

Guidance on Poetry Writing

11th Grade Students of SMA PGRI 3 Randudongkal, Pemalang Regency

Tri Mulyono¹⁾, Basukiyatno²⁾, Leli Triana³⁾, Afsun Aulia⁴⁾, Rofi'udin⁵⁾

^{1, 2, 3, 4, 5}Universitas Pancasakti Tegal

Email: upstrimulyono@gmail.com¹⁾

Abstract

This community service activity was conducted in Pemalang Regency, Central Java, specifically at SMA PGRI 3 Randudongkal, organized in collaboration between LPPM UPS and the Literary Committee of the Regional Arts Council (DKD) of Pemalang Regency. Students of SMA PGRI 3 Randudongkal have a very high interest in literature but do not yet have the skills to write poetry well. Therefore, this activity is expected to equip them with poetry writing skills. The activities packaged in the form of a workshop not only provide participants with material about poetry but also require them to produce poems to be published in a poetry collection book. The implementation model is Problem Based Learning. (PBL). The method of presentation is lectures, discussions, question and answer sessions, and assignments. This activity is conducted using natural media. It means that the participants are expected to write poems based on what they see around the school environment.

Keywords: Poetry Writing Training, Literature and Education, Problem Based Learning (PBL) Model, Workshop with Natural Media

1. Introduction

1.1. Situation Analysis

In addition to the literary gatherings held every month at each member's house, the agenda of the Literary Committee of the Pemalang Arts Council (DKD) also includes literary safaris at schools in the Pemalang Regency area. In the literary safari, various activities of literary appreciation and literary writing are conducted. On March 22, 2023, for example, one of the activities was a literary safari held at SMA PGRI 3 Randudongkal, Pemalang Regency, with training or guidance in poetry writing. Since the literary safari activities were conducted at high schools, this event could serve as a promotional tool for Pancasakti University. (UPS). This can be done because the people of DKD Pemalang Regency generally are not yet skilled in delivering poetry material in training forums. Therefore, we, the members of the Literary Committee of the Pemalang District DKD, as well as lecturers of the Indonesian Language and Literature Education Study Program at

UPS Tegal, intend to carry out this activity as a promotional means by conducting community service activities in the form of poetry writing guidance.

The event held on March 22, 2023, included five lecturers as speakers and 47 participants. As speakers, there are Tri Mulyono, Basukiyatno, Leli Triana, Afsun Aulia, and Rofi'udin. Tri Mulyono presented the material "The Essence of Poetry," Leli Triana presented the material "Indonesian Language in Poetry," Afsun Aulia Nirmala presented the material "Finding Ideas," Basukiyatno delivered the material "The Beauty of the Quran as a Mirror," and Rofi'udin delivered the material titled "Learning from the Poetry of English Poets."

1.2. Problem Formulation

Considering the presentation, the issues raised in this training are as follows.

- a. What is the initial ability of the 11th-grade students of SMA PGRI 3 Randudongkal, Pemalang Regency, in writing poetry?
- b. How is the improvement in poetry writing skills of the 11th-grade students at SMA PGRI 3 Randudongkal, Pemalang Regency?

1.3. Activity Objectives

Besides being a promotional event, this activity is specifically carried out for:

- a. Describing the initial ability to read and write poetry of XI grade students at SMA PGRI 3 Randudongkal, Pemalang Regency.
- b. Describing the improvement in reading and writing poetry skills of XI grade students at SMA PGRI 3 Randudongkal, Pemalang Regency in writing poetry.

1.4. Solution

It was stated at the outset that the issue in this community service is "how the initial ability and improvement in poetry writing skills of the 11th-grade students of SMA PGRI 3 Randudongkal, Pemalang Regency." The solution or effort to solve the problem was carried out by:

- a. Conducting a pretest on the poetry writing skills of 11th-grade students at SMA PGRI 3 Randudongkal, Pemalang Regency, which was carried out before the guidance activities;
- b. Conducting learning activities for 11th-grade students at SMA PGRI 3 Randudongkal, Pemalang Regency with the materials "The Essence of Poetry," "Indonesian Language for Poetry Writing," "The Beauty of the Quranic Language as a Mirror," "Finding Ideas," and "Learning from English Poets."

1.5. Output

Based on the activity targets above, the planned outcomes are as follows.

- a. Report of the guidance results bound as the outcome of the activity.
- b. Article or paper written based on the implementation of the guidance activity.

2. Method

2.1. Aspects and Steps of Problem Solving

The poetry writing guidance activities are conducted covering three domains, namely pragmatic, affective, and psychomotor. This is in accordance with the concept of Bloom and Krathwohl (in Irawan, et al, 1994: 12) which states that what students are likely to learn must encompass those three domains. The cognitive aspect consists of six levels, namely knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge is provided through the delivery of theories about poetry and poetry appreciation. Understanding is provided by giving examples of poetry and the elements that make up poetry. Application is provided through the practice of appreciating poetry based on existing examples. Analysis is provided by analyzing the elements that make up poetry as a form of appreciation. The synthesis is provided by comparing the participants' creativity results, namely between the appreciation activity of reading poetry and the appreciation activity of analyzing the elements that build poetry. An evaluation was also conducted to determine the level of knowledge and skills of the participants in appreciating poetry.

Various aspects within the affective domain include recognition, response, appreciation, organization, and practice. What is meant by introduction is the introduction to poetry, which includes recognizing its title, recognizing its author, and recognizing the type and variety of the poetry. All of this needs to be done because it can help facilitate the appreciation activities. Response is a response to poetry, which means giving a brief comment, for example, responding to whether the poem in question is a good poem or not. Awards are given to poetry based on the aesthetic value contained within it. The award is based, for example, on the concept of sound, theme, words, or rhetorical devices. The effort to unify various aspects of the evaluation criteria, such as

integrating the concepts of theme, sound, words, rhetorical devices, and the historical background of its creation, is called "peresponan." Based on the concept of pragmatics, the reader or appreciator is the key figure who gives meaning to each poem. The reader is the one most entitled to give value and judgment to a poem. Therefore, the aspect of the reader's experience plays a significant role in this. The reader's experience greatly influences the evaluation of poetry.

The psychomotor aspect includes five elements: imitation, use, accuracy, organization, and naturalization. Imitation is the imitation in writing poetry based on existing examples. Usage is the use of certain rhetorical aspects or imagery in writing poetry. Accuracy is the precision in the use of certain aspects, such as language style. Poetry is a complete and cohesive structure, therefore, when writing poetry, one must pay attention to the arrangement of the existing poetic elements. A good poem is a natural poem, not forced. Therefore, the naturalness of the work is one thing that must be assessed when training participants write poetry.

2.2. Problem Solving Implementation

Specifically, poetry writing guidance is conducted in three stages: concept instillation, activity implementation, and evaluation. The concept planting was carried out through a lecture, among other topics, on "The Essence of Poetry," which will be delivered by Tri Mulyono. This concept contains the definition of poetry, the characteristics of poetry, and the elements of poetry.

Guidance was provided by giving examples to the participants related to writing poetry. Participants were given examples of poetry, and they were also invited to read poetry, such as the poems they wrote and uploaded in the WA group as tasks to be completed.

The implementation of the evaluation by giving participants the opportunity to try reading and writing poetry. What is being read is a poem of their own. After the participants read the poem, a discussion about the poem was held with feedback and input from other participants. Therefore, the evaluation stage was carried out by: they wrote poems and then read them one by one.

2.3. Approach Method

Guidance on poetry writing is conducted using a scientific approach. The scientific approach is a method in poetry writing education that emphasizes the five Ms: observing, questioning, gathering information, reasoning, and communicating. At first, students are given an example of a poem to observe, such as observing the number of lines and the rhyme scheme. When they observe, they also ask themselves and the speaker. The students will also gather materials by comparing one poem with another and paying attention to the speaker's explanation. Reasoning is done when they have to try writing poetry. Meanwhile, the poem they had created was recited in front of their friends. It means they communicate their work and other participants respond to the reading of their peers' poetry.

2.4. Performance of LPPM

The Research and Community Service Institute (LPPM) of Pancasakti University receives, selects, monitors, and accepts research and community service proposals and reports from its lecturers twice a year. In the odd semester, proposal submissions are conducted in August, while in the even semester, proposal submissions are conducted in January. The funding subsidy from LPPM so far has been Rp 16,000,000.00 per proposal. The lack of funds for its implementation is borne by each proposer, both the chairperson and the members.

2.5. Type of Expertise Required

The poetry writing guidance activities are more related to literary issues, especially in the field of poetry. Therefore, the facilitators of these activities have a background in literary expertise. However, since literature can speak about anything, those with educational backgrounds outside of literature can also get involved.

2.6. Proposing Team

This community service is proposed by five lecturers, namely Dr. Tri Mulyono, M.Pd, Dr. Basukiyatno, M.Pd., Leli Triana, M.Pd., Afsun Aulia, M.Pd, and Drs. Rofi'udin, M.Hum. In this activity, the team leader is Dr. Tri Mulyono, M.Pd., who has an educational background in literature. Meanwhile, the team members include Dr. Basukiyatno, M.Pd. from the field of Economic Education, who discusses the beauty of the Quranic language in the poetry being examined. Meanwhile, Afsun Aulia Nirmala, M.Pd. will present the material "Finding Ideas".

Table 1. Proposing Team

No.	Name	Expertise	Explanation
1.	Dr. Tri Mulyono, M.Pd.	Language Education	Chairperson
2.	Dr. Basukiyatno, M.Pd.	Economic Education	Member
3.	Leli Triana, M.Pd.	Language Education	Member
4.	Afsun Aulia Nirmala, M.Pd.	Language Education	Member

5.	Drs. Rofi'udin, M.Hum	English	Member
		Education	

3. Results and Discussion

3.1. Recognizing Poetry

The effort to introduce poetry to the participants was carried out by providing examples of poems by renowned Indonesian poets, such as the works of Chairil Anwar, Sutardji Calzoum Bachri, and Sapardi Djoko Damono. The effort to introduce poetry to the participants was also carried out by presenting poetry theory, namely the definition of poetry, the characteristics of poetry, and the elements that make up poetry. The effort to introduce poetry in these two ways is expected to be well received by the participants. They not only recognize poetry, but also understand the essence of poetry. Their understanding of poetry, the indicator is when they can write or create poetry.

The activity, which was attended by 47 students as participants, continued with poetry writing practice. The poem written is about nature, specifically anything that the participants see, hear, and feel in relation to their surroundings. For example, writing about the wind, stones, water, and plants.

The guidance on poetry writing continued with online activities using WA media, specifically through the SMAPTI Literary Forum group. This forum is attended not only by the student participants of the training but also by the teachers. The activity involves writing poetry and guidance on writing poetry. In that forum, students write poetry, which is then responded to by the training facilitator. With this forum, it is hoped that the participants can truly write poetry as an indicator that they have understood it.

At first, they did not understand poetry. However, after attending the training, the participants were able to understand poetry well. This was known from the works of the participants uploaded on the SMAPTI Literary Forum.

3.2. Understanding Poetry

After the activity was completed, the participants were able to understand the poetry well. They truly understand the essence of poetry. They can distinguish poetry from short stories, for example. One of the indicators is that they can write poetry well. The training participants, consisting of 47 students, are all able to produce poems of varying quality. Each child indeed has their own unique way of speaking. Between one child and another, the poems produced have different styles.

For example, Iyas wrote a poem titled "Tiada". This poem is addressed to his lover who is far away. He is the Almighty God, none other than Allah.

TIADA

Meski kita sangat jauh
Selalu ada doa untukMu
Selalu ada keinginan untuk bertemu denganMu
Yang selalu kurindukan
Kau terlalu jauh ...
Bertemu denganMu adalah mimpiku
Meski jauh Kau tetap ada di hatiku

Pemalang, 06 Maret 2023

To those who like to meddle and disturb others, Iyas wrote a poem titled "The Disturber." Apparently, Iyas dislikes that disturber so much that he feels annoyed and calls him a "bastard."

PENGGANGGU

Penulis: Iyas

Batinku menjerit
Setiap kali mereka mencemooh dan meremehkaku
Aku ingin memberontak
Namun rasa sakit itu selalu
Higap di hati
Hai pengganggu
Apakah itu membuatmu merasa
Lebih baik
Kau terlihat seperti bajingan
Murahan yang tak punya akal
Aku seolah tak berdaya
Diri ini hanya butuh sandaran

Pemalang, 09 Maret 2023

In addition, Agista Daru Alfaro also wrote a poem titled "Bilah". Here is the poem she wrote.

BILAH

Penulis: Agista Deru Alfaro

Berada di kegilaan mata
Menghancurkan dengan cara
berbicara
Berusaha keluar dari hati yang
bergetar
Tenggelam diantara laut mawar

Mereka
Bertindak dan berbicara dengan
belati di dalam hati
Bukan atas dirimu, kami
Perasaan atau kebebasan
Tetapi ada yang kamu pikirkan

Randudongkal, 14 Maret 2023

Another training participant is Tomi Kurniawan P. He then wrote a poem titled "I Am Grateful to Be Born by You, Mother." This poem underwent three revisions during its writing process. Here is the first part of the text.

In this training, participants receive guidance on writing poetry. Therefore, after the participants create their poems, the poems receive feedback from the

mentors for improvement. Therefore, in the creative process, each poem consists of several versions. The later version is a poem written after receiving feedback from the supervisor. As an example of a poem titled "Aku Bersyukur Dilahirkan olehmu Ibu" by Tomi Kurniawan P, here it is.

AKU BERSYUKUR DILAHIRKAN OLEHMU IBU

Penulis: Tomi Kurniawan P.

Sungguh sebuah kebahagiaan
Karena telah dilahirkan olehmu ibu
Aku tahu rasa sakit yang ibu alami

After receiving feedback from the supervisor, the poem was rewritten as follows.

AKU BERSYUKUR DILAHIRKAN OLEHMU IBU

Penulis: Tomi Kurniawan P

Sungguh sebuah kebahagiaan karena telah dilahirkan olehmu ibu
Aku tahu rasa sakit yang ibu alami tak sebanding dengan rasa sakit yang aku alami
Ohh ibu kamu sangatlah berharga layaknya berlian
Aku selalu ingin melihat ibu tersenyum manis seperti madu dimusim semi
Terima kasih ibu karena sudah merawatku seperti sebuah mutiara
Ohh ibu aku berterima kasih kepadamu sekali lagi karena telah melahirkanku
Aku berjanji akan membuatmu bangga kepadaku karena telah melahirkan aku
didunia ini dan aku akan bersinar terang dihadapanmu suatu saat nanti

Next, the same poem was revised to become as follows.

AKU BERSYUKUR DILAHIRKAN OLEHMU IBU

Penulis: Tomi Kurniawan P

Sungguh sebuah kebahagiaan karena telah dilahirkan olehmu ibu
Aku tahu rasa sakit yang ibu alami tak sebanding dengan rasa sakit yang aku alami
Ohh ibu kamu sangatlah berharga layaknya berlian
Aku selalu ingin melihat ibu tersenyum manis seperti madu dimusim semi

Terima kasih ibu karena sudah merawatku seperti sebuah mutiara
Ohh ibu aku berterima kasih kepadamu sekali lagi karena telah melahirkanku

Aku berjanji akan membuatmu bangga kepadaku karena telah melahirkan aku
didunia ini dan aku akan bersinar terang dihadapanmu suatu saat nanti

Randudongkal, 15 Maret 2023

Next, the poem was revised by the author to the following.

AKU BERSYUKUR DILAHIRKAN OLEHMU IBU

Penulis: Tomi Kurniawan P

Sungguh sebuah kebahagiaan ketika aku dilahirkanmu ibu
Rasa sakit yang engkau alami tak sebanding yang mualami
Engkau sangat berharga bagai berlian
Sehingga aku ingin melihatmu tersenyum manis
Semanis madu dimusim semi

Terima kasih ibu karena sudah merawatku seperti sebuah mutiara
Ohh ibu aku berterima kasih kepadamu sekali lagi karena telah melahirkanku
Aku berjanji akan membuatmu bangga kepadaku karena telah melahirkan aku
didunia ini dan aku akan bersinar terang dihadapanmu suatu saat nanti

Randudongkal, 15 Maret 2023

Besides the poems mentioned above, here are the poems written by other participants. Some of their works include "Berbeda" by Najwan, "Takdir" by M. Adlyn, "Sunyi" by Luna Fauziah, and "Gelisah" by Malikhatus Nabila.

BERBEDA

Penulis: Najwan Zidane A.W

Lirik tajam menyelimuti
Setiap hari dirundung benci
Apa yang mereka cari
Apakah hanya bisa mencaci

Bhineka tunggal ika terdengar seperti basa-basi
Apakah "sama" memiliki sensasi
Atau mereka hanya dengki
Tapi ia tak peduli

Randudongkal, 18 maret 2023

TAKDIR

Penulis: Muhammad Adlyn Naivan

Masa depan yang tidak menentu
Mengambil jalan yang berliku - liku
Menyelimuti segala mimpi
Tak ada yang tahu apa yang menanti

Berapa banyak yang pergi
Pengorbanan apa yang harus kulakukan
Masa depan dilalui dengan tangisan
Diri ini menjadi beban

Oh, Ayah Ibu
Maafkanlah diriku
Bersantai - santai sepanjang waktu
Sungguh sangatlah pilu
Melihat dirimu keluar keringat
Diriku menjadi teringat
Senyumanmu menjadi semangat
Harapanmu menjadi berkat

Masa depan yang tidak menentu
Setiap malam memikirkan dirimu
Kulakukan apapun caranya
Dari jerit menjadi bahagia

Randudongkal 21 Maret 2023

SUNYI

Penulis:luna fauziah

Hidupnya tambah sepi
tambah hampa
malam apa lagi, ia memekik ngeri dicekik kesunyian kamar.
Nyala membenci diirinya
Bahaya dari tiap sudut.
Mendekat juga
Dalam ketakutan-menantinya menyebut satu nama
Terkejut ia terduduk.
Siapa memanggil itu? Ah! Lemah lesu ia tersedu

Plakaran-moga 23 maret 2023

GELISAH

Penulis: Malikhatun Nabila

Di sekolah aku hanya duduk
Merenung di taman
Sembari menatap kedepan
Entah aku melamunkan sesuatu

Diriku menang tenang.
Tapi pikiranku memberontak
Seakan kesana kemari berantakan
Entah apa yang ku pikirkan

Semangat belajar mulai berkurang
Hatiku terasa sedih dan gelisah
Bagaikan terombang ambing
Dan tidak tau arah

Ingin rasanya aku mengeluarkan
Segala unek unek yang ada di pikiranku
Apa yang terjadi pada diriku

Siremeng, 26 Maret 2023



4. Conclusion

Based on the description above, it can be concluded that the guidance on writing literary works, especially poetry, for the 11th-grade students of SMA PGRI 3 Randudongkal, held on Wednesday, February 22, 2023, not only helped the participants recognize poetry but also understand it. Their understanding of poetry can be gauged by their ability to write poetry. That was not achieved instantly, but after the guidance continued through social media, specifically through WhatsApp groups.

4.1 Suggestion

Considering the effectiveness of poetry writing training through guidance, this activity should be continued in the future. Both for the same material and different material. Both for the same school and different schools.

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