



Introduction of Indonesian Poem (Pantun) as a Creative Effort of Elementary School Students in Improving Language Skills in the Covid-19 Pandemic Era

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ABSTRACTS

Learning activities are very impactful in the Covid-19 Pandemic Era so students are directed to study at home. Assistance from educators is very important to develop good literacy. With the Thematic Community Service Program, the purpose it is hoped that there will be an increase in student interest in learning and make it easier for educators and parents to carry out online learning activities. Including the introduction of Pantun in improving Language Skills in the Ciparay Hilir Region which is carried out online. The method in this study uses quantitative research. The results of this study are still many students who do not know the type of poem (known as pantun). Students' understanding of Pantun material, Types, and Language Skills by delivering material via PowerPoint or YouTube which is done online, and using the google meet application with educators. The results of the research show that the average post-test score of students is 70% greater than the average pre-test score of 37%, so the difference is 43%. Therefore, during the Covid-19 pandemic, there were still many efforts to increase literacy.

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ARTICLE INFO

Article History:

Submitted/Received 24 Jul 2021

First revised 23 Aug 2021

Accepted 31 Aug 2021

First available online 01 Sep 2021

Publication date 01 Mar 2022

Keyword:

Elementary school,

Language skills,

Pandemic covid-19,

Poem.

1. INTRODUCTION

Pantun is an old type of poetry from Indonesian literature. Pantun is used as a means of communication, slipping advice, even as a friendly social criticism, and can be done by anyone to add to the splendour of an activity. One of the benefits of rhymes is to train someone to think about the meaning of words before they are spoken. In addition, rhymes can give a person a view to be able to think that a word can have a relationship with other words (Maulina, 2015). Research sees rhymes as an effort to improve students' creative patterns to start writing and reading. Learning rhymes in Indonesian subjects is full of values. This makes educators required to be creative and innovative so that learning rhymes is not just a learning that is passed on and without meaning. Pantun can be used by educators to inculcate moral values (Camalia *et al.*, 2016).

Themed with research on writing, especially writing rhymes. The results of the evaluation of 28 students sitting in class fourth-grade at Elementary School, there were only two students who met the minimum completeness criteria in learning to write poetry. This shows that there are still many students who have difficulty writing rhymes. The cause of these difficulties is due to monotonous learning, so that students' attention to learning is reduced (Wafa *et al.*, 2017). Another study based on the observations of fourth grade students at Elementary School in the Even Semester of the 2014/2015 Academic Year had an average Indonesian language test result, especially in the competence of writing rhymes as many as 11 students (36%) of the 30 students classified as successful, the remaining 17 students (64%) are not categorized as successful. This further proves that the students' interest in learning to write rhymes is still lacking (Do'embana, 2016).

The low interest in writing rhymes for elementary level students is due to various factors. These factors include students who think that writing a rhyme that begins with making a *sampiran* is a difficult thing. After writing the *sampiran*, that is, writing the contents in which the *sampiran* and the contents are not related at all. This requires sufficient imagination power for elementary level students (Srinugraheni & Dhyajeng, 2016). Given the use of rhymes that are often misused, it is necessary to hold basic education about rhymes. So that for this matter there is no longer any misuse of the use of rhymes among the people of Indonesia. Therefore, the purpose of this study is to develop rhyme teaching materials that are in accordance with the demands of learning (Desfitria *et al.*, 2016).

The author conducted research with the aim of knowing an increase in literacy skills in the field of literature by using learning media. The study used a quantitative approach using a pre-experimental method in the form of a one-group pre-test and post-test design. The research results were analysed using descriptive statistics by comparing the mean values in the pre-test with the post-test. The results showed an increase in the average value after the material was given in the form of power point and YouTube. The narrated Microsoft PowerPoint program can be used as a learning medium by optimizing existing facilities and adapting it to the material to be delivered such as animation, audio, video, images and hyperlinks. The appearance of learning becomes more varied. With these various advantages, it is hoped that the learning process of the existing rhyme material will be more varied, fun and the learning process can run smoothly so that it is expected to be able to improve student learning outcomes (Nugrahaningtyas, 2016).

2. THEORETICAL FRAMEWORK

Pantun as a type of old poetry consisting of 4 lines with a/b/a/b ending rhyme. Each array usually consists of 4 words, line 1-2 is *sampiran*, line 3-4 is content. Based on whether or not there is a relationship between *sampiran* and content, pantun can be divided into 2 genres/types, namely noble rhymes and non-noble rhymes. It is called a noble rhyme if the *sampiran* in lines 1-2 functions as a phonetically prepared content and at the same time serves as a content cue. Meanwhile, the non-noble rhymes are rhymes whose *sampiran* (lines 1-2) only serve as a preparation of the contents phonetically, there is no semantic relationship whatsoever with the contents of the rhymes in arrays 3-4. Meanwhile defines pantun as a type of old poetry consisting of 4 lines in one stanza. Lines 1-2 are *sampiran*, while lines 3-4 are contents. Rows 1-3 and 2-4 rhyme vertically with each other in an a/b/a/b pattern (Maulina, 2015).

Pantun is an old form of poetry. The terms of the rhyme: 1) consist of four lines; 2) each line consists of 8-10 syllables; 3) the first two lines are called *sampiran*, the next two lines are called contents; 4) emphasize the final rhyme with the rhyme formula /a-b a-b/. According to its contents, rhymes can be divided into: 1) children's rhymes; 2) young people's rhymes (love); 3) parental rhymes (advice); 4) witty rhymes; and 5) riddle poems.

(i) Pantun Children / Pantun Anak

cina gemuk membuka kedai / chubby Chinese open shop
menjual ember dengan pasu / selling bucket with urn
bertepuk adikku pandai / clap my sister is smart
boleh diupah dengan air susu / can be paid with milk

The meaning of word /*cina*/ is not another ethnicity or ethnicity. This provides information as well as learning values for us that ethnic Chinese have long controlled trade, as in the next word /... *membuka kedai*/. Of course, it must be understood that the science of trade in the context of Indonesia is indeed controlled by ethnic Chinese. If we want to acquire and master the trade then we must learn from them. Meanwhile, the content of the rhyme is /*bertepuk adikku pandai / boleh di upah dengan air susu*/. This illustrates the value of effort and rewards. How we have been taught since childhood to work hard, even though in the context of small children (babies) it is enough to clap. After the effort is made, of course the reward will follow, /...*diupah air susu*/. In addition, clapping on the line /*bertepuk adikku pandai*/ contains the meaning of joy. This means that the effort made must be with a feeling of pleasure, especially in relation to children.

Based on the brief analysis above, at least the main values in the poem for literacy in students can be taken, namely: 1) we can learn about trade in professional people, in this case ethnic Chinese; 2) strive to obtain results or rewards; results to obtain results or rewards; results or rewards in line with the efforts made.

(ii) Pantun Young People / Pantun Remaja

Dari mana punai melayang / from which the net floats
Dari paya turun ke padi / from swamps to paddy fields
Dari mana kasih sayang / where does love come from
Dari mata turun ke hati / from the eye to the heart

The rhyme above gives us an idea of the role of the eye as the first sight to be then passed on to the heart. Therefore, affection or feelings of pleasure usually start from sight. In Indonesian society, it is still believed that first sight is often used as a measure of belief in feelings.

Based on the brief analysis above, at least the main values in the rhyme for literacy of students can be taken, namely: 1) eyesight has a very powerful impact so that it penetrates

into the heart. Therefore, be careful with the eyes; eyes that contain immorality will cause black dots in the heart; 2) the role of the eye is very influential in the formation of behaviour.

(iii) Pantun Old People / Pantun Orang Tua

Asam kandis asam gelugur / kandis acid gelugur acid

Kedua asam beriang-riang / both merry acids

Mayat menangis di dalam kubur / the corpse cried in the grave

Ingat badan tidak sembahyang / remember the body is not prayer

Pantun parents usually contain advice. */asam kandis/* and */asam gelugur/* are acids that grow in the forest, are rarely recognized by people today. That is, the past Indonesians were very close to nature.

/mayat menangis di dalam kubur/ /ingat badan tidak sembahyang//. This is a warning that must be carefully borne in mind, that if we do not carry out religious teachings (prayer/prayer), we will be punished in the grave.

Based on the brief analysis above, at least the main values in the rhyme can be taken for student literacy, namely: 1) the use of *kandis* acid with *gelugur* acid is a picture of Indonesians in the past using the natural surroundings as a fulfilment of daily life because acid is usually used to cooking vegetables; 2) Advising each other in the life of the Indonesian people in the past was an inseparable part of their lives.

(iv) Pantun Humorous / Pantun Jenaka

Sungguh baik asam belimbing, / really good starfruit acid

Tumbuh dekat limau lungga / grows near lemons

Sungguh elok berbini sumbing, / It's good to have a cleft wife

Biar marah tertawa juga. / Let me laugh angrily too

The above rhyme is humorous, not meant to hurt or insult anyone, other than just joking or joking. Based on a brief analysis of the rhyme, it turns out that the Indonesian people in the past had a high sense of humour. This shows us that in social intercourse, we do not that in social interaction, we will not be separated from basic human nature, one of which is humour. This trait is part of the seasoning in association, as well as having the function of a means of intimacy. Based on a brief analysis of the rhyme above, we can find the value of humour, and intimacy, as part of the values that developed and embraced by the Indonesian people in the past. Humour for the community, apart from being a means of making friends in the community, of course humour that does not hurt anyone's heart (Amalia et al., 2018).

3. METHODS

The type of research method used was quantitative research using the pre-experimental design method, type one group pre-test-post-test). Fully in data collection. **Figure 1** Shows method framework, the data collection technique used in this research is an online questionnaire method via google form to find out the students' views on the material "Introduction to Pantun as a Creative Effort in improving Language Skills". The population in this study were 10 students of class the fifth-grade students and sixth grade at the Ciparay Hilir area, South Bandung. The sample used in this study were 10 students of class the fifth-grade students and sixth grade at Elementary School via google form including 6 female students and 4 male students.

This research was conducted in 2 stages, divided into 2 sessions, namely the first pre-test before the material was presented and the second post-test after the material was presented to determine the extent of understanding of the material. The instrument designed is in the form of a two-choice Likert scale (yes and no). The data obtained will be processed and then compared until finally the results will be concluded.

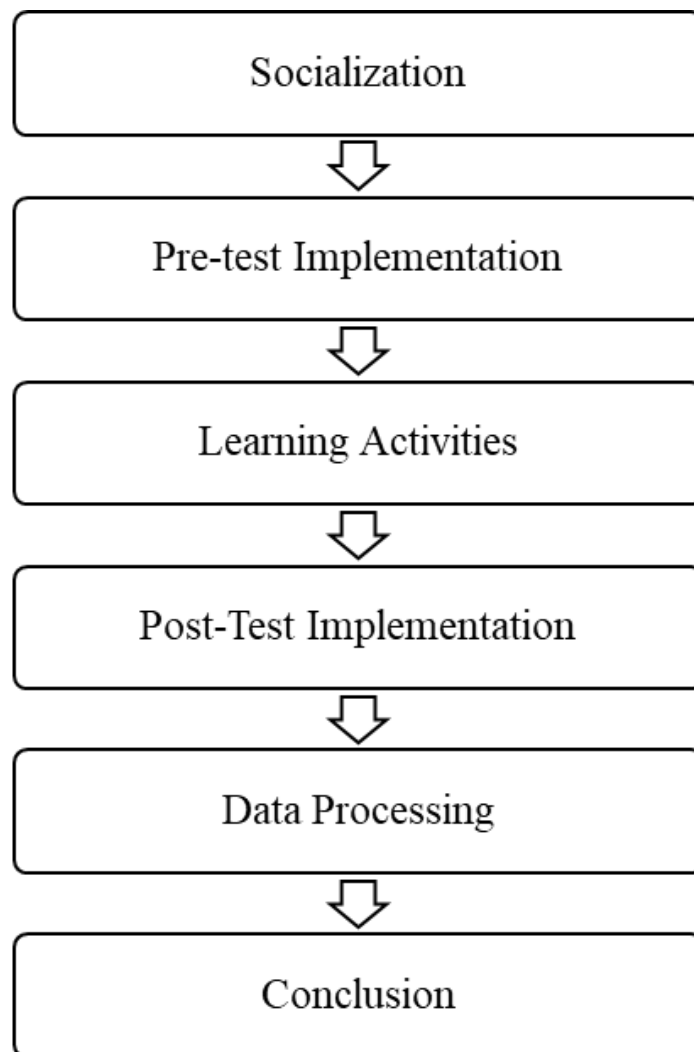


Figure 1. Method framework.

4. RESULT AND DISCUSSION

4.1. Student Demographics

This research was conducted in the Ciparay Hilir area, South Bandung, Indonesian. The first step in this research was to survey the number of elementary school students in the area by interviewing the students involved. The number of students recorded is as many as (10 people). The research selected a sample from the population and obtained as many as 10 students with details of men as much as 40% (4 students) and women as many as 60% (6 students).

Students who are mostly interested in becoming respondents are female students when compared to male students. When in communication, male students are more likely to be active, while female students are more inactive. This is a problem that needs to be seen from the development of the era where literacy needs to be further improved.

4.2. Phenomena in the Learning Process

From the student population data, several complexities were found in the academic aspect, especially in the learning process. Students have difficulty understanding complex and abstract material. This is due to the limited function of the students in seeing interest in learning methods. Technological developments have an impact so that students are more

likely to choose to play games than learn. This is appropriate with the learning method that is carried out face-to-face online. The device used to implement the learning method uses Google Meet. The research asked about the availability of these devices, because usually every cell phone always has a default application from Google, making it easier for students not to download other applications.

The stages of learning carried out are as follows:

- (i) In the first session, students seemed less enthusiastic about the learning process. In addition, students also seem unable to understand.
- (ii) In the second session, a modified learning method was used in the learning process about the introduction of rhymes. Students seem to be more enthusiastic in participating in learning. Students seem to focus on observing the game of reciprocating rhymes. In addition, students began to actively participate in learning by observing how to make rhymes.
- (iii) Modification of learning methods according to students' needs increases students' level of understanding compared to traditional teaching methods. Students also begin to understand the material regarding the introduction of the poem being taught. This can be seen from the increase in student learning outcomes.
- (iv) Evaluation of students' ability level is given after the learning process.

The results showed that the introduction of rhymes could be taught to students. This is because the methods and media used are adapted to the needs of students to improve literacy through the introduction of rhymes, types of rhymes and language skills. The students give opinions about the learning that has occurred so that they have the desire to write.

4.3. Data Analysis

Learning activities in the Ciparay Hilir area, South Bandung are carried out online. Tools and media used in learning through google meet and google form. Research introduced google meet and google form to students through video calls via WhatsApp. This method is an interactive learning media solution used in online learning during the pandemic. In addition to introducing the two applications, the research also distributed online questionnaires via google forms which were distributed to students through the WhatsApp group application to find out the extent of understanding of the rhyme material "Introduction to Pantun, Types and Language Skills".

The first questionnaire that was made was a pre-test questionnaire. The making of this questionnaire was distributed to the fifth-grade students and sixth grade at Elementary School which aims to know the extent of knowing literacy and rhyme material. After that, the research will provide material on Introduction to Pantun and Language Skills through YouTube learning media and power points which contain Pantun material. After explaining the material, the research redistributed the questionnaire in the form of a post-test to the students with the aim of how far the understanding of Introduction to Pantun and Language Skills was shared.

The results show several discussion points:

- (i) For the number one question the results increased by 20% when the material on language skills was given.
- (ii) For question number two the results increased quite significantly by 30% when the understanding of the rhyme was given.
- (iii) For question number three the results increased by 40% after being presented with material about the role of pantun.

- (iv) For question number four the result slightly increased by 10% after being given material on rhymes.
- (v) For question number five the results increased by 30% when it was given about the importance of pantun as caring for Indonesian culture and language.
- (vi) For question number six the results increased quite a lot by 70% after listening to the research when reading a rhyme as an example.
- (vii) For question number seven the results increased by 60% after seeing the types of rhymes.
- (viii) For question number eight the result is slightly increased by 20% when the conditions for writing rhymes are given.
- (ix) For question number nine the results increased by 80% after being given the importance of literacy for life. For question number ten the results increased by 40% even though previously 4 students chose not to read and write urgency, the covid-19 pandemic has become a fairly important aspect in reading and writing activities.

Table 1 show the knowledge of students about rhymes to improve language skills when given a pre-test is 37%. After students were given material in the form of power points and YouTube videos about Pantun, Types and Language Skills, the knowledge of students and students increased by 70%. Based on these results there is an increase in the knowledge of students and students by 43%.

One of the factors that determine the quality of educational outcomes is the learning media used by teachers in the teaching and learning process to achieve educational goals. The accuracy of using instructional media by the teacher will be able to arouse students' motivation and interest in the subject matter provided, but also to the process and student learning outcomes. Students will easily accept the material provided by the teacher if the learning media used is appropriate and in accordance with the teaching (Nugrahaningtyas, 2016).

Table 1. Result pre-test and post-test.

Number	Question	Pre-test	Post-Test	Gain
1.	Are you interested in reading?	40%	60%	20%
2.	Are you interested in writing?	50%	80%	30%
3.	Is it important for you to string words together?	30%	70%	40%
4.	Does the teaching of Pantun have an impacted you?	60%	70%	10%
5.	Are you starting to like Pantun?	50%	80%	30%
6.	Are you starting to want read a Pantun?	20%	90%	70%
7.	Can you distinguish the types of Pantuns?	10%	70%	60%
8.	Are you starting to want make Pantun?	40%	60%	20%
9.	Do you want to improve literacy?	10%	90%	80%
10.	Has this covid pandemic really impacted you for writing and reading?	60%	100%	40%

5. CONCLUSION

The conclusion of this study is that there are still many students who do not know the role of pantun, the types and importance of language skills. The results of the research show that the average post-test score of students is 70% greater than the average pre-test score of 37%,

so the difference is 43%. Therefore, we can increase students' interest in reading and writing literacy. Students' understanding of Pantun material, Types and Language Skills can be further improved by delivering material via PowerPoint or YouTube which is done online from using the google meet application with educators. The use is quite easy to be one of the positive sides of this learning. Online learning through googles meet and giving assignments on google forms can be one of the easiest ways to implement this Distance Learning program.

6. ACKNOWLEDGMENT

We acknowledged Bangdos, Universitas Pendidikan Indonesia. We thank to (Mr. Uus Supritatna S.Pd) from (Elementary school Kota Baru). This study is a part of community service (Program: Community Service Program Thematic Literacy 2021 (August-Sept 2021) Group 24) Lembaga Penelitian dan Pengabdian Masyarakat (LPPM), Universitas Pendidikan Indonesia. We also thank to Kantor Jurnal dan Publikasi, Directorate of International Affairs, Universitas Pendidikan Indonesia. We thank to Nissa Nur Azizah, Dwi Fitria Al Husaeni, Dr.Eng. Asep Bayu Dani Nandiyanto, S.T., M.Eng., Muktiarni, S.Pd., M.Pd. and Rina Maryanti, S.Pd., M.Pd..

7. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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