

THE EFFECTIVENESS OF LOCAL WISDOM-BASED TEACHING MATERIALS IN THE JIGSAW TECHNIQUE LEARNING MODEL ON POETRY WRITING SKILLS

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ABSTRACT

This research examines the effectiveness of local wisdom-based teaching materials in poetry learning. This research is based on observations during the poetry learning process so far. In the process of learning poetry, students are still passive, less motivated, less brave enough to express opinions and their understanding of the material is still relatively low. The aim of this research is to describe the effectiveness of local wisdom-based teaching materials in the jigsaw cooperative learning model on poetry writing skills. This research was conducted in five high schools with the research subjects being class Data collection using observation sheets, tests and interviews. The research method uses a quasi-experimental design with two groups, namely the experimental class and the control class. The results of the research showed that the control class tended not to experience a significant increase, whereas in the experimental class there was an increase. The average value of poetry writing skills in the control class in the pre-test was 61.25, post-test 71.40, an increase of 16.57% with an average n-gain of 0.274, which is in the low category. Meanwhile, the average score for poetry writing skills in the experimental class at pre-test was 61.22 at post-test to 83.31, an increase of 36.08% with an average n-gain of 0.570, including the medium category. This difference in improvement indicates that teaching materials based on local wisdom in the jigsaw technique learning model are effectively used to improve poetry writing skills.

Keywords: Teaching Materials Based on Local Wisdom, Jigsaw Technique Learning Model, Poetry Writing Skills

INTRODUCTION

Learning Indonesian in high school directs students to master four aspects of language skills, namely: listening, speaking, reading and writing. Writing skills are the skills that are most recently mastered (Iskandarwassid and Sunendar, 2011: 248). Like speaking, writing is an attempt to express the thoughts and feelings of a language user, but the way of expressing it is different. Speaking is expressed orally, while writing is expressed in writing. Through writing, students can express various thoughts, ideas, opinions and ideas. Therefore, an article will describe the author himself. As stated by Don DeLillo (in Anggraeni, 2017: 4) that: Writing is a form of personal freedom. It frees us from the mass identity we see all around us. In the end, writers will write not to be outlaw heroes of some underculture but mainly to save themselves, to survive as individuals.

Sokolik argued that "writing is a combination of process and product", while Olson argued that "the concept that writing is a process is very useful for young writers" (Linse, 2005: 98). Based on these

two opinions, it can be concluded that writing is a combination of processes and results that are meaningful for writers and must be taught from an early age. The aim of learning to write in high school is so that students can produce writing effectively and efficiently in various contexts.

The importance of writing skills in high school has not been balanced with good writing skills learning outcomes. According to Abidin (2013: 191), the factor causing students' low writing skills is the tendency of teachers to prioritize grammar in writing rather than how to express ideas in writing. This causes students to be able to grammatically well but the written content lacks weight. Strengthening Abidin's opinion, Alfianto (2008: 1) stated that there was a decline in students' interest in both learning to write and learning Indonesian as a whole. The causal factor is the assumption that learning to write is boring because it only consists of giving composing/writing assignments. Learning Indonesian is also considered too rigid and focused on just pursuing the material, monotonous and lacking in variety. This gives rise to the assumption for students that learning to write is a difficult lesson. Realizing the importance of writing skills in elementary schools which apparently have not been balanced with good learning outcomes, it is necessary to improve the quality of writing learning by using various methods. One of them is by developing teaching materials and selecting learning models that are appropriate to the stages of learning to write. For this reason, in this research, a teaching material based on local wisdom was developed in a jigsaw technique learning model to improve poetry writing skills. To clarify the research variables, below the researcher describes the study of (1) teaching materials, (2) local wisdom, (3) jigsaw techniques, and (4) poetry writing skills.

First, teaching materials. Prastowo (2014: 17) states that teaching materials are all materials, whether information, tools or texts, which are arranged systematically and presented in their entirety to achieve learning objectives. Soegiranto (2010) explains that teaching materials are materials or materials systematically prepared by teachers that are used by students in learning. Materials can be packaged in printed form and are visual. Teaching materials are arranged in the form of books and so on. Based on experts' definitions, it can be concluded that teaching materials are a set of materials that are arranged systematically to achieve predetermined learning objectives. The aim of developing teaching materials is so that the teaching materials used by students are in accordance with the needs and characteristics of students. One way to develop teaching materials that suit the needs and characteristics of students is by adding local wisdom. Second, local wisdom. The word "local" in the context of understanding the problem discussed here is meant as the environment where students live, live and grow up in a particular indigenous community group which also has a particular cultural value system. Rahyono (2009: 9) adds that the factors that make learning local wisdom have a very strategic position are (1) local wisdom forms identity from birth; (2) wisdom is not foreign to its owner; (3) local wisdom is able to raise the dignity of the nation. Third, the jigsaw technique learning model. In developing a learning model, one model that teachers can use is the cooperative learning model. In the cooperative approach, the teacher no longer dominates learning activities but the teacher becomes a facilitator and mediator, so that by using this model the teacher does not become more passive, but must become more active, especially when preparing a thorough learning plan, organizing the class during implementation, and creating assignments to be carried out. students together with their groups. Silberman (2007: 220) Jigsaw Learning or jigsaw learning is a widely used technique that has similarities to the "group-to-group exchange" technique with an important difference: each student is taught something. This technique is appropriate to use in learning to write. Students can share their writing results with each other in group exchanges. Fourth, poetry writing skills. Yunus (2006:46) explains that poetry comes from the Latin poem which means poetry. Poetry is a form of writing that describes something according to the five senses, so that the reader can image (see, hear, smell and feel) what the author does. This poetry aims to convey a message about something with its characteristics and movements to the viewer. Rumi (2010) explains that poetry is an image of the world in written form. In this research, the types of poetry in question are old poetry and new poetry about local wisdom in West Java.

In general, the research objective to be achieved through this research is to determine the effectiveness of local wisdom-based teaching materials in the jigsaw technique learning model on poetry writing skills. Meanwhile, the specific objectives that can be achieved by this research are: (1) designing the development of local wisdom-based teaching material products in the jigsaw technique learning

model to improve poetry writing skills, (2) explaining the implementation of local wisdom-based teaching materials in the engineering learning model jigsaw to improve poetry writing skills, and (3) explain the differences in poetry writing skills between the experimental class which uses teaching materials based on local wisdom in the jigsaw technique learning model and the control class which uses teaching materials and conventional learning models.

LITERATURE REVIEW

The main key in this research is the effectiveness of digital application teaching materials for poetry writing skills based on local wisdom. Literature becomes an intermediary in teaching students local wisdom. To understand local wisdom education, it is necessary to pay close attention to the existing terms, namely education and local wisdom. Education is a process of developing the attitudes and behavior of a person or group in an effort to mature through teaching, training, educational processes and methods. Etymologically, local wisdom is formed from the words arif (wise), local (region), and ism (school/understanding) (Tilaar, 2004). Local wisdom is defined as an understanding that accepts and respects cultural differences. Local wisdom can be said to be an understanding that emphasizes cultural equality without ignoring the existence of existing culture. Local wisdom provides an equal public space for existing differences. Budi Darma in the 18th edition of the *Kalam Journal* stated that all kinds of culture are equal, there is no longer high culture and low culture (Sulasman and Gumilar, 2013: 224). Banks (1993) states that students must be taught to understand all types of knowledge, actively discuss knowledge construction and different interpretations. Students must be made aware that within accepted knowledge there are various interpretations which are determined by their individual interests. According to Banks (2001) local wisdom is a set of beliefs and explanations that recognize and assess the importance of cultural and ethnic diversity in the form of lifestyles, social experiences, personal identities, educational opportunities of individuals, groups and countries.

The definition of local wisdom according to Banks is an idea, movement, educational reform and educational process whose main aim is to change the structure of educational institutions so that students, both men and women, students with special needs, and students who are members of various racial, ethnic and cultural groups will have the same opportunity to achieve academic achievement at school (Sutarno, 2007). According to James Banks, local wisdom is education for people of color. This means that local wisdom wants to explore differences as a necessity. Through introducing local wisdom from an early age, it is hoped that children will be able to accept and understand culture which has an impact on differences in usage (the way individuals behave); folkways (customs that exist in society); mores (code of conduct in society); and customs (customs of a community). With multicultural education, students are able to accept differences, criticism, and have a sense of empathy and tolerance for others regardless of class, status, gender and academic ability.

With digital teaching materials, this becomes a way for students to learn about existing local wisdom. Realizing this, the 2013 curriculum that is currently being implemented seems to have been taken towards local culture and wisdom. The curriculum content takes into account the social, cultural, economic and political diversity that exists in Indonesia. The 2013 curriculum is designed to strengthen Indonesianness, which is a plural or multicultural country. This is reflected in textbooks to support learning. Nadiem Makarim, Minister of Education stated: "We build local wisdom through the characters in student textbooks. In this way, children will be aware that Indonesia is indeed diverse. "Indonesian life is incomplete if one religion or ethnicity does not exist in Indonesia" (<http://edukasi.kompas.com>, 10 March 2013). In practice, the introduction of local wisdom is not visible, it even seems like just a patch. The core essence of learning is not well understood by teachers and students. Literature is an integral part of society and learning in schools. Studying literature is a part of learning that can be entertaining, fun, but carries content that can change a person's thinking. This writing starts from simple thoughts by identifying existing conditions and learning that has occurred so far. With the existing phenomena, an innovative synthesis of learning in literature can be drawn which can also be given the content of local wisdom through the developed teaching materials.

Poetry is the result of the revelation of human inner experience, which is realized through aesthetic language by concentrating on its physical structure and inner structure and can be compacted

(Waluyo 1997:25). Poetry writing skills are the ability to express ideas, opinions, and feelings to other parties using written language that is literary in nature (Depdiknas 2003:9). Endraswara (2003:220-223) mentions the steps of writing poetry consisting of three stages, namely the first stage is sensing, the second stage is contemplation, and the third stage is the stage of playing the word. The poet before creating a poem first senses the surrounding nature. This is done to find the beauty that exists in the nature around the poet. That beauty will then be used as a source of inspiration in poetry. Sensing is the most decisive stage in learning to write poetry with the participatory method. In this stage, students are required to find ideas for their poems. Once the idea is determined, the learning process will run smoothly. The next stage is the contemplation or deposition stage. This contemplation will be more profound if it is accompanied by sharp intuition, because intuition will be able to bring up something that is impossible to be possible. The last stage is the word play stage. What must be done first is to collect words that relate to the theme.

The influence of a learning method will have an impact on student learning outcomes. One thing that can be used in poetry learning is the jigsaw technique. The Jigsaw type cooperative learning model is a cooperative learning model, with students learning in small groups consisting of 4-6 people heterogeneously and working together with positive interdependence and responsibility for the completion of the material. lessons that must be learned and conveying the material to other group members (Arends, 1997).

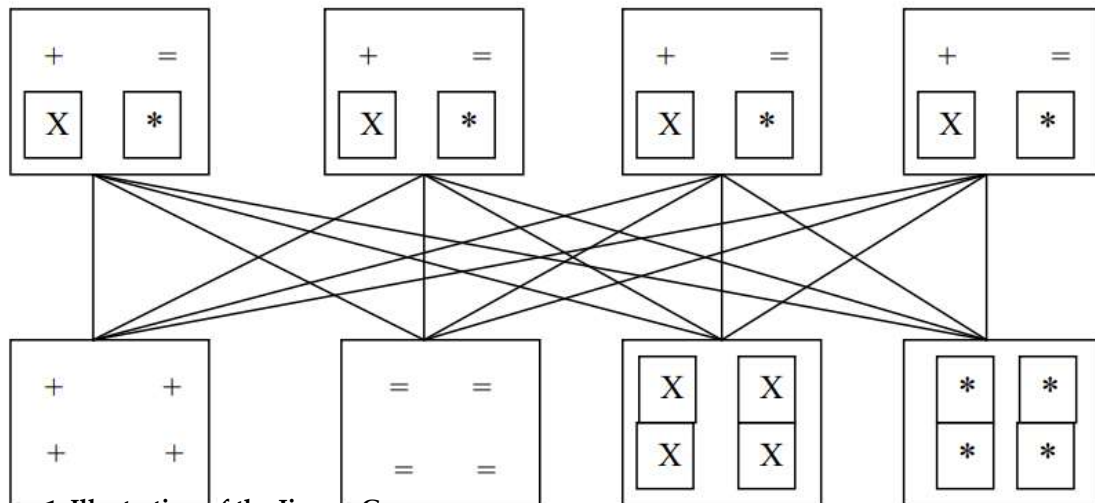


Figure 1. Illustration of the Jigsaw Group

In the jigsaw type cooperative learning model, there is a home group and an expert group." Home group, namely the parent group of students consisting of students with diverse abilities, origins and family backgrounds. The original group is a combination of several experts. Expert group, namely a group of students consisting of members from different home groups who are assigned to study and explore a particular topic and complete tasks related to the topic which are then explained to members of the home group. The relationship between the home group and the expert group is described as follows (Arends, 2001). To implement jigsaw type cooperative learning, the following main steps are arranged; (1) distributing tasks, (2) giving expert sheets, (3) holding discussions, (4) holding quizzes. The jigsaw type cooperative learning plan is arranged instructionally as follows (Slavin, 1995): a. Reading: students acquire expert topics and read the material to gain information. b. Expert group discussion: students with the same expert topics meet to discuss the topic. c. Group discussion: the expert returns to his original group to explain the topic to his group. d. Quizzes: students get individual quizzes that cover all topics. e. Group awards: calculating group scores and determining group awards.

METHODOLOGY

The aim of this research is to produce teaching materials and learning methods whose effectiveness has been tested to be applied to the process of learning to write poetry in elementary schools. To achieve this, a quasi-experimental research method (Quasi Experimental Design) was used with the nonrandomized control group, pretest–posttest. Cresswell (2012, p. 307) suggests that in experimental research, researchers test an idea or idea (either practice or procedure) to determine whether the thing being tested affects the results or dependent variable. Ary et al (2010, p. 316) say that the nonrandomized control group, pretest–posttest is one of the designs most widely used in quasi-experimental research methods in education. Researchers in a nonrandomized control group design, pretest–posttest determine the experimental group (O1) and control group (O2), conduct a pretest for both groups with the aim of knowing the homogeneity and normality of the two groups, carry out experimental treatment (X) which in this research is the material teaching based on local wisdom using a jigsaw technique learning model only with the experimental group (O1), and then conducting a post-test to measure the differences between the two groups. The research design is depicted in figures and tables as follows:

Table 1.Quasi-Experimental Design

Group	Prates	Variable Free	Posttest
Experiment	O1	X1	O2
Control	O3	X2	O4

(adapted from Ary et al, 2010: 316)

Information:

O1: Initial test in the experimental group

O2: Final test in the experimental group

O3: Initial test in the control group

O4: Final test in the control group

X1: Providing treatment, teaching materials based on local wisdom using a jigsaw technique learning model

X2: Providing treatment using conventional methods

Sampling in this study used a purposive sampling technique. This research used elementary school students as subjects where the researcher developed the local cultural wisdom of West Java, so that SMA Negeri 1 Bogor, SMA Negeri 5 Bogor, SMA Negeri 10 Bogor, SMA Negeri 2 Cibinong, SMA Negeri 1 Ciampea were chosen as research subjects. The reason for selecting these five schools, apart from their location in the West Java area, is that the number of students in the five schools is also representative for use as research subjects. The learning instrument consists of teaching materials developed based on local wisdom in the jigsaw technique learning model in the form of teacher books and student books. Meanwhile, data collection instruments include observation sheets for teacher and student activities, interview sheets, and poetry writing test sheets.

Based on the data obtained in this research, namely qualitative and quantitative data, the technique that will be used to analyze qualitative data is descriptive analysis. The stages of quantitative data analysis using statistics are carried out in several stages. These stages are (1) descriptive data analysis, (2) analysis of normality and homogeneity tests, (3) analysis of different tests using the t test or other appropriate tests, and (4) analysis of different tests using n-gain.

RESULTS

The stages of conducting the research began with developing teaching material products based on local wisdom using a jigsaw technique learning model, then the teaching material products were tested for their effectiveness in improving poetry writing skills using a quasi-experimental method in the experimental class and control class.

Teaching Material Product Development

Development of teaching material products based on local wisdom using the jigsaw technique learning method is based on a modification of the Borg & Gall procedure with stages (1) preliminary study, (2) planning, (3) product design, (4) product validation, (5) trial product, and (6) final product. The considerations underlying the use of the Borg & Gall development model are (1) this model begins with a needs analysis. Needs analysis in this research used teacher and student questionnaires. It is hoped that the product produced is a product that meets the needs of teachers and students as product users. It is also hoped that it will be in accordance with West Java local wisdom as the cultural basis of teachers and students and (2) this development model has detailed and appropriate stages for developing a particular product and can answer problems in learning.

The results of research and development are in the form of teaching material book products based on local wisdom in the jigsaw technique learning model for poetry writing skills for teachers and students which have been valid and practical to use. The results of the expert validation test were 86.45% with a very valid category. Discourse readability test results

89. Practicality test results: Teacher responses were very practical with a percentage of 91.67%, while students' responses to teaching materials were very practical with a percentage of 86.57%. An example of a teaching material book product based on local wisdom in the jigsaw technique learning model is presented in Figure 1.

Research Implementation

The research was carried out in six learning meetings in both the control and experimental classes. Material and activity stages according to the meeting are in accordance with the teacher's book and student's book. Each meeting is held in one day of learning activities and covers all subjects according to the school learning schedule. Teacher books and student books were only used in the experimental class, while the control class used teacher books and student books that had previously existed at school. Learning stages include pre-activities, core activities and final activities.





Figure 1. Example of Final Product Content for Student Teaching Materials
(Source: Researcher Documentation, 2023)

Data Analysis and Discussion

The data analyzed in this research were the pre-test, post-test and n-gain scores of the poetry writing skills of control class students and experimental class students. The pre-test score shows the score before the treatment and the post-test score shows the score after the treatment using local wisdom-based teaching materials in the jigsaw technique learning model. Poetry score data for pre-test, post-test and n-gain poetry writing skills are presented in the following table.

Table 2. Description of Pre-test and Post-test Data for Experimental and Control Classes

Variable	class	N	Score (min)	Score (Max)	Average	Average N-Gain
Poetry Writing Skills	Experiment	Prates	55	25	63	61.22
		Posttest		84	100	83.31
	Control	Prates	55	28	38	61.25
						0.570 (Medium)
						0.274 (Low)

Based on the table above, regarding poetry writing skills, it is known that students' abilities before the treatment (pre-test) were the same in both the experimental and control classes, namely an average of 61. However, after the treatment, the use of local wisdom-based teaching materials in the jigsaw technique learning model in the experimental class the average changes. The post-test average for the experimental class reached 83 while the control class only reached 71. The quality improvement can also be seen from the n-gain of the two different classes. The n-gain in the experimental class reached 0.570 which is in the medium category, while the n-gain in the control class was only 0.274 which is in the low category.

Table 3. Results of the n-gain Test for Poetry Writing Skills

Normality test	Experiment	0.160	< 1,180	Normal
Normality test	Control	0.093	< 1,180	Normal
Homogeneity Test		8,648	> 1,530	Inhomogeneous

t test	8,690	> 1,960	There is difference (H0 is positive)
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The difference in pre-test and post-test data from the experimental class and control class on poetry writing skills can also be seen based on Figure 2. The graph shows that in the control class the distance between the graphs is not too far, because the n-gain is small, while in the experimental class the distance between the graphs is far apart, because the n-gain big.

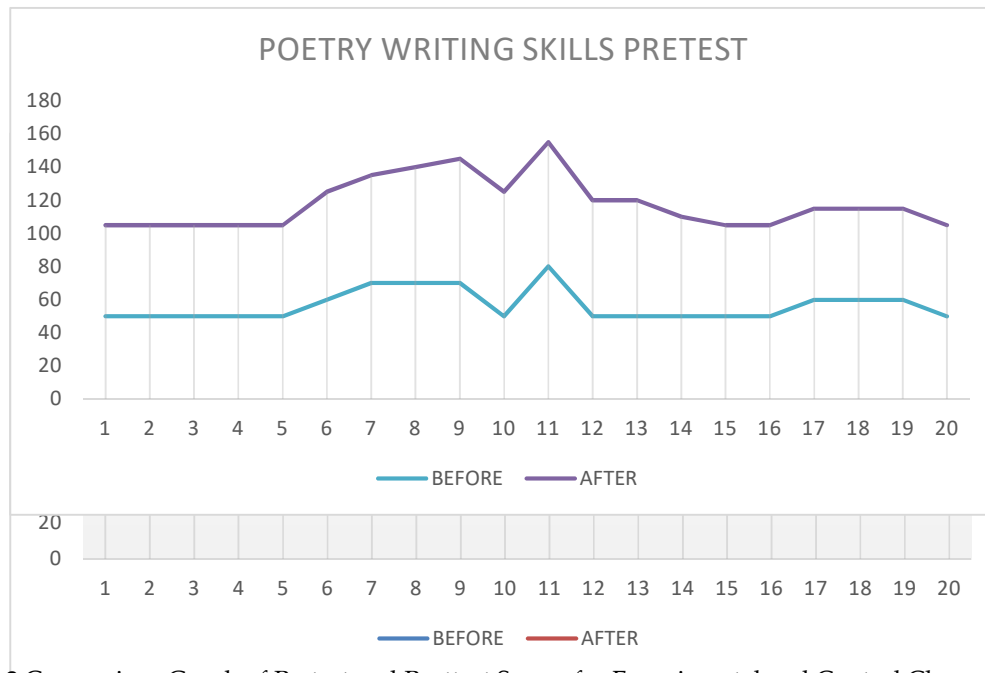


Figure 2.Comparison Graph of Pretest and Posttest Scores for Experimental and Control Classes

Based on the table above, it is known that tcount is 8,690. Because tcount $8.690 > t_{table} 1.960$, H_0 is rejected and H_1 is accepted. Thus, there is a difference in the n-gain of poetry writing skills between the experimental class and the control class. This difference can be seen from the average N-gain of the experimental class (0.570) in the medium category which is above the average N-gain of the control class (0.262) in the low category.

Based on the results of data analysis, it can be seen that teaching materials based on local wisdom in the Jigsaw Technique Learning Model are effective in improving poetry writing skills. Effectiveness is shown by an increase in the pre-test and post-test scores for the experimental class. Apart from that, the quality of the improvement can also be shown from the high gain value. The success of improving poetry writing skills is in accordance with the advantages of local wisdom which can be a learning tool for every human being to become an intelligent, clever and wise person; Local wisdom has positive values to transform students to form positive personalities (Mulyasa, 2012: 2). This is also in accordance with the learning principles of the 2013 curriculum in Minister of Education and Culture Regulation Number 103 of 2014, one of which is the recognition of individual differences and the cultural background of students. The jigsaw technique learning model was deemed appropriate for use increasepoetry writing skills because every time students learn something combined with material that has been studied by other students, it will form a collection of related knowledge or skills

CONCLUSION

Based on the results of the research analysis, the researchers reached two conclusions. First, the reading aloud skills in the experimental class and the control class in the pre-test were the same. This shows that both classes have relatively similar initial skills. Poetry writing skills in the experimental class and the post-test control class showed differences. The average poetry writing score for the experimental class was higher than the control class. The quality of the improvement can also be seen from the n-gain value for the experimental class which is in the medium category while the control class is in the low category.

Second, the poetry writing skills of the post-test experimental class were different from those of the control class. The average poetry writing score for the experimental class was higher than the control class. Empirically, teaching materials based on local wisdom in the jigsaw technique learning model are effective in improving poetry writing skills with a significance level of increase reaching 36.08%. The suggestions that the researcher recommends are first, teaching materials based on local wisdom in the jigsaw technique learning model is an alternative development of teaching materials and learning models that can be used by Indonesian language teachers. For increase poetry writing skills in fourth grade students in West Java.

Second, local wisdom-based teaching materials in the jigsaw technique learning model in this research show effective results because they are used in writing learning which supports the use of these teaching materials and learning models. For future researchers, they can review the effectiveness of local wisdom-based teaching materials in the jigsaw technique learning model in aspects of other language skills or in other subjects in a longer, broader and more in-depth manner, so that it is not limited to just writing skills. Future researchers can also develop teaching materials based on local wisdom other than the West Java region.

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