and implementation of learning to write new poetry using the quantum learning method assisted by ICT media. The research that has been carried out is continuous with the results of research (Wikanengsih, Isnaini, & Kartiwi, 2019) which shows students positive responses to learning with the quantum learning method. Students become more active in the learning process and can complete tasks well.

In addition, it is in line with the results of research (Permatasari & Wikanengsih, 2018) which concludes that success in poetry learning activities is influenced by the methods and skills of the teacher. Combining quantum learning learning methods with ICT media (powtoon and kahoot) can build student motivation. Students learn to be more active, creative, and collaborative using fun methods and media. Students get learning video shows and can play while learning by filling out questions via kahoot.

After doing research, the learning scenarios that have been designed and the implementation of learning have differences. In learning scenarios, activities always start with new sub-materials or at the Grow stage in the quantum learning method. However, in its implementation, the two meetings experienced differences because they had to continue their unfinished presentation activities, namely at the Demonstration stage on the quantum learning method. Therefore, the researcher decided to continue the presentation activity so that students can understand and understand the learning as a whole. Even though there are differences caused by these conditions and situations, learning continues according to the scenarios that have been designed.

Learning to write new poetry is assisted by ICT media. Researchers use ICT media in the form of powtoon and kahoot. The implementation was carried out in 5 meetings, namely 4 meetings as treatment and 1 evaluation meeting. The treatment carried out by researchers during the study was using powtoon at the beginning of learning and kahoot at the end of

learning. Then, one meeting is used for evaluation or tests with questions of knowledge and skills that have been prepared.

The problems that occur when using ICT media (powtoon and kahoot). Initially the researchers wanted to use kahoot by using a projector. Then, all students were guided by the researcher to work on the questions at the same time. However, this activity was hampered due to unstable connection in the class X TOI-B room which is at the end of the building so that it was blocked by concretes. So, the researcher decided to share the kahoot link with the class president and distribute it via WhatsApp Group. In this way, it can make it easier for students to open the questions that have been provided and solve them in an orderly manner.

The use of powtoon goes well in the learning process. The problem occurs when students try to make a powtoon, which is the same as kahoot, constrained by an unstable signal. Therefore, the researcher invited students to make powtoons at Taman Bambu Kuning. So, students are free to express their expressions in a different atmosphere and it is easier to get an internet connection. Even so, the implementation of the learning carried out by the students was very good. This is evident from the average percentage of teacher observation sheets of 97.5% and student observation sheets of 97.8% which are included in the very high category.

The overall assessment was carried out by two observers objectively. The activities of teachers and students in the learning process of writing new poetry using the quantum learning method assisted by ICT media were observed. The results of the assessment of teacher and student observation sheets are in the form of percentages. The first meeting of the teacher's observation sheet scored 96.8% which was included in the very high category, while the student's observation sheet scored 96.8% which was included in the very high category. The second meeting of the teacher's observation sheet obtained a score of 96.8% which was included in the very high category, while the student's observation sheet obtained a score of 97.5% which was included in the very high category. The third meeting of the teacher's observation sheet obtained a score of 97.5% which was included in the very high category, while the student's observation sheet obtained a score of 98.1% which was included in the very high category. The fourth meeting of the teacher's observation sheet obtained a score of 98.7% which was included in the category. Based on these data, it can be concluded that the implementation of learning to write new poetry using the quantum learning method assisted by ICT media has been very well implemented. This is evidenced by the results of the students' ability to write new poetry before and after receiving treatment, getting scores of 60 and 82.

In line with the opinion of Shoimin (2014, p. 138) and Huda (2014, p. 13) the use of the quantum learning method in the learning process can make learning fun because learning takes place lively. Learning activities carried out using the TANDUR framework (Grow, Experience, Name, Demonstrate, Repeat, and Celebrate) so that they are effective, efficient, and structured and make students more active as research that has been done previously by Sudirman & Vahila (2016, p. 279).

CONCLUSION

The process of research activities has been carried out entirely, so some conclusions can be obtained regarding the implementation of new poetry writing learning activities using the quantum learning method assisted by ICT media. These conclusions are based on the results of data analysis and discussion of research results. The scenario and implementation of learning to write new poetry using the quantum learning method assisted by ICT media (powtoon and kahoot) in class X TOI-B was active and carried out well. This can be seen from the results of observations on teacher and student activities carried out four times.

The results of the teacher's observation sheet get an average percentage of 97.5% which is included in the very good category, at the first meeting 96.875%, at the second meeting 96.875%, at the third meeting 97.50%, and at the fourth meeting 98.75% . The results of observations on student activities that get an average percentage of 97.8% which are included in the very good category, at the first meeting 96.875%, the second meeting 97.50%, the third meeting 98.125%, and the fourth meeting 98.75%. Meanwhile, the results of the student's new poetry writing test before being given treatment got a score of 60 and after being given treatment it increased by getting a value of 82. Thus, the activities of teachers and students during the learning process to write new poetry using the quantum learning method are active.

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