EFFECTIVENESS OF DIFFERENTIATED LEARNING STRATEGIES IN IMPROVING THE WRITING SKILLS POETRY OF STUDENTS IN ELEMENTARY SCHOOL

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Abstract

Indonesian language learning in poetry writing skills for students needs to be explored properly and correctly because this skill does not come by itself, regular and programmed practice is needed, so that the writing process becomes more directed and students are able to find ideas or ideas for writing poetry. One of the learning strategies that can be used in writing poetry for elementary school students is a differentiated learning strategy. This study aims to determine the effectiveness of differentiated learning strategies in improving students' poetry writing skills in elementary schools. The method used in this research is quasi-experiment, with a one-group pretest-posttest design or before-after design. The data collection technique used was formative assessment for the learning process (assessment for learning) in the form of observation notes. The observation instrument used was a rubric for the performance of poetry writing skills. The population in this study were students of grades VA and VB of SDN Sangkali, Citeureup District, Bogor Regency. The research sample used a random purpose technique which amounted to 30 students consisting of 15 male students and 15 female students. The results of this study can be concluded that there is the effectiveness of differentiated learning strategies in improving students' poetry writing skills in elementary schools. The implication of this research is that it can be used as reference and evaluation material in the application of differentiated learning strategies in other language skills besides writing such as reading, speaking, and listening in the future.

Keywords: *differentiated learning; Indonesian language; poetry writing skills*

Abstrak

Pembelajaran Bahasa Indonesia pada keterampilan menulis puisi bagi siswa perlu digali dengan baik dan benar, karena keterampilan ini tidak datang dengan sendirinya, diperlukan latihan yang teratur dan terprogram, sehingga proses kepenulisan menjadi lebih terarah dan siswa mampu menemukan ide atau gagasan menulis puisinya. Salah satu strategi pembelajaran yang dapat digunakan dalam menulis puisi bagi siswa sekolah dasar adalah strategi pembelajaran berdiferensiasi. Penelitian ini bertujuan untuk mengetahui efektivitas strategi pembelajaran berdiferensiasi dalam meningkatkan keterampilan menulis puisi siswa di sekolah dasar. Metode yang digunakan dalam penelitian ini adalah kuasi eksperimen, dengan desain *one-group pretest-posttest design* atau *before-after design*. Teknik pengumpulan data yang digunakan yakni asesmen formatif untuk proses pembelajaran (*assessment for learning*) berupa catatan observasi. Instrumen observasi yang digunakan yaitu rubrik unjuk kerja keterampilan menulis puisi. Populasi dalam penelitian ini merupakan siswa kelas VA dan VB SDN Sangkali Kecamatan Citeureup Kabupaten Bogor. Sampel penelitian menggunakan teknik acak bertujuan yaitu berjumlah 30 orang siswa terdiri dari 15 siswa laki-laki dan 15 siswa perempuan. Hasil penelitian ini dapat disimpulkan terdapat keefektifan strategi pembelajaran berdiferensiasi dalam meningkatkan keterampilan menulis puisi siswa di sekolah dasar. Implikasi dalam penelitian ini yaitu bisa dijadikan bahan referensi dan evaluasi dalam penerapan strategi pembelajaran berdiferensiasi pada keterampilan berbahasa lain selain menulis seperti membaca, berbicara dan menyimak kedepannya.

Kata Kunci: Bahasa Indonesia; keterampilan menulis puisi; pembelajaran berdiferensiasi

Introduction

Examining the achievement of Indonesian language learning in elementary schools in the curriculum, cannot be separated from the problems contained in the learning. The condition of low student learning outcomes in learning Indonesian, passive students, lack of interest and motivation to learn, lack of attention, drowsiness, boredom, still not understanding the material due to monotony with the dense load of material delivered by the teacher, exacerbated in 2020 by the Covid-19 pandemic which had an impact on the absence of face-to-face between teachers and students during learning, making learning loss and learning gap.

One of the skill aspects in Indonesian language learning that is quite difficult for students to master is the skill of writing poetry. The characteristics of elementary school students that need to be considered in developing poetry writing skills include: (1) physical development includes age, (2) height and weight and gender, (3) cognitive development includes stages of thinking development, and psychosocial development includes stages of interaction and adaptation of student behavior to their environment (Tarigan, 2008).

The gap that occurs in the factors of writing poetry for students has an impact on the ineffectiveness of learning to write poetry, which also results in low student scores in learning Indonesian, especially learning to write poetry. Therefore, it is necessary to choose special techniques in appropriate learning, because learning to write poetry requires special understanding so that students' ideas can be stimulated and poured into the form of poetry with poetic diction.

The analysis of problems in learning Indonesian is supported by several previous research studies, namely from Aziz (2015) which states that the reality that occurs students tend to be considered as the same person, even though there are students who lag behind in lessons because they do not receive special attention regarding the difficulties they face. Students find it difficult to participate in activities during learning so it is difficult to understand the material provided by the teacher. Students' low understanding of the material has an impact on low learning outcomes (Azis, 2015).

In line with the research above, research from Defita (2019) also stated that there are several facts that cause low student participation in the Indonesian language learning process. Students feel bored in learning Indonesian because teaching teachers tend to stick to textbooks. Students are also less active in the learning process due to the absence of innovation in delivering subject matter that can build student motivation. Most students think that learning Indonesian is not important because in their daily lives they often communicate using Indonesian (Defita, 2019).

There is also research from Huliatunisa (2020) explaining that the initial conditions of learning Indonesian see students who get low learning outcomes scores and less than the KKM value, lack of student interest in learning Indonesian, and teachers have not found suitable learning techniques in Indonesian learning activities (Huliatunisa, 2020).

Writing poetry is conveyed by Pedersen as a communication process that provides stimulants, usually through verbal and nonverbal language symbols to change the mastery of language intelligence (EG Pedersen, 2015). Laswell strengthens the view that writing poetry is a process of affirmation in expressing one's feelings to whom, to what, saying how, and through what effects (Wahyuni, et al., 2019).

Based on some of the opinions above, it can be concluded that learning Indonesian poetry writing skills students needs to be explored properly and correctly because this skill

does not come by itself, regular and programmed practice is needed, so that the writing process becomes more directed and students are able to find ideas or ideas for writing poetry.

Ideas in writing poetry are easily obtained from things that are close to students, such as from personal experiences or from the surrounding environment. However, students have not been able to realize these ideas in writing with poetic words. The low ability to write poetry is due to the following factors: (1) Students have difficulty in expressing ideas in writing poetry, (2) Students tend not to be able to create a poem because they have not explored ideas to be poured into a poem, (3) Students have not been able to choose and arrange the right words to create a poem, (4) Students have not been able to associate each word to create an aesthetic poem.

The need for a strategy that can improve poetry writing skills, with techniques that have characteristics, direct students in getting ideas or ideas, help students find the first words in writing their poems, help students enrich their vocabulary, and guide students in writing poetry. In addition, the technique is expected to help students create or write poetry from the stage of extracting ideas to presenting poetry. Based on the description above, a learning strategy that is suitable for improving poetry writing skills can be used.

One learning strategy that can be used in writing poetry for elementary school students is the differentiated learning strategy. According to Tomlinson (2000), differentiated learning is a conscious effort to adjust the learning process in the classroom to meet the individual learning needs of each student (Sipatokkong et al., 2022). Differentiated learning is a cycle of finding out about students and responding to their learning needs, interests, and learning profiles based on differences. When teachers continue to learn about the diversity of their students, professional, effective, and efficient learning will be realized. This strategy is carried out in the teaching and learning process in a class with different levels of student abilities in the class. This is to the poetry writing skills that vary in ideas for each student (Marlina, 2019).

Writing poetry can be categorized as the art of creative writing. Every writer must have a different writing style to show their identity and creativity. This is also the case in writing a poem. The difference in diction and style used is a creative process that creates aesthetic elements or beauty in poetry (Khadynskaya, 2019).

Writing poetry produces written expression, which is the activity of creating or creating poetry, which is divided into (a) poem creation; (b) poetry creation; (c) poetry musicalization creation (Zainudin, 2016).

Learning to write poetry is the activity or learning process of students in expressing ideas or ideas with certain patterns or forms that use beautiful and polite language. Poetry writing learning activities consist of (a) creating poetry; (b) poetry musicalization; (c) making wall poetry creations; (d) holding poetry creation and reading competitions (Zainudin, 2016).

Poetry writing skills are the ability to create beautiful writing that has certain meanings so that it has aesthetic value. These beautiful poems or writings can come from the poet's personal experience or depiction of something (Gray, 2004).

In essence, the suitability in poetry writing skills consists of four elements, namely: (a) theme; (b) feelings of the poet; (c) tone of the poem; (d) mandate. The characteristics of the building blocks of poetry consist of (a) diction as a selection of words; (b) concrete words from the expression of the poet's feelings; (c) imagery or sensing; (d) figurative languages such as allusion or parables; (e) versification includes rhyme, tone, intonation, and rhythm; (f) typography in the form of visual forms of poetry writing, one of which is an acrostic; and (g) rhetorical means or what is called the poet's language style (Nurgiyantoro, 2018).

Poetry writing skills can be concluded that a process of increasing cognitive, affective, and psychomotor thinking abilities in terms of creating and presenting poetry writing in accordance with good and correct linguistic rules. This skill needs to be trained and developed so that students can experience changes in knowledge transformation about ways to create and present poetry writing in order to bring out creativity according to their talents, interests, and learning styles visually, auditory, and kinesthetic.

The components of differentiated learning stages as a strategy in helping to improve students' writing skills in elementary schools consist of three stages, namely: (1) content differentiation, (2) process differentiation, and (3) product differentiation (Herwina, 2021). Content here refers to "What do teachers teach students?". Content differentiation can be differentiated against students' different readiness levels, interests, learning styles, or learning profiles. Information on teaching materials according to learning objectives, media, tools, and learning materials whether visual, auditory, or kinesthetic.

Process differentiation refers to "How will students understand or interpret the material information learned?". The process is through a variety of learning methods, models, and techniques. Product differentiation refers to "What is the bill of assignment that the teacher expects from students?". The product is the result of work or performance that students must show to the teacher. The product is something tangible, in this case in the form of writing poetry texts and student performances in reciting poetry. The product is the most direct element of the curriculum that students can have because it reflects students' understanding so that they can be given an assessment of attitudes, knowledge, and skills by the expected learning objectives, namely increasing students' poetry writing skills in elementary school.

The novelty of this research is that in improving students' poetry writing skills, the application of differentiated learning strategies is used. Where this strategy is new in implementing the Merdeka Curriculum, this strategy prioritizes three main aspects, namely student learning needs, student learning styles, and student thinking skills in line with 21st-century skills, namely Communication, Collaboration, Critical thinking, and Creativity (4C).

State-of-the-art differentiated learning as a strategy in helping improve students 'poetry writing skills in elementary school involves several approaches, including: 1) formative assessment: teachers use assessment on an ongoing basis to understand students' individual needs and monitor their progress. By understanding the level of understanding of students, teachers can draw up a learning plan that suits their skill level and needs; 2) grouping by needs: students are grouped based on their abilities, interests, or learning styles. This allows teachers to provide more specific teaching and adapt teaching materials, tasks, and strategies to each group; 3) varied materials and resources: teachers provide a wide variety of learning materials and resources, including textbooks, digital materials, videos, educational games, or practical activities. This allows students to choose the resources that best suit their learning style and interests; and 4) personalized learning: teachers provide individualized guidance and assign tasks specifically designed to meet student needs. This approach includes adjusting assignments, and study schedules, and the use of technology to support student-tailored learning.

Based on this state of the art in differentiated learning can increase student engagement, promote deeper understanding, and create an inclusive learning environment, and every student has an equal opportunity to achieve high levels of success, according to their potential. In line with this state-of-the-art, supported by research from Henry Trias (2022), shows that in Indonesian subjects using differentiated learning strategies, it covers diagnosis assessment, content differentiation, process differentiation, and product differentiation (Henry Trias,

2022). As well as research from Marzoan (2023), states that the application of differentiated learning, especially in elementary schools can help improve student learning outcomes, improve the quality of learning, and strengthen educational inclusion. Differentiated learning strategies can help teachers design learning strategies that take into account differences in students ' abilities, interests, and learning styles (Marzoan, 2023).

Research Methods

The method used in this research is quasi-experiment, with a one-group pretest-posttest design or before-after design. In this design at the beginning of the study, a measurement (pretest) was carried out on students' poetry writing skills, then given treatment (treatment) using a differentiated learning strategy, after which a measurement (posttest) was carried out again on students' poetry writing skills (Liche Seniati, 2015). The research design of the one-group pretest-posttest design can be seen in the following table:

Table 1. *one-group pretest-posttest design*

Pretest	Treatment	Posttest
O_1	X	O_2

Description:

O1 = Initial test (pretest) before given treatment

X = Treatment using a differentiated learning strategy

O2 = Final test (posttest) after a given treatment

The purpose of this study was to determine the effectiveness of differentiated learning strategies in improving students' poetry writing skills in elementary schools. The population in this study were students of grades VA and VB of SDN Sangkali, Citeureup District, Bogor Regency. The research sample used a purposive random sampling technique, namely the random sample selection technique according to certain considerations from the total population, which was determined as a sample of 30 students consisting of 15 male students and 15 female students.

The data collection technique used was formative assessment for the learning process (assessment for learning) in the form of observation notes. The observation instrument used was a rubric for the performance of poetry writing skills. Observation of skills in the form of a checklist with four choices, namely highly improved weight 4, increased weight 3, moderately improved weight 2 and need guidance weight 1. The data analysis technique used was descriptive statistical analysis as well as parametric statistical analysis through the normality test of a one-sample Kolmogorov-Smirnov test and the different test of two pretest and post-test measurements using paired samples t-test.

Results and Discussion

This research was conducted by taking data from male and female student respondents, which equally amounted to 30 student respondents, in full can be seen in the table below:

Table 2. Number of Student Respondents

Class	Male	Female	Total
VA	7	8	15
VB	8	7	15
Total	15	15	30

The results showed that the indicators of poetry writing skills include seven aspects, namely: (1) diction, (2) imagery, (3) content, (4) majors, (5) theme, (6) rhyme, and (7) mandate (Sri Suhita, 2018). Based on the pretest-posttest scores of students who became respondents in this study, the following results were obtained:

Table 3. Description of Pretest and Posttest Scores

Class	Pretest					Posttest				
	95	99	102	96	101	112	101	119	114	111
VA	107	98	97	93	103	117	110	110	102	108
	96	102	104	102	102	110	114	107	115	116
	88	98	96	93	98	103	100	102	100	100
VB	100	88	92	88	97	108	101	95	98	99
	100	97	90	102	91	107	106	94	104	99

Based on this data, descriptive statistical data analysis calculations were carried out using the SPSS version 27.0 application program, which obtained the following results:

Table 4. Descriptive Statistics Calculation Results

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	30	97.17	5.059	88	107
Posttest	30	106.07	6.817	94	119

The results of descriptive statistical calculations with a total of 30 student respondents which can be seen in the table show that the maximum posttest value is 119, the minimum is 94, the average (mean) is 106.07 and the standard deviation is 6.6817, the higher than the maximum pretest value of 107, the minimum is 107, the average (mean) is 97.17 and the standard deviation is 5.059. The comparison of the data results can also be seen in the diagram below:
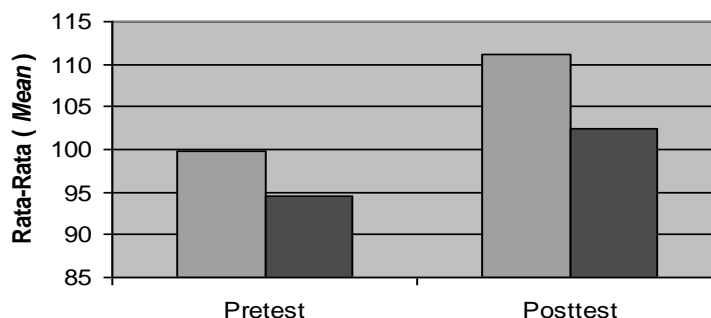

Figure 1. Measurement Bar Diagram of Pretest and Posttest Values

The next step, to find out how much the students' poetry writing skills improved, a parametric statistical analysis was carried out by first conducting a one-sample Kolmogorov-Smirnov normality test, with the following results:

Table 5. Normality Test Calculation Results in One-Sample Kolmogorov-Smirnov Test

			Pretest	Posttest
N			30	30
Asymp. Sig. (2-tailed)[c]			.200[d]	.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.468	.270
	99% Confidence	Lower Bound	.455	.259
	Interval	Upper Bound	.481	.282

Based on table 5 shows that the value of Asymp. The Sig (2-tailed) value of the pretest and post-test data is 0.200, both of which are greater than 0.05, so it can be said that the two data are normally distributed so that the different test can be done twice the pretest and post-test measurements using paired samples t-test. The test results are as follows:

Table 6. Paired Samples T-Test Calculation Results

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-8.900	5.054	.923	-10.787	-7.013	-9.646	29	.000

Based on Table 6 above through the paired samples t-test difference test, the value of t (df:29) = -9.646; p = 0.000 < 0.05. The post-test value Data (mean = 106.07; SD = 6.817) has a larger average than the pre-test value data (mean = 97.17; SD = 5.059), the minus sign indicates that the post-test value is larger and the pre-test value is smaller. The results obtained are by the findings of research on the application of differentiated learning strategies to help improve students ' poetry writing skills in elementary school, among others, namely: 1) the existence of formative assessment includes pre-test and post-test; 2) the grouping of student learning needs by their talents, interests and learning styles; 3) varied learning materials and resources; and 4) personification in learning. However, there are still challenges in its application, including 1) the limited capacity of teachers ' abilities in preparing assessments; 2) the variety of student characteristics; 3) adjustment of the allocation of study time with the target achievement of the curriculum. Although there are still some challenges in its application, the results of this study show that differentiated learning strategies are effective in improving students ' poetry writing skills in elementary school. The results of these measurements can be concluded that there is the effectiveness of differentiated learning strategies in improving students ' poetry writing skills in elementary school.

This is in line with other research findings from Hasniar (2022) that in the differentiated learning strategy according to Tomlinson (2000), there are six equalizer stages that support student achievement in learning. These stages include: The first is basic-transformative, meaning that when students are faced with new material that they may not have mastered they will need supporting information that is clear, simple, and straightforward and needs time to practice applying it in order to understand the material. Students need to be provided with teaching materials that allow them to develop ideas, for example by providing challenges, and guiding questions that can help them develop understanding.

Secondly, concrete-abstract, students' learning readiness can also be seen whether they are ready to learn abstractly or still have to learn and think concretely. Students who can only understand learning material if it is explained concretely while learning need to feel familiar with the information or important materials being studied before they can move to study the implications of meaning or the connection between materials. Teachers need to provide concrete learning tools and materials.

Third simple-complex, some students may need to work with simpler material with one abstraction at a time, while others may be able to handle the complexity of multiple abstractions at a time. Fourth structured-open ended, there are times when students need to complete a task that is laid out quite well for them, where they don't have too many decisions to make. However, at other times students may be ready to explore and use their creativity.

Fifth, dependent-independent, although teachers eventually expect all students to be able to learn, think and produce work independently, others are still dependent. Thus, some students may be ready for independence earlier than others. Sixth fast-slow, some students with good ability in a subject may need to move quickly through material that they have mastered or is slightly challenging. But at other times, the same students may need more time than others to learn other topics (Sipatokkong et al., 2022).

Research that is considered to have relevance to this study is research from Achmad Suherman in 2022 entitled "Efforts to Improve the Ability to Write Poetry Using the Acrostic Writing Strategy in College Students". The results of this study indicate that the ability to write poetry can be improved by using acrostic writing strategies (Suherman, 2022). This research is relevant to what will be carried out by researchers because both improve the ability to write poetry, but there is a novelty in the strategies applied by researchers and different from previous studies, because researchers use differentiated learning strategies with different research subjects from previous studies, whereas in this preliminary study, the subjects were university students, while the subjects of current researchers are elementary school students.

In addition, there is also relevant research from Yulianti in 2022 entitled "Application of Differentiated Learning in Writing Expository Texts of SMPN 1 Pangkalpinang Students". The results of this study indicate that the ability to write expository texts can be improved by using differentiated learning strategies (Yulianti, 2022). This research is relevant to what will be carried out by researchers because both use differentiated learning strategies, but there is a novelty in the teaching material presented, where in the preliminary research the material is expository text while this research is poetry material, and the research subjects are also different where the previous research subjects were junior high school students while the current researchers who were the subjects were elementary school students.

What is new in this study is that in improving students' poetry writing skills, the application of differentiated learning strategies is used. Where this strategy is new in the Implementation of the Merdeka Curriculum, this strategy prioritizes three main aspects, namely student learning needs, student learning styles, and student thinking skills in line with 21st-century skills, namely Communication, Collaboration, Critical thinking, and Creativity (4C). Efforts that can be made in future research are differentiated learning strategies not only to improve writing skills but can continue to be developed for three other skills such as reading, speaking, and listening with more diverse topics and materials such as old poetry, prose, and short stories.

Conclusion

The poetry writing skills of elementary school students can be improved with differentiated learning strategies that have proven effective. The results of this study can be concluded that there is the effectiveness of differentiated learning strategies in improving the poetry writing skills of students in elementary school. This study implies that it can be used as reference and evaluation material in the application of differentiated learning strategies on other language skills other than writing such as reading, speaking, and listening in the future.

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