Influence of Writing Poetry Module Using in Contextual Learning to Writing Poetry Learning Result of Elementary Student

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Abstract

This study aims to know the effect of poetry writing module using based on character education in contextual learning on learning result to write poetry of elementary school students in Bajawa sub-district. This research type is quantitative research (true experimental design) with the design of posttest only control design. The population taken in this research is the students of grade V elementary school in Bajawa with multistage sampling technique. Data sources are 88 students of class V, data collection techniques with test and questionnaire results of observation. The validity of the data is validity content. Data analysis technique uses independent t test. The results of this study indicate that there is an influence of poetry writing module using based on character education in contextual learning on student learning result in grade V of elementary school.

Keywords: Contextual learning; Module; Poetry; Learning result

Introduction

Efforts to improve human resources, especially the intellectual and social moral quality of students, teachers have a very strategic role in teaching and educating students. To facing it, teachers must have the sensitivity and sharpness in designing the learning process, so the learning result achieved can prepare students able to think actively, creatively, critically and analytically in the face of every life problem. the teachers have a very strategic position in leading and developing students potential in harmony with the development of science technology and art, the teacher should be able to design and develop teaching materials that enable students to play an active role in the learning process so it can be achieved optimal results. In order to achieve a satisfied learning result, an effective and evident learning process are required that begins with planning, implementation and evaluation of the quality. The effort to face that problem is requiring appropriate management strategies and the use of appropriate teaching materials to support the learning process. One of them is the selection of learning models and contextual based teaching materials.

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Komalasari (2014) states that contextual learning is a learning approach that connect between the material learned and student's real life, both within the family, society and citizens, in order to find the meaning of the material for their life. Meanwhile, Sanjaya (2011) states that contextual learning has 7 principles as follows, (1) constructivism, (2) inquiry, (3) asking, (4) learning community, (5) modeling, (6) reflection, (7) real assessment. Contextual learning encourages students to make the overall charge of the material in the context of the students' daily life, whether they occur within the family environment, as well as the extern in the school environment and the community environment. It aims to lead students to be able to find the significance of the material content that students learn for their lives (Nilasari., 2016). In relation to various notions of contextual learning, the writer concludes that contextual learning is a variety of concepts and learning approaches that help teachers connect between the material learned and student's real life, both within the family, school, community and citizens, with the purpose of discovering the meaning of the material for their life.

Teaching materials that in accordance to contextual learning are teaching materials that are able to help students, understand the content of the material presented in accordance to the situation and social conditions of students. Good teaching materials are teaching materials that can lead students in understanding learning materials and able to improve student learning result. Teaching materials should be able to assist students in solving problems or provide solutions of various problems that students find in daily life. Learning module is a teaching materials that commonly used in general by teacher in the process of teaching and learning activities. Modules can help to form and develop the student character to learn independently.

The module is a set of teaching materials that is presented systematically so readers can learn with or without a teacher or facilitator (Kurniasih., 2014). In line with the above opinion, Nasution (2015) states that the module is a self-contained, self-contained unit comprising, a series of learning activities designed to help students achieve a number of clearly defined and specific objectives. On the other hand, the researcher can conclude that the module is a form of teaching material that is packed in a complete and systematic in it contains a set of learning experiences designed in helping student to achieve a number of objectives formulated specifically and clearly.

Based on the observations, document studies and interviews with class V teachers in July 2016 showed that students were less enthusiastic in responding to learn writing poetry and less developed optimally in accordance to the competence or objectives to be achieved. This is possible because students are less able to understand the content of the material being studied, as well as the limited material content in the student's book. Teaching materials in the form of textbooks is used by students to be one of the triggers of the student's lack of enthusiasm in learning so it give impact to the low competence of students.

The availability of teaching materials used in the learning activities has limitations both in terms of quantity and content of subject material. Another thing is the mismatch of material content in accordance to the situation and social conditions of students and students' difficulties in capturing the material content in the textbook. The lack ability of teachers in applying appropriate learning methods will be impacted on student learning result that are less satisfied. The various limitations described make teachers do the learning process with lecture methods and independent tasks without providing techniques that facilitate students in writing poetry. It becomes the basic for the researcher to do research by using the module as a support reference source of learning in accordance to student's need. The module is a form of teaching material that is packed intact and systematic, it contains a set of planned learning experience .it is designed to help student to mastering specific learning objectives (Daryanto., 2013).

The module becomes one of the best learning resources in solving the difficulty of learning to write poetry. This is possible ,with the module the students are able to prepare themselves carefully and

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learn to master the techniques, concepts and do the exercises independently in writing poetry, before the learning process takes place, so in the learning activities, students are actively involved and able to give ideas in poetry.

Widodo, et al (2013) states that poetry is the oldest literary work that has the characteristic of a compacted language, meaningful language and elements of beauty (inner and physical). In line with this Rukayah, et al. (2012) states that the form of child poetry is a free poem, the poem that the number of lines in each stanza is not determined, as well as the number of syllables or words of each line, the rhyme also not determined. The important thing is the sharing of feelings, thoughts, attitudes, and will described in the form of lines or verses are not paragraphs. Meanwhile, Wardoyo (2013) states that writing poetry can be done with various techniques, they are copying technique (copy the master), description techniques, techniques derived from nature, narrative techniques, keyword techniques and various other techniques that can be used in writing poetry.

The phenomenon that occurs in the learning process to write poetry experienced various obstacles. Obstacle faced are limited learning resources and the implementation of strategies and learning models that are less precise as previously stated. It can be affected the attitude and behavior of students who are less actively involved in the learning process. Students as a learner should be more active in responding to various learning activities, so everything that they have learned can cling tightly. And also they have a good character in the social life of society. The formation of student characters can be started in daily life both in home environment, within the community and in the school environment that are integrated in the learning process.

Gunawan (2014) states that character education is a systemically designed and executed effort, to instill the values of learners' attitudes related to the Almighty Lord, self, fellow human beings, the environment, and nationality embodied in thoughts of feelings of words and deeds based on religious norms, law, etiquette, culture and customs. Furthermore, Wibowo (2012) Character education is education that instill and develop noble characters to the students, so they have the noble character, apply and practice in life, both in family, community life, and as a citizen. Character education needs to be increased in intensity and quality in all pathways and education level through integration of all subjects in school. In addition, there are a number of values taught in character education (Lickona, 2014): (1) honesty, (2) justice, (3) tolerance, (4) wise, (5) self-discipline, (6) help full, (7) be compassionate, (8) cooperation, (9) brave and (10) have democratic values. These values are formed from respect and responsibility. These character values need to be built and developed through school learning.

Efforts to improve the effectiveness of character education application, it is necessary to create a positive school culture. Lickona (2014) suggests that there are six important elements that become a positive school culture, among others: (1) moral and academic leadership of the principal, (2) discipline and role model as well as motivator, (3) fraternity, (4) involving students and fostering a sense of responsibility towards the school, (5) mutual respect, fairness and cooperation between teachers, students and parents, (6) a moral atmosphere of life and an increased awareness of the morality importance. If the six elements can be implemented in the school environment, then the learning result obtained will form the future that are smart, competitive and become a good human.

Learning result are the achievement form of behavioral change that tends to persist from the cognitive, affective and psychomotor aspects of the learning process conducted within a certain time (Jihad & Haris., 2013). In instructional activities or instructional activities, teachers usually set the competence to be achieved, students who succeed in learning are students who successfully achieve learning goal, instructional goals or competencies achieved. Similarly, Arikunto (2008) states that the learning result is a change in student behavior in terms of cognitive, affective and psychomotor after students deepen learning. Learning result have a very important role in the learning process. Learning

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result can also provide information to teachers and parents in an effort to achieve learning objectives and know the progress of children's learning through the learning process.

Based on the presentation of the problems and learning result described earlier, the need for a learning strategy that can provide student motivation to be active in the learning process. Learning strategy is offered by researchers to enable students in the learning process by applying the learning module to write poetry in contextual learning. By applying the module of writing poetry in contextual learning is expected to improve student learning result in accordance to the competence or instructional goals set.

Result of research related to module in contextual learning is research result of Pratama et al. (2016) the usage of contextual learning module gives strong influence to independence, affective learning result, psychomotor learning result and cognitive learning result of class VII at SMP Negeri 10 Semarang. Furthermore, Pohan's (2014) results shows that (1) contextual-based module on reviewer writing material can be classified as very practical, seen from the ease of using module for teacher and student. (2) The material presented in the module does not result in misconceptions in interpreting conformity with the time spent. (3) Contextual-based modules tested in IX SMP 7 Padang Balok are very effective, it can be seen from the conclusion of the observation indicate that context-based module can improve student activeness in learning.

The use of a character-based poetry writing module in contextual learning is expected to have a significant effect on the results of writing poetry learning in grade V elementary school students. By providing a learning experience that activates students in real life context, and leads students to learn independently, it can improve student's competence in actualizing knowledge, skills and can shape the good character and personality of students.

The problem matters in this research, there is influence of the use of writing poetry module based on character education in contextual to learning result of class V student at elementary school Rutogeli and elementary school Ngedubhaga in Bajawa. Furthermore, the hypothesis of this research is the influence of writing poetry module based character education in contextual learning on the learning result of students at elementary school Rutogeli and elementary school Ngedubhaga in Bajawa sub-district.

Methodology

This study uses a quantitative approach with the aim to determine the effect of writing poetry module based on character education on the learning result of grade V elementary school students. The research used experimental design with the main characteristic that the samples used for the experiment and the control group were taken randomly from certain population and the control group. While the experimental design used is posttest only control design (Sugiyono., 2013). The following shows true experimental design model posttest only control design.

Table 1 Posttest-only control design

R	X	O1
R		O2

R : School selected randomly
O1 : Experiment class
O2 : Control class
X : First class that has threated

Based on the exposure in the table above shows that the initial step of control group selection and experiment through random sampling technique. In the control group the learning process to write poetry was carried out conventionally without using the module, while in the experimental class were treated with the learning process implemented using writing poetry module. Population is a generalization area consisting of objects/ subjects that have certain qualities and characteristics established by researchers to be studied and then drawn conclusions (Sugiyono., 2013). The subject of this research is the elementary school in Bajawa sub-district. The sampling technique used in this research is probability sampling multi-stage sampling model or sampling snippet/ sample gradually is the way of sampling done with two or more stages. The sample used in this research is elementary school Rutogeli as experiment class and elementary school Ngedubhaga as control class. Sources of data used by researchers in this study were 88 students. Technique of collecting data with student poetry writing test and observation of learning activity. The data were collected and then tested independent t test statistic to know which class is better between the control class or the experimental class. The calculation is done with the help of SPSS 19 software. The validity of the data used in this study is the validity of the content (content validity). Content validity is the relevant validity of the contents of an instrument. If instrument items already cover all aspects of constructs or variables to be measured, then the instrument in terms of content can be declared valid (Sugiyono., 2013). Data analysis using independent t-test, while normality test in this research using Shapiro Wilk method with significance level 0,05. Normality tests are conducted in the control and experimental class with the aim of knowing whether the sample comes from a normal or not distributed population. The homogeneity test of variance is conducted to determine whether the population has the same variance. Homogeneity test in this study using statistical Levenne test.

Result and Discussion

Before the researcher perform hypothesis testing on learning module of writing poetry based on character education in contextual learning, firstly done condition test which includes normality test and homogeneity test.

Normality Test

Normality test is used to determine whether the sample is taken from the normal population. Normality testing is done with Shapiro Wilk test statistic used because the data of each class ≤ 50. H0 accepted or normal distributed data if it obtained probability value> significant level ($\alpha = 0,05$).

Table 2 Normality Test

Trial	Variable	N	P	Conclusion	Statistic Test
Product	Experiment	44	0.550^s	Normal	t independent
	Control	44	0.077^s	Normal	

Explanation S: Shapiro Wilk Test

In the experimental product obtained probability value in the experimental group of 0.550 and in the control group of 0.077. Because both are normally distributed, the statistical test used is independent t statistic test.

Homogeneity test is used to find out whether the two groups have the same variance. Homogeneity testing is done with Levenne statistics. The criteria used is the probability value> the significant level ($\alpha = 0.05$) then H0 is accepted or both groups have a homogeneous variant. Table 3 presents the results of homogeneity test.

Table 3 Homogeonity of Test Result

Group	N	SD	F	P	Decision
Control	44	7.979	0.003	0.957	Homogenous
Experiment	44	8.139			

Based on homogeneity test results obtained value F count = 0.003 with a probability value of 0.957. Since the probability value = 0.957 > α = 0.05 then H0 is accepted. Thus, it can be concluded that the control group and the experimental group have homogeneous variance.

As follows, the data of student's writing poetry skill in control and experiment class:

Table 4 Score Analysis Result of Control and Experiment Group

Statistic	N	Mean	Sd	Min	Max
Control	44	50.364	8.139	26	63
Experiment	44	81.273	7.949	59	97

From the data, the calculation result shows that the average ability of writing poetry in the control class is lower than the experimental class, that the average control class of writing poetry ability is 50,364, while in the experimental class the average ability to write poetry is 81,273. From the test results data, there is a striking difference between the control class and the experimental class. The experimental class has the ability to write poetry that is much better than the control class.

To know clearly, it is done the statistic testing with t independent test that is shown on Table 5.

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Table 5 Result of T Independen Test

Group	N	Mean	T Count	P	Conclusion
Control	44	50.364	18.023	0.000	Significant
Experiment	44	81.273			

Based on the result of difference test with independent t statistic analysis between the control group and the experimental group obtained the value of T arithmetic equal to 18,023 and the probability value <0,001. The probability value <0.05 (0,000 <0.050) means that H0 is rejected. In conclusion, there is a significant difference between the control group and the experimental group.

The independent t test results obtained conclusion that there is a significant difference between the control class and the experimental class. Differences in the form of the use of poetry writing module based character education in contextual learning gives the result of writing poetry skills much better than conventional methods. Therefore, there are differences in student learning result using poetry writing modules based character education in contextual learning. Based on the exposure result of independent t test result data and description of data description result, it can be concluded that there is a difference influence of the writing poetry module based on character education in contextual learning on the result of writing poetry learning, so the hypothesis is answered. The results of this study are in line with the contextual learning theory, where contextual learning makes it easier for students to deepen learning materials in accordance to the social situations and conditions around students.

According to Johnson (2002) contextual learning can enable students to connect the content of learning materials with the context of daily life to find the meaning. In line with the above opinion, Sari et al, (2014) states that through contextual learning allows students to apply the knowledge that they learn in daily life. In the learning process, students are able to solve problems on time, dare to express opinions and the existence of high learning motivation and increasing student learning result. Contextual spending is basically based on the philosophy of constructivism.

Constructivism is a teaching-learning process which students are mentally active in building knowledge, and their skills through interaction with the real world, while teachers only act as facilitators and mediators in learning. In line with that opinion Sanjaya (2011) states that contextual learning has several characteristics as follows, (1) students play an active role in every learning process, (2) students learn cooperation, such as group work, discussion of mutual acceptance, giving, (3) learning related to life with real problem solving according to the social life context of the students, (4) execution of fun learning, (5) integrated learning, (6) learning which gives flexibility of students to do meaningful tasks, (7)) using various sources, (8) learning passionate.

Based on some previous exposures, it can be concluded that the use of contextual learning module can provide an opportunity for students to explore and construct their own knowledge in accordance with the situation and condition of student's social environment. The use of contextual learning modules applied to this research is in accordance to the established criteria, so it is giving a positive impact on student learning result. It is also supported by previous research conducted by Nilasari (2016) there is influence of using contextual learning module to student learning result of class V. The influence existence is proved by mean value of posttest result in control class equal to 70,00 lower than value posttest of experimental class learning result of 82,27. Furthermore, the results of statistical analysis using t independent test with the help of IBM SPSS 21 shows a significant result p value = 0.01 <0.05, so Ho rejected, the use of contextual learning module significantly influence the student's learning result of thematic content material.

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In addition to the assessment of cognitive learning result, the learning activities are also implemented in the character education of students. The goal is students become self-reliant, able to cooperate, have curiosity and hard work. This is obtained from the observation of the learning process. The result of observation that the learning activity by using writing poetry module based on character education in contextual learning, able to give the spirit to the students in following the learning activities by actively seeking and finding, asking, cooperating, and the students able to finish the self-tasks presented in the module. It can form the character and personality of students who are able to competitiveness, able to solve problems and become a good human. Lickona (2014) which states that character education provides a guarantee for students to become better and more intelligent. Making students smart and clever are a domain of cognitive mastery. While making the students to life well and right become moral education affairs and enter into the domains of affective control or attitude. Both must go in line to deliver a tough young generation and able to deal with the various currents of the times. Character education can be interpreted as the process of instill essential values within the child through a series of learning and mentoring activities so the students as individuals are able to understand, experienced, and integrate the values that become core values in education that goes into personality (Kurniasih & Sani., 2014). In line with some of the above opinions, Sadia (2013) states that the implementation of character education in schools is based on three important reasons, they are: 1) The importance of good character to be a whole person in human beings. Every human must have good and strong thoughts, good conscience and willingness such as honesty, cooperation, independence, hard work, responsibility, curiosity, empathy, self-discipline, perseverance and moral encouragement. 2) School is a good and conducive place in conducting learning process and value education. 3) Character education is essential in building a moral society. Respect and responsibility are two basic moral values that must be taught in school.

Conclusion

Based on the results of the analysis conducted on the research data writing poetry. It can be concluded that there is a significant difference between the control class with the experimental class, the value of t arithmetic of 18.023 with probability value <0.001 which automatically probability <0.05. Besides, it is known that the average ability of writing poetry in control class is 50,364 and in experiment class is 81,273. Therefore, the ability to write poetry in the experimental class is better than the control class. Therefore, it can be concluded that the use of contextual learning module in writing poetry has an effect on the study result of class V students in poetry writing material at elementary school Rutogeli of Bajawa. Meanwhile, based on the results of observations on learning by using poetry writing module based on character education, students are actively involved in responding to learning able to cooperate with friends in completing tasks and independently in completing individual tasks in the module and have a high curiosity in finding, and able to solve problems in learning. Therefore, it can be concluded that the application of writing poetry module based on character education in contextual learning can create a spirit of cooperation, a high curiosity and independence and hard work that can foster the student's character to be a good character.

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6. The results of this study are still many shortcomings, for that criticism and suggestions are needed for the completion of this study.

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