

Improvement of Poetry Writing Skills in the Indonesian Language Subject

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Abstract

Classroom Action Research was conducted on fourth-grade students at MI Nursyamsi Depok Utara to improve their poetry writing skills. The study employed the Classroom Action Research (CAR) method, using data collection techniques like observation, tests, field notes, and documentation. Initial observations showed that only 20% of students met the Minimum Competency Criteria (KKM) in the pre-cycle. In Cycle I, this improved to 40%, and by Cycle II, 90% of students achieved the KKM. The findings indicate that utilizing visual media significantly enhances students' poetry writing abilities. Despite these improvements, the average score remained below the school's KKM of 75, highlighting the need for a more effective learning model. The research was conducted over two cycles, each involving planning, action implementation, observation, and reflection. The study concludes that visual media is an effective tool for improving poetry writing skills among fourth-grade students at MI Nursyamsi, while emphasizing the necessity for further strategies to raise overall performance.

Keywords: Classroom Action Research, Poetry Writing Skills, Primary Education

1 INTRODUCTION

Learning today is no longer centered on the teacher but rather on the students, known as Student-Centered Learning. Students are expected to be active in the learning process and are encouraged to learn from various sources. Information does not come from just one source, namely the teacher as the information provider. Therefore, teachers as educators and instructors are not the only sources of information; students can also gain knowledge from various sources, including their own experiences. By involving students in the learning process, it is hoped that they will achieve optimal learning outcomes.

Writing skills are one of the essential aspects of language skills, especially in expressing ideas, thoughts, and concepts through written works, both fiction and nonfiction. In fact, human life is almost inseparable from writing activities. Therefore, writing skills must be taught effectively to elementary school students so that they can articulate their ideas, thoughts, and concepts in various forms (Rahmad, et. al., 2024).

Writing is a series of thinking processes. This thinking process is closely related to reasoning activities. Good reasoning can lead to good writing. Since writing is one of the language skills that involves conveying messages to readers, one writing activity that fourth-grade students should engage in is writing literary works, particularly poetry.

Poetry is a form of literary work characterized by rhythm, rhyme, the arrangement of stanzas and lines, as well as beautiful and meaningful language. Therefore, poetry has been introduced to elementary school students, as this age group needs the ability to think critically.

Children in elementary school, around the ages of 7 to 12, develop systematic thinking skills but only refer to concrete activities. This serves as a basis for teachers to implement learning that aligns with the developmental stage of these children, ensuring more optimal

outcomes. This can be implemented in Indonesian language learning, where teachers are required to use a variety of media and teaching strategies that allow students to engage actively, express their opinions confidently, and develop critical thinking skills regarding the material presented by the teacher.

The Indonesian language is an important component that must be developed in education. Indonesian language learning is active learning, which involves students in searching for and developing knowledge. Students are expected to actively participate in discussions and confidently express their ideas, as well as listen to and accept others' ideas and read and present their work results. A common issue faced by elementary school students in learning Indonesian is the difficulty in mastering the concepts, leading to a lack of critical thinking skills in Indonesian language classes. In the learning activities of Indonesian, students' critical thinking skills are also essential.

Through critical thinking, a student will strive to identify problems and work towards solutions. Additionally, students develop their ideas or concepts, facilitating smooth learning activities. Critical thinking skills involve reflective, critical, and creative reasoning oriented towards an intellectual process. Thus, critical thinking is the process whereby students can express material confidently in the form of arguments without fear.

Based on observations in the fourth grade at MI Nursyamsi, it was found that during the learning process, the researcher discovered a lack of students' critical thinking skills in Indonesian language subjects. This was evident from a class of 20 students, where only 6 students demonstrated critical thinking skills, while 14 students were still lacking in this area. Learning outcomes represent a noticeable change in students' behavior, aligned with the learning objectives, which include cognitive, affective, and psychomotor aspects. Learning outcomes are a form of information that can be used to assess students' ability to understand and grasp the material being taught. Learning outcomes can be influenced by students' abilities (internal factors) and the quality of the learning process (external factors), which relate to the level of expertise and professionalism of the teacher.

Each student has different characteristics and learning styles. Some students quickly understand lessons just by listening, while others grasp material more easily through reading or writing. It is evident that the learning process is often teacher-centered. The lecture method plays a significant role in classroom teaching strategies. In this study, it was found that teachers using the lecture method could deliver material in a structured and systematic way, making it easier for students to grasp basic concepts. However, observations also revealed that the effectiveness of this method greatly depends on the teacher's ability to present the material clearly and engagingly, as well as the students' reception of this teaching style.

2 RESEARCH METHODS

The research to be conducted is Classroom Action Research (CAR) carried out in the fourth grade. Action research is a study oriented towards the application of actions, focusing on improving quality or solving problems within a specific subject by observing the level of success or the effects of those actions, followed by further actions that aim to refine or adjust to the conditions and situations in order to achieve better results. Mulyasa explains that CAR is an effort to study the learning processes of students through planned actions by the teacher to analyze the impact of those actions with the aim of improving the quality of learning.

Classroom Action Research is a type of research activity conducted by educators that is useful for improving the quality of education in the classroom (Kunandar 2023). Classroom Action Research is conducted as part of lessons to solve learning problems, carried out by teachers to improve quality, embrace new challenges, and enhance learning success (Ani Widayati 2023).

In line with this, Zainal Aqib and Ahmad Amrullah state that CAR is research conducted by teachers in the classroom (school) where they teach, emphasizing the enhancement or

improvement of the learning process and practice. Therefore, it can be concluded that the type of CAR is research that addresses the challenges faced by teachers during the learning process to improve the quality and outcomes of learning through continuous actions. This research will take place in the fourth grade at MI Nursyamsi Depok. The subjects of this research consist of 16 students. The model used is the Kemmis & McTaggart model. In the Kemmis & McTaggart model of Classroom Action Research, each cycle consists of four steps: Planning, Action, Observation, and Reflection. The research is conducted over three cycles, with each cycle consisting of two meetings.

Data collection techniques and instruments are carried out through four stages: observation, interviews, tests, and documentation. Tests are administered to students after the actions are carried out during the second meeting of each cycle. The tests conducted are both individual and group tests. Data analysis in this Classroom Action Research is conducted through three stages: data reduction, data description, and data verification. The indicator for assessing students' learning success is using the Minimum Completeness Criteria (KKM), which is above 75, or a minimum classical completeness achievement score of 80%.

3 RESULT AND DISCUSSION

From the research that has been conducted, the results obtained pertain to the enhancement of students' critical thinking skills in writing poetry on the topic of 'My Aspirations' for fourth-grade students in the first semester of the 2024/2025 academic year at MI Nursyamsi Depok as follows :

3.1 Sub Result

This research aims to improve the quality of the learning process and the writing skills of fourth-grade students at MI Nursyamsi by using visual media. Visual media serves as a teaching tool in the writing category, where students are required to learn to write poetry based on the images presented. Therefore, the goal of visual media is to create a learning activity that channels their imagination into written poetry. The implementation of learning in Cycle I faced several obstacles or shortcomings. The challenges experienced in this cycle included the ineffective application of visual media. This can be seen from the learning activities that did not align well with the guidelines outlined in the lesson plan (RPP). Additionally, in group discussion activities, the teacher also did not choose participants appropriately. The teacher also lacked the motivation to encourage students to respond after their peers read their poetry, and there was a lack of effort to help students develop the courage to write poetry.

Based on the reflection results of the learning implementation in Cycle I, it can be observed that there has been an improvement in the quality of the learning process after applying visual media. Although there was an increase in learning quality compared to the previous quality, this study cannot yet be deemed successful in Cycle I. This is because the skills in writing poetry have not met the success criteria, with many students still unable to achieve the average necessary to meet the Minimum Completeness Criteria (KKM), and the number of students reaching the KKM is still below the research success criterion of 80%. In Cycle I, only 40% of the students were able to achieve the KKM. Therefore, it is necessary to conduct Cycle II.

In this second cycle, activities were conducted that were almost the same as those in Cycle I. However, in Cycle II, there were several improvements based on the reflections from Cycle I by the researcher and the class teacher. These improvements included better guidance for students by the teacher. During discussions and in completing poetry writing tasks, the teacher successfully encouraged students to express their opinions when their peers read their poetry. The teacher was also highly motivating throughout the learning process and became skilled at utilizing question-and-answer techniques and engaging in

games at the end of the lesson. This allowed for the exploration of students' ideas or concepts in creating poetry, both in groups and individually.

3.2 Sub Discussion

Ability is a person's capacity, skill, and strength to perform a task quickly and accurately. This is supported by the opinion of Spencer and Spencer, who define ability as a prominent characteristic of an individual that is related to effective and superior performance in a job or situation (Milania, 2021). Ability is an individual's capacity to perform various tasks for a job (Eva Yanti, 2021). Ability consists of two factors: (1) Intellectual Ability – Intellectual ability is the capacity required to perform various mental activities such as thinking, reasoning, and problem-solving. (2) Physical Ability – Physical ability refers to the capacity to carry out tasks that demand stamina, skill, strength, and similar characteristics (Robbins, 2022).

Writing skills are the process of conveying thoughts and ideas in meaningful written form. This is because writing involves the activity of arranging and composing text, which includes a collection of letters forming words, a collection of words forming sentences, a collection of sentences forming paragraphs, and paragraphs creating a complete and meaningful composition. Writing serves a purpose for both researchers and readers, functioning as an indirect communication tool, facilitating critical thinking, sharpening perceptual understanding, and conveying ideas to others. In this research, the goal is to engage elementary school students in poetry writing activities so that they can develop their critical thinking skills and express their ideas to others through written poetry. Image media as a learning aid has various advantages and disadvantages. Therefore, although image media can be a very useful tool in conveying information and facilitating the understanding of concepts, its effectiveness can be influenced by various factors. Hence, it is important for educators to consider both the advantages and disadvantages of image media when designing effective learning strategies.

From the research conducted on fourth-grade students at MI Nursyamsi, which consisted of two cycles, there was an increase in mathematics learning outcomes in each learning process from the first cycle to the second through the use of visual media, as seen in the percentage of student achievement. The ability to write poetry in describing or expressing thoughts starts from the simplest aspects, such as writing words, to the most complex aspects, such as composing. This ability is important in the Indonesian language learning process. Therefore, the skill of writing poetry should not be underestimated, as it will continue to be studied through secondary school and even into higher education. Students who have mastered poetry writing skills well can also improve their academic performance. In Indonesian language subjects, poetry writing is one of the important materials. Furthermore, writing poetry serves as an important outlet for students to express their ideas, concepts, and talents.

One aspect of Indonesian language learning is teaching students about literary works, both in appreciating and producing literature. One type of literary work that elementary school students can produce is poetry. This research aims to improve the quality of the learning process and the poetry writing skills of fourth-grade students at MI Nursyamsi using visual media. Visual media serves as a teaching tool in the writing category, where students are required to learn to write poetry based on the images presented. Thus, the purpose of visual media is to create a learning activity that channels their imagination into written poetry.

The implementation of learning in Cycle I encountered several obstacles or shortcomings. The challenges faced in this cycle included the ineffective application of visual media. This was evident from the learning activities that did not align well with the guidelines outlined in the lesson plan (RPP). Additionally, the teacher did not choose group discussion participants appropriately. The teacher also lacked motivation in encouraging students to respond after their peers read poetry, and there was insufficient effort to help students develop the courage to write poetry.

Based on the reflection results from Cycle I, it was noted that there was an improvement in the quality of the learning process after implementing visual media. Although there was an increase in learning quality compared to the previous learning experience, this study cannot yet be deemed successful in Cycle I. This is because the skills in writing poetry did not meet the success criteria, with many students still unable to achieve the average necessary to meet the Minimum Completeness Criteria (KKM), and the number of students reaching the KKM was still below the research success criterion of 80%. In Cycle I, only 40% of the students were able to achieve the KKM. Therefore, it is necessary to conduct Cycle II. In this second cycle, activities were conducted that were almost the same as those in Cycle I. However, in Cycle II, there were several improvements based on the reflections from Cycle I by the researcher and the class teacher. These improvements included better guidance from the teacher for the students. During discussions and in completing poetry writing tasks, the teacher successfully encouraged students to express their opinions when their peers read their poetry. The teacher was also highly motivating throughout the learning process and became skilled at utilizing question-and-answer techniques and engaging in games at the end of the lesson. This allowed for the exploration of students' ideas or concepts in creating poetry, both in groups and individually.

3.3 Table

Based on the results of the learning implementation in Cycle II, it can be seen that the students' poetry writing skills have improved significantly. This increase in poetry writing skills is evidenced by the percentage of students who achieved the minimum completeness criteria, which is 90%, indicating an improvement. This demonstrates that the application of visual media can enhance the learning process and the ability to write poetry in the Indonesian language subject for fourth-grade students at MI Nursyamsi in the 2024/2025 academic year. Therefore, this research is considered successful in Cycle II and will not be continued to the next cycle, as it has already exceeded the research success criterion of 80%. The average scores of the students, as well as the observation scores of the teacher and students between the first and second cycles, are shown in the following table:

Table 1 Poetry Writing Skills Learning Outcomes

Category	Cycle I	Cycle II
Learning Outcomes	71,25	80,25

The table above shows that there has been an increase in the percentage of student achievement in learning, with the average student scores increasing from Cycle I to Cycle II. The average score in Cycle I was 71.25, which improved to 80.25 in Cycle II. This increase in student learning outcomes corresponds with improvements in the learning process for both teachers and students. In the first cycle, the teacher's activities were rated as 'good,' while in Cycle II, they were rated as 'very good.' With the increase in student learning outcomes, the application of visual media has proven effective in enhancing student learning, particularly in the Indonesian language subject at MI Nursyamsi Depok.

The Classroom Action Research conducted by the author was collaborative. In this research, the author, as the researcher, collaborated with a partner teacher and the school. The research was carried out in the fourth grade of MI Nursyamsi during the 2024/2025 academic year, in the Indonesian language subject, focusing on poetry writing using images as a medium, over two cycles. The results of the research showed an improvement in the quality of learning.

The use of image media in the Indonesian language lessons on poetry writing for fourth-grade students at MI Nursyamsi in the 2024/2025 academic year led to an improvement. The enhancement of the learning process occurred alongside the increased activity of both teachers and students in following the steps of learning by applying image media. The improvement in the learning process could be seen from the observation analysis during the learning process in cycle II, which showed an increase from cycle I. In cycle II, students actively participated in the learning activities. They were more engaged in group discussions and when asked to recite poems or give feedback to their peers who read poems.

Overall, students were able to participate in learning actively, innovatively, and enjoyably. Additionally, the teacher carried out the steps for teaching poetry writing using image media more effectively. Observations of the learning process consistently showed improvement in each meeting. This demonstrates that the results of the poetry writing lessons using image media met the success indicators. Moreover, the poetry writing test results improved significantly from an average score of 71.75 in cycle I to 80.75 in cycle II.

4 CONCLUSION

The application of visual media in fourth grade at MI Nursyamsi, Depok, during the odd semester of the 2024/2025 academic year can improve students' learning outcomes. This is evident in the scores from each cycle, where the mastery level at the beginning of the learning process (pre-cycle) was 20%, increasing to 20% in Cycle I. The percentage continued to rise to 50% in Cycle II, with the Minimum Completeness Criteria (KKM) set at 75.

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