

Creative Thinking Skills in Writing Poetry Text at *Sekolah Penggerak*

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ABSTRACT

This study aims to describe students' creative thinking skills in writing poetry texts by means of media images. This type of research is qualitative research conducted by describing and elaborating case studies found in the field. The subject of this research is 30 students in class VII Islamic junior high school in Jambi and one of the Indonesian language teachers. Data collection techniques in this study were observation interviews and documentation. Analysis was carried out using descriptive qualitative research methods. The findings were analyzed and then described descriptively. The questionnaire instrument was used to assess students' writing results in the form of poetry texts. The *poetry* text is assessed based on predetermined instrument indicators. This instrument makes it easier to determine the suitability of the poetry form that is made. The results obtained in this study show that the implementation of poetry learning is carried out based on the teaching modules in the independent curriculum. The creative process is carried out in the form of displaying various images, which obtain the final result that students find it easier to find creative vocabulary. The learning process is carried out based on the initial competency components, learning objectives, meaningful understanding, triggering questions, teaching preparation, and assessment. The creative process in writing rhymes in class This is done by observing the display of images on the projector screen and observing the pictures in reading books. Thus, students can write rhymes with a variety of creative vocabulary.

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1. INTRODUCTION

Education is one of the factors that has a major influence on development in Indonesia. This is because education plays a role in forming quality human resources (Hanifa, 2021). Education is one aspect of nation-building that is very important to create reliable and highly competitive citizens (Tholani, 2013). One way to improve the quality of human resources is through improvement and development in the education sector (Mukhlison, 2021). One of the efforts made by the government to improve the quality of education is to make changes and improvements to the curriculum. The implementation of the teaching and learning process in schools is led by the curriculum as the direction of the education plan. The contents of the curriculum implemented certainly have learning objectives

to be achieved. The Republic of Indonesia Law supports this on the National Education System Number 20 of 2003, which says the curriculum is a set of plans and arrangements regarding objectives, content, and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals (Arikunto, 2019). In addition to a set of plans, it is also a linking system regarding learning materials.

Realize that schooling has only focused on a small portion of cognitive development thus far (Supard, 2018). Affective domain development, which includes attitudes and feelings, receives less emphasis. There is evidence that kids are not encouraged to think, act, and behave creatively since school curricula seldom include activities that demand divergent or creative thinking. Creative thinking is defined by Fardah (2012) as the process of testing out novel ideas. Another kind of thinking that aims to generate new ideas is creative thinking. The ability to think clearly, supported by relevant life experience, as described by Ramadhani and Caswita (2017). One of the most important factors in a country's competitiveness is the level of innovation and originality among its citizens. According to Santo (2015). Thus, a teaching strategy that promotes student-centered learning in which the instructor merely plays the role of facilitator, gives students more agency in problem-solving, and helps them develop their creative thinking abilities through the process of developing settlement plans.

In the learning process, it is very necessary to think creatively, especially in learning Indonesian language, especially in writing poetry texts. According to Tuti (2012), poetry is an old poem that rhymes with the lines. Old poetry is one of the literary works of the culture of past societies that has unique beauty and characteristics (Abdul, 2019). This uniqueness is present in accordance with the customs or conditions and atmosphere that the community was experiencing or seeing at that time. Old poetry is different from new poetry. The difference is mainly in the mindset of the old society, which is still bound by old traits, characters, and customs (Forma, 2021). Poetry, as an outpouring of their hearts, still describes their situation at that time. Particularly in Indonesian learning rhyme material, creative thinking is appropriate in determining each vocabulary and structure in a rhyme. Currently, rhymes are still being developed and become lessons in schools at elementary and high school levels. Poetry can be used as a means to hone students' awareness of social problems that exist in everyday life and as educational directions (Bahriansyah & Syam, 2017). Poetry is also a realm of communication for Malay people.

In the independent learning curriculum, poetry is part of Indonesian language learning, which is taught with the aim of helping students gain broader insights into knowledge so that they are skilled in critical and creative thinking and are able to act effectively in solving real-life problems. The case study of this research concerns the concept of writing rhymes because, in general, this type of old poetry is rarely used orally. In line with Rozanna (2011), at first, it was an oral literary work, but now many rhymes are found in written form. That is why the ultimate goal of the *poetry* learning process is for each student to write poetry.

Preliminary findings from September 2022 indicate that poetry content is a portion of older poetry that is still being preserved today, despite students' very low ability level in producing rhymes. Students' abilities are restricted to basic skills in poetry writing. It doesn't take long for some kids to whip up a written rhyme. Poem writing, however, was a challenge for other children. Students' early writing samples reveal this challenge, since they still employ inadequate or inappropriate terminology to enhance the poem's meaning.

Researchers have used a number of earlier studies as a springboard for their own investigation into the creative process of learning Indonesian, with a focus on poetic text material. Because studying poetry is a way to learn Indonesian, especially by reading and reciting classic poems, it is essential to employ creative thinking abilities when putting this knowledge into practice. A study conducted by Syahrin and colleagues in 2019— The creative process might take the shape of innovative thought, which can lead to the generation of several novel and unconventional solutions. Students who are able to think critically and creatively are more equipped to solve problems, come to responsible conclusions, and take responsibility for their own academic success. This research was developed in part by a

number of studies that are relevant to it.

Firstly, the study of Saraswati-(2016) entitled "Creative Thinking in Learning to Write Exposition Text for Class X High School Students". This study was designed based on observations and descriptions that researchers obtained from field data. In poetry writing research, the results of creative thinking are analyzed as verbal data obtained. Several students will be formed in pairs to carry out poetry learning. The previous meeting was still writing poetry independently. To present it, the researcher asked the students to collaborate and reciprocate the poetry in front of the class. This is done to see students' critical and creative thinking skills effectively in finding or thinking about vocabulary. Only in the text analysis, which is different from this study but the contribution is in the research design and data obtained. The data obtained together through data collection was carried out through interviews, observation, and document review.

Relevant research from Sariati (2016) contributes to the form of the technique used in learning to write poetry. The result of this study is the application of learning to write rhymes. The important thing that is equally evaluated is the creativity of good words to be used as a poetry text and then students construct a poetry that is appropriate to the theme. The difference with this relevant research is the media used in the form of a more diverse display of images so that students are more flexible in obtaining creative vocabulary. The images that the researchers present are also images with good quality in one image view. The work of Megawati (2013), The relevance of the research above is to increase creative thinking in writing rhymes, which can be obtained through a description of the variety of languages. Describe the strategies used in using each student's creative thinking skills and the steps used in constructing a rhyme. The difference with this study is that the learning tools used are visual media that can improve students' creative thinking abilities. The display of images makes students' learning time more effective in choosing creative vocabulary. From several opinions it can be concluded that there must be a reference in creative thinking in applying students' creative thinking.

This research is innovative in the field of Indonesian language acquisition, particularly in the area of poetry text analysis. There has been no prior investigation of the capacity for creative thinking in the context of creating poetry. Hence, this study places significant emphasis on the creative cognitive process involved in the composition of poetry. Multiple methodologies were employed in this investigation to achieve optimal outcomes. The utilisation of diverse visual display platforms facilitates the discovery of innovative lexicon by pupils. The concept of creative thinking, as applied to studying poetry writing, has the potential to enhance students' creativity, motivation, and aptitude for selecting imaginative terminology. The research is specifically centred around the poetry text material used in class VII SMP. The sub-materials examined in the study of poetry texts include poetry meaning, poetry structure, various genres of poetry, and the assessment of poetry writing. Therefore, in response to the challenges that arose, the researcher proposed a strategy to enhance the students' proficiency and creativity in using language in poetry texts. This was achieved by implementing creative thinking and communication abilities. The researcher formulated the title of this investigation based on the description of the observations and problems.

2. METHODS

The study employed qualitative research using descriptive methods. According to Sugiyono (2017), qualitative research is conducted by describing and explaining case studies using words. This study to reveal and describe to describe students' creative thinking skills in writing poetry texts by means of media images. The descriptive type was chosen because all findings and analysis would be reported descriptively. Case study is a type of qualitative research that is used to investigate and understand an event or problem that has occurred by collecting various kinds of information which is then processed to obtain a solution so that the problem revealed can be resolved (Yona, 2014).

Several participants were involved in this study, namely at the initial observation stage or pre-research involving 10 students in class VII C SMP IT Nurul Ilmi 2 Jambi to obtain initial skills from writing poetry. 5 random students and 1 teaching teacher were involved to conduct interviews. It was

continued at the research stage involving The participants involved were randomly selected from a class population of 30 people in class VII. then the participants who were selected were 5 people in the interview stage and 30 participants were involved in creative thinking process as well as teaching teachers and researchers. Teaching teachers and researchers play a role in leading the learning process as long as Poetry writing material takes place in class so that the implementation of learning is according to the strategy and expected results. The time of the research was carried out right at the time of Indonesian language learning in the poetry text sub-material which took place in odd semesters. Starting with making initial observations on August 10, 2022 to find problems that arise in the field. Data collection techniques in this study were interviews and observations documentation. The research procedure is a. Observation activities, namely observing the initial state of the class before and during learning takes place. The purpose of this observation is to provide the right solution through planning the application of creative thinking learning strategies that are appropriate to the problems that occur in class. p. Interviews are used to add information from the problems found. Interviews conducted will support the findings of data on the problem to be studied.

The data analysis technique used a qualitative analysis technique used to describe the results of observations of the learning process. Qualitative data analysis is data in the form of information that is described in the form of sentences by providing an overview of the views or attitudes of students, as well as the attention and analysis of students in attending lessons (Arikunto, 2019).

In learning to write poetry, teachers and students are involved in using strategies and media. However, student learning outcomes in writing poetry are still low. The learning action taken is using image display and creative thinking strategies. At the same time, students write poetry through observing pictures. At this time, learning is carried out by teaching teachers conveying poetry writing material through the appearance of various good-quality images. This image is a medium in teaching that teachers use to improve the creative process of writing poetry with the media and strategies used, students are able to write creative rhymes. The research procedure began with observation and continued with interviews with several students in writing poetry, then after the interview saw firsthand the learning process that was taking place while also documenting ongoing activities.

3. FINDINGS AND DISCUSSION

The results obtained from the research have to be supported by sufficient data. The research results and the discovery must be the answers, or the research hypothesis stated previously in the introduction part.

3.1 Implementation of Poetry Learning at Sekolah Penggerak

The concept of Indonesian language subjects in the independent curriculum is the basic capital for learning and working because it focuses on literacy skills (language and thinking). Literacy ability is an indicator of the progress and development of students (Tarigan, 2015). Indonesian language subjects foster and develop students' self-confidence as communicators, critical-creative-imaginative thinkers and Indonesian citizens who master digital and informational literacy. Indonesian language learning fosters and develops literacy knowledge and skills in all communication events that support success in education.

Indonesian language subjects in *Sekolah Penggerak* form receptive language skills (listening, reading and viewing) and productive language skills (speaking, presenting, and writing). This language competence is based on three things that are interconnected and mutually supportive to develop students' competencies, namely language (developing linguistic competence), literature (ability to understand, appreciate, respond, analyze, and create literary works); and thinking (critical, creative, and imaginative). The development of language, literature, and thinking competencies is expected to form students who have high literacy skills and Pancasila character (Indonesia, 2020). Driving schools are schools that focus on developing outcomes and holistic student learning by realizing the Pancasila Student Profile, which includes cognitive (literacy and numeracy) and non-

cognitive (character) competencies, starting with superior human resources (principals and teachers). The headmaster and the teacher from the driving school conduct an imitation of the unit other education.

3.2 Initial Competence

Evidence from field interviews suggests that the Indonesian language instructor planned the class by taking stock of each student's prior knowledge and skills in the area of poetry. The primary component in the teaching modules encountered is the initial ability of pupils, in accordance with the autonomous learning curriculum. Lesson plans are typically used by teachers to guide their students' continuous learning. In order to maximise the effectiveness of learning, lesson plans are consistently utilised in every meeting, according to the results of teacher interviews conducted some time ago. While the draft RPP lays out the plan, expectations based on that plan don't always line up with what's actually happening in the field. Furthermore, the educator emphasised.

"Before carrying out teaching and learning activities the teacher must prepare teaching materials, such as lesson plans, teaching modules, absence books, grade books, and printed books, so that the learning process is in accordance with the scenario that has been made".

"In designing the learning process the teacher must know the situation and conditions in the class, in order to be able to read the atmosphere so that they can use what methods are suitable for use in the class."

3.3 Learning Objectives

Learning objectives are very important in the teaching-learning process. Learning objectives are the behavior of learning outcomes expected or mastered by students after participating in certain learning activities. Learning objectives are direct to be addressed from a series of activities carried out in the learning process. The formulation of objectives is a statement about the learning outcomes that are expected to be achieved by students, or more precisely what new abilities are mastered by students at the end of learning.

(Teacher) "To find out the learning objectives (TP), the teacher often holds deliberation of subject teachers meetings in the city of Jambi to make learning objectives designs so that school units can implement them together."

(P1, P3, P4, P5 Participant) "At the beginning of the learning process the teacher often tells the learning objectives so we know what will be learned."

(P2, P3) "Sometimes the teacher gives information about what is learned during the lesson."

3.4 Meaningful Understanding

Meaningful understanding is information about the benefits students will get after the learning process. These benefits can later be applied by students in everyday life. Meaningful understanding will lead students to know and understand their purpose in studying a subject matter. By understanding these goals, the intrinsic motivation of students will grow. Meaningful understanding is an understanding given to students about the goals and benefits of learning implemented in their lives. We want to achieve this understanding after students learn certain material (Yani, 2023). Students must achieve meaningful understanding through a process guided by the teacher in learning. The teacher can compile this meaningful understanding when creating or modifying teaching modules. The teachers' responses are as follows:

(P1, P3, P5) "Our hope is to be able to know about Poetry more deeply and to make Poetry with lots of vocabulary."

(P2) "Hopefully you will get good grades in this Poetry material."

(P4) *"I want to make as much Poetry as possible because the lesson is really fun."*

(Teacher) *"I hope that the children know and understand Poetry, and can easily compose poetry."*

3.5 Starter Question

Trigger questions are inquiries designed to direct students' attention towards specific learning material and are intended to be addressed by students following their study of this information. When creating the trigger question, the instructor should carefully consider the specific criteria that the question must meet. These criteria include: being an open-ended question, focusing on the main aspect of the learning topic, prompting students to think of new questions, and addressing conceptual issues. Trigger questions are inquiries designed to stimulate students' attention towards specific learning content and are intended to be replied by students following their acquisition of said material (Yani, 2023). It is crucial to ensure that the teaching modules utilised in education enhance the effectiveness and significance of students' learning activities. The teachers' replies are as stated:

(Teacher) *"With trigger questions the teacher can find out which students are serious in learning the Poetry material being taught."*

(P1, P3, P4) *"After the teacher explains the material in Indonesian language lessons, the teacher asks anyone who already knows poetry, structure, and how to make poetry."*

(P2, P5): *"After the discussion of the material ends, the teacher usually asks again regarding the lesson that was learned earlier."*

3.6 Teaching Preparation

Teaching and educating students in schools are the main tasks of a teacher. In the teaching and learning process, there are targets or learning objectives that must be achieved by students. Therefore, a teacher should not teach carelessly. It takes careful preparation before the teacher teaches students in class so that learning objectives can be achieved optimally. The teachers' responses as following:

(Teacher) *"For preparation for learning, we are doing things as usual, it's just that since implementing this independent learning curriculum, teachers are asked to give examples of each learning process, namely they have to motivate students, and remind them of Pancasila values that must be applied in schools, for example like bullying and other ridicule to other people."*

3.7 Assessment

Previously Several choices of assessment forms are specified in the teaching module. The assessment consisted of a diagnostic assessment in the form of a non-cognitive assessment interview (to find out emotions, background, children's activities at home, etc.), psychological test results (learning styles, aptitudes and interests), cognitive assessment (results of formative and summative assessments). Formative assessments in the form of class discussions and presentations. The summative assessment is in the form of a written test. For Poetry writing assessment, the researcher uses formative and summative assessments. The teachers' responses as following:

(Teacher) *"For self-assessment I follow the method that has been approved by the school, namely the assessment that has been implemented by the independent learning curriculum."*

3.8 Creative Process in Writing Poetry at Drive School

Sekolah Penggerak Program focuses on the development of school human resources, from students, teachers, to school principals. The quality of students is measured by achieving learning outcomes above the expected level by creating a safe, comfortable, inclusive and fun learning environment. In the school curriculum of *Sekolah Penggerak*, there is a change in the naming of the learning implementation plan to teaching modules are a number of tools or media facilities, methods, instructions and guidelines that are designed in a systematic and attractive manner where these teaching modules are made as an

implementation of the flow of learning objectives developed from learning outcomes. The teachers' responses are as follows:

(Teacher) "So in the implementation of school Sekolah Penggerak, we have to implement an independent learning curriculum where in this curriculum the former name of Learning Process Plan(RPP) was replaced with the name of the teaching module."

One of the language skills that is very important for students is writing ability. Writing activity is a process. Writing is not only related to the use of grammar and punctuation but is a process that can develop the ability to think dynamically. The teachers' responses are as follows:

(Teacher) "Writing is not only related to the use of grammar and punctuation, but is a process that can develop the ability to think dynamically and imaginatively. Creative writing emphasizes an active attitude to write, then finding the creative process so that the writing becomes good and interesting. Creative means having creativity and the ability to be creative. In order to create a generation that is creative in the sense of being able to produce something for the benefit of themselves and others, teachers also need to create various learning activities so that they meet various levels of students' abilities poetry writing learning process."

3.9 Meeting 1

At the previous meeting in class, the Poetry writing material began with an explanation by the teacher. The learning resources used are Indonesian printed books for Class VII SMP/MTs written by Endah Tri Priyatni and Hadi Wardoyo, publishers of Bumi Aksara. The book used is an Indonesian language study guide specifically for the independent curriculum at the Mobilization School. The sub material explained at the first meeting was the meaning of poetry and the characteristics of poetry according to the learning design in the Indonesian language teaching module. In the first hour, the teacher and students still concluded the meaning of the poem. After knowing the meaning of poetry, the teacher explains the structure of poetry. The learning conditions were still conducive because students wanted to get to know each other about the structure of poetry writing. The learning conditions at the first meeting of the students were still conducive and concentrated because the Poetry material was a new sub-material in this meeting. The students looked enthusiastic to know what poetry was in detail. The teachers' responses are as follows:

(Teacher) "For the first meeting in this Poetry material I want students to focus on reading first about the material being taught, so they can find out, so that the teacher is able to explain the material students have read."

(P1, P2, P3, P4, & P5) "For the first meeting on Poetry material, the teacher told us to read books related to the material to be taught so we know what the teacher will explain later."

3.10 Meeting 2

The second meeting was about writing poetry, which the teacher is still explaining. The results of interviews with students stated that studying Poetry material was very enjoyable. This was shown by the early presence of students in class during Indonesian language lessons. During the learning process, it can be seen that the teacher still uses books. Without using learning media and the teacher continues to explain the continued material from the first meeting. The sub-material explained is in the form of poetry characteristics and types of poetry. The material at the second meeting had quite a lot of sub-materials because it described the types of poetry. At the second meeting, the teacher still used the lecture method to explain the characteristics of poetry and types of poetry one by one. For examples of each type of poetry, the teacher sometimes writes them on the blackboard so that students can read together. The teachers' responses are as follows:

(Teacher) "In the second meeting I still used the lecture method to explain the characteristics of poetry and types of poetry one by one. I occasionally write examples of each type of Poetry on the blackboard so students

can read together. At certain times I asked for examples from students from the descriptions of the types of poetry that had been explained. Students looking right and left shows that these students have difficulty finding the right vocabulary for a poetry example. This also makes me confused about what the solution is for these students."

(P1, P3, P4, P5) "During the 2nd meeting in the Poetry material lesson, my friend was asked to come forward by the teacher to read a Poetry, then make a Poetry, he was confused about what kind of Poetry he wanted to make and how to make Poetry in a short time."

(P2) "At the next meeting the teacher appointed me to read a poetry, then told me to make a poetry, yes I was confused about what poetry to make, and how to make a poetry in a short time, which I automatically gave permission to go to the bathroom."

3.11 Meeting 3

At the third meeting, the researcher took over the learning process to apply creative thinking processes to poetry writing materials. The theory was presented according to the teaching module and explained in the first and second meetings. Especially in the third meeting, the researcher began to use media and invite students to be more active. The media used was in the form of displaying images on a projector screen and comic books.

(P1, P3) "Yes, so at the previous meeting the teacher who taught languages changed with other teachers, we were invited to relax in learning, before learning we were invited to play a guessing game, then the teacher played a video about people who were replying to poetry. Furthermore, the teacher uses media images of how to make poetry. We are invited to imagine and think creatively about the images displayed so that we can find new vocabulary."

(P4) "At the previous meeting the Indonesian teacher was replaced with another teacher, before starting the lesson, the teacher invited us to play guessing pictures about things that made us happy, then after that we entered the lesson, before the teacher started the material, we were shown a video about the Poetry Reply contest, in the picture shown the teacher directly teaches us to make poetry using our sense of sight, so we are able to use our imaginations in making poetry"

(P2) The substitute teacher was quite exciting because before carrying out the activity we were invited to play and watch. The lessons are very easy so I can understand what the teacher is teaching. Namely making Poetry on the image that has been displayed "

(P5) "The substitute teacher in teaching poetry material uses video so that we can know and understand poetry and can make poetry easy. Not only that, the teaching method is very creative, so we are excited to learn to make poetry."

3.12 Meeting 4

The learning process at the fourth meeting was still guided by the researcher. At this meeting, the learning concept of the researcher emphasized the form of discussion. Several students will be formed in pairs to carry out poetry reciprocal learning. The previous meeting still wrote poetry independently. To present it, the researcher asked students to collaborate with poetry in front of the class. This step was done to see students' critical and creative thinking skills effectively in finding or thinking about vocabulary. Students would take turns replying to poetry conveying the suggestions and contents of the interlocutor.

(P4) "At the next meeting we were told to bring reading books that we liked, some brought novels, short stories, comics, newspaper. other reading books. Then the teacher asked us to read the book for 5 minutes. After that we were told to draw conclusions, after making conclusions from the next reading, a poetry was made from the results of the conclusions that had been made before, making it easier for us to be creative and innovate in making poetry."

(P2, P5) "Teachers like this are very creative, at the next meeting we are asked to bring reading books that we like, then we are given the opportunity to read the book, and make conclusions, but written in poetry text."

(P1, P3) "The next meeting we were told to bring reading books that we liked, because we like to read the Koran, so we understood the meaning of the Koran, after being given time to read, we were told to make conclusions from the reading results, then the reading results were made into the text of poetry."

Based on the data obtained from the results of interviews with students, there was an improvement in learning before applying creative thinking to writing poetry and after applying creative thinking to writing poetry. Students who were previously only able to make 1 or 2 poems, after improving their creative writing skills, were able to make 4 to 6 poems or even more. For more details can be seen in the following graph:

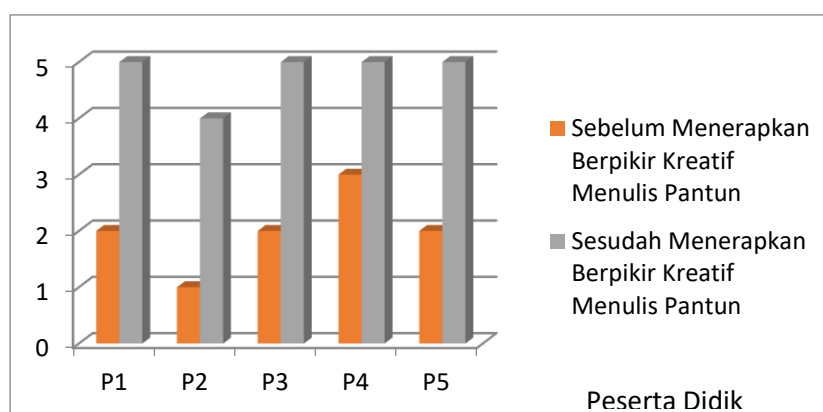


Figure 1. Graph of Improved Creative Thinking Results in Writing Poetry

According to the data presented in the chart, it is evident that students who do not utilise creative thinking abilities have a significantly lower ability to create poetry, whereas students who employ creative thinking skills find it much easier to compose poetry.

Discussion

Implementation of Poetry Learning at Junior High School

The word "learning process design" was renamed to "Teaching Module" in the independent curriculum. Sekolah Penggerak has been offered to SMP IT Nurul Ilmi 2 Jambi since 2020. Although it is officially a Sekolah Penggerak, SMP IT Nurul Ilmi has transformed its pedagogical approach into its own curriculum, which is also known as the 2022 curriculum. The way we think about studying Indonesian, and particularly poetry, has been revolutionised by this. In the past, teachers used a variety of resources, including student activity sheets and tests, to determine whether their students had learned the material. A learning process design is a teaching module. Modules for instruction are structured in accordance with the stages of student development, taking into account the content to be covered with learning objectives and the development over time. The teacher-determined teaching modules include a number of elements that act as indications of classroom implementation.

Observations made of the pupils' pre-research competence levels indicated that their capacity to write rhymes remained poor. This was the driving force for the research and development efforts. Consistent with the perspective of Saufi (2019), competence is defined as the adequate capacity to carry out duties or as necessary abilities and skills. Students are required to acquire certain initial competences before they may move on to studying specific topics in the independent or prototype curriculum. One way to evaluate the quality of a lesson plan is to look at its initial competency. Indicators of hearing, speaking, and writing place an emphasis on the early competency of poetry writing content. Based on the first-year competency results from SMP IT Nurul Ilmi 2 in Jambi's seventh

grade. Poem writing was not a strength of the kids' before. Every learner is able to draw their own conclusions and comprehend poetry material at the hearing stage. Students might research different forms of poetry and the goals they serve during the presentation and speech stages. The absence of media that accompanies the learning process has prevented students from expressing themselves through poetry writing exercises, in contrast to the writing stage.

The Creative Process of Writing Poetry at Junior High School

Writing ability is one of the language skills that has an important role in life. Through writing a person can express ideas and ideas to achieve his goals. Writing is a way of expressing thoughts or feelings in written form. Through writing activities, a person can express his ideas or express his feelings in written language. Therefore, it is natural that in learning Indonesian language in elementary schools, writing is one of the language skills that is highly emphasized. Even since in the beginning of entering elementary school, students have been taught how to write well. Even though learning to write has been taught to students, it is still often found that there is a lack of students in writing, especially in writing rhymes.

Writing is not an instant activity, because it requires continuous practice and is accompanied by reading. It is in line with the view of Tarigan, (2015) stating that writing skills will not come automatically, but must go through a lot of practice and regular practice. However, there are not a few teachers who only talk about theoretical problems, without directly inviting or teaching students how to use creative processes for writing. It is not surprising that students often find it difficult to put their ideas or ideas into written form because they are only given theory without being asked to practice directly.

Azizah (2015) states that the ability to write rhymes is a lesson that is less attractive to students, the learning system is monotonous, and there is no creative and innovative media which is one of the causes. These problems cause the ability to write rhymes among students to be low. Previously, all this time the teacher only used conventional learning techniques. In the learning process, teachers often use lecture techniques, without having to care about student activities, and students become passive. As a result, the learning process carried out by the teacher is too monotonous and does not vary. After the teacher explains the poetry theory using lecture techniques, the teacher immediately instructs students to write rhymes. This of course, makes student learning meaningless and students' thinking abilities do not develop. The creative process in this study aims to help students more easily acquire creative and precise vocabulary in filling out a rhyme. Poetry, which consists of 4 lines, 2 sample, and 2 contents, requires more than one creative vocabulary. To produce a creative line of words certainly requires the results of a creative mind as well. As a teacher, one way to train students to think in organizing information in learning is to practice making and using mind maps. By making mind maps in learning, students' creativity can be increased.

Learning is carried out in stages into 4 meetings. The first meeting and the second meeting were filled with the presentation of the theory of poetry writing material. The third and fourth meetings were filled with poetry writing practice. In the practice of writing rhymes, researchers use picture media as a learning tool. Requires good image quality as well as a projector to display the image. Generally, students will be interested if they see and observe pictures. Therefore, the main step that researchers take is to look for pictures that contain various activities so that students have broad opportunities to acquire creative vocabulary.

In addition, as mediators, teachers and researchers should have adequate knowledge and understanding of educational media, which are communication tools that make the teaching and learning process more effective. Choosing to use educational media must be in accordance with the objectives, materials, methods, evaluation, abilities, and interests of students. This is the reason researchers use media images in the process of learning to write rhymes.

4. CONCLUSION

The independent curriculum is used to teach poetry at SMP IT Nurul Ilmi 2 Jambi. Teaching modules with poetry writing lesson designs enhance class learning. Implementation comprises curriculum design, application, and teacher evaluation of student learning outcomes using creative thinking markers in rhymes. Interviews and initial observations for research. Multiple observation and assessment components are used in learning processes. These include initial competency, learning objectives, meaningful comprehension, triggering questions, teaching preparation, and assessment. Initial indicators include listening, speaking, presenting, and writing. The learning objectives need creative rhyming writing. Students gain from learning poetry through meaningful understanding. Poetry writing material begins with precise inquiries that are sub-matter. The formative assessment involves talks and presentations, and the summative evaluation is a poetry writing test. Writing rhymes at SMP IT Nurul Ilmi 2 Jambi involves exhibiting high-quality media visuals selected by academics. This image aids pupils in discovering creative vocabulary. In addition to showing visuals, the researcher told students to bring their favorite book to learn vocabulary. Some students practiced rhymes with comic books. This prevents students from getting bored while learning.

The suggestion in this study is that teachers can utilize the concept of the creative process of writing rhymes because they have been researched. Further research is suggested to be able to develop media and learning processes in other subject matter with more interesting and creative learning concepts.

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