



An Analysis of Preservice Elementary Teacher Ability in Creative Writing Containing Character Education with Local Wisdom Persepective

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ARTICLE INFO

Article history:

Received July 12, 2021

Revised July 13, 2021

Accepted August 06, 2021

Available online August 25, 2021

Kata Kunci:

Menulis Puisi, Pendidikan Karakter, Kearifan Lokal, Sekolah Dasar

Keywords:

Writing Poetry, Character Education, Local Wisdom, Elementary School



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ABSTRAK

Puisi dapat menjadi media pendidikan karakter secara integratif dalam pembelajaran di sekolah dasar. Akan tetapi, peran pentingnya puisi belum diimbangi dengan hasil menulis puisi di sekolah dasar. Penelitian ini bertujuan untuk menganalisis kemampuan mahasiswa PGSD dalam menulis puisi bermuatan Pendidikan karakter berwawasan kearifan lokal. Pendekatan penelitian mix method digunakan dengan desain penelitian adalah triangulation design. Subjek penelitian yang diambil datanya sebanyak 35 orang mahasiswa program studi pendidikan guru sekolah dasar. Data diperoleh melalui teknik tes menulis puisi dan wawancara. Analisis hasil tes menggunakan aspek kemampuan menulis puisi yang dimodifikasi. Temuan penelitian memberikan gambaran mahasiswa telah mampu menulis puisi dengan daya imajinasinya sendiri, menyertakan pemaknaan puisi, amanat, dan mampu mengintegrasikan nilai-nilai karakter berwawasan kearifan lokal. Penguasaan aspek diksi adalah paling rendah diantara aspek lain yang perlu untuk ditingkatkan. Rekomendasi penelitian ini kepada para pendidik dan penelitian masa depan sebagai tinjauan untuk melakukan pengembangan pembelajaran bahasa Indonesia yang efektif di Program Studi PGSD, khususnya pada keterampilan berbahasa produktif yaitu menulis kreatif bermuatan pendidikan karakter dan kearifan lokal.

ABSTRACT

Poetry can be an integrative media for character education in learning in elementary schools. However, the important role of poetry has not been matched by the results of writing poetry in elementary schools. This study aims to analyze the ability of preservice elementary teacher ability in poetry writing containing character education with local wisdom persepective. Mix method research approach is used with research design is triangulation design. The research subjects were 35 students of the elementary school teacher education program. The data were obtained through the technique of writing poetry tests and interviews. The analysis of the test used aspects of poetry writing skills. The research findings provide views that students have been able to write poetry with their own imagination, include the meaning of poetry, the advice, and are able to integrate character values with local wisdom. Mastery of the diction aspect is the lowest among other aspects that need to be improved. Recommendations of this research to educators and future research as a review for developing effective Indonesian language learning in the elementary school teacher education program, especially in productive language skills, namely creative writing with character education and local wisdom.

1. INTRODUCTION

Language skills refer to skills in using language, one of which is writing skills. Writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings through language so that others will understand them (Bakarbessy et al., 2020; Huber et al., 2020; Musyawir & Loilatu, 2020). Writing skills involve children's cognitive abilities in the form of ideas that are realized in the form of a series of words arranged in symbols and written form (Huber et al., 2020). Writing skills function as an indirect communication tool. Writing skills are closely related to students' literacy skills (Hadis & Manvender,

2016). In addition, students' writing skills will affect success in the learning process (Didiharyono & Qur'ani, 2019; Graham, 2019). These skills cannot be acquired instantly so teaching writing must start from students' interest in writing it self, because students will not feel comfortable writing something if they feel compelled to do so (Rahmawati et al., 2019), therefore, writing is not a simple activity and does not need to be learned, but it is mastered. Therefore, students need to practice writing often. One of the writing skills possessed by students is creative writing. Creative writing is briefly defined as the production of texts that place more emphasis on aesthetic aspects than purely informative purposes. Creative writing is a transdisciplinary practice for students to integrate their multiple competences, including academic competence, SDL competence, and literacy competence, to present on writing assignments (Tu, 2021). Creative writing usually comes from within, so creative writing skills and related creative thinking are very strong (Linda & Gusti, 2017). Creative writing emphasizes the active process of a person to express ideas and ideas through unusual ways so as to produce different creative works, not only good, but also interesting (Gunawan & Aziz, 2018). Learning that trains creativity will certainly affect the formation of students (Milicevic et al., 2020; Yeh et al., 2021). Thus, creative writing leads to a form of expression about one's feelings which is presented in written form. The work of creative writing has a role in implicit communication through generating various affective and intellectual responses from readers (Vaezi & Rezaei, 2019), so that different individuals will give different responses to the creative works they read.

The variety of texts resulting from creative writing can be in the form of poetry. Poetry is a form of literary work as an expression of the imaginative experience of humans (Anindita & Satoto, 2017; Irmawati, 2014). The nature of writing poetry, which is formal but has a loose framework of tasks, will be the right approach to encourage learners to produce creative language (Rosenhan & Galloway, 2019). Poetry writing helps students to develop writing craft and reflective skills. It encourages students to articulate often complex emotions associated with their professional worlds, thereby providing invaluable insights into the everyday lives of healthcare workers (Cronin & Hawthorne, 2019). Things that need to be considered in writing poetry, such as the need to pay attention to unique titles, choosing keywords in poetry, using connotative meanings or using figure of speech, paraphrasing poetry, forming unity in one unit, and correct poetry interpretation (Widianto, 2019). Writing poetry requires continuous practice so that in choosing the right words or diction, as well as using language style, rhyme or rhythm, and determining the appropriate tone and atmosphere (Sadeli, 2020). In order to achieve this competence, teachers should be able to train students in writing poetry, moreover, poetry is full of meaning and advice containing character education. Writing poetry has many impacts on the development of students, by being given learning to write poetry can develop students' nationalism (Melasarianti et al., 2019), develop the character of students (Sutikno, 2016). So, As part of creative writing literature in the form of poetry, it is very close to the content of character education.

Character education is a process of instilling good values in students who play an important role in realizing future generations that are useful for the nation and state who are responsible, creative, innovative (Julaeaha, 2019; Munawwaroh, 2019). Character education can be delivered through the media in the form of literature. Literary psychology can be used to understand character education contained in the work that students read. Many previous studies have reported the role of literature in growing character education in children (Juanda, 2019; Nugrahani, 2017; Rondiyah et al., 2017; Sukirman, 2021). Literary works as a creative result of humans contain creative elements in them based on problems that exist in the real world (Saputri & Laeliyah, 2020) so that the content of values that are instilled are closer to the lives of students. Poetry learning in elementary schools ideally has the achievement of learning outcomes not only touching cognitive and psychomotor aspects, but as an alternative in planting character education in an integrative way through poetry itself. Character values with local wisdom are very relevant to strengthening character education in schools. Local wisdom in community groups in Indonesia contains many noble values of the nation's culture which are still strong as the identity of the character of its community members (Priyatna, 2017). Teachers have a very important role in ensuring the needs of students' learning resources in studying poetry containing character education. Learning resources in the form of a variety of children's poems can be created by teachers by taking character values containing local wisdom where students live. Therefore, the Elementary Teacher Education Program ideally guarantees students to be able to skillfully write poetry containing character education.

Findings in the field indicate that the implementation of local wisdom-oriented character values has not been maximized, especially in Indonesian language learning (Joyo, 2018). Whereas in the era of globalization with the rapid movement of information through technology, it requires intelligence and creativity to utilize and package the values of local wisdom through language learning in elementary schools (Disi & Hartati, 2018). The findings of this previous researcher indicate that teachers in elementary schools need to be equipped with skills in writing poetry containing character education with

local wisdom. As a producer of prospective elementary school teacher graduates, elementary school teacher education needs to conduct student competency analysis to determine the achievement of student learning to write poetry. The results of the analysis can also be used as a follow-up step to improve the quality of learning Indonesian more effectively. In relation to research problems, lecturer in the primary school teacher education program need to analyze students' abilities in creative writing with character education with local wisdom. This study aims to analyze the ability of preservice elementary teacher ability in poetry writing containing character education with local wisdom persepective. The results of this study are expected to serve as a review for developing effective Indonesian language learning in the Elementary Teacher Education Program, especially in productive language skills, namely creative writing with character education and local wisdom.

2. METHOD

Research Design

Mix method research approach is used with research design is triangulation design. This research design is most often used in the mix method approach. This design is seen as relevant to the researcher's goal to compare and contrast quantitative statistical results with qualitative findings or to validate or extend quantitative results with qualitative data. This research study focuses on efforts to uncover and analyze creative writing skills containing character education with the insight of local wisdom in students in the elementary school teacher education study program. The findings of this study play an important role in knowing the creative writing power of prospective teachers so that the implications will later be able to develop creative writing learning containing character education with local wisdom. The research subjects whose data were taken were 35 students of the elementary school teacher education study program at Sebelas Maret University. Students who become research subjects are active students who are taught by lecturers in the field of Indonesian language education. Subjects were taken purposively by considering the ease of access in collecting research data. In addition, another consideration is the linearity of the research subject with the subject area taken, namely Indonesian language education in elementary schools.

Data Collection

The data of this research is in the form of creative writing scores containing character education based on local wisdom. The data was obtained through the technique of writing poetry tests and interviews. The test used is a writing test developed by researchers with assessment indicators referring to aspects of writing poetry referring to the opinions of Waluyo (1987) and Solina (2015), consisting of aspects of diction, imagination, meaning, advice, and insightful character education. local culture. The aspects of the assessment of writing poetry containing character education with local wisdom have descriptors in table 1. Semi-open interviews were conducted to provide opportunities for students as poetry writers to explain the poetry work from the aspects of the referred poetry writing assessment.

Tabel 1. Poetry writing assessment indicators referring to Waluyo (1987) and Solina (2015)

No	Aspect	Description
1	Choice of diction	Poetry writers are careful in choosing words through consideration of their meaning, the composition of sounds in rhyme and rhythm, the position of the word in the context of other words, and the position of the word in the whole poem.
2	Imagination	The author's efforts to create or arouse the emergence of images in the reader, so that the reader is moved to use the eyes of the heart to see objects, colors, with the ear of the heart to hear sounds, and with the feeling of our hearts to touch the coolness and beauty of objects and colors.
3	Mean	Meaning that contains a message, both implied and explicit, that is very in line with the theme
4	Advice	Poetry has a message of goodness that can be studied after the reader understands the theme, feel, and tone of the poem
5	The content of character education with local wisdom	The author is able to carry a strong character load sourced from the values extracted from the student's regional culture as part of efforts to build national identity

Through a triangulation design, the researcher tried to combine two types of data (either during interpretation or during analysis) (Creswell & Plano Clark, 2011), in order to find the level of ability to write poetry containing character education with local wisdom in Elementary Teacher Education students. Quantitative data in the form of poetry writing scores were obtained by students after producing a work of poetry. The qualitative data in the form of interviews conducted with students after finishing writing poetry. These two data are compared and analyzed to find an interpretation of the data of this study which focuses on the ability to write poetry containing character education with local wisdom.

3. RESULT AND DISCUSSION

Result

At the data collection stage as many as 35 students wrote a creative writing work in the form of poetry containing character education with local wisdom. Each work is analyzed for aspects of writing poetry with the results of the average scoring of all research subjects presented in Table 2. The findings focus on the ability to analyze creative writing skills which are guided by five aspects of writing poetry with character education based on local wisdom. As can be seen in Table 2, it is known that most of the students are able to write poetry containing character education with local wisdom. Diction is the most difficult aspect for students to master. Diction is concerned with choosing the most appropriate word in considering its meaning, the composition of sounds in rhyme and rhythm, the position of the word in the context of other words, and the position of the word in the whole poem. However, students have been able to integrate the content of character education with local wisdom in the works of poetry contained in the advice and meaning of poetry.

Tabel 2. Preservice elementary teacher ability in creative writing containing character education with local wisdom perspective

Aspect	Kemampuan Menulis (%)
Choice of diction	67,35
Imagination	70,25
Mean	74,10
Advice	83,48
The content of character education with local wisdom	84,75
Mean	75,99

Discussion

The findings of the research on writing ability were reviewed qualitatively from aspects of writing poetry. In general, this study shows that poetry written by PGSD students is a product of creativity that has an element of skill that makes the reader will be amazed not by truth, logic or facts, but by artistic truth whose measure is intuitive sensitivity (Sari et al., 2020; Suryani et al., 2020). This aspect refers to the imagination of students by 70.25% being able to create or arouse the emergence of images in the reader with a feeling of heart that touches coolness and beauty. Imagination in creative writing is an important component considering that creative writing is the author's original work by utilizing imagination and then poured into writing (Febrina, 2017). Learning to write creatively in Elementary Teacher Education includes writing poetry as a vehicle for expressing the heart or telling an atmosphere or event in an expression. Therefore, diction becomes very important in creating poetry. The research findings show that students' ability in choosing diction is the lowest aspect to be mastered compared to other aspects. This finding indicates that the ability to choose diction in writing poetry needs to be improved. Improving the ability to choose diction is a concrete effort to assist authors in writing poetry (Afifah et al., 2020). Creative writing in the form of poetry is seen as rich in character education values and local wisdom. Character education is mentioned as value education, character education, moral education, character education which aims to develop the ability of students to make good and bad decisions, maintain what is good and realize that goodness in everyday life through habituation in the learning process. In the aspect of giving meaning, advice and integration of character education content, students are able to compose poetry containing character education which is identified through integration of 18 values originating from religion, Pancasila, culture, and national education goals consisting of religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, appreciate achievement, friendly/communicative, love peace, love to read, care for the environment, care about social, and responsibility.

The content of character education in creative writing is applied in literary learning following the noble values that exist in community groups as local wisdom (Rachmadyanti, 2017). Local wisdom found in several indigenous groups/communities in Indonesia contains many noble values of the nation's culture which are still strong as the identity of the character of its citizens (Priyatna, 2017). Through the creative writing process containing local wisdom, it will show the meaning of national identity as ideas that are wise, of good value, which are embedded and followed by community members (Afiqoh et al., 2018). Thus, language learning through poetry is not only related to how prospective educators in schools are able to create poetry, but can explain what poetry contains, its meaning, advice, and its ability to integrate character values with local wisdom. The importance of the role of poetry with character education is very strategic if it is packaged by teachers who are skilled in writing poetry. This study shows the competence of prospective elementary school teachers in every aspect of writing poetry. The results of the research are useful for lecturers to develop curriculum and learning resources to improve students' abilities in writing poetry containing character education and local wisdom. The lack of a number of subjects in this study is a limitation of the study. Further studies on a broader subject are needed to be able to find out a more general picture of universities providing primary school teacher education. The ability to write poetry in Elementary Teacher Education is the expression of ideas or ideas in the form of written works that contain the implementation of the values of strengthening character education according to the curriculum and containing the integration of local cultural values. Thus, there is a good synergy between the achievements of learning Indonesian in Elementary Teacher Education, not only focusing on productive language skills in creative writing, but also implementing character education and local wisdom through poetry. Recommendations of this research to educators and future research as a review for developing effective Indonesian language learning in the Elementary Teacher Education Study Program, especially in productive language skills, namely creative writing with character education and local wisdom.

4. CONCLUSION

The research findings provide an overview of creative writing skills with character education and local wisdom in Elementary Teacher Education students. Overall, the subjects analyzed show that Elementary Teacher Education students have been able to write poetry with their own imagination, include the meaning of poetry, the advice, and are able to integrate character values with local wisdom. Mastery of the diction aspect is the lowest among other aspects that need to be improved.

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