



Improving Sastra Literature in Poetry Learning Through Outdoor Learning for S-2 Elementary Education Students

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Abstract. The objectives of this research were: (1) to improve the learning process of poetry learning through outdoor learners in bachelor students (S2) at elementary education (Pendas) and (2) to Improve learning outcomes by increasing literacy in poetry learning through outdoor learning in S-2 Pendas students . This research is a class action research, with 2 cycles, each cycle consisting of planning, implementation, observation and reflection. The subjects of the study were the students at A class and B class in the first semester in the Indonesian Language Elementary Education course. The research instrument was an observation sheet and test results. Research data in the form of test data and observation data. Data analysis techniques used the average value. The results showed that outdoor learning can improve student learning processes and outcomes. Improved learning process is characterized by the involvement of teaching participants more active and enthusiastic during learning. The improvement of learning outcomes is characterized by an increase in the average value of 59,7 in the first cycle to an average value of 74.43 in cycle 2.

Keywords: Literacy, Sastra, Poetry Learning and Outdoor Learning

INTRODUCTION ~ One of the competencies that must be possessed by a reliable HR is a literate. Reliable and qualified human resources are needed more by each nation than abundant natural resources (SDA) who then do not know how to manage them. Therefore, human resources are needed to be useful in all aspects of morals and cognitive as outlined in the daily environment through learning poetry that is laden with moral meanings and messages (Hasim, 2003). through poetry, student can express the feelings they are experiencing with words that contain beauty. Of course, accompanied by innovative learning methods.

Writing poetry is one of the skills that must be possessed by students of S-2 elementary education as a teacher who has taught in elementary schools. Besides writing poetry, students must also be able to carry out learning to write poetry in

school as SK and KD have been stated in the curriculum. But in reality in students appreciation for poetry is still relatively low . They find it difficult to pour their feelings into poetry. This is due to the method used has been less able to explore imagination of students making it less able to string words into poetry.

The low appreciation of students for poetry makes them not interested in learning poetry when becoming a teacher in elementary school . Poetry learning is considered difficult to do so that the poetry material is often replaced with other material or poetry learning is still done with various weaknesses. The teacher has limitations in designing learning, especially in choosing methods, determining learning resources and evaluating poetry learning. The method used by the teacher is not able to activate students' imagination. Abidin



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(2015), mentions literary learning like this as monotonous literary learning, less stimulating the development of children's potential and less motivating children to excel.

When poetry learning is done, the teacher reads poetry in front of the class while the students only become passive listeners. Innovative learning methods have not been applied in learning so students are less interested in learning to write poetry (Putri & Widiastri) In poetry writing activities, the teacher only gives one theme, then students are asked to write poetry based on the theme given by the teacher without being given directions. Though students must be given guidance in writing poetry. Such conditions indicate that teachers are not able to carry out quality learning (Abidin, 2015).

Poetry learning is designed and implemented in a boring, saturating and spinning (Suyatno, 2010, p. 7) and does not actively involve students. While Iskandarwassid & Sunendar (2009, p. 27) said learning must improve the ability of students or make students as objects so that they are able to process, find, and use information for self-development in accordance with the context of their environment. Including interacting with the environment through writing poetry is one form of love for the environment.

Students are required to use all of their imagination both in reading poetry and writing poetry. Imagination makes students able to feel and appreciate the

poetry. Writing poetry requires imagination so that the written verses are beautiful. With imagination someone can make different and new ideas. In other words, Imagination can stimulate creativity. Creativity comes after experiencing a long process in which it involves imagination (Pirto, 2011 p. 5). Children need to be equipped with creativity which is one of the key skills in the 21st century (Trilling & Fadel, 2009, p. 57). Imagination that is very closely related to creativity can be developed by writing poetry.

Another aspect that can be developed in poetry learning is emotion. Emotion is a state of complex feelings towards something that can affect a person's behavior (Yurdik, 2013). Emotions can motivate or prevent someone from doing something (Agustin, 2013, p. 43). Emotions based on values will strengthen one's *moral feelings*. Writing poetry can be an activity to vent emotions and feelings to a problem. For example, about the destruction of nature, how students feel about the destruction of nature can be conveyed in poetry. Students are asked to honestly give the fish what they feel when they see the environment is damaged. Activities like this are one way to practice emotional awareness and sensitivity of children to the environment.

The teacher does poetry learning while always focusing on theory. The impact, students only memorize material about poetry. While Abidin (2017, p. 59) states a teacher of the 21st century should



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be a literacy teacher who has the effective literacy, teacher who is capable of carrying the students to read and write. The teacher must have the ability to relate everything that students learn to the life of a student's environment, for example utilizing a student's learning environment to hone student skills through reading and writing about the environment.

To overcome the problem of literary literacy in particular writing student poetry, researchers use the environment (*outdoor*) as a source in writing poetry at the S-2 Pendas. With the environment as a source of learning, learning will be interesting because students will be involved in exploration activities and interact directly with the environment. From observing, listening and feeling, student will gain new experiences. This will trigger the students to imagine then writing in poetry. It is hoped that later students can apply this learning in elementary schools.

Sastra literacy is the ability to read and write literature. As an integrated literary skill, the ability to read and write literature needs to be considered. Mujib (2016) states that literacy is the ability of individuals to use all the potential and skills possessed in their lives. Sastra literacy is expected and should be able to be a capital for students to explore and develop potential in appreciating literature, for example writing poetry.

Poetry is a form of literature that uses word repetition as its trademark, repetition of the

word produces rhyme, rhythm, and musicality (Waluyo, 1995, p. 23). So it can be concluded that poetry is an indirect expression or expression. In addition, poetry is the utterance to the core of the problem which leads directly to the essence of something with an accurate and condensed word choice. The physical structure is all the elements that appear when the poem is written or that is heard when the poem is read. The physical elements can be in the form of themes, diction, imagination and value.

Pengimaji is a picture that is formed and expressed through the medium of language that is the result of human sensory experience. Effendi (1996, p. 53-54) states that the imagery in poetry or poetry can be explained as an attempt by the poet to create or inspire the appearance of images in the reader so that the reader is intrigued to use the eyes of the heart to see objects and colors; with the ear of the heart hearing sounds, and with a feeling of heart touching the coolness, and beauty of objects and colors.

One method that can be used in writing poetry is the outdoor method. Callaway (in Marzuki, 2012, p. 102) defines *Outdoor Learning* as a form of learning activities that take place outside the classroom. The teacher or teacher is tasked with directing students to carry out activities that can bring students to behavioral changes in the surrounding environment. A fresh and beautiful atmosphere, the atmosphere of bird chirping, the swishing of water or the



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breeze can also encourage the intensity of student involvement both physically, mentally or emotionally, maybe even to the spiritual level. The concept of *Outdoor Learning* according to Vera (2012, p 17) is an effort to get closer to the real learning resources, namely nature and society.

So, *Outdoor Learning* is an activity outside the classroom that makes learning outside the classroom interesting and fun, it can be done anywhere by emphasizing the learning process based on real facts, the learning material is directly experienced through direct learning activities in the hope that students can further build meaning or impression in the memory.

METHOD

The method used in this research was classroom action research. This research procedure was carried out using several cycles. Each cycle consists of several stages, namely: (1) Planning, (2) Implementation of actions, (3) Observation, (4) Reflection. This class action research was conducted in the lectures of first semester of S-2 Pendidikan dasar Universitas Bengkulu (bachelor student elementary education). The data collection technique in this study was a test technique (*pre-test* and *post-test*) that is used to obtain student learning outcomes data. This final test was intended for students of semester 1 to 2 with the total number of 30 people. The research instrument used to collect data in this study was the poetry writing test instrument. Data processed by using the

calculation of average scores obtained by students by using the formula average (*mean*).

Indicators in the judging of writing poetry include: (1) the accuracy of the theme and title, (2) the power of imagination, (3) the accuracy of diction and (4) Majas (figure of speech)

RESULTS

The results of the study began with the *pretest* of students' understanding of poetry and outdoor approaches. Students' understanding of poetry and *outdoor* will be presented in the form of preliminary knowledge before the research is carried out. The *pretest* results were analyzed to find out what the students did not understand and then followed up in the study. The study was conducted in two 2 cycles with stages of planning, implementation, observation and reflection.

A. Pre-research (Student Knowledge Writing Poetry)

Student competencies related to writing poetry and environmental learning resources are obtained through oral questions that have been prepared. These questions and answers are needed as input in designing actions that should be used for the next meeting. After the questions and answers verbally continued by giving questionnaires to students. The results show that there are aspects that can support student skills in writing poetry, namely, (1) students like poetry writing activities 70%,



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and (2) students know the appropriate environment to explore the imagination of 76.66%. In addition to aspects that can support students to be skilled in writing poetry, there are also aspects that become obstacles in improving students' writing poetry skills. These aspects are: (1) students have difficulty in determining the topic of poetry 83.33% and (2) students have difficulty in expressing sensory experiences 56.66%.

B. Research Implementation

1. Cycle 1

a. Planning

The action planning phase 1 of the research team designed the action to be carried out. Cycle 1 was held 2 x 50 minutes one meeting. The action plan that will be carried out in cycle 1 is:

- 1) The team prepares the lesson plan as a guide in the learning process that uses the environment as a learning resource with the theme "Environment".
- 2) Prepare an observation sheet or observation of learning implementation for each meeting to find out the learning process.
- 3) The lecturer determines the place in the campus environment and will be used as an object to write poetry.
- 4) The lecturer invites students outside the classroom.
- 5) Both lecturers and students must be comfortable.

b. Implementation

Learning to write poetry in the environment is carried out with steps

- 1) In the classroom the lecturer outlines the steps of writing poetry outside the classroom, for example:
 - (a) only environmental themes.
 - (b) Students observe an object to write poetry.
 - (c) Write words related to environmental themes
 - (d) Arranging words that have been written into beautiful sentences.
- 2) After explaining the material, the teacher instructs students to leave the classroom in accordance with the specified setting.
- 3) Students go outside the classroom or to the environment of the object of writing poetry.
- 4) Students determine and observe the object to be written in the form of poetry.
- 5) Students express what is seen and felt by students when observing the object.
- 6) The expression of feelings or objects seen, heard, felt or smelled is expressed in words .
- 7) Lecturers are always ready to stand face to face with students giving an explanation if there are students who ask questions.
- 8) Fellow students can have a conversation.
- 9) After observing objects and doing what was assigned by the lecturer, students write poems based on objects directly, students return to class.
- 10) In the class, students read the results of their work.



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Lecturers provide opportunities for students to ask questions about material that is not yet understood. After that students improve their poems written with the guidance of lecturers. At the end of the lecturer and student activities together to conclude the material discussed.

Poems written by students are collected and corrected by the lecturer. The average score of student scores is 59.8 (C). The average score or C

value has met the criteria for passing grades. The acquisition of the average value is a combination of four aspects of poetry writing assessment. The value of four aspects of the new assessment is one aspect that reaches the criteria *both* the mandate aspect. The aspects of the themes, aspects of diction and aspects of the study only reached *sufficient* criteria. Scores and criteria for each aspect of writing skills assessment can be stated as in the table below:

Table 1. Scores and Criteria for Every Aspect of Writing Poetry

NO.	Aspect	Indicator	Score	Criteria
1	Theme	The actual theme, the compatibility with the contents of the poem is very clear.	10.46	Less
2	Diction	The use of word choices is very appropriate and effective	15.56	Enough
3	Imagination	Contains messages or messages that are very compatible with the theme	15.23	Enough
4	Mandate	Very able to express the power of thought through word order that can express sensory experience	18.53	Well

c. Observation

From the results of observations of the first cycle using student observation sheets during the learning process of writing poetry can be expressed various activities namely:

1) Students have not actively asked about the theme to be written.

2) Students are busy on their own, meaning that optimal interaction has not yet occurred among students.

3) Students are confused about the topic to be written.

4) There are poems that are written not according to environmental topics.



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- 5) Students have difficulty developing topics.
- 6) Students have not paid attention to aspects of writing poetry.
- 7) Students are more interested in observing the environment, writing activity is neglected.
- 8) Students only observe objects without touching or kissing the object to be written.

d. Reflection

After the act of writing using the environment in the process of learning to write poetry, the research team conducted an evaluation of the activities that had been carried out. This evaluation is carried out to identify activities that are not optimal or have not been achieved in cycle 1.

The evaluation results as a reflection of cycle 1 are:

- 1) The environment for the object of poetry writing is moved from the cycle 1 place.
- 2) Interaction between students, students and lecturers need to be optimized.
- 3) During outside class the fellow students must discuss their writing.
- 4) Students must optimize all senses for writing
- 5) Students must observe the object carefully so that the development of poetry is more optimal

2. Cycle 2

a. Planning

The action plan in cycle 2 will be adjusted to the results of cycle 1 reflection. Regarding the results of cycle 1 reflection there are still activities that have not been found to be optimal so that it impacts on the quality of the process and learning outcomes. Based on cycle 1 reflection, cycle 2 activities will be planned namely:

- 1) The lesson plan is not changed, only objects outside the class will be moved.
- 2) Prepare observation sheets related to student activities.
- 3) Determine the location of learning.

b. Implementation

The implementation of the 2nd cycle on Saturday 10 November 2018, one 2x50 minute meeting. In this implementation cycle 2 students as a group scattered. Each student looks for objects that are comfortable and that are preferred to be the topic of poetry writing. The time provided for writing poetry outside of class is 40 minutes, then students return to class to discuss some poetry.

The results of student poetry writing after being corrected received an average score of 73.43 . The value of writing poetry for cycle 2 students when compared with the value of writing poetry for cycle 1 appears to have increased for all four aspects. In cycle 2 the criteria for aspects of puisi have been reached.

Table 2. Scores and Criteria for Every Aspect of Writing Poetry

NO.	Aspect	Indicator	Score	Criteria
1	Theme	The actual theme, the	16.23	Well



		compatibility with the contents of the poem is very clear.		
2	Diction	The use of word choices is very appropriate and effective	19.0 3	Well
3	Imagination	Contains messages or messages that are very compatible with the theme	17.5 3	Well
4	Mandate	Very able to express the power of thought through word order that can express sensory experience	20.6 3	Well

c. Observation

The results of observing the second cycle activity about learning to write poetry with an *outdoor* strategy are:

- 1) Some students actively ask and comment about the objects they write.
- 2) There is mutual interaction between students and students with the lecturer in choosing the object to be observed.
- 3) Students are enthusiastic and earnestly listen / record lecturers' explanations related to the written object
- 4) Students enthusiastically observe and write poetry according to the objects they like
- 5) Students discuss with each other, correct and provide input for the poetry writings made

d. Reflection

Poetry writing learning is carried out only in two cycles because in cycle 2 it has been shown to improve the quality of the process and the quality of the results. Because the improvement has reached the process and results of learning to write poetry, the research was not continued.

DISCUSSION

Writing is an indirect communication between writer and reader. Therefore the writer must understand and be able to apply aspects that are appropriate with the type of writing to be written. The ability to understand and apply aspects of writing is not sufficient to produce good and interesting writing. Writing skills require a process, as well as learning to write poetry. Tarigan (2008, p. 3) states language skills can only be acquired and mastered by way of practice and lots of practice, including writing skills. While Suparno



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(2006, p.23) explains that writing is a process. Do not expect to write good immediately.

The quality of writing poetry can be achieved through:

a. Efforts to improve the process of learning poetry through outdoors

Poetry learning through *outdoor* is one of the strategies in order to improve the learning process through learning activities and interests. The learning process through *outdoors* will move learning activities outside the classroom. Learning outside the classroom will provide several benefits to teaching participants, for example: (1) observing objects that are more tangible, (2) rich in learning resources and (3) learning settings are more interesting and more fun. Regarding *outdoor* learning Widiasworo (2017, p. 81) explains that related to exciting and fun learning *outdoor* provides many opportunities for students to feel engrossed and happy in participating in learning and can successfully achieve learning goals optimally.

An interesting and enjoyable learning process is listed in Government Regulation Number 19 of 2005 concerning National Education Standards as amended by Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards (in a copy attached to the Minister of Education and Culture Regulation Number 22 of 2016 concerning Standards for Elementary and Secondary Education).

The learning process of writing poetry includes aspects of:

1) Theme

Determination of the theme of an article is the first step that must be done before writing. Environmental themes offer a variety of topics. These various topics benefit the writer in choosing and determining the title of the poem that is of interest, interesting and can be developed into poetry lines. The selection or determination of diverse topics to be used as the title of poetry development, creates difficulties for students. Students have not focused on choosing objects that are better understood to be expressed in writing. A good topic must fit the purpose of writing. For example the purpose of writing poetry by students is related to environmental conditions, environmental conditions and environmental care.

Determining the topic for those who are not accustomed to writing can be related to the opinion of Suparno (2006, p. 1.17) which states, especially novice writers will experience difficulties to get the right topic. To overcome this, choose the topic that is most mastered, easy to find supporting information, and most in accordance with the purpose of writing.

2) Diction

The use of diction in poetry writing requires the ability to choose and arrange in order to produce writing that is interesting to read and understandable. The series of diction each line can explain the theme represented by the title of the poem. Choice of diction means meaningful connotation is allowed in poetry writing. Poems written by students still



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seem to be dominated by a series of words meaningful denotation. The choice of words with denotation forced to facilitate the reader to understand the poem as a whole.

Poetry is in the form of stanzas. In one stanza can be 2, 3, 4 lines. But the poems made by students from the first line to the last line are fused. The verses as one of the markers of poetic form can be related to the opinion of Rumi in Rosdiana (2007, p. 7.5) explaining that poetry is a collection of words arranged by grouping down consisting of words that have a broader and deeper meaning than prose.

3) Judgment

Judgment is a wording to clarify what the writer states. In clarifying the judgment, sensing will be involved. Students in writing this poem do not seem to be able to involve all the senses in their poetry. The contents of the poem is dominated by the sense of sight. The limitation of optimizing this senses will cause the limitation of expressing ideas through words and will be clearly seen from the poetry that is produced is limited in the number of lines. The importance of the image involves the idea in helping the reader's understanding in line with the opinion of Rosdiana (2007, p. 7.24) that to make it clear that the audience understands poetry in the form of images: vision, hearing, smell and feeling.

4) Mandate

The mandate of poetry will be understood after you have finished reading the entire poem. But sometimes to understand a poem is not enough to read once. Understanding the mandate is also very much determined by the reader's insight. Differences in insights can

lead to interpretations of one poem can be different between readers. Understanding the mandate of poetry is very necessary to know the message that is packaged in the poem. Because of the importance of understanding the message of a poem, the series of words in the sentence of a poem as a whole must describe the theme or title of the poem, in order to avoid different interpretations. Entering a message or message that is packaged in a student poem with the theme of the environment does not cause difficulties. From each title of the poem written can be guessed by the message to be conveyed in the poem. Each series of poetry lines already explains the theme used as the title of the poem. The importance of any link between the mandate and the title of the poem can be related to the opinion of Rosdiana (2007, p. 7.17) which says the message must remain in accordance with the theme of the poem created, because the message is the message or advice contained in the poem.

b. Learning outcomes poetry mela I ui outdoor

The quality of learning can be seen from the process and learning outcomes. The quality of learning outcomes is characterized by the acquisition of value from the learning. The quality of values is very dependent on the quality of the learning process. The quality of learning through *outdoor* strategies is very effective. Outdoor learning facilitates students to experience directly and real objects to be learned. Direct experience will facilitate student understanding which in turn can improve learning outcomes. The results of



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learning to write poetry through an *outdoor* strategy the value of student results shows there is an increase in quality. The improvement of the quality of learning outcomes can be seen from the average value of cycle 1, the acquisition of an average value of 59.8 and the second cycle of the average value of 74.43. Other similar studies that can improve student learning outcomes are the results of Nova Permatasari and Hanum Hanif Sukma's research on, "The Application of the *Outdoor* Method in Writing Simple Poetry" concludes from the results of the study for two cycles through *outdoor learning* methods that can improve students' poetry writing skills.

CONCLUSION

The conclusions that can be made from this research are:

1. *Outdoor* learning can improve the process of learning to write poetry because:
 - a. The *outdoor* strategy will utilize the environment as a theme, containing diverse objects that provide opportunities for teaching participants to choose according to their interests to be used as topics in writing poetry.
 - b. *Outdoor* strategy facilitates teaching participants to observe, hear and feel the object directly will be an inspiration in optimizing the illustrating imagination or object.
 - c. The *outdoor* strategy creates a pleasant atmosphere, because it gives the opportunity for the teaching participants to get real, practical,

concrete, socializing and collaboration experiences among the teaching participants more freely.

- d. *Out-door* strategy can increase the activity of teaching participants both physically, mentally and socially, because the setting is rich in learning resources needed by students.
2. The quality of the pleasant process has an impact on improving the quality of learning outcomes in the form of changes in competence namely;
 - a. Cycle 1 the average value of the end of the 59.8.
 - b. Cycle 2 the average value of the end of the 74.43 .
 - c. Criteria for evaluating aspects of poetry from *enough* to change all aspects of achieving good criteria

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