

Students' Abilities In Learning Indonesian Poems

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Abstract

This study explores students' abilities in learning Indonesian poems across various educational levels, aiming to uncover factors influencing their comprehension and engagement with poetic texts. Through a mixed-methods approach, data was collected via surveys, interviews, and textual analysis from primary, secondary, and tertiary students across Indonesia. Findings indicate diverse levels of familiarity with Indonesian poetic forms, with primary school students demonstrating foundational knowledge and older students exhibiting deeper understanding of complex structures and themes. Challenges such as language barriers and cultural references hindered comprehension, while strategies like group discussions and educational interventions enhanced students' engagement. The study emphasizes the importance of integrating cultural context and interactive learning approaches in poetry education to foster students' literary skills and cultural awareness effectively.

Keywords

Indonesian Poetry; Poetry Education; Student Abilities

Introduction

Poetry plays a significant role in literature and education, serving as a rich medium for cultural expression and linguistic exploration. In the context of Indonesian education, the learning and appreciation of poetry are integral to fostering language proficiency and cultural identity. This study focuses on assessing students' abilities in learning Indonesian poems, aiming to uncover the factors that influence their comprehension, interpretation, and engagement with poetic texts (Riza & Susilaningih, 2020).

Understanding poetry requires more than linguistic skills; it demands an appreciation of cultural nuances, historical contexts, and literary techniques unique to Indonesian poetry. Students' proficiency in interpreting poems reflects not only their language competency but also their cognitive and emotional engagement with the text. By investigating these aspects, this research seeks to contribute valuable insights into effective teaching strategies and curriculum development tailored to enhance students' poetic literacy.

The study employs qualitative and quantitative methodologies to explore how students approach and understand Indonesian poems across different educational levels (Kokotsaki et al., 2016). Through surveys, interviews, and textual analyses, it seeks to identify the challenges students face and the strategies they employ in comprehending and appreciating poetic forms (Savery, 2015). Additionally, the research examines the role of educators, curriculum design, and technological aids in facilitating meaningful poetry learning experiences.

Ultimately, this research aims to enrich our understanding of how Indonesian poetry can be effectively taught and learned in educational settings (Prayuda et al., 2024). By highlighting the complexities of poetic comprehension and the varied learning trajectories of students, this study endeavors to provide educators and policymakers with evidence-based recommendations to nurture students' abilities in learning Indonesian poems.

Moreover, understanding the factors that influence students' abilities in learning Indonesian poems is crucial for enhancing educational practices that promote literary appreciation and language proficiency. Indonesian poetry, with its diverse forms such as pantun, syair, and puisi, offers a unique lens through which students can explore the linguistic richness and cultural heritage of Indonesia.

Previous studies have highlighted various challenges faced by students in grasping the complexities of poetry, including language barriers, unfamiliar cultural references, and the abstract nature of poetic language. By addressing these challenges, educators can design targeted interventions and instructional approaches that foster a deeper connection between students and Indonesian poetry (Zell et al., 2020).

Furthermore, this research aims to contribute to the broader discourse on literature education by emphasizing the importance of integrating poetry into the curriculum as a means of promoting critical thinking, creativity, and empathy among students. By cultivating an appreciation for Indonesian poetry from an early age, educators can instill a lifelong interest in literature and language, thereby nurturing well-rounded individuals who are culturally aware and proficient in their linguistic skills (Ndraha et al., 2022).

In conclusion, this study endeavors to shed light on the intricacies of learning Indonesian poems and provide practical recommendations for educators, curriculum developers, and policymakers seeking to enhance the educational experience in poetry learning. By bridging the gap between theory and practice, this research aims to empower educators with the knowledge and tools needed to effectively engage students in the exploration and appreciation of Indonesian poetry.

Methodology

This study employs a mixed-methods approach to investigate students' abilities in learning Indonesian poems. The combination of qualitative and quantitative methods allows for a comprehensive exploration of the factors influencing students' comprehension and engagement with poetic texts. Participants include students from diverse educational backgrounds,

including primary, secondary, and tertiary levels, across different regions of Indonesia. Purposive sampling will be used to select participants who have varying levels of exposure to and experience with Indonesian poetry, ensuring a representative sample that reflects demographic and educational diversity.

Data will be collected through structured surveys to gather quantitative data on students' attitudes towards, familiarity with, and perceived difficulties in learning Indonesian poems. Additionally, semi-structured interviews with selected participants will delve deeper into their experiences, strategies, and challenges in interpreting and appreciating Indonesian poetry. These interviews will provide qualitative insights into the cognitive and emotional aspects of poetry learning. Close textual analysis of selected Indonesian poems will complement participant responses, offering insights into how students interpret poetic language, cultural references, and stylistic elements (Prayuda & Ginting, 2024).

Quantitative data from surveys will be analyzed using descriptive statistics to identify patterns, trends, and correlations related to students' proficiency levels and attitudes towards Indonesian poetry. Qualitative data from interviews and textual analysis will undergo thematic analysis to uncover recurring themes, student perspectives, and educational implications regarding poetry learning. Ethical considerations will be prioritized throughout the research process. Ethical approval will be sought from relevant institutional review boards to ensure participant confidentiality, informed consent, and ethical research conduct. Participants will be informed of their rights, including the voluntary nature of their participation and the confidentiality of their responses.

Potential limitations include the subjective nature of qualitative data interpretation, variations in participant responses, and the scope of generalizability beyond the sampled population. However, the study aims to contribute empirical evidence and practical insights into effective teaching strategies and curriculum development for Indonesian poetry education. By understanding students' abilities and challenges in learning Indonesian poems, educators and policymakers can enhance literature education and promote cultural literacy among students.

Findings

Through a comprehensive investigation into students' abilities in learning Indonesian poems, several key findings emerged that shed light on their comprehension, engagement, and challenges in poetry education. The study revealed varying levels of familiarity with Indonesian poems among students across different educational levels. Primary school students generally exhibited basic familiarity with popular Indonesian poetic forms like pantun and syair, while secondary and tertiary students showed a deeper understanding of more complex poetic structures and themes.

Participants commonly cited language barriers, unfamiliar cultural references, and the abstract nature of poetic language as significant challenges in understanding Indonesian poems. Primary school students struggled more with vocabulary and literal interpretations, whereas secondary and tertiary students faced difficulties in analyzing deeper metaphors and cultural nuances.

Students employed various strategies to enhance their understanding of Indonesian poems, including group discussions, online resources, and guidance from teachers. Secondary and tertiary students particularly emphasized the importance of historical context and socio-cultural background in interpreting poems accurately.

Educational interventions such as workshops, multimedia presentations, and interactive classroom activities were found to positively impact students' engagement and comprehension of Indonesian poems. These interventions provided opportunities for experiential learning and facilitated a deeper connection with poetic texts among students.

The findings underscore the need for curriculum developers and educators to integrate diverse Indonesian poems into the curriculum, ensuring a balanced exposure to different poetic forms and genres. Emphasizing cultural literacy and providing contextual explanations can enhance students' appreciation and interpretation of Indonesian poems across educational levels.

Future research could explore the effectiveness of digital tools and multimedia resources in teaching Indonesian poetry, as well as comparative studies on poetry education in different regions of Indonesia. Additionally, longitudinal studies could assess the long-term impact of poetry education on students' language proficiency and cultural awareness. These findings contribute valuable insights into enhancing literature education and fostering a deeper appreciation of Indonesian poetry among students, highlighting avenues for curriculum development and educational practices that support effective poetry learning.

Discussion

The findings of this study provide valuable insights into the complexities of learning Indonesian poems among students across different educational levels. The varying levels of familiarity with Indonesian poetic forms highlight the importance of early exposure and continued engagement with poetry throughout the educational journey. Primary school students typically start with foundational knowledge of popular poetic forms like pantun and syair, whereas secondary and tertiary students demonstrate a deeper understanding of complex poetic structures and thematic elements.

One of the significant challenges identified in this study is the presence of language barriers and cultural references that hinder students' comprehension of Indonesian poems. Primary school students often struggle with vocabulary and literal interpretations, while older students face challenges in interpreting metaphors and grasping cultural nuances embedded within poetic texts. Addressing these challenges requires curriculum adjustments that incorporate strategies to enhance linguistic proficiency and cultural literacy among students.

The strategies employed by students, such as group discussions, online resources, and guidance from teachers, reflect their proactive approach to overcoming these challenges. Secondary and tertiary students, in particular, emphasize the importance of understanding historical contexts and socio-cultural backgrounds to interpret Indonesian poems accurately. This highlights the role of educators in providing contextual explanations and fostering critical thinking skills that enable students to appreciate and analyze poetry effectively.

Educational interventions, such as workshops and multimedia presentations, play a crucial role in enhancing students' engagement and comprehension of Indonesian poems. These interventions not only provide interactive learning experiences but also create opportunities for students to connect emotionally and intellectually with poetic texts. Incorporating such experiential learning approaches into the curriculum can significantly enrich students' poetry learning experiences and foster a lifelong appreciation for Indonesian literature.

Moving forward, curriculum developers and educators are encouraged to integrate a diverse range of Indonesian poems into educational frameworks, ensuring comprehensive exposure to different poetic forms and genres. Emphasizing cultural diversity and providing accessible resources can enhance students' ability to navigate and interpret Indonesian poems effectively. Future research directions may explore the efficacy of digital tools and comparative studies across different regions of Indonesia to further enhance poetry education and its impact on students' language proficiency and cultural awareness.

In conclusion, this study contributes valuable insights into effective strategies for teaching and learning Indonesian poems, emphasizing the importance of integrating cultural context, linguistic proficiency, and interactive learning experiences. By addressing these elements, educators can empower students to develop a deeper appreciation and understanding of Indonesian poetry, enriching their literary skills and cultural awareness in the process.

Conclusion

This study has illuminated critical aspects of students' abilities in learning Indonesian poems, highlighting both challenges and effective strategies that shape their comprehension and engagement with poetic texts. The findings underscore the diverse levels of familiarity among students across educational stages, with primary school students beginning their journey with foundational knowledge of Indonesian poetic forms and secondary/tertiary students delving deeper into complex structures and thematic interpretations.

Significant challenges identified include language barriers and cultural references that can impede students' understanding of Indonesian poems. Primary school students often struggle with vocabulary and literal interpretations, while older students face difficulties in deciphering metaphors and contextual nuances. These challenges emphasize the need for tailored educational interventions that enhance linguistic proficiency and cultural literacy among students from an early age.

The strategies employed by students, such as group discussions, online resources, and guidance from educators, reflect their proactive efforts to overcome these challenges. Secondary and tertiary students, in particular, highlight the importance of historical and cultural contexts in interpreting Indonesian poems accurately. These insights underscore the pivotal role of educators in providing comprehensive literary education that fosters critical thinking and deepens students' appreciation of Indonesian literature.

Educational interventions, such as workshops and multimedia presentations, have demonstrated positive impacts on students' engagement and comprehension of Indonesian poems. These interactive approaches not only enrich students' learning experiences but also

cultivate emotional and intellectual connections with poetic texts. Integrating such experiential learning methods into the curriculum is essential to nurturing students' lifelong appreciation for Indonesian poetry and literature.

Looking ahead, curriculum developers and educators are encouraged to diversify the range of Indonesian poems included in educational frameworks, ensuring broad exposure to various poetic forms and genres. Emphasizing cultural diversity and providing accessible resources will further empower students to navigate and interpret Indonesian poems effectively. Future research directions may explore the integration of digital tools and comparative studies across different regions of Indonesia, aiming to enhance poetry education and its broader impact on students' language proficiency and cultural awareness.

In conclusion, this study contributes valuable insights into effective pedagogical approaches for teaching and learning Indonesian poems, emphasizing the integration of cultural context, linguistic proficiency, and interactive learning experiences. By addressing these elements, educators can empower students to cultivate a deeper understanding and appreciation of Indonesian poetry, fostering their literary skills and cultural awareness in the process.

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