

The Influence of Using Poetry Musicalization Model Local Wisdom Themed on Writing and Reading Poetry Skills in Elementary School

¹Anggy Giri Prawiyogi, ²Rahman, ³Andoyo Sastromiharjo

Abstract--This article aims to describe the influence of using poetry musicalization model local wisdom themed on writing and reading poetry skills in elementary schools. This research is quantitative research with experimental design in grade 5th SDIT Cendikia Purwakarta. The use of this model is expected to have an impact on the quality of poetry learning with indicators of increasing students' writing and poetry reading skills. The musical model of poetry in this research is the use of both modern and traditional music technology to accompany poetry readings and giving tones in the poetry verse so that children's poetry can be sung. The theme of local wisdom used is Purwakarta's local wisdom in the form of places that have local wisdom in the Purwakarta area that can inspire children to write poetry. The results showed that the use of poetry musicalization model can significantly improve the quality of poetry learning in elementary schools. This can be seen in the results of the assessment of children's writing and poetry reading skills before and after the use of this model. The use of a poetry musicalization model with the theme of local wisdom encourages student enthusiasm in learning so that students' writing poetry and reading skills also increase. Students' childhood experiences related to Purwakarta's place of local wisdom inspire and enrich their vocabularies. This makes it easier for students to choose diction in writing poetry. In addition, children tend to like music and singing so they are challenged to be able to create something from what they write. Thus the use of a musical model with the theme of wisdom looks effective for poetry learning in elementary schools in the 21st-century education era that emphasizes a wright with technological involvement without forgetting the wealth of local wisdom of students.

Key words--Poetry Musicalization Model, Local Wisdom, Music Technology, Writing and Reading Poetry Skills, Elementary School

I. INTRODUCTION

Waluyo (2002: 1) revealed that poetry is the earliest written literary work written by humans. In addition, poetry is one type of literary work in its presentation that prioritizes the beauty of language and the density of meaning. Therefore, use poetry writing skills. In supporting the development of learning, writing and reciting poetry for elementary school children, of course required learning plans that contain strategies, models and supporting media that are appropriate and innovative.

¹Fakultas Keguruan dan Ilmu Pendidikan, Departemen Pendidikan Guru Sekolah Dasar Universitas Buana Perjuangan, Ronggo Waluyo Sirnabaya Telukjambe Karawang anggy.prawiyogi@ubpkarawang.ac.id

²Departemen Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Dr. Setiabudhi No 229 Isola Bandung, Indonesia, rahmanprofupi@upi.edu

³Departemen Pendidikan Dasar, Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Dr. Setiabudhi No 229 Isola Bandung, Indonesia, andoyo@upi.edu

When viewed from its understanding, poetry is a thought that describes a musical (Carlyle; Shahnnon Ahmad in Pradopo, 1993: 6). Carlyle announced that the poet published the poem announcing melodious sounds like music in his poetry, words arranged in such an attractive manner were collections of melodious sounds like music, using a sound orchestra. Then Dunton (Shahnnon Ahmad in Pradopo, 1993: 6) also discusses how exactly it is human and artistic thought in emotional and rhythmic language. For example, figuratively, with images, and arranged artistically (for example in harmony, symmetrically, choosing the right words, etc.), and the language is full of feeling, and rhythmic like music (the alternation of the sound of the words for each other on a regular basis)). Based on some of the above opinions can be refuted that can be submitted as a statement if it does not consist of dialogue, imagination, thoughts, ideas, tone, rhythm, sensory impressions, word order, figurative words, feelings, and mixed feelings.

An interesting focus that will be examined in this article is that if traced based on the definitions of the English romantic poets above, what is meant by poetry will not be separated from the so-called "change", ""renewal", "tone", "rhythm", "The senses", "feelings", and "musical influence". As stated earlier, as an ability in literature and getting used that requires creativity that requires the right stimulus so that poetry with essence as "struggle", "thinking", "Tone", "rhythm", "senses", "feelings", and "musical influences" can be well accommodated. The selection of learning strategies, models and media that can stimulate will be things that need to be thought about very carefully by a teacher.

In elementary school, opposing poetry is an inseparable part of the competency of Indonesian language lessons and or integrative thematics. Take advantage of all kinds of opportunities and characteristics of elementary school students what needs to be done in supporting poetry learning. Poetry is synonymous with music, and music that is close to children is an opportunity for the development and use of musical learning models of poetry to improve children's poetry reading skills.

In addition, the characteristics of poetry that illustrate the imagination require inspiration in creative writing efforts. Media is needed that can attract the attention of children in expressing their feelings by relying on their five senses to express their experiences and pour them into poetry. Children need inspiration in growing imagination in the process of creative writing (Pirto, 2010). One that can be an inspiration and imagination in pouring experience based on sensory experience is an image and or even a direct visit to a person or place. In this study, the writer is interested in using local wisdom media specifically in the Purwakarta area for inspiration and is used in the process of writing poetry creativity. The use of local wisdom media that is requested in this case is the use of places that use Purwakarta's local wisdom that are associated with frequent and / or emotionally related experiences with children. This issue aims to bring children closer to the effort to pour a discussion about their five senses' experiences while asking for the values of local wisdom and to practice the ability to write creatively through inspiration and imagination from Purwakarta local wisdom centers.

II. METHOD

This research uses quantitative. This research is an experimental research with the design used is quasi-experimental research with the Nonequivalent Control Group Design research design. This study involved two classes, namely the experimental class and class control, while the second class was given a different consultation. The population and sample in this study were all fifth grade elementary school students in SDIT

Cendikia Purwakarta. The sample in this study was taken using purposive sampling technique. Data analysis to test the effect of the use of the model on writing and poetry reading skills was used by means of a comparison test of the two groups of both experimental and control through the help of SPSS.

III. FINDING AND DISCUSSION

A. Why is the Poetry Musicalization Model?

Music has become a part of life that cannot be separated from society because music is a presentation of human ideas, expressions of taste, expressions and indicators of human existence as individuals and communities (Rubiono, 2016). Related to poetry, as stated earlier in several introductions to the definition of poetry by some English romantic poets that poetry will not be separated from the so-called tones, rhythms and closely related to music. Therefore poetry with musicalisation of poetry is closely related and the authors consider as something that can be used as an alternative in the pedagogy of teaching poetry.

There is no clear definition of musicalization of poetry. To quote from Oxford dictionary, to “musicalize” (verb) means “to set (a novel, play or poem) to music. When applied to play, Bouko (2010) defines musicality, or musicalité in French, as “a musical construction of a performance, therefore a piece of theatre which is constructed as music.” To put it simply, in this case, it is a poem which is constructed as music. But what kind of music? How to combine the poem and the music?

Historically speaking, musicalization of poetry is not a new invention. It has been there as early as a poem was created. It started out as an oral performance. In Africa, it used to be performed as a ritual. In America, the Native Americans delivered it in the form of storytelling. In the context of Western Literature, lyrical poetry itself is derived from the word “lyric” which was used to refer a poem reading accompanied by lyre, a musical instrument. Today, as Michael Dana Gioia (2003) says, “the new oral poetry” like “rap” is emerging. Further, “much of the new popular poetry is never written down; it exists only as sounds shaped in the air.

When there is a text, it was often created *post factum* by transcribing a recorded performance from audio- or videotape.” From these, the students can learn how oral performance has been conducted from time to time in different milieu. Then they can choose their preferred model for their musicalization of poetry. Moreover, in his article “Turning Poetry Into Music”, John Lundberg (2008) wrote that “there is a long tradition of adapting poetry into song. Formal verse, with its built-in metrical regularity and attention to musical qualities, sometimes translates pretty easily.” According to Indonesia's Department of National Education (2012), musicalization of poetry, like poem reading or dramatized poem, is one of the ways or techniques to articulate and deliver poem to the audience. However, more than just reciting a poem, it is very much concerned with not only the precise pronunciation and expression which reinforce the content and meaning of the poem but also the tone, meter, and rhythm as its defining elements since it will be aided by musical instrument.

Most importantly, however, it must be noted that all musicalization of poetry is carried out to serve the purpose, to highlight the messages conveyed in the poem. Although the way the poetry is performed has undergone some changes and adaptations to where and when it is produced, it is agreed that the technique of saying or delivering the poem aloud is very significant to the meanings and functions of a poem. As Seamus Heaney describes, Every time you listen to another person reading out a poem, in school or on a stage or in a

studio, every time you read a poem aloud to yourself or in the presence of others, you are also reading it into yourself and them. Voice helps to carry words farther and deeper than eye. These recordings maintain a tradition of oral performance that is as old as the art of poetry itself." All in all, musicalization of poetry is a process of creating a poetically musical performance in which the starting point is the poem itself, and the main goal of that activity is to make the messages and meanings of the poem clearer and stronger.

In this study, the authors sought to develop this musical poetry learning model with the aim of improving students' poetry reading skills. Humans who tend to like things that are aesthetic, including music, are a separate driving factor at least in increasing student interest in learning, which is expected to have an impact on improving students' poetry reading skills. Teachers and learning developers help students in changing their poetry poetry by providing musical accompaniment so that their poetry can not only be read with full appreciation but can also be sung well. Thus musical poetry will position itself as a model in an effort to improve students' poetry reading skills.

B. Why is Local Wisdom Themed?

Good education is education that is able to accommodate the values of local wisdom and then plume national identity. This is as stated as good quality education at the level of education for sustainable development of UNESCO in 2016: "good quality education is producing generation with high competitiveness, creativity, and innovation based on morality and identity in order to transform country into a dignified nation among global community "(Ali, 2017: 9-10).

As a wealth, local wisdom must be part of the education process. Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom (local wisdom) is usually passed down from generation to generation through word of mouth. Local wisdom is in folklore, proverbs, songs, and folk games. Local wisdom as a knowledge found by certain local people through a collection of experiences in trying and integrated with an understanding of the culture and natural conditions of a place (Padmanugraha, 2010: 12).

Local wisdom should be the closest thing to a child. Local wisdom is born and grows along with the activity of creating humans. Local wisdom was born as part of the ideas of local ideas that are wise, full of wisdom and good value embedded in the community and followed by the community. The hallmark of local wisdom itself is being able to withstand external or new cultures and have the ability to accommodate foreign cultural elements. Local wisdom can be a place, ideas related to the place, the values contained in the place, advice, clothing, food, customs, habits of the community. Local wisdom should be the closest medium because it is closely and born from their own lives. Children with their life experiences make their local culture a source of learning and a source of inspiration.

The values of local cultural wisdom if not maintained and maintained, it is feared will gradually experience the process of extinction due to the influence of globalization. One effort to guard it is through the use of local culture in the learning process at school. Poetry requires imagination and inspiration, when local wisdom is used as a medium of inspiration it will strengthen one's identity with culture and local wisdom.

C. The Effect of Using a Poetry Themed Musical Model with Local Wisdom on Poetry Writing and Reading Skills in Primary Schools

Purwakarta as one of the cities rich in local wisdom and echoing "local wisdom" as a regional specialty. Sindonews (17/9/2014) states that education is considered the key to smoothing the ideals of making Purwakarta special with its local wisdom. The Government of Purwakarta Regency, West Java, continues to strive to restore local wisdom. Education is considered key to being able to smooth out these ideals. This potential should be used as an opportunity in efforts to develop pedagogy or the best teaching practices by involving local wisdom in educational practices.

Poetry as a means of expression for humans is an inseparable part and is taught in elementary schools. It takes the ability to think creatively in writing poetry. To foster the ability to think creatively in writing and reciting poetry requires good learning practices. The selection of learning models and suitable media are things that should be prioritized to be designed.

Local wisdom is the closest medium to the lives of children who are qualified with values. Formation of characters will be easy to do because children are inspired and learn from sources of value that grow in their own environment. Poetry writing skills that are based on imagination and inspiration from the environment are required with their own local wisdom is expected to make it easier for them to write creatively.

Students are invited to several Purwakarta local wisdom sites such as Situ Buleud, Jatiluhur Reservoir, and the Gedung Kembar, with their five senses expected to inspire them in writing poetry. By involving the five senses, children are expected to have deeper feelings and express in writing poetry. By seeing and feeling for themselves children are expected to be able to produce more diction in creative writing of a poem. Likewise with the existence of children's insights and past experiences related to places that contain local wisdom can improve their skills in writing poetry. The results of data analysis showed that when students were invited to Purwakarta local wisdom places their writing skills seemed to be improved, it can be seen in the Wilcoxon statistical test results using the following SPSS:

Table 1 wilcoxon signed ranks test spss output

	Posttest - Pretest
Z	-4.109 ^a
Asymp. Sig. (2-tailed)	.000

Based on the above table, it is known that the sig value of 0,000 <0.050 indicates that there is a significant difference between the poetry writing skills of students before and after the treatment of poetry learning with the theme of Purwakarta local wisdom. Tell about writing skills first with students being invited to play at a place of local wisdom then writing poetry. With playing activities and letting students absorb with their five senses enjoy the view of local wisdom in Purwakarta. Students are given the freedom to express their ideas and arrange them in Beautiful sentences, namely poetry. This is what is meant by creative pedagogy to improve children's poetry writing skills. Likewise music as an inseparable part of poetry has the potential to develop

musical learning models for poetry. The use of this model is expected to improve the ability to read poetry of children. By using poems produced by students, the teacher and students then compose poems produced by students into poems that can be sung. Through the help of traditional music technology (harp) and also modern music that is the keyboard, the teacher then accompanies children's poetry reading and or directs how to sing their poetry. With this process children at least become more interested and motivated in reading their poetry. There is pride when what they write can then be sung together. Likewise appreciation in poetry reading activities is also felt better. Based on this, it can be seen the ability to read children's poetry by using a musical poetry model that integrates music technology and local wisdom can improve students' abilities both in writing and reading poetry. This can be seen as follows:

Table 2 wilcoxon signed ranks test spss output

	Posttest - Pretest
Z	-4.568 ^a
Asymp. Sig. (2-tailed)	.000

Based on the table above it is known that the sig value of 0,000 <0.050 indicates that there is a significant difference between the poetry reading skills of students before and after the treatment of poetry learning with a musical model of poetry with Purwakarta local wisdom. Thus the use of a musical model of poetry with the theme of local wisdom as a process of creating poetic musical performances where the starting point is the poem itself, and the main purpose of the activity is to make the message and meaning of the poem clearer and stronger so that writing and reading poetry skills child increases.

The use of local wisdom themes is proven to help students improve their poetry writing skills. Students are more inspired in writing poetry about what they see and feel. This shows that local wisdom has a good role in the process of language learning, including in the process of improving language writing skills as well as the use of musical poetry that contributes to practice the ability to read poetry (Rahman, W., R. Wismaliya, A. Chandra, M. Hosman, and A. ASobandi, 2019; Rahman, Wahyu Sopandi, et al., 2018; Nirmala, SD, R. Rahman, & B. Musthafa, 2018; Nirmala, R., Rahman, B. Musthafa, 2018; Rahman, Asri WS, Rani NW, & Rasi Yugafiati, 2019; Hayati, Tati Nurul, Rahman, Juang Sunanto, and Toni Yudha Pratama, 2019; Prawiyogi, AG, & Isah Cahyani, 2016).

IV.CONCLUSION

The poetry musicalization model in this research is the use of both modern and traditional music technology to accompany poetry readings and titi tones in the poetry verse so that children's poetry writings can be sung. The theme of local wisdom used is Purwakarta's local wisdom in the form of places that have local wisdom in the Purwakarta area that can inspire children to write poetry. The results showed that the use of musical poetry can significantly improve the quality of poetry learning in elementary schools. This can be seen in the results of the assessment of children's writing and poetry reading skills before and after the use of this model. The use of a musical model of poetry with the theme of local wisdom encourages student enthusiasm in

learning so that students' writing poetry and reading skills also increase. Students' childhood experiences related to Purwakarta's place of local wisdom inspire and enrich their vocabulary. This makes it easier for students to choose diction in writing poetry. In addition, children tend to love music and singing so they are challenged to be able to create something from what they write. Thus the use of a musical model with the theme of wisdom looks effective for poetry learning in elementary schools in the 21st century education era that emphasizes wright with technological involvement without forgetting the wealth of local wisdom of students.

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