

The Implementation of Local Wisdom-Themed Poetry Musicalization Model and Its Influence on Elementary Students' Poetry Writing and Reading Skills

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ABSTRACT

This paper set out to detail how using musicalization models based on poetry with a focus on local wisdom might improve students' abilities to read and write poetry in the primary school setting. The methodology of this investigation is quantitative. Nonequivalent Control Group Design was utilised for this study, making it a type of quasi-experimental research. This study was conducted at a randomly selected school in Purwakarta. The fifth-graders there split their time between two classes. Methods of data collecting, including both test and non-test methods. Students are tested using an assignment to write poetry, while knowledge is gauged using a reading comprehension form. If all of the prerequisites were met, a t-test was utilised for statistical significance in the data analysis. The study found that teaching primary school students about poetry through musicalization considerably increased their comprehension of the material. This can be shown by comparing pre-and post-test results on children's proficiency in reading and producing poetry using this framework. Students' interest in learning and their ability to write and read poetry benefit from a musical poetry model centred on local knowledge. Their vocabulary is enriched and expanded by the students' early exposure to Purwakarta's sites of local wisdom. Students found it less challenging to select appropriate diction when writing poetry. The students who enjoy making music out of their writing are given an additional creative challenge. Therefore, it appears that a musicalization model with a focus on wisdom can be useful for teaching poetry in primary schools in the modern period of education, which places an emphasis on writing and technology engagement without neglecting the wealth of students' local wisdom.

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1. INTRODUCTION

Poetry is a form of literature that is well-known to the general public. Poetry is the oldest literary genre created by humans. In addition, poetry is a literary genre that emphasizes the elegance of language and the denseness of its presentation. Therefore, the ability to write and recite poetry involves excellent creativity. Supporting the development of writing and reading poetry abilities, particularly among primary school students, requires a lesson plan incorporating new and suitable tactics, models, and supplementary media (Anggraeni & Alpian, 2018; Murniviyanti, Marini, & Maksun, 2021; Sadikin, Nugrahani, & Suwanto, 2022). Based on this opinion, teachers who teach poetry to elementary school students are required to be able to choose the right model so that learning objectives can be achieved.

Poetry, when examined through this lens, is a musical notion. (Samuelsson, Carlsson, Olsson, Pramling, & Wallerstedt, 2009; Sulista & Latif, 2020; Yumnaini, 2020). The words are arranged in such a way that what stands out is the series of melodious sounds like music, namely by using a sound orchestra (Carlyle, 1984). Poetry is human thought concretely and artistically in emotional and rhythmic language Dunton (Prins, 2004). For example, with figures of speech, with images arranged artistically (for example, in harmony, symmetrical, choosing the right words, and so on), and the language is full of feeling and rhythmic like music (changing the sounds of the words in a row regularly). Based on the opinions of the researchers mentioned above, it may be determined that something is a poem if it contains aspects such as emotions, imagination, thoughts, ideas, tones, rhythms, sensory impressions, word order, figures of speech, density, and conflicting emotions.

The exciting focus that will be examined in this article is that if traced based on the definitions of the English romantic poets above, a poem cannot be separated from what is called "imagination," "thought," "tone," "rhythm," "sensory," "feeling," and "musical." As stated earlier, a literary ability to write and recite poetry requires high creativity skills. It requires the right stimulus so that poetry with the essence of being "imagination," "thought," "tone," "rhythm," "senses," "feelings," and "musical in nature" can be appropriately accommodated. The selection of learning strategies, models, and media that can stimulate will be things that need to be considered very carefully by a teacher.

Teaching poetry is an inseparable part of Indonesian and thematic integrative competencies in elementary schools. Taking advantage of all kinds of opportunities and characteristics of elementary school students needs to be done in designing poetry lessons. Poetry synonymous with musicals and music close to children is an opportunity to develop or use a poetry musical learning model to improve children's poetry reading skills. This is in accordance with the results of research (Hasminur, Faizah, Elmustian, & Syafril, 2023; Khaerunisa, 2018; Rahmawati & Hafi, 2017) stating that learning poetry musicalization can improve students' appreciation abilities, including writing and reading poetry. Poetry is integral and taught in elementary schools as a means of expression for humans. It takes the ability to think creatively in writing poetry. Cultivating the ability to think creatively in writing and reciting poetry requires good learning practices. The selection of suitable learning models and media is a matter that must be a priority to be designed.

Local wisdom is the closest medium to a child's life, conditional on values. Character building will be accessible because children are inspired and learn from sources of value that grow in their environment. It is hoped that the skill of writing poetry based on imagination and inspiration from the environment with its local wisdom is expected to make it easier for them to write creatively.

In addition, the characteristics of imaginative poetry require inspiration in creative writing efforts. Media is needed to generate children's ideas in expressing their feelings by relying on their five senses to express their experiences and turn them into poetry. Children need the inspiration to grow their imagination in the creative writing process (Piirto, 2021). One that can be an inspiration and imagination in expressing ideas based on the experience of the five senses is a picture or a direct visit to a person or place. In this study, the authors are interested in using local wisdom media, especially in Purwakarta area, to inspire and stimulate imagination in the creative process of writing poetry. The use of local wisdom media referred to in this case is the use of places that contain Purwakarta local wisdom, which often has an emotional connection with children. Local wisdom can awaken a child's imagination

of the specific regional context in their area, and this will be useful in instilling students' love for their local culture (Komariah, Saepudin, & Yusup, 2018; Mayasari, 2017; Niman, 2019; Njatrijani, 2018; Patimah, Rahmatullah, Inanna, Tahir, & Hasan, 2020). This was intended to bring children closer to the effort to express ideas based on their five sensory experiences while teaching local wisdom values and practising creative writing skills through inspiration and imagination from the local wisdom places in Purwakarta. Several studies regarding the musicalization of poetry were reported by (Hasminur et al. 2023; Mensiani, Murniviyanti, & Armariena, 2022; Rahmawati & Hafi, 2017), focusing on the musicalization of poetry while in this study, in addition to poetry musicalization strategy used, it also used a background of local wisdom in Purwakarta so that students apart from learning poetry can also get to know local wisdom in Purwakarta as the planting of their regional culture.

2. METHODS

This research aims to detail how incorporating poetry musicalization models centred on local wisdom affected students' abilities to read and write poetry in the primary school setting. A quantitative approach was used for this investigation. This research used a Nonequivalent Control Group Design, making it quasi-experimental in nature. Different treatments were delivered to the study's experimental and control groups. Students in fifth grade at a Purwakarta elementary school constituted the population and sample for this study. This study was conducted at a randomly selected school in Purwakarta. Va class was utilised as the experimental class, and Vb class was used as the control class at the school. This research was conducted in the odd semester of the 2019/2020 school year. Methods of data collecting, including both test and non-test methods. Students will be given a poetry-making assignment as a kind of assessment, while a reading comprehension sheet will serve as a form of non-assessment. If all of the prerequisites were met, a t-test was utilised for statistical significance in the data analysis.

The test instrument was made by giving a test in the form of making a poem with a background that is characteristic of Purwakarta and then giving the poem a title to the students. The backgrounds were taken by Sri Baduga Park (Situ Buleud), Twin Buildings and Maya Datar Park (Purwakarta Square). The aspects assessed are the formation of poetry, the elements of poetry, and the essence of poetry. Then after students finish writing poetry, students are given the opportunity to read the poem in front of the class. The things that are assessed are appreciation, intonation, vocal clarity, movement and confidence in reading poetry.

The experimental class used the musicalization of the poetry learning model, while the control class used poetry learning without musicalization. Musicalization learning itself is carried out for six meetings. The implementation of the research was carried out by giving a pretest and posttest after the learning was carried out. The data analysis step is carried out by testing the prerequisites of the parametric test and if the conditions are met, then a t-test is carried out if they do not meet, then a non-parametric test is carried out as a substitute for the parametric test (Prasetijo, 2017).

3. FINDINGS AND DISCUSSION

3.1 *Why the Poetry Musicalization Model?*

Music has become a part of life that cannot be separated from society because music is a presentation of human ideas, expressions of taste, expressions, and indicators of human existence as individuals and in society (Rubiono, 2016). Related to poetry, as stated earlier in several introductions to definitions of poetry by several English romantic poets, poetry cannot be separated from what is called tone and rhythm and is closely related to music. Therefore, poetry and the musicalization of poetry are closely related, and the ~~writer~~ researcher considers it something that can be used as an alternative in the pedagogy of teaching poetry.

There is no clear definition of musical poetry. The Oxford Dictionary cited the verb "musicalize meaning" to set (a novel, drama, or lyric) to music. When applied to play, musicality, or musicalé in French, is defined by Bouko as the "musical arrangement of a performance. Therefore it is a piece of theatre constructed as music." In this case, poetry is constructed as music (Cahyani, 2016; Faturohmah, 2020; Khaerunisa, 2018; Okaria, 2016; Rahmawati & Hafi, 2019). But what kind of music? How to combine poetry and music? We will discuss this as a process of turning poetry into music and as a pedagogy in teaching poetry skills.

Historically, the musicalization of poetry is not a discovery. It has been around since poetry was created. It started as an oral performance. In Africa, it used to be performed as a ritual. In America, Native Americans delivered it in the form of storytelling. In Western Literature, lyrical poetry comes from the word "lyrics," which refers to the recitation of poetry accompanied by a lute, a musical instrument. Today, as said (Gioia, 2003), "new spoken poetry" such as "rap" appeared. Furthermore, "many of the new famous poems were never written; it exists only as sound formed in the air."

When text exists, it is often created post factum by transcribing the recorded performance from audio or video recordings. "From here, students can learn how oral performance has been carried out over time in different environments. Then they can choose the model they like for their poetry musicalization."

Moreover, in his article "Turning Poetry Into Music," (Lundberg, 2003) writes that "there is a long tradition of adapting poetry into song. The formal verse translates easily with the regularity of metrics and attention to musical quality." According to the Indonesian Ministry of National Education, musical poetry, such as reading or dramatized poetry, is one of the ways or techniques to articulate and convey poetry to the audience. However, more than just reciting a poem, he pays great attention not only to the correct pronunciation and expressions that reinforce the content and meaning of the poem but also to tones, meter, and rhythm as determining elements because musical instruments will assist them.

Most importantly, however, it should be noted that all the musicalization of the poem is done to serve a purpose, to highlight the message conveyed in the poem. Although the way poetry is performed had undergone several changes and adaptations where and when it was produced, it is agreed that the technique of saying or conveying poetry aloud is very significant to the meaning and function of a poem. As Seamus Heaney explains, Every time you hear someone else recite poetry, at school or on stage or in the studio, every time you read poetry aloud to yourself or in the presence of others, you are also reading it yourself and them. Sound helps carry words farther and more profoundly than eyes. These recordings maintain a tradition of oral performance that is as old as the art of poetry itself. Overall, musical poetry creates poetic musical performances where the starting point is the poetry itself. The activity's primary purpose is to make the message and meaning of the poem clearer and more substantial.

In this study, the author seeks to develop a poetry musical learning model to improve students' poetry reading skills. Humans who tend to like aesthetically pleasing things, including music, are a driving factor, at least in increasing students' interest in learning, which is expected to impact improving students' poetry reading skills. Teachers and learning developers assist students in changing their poetry by providing musical accompaniment so that their poems can be read with full appreciation and sung well. Thus the musicalization of poetry will position itself as a model to improve students' poetry reading skills.

3.2 Why the Local Wisdom Theme?

A good education can accommodate local wisdom values to instill national identity. This is as stated by good quality education at the UNESCO Education for sustainable development level in 2016: "good quality education is producing a generation with high competitiveness, creativity, and innovativeness based on morality and identity in order to transform the country into a dignify nation among the global community" (Ali, 2017).

As a wealth, local wisdom must be part of the educational process. Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through word of mouth. Local wisdom is found in folklore, proverbs, songs, and folk games. Local wisdom is knowledge found by specific local communities through a collection of experiences trying and integrated with an understanding of a place's culture and natural conditions. Local wisdom in the community can be in the form of human activities passed down from one generation to another (Anggraini, 2017; Bulkani, Fatchurahman, Adella, & Andi Setiawan, 2022; Pesurnay, 2018; Rasna & Tantra, 2017; Widodo et al., 2020).

Local wisdom should be the closest thing to children. Local wisdom is born and grows along with human creative activities. Local wisdom is born as part of local ideas that are wise, full of wisdom, and have good values embedded in the community and followed by the community. The characteristics of local wisdom itself are being able to withstand foreign cultures or new cultures and having the ability to accommodate foreign cultural elements. Local wisdom can be in the form of places, ideas related to places, values contained in places, advice, clothing, food, customs, and community habits. Local wisdom should be the closest media because it is closely related and born from their own lives. With their life experiences, children make their local culture a source of learning and inspiration.

If local cultural wisdom values are not maintained and maintained, it is feared that they will gradually experience an extinction process due to the influence of globalization. One way to maintain it is through local culture in the learning process at school. Poetry requires imagination and inspiration. When local wisdom is used as a medium to inspire, it will strengthen self-identity with local culture and wisdom.

Purwakarta is a city rich in local wisdom and echoes "local wisdom" as a regional specialty. Stated that education is the key to smoothing out the ideals of making Purwakarta memorable with its local wisdom (Aziz, 2018). The government of Purwakarta Regency, West Java, remains committed to restoring indigenous knowledge. Education is regarded as the key to achieving these goals. This potential should be utilized to produce the most effective pedagogy or teaching practice by incorporating indigenous knowledge into educational practice.

The students are invited to several places of Purwakarta's local wisdom, such as Situ Buleud, Jatiluhur Reservoir, and the Twin Buildings; with their five senses, it is hoped that they can inspire them in writing poetry. By involving the five senses, children are expected to have deeper feelings and express them in writing in the form of poetry. By seeing and feeling it for themselves, children are expected to be able to produce more diction in the creative writing of a poem. Likewise, the insight and experience of children related to places that contain local wisdom can improve their skills in writing poetry.

The test given is in the form of a test in making poetry based on local wisdom in Purwakarta. Observations were made to see the assessment in reading poetry. The results of the pretest and posttest of writing and reading poetry are as follows:

Table 1. Comparison of Poetry Writing and Reading Ability in Experiment Class and Control Class

	Writing Poetry		Reading Poetry	
	experimental class	Control Class	experimental class	Control Class
Pretest	60,88	59,60	59,45	55,22
Posttest	79,21	68,22	82,48	74,23

It is clear from the table that the experimental class posttest was better than the control class in both writing and reading poetry. In order to see the comparison, statistical analysis is required in accordance with the applicable procedures. The first step is to test for normality, the results of the normality test for both the experimental class and the control class both show below 0.05, thus the data

distribution is not normal, because the data distribution is not normal, the test used is a nonparametric test, namely the Wilcoxon test.

The results of the data analysis show that when students are invited to places of local wisdom in Purwakarta, their writing skills seem to improve, it can be seen in the results of the Wilcoxon statistical test using the following SPSS assistance:

Table 2. Test Statistics

	Posttest - Pretest
Z	-4.109 ^a
Asymp. Sig. (2-tailed)	.000

Based on the table above, it is known that the sig value of 0.000 < 0.050 indicates a significant difference between students' poetry writing skills before and after being given the treatment of poetry learning with the theme of Purwakarta local wisdom (Prasetijo, 2017). Tell about writing skills first, with students invited to play at local wisdom places and then write poetry. With playing activities and letting students dissolve with their five senses, enjoy the view of local wisdom in Purwakarta. Students can express their ideas and arrange them in beautiful sentences, namely poetry. This is what creative pedagogy means to improve children's poetry writing skills. Likewise, music as an inseparable part of poetry has the potential to develop a poetry musical learning model. This model is expected to improve children's poetry reading skills. Using students' poems, the teacher and students then compose the poems into songs that can be performed. Through the help of traditional music technology (lute) and modern music, namely the keyboard, the teacher then accompanies the children's poetry reading and directs them to sing their poetry. With this process, the children become more interested and motivated in reading their poetry. There is a particular pride when their writing can be sung together. Likewise, appreciation in poetry reading activities is also felt to be better.

Based on this, it can be seen that reading children's poetry using a poetry musicalization model that integrates music technology and local wisdom can improve students' abilities in writing and reading poetry. This can be seen as follows:

Table 3. Test Statistics

	Posttest - Pretest
Z	-4.568 ^a
Asymp. Sig. (2-tailed)	.000

Based on the table above, it is known that the sig value of 0.000 < 0.050 indicates a significant difference between students' poetry reading skills before and after being given the treatment of poetry learning with the poetry musicalization model with the theme of Purwakarta local wisdom (Prasetijo, 2017). Thus, the use of local wisdom-themed poetry musicalization models as a process of creating poetic musical performances. The starting point is the poetry itself, with the primary purpose of making the message and meaning of poetry more transparent and robust so that the child's writing and reading skills improve. Through a musical model based on local wisdom, there are two benefits that students get besides being able to improve their ability to improve poetry writing skills. They can also maintain a local culture in the surrounding area to remain sustainable. (Hasminur et al., 2023). This study's results align with the research (Hasminur et al., 2023; Khaerunisa, 2018; Mensiani et al., 2022), showing that learning musicalization can improve students' appreciation of poetry. From these results, it can be concluded that the use of a wisdom-themed musicalization model looks effective for learning poetry in elementary schools in the 21st-century education era, which emphasizes writing with technological involvement without forgetting the richness of students' local wisdom.

4. CONCLUSION

This study's paradigm for the musicalization of poetry is the employment of both contemporary and traditional music technology to accompany poetry readings and to provide a pitch for the verses of poetry so that children's poetry can be sung. The local wisdom theme is Purwakarta's local wisdom in the form of places with local wisdom in the Purwakarta region that might inspire children to produce poems. The study's findings indicate that poetry musicalization can considerably enhance the quality of poetry instruction in primary schools. The results of the examination of children's poetry reading and writing skills before and after adopting this technique demonstrate this. Using a musical poetry model with the theme of local knowledge motivates pupils to learn, enhancing their writing and reading abilities. Childhood memories associated with Purwakarta's sites of indigenous knowledge motivate and improve the students' language. This facilitates pupils' selection of diction when writing poetry. In addition, youngsters enjoy music and singing; therefore, they must be able to make something from their writing. Thus, the employment of a musicalization model focusing on wisdom appears effective for teaching poetry in primary schools during the 21st-century education age, which stresses writing with technological involvement without ignoring the richness of students' indigenous wisdom. Through this research, it can be recommended for further research, namely regarding the development of musical poetry based on local wisdom outside of places that are characteristic of an area.

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