

# Post-Pandemic Development of A Project-Based Learning Model for the Poetry Class

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## Abstract

The research was conducted to assist students in comprehending Poetry courses that are frequently perceived as challenging. Some students find it difficult to understand poetry, as it employs a language that is rich in imagination. During the pandemic, students became more challenging to comprehend. Consequently, a novel approach to studying poetry was devised, founded on scientific discoveries. This approach encouraged students to produce a poetic course product from the simple objects they observed in their homes. The creative process is formed by the personal will of the students, which allows them to navigate it effortlessly. Consequently, this research generates a product consisting of a collection of poetry volumes to address the product gap that exists in the post-pandemic era.

Keywords: *Poetry, scientific discovery, local wisdom, creative process, Literature class*

## a. Introduction

Language is one of the means of communication closely associated with society's social activity. Language is an indispensable tool in this society. Leech (2014) has proposed that language serves five functions: informative, expressive, directive, aesthetic, and fatis. The author will concentrate solely on the fourth function, which is the esthetic function of the use of language in works of art. The works of art created through language are exclusively works of literature.

A literary work is an aesthetic outcome of language. A social institution that employs language as a medium is literature, as per Damono (2002). A medium through which a functional language communicates a literary message to its audience. The automatic determination of language in literary works is distinct from the activity of other language texts. The language used in literary works possesses specific qualities, such as being imaginative, beautiful, and deserving of artistic merit. Consequently, the reader experiences a sense of comfort and entertainment (R. F. H. Karima, 2016). A literary work is more valuable than any other written work due to this. Conversely, literary works are classified into various categories, such as poetry, prose, and drama. In this investigation, poetry will be the sole subject of further examination.

Poetry or poetry is particularly captivating due to its distinctive language. The

composition of a poem necessitates the fulfillment of certain wisdom elements, as the elements contained within the poem can be challenging to comprehend (**Avatara et al., 2024**). This is what motivates the author to address this issue, as the complex language of poetry hinders students' comprehension of the poetry they are reading. In addition, the students of English Language Education at PGRI Semarang University have been disadvantaged by the challenges of studying poetry during the pandemic. Consequently, we, as lecturers, have implemented several approaches to facilitate students' comprehension of the poetic course materials. After conducting a series of experiments, we made the decision to implement scientific-discovery-based learning with self-experience, which involves learning based on scientific discoveries and the individual experiences of students. Scientific-Discovery provides students with a personal scientific experience that enables them to compose a poem. Students are anticipated to comprehend the creative process during this process of creation. Writing poetry is an essential skill that students should possess, making it an extremely beneficial endeavor (**Rahayu & Rohmadi, 2018**). Additionally, this activity will offer students several advantages, including the ability to enhance their sensitivity to the environment that serves as the foundation of their poetry and to stimulate their intuition regarding poetry composition. (**Thomas, 2010**). At a deeper level, it can assist students in comprehending the entirety of the creative process. The individual processes of each pupil can be evaluated from this point onward, as they will produce varying levels of attractiveness due to their unique experiences. (**Fisher, 2014**)

In the aftermath of the Covid-19 pandemic, many students remain hesitant to attend in-person lessons. Consequently, we believe it is imperative to assist students in comprehending the creative process of poetry. We believe that participation in the poetry builder will facilitate comprehension of the elements of the poem.

The author identifies the fundamental concerns that necessitate resolution in this investigation, precisely how the creative process of creating poetry can assist students in comprehending the courses of poetry and the methods of scientific discovery, such as the project of creating poetry, through which they can comprehend the elements of poetry. This is based on the background as mentioned above.

## **b. Literature Review**

The development of a model for learning poetry courses in the post-pandemic period has not been the subject of much research, as poetry courses have encountered their own set of challenges in the aftermath of the Covid-19 pandemic. However, prior research has been conducted on poetry courses. The article "Paraphrase as a method of digging the meaning of poetry" is the first to dedicate a case study to the comprehension of the poetry that is read (**F. H. Karima et al., 2022**). The poems they read are written in English, which causes them to struggle to comprehend their meaning. Paraphrases assist students in developing basic sentences and understanding the meaning of their own sentences, thereby enabling them to comprehend the poet's intentions.

On another occasion, Rahayu attempted to facilitate students' comprehension of poetry courses by employing discovery-based learning. Students are challenged to present concepts as poetic material using this method. It has been demonstrated that the article he composes has the potential to improve the interest and proficiency of students in the art of poetry writing. The success of this research is supported by a series of phases, including observations, interviews, tests, and the analysis of documents related to students' activities using scientific discovery techniques (Gasong & Siregar, 2023; Thomas, 2010).

### 1. Poetry and Scientific-Discovery

Poetry is an aesthetic outcome of language characterized by imagination and creativity (Hanauer, 2010; Lacoue-Labarthe, 1999). The elegance of language in poetry creates a work of art that can affect the reader's emotions. This is the reason why the language of poetry is more valuable than the text in general. Additionally, the language of poetry is highly distinctive due to its high level of literacy, which renders it challenging to comprehend (F. H. Karima, 2016). Wordsworth defines poetry as the "spontaneous overflow of powerful feelings" because the special meanings a poet creates are only comprehensible to readers who can experience them (2000). Students find poetry to be quite challenging.

In addition to the student's interests, the learning process itself is one factor that affects the learning process of writing poetry. Students will enjoy the learning process and feel at ease, enabling them to articulate their imaginative ideas and thoughts through creative writing. One approach to enhancing learning enjoyment is implementing scientific methodologies, such as discovery-based learning (De Jong & Van Joolingen, 1998; Langley et al., 1987; Skarda, 2017). According to Budiningsih, discovery-based learning methods entail the intuitive process of comprehending concepts, meanings, and relationships to draw conclusions at the conclusion (Habibi et al., 2018). Schickore asserts that (Nickles, 2012; Schickore, 2014) the outcome of effective scientific investigation is scientific discovery. Theories, hypotheses, their attributes, and events, processes, causes, and qualities may be identified.

Additionally, these more contemporary methodologies exert a more substantial impact on students' learning processes. The outcome of effective imaging research is scientific discovery. This method is considered to enhance students' critical thinking skills in the creative process of creating poetry or poetry when it is used in conjunction with the study of poetry. The scientific experience of each student is the foundation of the scientific discovery on the learning of poetry, which is why it is valued for its ability to influence and facilitate the learning process for students greatly. Students can utilize the objects of scientific discoveries that captivate their attention through scientific discovery, which will enable the creation of poetry that will improve their comprehension of the creative process of poetry composition.

This method is regarded as more appealing than the conventional approach that served as the foundation for poetry education. In accordance with the research conducted by Jong and Joolingen, the implementation of the learning approach based on scientific discovery has a greater impact on the learning process than the traditional method,

thereby facilitating the learning process for students (1998).

### **c. Method**

This quantitative descriptive research method is designed to accurately, methodically, and factually describe a phenomenon, symptom, or event that has occurred. A learning method that is founded on scientific discovery is also implemented in this investigation. The students themselves implement this approach before the completion of the poetry process. In order to comprehend the poetry stage, students are permitted to witness the elements that captivate their interest. These two methodologies can complement one another to achieve systematic, accurate, and accountable research results. The research employs questionnaires and inquiries to gather information regarding the perceptions and perspectives of the issue under investigation. The phenomenon being examined is the manner in which students perceive the progression of the post-Covid-19 Poetry learning model.

The objective of this study is to employ a confined research variable, which is the capacity of students to comprehend the Poetry lecture material through the implementation of a novel course product, which is the composition of a poetic work. The bound variable's property is that it can fluctuate according to the student's comprehension of this course through the composition of poetry, which generates the poetic collection book.

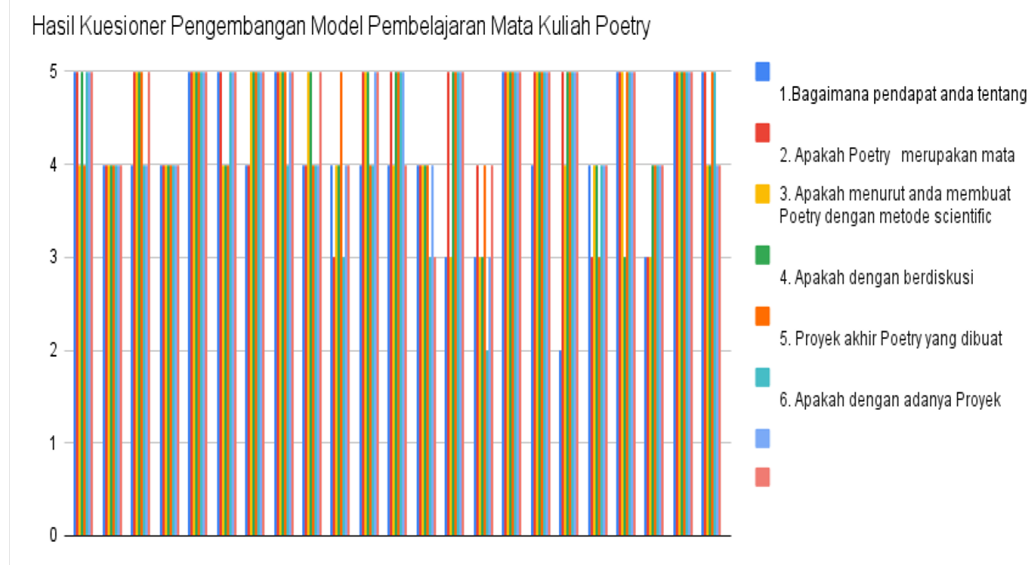
The population of 2019/2020 PBI students who received Poetry courses is the focus of this study. The entire number of students is 52. The results are subsequently processed for further analysis, and the questionnaire links are randomly disseminated to the students of Poetry courses.

### **d. Findings and Discussion**

The investigation was conducted in the Poetry class during the academic year 2022/2023, a year after the Covid-19 pandemic had concluded. The author conducted research in two courses, 5A and 5C, with a total of 52 students; however, 42 students were actively engaged. Nevertheless, the authors employed random sampling, which resulted in approximately 37 students, or approximately 73% of the active students, being able to complete the questionnaire. A questionnaire that the author organized in a Google Form contains approximately ten inquiries. Eight questions are linear scale, while the remaining questions are brief responses that will serve to substantiate the answers provided by the linear scale questions. The questionnaires commence with general inquiries, followed by more specific inquiries pertinent to the research objectives. The author will categorize the 10 questions the student respondents are asked to answer per the research problem formula. These categories will be represented in the form of descriptions within the sub-chapters, with the assistance of a straightforward diagram that is specifically designed for linear scales. This will facilitate the reader's comprehension of the study's findings.

The author employs a linear scale to address the concerns in the sub-chapter as mentioned above. It is essential to note that the writer has already implemented the

scientific discovery approach in the context of teaching poetry. This approach necessitates students to compose a poetic work informed by their personal experiences after the course. It is anticipated that they will derive pleasure from the creative process of creating Poets, which will enable them to comprehend the fundamental components of a poem gradually. The students were presented with 15 questionnaire inquiries. The remaining six queries were answered in short form, while eight were responded to on a linear scale. The author would categorize both categories of questions into two distinct sub-chapters. The author will provide a detailed account of the eight linear scale responses.



Picture 1.

1. The initial inquiry that students are asked is regarding their assessment of the Poetry course. The response to this inquiry is a linear scale, which signifies that the number 5 will be displayed if the course is well-received, while the number 1 will be displayed if it is not. The responses of the students revealed that 8 (34.8%) of them found the Poetry course to be extremely simple to comprehend, 11 (44.8%) found it to be easy, 3 (11.3%) found it to be fairly easy, and 1 (4.3%) found it difficult to comprehend the course. Their viewpoint pertains to poetry courses that are perceived as straightforward, and this is not without sound reasoning. The students experienced a sense of comfort while studying this course, as the lecturers of the Poetry course provided examples that were relatable to their daily lives. The majority of the poetry examples provided are the lyrics of popular songs that they frequently listen to. Together, the lecturer and the student examine the lyrics from the elements that are constructed. This activity brings joy to the students, as the song they enjoy is not far from their lives. It is also revealed that the songs they listen to are classified as literary works by Poetry.
2. The next consideration is whether Poetry courses offer engaging courses. According to the poll results, 14 persons, or 60.9%, agreed that Poetry classes were exciting to take; 11 students, or 47.8%, found Poetry courses interesting; 3 students, or 13.3%, found Poetry courses very interesting; and one student, or 4.3%, considered Poetry courses less engaging. Students particularly interested in Poetry classes felt that this course was significantly different from others because

they frequently examined the texts they enjoyed, beginning with poems and lyrics they encountered.

They believe a Poetry course will help them develop their imagination by arranging words with a greater meaning than the sentence's context. They also believe that in this course, they will be able to express and analyze the words in poetry more freely, becoming more critical and emotional at the same time. Some students believe that if poetry uses an easy-to-understand language, it helps them to experiment with words in their imagination.

3. Additional questions on the questionnaires distributed to pupils concerned how they attempted to comprehend the work of Poetry. The chart above depicts the results from the questionnaire distributed to students. Approximately 69.6% of students are reported to believe that knowing the meaning of the poem they read will help them grasp its significance. Because poetry has extraordinary meaning beyond the context of the word itself, it is essential to read more carefully for the reader to appreciate the poem entirely.

Poetry is a unique and intriguing math for those who understand its complexities. Poetry is difficult to grasp because the author's experience is the most critical component. The reader must first learn what a poet or poet wrote before attempting to join the poet's world through his work to accept the meaning of his songs fully.

4. The fourth question on the questionnaire that the author distributed to the students was if the scientific discovery approach might assist students in understanding the creative process by which poetry was generated. According to the questionnaire results, 43.5% of students believe this method is highly beneficial, and 43.5% believe it has helped them grasp the creative process of poetry, allowing them to understand the poem's substance readily. Students learn about the stages of poetry creation through personal experience, allowing them to feel what the author is trying to portray. This will enable students to readily imagine what the authors intend to convey through their constructed Poets. This practice helps students readily analyze the work of poetry.

During scientific learning, students report that an environment and feelings form, thus encouraging them to seek out an incredible and attractive dictionary. They are also challenged to utilize complex or unfamiliar dictionaries, which are not commonly employed in ordinary conversation. It is not commonplace for them to cooperate on dictionaries created using their sensory panels, resulting in poetic works. When asked what factors are most likely to influence their poetry writing, almost all replied that memories of the past play an important part. The ordinary student creates Poetry based on their previous experience, such that the subsequent dictionary reflects the poet's experience and mood. Aside from the author's details above, students shared various information regarding their creative process. For example, students can offer heartfelt content based on their own experiences. The kids digest and artistically interpret their vocabulary from here into beautiful and meaningful poetry.

5. The fifth concern pertains to whether the lecturer's approaches, particularly the scientific learning method, can effectively aid students in understanding Poetry courses. All of the students agreed that this strategy would help them understand the poetry course. The study materials for the poetry course consist of four elements. The elements include form, language, rhyme, tone, and sound techniques. These five parts constitute the foundation of the poetry course, allowing students to examine their personal experiences during the creative process. In practice, practically every student who adopts this strategy produces a decent poem with the various aspects. Poetic writing links personal experiences to enhance scientific discovery and learning. Writing poetry is not an easy task, but it cannot be classified as difficult either, as it requires the poet to express their feelings through compressed words, avoiding over-description, which could result in prose or fiction. Poetry's language is brief, condensed, and beautiful, allowing the reader to be delighted and impressed by its beauty. Wordsworth defined poetry as the spontaneous outpouring of profound emotions. That is what makes poetry's content so powerful.

According to the numerous responses provided by the students, they generally believe that this strategy can substantially assist students in understanding and analyzing the substance of the poetry that they read. They accurately understand the process of the work that appears; therefore, when reading the work, they attempt to imagine the experiences the author had in mind when they wrote it.

6. The next step asks how the discussion process transforms the poetry course into a captivating course. According to these questions, around 33% of students believed that talks made their perspectives more open. Discussions can also aid students who struggle to understand what the professor is saying during the lecture. If students are embarrassed to ask about poetry, the discussion path will encourage them to ask their classmates. It feels easier because there is no obligation to inquire. Free conversation among students, accompanied by a professor, will foster an academic culture in the classroom, resulting in indirect knowledge sharing among students. This positive atmosphere will help promote kids' inventiveness and bravery to express their thoughts. Furthermore, students feel a sense of responsibility for every opinion they express, requiring factual support.

The students responded positively to the discussion activities around the course project. They become more interactive in the classroom. By actively conversing with their classmates, they also reduce the usage of cables, commonly used as scientific references.

7. The other question on their questionnaire was whether the Poetry course project might assist students in comprehending the components that comprise a poetic composition. Based on their questionnaire responses, approximately 33% of students expressed that the project activities enhanced their understanding of the elements of poetry. Through the project-based subject of scientific learning, students indirectly plan some components that they believe should be included or employed in the creative process of creating a poem. Poets must take into account certain elements of poetry, or forms, like the number of words, lines, and stanzas

they should incorporate into their poems. Some poets pay close attention to this aspect because it enhances their poetry's aesthetics and appeal. Poets consider additional components, such as sound devices, in addition to obvious elements like line count and bait, when crafting their poetry. The most well-known sound method among poets is rhyme, or rima. Poetry employs language to enhance its conciseness, compactness, and aesthetic appeal. Poetry uses language to simplify an explanation of something. People frequently refer to it as metaphorical language, which not only deepens emotion but also adds complexity to poetry. It also helps to attract readers and listeners. The final element in poetry is the ideas or topics that give the poem life. The theme is the major idea in poetry, because having a theme makes it simpler to develop it into excellent poetry, whether by the reader or the listener.

8. The final question on the questionnaire that a student should read is whether the project of composing poetry can help a student's creativity grow beyond the previously desired goal. Thirty-three percent of the pupils answered very well; 27 percent reacted well; and a range of twenty percent was helpful enough, with the remainder feeling less useful. A majority of survey respondents said the initiative encouraged them to be more creative in their coursework. A college rarely assigns an assignment that requires students to write on their own experiences as poets. Students are free to explore subjects or ideas in order to express and pour out their thoughts into a work. Almost all of the students in the poetry class have a wide range of life issues that they express via their poetry, including love, passion, aspirations, their father and mother, and the burden of their existence. Through this endeavor, they implicitly dedicated all their emotions, hearts, and minds to creating a work that could serve as a gift for children. They saw that the project's activities could help them reduce tension by expressing themselves through poetry. You can also use this exercise to keep yourself busy by producing work through word processing.

#### **e. Conclusion and Suggestion**

The study's findings indicate that using a scientific discovery approach throughout the poetry course to produce a course project enhanced students' comprehension of the course material. The project activity, which is based on the Course of Poetry and incorporates the concept of scientific discovery, enhances students' understanding of the creative process that goes into composing a poem. Students comprehend the necessary steps in a creative process, enabling them to consciously craft a process that encompasses the elements of Poetry's work in a more profound manner. This project-based exercise also helps students relax in the midst of post-pandemic classes. Many students acknowledge that they find the poetry course enjoyable; however, after implementing a new teaching method, they now believe they can follow the course effectively. They also obtained valuable knowledge by seeing the creative process, which began with observation, followed by topic creation, word design, and writing. We compile their writings into a collection of poetry books for them to read, and they learn to participate appropriately in the discussion process by debating their own work in front of their peers. The most surprising thing is that they can express their hearts through poetry.



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