The Development of the Tedars Hypnosis-Based Poetry Appreciation Learning Model

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Abstract. This research aimed to produce a valid, practical, and effective Tedars hypnosis-based learning model that could be implemented to the students of Indonesian Language Education and Literature Department especially in Poetry subject. This learning model was developed using the Dick and Carey model, and was tested in the classroom the Poetry subject at the Teacher Training and Education Faculty of University of November Nineteen Kolaka through One-Group Pretest-Postest Design. The data was collected through test, observation, and questionnaire. The data was analyzed by using a qualitative descriptive method. This development research was addressed to find out the validity (validity, practicality, and effectiveness) of the developed model consisting of planning model (syllabus and SDP), material model, and evaluation model of the Tedars hypnosis-based poetry appreciation learning. The result of the research indicated that the learning model developed was valid, practical, and effective. The validity can be seen from the assessment of the SDP, students’ worksheet, teaching materials, and the achievement test. The practicality is showed by the systematic and efficient stages of the learning process. The effectiveness of the model is revealed by the process of this case the students’ responses and learning outcomes. From the result of this research, it can be concluded that: (1) the planning model product is valid and very effective based on the average result of the expert judgement (83.19%), (2) the material model product is valid and from the average result of the expert judgement is very effective (83.93%), (3) the evaluation model product is valid and is very effective according to the average result of the expert judgement (83.93%); (4) the implementation of the Tedars hypnosis-based poetry appreciation learning model can increase the students’ competence to appreciate poetry and is on very good category. Thus, the implementation of the Tedars hypnosis-based poetry appreciation learning model can increase the students’ learning ability in appreciating poetry.

Keywords: Tedars Hypnosis, appreciation, poetry

1. Introduction

Tridharma or the three pillars of higher education in terms of education and teaching is one of the obligations of lecturers in facilitating students’ learning. Learning done by lecturers and students is a process to facilitate, motivate, control, and encourage students to learn. Meanwhile, learning itself is an attempt to seek or obtain something meaningful in life. Meaningfulness can be seen from several dimensions, such as from not knowing to knowing, from not being interested to being interested, from being unskilled to being skilled, from not being accustomed to being accustomed, from not liking to liking, from being difficult to not being difficult, and so on. All of these dimensions will be seen in the
future if the students have mingled with society as an educator. A lecturer must be able to prove that what he/she teaches can be useful to his/her students. Without the usefulness of learning to the reality of students’ life, then the learning itself is just a learning that does not mean anything. This is what sometimes causes students to be required only to learn, and even makes them feel forced and punished with the learning given. Literature, especially poetry, is essentially not to be taught, but, with literary knowledge, students can understand the benefits of literature, particularly poetry. For that reason, poetry can be considered a literary work, so that its relation with life and learning process can take place. Therefore, unconsciously, literature is part of a science.

This science is expected to be useful for students as a prospective teacher of Indonesian Language and Literature. To achieve the meaningfulness mentioned above, there are many teaching approaches, methods, and techniques considered good. However, not all good ones match all lecturers, and all students. In addition, whoever the lecturer is does not have to feel more important than whoever their students are. Knowledge, approaches, methods, and instructional techniques appropriate for a lecture are not the most important things, but those that will become students' knowledge, skills, attitudes and behavior are. Therefore, enabling students to be knowledgeable, skilled, and have positive attitudes towards literary work is the main priority of a literary/poetry learning. Such condition requires a literature lecturer to have accurate strategies and knowledge in accordance with the students he/she teaches. The above rationale inspired the writer to conclude that as a prospective teacher of Indonesian Language and Literature, students are certainly inseparable from language competence and poetry appreciation. Poetry appreciation is how students are able to appreciate, understand, assess, and produce poetry as a literary work.

Achievement of learning outcomes or appreciation in question is certainly supported by the implementation of the learning process. The implementation of learning process in classroom is done with various approaches, methods, strategies, and techniques that are innovative, creative, and interesting so that the achievement of learning outcomes will be optimal and meaningful. One method to be developed is hypnoteaching. Hypnoteaching is a learning method that combines learning with hypnosis method. The idea underlying this research is that improving students' skill in writing poetry requires a technique that prioritizes the ability to imagine by practicing the ability to focus the heart and mind through sound and image suggestion. This technique will be combined with Tedars poetry writing technique. Tedars stands for: tema (theme), diksi (diction), acak (random), rangkai (sequence), judul (title), and sunting (editing). The implementation of Tedars-Hypnosis learning model is expected to make learning process better, more innovative, and effective, so as to improve the students' ability, creativity, interest, motivation in writing poetry on Poetry subject. Therefore, the researcher as an Indonesian Language and Literature lecturer at the University of November Nineteen Kolaka will apply the Tedars-Hypnosis method which is considered able to overcome problems faced by students in writing poetry. The most common problem encountered by students is diction or choosing poetic and meaningful words. In general, students have difficulty in writing poetry built by building elements of poetry entirely. In addition, the teaching method chosen by lecturers is still conventional such as assignment, discussion, demonstration, and question-answer technique [1]-[13].

2. Methods
A survey was conducted on 50 students of the University of November Nineteen Kolaka, Indonesian Language Education and Literature Study Program, Class of 2012, in March 2014 by giving a questionnaire with two choices of "yes" or "no" answers. Based on the results of the survey, it can be said that Poetry Appreciation learning requires innovative learning methods and techniques from the literature lecturer. Therefore, this research becomes a solution by applying Tedars-Hypnosis learning model that provides students an opportunity to be creative and innovative in writing their poetry. Eventually, this can make Indonesian literature a cultural treasure that needs to be preserved. This research is a development research (Research and Development). R & D research is used for the following reasons: (1) the model of poetry learning has not yet produced qualified poetry, so the researcher modifies and develops another model as an innovation; (2) the products produced from this
R & D are expected to offset conventional learning models. The design of this research is a development design that is done by adapting the development model of Dick and Carey [6] which can be seen in the following chart.

Validity criteria and the implementation of this model are based on Darwis as presented below [14]

- $V < 1.5$ not valid
- $1.5 \leq V < 2.5$ less valid
- $2.5 \leq V < 3.5$ quite valid
- $3.5 \leq V < 4.5$ valid
- $4.5 \leq V$ very valid
Where: V is the validity of the model

Data related to practicality of the learning model is the data from the implementation of the model from two observers. The analysis was conducted on the assessment of two observers who observed the learning process. From the results of the assessment of the two observers, the average value of T₁ and T₂; T₁ = the average value of the implementation from the first observer and T₂ = the average value of the assessment of the implementation from the second observer. The value of T is further confirmed by the interval of the learning model implementation category. Practicality criteria or the implementation of the model are based on Darwis as follows [15]:

- \( I < 1.5 \) = not implemented
- \( 1.5 \leq I < 2.5 \) = only a few are implemented
- \( 2.5 \leq I < 3.5 \) = only half are implemented
- \( 3.5 \leq I < 4.5 \) = most are implemented
- \( 4.5 \leq I \) = all is implemented

Where: I is the implementation of the model

A formula used is \( f/n \times 100\% \) where: f is the alternative frequency of selected answers and n is the number of test subjects. Categories of the effectiveness level [15]:

- \( 4.81 - 100\% \) = very good, very interesting, very appropriate, very clear, very precise, (revision is not required)
- \( 3.66 - 80\% \) = good, interesting, appropriate, precise, precise (revision is not required)
- \( 2.56 - 65\% \) = less good, less interesting, less appropriate, less clear, and less precise (revision is required)
- \( 1.0 - 55\% \) = not good, not interesting, not appropriate, not clear, and not precise (revision is required).

3. Result and Discussion

| Model Product | Test | Poetry Reading | Poetry Musicalization | Poetry Recreation | Poetry Writing | Effectivity | Category | Note |
|---------------|------|----------------|-----------------------|-------------------|---------------|-------------|----------|------|
| M1            | 7,30 | 90            | -                     | -                 | -             | 76.25       | G        | I    |
| M2            | 79,38| 86,40         | -                     | -                 | -             | 82.89       | G        | I    |
| M3            | 84,10| 91,80         | -                     | -                 | -             | 86.60       | VG       | I    |
| M4            | 86,60| 85,00         | 90,00                 | -                 | -             | 86.49       | VG       | I    |
| M5            | 84,87| -             | -                     | -                 | -             | 84.87       | G        | I    |
| M6            | 84,20| -             | -                     | -                 | -             | 84.20       | G        | I    |
| M7            | 84,47| -             | -                     | -                 | -             | 84.47       | G        | I    |
| M8            | 88,74| -             | -                     | -                 | -             | 88.74       | VG       | I    |
| M9            | -    | -             | -                     | -                 | -             | 86.40       | VG       | I    |
| M10           | -    | -             | -                     | -                 | -             | 90.50       | VG       | I    |
| T M11         | -    | -             | -                     | -                 | -             | 92.22       | VG       | I    |
| Mean          | 82,00| 87,00         | 87,50                 | 86,40             | 91,36         | 85,78       | VG       | I    |

Data of the results of the field test in real terms on the development of the Tedars hypnosis-based poetry appreciation learning model in general was categorized as very good (85.78%). When viewed from the aspects assessed, the students’ ability in completing the written test related to learning...
material of poetry appreciation was in good category of 82.00%, and their poetry reading ability was in very good category of 87.00%. Both of these aspects were generally done in the early part of the learning process with the aim that students could love poetry by providing poems as many as possible so they could love the poems by themselves. This is in line with Wardani who argues that "literary appreciation is knowledge, understanding or appreciation of literary works, which is divided into several levels, namely (1) the level of fondness, (2) the level of enjoying, (3) the level of reaction, and (4) the level of productivity". Meanwhile, the aspect of poetry writing was in very good category of 91.36% which is the last level of appreciation according to Wardani, the level of producing poetry. Students are required to have the ability to write poetry by applying good writing techniques that are appropriate to the elements that build a poem. The physical structure of poetry consists of: diction, imagining, concrete words, figure of speech, verification, and typography, while the inner structure of poetry consists of: theme, feeling, tone, and messages.

Conclusion
1. Planning Model consists of syllabus and SDP model. Planning model product reached validity of 3.6 (very valid), was categorized as very effective by the content expert (82.82%), was categorized effective by the media expert (79.90%), and was categorized very practical by the practitioner (92.59%). Meanwhile, the average result of the expert judgment was very effective (83.19%). Therefore, the planning model product of the Tedars Hypnosis-based poetry appreciation is feasible to be used.

2. Material model product reached validity that was categorized as very valid (3.66), practicality that was categorized as very practical by the practitioner (81.06%), and was categorized very effective by the media expert (84.09%). It was categorized very effective by the media expert (81.06%). Meanwhile, the average result of the expert judgment was very effective (83.93%). Thus, the material model product of the Tedars Hypnosis-based poetry appreciation is feasible to be used.

3. Evaluation model product reached validity that was categorized as very valid (3.66), practicality of 81.06% by the practitioner (very practical), validity from the content expert of 84.09 (very effective), and was very effective by the media expert (86.63%). Meanwhile, the average result of the expert judgment was very effective (83.93%). Therefore, the evaluation model product of the Tedars Hypnosis-based poetry appreciation is feasible to be used.

4. The pretest results showed that mastery learning was achieved only by one student with an average of 63.32% in good category. While the posttest results revealed that all students achieved mastery learning with an average of 90.88% in very good category. can increase the students' competence to appreciate poetry and can be used in very good category. Thus, the implementation of the Tedars Hypnosis-based poetry appreciation learning model can increase the students' learning ability in appreciating poetry.

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