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The Implementation of Experiential Model of Exploring the Surroundings in Learning to Write Poetry based on Students' Learning Motivation

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Abstract

The use of the EJAS (Experiental Jelajah Alam Sekitar/ Experiental of Exploring the Surroundings) model in learning to write poetry is designed as an alternative to a more meaningful learning process. The EJAS model helps students express their experiences of exploring the environment and being creative in the form of poetry. The purpose of this study was to evaluate the use of the EJAS model in learning to write poetry based on students' learning motivation. This study used an experimental research method with a factorial design. Data was collected using test techniques to determine learning outcomes and non-test techniques to determine the level of learning motivation. The data were tested and processed using statistical tests, then analyzed using quantitative descriptive methods. The data was processed and tested using the SPSS application. The results of the study using the paired samples test showed a significance value of 0.000 <0.05. There was a difference in the average learning outcomes of students, the results of the initial test showed an average grade of 64.13 and the average result of the final test was 81.04. Based on the test results, it could be concluded that the EJAS model was effectively used in learning to write poetry. The EJAS model which was usually used in biology learning can improve students' skills, creativity, and motivation in learning to write poetry.

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INTRODUCTION

The purpose of learning Indonesian in schools is to increase the productivity, creativity, innovation, and activeness of students which is integrated with aspects of knowledge, skills, and attitudes (Masykuroh & Zulaeha, 2021) . Learning Indonesian is learning about language and literature. Learning a language is learning about grammar and the use of language in society. Meanwhile, studying literature is learning about taste and understanding the surrounding environment through language. This opinion is reinforced by the opinion of (Zulaeha, 2016), namely, learning language is learning communication, while studying literature is learning about humans and human values.

Literary learning consists of three aspects, namely appreciation, expression, and oral or written creation. It is in accordance with the literacy characteristics of Indonesian lessons described by (Rokhman & Zulaeha, 2020), those are emphasizing understanding, appreciating, responding, analyzing, and creating works.

Studying literature does not only study aspects of theoretical and practical training, but also has a role in character building, in addition to aesthetic and recreational elements in the work. Literature learning introduces the nation's culture and instills morals and character in students (Rosiana & Mulyani, 2017). This opinion is in accordance with the opinion expressed by (Suryadi & Nuryatin, Agus, 2017), that learning literature in schools is important because in literary works there are positive values, such as cultural, social, moral, religious, and life values.

One of the basic competence aspects of literary skills that must be achieved by 8th grade students is KD 4.8, namely presenting ideas, feelings, opinions in the form of poetry texts by paying attention to the elements of poetry that are presented in writing or orally. According to(Andika, 2014) ,writing poetry is an activity to express the contents of the heart through writing and words that are beautiful and full of meaning. By writing poetry, students express themselves and practice language sensitivity and richness (Aztry, 2012). Based on these opinions, it can be concluded that writing poetry is the skill of processing words to express the heart's content in the form of a beautiful, tasteful, meaningful, and useful work for the readers.

Creativity and imagination of students are needed in the creation of poetry. Imagination is an important and fundamental element in poetry, imagination appears in the form of presuppositions, metaphors, and figuratives (Rahman Rahmani et al., 2021). Creativity and imagination can emerge from reading, understanding, hearing, and seeing what is in the surrounding environment. This is reinforced by the opinion conveyed by (Buzani, 2018), that some poets produce their works from reading other people's literary works. The opinion about the relationship between reading and writing are also presented by (Graham et al., 2018), which stated that reading can increase sources of knowledge that can improve writing skills. However, the facts on the field show that reading interest in Indonesian society is low. This is evidenced by the results of research conducted by (Setyawatira, 2009), which stated that reading culture in Indonesia has not been well coordinated, because technological advances make people more interested in watching television broadcasts or listening to radio than reading. The declining reading interest of students will certainly affect the interest of students to write creatively. Students have difficulty finding and developing ideas, limited vocabulary, limited knowledge of grammar and language structure. In addition to reading interest, students' learning motivation also affects student learning outcomes.

There are three levels of learning motivation owned by students, those are students with high, medium, and low motivation. Students who have high learning motivation are students who will try their best to complete assignments properly and on time. Motivation to learn can come from within oneself as well as the influence of external elements. One of the external factors that has a

big influence is the teacher factor. For this reason, the teacher as one of the determinants of learning success, must design a creative and innovative learning process. Learning is designed using a model that fits the material, needs, and level of learning motivation

According to (Zulaeha, 2015), the learning model is a conceptual framework that systematically describes the learning procedures used by teachers as guidelines for carrying out the learning process by organizing learning experiences to achieve learning objectives. The experiential model of exploring the surrounding is one of the learning models that can be used in learning to write poetry.

The EJAS learning model is the combination of an experiential learning model and a exploring the surrounding approach. The EJAS Learning Model is a learning model based on real experiences obtained from exploring the natural surroundings. (Alimah, 2014), stated that the EJAS learning model is a learning model that applies the JAS approach, inquiry strategy, exploration method, experiment, and discussion with active discussion techniques. As the name implies JAS (*Jelajah Alam Sekitar)*, the learning process with the JAS approach is a learning process that is carried out and associated with the surrounding natural situation. (Santika et al., 2017), argued that JAS is a learning approach that emphasizes learning that is associated with real situations, so that apart from being able to open up diverse students' critical thinking insights. According to (Afandi & Zulaeha, 2017), reading activity has a broad understanding, because it is not just reading books but also reading the environment, reading the social environment and events in everyday life. This opinion is in accordance with the opinion conveyed by (Brien, 2006), reading has a broad meaning, not only reading a text, but also mobilizing all senses to understand the reality around them. The creation of literary works cannot be separated from the facts and problems that occur in the environment (Nafiyah & Mardikantoro, 2016).

A research related to the application of the EJAS model in the learning process was carried out by (Alimah & Susilo, 2013), with the title "*Desain Pembelajaran Biologi dengan Model Experiental Jelajah Alam Sekitar Melalui Lesson Study*" (The Design of Biology Learning with Experiential Models to Explore the Surroundings Through Lesson Study). The results showed an increase in the level of achievement of the learning process, with an average score of 77.78-90.20. The increase in the average score proved that the use of the EJAS model in learning had a good impact.

Based on the background and research, the effective use of the EJAS model is used in science learning. So it is important for research to study further about the use of the EJAS model in the process of learning poetry writing skills. The purpose of this study was to evaluate the effectiveness of using the EJAS model in learning poetry writing skills based on students' learning motivation. It is hoped that this research can provide scientific evidence about the effectiveness of using the EJAS model in learning poetry writing skills.

METHODS

This study used an experimental research method with a factorial design. All junior high school students in Magelang Regency in 2021/2022 were selected to be the population in this study. The determination of the sample using purposive sampling technique, that was the technique of determining the sample that was chosen deliberately based on the characteristics of the respondents (Tongco, 2007). From several junior high schools in Magelang Regency, 8th grade students of SMP Negeri 2 Muntilan and SMP Negeri 1 Tempuran in 2021/2022 were selected as samples in this study.

There were three variables were used in this study, these were the EJAS model as the independent variable, poetry writing skills as the dependent variable, and students' learning motivation as the moderate variable. Test techniques and non-test techniques were used to collect data. The test technique was used to measure student learning outcomes. The test used was the performance test, which was

carried out twice, the initial test and the final test. The non-test technique in the form of a questionnaire was used to determine the level of motivation of students.

The data obtained were analyzed using a comparative descriptive technique to compare the results of the initial and final tests. Then, the data were analyzed statistically by performing tests for normality, homogeneity, paired sample t-test, one way ANOVA, and further LSD test using the program of SPSS 25.

RESULTS AND DISCUSSION

Learning poetry writing skills using the EJAS model based on students' learning motivation was carried out by 8th grade students of SMP Negeri 1 Tempuran and SMP Negeri 2 Muntilan with a total of 46 students. Before learning, it began with an analysis of student learning motivation. Students filled out a questionnaire with a total of 45 questions. In determining the three levels of students' learning motivation, the results of the questionnaire were measured using a four-point Likert scale. Based on the calculation results, there were two students who have low motivation with a value range of 45-89, 26 students with moderate motivation with a value range of 90-134. and 18 participants have high motivation with a range of values. The following details the data on the level of students' learning motivation.

Table 1. Level of motivation study

No	Motivation Level	Range Score	Amount
1	High	135-180	18
2	Medium	90-134	26
3	Low	45-89	2
Total			46

Table 1 showed the level of students' learning motivation which was dominated by students with moderate motivation. Learning motivation was the encouragement or desire of students to learn something. Learning motivation included aspects of perseverance, tenacity, interest, focus, participating in the learning process (Meilani & Aiman, 2020).

Learning motivation had an effect on student learning outcomes. Learning motivation was one of the factors that influence student learning outcomes (Palittin et al., 2019). Students with high learning motivation had high learning outcomes. Teachers had an important role in growing students' learning motivation (Andriani & Rasto, 2019). Teachers could increase students' learning motivation by using innovative, active and unique methods, models, strategies, and learning media.

The analysis results of the level of the students learning motivation were used as the basis for giving treatment. After knowing the level of learning motivation of students, teachers could develop learning designs using methods, models, strategies and learning media that were in accordance with the level of students learning motivation. In this study, the level of students learning motivation was used as a basis for grouping and giving treatment to students according to the level of learning motivation of students. So that students got treatment according to their needs. Before being treated using a learning model, students did a preliminary test to determine the students' initial abilities. The following was the table of initial test results.

Tabel 2. Initial Test Results

No	Category	Range	Frequency	Amount	Percent	Average
1	Very good	92-100	0	0	0	65.95
2	Well	84-91	0	0	0	
3	Enough	75-83	8	610	20.11	
4	Not enough	< 75	38	2424	79.89	
Amount			46	3034	100	Not enough

The results of the initial test in Table 2 showed the average student learning outcomes were 65.95. Eight out of 46 students scored with sufficient predicate in the range of 75-83 and 38 students scored less than 75 in the less category. Based on the data from the initial test results, it could be concluded that the learning outcomes of students had not reached the minimum completeness criteria (KKM).

Based on the results of the initial test that had not reached the KKM, the learning objectives had not been achieved. To achieve learning objectives, it was necessary to innovate in the learning process. To achieve competence, students were treated in three meetings using the EJAS model. Then, students were given a final test to find out poetry writing skills. The following table showed the results of the final test of poetry writing skill.

Table 3. Final Test Result Score

No	Category	Range	Frequency	Amount	Percent	Average
1	Very good	92-100	0	0	0	80.74
2	Well	84-91	15	1218	34.78	
3	Enough	75-83	26	1980	54.35	
4	Not enough	< 75	5	362	10.87	
Amount			46	3560	100	Enough

The table of final test results showed the average value of student learning outcomes was 80.74 with an enough category. Thus, it could be concluded that the final test results of students had reached the minimum completeness criteria and the learning objectives had been achieved.

The use of the EJAS model in learning provided a stimulus for students to write poetry. Exploration of the surrounding environment could stimulate the imagination of students. Students were more enthusiastic in participating in learning because they could learn directly by seeing the real conditions in the surrounding environment. Students worked on the task of writing poetry with enthusiasm and full of creativity.

The increase in the creative power of students could be seen from the learning outcomes of students. After being treated with the EJAS model, the poetry produced by the students showed better results. Figurative language and diverse choice of words could be seen in the poetry that was created. An example of the diction used was "*Pagiku Basah*" (My Morning is Wet) the diction was used to describe the atmosphere of a rainy morning and "*hujan menyiram dengan gelisah"* (rain pours restlessly), the word "*gelisah"* (restless) to describe heavy rain and make the situation uncomfortable. The figure of speech used in the array was personification figure of speech.

The results of the initial test and the final test of poetry writing skills showed differences in results. To analyze the differences in the results of the initial and final tests, it was necessary to carry out several statistical tests. These were some test to do.

Normality and *Homogneity*

Normality and homogeneity tests were carried out as the first requirement to perform statistical data analysis. The tests were conducted to determine whether the data to be analyzed was normally distributed and homogeneous. The tests were carried out using the SPSS application.

The results of the normality test obtained that the significance value of the initial and final test results was > 0.05. The test results showed the significance value of the initial test was 0.185 > 0.05 and the significance value of the final test was 0.157 > 0.05. The significance value of the normality test results showed the number > 0.005, so it could be concluded that the data from the initial and final test results came from a population that was normally distributed.

The data that had been declared to be normally distributed, then the homogeneity test was carried out. The significance value of the homogeneity test result of the initial test was 0.661 > 0.005 and the significance value of the final test result was 0.400 > 0.005. The significance value of the homogeneity test results showed more than 0.05, so it could be concluded that the data variance in the study proved homogeneous. After data had been proven to be normally distributed and homogeneous, then the next test was carried out to determine the difference in the average learning outcomes of students.

Paired Sample T-Test

The hypothesis of the paired sample t-test in this study was that H_0 was accepted if the significance value of the test results was <0.005, which meant that there was an average difference in learning outcomes between the initial test and the final test.

Table 4. Paired Samples Test

Paired Samples Test								
		Paired Differences					T	Sig .(2-df tailed)
					95% Confidence Interval of			
		Mean	Std Deviation	.Std mean	. Errorthe Difference Lower	Upper		
Pairs 1	Pretest – Posttest	-16.91304	8.97113	1.32272	-19.57714	-14.24895	-12.787	45.000

The significant value (2-tailed) of the paired T-Test between the initial and final test scores was 0.00 < 0.05, so H_0 was accepted. These results showed that there was a difference between the average results of the initial test and the results of the final test of writing skills poetry using the EJAS model. Thus, it could be concluded that the application of the EJAS model was effectively used in learning to write poetry based on the learning motivation of class VIII students.

Anova Test

The ANOVA test was conducted to determine the difference in the average learning outcomes of poetry writing skills based on the level of learning motivation. The research hypothesis was rejected if the significance value was < 0.005. There was a significant difference between the results of the initial test and the final test of poetry writing skills. The following was the results of Anova test.

Table 5. The Results of Anova Test

ANOVA					
	Sum of Squares	df	mean Square	F	Sig .
Between Groups	507.417	2	253.709	16.174	.000
Within Groups	674.496	43	15.686		
Total	1181.913	45			

The results of ANOVA test in Table 5 showed a significance value of 0.000 <0.05. If the significant value was <0.05, then the hypothesis was rejected, which meant that the test results showed a significant average difference in the learning outcomes of poetry writing skills using the EJAS model based on the level of students' learning motivation. The test results showed that each student with different levels of motivation obtained different learning outcomes. Because the ANOVA test could only analyze the difference in the average results of the overall treatment, then to find out the differences in student learning outcomes at each level of learning motivation, a further test must be carried out. The further test carried out was the LSD test.

Post Hoc Test

Table 6. The Results of LSD Test Multiple Comparison

Dependent Variable : The Result of Final Test LSD						
(I) Motivation Level	(J) Motivation Level	Mean Difference (IJ)	Std . Error	Sig .	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Medium	5.62393 *	1.21439	.000	3.1749	8.0730
	LOW	12.77778 *	2.95202	.000	6.8245	18.7311
Medium	High	-5.62393 *	1.21439	.000	-8.0730	-3.1749
	LOW	7.15385 *	2.90625	.018	1.2928	13.0149
Low	High	-12.77778 *	2.95202	.000	-18.7311	-6.8245
	MEDIUM	-7.15385 *	2.90625	.018	-13.0149	-1.2928

*. The mean difference is significant at the 0.05 levels.

The LSD test results in Table 6 showed that the significance value at each level of students' learning motivation showed the number <0.05. So it could be concluded that there was a significant difference in the average learning outcomes at each level of students' learning motivation. The test results proved that students' learning motivation affected student learning outcomes. Significant differences in learning outcomes were seen between high and low levels of motivation. While the difference in learning outcomes between students with moderate and low learning motivation was not too significant. Furthermore, the results of using the EJAS model in learning to write poetry based on students' learning motivation could be seen through the description of the following test scores.

From the data in Table 7, it could be seen that there were differences in the results of the initial and final tests based on the level of students' learning motivation. The results of the initial test of students with high motivation were 65.89, students with medium motivation were 63.53, and students with low learning motivation were 56.00, and the class average was 64.13. These results had not yet reached the minimum completeness criteria. Meanwhile, the average value of the final test

results of students with a high level of motivation was 84.78, medium 79.15, and low 72.00, and the average grade was 81.04.

Table 7. The Average Difference in The Final Test Results based on The Level of Students' Learning Motivation

Motivation Level	Number of Students	Average	
		Initial Test Results	Final Test Results
High	18	65.89	84.78
Medium	26	63.53	79.15
Low	2	56.00	72.00
Average		64.13	81.04

Students learning outcomes clasically had reached the minimum completeness criteria, but there were still 2 students with low learning motivation who had not yet reached the minimum completeness criteria. From these results, it could be concluded that the use of the EJAS model in learning poetry writing skills was effectively used by students with high and moderate levels of motivation.

The effectiveness was proven by the difference in the average results of the initial test and the results of the final test based on the level of learning motivation, the average value of each level of motivation had increased, as well as the average value of the class. The results of the one way ANOVA test also showed a significance value of 0.000 < 0.05., which means Ho was rejected and H1 was accepted. The test results showed a significant average difference in the learning outcomes of poetry writing skills using the EJAS model based on students' learning motivation. These results indicated that the use of the EJAS model which was commonly used in science learning was effectively used in learning to write poetry.

Science and poetry are cultural aspects that can be used to convey information and communicate knowledge in an aesthetic and easy-to-understand form (Tada, 2019). The language of science has limitations to convey knowledge to the public, by using poetic language and metaphors can make it easier for people to understand a science (Rinehart, 2018). From these two opinions, it can be concluded that figurative and poetic language can help people to understand a science.

Besides the language element, there is an explicit relationship between science and poetry, poets can generate creativity in writing poetry with literature, forests, nature, and environmental criticism (Januchowski-Hartley et al., 2018). This was evidenced by research conducted by(Barbosa et al., 2014) , the results of the study showed that students participated actively in the process of writing poetry with the theme of science. This showed that imagination could integrate knowledge and contribute to meeting the needs of students. The EJAS model helps students to improve their creativity and imagination. The EJAS model with its syntax invites students to think actively, creatively, and innovatively in seeing several phenomena that exist in the surrounding environment. In addition, the EJAS model also fosters the sensitivity and empathy of students.

The EJAS model invites students to explore the surrounding environment to understand the conditions and situations that exist in the environment. Then, it trains students' skills in interacting and communicating to solve problems that occur in the surrounding environment.

The learning process by exploring the surrounding environment can train students to think critically and creatively. Students do not only master the cognitive domain, but also the

affective and psychomotor domains. Giving freedom to students to discuss and present their experiences with nature in the form of poetry that connects knowledge with cognitive, conative, and emotional values, and fosters sensitivity and responsibility towards nature (Calderón Moya-Méndez & Zwart, 2022). Students can learn directly from the surrounding environment, so that the learning process is more interesting and not boring. The learning process is more meaningful because students are faced directly with the actual situation that occurs in the surrounding environment. Students can understand and live life in the surrounding environment so that they can foster a sense of care for the surrounding environment.

As research conducted by (Alimah & Susilo, 2013), showed an increase in the average learning outcomes of students. In addition, the learning process with exploration activities provided a meaningful experience and broadens insight and information. Furthermore, (Firmansyah et al., 2019). the results of his research using the EJAS model in the learning process could improve students' critical thinking skills. The research conducted (Alimah, 2014), showed that the application of the experiential model of exploring the natural environment in learning biology could improve students' critical thinking skills.

CONCLUSION

Based on the results of the test and discussion, it could be concluded that learning poetry writing skills using the EJAS model based on the learning motivation of 8th grade students was proven to be effective. This could be seen in the difference in the average learning outcomes of students before and after being given treatment. The average score of the students' initial test results was 64.13 and the average value of the students' final test results was 81.04.

The syntax of the EJAS model invited students to learn to directly observe the facts that existed in the environment. So that it could help and encourage students to think actively, critically, creatively, and foster a sense of love and care for the environment.

In order for the learning process to run actively and achieve learning objectives, teachers should pay attention to the character and level of learning motivation of students and design creative and innovative learning processes using models, methods, strategies, or approaches that are in accordance with the level of students' learning motivation. In addition, teachers should continue to innovate by conducting experiments using innovative learning models so that the learning process is more varied and can increase students' learning motivation.

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