

# Development of Poetry Writing Guidebook Using *Mind Mapping Model* for Primary School Students

Mega Mutia<sup>1\*)</sup>, Beta Rapita Silalahi<sup>2)</sup>

<sup>1), 2)</sup> Universitas Muslim Nusantara Al Wasliyah, Medan, Indonesia

<sup>\*)</sup> Corresponding Author: megamutia@gmail.com

Article history: received November 15, 2022; revised November 25, 2022; accepted December 05, 2022

This article is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



**Abstract.** An important problem that is often faced by teachers in learning activities is choosing and determining appropriate learning materials or teaching materials in order to help students achieve competence. This study aims to develop a guidebook for writing poetry using the mind mapping model for fifth grade elementary school students, namely, (1) describing the profile of poetry, (2) describing the assessment of media experts and material experts on the prototype guidebook, and (3) describing the limited effectiveness test in class V students at SDN 105366 Sei Naga Lawan. This study uses research and development methods. This research is research that is used to produce certain products, and test the effectiveness of these products in class V students at SDN 105366 Sei Naga Lawan. Based on the results of this study, it can be stated as follows: (a) seen from the cover side of the book, students and teachers need an attractive design and are easy to carry everywhere, (b) seen from the content side, students and teachers need books that use standard language, simple, and communicative so that it makes it easier for students to learn it, (c) the dimensions of the book cover scored 90%, (d) the dimensions of the guidebook form scored 90, (e) the dimensions of the guidebook contents scored 98%. 3) The conclusion about the effectiveness test is limited to fifth grade students at SDN 105366 Sei Naga Lawan, the results of the research on writing narrative essays with guidebooks produce an average score of 95%.

**Keywords:** Development, Writing Poetry, Mind Mapping

## I. INTRODUCTION

The language skills included in oral communication are speaking and listening skills while the language skills included in written communication are writing. One aspect of language skills through writing is that one can express thoughts and ideas to achieve a certain goal. Writing skills learning material has various forms, one of which is by writing poetry.

Writing poetry is one of the important things for students, because by learning poetry students will make literature as a means to contemplate ideas or imagination about something. Therefore, one way to preserve poetry is through learning Indonesian in elementary schools. Learning to write poetry still experiences various obstacles. These obstacles come from students and teachers. Students tend to prefer writing popular scientific essays rather than writing poetry.

Writing poetry is sometimes the heaviest burden for students. This is because they think that poetry is too heavy for students. This is because they think that poetry is too heavy in terms of language and interpretation. In addition, the teacher has not achieved the goal of learning to write poetry which is an obstacle to learning to write poetry in class. Therefore, teachers must start looking for ways to get students to learn to write poetry.

In the current situation, many students are unable to write poetry and have even received material explanations from the teachers who teach, because there is a lack of teaching materials such as poetry writing guidebooks.

The understanding that poetry writing can be learned must be instilled in students so that they are willing to be open to learning to write poetry. The teacher is expected to be able to arouse students' motivation in writing poetry. In addition, it is necessary to apply innovative learning models and media so that the quality of learning Indonesian in poetry writing skills can increase.

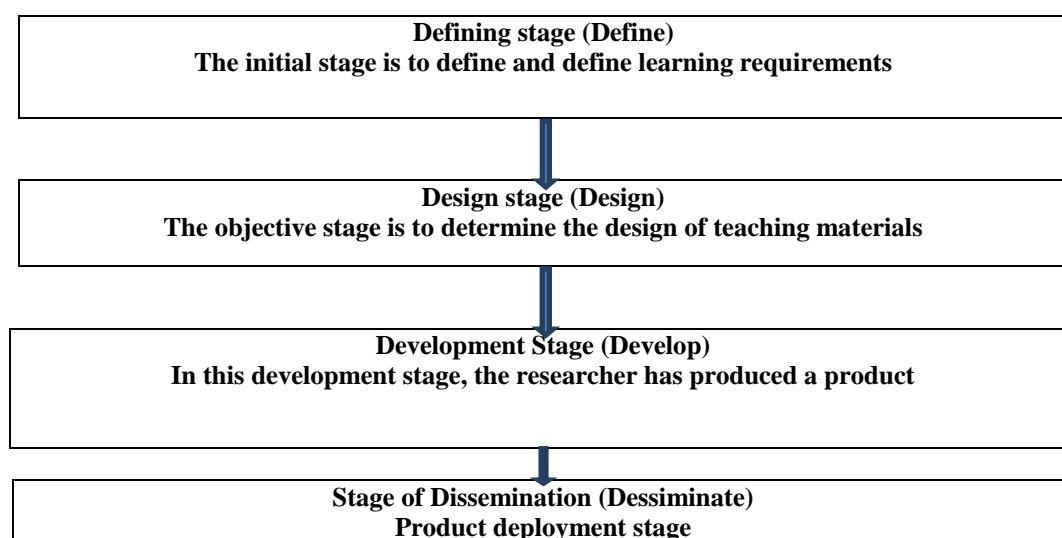
Based on this background the researcher wants to build teaching materials using the *Mind mapping method* or known as mind mapping. In poetry writing skills in class V SDN 105366 Sei Nagalawan. The concept of *Mind Mapping* is used to draw critical thoughts from students' knowledge and imagination into a series of words that are made into poetry. The *Mind Mapping method* is one of the learning methods by observing the discussion and then asking and reasoning about possibilities in making poetry, trying to combine the word choices that are made into arrays, from these arrays into stanzas and ending with the presentation of student work. then the purpose of this research is as follows:

1. To find out the design of the development of a poetry writing guide book using *Mind Mapping* model for students V SDN 105366 Sei Nagalawan.
2. To determine the effectiveness of the poetry writing guidebook using the *Min d Mapping model* in class V SDN 105366 Sei Nagalawan.

## II. METHODS

The research method used by the researcher is the research and development method (*Research and Development*). This research was conducted to develop and test the feasibility of a poetry writing guidebook using the *mind mapping model* for fifth grade students of elementary school. In the field of education, product designs can be immediately tried out after being validated and revised (Sugiyono, 2015: 414). Testing is carried out with the aim of obtaining information whether the learning media is effective.

### Research procedure



Sei Nagalawan Village, Perbaungan District, Serdang Bedagai District This research was conducted on November 20 21 , together with teaching which took place in the odd semester of 20 21/20 22 .

Data analysis in this study was descriptive, where data analysis techniques were divided into two parts, namely data analysis for expert validation questionnaire results and for teacher and student questionnaire results.

## III. RESULTS AND DISCUSSION

The results of the research conducted, the discussion of research and development explains the suitability of the final product which refers to the research and development objectives carried out by researchers, the validation results consisting of material experts, media experts and educators' responses to the final product of the resulting learning media. In developing learning media, a guidebook for writing poetry using the *mind mapping model* was designed and designed by researchers using *software* that is easy to use and operate so that it sticks well and optimally.

Researchers specially design media development optimally so that the resulting learning media is in accordance with research and development objectives to be achieved by producing products for learning innovations that are appropriate for students in SD/MI. This study uses procedures research and development using the *Research and Development* (R&D) method. Research and development of digital-based media for understanding the concept of geometry conducts product validation consisting of validators who are experts in their fields, namely material experts and media experts.

On the aspect of contextual assessment with indicators namely contextual nature. Based on the results of the validation assessment in the first stage, the validated media received a "yes" rating with each assessment item receiving a "yes" answer with a score of 98%. However, there are suggestions from material expert lecturers, namely adding focus on goals so that they can be achieved with a mind mapping model. Based on this validation, according to the material expert and the eligibility of the content are in accordance with the learning material, so it can be interpreted that digital-based teaching media is declared suitable for use as learning media.

No	Aspect	Description	Answer	
			Yes	Not
1	Matrix Relevance	1. The material presented is in accordance with SK and KD	√	
		2. The learning objectives are clearly formulated	<input type="checkbox"/>	
		3. The material presented is in accordance with the learning indicators	<input type="checkbox"/>	
		4. The material presented is in accordance with the learning objectives	<input type="checkbox"/>	
2	Content quality	1. provide new experiences for students	<input type="checkbox"/>	
		2. Materials related to process skills provide new knowledge about learning Indonesian	<input type="checkbox"/>	
		3. The example given is appropriate	<input type="checkbox"/>	
		4. The material is arranged in an interesting way	<input type="checkbox"/>	
3	Evaluation/practice questions	1. Practice questions are presented in accordance with the objectives	<input type="checkbox"/>	
		2. Work instructions are clearly presented	<input type="checkbox"/>	
		3. The questions are presented in a variety of ways	<input type="checkbox"/>	
4	Language	1. Sentences used to explain material that are easy to understand	<input type="checkbox"/>	
		2. Ease of understanding the material	<input type="checkbox"/>	
5	on Learning Strategies	1. By using the guide book to write poetry using this <i>mind mapping model</i> , the curiosity of students increases	<input type="checkbox"/>	
		2. By using a guidebook for writing poetry using the <i>mind mapping model</i> , students are able to learn independently	√	
		3. Using a guidebook for writing poetry using the <i>mind mapping model</i> can increase students' knowledge	√	
		4. Using a guidebook for writing poetry using the <i>mind mapping model</i> can increase students' understanding	√	

Validation by the teacher aims to assess the attractiveness of the guidebook media for writing poetry using a mind mapping model. The media expert's validation assessment was assessed by 1 validator, namely the SDN teacher. 105366 Sei Nagalawan. The assessment consists of 2 aspects, namely the feasibility aspect of the content with indicators of suitability of the material with the book being developed, completeness of the material, accuracy of the material, updating of the material, encouraging curiosity, presentation of learning. In the aspect of contextual assessment with indicators, namely contextual nature. Based on the results of the validation assessment in the first stage, the validated media received a "yes" rating with each assessment item receiving a "yes" answer with a score of 44%. Based on this validation, according to the teacher concerned, namely the class V teacher and the feasibility of the content is in accordance with the learning material, so it can be interpreted that digital-based teaching media is declared suitable for use as learning media.

No.	Statement	Answer	
		Yes	Not
1.	overall appearance of guidebook -based learning media is interesting		
2.	Language in learning media is easy for students to understand		
3.	Learning objectives are clearly formulated in book -based learning media		
4.	guidebook -based learning media can foster students' learning interest		
5.	guidebook -based learning media is very relevant and can help students understand		
6.	Guidebook -based learning media can be studied by students independently or in groups		
7.	The problems presented in the guidebook -based learning media are easy for students to understand		
8.	The colors and backgrounds on the guidebook -based learning media are very interesting		
9.	The presentation of material in manual -based learning is systematically arranged		
10.	The learning media developed is in accordance with the learning material		
	<b>Amount</b>		
	<b>Score Percentage</b>		

#### IV. CONCLUSIONS

1. The development of a poetry writing guidebook using a *mind mapping* model was developed with a level 1 development model, namely *define*, *design*, *development*, and *disseminate*. Because the condition is still Covid-19, the researchers are only doing it until the *development stage*.
2. Based on the results of the assessment carried out by the validator on the product development guidebook writing poetry using the *mind mapping model*, it has quality with the criteria of "very good" as evidenced by the results of validation from several experts including material experts obtaining "yes" and 0 "no" ratings, media experts obtained a rating of "yes" and 0 "no". In addition, the response of educators to the product of developing a guidebook for writing poetry using the *mind mapping model* is in a very good and positive category, seen by giving the value of the educator's response by obtaining a "yes" and 0 "no" answer. Thus the guidebook for writing poetry using the *mind mapping model* is appropriate for use in learning Indonesian, especially the concept material for writing poetry.

#### ACKNOWLEDGEMENTS

Thank you to all those who have carried out the research and writing of this article.

#### REFERENCES

- [1] Doyin, Mukh. 2014. Development of Poetry Material in Elementary School. Journal of Indonesian language and literature, FBS Semarang State University, Volume X, Number I, January 2014
- [2] Huda, Miftahul. 2013. Teaching and learning models. Yogyakarta: Media Center offset
- [3] Dalman, 2015. Writing Skills. Jakarta: Raja Grafindo persada.
- [4] Ministry of National Education, 2008. Guidelines for developing teaching materials. Ministry of National Education
- [5] Norwita, Anindya. 2014. Using a scientific approach based on mind mapping to improve poetry writing skills. Journal of education, PGSD FKIP Universitas Sebelas Maret, Volume 3, Number 4, pp. 210-214.
- [6] Prastowo, Andi 2015. A creative guide to making innovative teaching materials. Yogyakarta: Diva press.
- [7] Tarigan, Henry Thunder. 2008. Reading as a Language Skill.
- [8] Tarigan, Jjago et al. 2006. Language and Literature Education in Lower Classes, Jakarta: UT
- [9] Ministry of National Education. 2003. KBK Basic Competence: Indonesian Language Subjects Elementary/MI & MI. Jakarta: Center for Research and Development of the Ministry of National Education
- [10] Nova Erawati Sidabalok. (2022). The Effect of Teaching Teacher Competence on Student Learning Eektivitiy in Mts Tebing Syahbandar District. *International Journal of Educational Research Excellence (IJERE)*, 1(1), 159–161. <https://doi.org/10.55299/ijere.v1i1.163>
- [11] Pintatiyastirin. 1984. Listening and Teaching. Yogyakarta : UPT IKIP

- [12] Sandra Falisa Hasibuan, & Ika Sandra Dewi. (2022). Connection Study Motivation of Adolescents Who Have Broken Home with Students' Learning Achievements in Junior High School in Class VII Students of State 1 Perbaungan Academic Year 2021/2022. *International Journal of Educational Research Excellence (IJERE)*, 1(1), 48–51. <https://doi.org/10.55299/ijere.v1i1.95>
- [13] Santosa, et al. Praise,. Indonesian Elementary School Materials and Learning 2007
- [14] Semi, Atar M. 1996. Design for Teaching Indonesian Language and Literature. Bandung : Space
- [15] Tarigan, HG 1985. Listening as a Language Skill. Bandung: Space.