Multicultural Education Based Poetry Writing Learning with the Synectic Model of High School Students

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ABSTRACT

The aim of this research to decribe Learning to write poetry based on multicultural education with a synectic model is that collaborates multi-cultures found in society as material in poetry writing. The subjects of this research are lecturers and students involved in the Poetry learning in some Senior High School in Brebes Regency. They are (1) SMAN 3 Brebes, (2) SMAN 1 Wanasari, (3) SMAN 1 Bulakamba, and (4) SMAN 1 Tanjung, and (5) SMAN 1 Larangan. The formulation of the problem in this article is how the steps of learning poetry writing are based on multicultural learning with the synectic model. The data collecting techniques are observation, interview, and document analysis.The learning steps are as follows: (a) describe the current situation, (b) direct analogy, (c) personal analogy, (d) solid conflict,(e)re-examine the initial task.

Keywords : Writing Poetry, Multicultural, Synectic Models

I. INTRODUCTION

Learning success requires the involvement of several learning elements, namely teachers, students, subject matter, teaching media, learning objectives, learning methods, and other supporting facilities. The learning device cannot stand alone. Each element has its own role in generating learning. Thus success requires the integrity of each element.

The role of the teacher in learning is not just to convey knowledge to students but also to provide guidance, direction, motivation, and good character building. Character building can be built through literary learning, namely writing poetry. The implementation of poetry writing learning is less attractive to students. They consider writing poetry as a waste of time and cannot guarantee future success.

The teacher is the spirit of learning in the classroom, therefore choosing the method and learning model must be harmonized with the material to be delivered. Especially the poetry learning teacher needs to change the way it is delivered. During this time learning to write poetry in high school tends to be related to natural phenomena and love. Teachers, in delivering poetry writing material, rarely pay attention to the diverse backgrounds of students (differences in family background, economy, ethnicity, regional language, and religion) let alone the competence of students in writing poetry differently.

Learning looks creative and innovative when the teacher directs students to explore and discuss how if diversity exists can produce poetry works that vary according to the situation and conditions of the students. One of the efforts made by teachers to achieve success and improve learning is the selection

of appropriate learning methods and models, Sagala (2005; 174) states that teaching must be able to use models and teaching approaches that can ensure successful learning as planned.

Writing poetry includes writing activities that require high creativity and imagination. Therefore the synectic model is very appropriate to deliver students in the practice of writing poetry. The synectic model aims to develop students' creativity, innovation, or renewal through metaphoric activities (direct analogies and personal analogies) are expected to be able to encourage students to be actively involved in creative actions.

Based on the background of the problem the writer can determine the formulation of the problem as follows: "How is the implementation of learning to write poetry based on multicultural education with the syntactic model?"

II. METHODS AND MATERIAL

This study uses a qualitative naturalistic descriptive form, namely research whose data is in the form of words, images, and not numbers (Moleong, 2010: 11); examine phenomena that occur in natural settings (Lincoln and Gubs, 1985: 187). The researcher collects as much information as possible related to: (1) the planning of multicultural poetry learning, (2) the implementation of multicultural poetry learning that has been carried out in Senior High Schools (SMA) in Brebes Regency, and (3) assessment of multicultural poetry learning in Senior High Schools in Brebes Regency.

Data collection techniques using observation, interviews, and document analysis. Observations are carried out in a planned and controlled manner, by making direct observations of the learning process of multicultural poetry. Interviews were conducted in a structured manner with teacher and student

respondents, regarding the implementation of multicultural Poetry learning.

The collected data was analyzed using the work principle of an interactive analysis model consisting of three activity lines, namely: data reduction, data presentation, and drawing conclusions or verification. Data reduction is done by simplifying data obtained from field notes. The goal is to reinforce, shorten, and discard things that are not important and arrange data in such a way that conclusions can be done. Data that has been reduced, presented then the next stage is taking conclusions.

III. RESULTS AND DISCUSSION

Effective learning is characterized by the occurrence of self-learning processes of students. The learning process is an attempt to make students learn, so that the situation is a learning event that is an attempt to change the behavior of students (Gagne, 1998: 72). Furthermore, the term of learning is closely related to the notion of learning and teaching, (Sardiman, 2010: 47). The term learning is a translation of instruction which has an understanding as a series of activities designed to enable the learning process to occur in students.

The learning is a system consisting of various components that are related / related to one another, (Rusman, 2014: 1). These components are goals, materials, methods, and evaluations. Thus it can be concluded from some of the opinions of experts that learning is an interaction process that can produce something because of the components or elements that are related to one another. The learning environment also contributes to the success of students.

Writing poetry needs to be trained continuously in order to achieve maximum results. Poetry has existed since the civilization of human culture. Poetry works always side by side with human life as a reflection of

life visualized through symbols that are beautiful and pleasant to read (Waluyo, 2010: 1).

Poetry comes from Greek 'poiesis' which is an early form of literature. Poetry is the most humane, tall and beautiful art. Poetry has existed since ancient times and has developed since primitive times (Jha, 2014: 1).

Poetry is a narrative of experience that is interpreted in rhythmic language (Alten Bernd, 1970: 2). Likewise, it is said poetry always changes according to the evolution of tastes and changes in aesthetic concepts (Riffaterre, 1978: 1). Poetry is a combination of physical and spiritual forms as well as the physical form of poetry, especially in the pattern of sound. Sound patterns are rhythms and phonetic forms, spiritual forms are patterns of intonation.

Poetry is an aesthetic work that utilizes distinctive language tools. Poetry is also said to be an independent world which means poetry is an object which is self sufficient or autonomous as the world in words (Sayuti, 2008: 24).

Likewise, that poetry is a type of literary work that is considered as a statement of poets regarding the condition or quality of human life (Ismawati, 2013: 22). Also there are three forms of literary works namely prose, poetry, and drama (Teeuw, 1980: 12). From the opinion of some experts above it can be concluded that poetry is the result of re-expression of inner human experience which is realized through aesthetic language by concentrating the physical structure and inner structure and compacting the words in the form of text. Learning to write poetry in high school aims to improve students' abilities related to the practice of sharpening feelings, reasoning, and imagination and sensitivity to society, culture and the environment.

The term of multicultural education consists of two terms, namely education and multicultural.

Education is a conscious and planned effort to create a learning atmosphere so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and country. While multicultural education is a process of developing all human potential that values plurality and heterogeneity as a consequence of cultural, ethnic, ethnic and religious diversity.

Multicultural education is rooted in Human Rights (HAM), so multicultural education is very oriented to humanism, namely love and tolerance (Tilaan , 2009: 260).

Multicultural education has five interconnected dimensions, namely: (1) content integration, (2) knowledge construction process, (3) equity equity, (4) prejudice reduction, (5) empowering school culture and social structure (Banks, 2010: 23).

The syntactic model aimed at developing students' creativity, innovation, or renewal through metaphoric activities in the form of direct analogies or personal analogies is expected to encourage students to be actively involved in creative actions. According to the synectic model is the right teaching strategy to develop creativity in writing (Joyce Et. Al, 2009: 182). Likewise it is stated that the synectic model can help students to think freely (Vani, 2012: 1). Synectic comes from Greek which means collecting and uniting together different and non-relevant elements. In addition, it is also stated that synectics is known as one of the popular creativity techniques applied to problem solving approaches. Here is a multicultural poem example (Sekaran, 2014: 38).

Senyum Mentari
Dikala sang surya menyapa alam
Pagipun menyambut senyum cerah sang surya
Begitupun para petani yang menuju ke sawah
Saling bertegur sapa

Mangga..................

Punten..................

Selamat

pagi.......... ➜multikultural dalam bahasa

Sugeng enjang.......

Horas bah.............

Begitu rutinitas kehidupan di desaku

Yang beraneka suku dan ramah

Seramah mentari pagi menyapa dunia

Kicau burung dan kokok ayampun

Bersahut-sahutan

Menambah semarak suasana

Application of the synectic model in learning to write poetry based on multicultural education.

a. Describe the Current Situation

The teacher provides motivation to write poems and explain about multiculturalism that is around students. Then students discuss the multicultural issues around them and then connect with writing poetry. The topics offered by the teacher are as follows: (a) existing cultural problems, (b) various events that exist in the community related to multiculturalism, (c) customs or customs that arise.

b. Direct Analogy

Students pay attention to objects or events that have been seen and experienced either directly or indirectly phenomena in society that are fun, sad, touching, even frightening to be used as inspiration in writing multicultural poetry or as a topic in writing poetry. Students determine the direct analogy (living things and inanimate objects) so that students' creativity will develop well.

c. Personal Analogy

Students must feel that they are part of the physical element of the problem at hand. Personal analogy is raised by asking students to pretend to be an object, action, idea or event. The point is that students have an event that they later like as if it were part of the event that ultimately leads to empathy. This is the creativity of thinking to write poetry.

d. Solid Conflict

Multicultural poetry writing is done individually according to the topic chosen by taking a description of the stage of direct analogy and personal analogy and then proposing some solid analogies / solid conflicts and choosing one of them. The teacher's role is to guide, control and motivate students so that quality poetry writing works

e. Direct analogy

Activities of students exchange their own work with the work of their friends with the aim of introducing their work so that they understand each other's direct analogies determined by their friends then students read poems by their friends. They comment on each other and provide solutions to things that are considered inappropriate.

f. Re-check the Initial Task

Students re-correct poetry works made through their synectic experience. This activity was carried out to reflect on the shortcomings in the practice of multicultural poetry writing and the subsequent actions to perfect their poetic works.

1.Closing

In learning to write poetry based on multicultural education with a synectic model of high school students, teachers as learning spirits are required to be creative, innovative and fun to change the conventional teaching style. A teacher is able to use students to carry out synectic stages so that the results of multicultural poetry writing are of high quality. The stages are: (1) Describe the current situation, (2) Direct analogy, (3) Personal analogy, (4) Solid conflict, (5) Direct analogy, (6) Re-examine the initial task.

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