Teacher's Perception of the Synectic Model and Problem-Based Learning on Poetry Writing Skills in Class IV Elementary School

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ARTICLE INFO	ABSTRACT
Keywords: Writing poetry; Synectics; problem-based learning *Article history:* Received 2022-02-14 Revised 2022-06-12 Accepted 2022-09-24	Indonesian language lessons are often underestimated as difficult, but in reality, many students do not understand Indonesian language learning, one of which is writing poetry. Writing poetry cannot be done through conventional methods because writing poetry requires a very high imagination. One of the innovations that can be done in poetry writing is the synectic model and the problem-based learning model. The purpose of this research is an exploratory study of synectic models and problem-based learning on poetry writing skills for class IV. The method used in this research is an exploratory qualitative conducted in elementary schools in the Kanjengan Cluster, Central Semarang. The results of the analysis show that teachers need innovation in learning to increase students' imagination which will later be poured into the form of poetry. One of the innovations that can be applied is to use synectic models and problem-based learning in the process of learning to write poetry. *This is an open-access article under the license.*

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1. INTRODUCTION

Language is a means of communication for everyone. With language, humans can interact and exchange information with other people. Without language, humans will not be able to express its meaning both orally and in writing. One of the subjects that has an important role in everyone's language skills is Indonesian. In Indonesian language lessons, students are directed to be able to communicate using good and correct language both orally and in writing. Indonesian language lessons have four aspects, namely reading skills, writing skills, listening skills, and listening skills.

The aspect that will be discussed is writing ability. Writing is a language skill that is used for indirect communication (Sri Ramadhani, 2020). Based on Dery & Putra, (2019) Writing is a process of how communicating ideas to others well so that others can understand what is conveyed through writing. The

language used for writing must be clear, coherent, expressive, and easily understood by others, but before someone writes, they must have ideas that will be obtained through the process of writing. (Fitri, 2017). Writing has the goal of creating ideas, imagination, and drawing thoughts from other people.

One of the forms of writing is by writing poetry texts in KD 4.6 which is written in writing personal poetry using proper pronunciation, intonation, and expressions in grade IV elementary school. Poetry is a literary work that expresses thoughts and evokes feelings, which stimulates the imagination of the five senses in a rhythmic arrangement (Fitri, 2017). While writing poetry is a process of appreciating ideas, feelings, and experiences poetically (Susilowati, 2019). In writing poetry, students can write poetic words with precise and beautiful words. According to Muffarohah & Susetyo, (2015) the purpose of learning to write poetry is so that students can express themselves in written form freely, both in the form of ideas, ideas, feelings, and experiences. Some so many students think that Indonesian language lessons are very easy lessons, but there are still many students who have difficulty learning Indonesian, one of which is in the material of writing poetry (Prayitno, 2013). This is evidenced by the results of field studies conducted at elementary schools in the Kanjengan cluster, many students complain that it is difficult to make their poetry. Difficulties encountered include difficulty in finding ideas or inspiration (Putri & Widihastrini, 2014). Students in elementary schools in the Kanjengan cluster are very difficult to inspire when writing poetry due to a lack of innovation in the learning process. The results of student writing are still like writing descriptive essays and have not used connotative language and have not used the figure of speech. This is because students' vocabulary is still limited and the teacher has not done innovative learning so students are less interested in learning to write, especially writing poetry. Many students also consider that writing is one of the most difficult activities. There needs to be a distance in the writing process to make writing fun and also make it easier for students to find inspiration that will be poured into poetry stanzas. In the process of writing poetry students need high imagination power, therefore a teacher must be able to package the learning process using models, methods, strategies, or media.

Based on the description of the problem above, the researcher has a solution related to the problem above, namely by applying the synectic model and the PBL model to the poetry writing skills of fourth-grade elementary school students. The synectic model is a learning model to gain new views using a figure of speech by bringing together various elements. The synectic model emphasizes creative activities that require students' emotional involvement in directing them (Khusni, 2017). According to Joyce, and Bruce, (2011) the essence of the synectic model is a metaphorical activity that includes a direct analogy process, personal analogy, and thick conflict. Metaphor activities have a purpose, namely to find out the difference between a concept between students and the existing object or material being studied. Research using the synectic model has been carried out by S Ramadhani & Pasaribu, (2021) with the title The Effect of the Synectic Learning Model on the Poetry Writing Ability of Fifth Grade Students at Prince Antasari Elementary School Medan. 81.67 while the average poetry writing ability of students who were taught using conventional learning methods was 71.25. So it can be concluded that the poetry writing ability of students who are taught using the synectic learning model is higher than the poetry writing skills of students who are taught using the conventional learning model. Research with a synectic model of poetry writing skills has also been carried out by Panca, (2019) with the title DEVELOPMENT OF THE Eclectic MODEL BASED ON THE NOBLE VALUES OF PANCASILA IN LEARNING TO WRITE PEOPLE'S POETRY FOR CLASS VII SMP. This study involved several schools, namely SMP Negeri 33 Semarang. Large-scale trials were conducted at SMP Negeri 1 Semarang, SMP Negeri 3 Semarang, SMP Ksatrian2 Semarang, and SMP IT Bina Amal Gunungpati Semarang. The results of the study explain that the synectic model is an effective model used in increasing the knowledge of junior high school students in learning to write folk poetry. . The difference between the pretest and post-test scores was greatly increased. Research using the PBL model has been carried out by Marlani & Prawiyogi, (2019) with the title Application of Project-Based Learning Models to Improve Poetry Writing Skills in Elementary Schools. Those who fulfill the KKM are 2 people, 6 people in the first cycle, 9 people in the first cycle, and 14 out of 15 students in the third cycle. Student learning outcomes in poetry writing skills at the end of each learning cycle I to cycle III have increased quite well. Research using the PBL model for poetry writing skills was also carried out by Herman Wijaya & Fikri, (2019) with the title The Effect of Problem

Based Learning (PBL) on the Poetry Writing Ability of Seventh Grade Students of MTs Hizbul Wathan Semaya. Problem Based Learning (PBL) model with a group of students taught with a different conventional model at a significance level of 5%. The calculation results obtained are count = 2.33. This value is higher than the table price, which is 2.02. In other words, hypothesis Ho is rejected and Ha is accepted. In addition, students who are taught using the PBL model have a higher average ability to write poetry than students who are taught using the conventional model, namely 76.79 in the PBL class and 67.41 in the conventional class. Thus, it can be concluded that learning using PBL (Problem Based Learning) and Synectic models in developing poetry writing skills is more effective than conventional methods. In this study, the process of learning poetry writing skills does not only use a synectic model or problem-based learning but uses two models, namely the synectic model and problem-based learning. Based on the research findings, it is suggested that teachers can apply the Project-Based Learning model and the Synectic learning model to improve the poetry writing skills of 4th-grade elementary school students, as well as other language skills.

In connection with this research, this article has a purpose, namely an exploratory study of the synectic model and a problem-based learning model of poetry writing skills for grade IV elementary school. By starting with a needs analysis for elementary school teachers in the Kanjengan cluster, Central Semarang city. The needs analysis was carried out by conducting closed interviews with the fourth-grade homeroom teacher in the Kanjengan cluster, Semarang city by using a questionnaire in the form of filling out a google form in their needs analysis activity.

2. METHODS

This study uses an exploratory qualitative method. Qualitative methods are data obtained such as observations, interviews, photoshoots, document analysis, and field notes, compiled by researchers at the research location, not stated in the form of numbers. Researchers conducted data analysis by enriching information, looking for relationships, comparing, and finding basic patterns of the original data (not transformed in the form of numbers). The results of data analysis in the form of exposure to the situation under study are presented in the form of a narrative. Using this method can answer research problems that require an in-depth understanding of the object under study to produce research conclusions in the context of the time and situation concerned. The instruments used in this research are interview instruments and observation instruments, which are the used instruments to obtain information about the perception of fourth-grade teachers on the application of synectic models and problem-based learning to the material for poetry writing skills for grade IV elementary schools. Data collection techniques are the most important step in research because the main purpose of research is to obtain data. According to Janah et al, (2016) this study aims to dig deeper into the things or causes that influence the occurrence of something.

This method is used to obtain information about the fourth-grade teacher's perception of the application of the synectic model and problem-based learning on the material for writing poetry in the fourth grade of elementary school. In this study, the data collection process was carried out by interview with a list of questions (questionnaire) for the fourth-grade elementary school teacher in the Kanjengan cluster, Central Semarang. The following is data on the names of schools and resource persons from the Kanjengan cluster, Central Semarang City:

Table 1. Data of Resource Persons in the Kanjengan Cluster, Central Semarang

School name	Number of people interviewed
SD Islam Sultan Agung 01	2
SD Islam Sultan Agung 03	1
SDN Bangunharjo	1
SDN Kembangsari 01	1

SDN Kembangsari 02	1
SD Muhammadiyah 13	1

In qualitative research, the data that appears is more in the form of words, not a series of numbers. Qualitative data analysis can be seen as a process and also seen as an explanation of the components that need to be in data analysis. So in the context of both, data analysis is the process of searching for, and systematically compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling them into patterns, choosing what is important and what is not. will be studied and make conclusions so that they are easily understood by themselves and others (Sutedjo, 2019). The conclusions of qualitative research are expected to be new findings that have never existed before. Findings can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship or theory.

3. FINDINGS AND DISCUSSION

This study took samples from elementary schools located in the Kanjengan cluster, Central Semarang as an appropriate reference in fulfilling the teacher's perception hypothesis regarding the synectic learning model and the problem-based learning model. This research refers to the interview process to obtain data in identifying the problems to be studied.

Based on interviews and the distribution of questionnaires from homeroom 4th graders scattered in elementary schools in the Kanjengan cluster, Central Semarang regarding the process of learning to write poetry, teachers have different answers, some teachers use the method of reading books, interactive videos, and some even use conventional methods. . From the statement of the homeroom teacher for grade 4 at SDN Kanjengan Central Semarang, during the interview process regarding the learning process to write poetry, some students had met the KKM and some had not. Some students who meet the KKM are students who copy poetry on google while students who do not meet the KKM are students who write poetry with the results of their imagination. In the interview process, first asking what they know about poetry, one of their answers about poetry is as follows:

Researcher: *What is meant by poetry?*

Resource person: *Poetry is a literary work in which there are beautiful words that are then formed into stanzas.*

Other sources say that the poem is:

Resource person: *Poetry is a literary work that is used as a tool to express feelings with beautiful words.*

According to Citraningrum, (2016) poetry is a variety of literary works which are linguistic events that are filtered to the fullest to express personality in an appropriate form and in harmony with the character it expresses. This variety of literary works was originally bound by rhythm, dimension, rhyme, and other poetic systems. Meanwhile, according to Eliyana & Wulandari, (2021) Poetry is a form of literary work using beautiful words and rich in meaning. Eliyana & Wulandari, (2021) states that the beauty of poetry is caused by certain conditions, namely: a. Diction is the determination of word choice, both in the world of writing and in the world of speech that we use daily, b. Figurative language is a style of language which the author uses to convey a message imaginatively and figuratively, c. Rhyme is the repetition of intermittent sounds, both in the rhyme line and at the end of the adjacent rhyme line, d. The rhythm contained in poetry is caused by the condensation of all elements of language.

After asking about the meaning of poetry, the researcher then asked about the skills of writing poetry the seven speakers

Researcher: *What do you know about poetry writing skills?*

The seven speakers had almost the same answers regarding poetry writing skills, namely:

Poetry writing skills are a process where students must be able to have ideas or images that will later be poured into written form, but in this case, many students are still not able to imagine well, thus preventing them from writing poetry. And most of the students when asked to do their homework at home so they have

a long time to imagine, Some of them made their own but some of them said that the poetry they got was taken from google. The difficulty of writing poetry makes students very bored in the learning process and reluctant to seek imagination to write poetry.

According to Putri & Widihastrini, (2014) "writing poetry is one of the skills of literary works in expressing the thoughts and feelings of the poet". The activity of writing poetry has many benefits, therefore the activity of writing poetry must be achieved by students. there are 3 stages of writing poetry (Fadilatuzzahro, 2016):

1. Initiative Stage
    The Initiative stage is the stage for searching for an idea that will later be put in writing.
2. Continuation Stage
    The Continuation stage is the continuation stage of the discovery of an idea.
3. Termination Stage
    The ideas that have been developed are then revised in writing a poem.

The next question is related to what media or model the teacher uses in the classroom in the process of learning to write poetry.

Researcher: *What kind of media or model do you use in the process of learning to write poetry?*

The answers from the seven speakers were combined into one as follows:

Some resource persons have not used innovative models in the learning process to write poetry when their learning process only uses picture books, reading books, discussions, mass media, and interactive videos. However, some of the informants answered that the process of learning to write poetry had used innovative models such as the application of problem-based learning models, picture and picture models, and independent writing learning models. Some teachers only use the lecture method and then ask to make a poem and collect it.

The next question is related to the Minimum Completeness Criteria (KKM) for students to learn poetry writing skills.

Researcher: *Have you met the KKM in writing poetry?*

The answers from the seven sources were almost the same so they were summarized into one answer, the following are the answers of the informants:

Some informants said that students had met the minimum completeness criteria (KKM) but when asked about poetry, some students said that they got poetry from browsing google, but some students made their poems with certain themes, for example about fathers, mothers, family. , flowers and animals. Some informants said that students did not meet the minimum completeness criteria (KKM) because poetry was written using story language so the work looked more like a story than a poem.

Next is the question of the synectic model they know. In the process of deepening the synectic model of poetry writing skills, the three teachers did not know about the synectic model and it turned out that the teacher who did not know the synectic model was a senior teacher at the school. However, young teachers already know about the synectic model but have never applied it in the learning process. Here's a question regarding the synectic model:

Researcher: *What do you know about the synectic model?*

The answers from sources who do not understand the synectic model are as follows:

Synectic models are very foreign to their ears and they say they don't know what synectic models are. They just found out about the synectic model from the questions they just asked. Most of those who do not know the synectic model are senior teachers who have been teaching for years.

Meanwhile, the following answers from young teachers related to the synectic model:

Most of them answered that the synectic model is a model used to develop students' creativity and help students in creative problem-solving.

According to Tajari & Tajari, (2011) One suitable method for increasing creativity is a new teaching method developed by William J. Gordon et al. Meanwhile, according to Krisbiono et al, (2015) Synectics model can be useful for developing a new understanding in students about a problem so that they are aware of how to behave in certain situations, develop clarity of understanding and internalization in students about new material, can develop creative thinking students, can find new ways of thinking in

solving a problem. Based on this explanation, through the synectic model students can gain new understanding in students, explain new understandings in students, and can develop creative thinking so that students do not experience difficulties in writing poetry texts. The synectic model, can accelerate and increase students' understanding to determine the relevance of the topic to their writing. By using the synectic model, it is hoped that students can pour their ideas and creativity into written form so that they become poetry texts.

The syntax of the synectic model is as follows (Rostika, 2016):

SYNTHETIC MODEL

Stage One: Describing the current state	Stage Two: Live Analogy
The teacher asks students to describe a situation or a topic that they see today.	The students put forward a direct analogy, one was selected and further developed.

Stage Three: Personal Analogy	Fourth Stage: Conflict Suppression
The students become the analogies they select in the second phase.	Based on the second and third phases, the students raised several conflicts and selected one.

Stage Five: Live Analogy	Stage Six: Review the actual task.
Students develop and select another direct analogy based on the conflict.	Students develop and select another direct analogy based on the conflict.

The next question is about the problem-based learning model that they know. In the process of deepening the problem-based learning model, all resource persons or grade IV teachers already know about problem-based learning, but some teachers have implemented it in the learning process while some teachers have not implemented problem-based learning. based on learning models in the learning process. The following questions are related to the problem-based learning model:

Researcher: *What do you know about the problem-based learning (PBL) model?*

The following are the answers from several sources regarding the problem-based learning model which are summarized into one:

The problem-based learning model is a problem-based learning model to improve students' skills in interacting with their environment. The answers of each resource person are almost the same regarding problem-based learning models, namely problem-based learning models or learning models centered on a problem that must be solved by students.

According to Prasetya, (2021) Problem-based learning model is a learning approach that uses problems as a learning benchmark, and to be able to solve a problem, students need new knowledge. Problem-based learning involves students in an active, collaborative, student-centered learning process that develops problem-solving skills and independent learning skills needed to face challenges in life and careers. Meanwhile, according to Kodariyati & Astuti, (2016) Problem Based Learning (PBL) is a problem-based learning model that can help students understand the subject matter, which allows the development of students' thinking skills. In the PBL model, the problem is presented at the beginning of the lesson. Students are expected to be able to find concepts through the problems given, namely by finding the right solutions to the problem.

The syntax for the Problem Based Learning learning model according to Nuraini & Kristin, (2017) suggests that 5 stages must be carried out in PBL, namely: (1) giving orientation to the problem to students, (2) organizing students to research, (3) helping independent and group investigations, (4) developing and presenting results, (5) analyzing and evaluating the problem-solving process.

The last question is related to the synectic model and problem-based learning and whether it is suitable to be used in the learning process of writing poetry or not. The following is the last question related to the perception of the fourth-grade teacher towards the synectic model and the basic learning problem model:

Researcher: *Are synectic models and problem-based learning models suitable for learning poetry writing skills?*

Here are the answers from the seven sources combined into one:

So far, in the process of learning to write poetry, they have never applied the synectic learning model and according to them, the synectic model is very suitable to be used in the process of learning to write poetry because the synectic model is a model used in learning to write poetry. develop students' creative processes. There is one resource person in the process of learning poetry writing skills, he uses a problem-based learning model and according to him, this model is very suitable for use in the poetry writing learning process. Like other sources, it is also appropriate if the process of learning to write poetry uses a problem-based learning model because problem-based learning models are models used in problem-solving or problem-centered models in the learning process, students can be given problems and then solve them. the problem of the form of the work in the form of writing in a poetry text. Therefore, they feel that the synectic model which aims to develop students' creativity with a problem-based learning model which is a problem-based learning process is very suitable for use in the process of writing poetry and can arouse students' imagination so that students can pour that imagination into poetry.

4. CONCLUSION

Based on the analysis that has been done, the process of learning to write poetry is learning that is considered difficult because students are very difficult to imagine so they are not able to write poetry. One of the factors that influence students' lack of imagination is the lack of innovation in the process of learning to write poetry. The process of writing requires a source of imagination to be poured into written form. Innovation is the process of learning to write poetry that is needed so that students do not find it difficult and can generate imagination so that they can write poetry according to their respective imaginations. One of the innovations that can be used by the perceptions of fourth-grade elementary school teachers is the synectic model and the problem-based learning model in the learning process. The synectic model can be used by teachers to bring up students' creative ideas or bring up students' imaginations so that students can write down their imaginations in written form. While the problem-based learning model is a model used for problem-solving with students finding problems students will become more active, using a problem-based learning model can help students understand the material presented by the teacher.

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