IMPLEMENTATION OF THE CREATIVE WRITING LEARNING MODEL FOR FOLK POETRY BASED ON "WORDS GAME"

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Abstract: Creative writing is one of the learning objectives for students. Nonetheless, this poses a challenge; therefore, the use of game media becomes a means of ensuring student engagement in the learning process. This article seeks to describe the implementation of a words-game-based learning model for teaching creative folk poetry writing. This qualitative descriptive research was conducted in one of Jakarta's junior high schools. Interviews and study of documents were utilized to collect data. The analysis results indicate that applying the learning model of creative writing of folk poetry based on word games attracts students to be actively involved in the learning process. The learning process becomes enjoyable when technology is utilized by the digital natives' profile of the students. This article urges teachers to incorporate the use of learning media, particularly in creative writing instruction.

Keywords: Creative writing, folk poetry

INTRODUCTION

Writing is one of the skills that can be implemented in real life, because the writing process that students at university have learned has a different goal orientation than students at school. In university education, the foundation for development not only prepares graduates who are able to face the outside world, but also the social world and the world of work. So, a university education develops your intelligence and powers of analysis, your specialized knowledge of the subject you have chosen to study and your ability to play a role in advancing that field of study through your own ideas and creativity. The shift in emphasis as you move from high school to university is reflected in tutors' expectations of your writing (Murray, 2012). From this concept, it can be understood that universities have the right orientation to suit real world needs for graduates, such as writing skills.

Writing skills are not only oriented towards the ability to write a story, but this ability involves all aspects of knowledge and information possessed by each person. According to Hamp-Lyons & Kroll, writing is an activity that occurs based on context, to achieve a goal, and provides a form of writing aimed at the reader. The same opinion from Sperling explains that writing, like language in general, means carrying out activities socially and culturally as well as individually and for social purposes.

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(Writing) is also social because it is a social artifact and is done in a social environment. What we write, how we write, and to whom we write, are shaped by social conventions and the history of our social interactions. The genres we write about were created by other writers and the phases we write about often reflect the expressions of previous writers (Weigle, 2016). Thus, it can be interpreted that writing is a process that describes and provides changes to social life. This skill is a form of skill that is relevant to current life developments.

In the current era of globalization, college graduates also certainly have greater challenges regarding their skills. Graduates are required to be able to make adjustments according to changing times. Moreover, the world of work always provides big challenges to the skills they have. In addition, the current digital era has made it easier for graduates to develop and adapt their abilities according to the demands of life or the world of work. This means that higher education institutions in digital transformation can facilitate access to education for individuals from different social backgrounds (Kaputa et al., 2022). This provides an understanding of how teachers in educational institutions must be able to design teaching with a global perspective (Myers & Rivero, 2020). From understanding this concept, it can be understood in the context of teaching writing skills which are closely related to social and cultural functions. What graduates learn can be applied in social life. Teachers must be able to improvise or change and adapt to technological developments to produce competent graduates (Gümü & Gümü, 2022). Moreover, in the industrial era 4.0 and social 5.0, people's lives demand global competencies or skills as one of the provisions for 21st century skills and writing skills are also one part of the competencies needed for the life of graduates (Usmaedi, 2021).

Especially in the current digital era, there are many technological application media that can be used as a facility to publish writing other than in the form of printed books that can be used by educators or professional workers. Blogging is also a forum that is often used to share knowledge in research and education (Di Gregorio & Beaton, 2019; Giarré & Jaccheri, 2008; Zandi et al., 2014). Therefore, blogs can be considered as a potential tool in developing linguistic skills that are closely related to writing activities (Montero-Fleta & Pérez-Sabater, 2010; Spanou & Zafiri, 2019; Syarofi et al., 2018). One example of a blog that can be used to learn to write is a wiki. Wiki can be effectively used as a tool to increase motivation in writing such as using foreign languages (Skains, 2017; Sriwimon & Zilli, 2017). Therefore, the educational process organized by teachers must be able to direct students to apply their writing skills to carry out creative writing activities. Other research concludes that creative writing practice has a positive effect on writing achievement (Krom & Williams, 2011; Nasir et al., 2013; Parida et al., 2017; Tok & Kandemir, 2015). Learners who understand meaning in the writing process can produce imaginative responses, constructing new and surprising meanings as in writing poetry (Kırkgöz, 2014). Thus, it can be concluded that in the digital era and advances in science, writing skills can be realized in various ways, such as in the form of printed books, websites or the final written work of student studies. This skill also helps professional workers to create reports or various popular scientific writing publications and for teachers it can be used as a form of creating teaching materials.

From several previous studies, it can be understood that writing skills are a very important part for graduating students in tertiary institutions, especially for language

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and literature education study programs. This is because writing skills have a social and professional function for their work or the social life of society. Creative writing skills can also be the basis of capital for graduates to make changes in society. Therefore, the gap in this research which is different from previous research is presented in the analysis of the application of creative writing skills of alumni or graduates of the Indonesian Language and Literature Education study program at the Jakarta Open University which they do in their lives and work. Thus, the aim of this study is to obtain the application of creative writing skills of alumni of the Indonesian Language and Literature Education study program at the Jakarta Open University. It is hoped that the results of this study can contribute to the development of students' writing skills in higher education because the essence or function of this skill is a social function. Apart from that, this research can also be useful for developing each person's self-development to improve creative writing skills.

Lala Suhaila, as one of the alumni of the Indonesian Language and Literature Education Study Program, is a person who loves to write, as proven by her written works in the form of novels, short stories, short story collections written with her students. Below are some of her works.
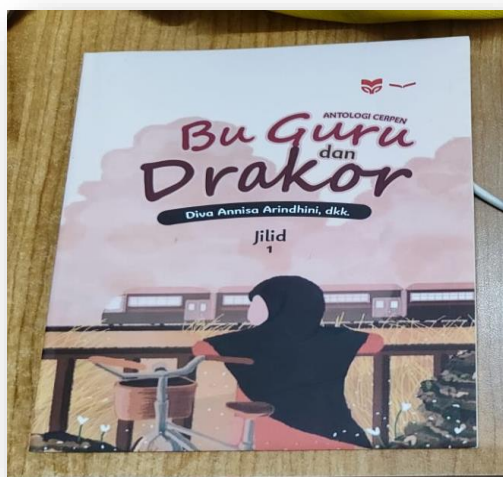
METHOD

The approach taken is to use a qualitative approach with descriptive methods. A descriptive qualitative approach is a type of qualitative approach that explores the characteristics of a phenomenon, rather than explaining the causes or underlying mechanisms. It involves collecting and analyzing data in the form of words, images, or other forms of non-numerical information (Creswell & Creswell, 2018). So this writing focuses on studying the application of creative writing skills of graduates of the Indonesian Language and Literature Education Study Program in their work or daily life. Data was collected using documents and interviews. Documents are taken from the

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work of alumni and interviews are used to support the document data obtained related to the creative writing abilities of alumni. The interview used was open with one of the alumni, namely Mrs. Lala Suhaila. Interviews were conducted via email and via video call. The data source is one of the alumni from the Indonesian Language and Literature Education study program at the Open University, graduating in 2020.

RESULT AND DISCUSSION

Data taken from interviews and documents related to the application of creative writing skills to students from alumni of the Indonesian Language and Literature Education Study Program. This is of course in line with an understanding of the function of writing. Writing activities are not only oriented to the process and products produced, but are also oriented to the social and cultural aspects of society (Weigle, 2016). The following is an example of the work of creative writing skills from one of the alumni of the Indonesian Language and Literature Education study program which was applied for work purposes. Problems in learning are cliche problems that are not always easy to solve. However, in general, these problems are often no longer new and unfamiliar.

The lack of concentration level of students in the learning process is a problem that often arises and is a serious obstacle in the learning process in class VII MTsN 38 Jakarta, 2019/2020 period. The low level of student concentration in learning causes the low level of student achievement in understanding the teaching material. Other problems such as students' very low interest in the Folk Poetry learning material, and lack of enthusiasm and enthusiasm in participating in the learning process can give rise to situations or circumstances where students find it difficult to pay attention or listen to the teacher's explanation; daydreaming, sleepy, or making noise.

In general, the author believes that literature is not something that is of interest to most of the millennial generation, including class VII students at MTsN 38 Jakarta, 2019/2020 period. And for them, Folk Poetry or old poetry is an example. Students' understanding and ability to appreciate literature, especially Folk Poetry, is greatly influenced by interest, insight, comprehensive understanding - which will encourage students to think critically -, and the vocabulary that students have.

Expressing ideas, thoughts, or feelings to other people by including elements of beauty and imagery is the target to be achieved in this lesson. And to strive to improve these abilities, the problem-solving effort that the author will carry out is by applying the Words Game learning model to class VII students at MTsN 38 Jakarta, even semester of the 2019/2020 academic year. An innovative learning model that can be applied easily and in fun. "Words Game" learning model. Play with words or play games using various words.

This learning model is designed in the form of a three-act game. The first round was designed to solve the problem of students' very low concentration, enthusiasm and vocabulary problems which students believed were very minimal. The second round was designed and prepared with the aim of increasing students' creativity, increasing interest, cooperative, competitive and integrative attitudes. Meanwhile, the third round

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was designed and prepared with the aim of increasing students' creativity, competitive and interactive attitudes.

The overall learning achievement is designed not only to achieve students' cognitive and affective values, but also to create students' love and pride in the nation's culture. It is hoped that folk poetry which is full of moral values and life can also influence aspects of attitude and can shape students into better humans as part of society. Because this aspect is an aspect that includes manners, manners in learning, attendance, social and religious.

A. Words Game Learning Model

To overcome and reduce educational problems that often arise in the field, educational researchers and practitioners have made many efforts to develop various kinds of learning techniques, whether in the form of models, methods, strategies or learning approaches. In an effort to increase students' abilities and creativity in creating and recreating folk poetry or old poetry, a learning method or model that is easy and fun, precise and effective is needed to be able to develop students' abilities as expected. An activity and learning process that can stimulate students' abilities and creativity to the limit of their abilities.

The words game learning model is an innovation carried out by the author to make improvements in the learning process and develop learning strategies and methods. The words game learning model is based on the author's experience using lecture plus and jigzaw methods, inspired by traditional Indonesian children's games, quiz shows on television and several games on smartphone applications.

The words game learning model can be applied easily both indoors and outdoors, and by using simple media owned by schools, teachers or students, such as paper, books, desk clocks.

Games are fun and liked by many people, especially class VII students aged 12-13 years. Word games are one of the easy and fun games. This type of word game or quiz is generally known to increase brain waves from alpha to beta. Quiz games can maximize each individual's concentration and participation in the learning process. And at the next stage it can stimulate increased ability and creativity of students.

Learning activities begin with conditioning the class. Arranging student seating, prayer, attendance and other apperception activities. Class VII students at MTsN 38 Jakarta, totaling 32 people, were divided into 4 groups with 8 people in each group. Groups are determined by row. The leftmost row, from front to back becomes group 1, the second row becomes group 2, the third row becomes group 3, and the fourth row becomes group 4.

Figure 2. Results of Creative Writing in the Form of Poetry Teaching Materials

Figure 2 shows the application of creative writing skills related to professionalism or work. Academic writing skills support effective professional communication, and can even be linked to research skills enabling evidence-based practice. In the UK, undergraduate social work education requires the completion of the academic credits required to gain an honors degree, in addition to demonstrating the required standards and competencies associated with the professional award. This requires a challenging and varied study program. However, the skills required for successful academic inquiry complement the skills required for effective practice. One of them is writing skills (Hughes et al., 2011).

This also shows that there are innovations in writing skills that are expressed in learning Indonesian language and literature. This means that what is expressed in folk poetry can contribute to changes in people's thinking patterns about a thing or event. So, both academic and non-academic writing skills must be explored more deeply in various educational institutions, because creative writing is a rich and meaningful mode of representation in the academic world. In fact, literary devices and poetry are often used as personal tools for each person to convey an idea or opinion (Yoo, 2017). Even writing skills are also considered a therapeutic tool that has been integrated in certain psychotherapy with the aim of treating certain mental disorders. Recently, writing therapy has been included in several positive interventions as a useful tool for improving psychological well-being. The use of writing can be a stand-alone treatment or can be easily integrated as a supplement in other therapeutic approaches (Allen et al., 2020; Ruini & Mortara, 2022).

From previous research, it is relevant to the findings in this study that writing skills have a huge impact on everyone's life because this skill is not only used to produce written works such as literary works, namely folk poetry, but also plays a very important role in work activities. In this case it can also be said that writing skills can be combined in various scientific disciplines. Thus, this research emphasizes the concept of the function of writing skills related to aspects of social and cultural life. If in the research of Raoofi et al. (2017) showed that writing is an important skill for academic

development in any disciplinary field and found that science students had significantly higher writing self-efficacy than social science students. But this research emphasizes that writing skills are skills that can be applied to various scientific disciplines and have a lot of impact on everyone's activities.

CONCLUSION

Implementation or use of the words game learning model can improve. Students' concentration can be maximized to actively think. The use of the words game learning model is very interesting, able to create a pleasant learning atmosphere. The use of the words game learning model has a positive impact on learning outcomes. Students seem happy to have a new learning experience that is fun, cheerful and not boring. By applying the words game learning model, students become more enthusiastic, show high interest and interest in participating in learning activities.

From the data findings, it can be concluded that the form of application of creative writing skills used by an alumnus in the Indonesian Language and Literature Education study program (Lala Suhaila) is writing short stories, poetry, including folk poetry, book chapters, or used in various professional work activities. However, this study found a deep understanding of writing skills that can be used in various other scientific activities. So, writing skills are not only useful for academic purposes but also for non-academic purposes. This is a novelty that we want to highlight in this study, where writing skills are a skill that is needed and important for everyone in various scientific disciplines.

The results of this study also provide recommendations to higher education institutions regarding the development of writing learning curricula. Universities must explore writing learning that is directed at practical skills related to each person's social or daily activities. Thus, the writing skills acquired by graduates can be relevant to the challenges of the current global era in providing teaching at the institutions where they work. Thus, it has implications for changing patterns of thinking about the importance of improving writing skills which must be directed not only at the writing process activity but how these skills can produce written products that are directly related to life.

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