Discovery Learning Model Analysis In The Element Of Poetry Learning Plan

a) Dellia Kusuma Ningrum, b)Tri Mahajani, c)Stella Talitha, d)Suhendra

a,b,c,d) Pendidkan Bahasa dan Sastra Indonesia, Universitas Pakuan, *Bogor, Indonesia*

*)*e-mail korespondensi: stellatalitha@unpak.ac.id

Abstract. Learning Implementation Plan is a guideline for teachers so that the learning process in the classroom can be better directed. The Learning Implementation Plan is developed in detail from a subject matter or theme. The learning model is one of the components contained in the Learning Implementation Plan. The learning model used can make the learning atmosphere more interesting and can motivate students in the learning process. In this paper, the researcher will analyze the discovery learning model in the Learning Implementation Plan for the elements of poetry-building class X MA Islamiyah Ciputat. This analysis was conducted to determine the suitability of the steps of the learning model of discovery learning in the Learning Implementation Plan of the elements of poetry builder class X MA Islamiyah Ciputat. The study was conducted at two meetings contained in the Learning Implementation Plan. The method used in this study is a qualitative method. The qualitative research method uses triangulation (combined) techniques to collect a data. Data collection in this study was done by reading in the section that was made the focus and subfocus of the study. The data part that is used as focus and subfocus is the steps of discovery learning model. The validity of the findings analysis data was carried out by three triangulators. The purpose of this study, researchers can describe the suitability of the steps of discovery learning model learning. The results obtained and have been verified by three triangulators that analysis of the steps of the discovery learning model contained in the Learning Implementation Plan are appropriate. There are 52 data that have been obtained. But after the data was found, there was no poetry writing activity at the two meetings. At meeting one and meeting two only analyzed the elements of the poetry and editorials used at the same meeting one and two only replaced with learning material that will take place.

Keywords: Discovery learning model, Learning Implementation Plan, poetry building elements, qualitative, and triangulator.

I. INTRODUCTION

Learning is an activity that is taught from childhood that is relatively permanent in behavior or potential as a result of reinforced experience or practice. Learning results in an interaction between stimulus and response. Stimulus is an activity given by the teacher to stimulate students to be active while the response is in the form of a stimulus response given by the teacher.

Learning is a process in which behavior is produced or modified through training or experience. Learning is optimized in classroom learning [1]. Learning is a process of interaction between students and educators and learning resources in a learning environment. In this learning, students will get the process of acquiring knowledge and knowledge, mastering skills and character, as well as forming attitudes and beliefs in students. Quality learning is highly dependent on student motivation and teacher creativity. Learning targets can be measured through changes in students' attitudes and abilities through the learning process. In class X, poetry is one of the materials that students learn at school. In studying poetry, students are asked to identify the important components in poetry. These components are demonstrating poetry, analyzing the building blocks of poetry, and writing poetry. The elements of poetry are very important in writing a poem because by paying attention to the building blocks of poetry, poetry will feel alive and have meaning stored in it. The building elements of poetry are diction, images, concrete words, language style, rhyme/rhythm, typography, theme/meaning (sense), feeling, tone, and intention.

In learning activities, teachers usually use models, methods, or approaches to support learning activities in schools. This can attract students' interest and make the learning atmosphere fun. The models used in the 2013 curriculum are very diverse. However, there are several of the 2013 curriculum models that are often used by teachers during learning. The models are problem-based learning models, project-based learning models, discovery learning, and guided inquiry.

Discovery learning learning model is defined as a learning process that occurs when students are not presented with lessons in their final form but are expected to organize themselves. This model emphasizes that students are able to find information and understand the concept of learning independently based on their abilities but not without the guidance and supervision of the teacher so that the learning they get is proven correct. In developing this model, the teacher must pay attention to the Learning Implementation Plan (RPP) so that the learning process can be well structured.

The Learning Implementation Plan (RPP) was developed from the syllabus to direct students' learning activities in an effort to achieve Basic Competence (KD). The Learning Implementation Plan (RPP) was developed in detail referring to the syllabus, learning text books, and teacher manuals. The components and systematics of the Learning Implementation Plan (RPP) refer to the regulation of the Minister of Education and Culture Number 22 of 2016 concerning Standards for Primary and Secondary Education and Permendikbud Number 103 of 2014 concerning Learning in Primary and Secondary Education. Components of the Learning Implementation Plan (RPP), namely school

identity, subject identity, class/semester, subject matter, time allocation, learning objectives, basic competencies and achievement indicators, learning materials, learning methods, learning media, learning resources, steps learning, and assessment of learning outcomes.

At the time of learning that must be observed by the teacher in the Learning Implementation Plan (RPP) are the learning steps. These learning steps are adapted to the learning model used by the teacher. The suitability of the learning steps with the learning model can make the learning process structured and achieve learning objectives. There are several Learning Implementation Plans (RPP) that have been made that are not in accordance with the learning model and the material to be taught. Usually there is a mismatch between the model and the material being taught. This can hinder or not succeed in learning in the classroom.

Based on the background of the problem, a research was conducted with the title "Analysis of the Discovery Learning Learning Model in the Learning Implementation Plan for Elements of Poetry Building for Class X MA Islamiyah Ciputat".

A. Learning Model Discovery Learning

The discovery learning model was first proposed by Bruner, he argues that discovery learning is learning by actively seeking knowledge by humans, students learn best through discovery so that they try themselves to find problem solving and knowledge that is truly meaningful [2]. Discovery is a mental process in which students assimilate a concept or a principle. These mental processes, for example: observing, classifying, making assumptions, explaining, measuring, and drawing conclusions.

The basic concept of discovery learning learning model is maximum student involvement in the process of learning activities. In the teaching and learning process with this learning model, a teacher in presenting lesson material is not in a final form (intact from beginning to end) or in other words the teacher only presents part of it, the rest is left to students to find and find it themselves. Then the teacher gives the widest possible opportunity to students to get what the teacher has not delivered with a problem solving approach.

B. Learning Implementation Plan (RPP)

The Learning Implementation Plan (RPP) includes a plan for developing procedures and organizing learning, so that the basic competencies set out in the content standards (SI) for each subject, as described in the syllabus, are achieved [3]. The Learning Implementation Plan (RPP) is developed in detail from a particular subject or theme that refers to the syllabus.

C. Study of Subfocus Theory 1

In the study of subfocus theory 1, the researcher discusses poetry. According to [4] poetry is one of the literary works in Indonesia. Poetry usually uses archaic language, has connotative meaning, and uses a certain style of language. That poetry is an indirect speech or expression [5]. Poetry is a speech to the core of a problem, event, or imagery story.

States that writing poetry can make a person use words connotatively, compose rhythms, and sounds [6]. Typographically arrange lines and stanzas that can express feelings.

D. Study of Subfocus Theory 2

In the study of subfocus theory 2, the researcher discusses the elements of poetry building. The building blocks of poetry are the elements that make up a poem into a complete literary work. In this explanation that these elements represent the peculiarities of a poem that is able to evoke an aesthetic impression. The elements of poetry building according to [7] are as follows:

Diction

In writing poetry, the poet must carefully choose words so that they can represent the meaning to be conveyed and can cause the desired aesthetic effect (beauty).

Concrete Words

Concrete words are words that allow the emergence of images because they can be caught by the senses. This relates to the ability of the physical form of the object referred to in the word to arouse the imagination of the reader.

Rhythm/Rhythm

Rhyme (rhyme) is the sounds produced by letters or words in lines and stanzas. Meanwhile, rhythm (rhythm) is the alternation of high and low, short length, and loud and soft speech sounds.

The elements of poetry building [8] are as follows:

Theme

In the theme section, students are able to come up with main ideas or ideas that will be used as material for writing poetry.

Tone

The tone conditions the poet's attitude towards the subject or the poet's attitude towards the reader. Tone in poetry is needed to bring out the feeling that the poet will convey to the reader.

Mandate

The mandate is a message or appeal conveyed by the poet to the reader and has an important role. The message of a poem is interpreted individually from each reader.

Language style

Language style is figurative language that can animate or enhance effects and give rise to certain connotations.

Typography

Typography is a visual form in poetry. In each poem on average there are 3-4 stanzas, each stanza consists of 4-5 lines.

II. RESEARCH METHODS

The method in this study uses a qualitative method. That qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is the key instrument, the data collection technique is done by triangulation (combined), data analysis is inductive/qualitative, and qualitative

research results emphasize meaning rather than generalization [8], [9]. The qualitative approach is expected to be able to produce an in-depth description of the speech, writing, and or observable behavior of a particular individual, group, community, and or organization in a particular context setting that is studied from a complete, comprehensive, and holistic perspective [10], [11].

Data collection in this study was carried out by reading the sections that were the focus and subfocus of the research. The part of the data that is used as the focus and sub-focus is the steps of the discovery learning learning model. The steps of the discovery learning model are observed in the Learning Implementation Plan (RPP).

In the findings of this study, the researcher will discuss the overall data found in the steps of the Learning Implementation Plan (RPP) for the poetry building elements of class X MA Islamiyah Ciputat. Records and data analysis as follows.

Table of Records and Data Analysis

1st Meeting

No.	Quote	Learning Model Syntax Discovery Learning					
		S	PS	DC	DP	V	G
1.	Viewing (without or with tools). Show pictures/photos/videos about the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓					
2.	Observing in the form of worksheets and giving examples of material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓					
3.	Reading (done at home before learning activities take place.	✓					
4.	Listening to the material given the building blocks of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓					
5.	Listening to the explanation of the introduction to the activities in general/global terms of the building blocks of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓					
6.	Asking questions about the building blocks of poetry: diction, images, concrete words, language style, and rhymes/rhymes that are not understood from what is observed.		✓				
7.	Observing objects/events, observing carefully the material of the building blocks of poetry: diction, images, concrete words, style, and rhyme/rhythm.			✓			
8.	Read sources other than textbooks, find and read various references.			✓			
9.	Activities, compiling a list of statements for things that cannot be understood.			✓			
10.	Interviews/questions and answers with resource persons.			✓			
11.	Discuss, students and teachers together discuss the examples in the textbook.			✓			
12.	Collecting information Recording all information			✓			
13.	Representing, students communicate orally.			✓			
14.	Exchange information about the material elements of poetry: diction, images, concrete words, style, and rhyme/rhythm.			✓			
15.	Discuss the data from the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.				✓		
16.	Processing information from the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.				✓		
17.	Students work on several questions regarding the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.				✓		
18.	Adding breadth and depth to the processing of information that is a solution from various sources.					✓	
19.	Delivering the results of discussions about the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.						✓
20.	Presenting the results of group discussions classically.						✓
21.	Express opinions on the presentations made.						✓

No.		
22.	Asking about presentations on the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓
23.	Concluding about the important points that emerged in the learning activities.	✓
24.	Answering questions about the building blocks of poetry: diction, images, concrete words, style, and rhyme/rhythm.	✓
25.	Ask about something that has not been understood or the teacher throws some questions to the students.	✓
26.	Complete the competency test for the material elements of poetry: diction, images, concrete words, language style, and rhyme/rhythm.	✓

2nd Meeting

No.		
1.	Watching (without or with tools) showing pictures/photos/videos about the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
2.	Observing, worksheets and providing examples of the material elements of poetry: typography, theme/meaning (sense), feeling, tone, and mandate/purpose/intention.	✓
3.	Reading (done at home before learning activities take place).	✓
4.	Listening to the material given to the building blocks of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
5.	Listening, introductory explanations of activities in outline/global.	✓
6.	Asking questions about the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intentio	✓

No.		
	n (intention).	
7.	Observing objects/events, observing carefully the material of the building blocks of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
8.	Read sources other than textbooks.	✓
9.	Activities, compiling a list of questions on things that cannot be understood.	✓
10.	Interviews/questions and answers with resource persons.	✓
11.	Discuss, students and teachers together discuss the examples in the book.	✓
12.	Collecting information, recording all information about the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
13.	Representing, students communicate orally.	✓
14.	Exchange information about the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
15.	Discussed the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
16.	Processing information from the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
17.	Students work on several questions regarding the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (intention).	✓
18.	Adding breadth and depth to the processing of information that is looking for solutions.	✓

19.	Delivering the results of the discussion on the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (itention).	✓
20.	Presenting the results of group discussions classically.	✓
21.	Express opinions on the presentations made.	✓
22.	Asking about the presentation of the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (itention).	✓
23.	Concluding about the important points that emerged in the learning activities.	✓
24.	Answering questions about the building blocks of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (itention).	✓
25.	Ask about things you don't understand.	✓
26.	Completed a competency test for the material elements of poetry: typography, theme/meaning (sense), feeling (feeling), tone (tone), and mandate/purpose/intention (itention).	✓

III. DISCUSSION OF FINDINGS

Based on the data that has been found in the Lesson Plan (RPP), there are twenty-six data in each meeting. The data and analysis that have been presented in the previous discussion are in accordance with the steps of the discovery learning model [12], [13].

The activities on the steps of the discovery learning learning model are explained in detail what the teacher will do with the students in the classroom. However, after finding the data, there was no poetry writing activity at the two meetings. At the first and second meetings, they only analyzed the elements of poetry building and the editors used at the first and second meetings were only replaced with learning materials that would take place [14], [15]. At the beginning of the discussion regarding the Learning Implementation Plan (RPP) it was explained that in the Basic Competencies (KD) there were poetry writing activities based on the elements of poetry building including diction, images, concrete words, language style, rhyme/rhythm, typography, theme/meaning. (sense), taste

(feeling), tone (tone), and the mandate / purpose / intent (itention). Although the steps of the discovery learning model in the Learning Implementation Plan (RPP) are appropriate, the Basic Competencies (KD) have not been achieved.

I. SIMPULAN

Based on the focus of the research problem with the title Analysis of the Discovery Learning Learning Model in the Learning Implementation Plan Elements of Poetry Building for Class X MA Islamiyah Ciputat, it can be concluded that the learning steps contained in the Learning Implementation Plan (RPP) with material elements of poetry building for class X has been in accordance with the steps of the discovery learning learning model. The suitability of the application of the steps of the discovery learning learning model in the Learning Implementation Plan (RPP) of poetry building elements for class X MA Islamiyah Ciputat is found in the results of data that have been found by researchers totaling 52 data from two meetings contained in the Learning Implementation Plan (RPP). the. The data that has been found has also been tested for validity by three triangulators. The three triangulators have stated that the data found by the researchers were appropriate. Although the learning steps in the Learning Implementation Plan (RPP) are appropriate, the Basic Competencies (KD) have not been fulfilled. This is evidenced by the absence of poetry writing activities in the Lesson Plan. The Basic Competencies (KD) listed only analyze the building blocks of poetry including diction, images, concrete words, language style, rhyme/rhythm, typography, theme/meaning (sense), feeling, tone, and mandate. / purpose / intent (intention).

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