



The Implementation of the Glasser Learning Model to the Ability to Write the Poetry of Class IX Students of SMP Negeri 1 Raya Kahean in the New Normal Era

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ABSTRACT

The aims of this study was to determine whether there were significant differences in learning to write poem of students. This research was conducted in 2022 at SMP Negeri 1 raya Kahean. This is a quantitative research using an experimental approach and using the one group pretest-post test model. Furthermore, this research will be compared with the related-test sample at the significant level or the 0.05 level (95%). The result is pre-test mean value = 55.03 and post-test mean value = 86.83. from the data analysis, the research hypothesis was tested using the "t" test. From thr research results obtained tcount =27.31 with a significant level of 0.05 (95% confidence level) with df 29 obtained t table: 2.074. thus, if tcount > ttable, namely (27,31>2.074) then Ho is rejected, With Ho rejection, Ha is accepted. It can be concluded that the result of the ability to write the poem of students for the class IX grade of SMP Negeri 1 Raya Kahean are better after using the glasser method.

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1. INTRODUCTION

Learning Indonesian at the junior high school level must be able to become a stronghold in facing challenges in this digitalization era, especially in the world of education. In government programs, especially the 2013 curriculum program, people are required to be more creative and innovative. But the reality that occurs is the increasingly sophisticated era, but the innovative and creative power of children decrease, especially writing poetry.

Coupled with the Covid-19 situation which until now has not ended. This is a fact and an increasingly complex problem that requires special handling. By the presence of Covid-19 in March 2020 worldwide, including Indonesia, resulting in the issuance of various policies issued by the government to minimize the spread of the virus. One of them is New Normal Policy. New Normal is a change in behavior to continue to carry out normal activities by applying a health protocol to prevent COVID-19 transmission. Having the enactment of New Normal, the community began activities outside the home, students returned to studying at school, while still obeying the health protocol that had been regulated by the government. these conditions, online learning has begun to be abandoned

and prioritizes face-to-face learning like before the Covid-19 virus pandemic attacks. However, this change in teaching method can be a problem for students (Loviana, 2020).

Poetry is a literary genre which is very concerned about the maintenance of linguistic aspects so it is not wrong if it is said that poetry is a language that is "filtered" (Nurgiyantoro, 2005). Poetry is an important recording and interpretation of human experience, changed in the most memorable form (Pradopo, 2014). Writing poetry is a creative form. Writing poetry is an intellectual activity, which is an activity that requires a person to be truly intelligent, mastering the broad language, broad insight, and sensitive feelings. Writing poetry can also combine the development of empiric facts with the style of imagination of a meaningful writing for humans who have existential awareness. Writing poetry stems from the creative process, which is imagining or developing empiric facts and then manifested in the form of poetry (Wicaksono, 2014).

The ability to write poetry is the ability of a poet or author with his imagination and creative power of poet in using language or choice of words in using the right language or choice of words, so as to produce sounds that contain the value of beauty, especially poetry (Abidin, 2014). Based on observations through interviews researchers with teachers of SMP Negeri 1 Raya Kahean at New Normal, researchers found (1) Students experience poor learning patterns, almost all subjects specifically, Indonesian. That is due to the influence of online learning during Covid-19, where students are accustomed to learning from home while playing without a lot of learning burden such as learning face to face. Students become dependent on completing their duties, because so far their duties are done directly by parents. (2) Students are less poetic in writing poetry. (3) Students write poetry without regard to the visual form of typography, the arrangement of stanzas, diction, and language style. (4) Students are less imaginative, intuitive, and lack of synthetic thinking. (5) The learning system is teacher -oriented .. (6) When learning teachers and students must obey the health protocol even though it has been enforced face to face.

Based on these problems, students need to be driven with interesting learning models in writing poetry. One of the right ways is to use the glasser learning model. Glasser model is "learning done by directly seeing or using objects in accordance with the subject matter and learning objectives" (Rusman, 2006). The reason the researcher chooses the Glasser learning model to be examined is (1) students are more creative in writing poetry because this model is carried out by students in direct contact with the object of the subject (2) The glass model provides an opportunity for the teacher to develop learning the ability to write poetry by directing students to good attitudes, then transforming them based on real life that have occurred in the student environment. (4) Especially with Covid-19 conditions that are uncertain when it ends, the learning model is efficient anywhere, especially outside the classroom as a learning media.

Research which shows that the glass learning model can improve learning skills states that the ability to solve mathematical problems of students taught with a glass model is better than using conventional models in the material building flat side space (Husnidar, 2020).

2. RESEARCH METHOD

2.1 Research Design

This research was conducted at SMP Negeri 1 Raya Kahean using the experimental method, namely one group pre-test and post-test design, only took one group for research samples. The method used in this research is the experimental method. This research is a quantitative research, using the experimental method. Through this method the researcher will obtain the most convincing evidence of the effect of the use of glasser learning methods on learning to write poetry applied to students in grade IX of SMP Negeri 1 Rayakahan, which amounts to 32 people. In this study, researchers used the One Group Pretest-Post

Test model. The One Group Pretest-Post Test Designs model is an experimental method that only takes one class to become a research sample.

This research was conducted in the even semester of the learning year 2021/2022. Furthermore, this study uses a one-group pretest-post design that is an experiment carried out in one group without a comparison group will be compared to the sample-t-test related at a significant level or confidence level of 0.05 (95%).

Location and Time of Research

This research was conducted at SMP Negeri 1 Raya Kahean, Sindar Ray, Raya Kahean District, Simalungun Regency, and was carried out in the even semester, academic year 2021/2022.

2.2 Population and sample

Population in this study is a class IX student at SMP Negeri 1 Raya Kahean. The researcher determines the sample with a random class technique (cluster sampling) and is given teaching with a glass learning model. The reason researchers using cluster sampling techniques are to make it easier for researchers to determine the subject in groups because the group is formed naturally.

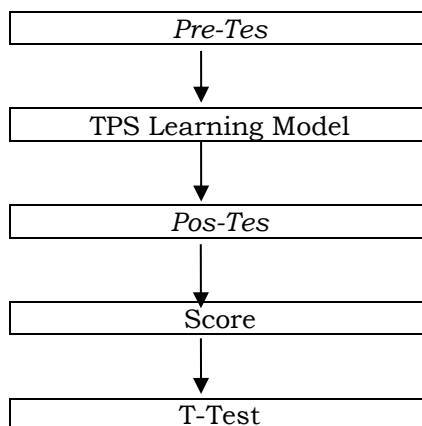
2.3 Research Design

This research uses the One-Group Pretest-Post Test design, namely experiments carried out in one group without a comparison group. The procedure contained in this experimental study is learning starting from holding a pre-test to find out the initial abilities of students, then treatment is held by applying the learning model. Furthermore, post -test is held to capture students' abilities after treatment.

Table 1. Desain Eksperimen *One-Group Pretest-Posttest*

Pretest	Free Variable	Pascatest
Y1	X	Y2

2.4 Research Procedure



2.5 Research Instruments

Instruments used by researchers to determine the improvement of the ability to write poetry by using a glasser learning model, namely the poetry writing test. This test is formed in two categories namely pre-test and post-test. Pre-test is used to capture poetry writing skills before treatment (without using the learning model of G L A S E R), Post-Test is used to capture the ability to write poetry after treatment (using the Glasser learning model). Poetry writing assessment criteria are themes, words choices, study, sound elements/rhymes, language style. In this study, what was measured was the ability to write student poetry, then the data under study was in the form of the test results of writing descriptions.

Hypothesis testing techniques

The data processing method used in this study is a quantitative experimental method using the distinguishing test formula. The data uses the following steps

1. The data obtained is checked first.
2. Determine the mean difference in paired score (ΣD) with the formula:

$$\Sigma D = \frac{\Sigma D}{N}$$

Testing of Statistics Hypotheses:

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

To test the hypothesis used the difference in the difference in the mean sample related (Ary, 1982) as follows:

$$t = \frac{\bar{D}}{\sqrt{\frac{\Sigma D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}$$

Pre-test and post-test scores in the experimental class will be compared to using the sample t test associated at a 95% confidence level and a significant level $p < 0.05$.

3. RESULTS AND DISCUSSIONS

In this study, the Glasser method is said to be successful if the method is able to show increased learning outcomes. The learning outcomes can be known through pre-test and post-test results. With a sense of how the results before and after the Glasser method is applied so that the results of t count must be greater than the t table. The data analysis of the results of pre-test and post-testing of students of class IX MP Negeri 1 Raya Kahean is as follows the skills to write poetry before and after the Glasser method is applied. The pre-test and post-test data from the results of research conducted at SMP Negeri 1 Raya Kahean, is as

Table 2. Pre-test and post-test data from the results of research conducted at SMP Negeri 1 Raya Kahean

NO	NAME	PRE-TES	POS TES	D	D ²
1	ALFREDO RAFAEL PURBA	45	85	-40	1600
2	ALVERIO HANIEL SARAGIH	55	90	-35	1225
3	ANDRIANI PURBA	60	88	-28	784
4	ARISKA SARAGIH	46	85	-39	1521
5	APNAWA SIPAYUNG	52	94	-42	1764
6	AYLA OKTAVIA	64	90	-26	676
7	BRYAN HARIANJA	50	85	-35	1225
8	DARMA SARAGIH	48	80	-32	1024
9	DEA NATASYA SARAGIH	65	95	-30	900
10	DENNI SIJABAT	47	78	-31	961
11	DINA PURBA	55	88	-33	1089
12	DINI TINDAON	63	85	-22	484
13	FIONA SINAGA	60	89	-29	841
14	GALIGA SIPAYUNG	50	82	-32	1024
15	HARDIKA RAMADHAN	55	86	-31	961
16	HENNA PURBA	53	80	-27	729
17	HERWANDA PUTRA	60	90	-30	900
18	HETTI SILALAH	50	95	-45	2025
19	ICHA SARAGIH	54	92	-38	1444
20	JAN EVRA DAMANIK	46	80	-34	1156
21	JEMIA DAMANIK	48	83	-35	1225
22	JENITA SARAGIH	56	87	-31	961

NO	NAME	PRE-TES	POS TES	D	D ²
23	JESSIKA SITUMORANG	64	81	-17	289
24	JON IMMANUEL DAMANIK	70	88	-18	324
25	JONDA SARAGIH	55	90	-35	1225
26	JUDIARMAN PURBA	58	92	-34	1156
27	MUHAMMAD SIPAYUNG	53	84	-31	961
28	RANI SINAGA	66	90	-24	576
29	RODIYA DAMANIK	53	85	-32	1024
30	SONYA SARAGIH	50	88	-38	1444
SUM		1651	2605	-954	31518
AVERAGE		55,03	86,83	-31,8	

Table 3. Pre-test and post-test results

Class	Average Score		\bar{D}
	<i>Pre-tes</i>	<i>Pos-tes</i>	
Eksperiment	50,03	86,83	-13,8

Based on processing data on the writing skills of the pre-test and the last test (post-test), the $t_{count} = 27.31$ with a significant level of 0.05 (95% confidence level) with $df = 29$ obtained $t_{table} = 2,0274$. Thus if $t_{count} > t_{table}$ is ($27.31 > 2,0274$) then H_0 is rejected. With the rejection of H_0 , H_A is accepted, meaning that there is a significant difference in learning to write poetry for grade IX students of SMP Negeri 1 Raya Kahean before and after the Glasser learning method is applied.

Based on the theory study, it can be interpreted that writing is a language skill that is used to convey messages or communication indirectly. Writing is a productive and expressive activity (Mery et al, 2020).

Writing also means an activity to convey ideas, messages, ideas to the reader using letters, words, phrases, sentences of rules that apply in a language. In other words, writing is an activity of stringing words into a or several sentences from the results of a person's thinking creativity by using certain rules for a particular purpose with a logical idea and ideas (Mahargyani, 2012).

The advantage of the Glasser learning model is that students are more active and enthusiastic in asking questions and participating in learning activities. That is caused by glasser learning, students are invited to practice in the field, so that they are more active and easier to understand the material taught by the teacher and do not feel bored in the teaching and learning process in the classroom and practice in the field.

This glasser learning model is very simple but in the application in the class the teacher plays an important role in controlling his students. In learning this glass model students are guided to be more active in learning. Because the glass learning model is carried out by students by in direct contact with the object of the subject in this case students are emphasized in practice (Masrifah, 2021).

4. CONCLUSION

Based on the results of the research that has been carried out, the researcher can conclude that the ability to write poetry before using the Glasser learning model in class IX students of SMP Negeri 1 Rayakanan shows the average value above the KKM. The results of the ability to write poetry for grade IX students of SMP Negeri 1 Raya Kahean after using the Glasser learning model in Indonesian learning, especially writing poetry for the better than before using the Glasser learning model.

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