IMPLEMENTATION OF A CREATIVE WRITING TEXTBOOK BASED ON LOCAL WISDOM FOR PBI UNS STUDENTS IN WRITING POETRY

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Abstracts

Learning to write poetry will run well if it is supported by appropriate teaching materials. There are no conditions for using creative writing textbooks that specifically discuss writing poetry that focuses on local wisdom. This research aims to determine the implementation of the Creative Writing textbook based on Local Wisdom for Indonesian Language Education students in writing poetry. The research method used is quantitative to present the findings based on the use of a Creative Writing textbook based on Local Wisdom. The technique in testing effectiveness uses paired samples t-test. The findings of this research are the effectiveness of learning to write poetry using creative writing textbooks based on local wisdom.

Key words: Writing, poetry, local wisdom

INTRODUCTION

Creative writing ability is considered a complex activity because writing involves physical and mental activities in determining ideas and organizing them correctly. Writing, thus, is seen as an activity that not only involves the physical but also thoughts and feelings (Rahmayantis & Lailiyah, 2021). Creative writing is the process of re-expressing human experiences of thoughts, feelings, problems, impressions, and the like expressively and imaginatively through a series of beautiful words (Aprilia, Neisya, Yanti & Syaputri, 2022). It is in line with the opinion of Winarni, Slamet & Syawaludin (2021), that creative writing can be a means for writers to express feelings, thoughts, and emotions in a unique, imaginative, and even poetic way. Creative writing can help students achieve learning goals that have never been achieved before (Hastuti, Sumarwati, Slamet & Rakhmawati, 2023). The importance of creative writing is as a means of channeling students' critical thinking

in finding problems and solving problems. A lecturer must familiarize students with creative writing, such as journals, blogs, online discussion forums, dialogue journals, and others (Pawliczak: 2015). Creative writing can improve writing skills combined into several genres, namely poetry, diaries, stories, fairy tales, and so on.

Lecturers have an essential role in providing guidance or teaching creative writing, especially poetry, by using strategies or media that can help students learn creative writing (literature). Creative writing is part of literary writing skills, like other writing activities thatrequire many strategies, models, or innovative learning media to improve students' creative writing skills. One approach to learning creative writing that is worth developing is culture-based, so the author believes that the development of a Creative Writing textbook based on Local Wisdom can synergize and make a positive contribution to learning creative writing for Indonesian Language Education Program students. This is because education based on local wisdom will better educate students, this model is also part of the relevance of education as outlined in examples of religious, national, and state life whose aim is to civilize what is in the students' environment (Samiha, 2020). Therefore, education is expected to play a role in imparting culturally charged knowledge (Saputra, Fauziah & Suwandi, 2022). Besides, writing through an iterative process can be supported by good learning media (Nasir, et al., 2013: 27). In implementing poetry writing, lecturers can help students improve their writing skills with learning strategies and using appropriate learning media. To achieve this well and optimally, supporting tools are needed in the form of creative writing textbooks based on local wisdom. It is expected that this will have a positive impact on students' poetry writing skills and will improve the quality of prospective Indonesian language educators who are competent in creative writing.

Textbooks contain knowledge, are developed based on basic competencies in the curriculum and used by students for learning (Prastowo (2015). A good textbook is a textbook that must contain subject matter that meets the standards that have been established (Irma, 2022). The criteria for a good textbook are stated by Tsang, Yuen, Li, and Chwung (2013: 46) that the use of language, conceptual organization, space arrangement and direction of interaction are some important considerations in

designing textbooks for effective teaching and learning. The materials presented in textbooks are in the form of authentic materials or created materials. This means that the materials in textbooks can be videos, photos, texts or other learning resources, while the preparation of the materials can be designed by the creator of the textbook himself (Richard, 2001: 258-260). According to Yulia (2015), the criteria for a good textbook include suitability of material descriptions with the curriculum, accuracy of the material, and learning support materials. According to Akbar (2013), a good textbook has several characteristics, namely (1) accurate, (2) appropriate, (3) communicative, (4) complete and systematic, (5) student-centered oriented, (6) impartial on the ideology ofthe nation and state, (7) correct language rules, and (8) legibility. From these opinions, the criteria for a good textbook are a textbook that is systemic, in accordance with the rules for writing a good book and linguistic rules, in accordance with the required material, easy for students to understand, and helps improve students' abilities in the material presented.

In developing this textbook, several kinds of literary material will be presented. The material is in poetry and stories from selected parts of literary works only. Poetry is the creative creation of a work of art (Luxemburg, 1992: 27). Poetry can also be interpreted as a type of literary work that reflects social problems that occur in society using unique and aesthetic language (Indrastuti, 2018). Poetry always experiences changes from time to time, which is due to the dynamics of changes in the evolution of tastes, aesthetic concepts and the social realities that are the objects in it (Setyawan & Saddhono, 2020). Changes with the aim of development need to be pursued in the context of creating poetry (Anggriawan, Farid & Sari, 2023). It shows the progress of the human mind in producing innovative concepts that present something new. However, there is one thing that does not change in poetry, namely that poetry expresses something indirectly (Riffaterre, 1978). Poetry is as a form of language pronunciation that takes into account the aspects of sounds in it, which express the poet's imaginative, emotional and intellectual experiences obtained from his individual and social life, expressed with certain chosen techniques so as to be able to evoke certain experiences in the reader or his listeners. It is in line with the independent curriculum as explained by Nari, Khaidir, Gustituati, & Alwen (2022) that if the material presented is simpler and more in-depth, it is more independent for

students, educators and educational units, it is more relevant and interactive in strengthening the profile of Pancasila students.

Poetry is the easiest type of literary work to be created by a student, with poetry students can express imagination, thoughts and feelings in the form of language (Ping, 2011: 106). In this case, teachers or lecturers must be able to direct students to create literary works using the right media or approach, such as directing them to create poetry based on their immediate environment. When teaching poetry in class, a teacher must pay attention to students' language skills and students' interest in literature so that the material can be adapted to the students' character abilities. The literary form of poetry has a different structure from prose. The difference is not only in the physical structure but also in terms of inner structure. In terms of physical structure and inner structure, poetry creation uses the principle of compaction or concentration of form and meaning. Poetry is a form of literature that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language, namely by concentrating its physical structure and inner structure (Jeremiah, 2016: 32).

Poetry is a part of literary work that aims to express thoughts and feelings using language. Poetry is formed based on aesthetic elements, by following rules such as rhyme, rhythm, and musicality (Alver & Caglar, 2015: 480). In this regard, students can achieve self-actualization through learning poetry (Rusmana, Hafina, Wardhany & Suryana, 2020). Also, from developing students' sensitivity and insight into the surrounding environment, learning poetry can help students express their moods, understand their feelings, create a sense of joy, and gain knowledge about the concepts around them. In other words, students can achieve the potential that exists within them through learning poetry. In learning poetry, students can express themselves through poetry writing activities in a way that is not possible in other genres (Mahmud, 2017). In a way that is not possible with other genres, poetry writing activities allow students to play with new vocabulary. This is because the activity of writing poetry allows students to express themselves more deeply than other writing exercises, this can be a fun writing exercise for them (Harmer, 2004). Poetry in a lesson must be given by a teacher or lecturer to the students. Teachers

must be able to direct students in creating poetry with the right approach or media because poetry can be used as a means for students to express themselves in communication.

A poem is a recording and interpretation of important human experiences and is used in the most memorable form. Poetry as a work of art contains beautiful values. However, poetry is not only interpreted as a beautiful work of art that uses the medium of language as an intermediary to provide beauty to society but is also used as a means to express ideas according to the form of expression of the poet's feelings (Inderasari, 2017). In poetry, words do not come out of memory (Sanderse, 2013: 30). The words in poetry are born and reborn (formed) at the time of their own pronunciation. In poetry, there is no distinction between words and thoughts. Therefore, diction or word choice in writing poetry is essential. The success of writers or poets in writing poetry cannot be separated from the choice of diction orword choice, which makes poetry livelier and more memorable (Hasanah, Achsani & Al Aziz, 2019). The choice of diction or words in poetry must take into consideration the choice of appropriate use of language, which will make the poetry more beautiful, and in describing something it will be more precise so that it causes certain reactions and raises thoughts in the reader (Fathoni, 2012). Choosing the right language influences the meaning and beauty of the poetry that will be sung. Apart from influencing the meaning of poetry, the use of appropriate language also influences the beauty of the poetry created. Based on these opinions, it can be synthesized that poetry is an expression of the writer's thoughts that can arouse feelings, stimulate the sensory imagination obtained from an experience or an idea, and is composed using a choice of words or language that is rhythmic and prioritizes aesthetic qualities.

RESEARCH METHOD

This research uses a quantitative method with an experimental model, namely providing treatment by testing the use of creative writing textbooks and creative writing digital books based on local wisdom. Quantitative research relates to formal

and objective information related to mathematics and can test relationships in research (Given, 2008). Quantitative descriptive analysis analyzes data in the form of scores obtained from the results of validation questionnaires, teacher and student response questionnaires, results of student and teacher activity observation assessments, as well as student learning outcomes tests (Nurfitriani, Sumarmi, & Hariyono, 2018).

Researchers used SPSS to carry out normality tests, homogeneity tests, and effectiveness tests for each group to find differences in using the two books. To determine the normality of data, it is necessary to carry out a test with Shapiro-Wilk because the data for this study consists of less than 50 respondents. The decision-making criteria are $\alpha = 0.05$, such as if the probability of significance or $p > 0.05$. Then, the data comes from a population that is normally distributed, and if the probability of significance or $p < 0.05$, then the data comes from a population that is not normally distributed. The homogeneity of variance test uses Levene's Test at a significance level of $\alpha = 0.05$ (Gozali, 2013: 74).

RESULT AND DISCUSSION

The Creative Writing textbook based on local wisdom contains several examples ofpoetry that are characterized by local wisdom, and are close to everyday life. In the book, the researcher presents several poems. First, the poem entitled Money tells the story of many people who do everything to earn money through something unthinkable, such as shamanism. Second, the poem presented is One-sided Love which tells the story of Princess Wahdi who fell in love with King Jaka from the Jimbung Kingdom. Third, a poem entitled Bulus Jimbung, tells about local wisdom from the Klaten area, Central Java which tells the story of two very loyal servants (caretakers) in the kingdom. The presentation of several examples of poetry with the theme of local wisdom is a good learning tool for students so that they have a repertoire and insight related to poetry with the theme of local wisdom, especially in the Central Java area. Javanese culture and local wisdom should be promoted and integrated into education and teaching to improve the quality of

human resources (Sudrajat, Suryo, & Siswoyo, 2018). The characteristics of local wisdom and its uniqueness are a proper source of inspiration for students to improve their creative writing skills.

Determining the normality of the data, it is necessary to carry out a test with Shapiro-Wilk because this research data consists of less than 50 respondents. The decision-making criteria are $\alpha = 0.05$, namely if the probability of significance or p > 0.05, the data comes from a population that is normally distributed, and if the probability of significance or p < 0.05, the data comes from a population that is not normally distributed.

Table 1.1 Results of the Normality Test for Writing Poetry

	Pre-test	Post-test
Df	28	28
Mean	86,2500	87.3929
Median	86.000	86.0000
Minimum	80	80.00
Maximum	92	98.00
Std. Deviation	2,86259	4.45005
Sig.	0,391	0,163

Table above shows that the significance value of creative writing in the poetry experimental class during the pre-test was 0.391, while the post-test was 0.163. In other words, it can be concluded that the creative writing results of the poetry experimental class came from a population with a normal distribution because it was greater than 0.05. After that, a homogeneity test is carried out aiming to ensure that the samples or researchrespondents really have the same characteristics so that what is experimented with can compare the research points. The homogeneity of variance test uses Levene's Test at a significance level of $\alpha = 0.05$ (Gozali, 2013: 74). As for the decision-making criteria, if the probability of significance is p > 0.05, the data comes from a homogeneous population. Vice versa, if the probability of significance is p < 0.05, the data comes from a population that is not homogeneous.

Table 1.2 Results of the Homogeneity Test for Writing Poetry

		Levene Statistic	df1	df2	Sig.
Results of Writing Poetry	Based on Mean	2.981	2	81	.056
	Based on Median	1.672	2	81	.194
	Based on Median and with adjusted df	1.673	2	61.126	.196

	Based on trimmed mean	2.803	2	81	.067

From table 1.2, the results of the homogeneity test for the poetry experimental group obtained a significance value of 0.067. Thus, $p > 0.05$. This means that the value of the creative writing ability of the poetry experimental group comes from a homogeneous population. Then, an effectiveness test was done by comparing the results of creative writing between the control group and the experimental group. The groups compared were the control class and the poetry writing experimental class. The control class uses regular textbooks, while the experimental class uses local wisdom-based textbooks. The technique used in testing effectiveness uses paired samples t-test. Paired samples t-test is to find out whether there is a difference in the average of two paired samples. The results of the effectiveness tests that have been done are as follows.

Table 1.3 Poetry Group Effectiveness Test Results

	95% Confidence Interval of the Difference Upper	T	Df	Sig. (2-tailed)
Control Group – Experiment Group	-.03766	-2.096	27	.046

Based on the table above, the significance value obtained for the control and experimental groups is 0.046. It shows a number below 0.05. thus, there is a real difference between the results of writing poetry in the pre-test (control group) and post-test (experimental group) data. Also, the effectiveness test results of the experimental group were greater than those of the control group. In other words, using a Creative Writing textbook based on Local Wisdom can improve poetry writing results. The aim of the learning process for poetry writing material is that students can write and create poetry texts. The output of the material from learning poetry material is students' written works in the form of poetry texts (Anasya, Warni, & Purba, 2022).

CONCLUSIONS

Based on the explanation above, the effectiveness of the Local Wisdom-Based Creative Writing textbook is used as teaching material for learning to write poetry

that contains local wisdom from several regions in Central Java. In this research, the researcher used a control group and an experimental group. The treatment used in the experimental group is named the use of a Creative Writing textbook based on Local Wisdom, while the control group did not use other textbooks. Both significance results show numbers below 0.05, so it can be said that there is a significant difference between the results of writing poetry in the pre-test (control group) and post-test (experimental group) data. Thus, it can be concluded that the Creative Writing textbook based on Local Wisdom can improve students' creative writing skills in writing poetry.

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