

## The Effectiveness of Learning Model of Contextual Writing Poetry Based on Literary Ecology

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### Abstract

This research aims to describe the effectiveness of contextual learning models of creative writing based on the literary ecology of Indonesian Language and Literature Study (PBSI) students at Education Faculty (FKIP) Muhammadiyah University of Tangerang. The research method used in this research is Research and Development (R&D). The population in this study were all students of the Indonesian Language and Literature Education Study Program in Academic Year 2020/2021 of semester VII who have taken Creative Writing courses while the sample in this study were 20 students of the Indonesian Language and Literature Education Study Program of Muhammadiyah University of Tangerang. The results of this study showed that after pre-test and post-test trials in creative writing courses based on literary ecology in PBSI students at FKIP Muhammadiyah University of Tangerang the learning model used had positive results and had a significant increase the students' poetry writing skills. This can be seen in the results of the pretest signification test obtained an average of 3.5 and post-test results obtained an average of 7.05. Therefore, researchers can conclude that the learning model developed by researchers in creative writing courses based on literary ecology is feasible and effectively to be used. The learning model made was final and has fulfilled the requirements to be implemented in the classroom.

**Keywords:** contextual learning model; creative writing; literary ecology; poetry.

### Introduction

A language is basically a tool used by humans to communicate and interact with fellow humans in the social environment. As a social being, language has a vital role in daily communication activities. For communication to be effective, an individual must choose the right language so that the message and information to

be conveyed can be conveyed properly. Therefore, language skills are one of the life-skills that must be mastered by someone well at this time.

Language skills are divided into four types namely listening, writing, speaking, reading, and writing skills. Writing skills are considered as one of the categories of language skills that are sometimes considered difficult and very complex because they require extensive knowledge of linguistic skills. Writing is one aspect of language skills that students must learn because writing will benefit them a lot (Ripai, 2012). One form of implementation of writing skills that can be applied in the daily learning process of students is learning to write poetry.

Learning to write creatively defined by Hyland (2003) is a method such as guided composition based on the assumption that a text is an object that can be taught independently of a particular context, author, or reader, and that by following certain rules, the author can fully represent the intended meaning. Hyland further explained that the teacher's role is to guide students through the writing process, avoiding the emphasis on forms to help them develop strategies to generate, organize, and refine ideas. It can be understood that students learn to express their feelings and opinions so that others can understand what they think and like to do. This is achieved through setting up pre-writing activities to generate ideas about content and structure, encourage brainstorming and outlines, require multiple concepts, provide extensive feedback, seek revision text levels, facilitate peer feedback, and defer surface corrections until final editing.

One of the writing activities learned at school is creative writing poetry. Poetry creative writing is a complex activity, requiring knowledge, awareness, and feelings that involve mastery of the author's vocabulary. In addition, creative writing poetry also requires the ability to express ideas in written form, namely poetry (Ernawati & Utami, 2017). Furthermore, Sofyan, et al. (2011) explained that learning Indonesian in schools in which poetry writing skills are included is a creative-product learning activity. Learning is carried out so that students are able to produce works in the form of poetry and poetry learning is a means to express a world of life with the medium of language. In addition, Kholipah (2018) explains that teaching poetry is a process of transferring knowledge or skills in understanding values, and creating a poem that is memorable and meaningful for readers through messages or messages conveyed by poets.

Poetry writing skill is one of the writing skills learned in Indonesian course. Karmila, et al. (2017) says that poetry is the result of concrete and artistic human thought in emotional and rhythmic language. In poetry, the poet uses figurative means, imagery, artistic wording, and soulful language for the artistic and emotional achievement of a poem. One of the ways humans express their feelings is by writing poetry. Poetry not only displays the beauty of words and expressions of taste but also contains messages that are useful for readers. Nurjannah (2017) also explains that poetry skill is the ability of the author with the skill and power of imagination to pour out his thoughts. So in the process of creative writing poetry requires an action that makes the writer able to regulate all thought processes in order to produce a beautiful literary work into writing. This is what makes poetry writing skills very important to be taught to students and students. However, the current reality is that to improve poetry writing skills, several obstacles and problems are found that are often experienced by lecturers and students. Therefore, learning model is suitable to improve the students' poetry writing skills. Writing poetry is a way for writers to express their ideas.

Furthermore, (Wang et al. (2018) explained that when writing, students' ideas often come from the environment in which they live, personal cognition, and the results of thoughts that form the basis of students' poetry writing. Learning to write poetry can be done in steps: 1) determining the theme; 2) collect materials; 3) preparation of materials; 4) make an outline of the essay; 5) initial script writing; 6) revision; and 7) final script writing. So, writing poetry is a way or activity of a writer in pouring ideas, thoughts, hearts, or thoughts into writing using beautiful language by paying attention to the building elements of poetry in it that can make the poem come alive when read, used when writing poetry. The goal is for the steps, methods, guidelines used by the poet to make it easier to implement his writing by considering these elements. Writing poetry and teaching poetry are two components that are mutually sustainable. Poetry learning is more of a process where a poet learns and understands what process is done to produce a beautiful work. Writing poetry emphasizes how a poet pours his thoughts into writing.

The selection of an attractive learning model can support success in learning to write poetry (Wahyuti, 2009). Furthermore, Rahmawati (2015) states that to overcome difficulties in learning to write, teachers must be careful in choosing the right and varied learning models. The use of different models can usually be the right

way to increase students' motivation in learning to write. In addition, another factor revealed by Ripai (2012) is that the cause of the unpleasantness of learning to write in college cannot be separated from the factor of whether or not the lecturers are interested in writing. One approach in the learning process that is appropriate to be applied to efforts to improve poetry writing skills is to use a contextual approach.

The Contextual Approach (Contextual Teaching and Learning) or CTL is an approach whose characteristics are following the creative writing skills of poetry. The contextual approach is a learning concept that helps teachers relate the material to real-world students. In addition, the contextual approach is one approach in learning that can support learning effectively because according to Trianton (2008) states that the characteristics of the contextual approach, namely (1) cooperation; (2) mutual support; (3) fun, exciting; (4) not boring (joyful, comfortable); (5) study passionately; (6) integrated learning; and (7) using various sources of active students.

The experience and knowledge gained will last a lifetime. Sanjaya (2016) states that there are three important things in CTL, namely (1) emphasizing the process of student involvement in learning; (2) encouraging students to find the relationship between the material being studied and real-life situations; (3) encouraging students to be able to apply the material learned in real life.

If the learning approach used is appropriate, lecturers and students can write poetry well and the values in the poetry can be implemented in everyday life. One of the issues or topics that can be applied in learning to write poetry is using a literary ecology-based learning model. This is because currently, the issue of the environment is a topic that is often discussed by the community. After all, natural disasters often occur due to human negligence such as floods, landslides, and so on.

The realization that the destruction of nature will determine the fate of humans in the present and the future then gives birth to "ecological" or ecoconscious awareness. Ecoconscious is a term that has been used since 1988. Farida (2017) reveals that natural conditions are getting out of control and are no longer green. Environmental pollution changes the environmental order due to human activities. Based on this, there are concerns from writers who care about natural conditions by expressing them through literary works. Glotfelty and Fromm (1996) say that ecocriticism is the study of the relationship between literature and the surrounding physical environment. This study tries to make a connection between natural phenomena and literary criticism. Will Rueckert in his essay entitled Literature

and Ecology: An Experiment in Ecocritics means that ecocriticism as a science is very relevant to the basic human view of the future. Literary works with the theme of ecological awareness are developing rapidly at this time. Literary works as a means of carrying out humanitarian missions have a positive role in the development of the world in the context of social life. Literary works can be used as learning in saving the environment (Chandra, 2017).

The problem of environmental destruction is dominantly contributed by human behavior that does not take care of the environment. Behavior that is carried out continuously becomes a person's character in attitude towards the environment. Julina (2016) says that based on deep value systems knowledge and attitudes are important because of the potential impact they have on behavior. Environmental knowledge and environmentally friendly attitudes are closely related and mutually reinforcing, especially in the search for information about environmental friendliness. People must know that their behavior can contribute to environmental damage. Septian et al. (2016) stated that the habit of using single-use products affects the number of waste piles. In addition, land subsidence is due to the exploitation of hotels and apartments, land conversion in rain-deforestation catchment areas, and piles of garbage due to littering behavior. According to Tompodung et al. (2018) that environmental problems are growing rapidly, global warming, an increase in solid waste, nuclear pollution, a decrease in green areas, and the loss of biodiversity are some of the environmental problems that occur today. The increase in the human population is the cause of environmental problems. Lack of concern for nature is a major factor in the destruction of nature.

Concerning learning that is related to real life, caring for the environment is a contextual issue that can be used as an idea in writing poetry for students. Widianti (2017) reveals that nature has been a part of the representation of many literary works since time immemorial. Nature as an author or story writer is not only the background of a story in a literary work but also the main theme. The choice of diction in the form of nature and its contents, such as trees, wind, rain, water, rivers, rainbows, waves, clouds, grass, and other words shows that nature is used by writers to describe nature.

Based on the explanation above, the lecturers can use many types of learning models to write poetry creatively, they are necessary to develop it. Contextual learning based on literary ecology is very important considering that

environmental issues are the responsibility of humans. The resulting works will contain the message of protecting and loving nature with various existing issues regarding the environment. With the existence of ecological awareness, it is hoped that it will form the character of loving and protecting nature for students and readers of literary works course.

### **Research Methodology**

The research method used by the researcher is Research and Development (R&D). In addition, this R&D model can also make learning run effectively. Gay, Mills, and Airasian (2012) explain that Research and Development (R&D) is the process of finding what consumers need and then developing a product to meet those needs. The steps are taken in Research and Development (R&D) research are: 1) preliminary study, 2) product development stage, 3) product trial, and 4) product evaluation. The population in this study were all students of the Indonesian Language and Literature Education Study Program for the 2020/2021 semester VII academic year who have taken creative writing courses while the samples in this study were 20 students of the Indonesian Language and Literature Education Study Program, FKIP Muhammadiyah University of Tangerang.

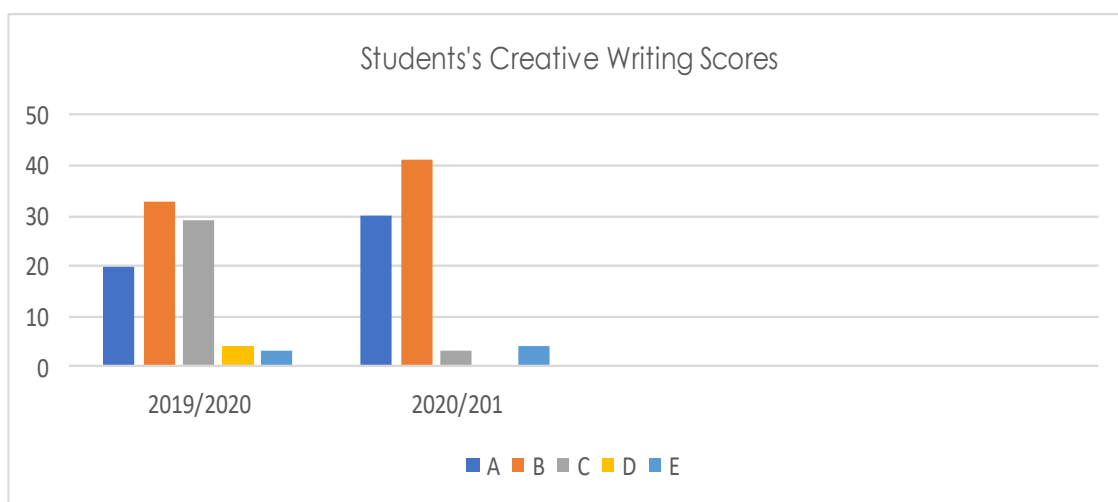
The research instrument used was a google form which was distributed through the WhatsApp group and a questionnaire sheet containing responses and suggestions from students on the evaluation of the learning that had been carried out. The pre-test and post-test questions become one of the benchmarks for researchers in seeing whether there are differences in the learning process that has been carried out. To calculate the mean results of the pre-test and post-test, the researcher used the T-test Paired Samples Statistics using SPSS Version 25. The learning model developed by the researcher had passed the evaluation and assessment results from experts in the fields of language, literature, media, and materials. The average value is used as the basis for providing the level of assessment of the learning model that has been developed using evaluation standards according to (Widoyoko, 2019, p.263) as shown in the table below:

**Table 1. Criteria for Average Score**

| Average    | Criteria  |
|------------|-----------|
| >4,2       | Very Good |
| >3,4 – 4,2 | Good      |
| >2,6 – 3,4 | Adequate  |
| >1,8 – 2,6 | Less      |
| <1,8       | Very Less |

**Findings and Discussion****Findings****A. Preliminary Research**

At the preliminary research stage, the researcher identified the needs of students taking creative writing courses, especially on poetry writing material and student values from the 2019/2020 and 2020/2021 academic years. At the initial identification data collection stage, researchers used a questionnaire distributed by Google Classroom to students. The researcher also used the interview method with teaching lecturers to obtain information related to the value of students who have taken creative writing courses and identify the learning systems that have been carried out so far. The following is the result of student scores and identification of the needs of lecturers and students.

**Graph 1. Recapitulation of Students' Scores in Creative Writing Course**

Based on the diagram above, it was found that only 20 students managed to get an A on the poetry material assignment for the creative writing course in the 2019/2021 academic year, and in the 2020/2021 academic year were 30 students managed to get an A. Although there was an increase in the scores obtained by students in 2019, the results obtained by students were not maximized and there are still many students who do not pass the course.

**B. Development Stage**

After the researchers conducted preliminary research related to student scores and identified the initial needs of students and lecturers. Furthermore, the

researchers developed a learning model and compiled pre-test and post-test questions that would be used in the field trial stage. Before the learning model is used in the learning process, the learning model developed is first assessed by various experts consisting of material, literature, language, and learning media experts. The following are the results of each assessment from various experts.

**Table 2. Recapitulation of Material Expert Evaluation**

| No                   | Indicators  | Evaluation Result |   |   |   |   |
|----------------------|---|-------------------|---|---|---|---|
|                      |   | 5                 | 4 | 3 | 2 | 1 |
| 1                    | The Accuracy of Formulation of Learning Outcomes                                  | ✓                 |   |   |   |   |
| 2                    | Learning Competencies   | ✓                 |   |   |   |   |
| 3                    | Relevancy LO and Course Learning Achievement                                      | ✓                 |   |   |   |   |
| 4                    | Relevancy test items with Course Learning Achievement                             | ✓                 |   |   |   |   |
| 5                    | Relevancy Learning Strategy with Course Learning Achievement                      | ✓                 |   |   |   |   |
| 7                    | The effectiveness of Learning Strategy  | ✓                 |   |   |   |   |
| 8                    | Truth and Updated Content by Field of Science                                     | ✓                 |   |   |   |   |
| 9                    | Relevance of Learning Materials with Course Learning Achievement                  | ✓                 |   |   |   |   |
| 10                   | Completeness of Learning Strategies Used<br>Quality of Graduate Learning Outcomes |                   | ✓ |   |   |   |
| <b>Total Average</b> |   | <b>4,9</b>        |   |   |   |   |
| <b>Conclusion</b>    |   | <b>Very Good</b>  |   |   |   |   |

**Table 3. Recapitulation of Language Expert Evaluation**

| No                   | Indicators          | Average          |
|----------------------|---------------------|------------------|
| 1                    | Writing Style       | 4,8              |
| 2                    | Diction             | 5                |
| 3                    | Language Conformity | 5                |
| 4                    | Legibility          | 5                |
| <b>Total Average</b> |                     | <b>4,95</b>      |
| <b>Conclusion</b>    |                     | <b>Very Good</b> |

**Table 4. Recapitulation of Media Expert Evaluation**

| No                   | Indicators                              | Average          |
|----------------------|---|------------------|
| 1                    | Display of Learning Materials           | 4,6              |
| 2                    | The effectiveness of learning materials | 5                |
| 3                    | Delivery of Learning materials          | 4,8              |
| <b>Total Average</b> |   | <b>4,8</b>       |
| <b>Conclusion</b>    |   | <b>Very Good</b> |



**Table 5. Recapitulation of Literary Expert**

| No                   | Aspects of Evaluation | Average          |
|----------------------|-----------------------|------------------|
| 1                    | Presentation          | 4.5              |
| 2                    | Content               | 4.8              |
| 3                    | Contextual Approach   | 4.8              |
| <b>Total Average</b> |                       | <b>4,7</b>       |
| <b>Conclusion</b>    |                       | <b>Very Good</b> |

Based on the results of the evaluation and assessment of several experts above, the results of the assessment based on the experts' judgements are: (1) material experts of 4.9, (2) linguistic experts of 4.95, (3) learning media experts of 4.8, and, (4) literary experts of 4.7. Based on several expert assessments above, it is stated that the learning model developed is very good and is ready to be used in field trials.

### C. Field Trial

After the learning model developed by the researcher was assessed and evaluated by experts from the fields of material, language, literature, and learning media. Furthermore, the researchers conducted product trials with students of the Muhammadiyah University of Tangerang, Faculty of Teacher Training and Education with a total of 20 students as respondents to take part in field trials. The thing that becomes a measure of success for researchers is the pre-test and post-test scores from the learning process of field trials that have been carried out. Researchers used the help of SPSS Version 25 to calculate the difference in the average number of pre-test and post-test results that had been tested to see if there were differences in the treatment of the learning model that had been developed. The following are the results of the pre-test and post-test that has been conducted:

**Table 6. Recapitulation of Pretest Result**

| No      | Score | FA | FR (%) |
|---------|-------|----|--------|
| 1       | 2     | 2  | 10     |
| 2       | 3     | 8  | 40     |
| 3       | 4     | 8  | 40     |
| 4       | 5     | 2  | 10     |
| Total   | 70    | 20 | 100    |
| Average | 3,5   |    |        |

Based on the recapitulation table of the students' pre-test results, the results of the total pre-test scores based on the results of field trials that have been carried out are 70. The largest pre-test scores for creative poetry writing are found in intervals 2

and 3, each of which is 8 students or 40% while the smallest is found in intervals 1 and 4 or 10% each.

**Table 7. Recapitulation of Posttest Result**

| No      | Score | FA | FR (%) |
|---------|-------|----|--------|
| 1       | 5     | 4  | 20     |
| 2       | 6     | 2  | 10     |
| 3       | 7     | 6  | 30     |
| 4       | 8     | 5  | 25     |
| 5       | 9     | 3  | 15     |
| Total   | 141   | 20 | 100    |
| Average | 7,05  |    |        |

The total post-test scores obtained from 20 students who took part in the field trial were 141 with an average of 7.05. The greatest post-test score for creative poetry writing is in the 3rd interval with a score of 8, which is 8 people or 40%, while the smallest percentage of post-test scores is in the 2nd interval with a score of 7 as many as 3 students or 15%. The pre-test and post-test questions that were tested were not only validated by experts; the researchers also used SPSS Version 25 to test the validity of the data to be tested in the field trials. The following are the results of the validity test through SPSS Version 25.

**Tabel 8. Test of Validity Result of SPSS 25**

**Case Processing Summary**

|          | Cases |         |         |         |       |         |
|----------|-------|---------|---------|---------|-------|---------|
|          | Valid |         | Missing |         | Total |         |
|          | N     | Percent | N       | Percent | N     | Percent |
| Pretest  | 20    | 100.0%  | 0       | 0.0%    | 20    | 100.0%  |
| Posttest | 20    | 100.0%  | 0       | 0.0%    | 20    | 100.0%  |

**Tabel 9. Recapitulation of Pretest-Posttest using SPSS 25**

**Paired Samples Statistics**

| Pair 1 |          | Mean    | N      | Std. Deviation | Std. Error Mean |
|--------|----------|---------|--------|----------------|-----------------|
|        |          | Pretest | 3.4500 | 20             | .82558          |
|        | Posttest | 7.0500  | 20     | 1.35627        | .30327          |

SPSS 25 was used by researchers to perform a significance test in terms of knowing the difference in the mean of the results of the pre-test and post-test that have been carried out. Based on the results of the significance test, the average pre-test was 3.5 and the post-test results obtained an average of 7.05. From the comparison results obtained from the pre-test and post-test, there are differences after the treatment of the application of the literary ecology-based creative writing poetry learning model for students. The results of the post-test have positive results and have a significant increase in results compared to the results of the pre-test that has been carried out previously. Therefore, the researcher can conclude that the learning model that the researcher developed is effective and can be used in learning to write creative poetry.

#### **D. Final Product Revision**

Field trials have been carried out by the researcher together with 20 student respondents, so that the literary ecology-based poetry learning creative writing model becomes the final product. The revisions made based on the research steps carried out only improved the use of the language used and the writing systematics became more easily understood by students and the improvement of the learning media used in the learning model that the researchers developed. The final product of the research on developing this learning model is a book of poetry learning model for creative writing based on literary ecology for students at the Muhammadiyah University of Tangerang which has gone through validity tests and field trials so that the development of the developed learning model is feasible and effective to use. So, it can be said that the development of the learning model made is final and meets the feasibility of being used or implemented.

#### **Discussion**

Based on the results of research and development of learning models that have been carried out, the final product in the form of a literary ecology-based poetry learning model for creative writing for students at the University of Muhammadiyah Tangerang is declared valid through the validation results of language, media, literature, and material experts as well as through the results of the SPSS Version test. 25. According to the average evaluation results of linguists, namely 4.95 (very good), evaluation of material experts 4.9 (very good), learning media experts 4.8 (very good), and literary experts 4.2 and 4.3, 4.25 (good and very good).

While the results of the small group trial were 4.1 (good). The results of the effectiveness test carried out through field trials, the researchers found that the post-test results had a significant increase, namely an average of 7.05 from the pre-test results of 3.5. So based on a series of expert evaluation tests, small groups, and effectiveness, the learning model developed was declared more effective in improving students' skills and understanding in writing poetry based on literary ecology.

The development of the learning model for creative writing poetry based on literary ecology, the researcher presents a learning process based on several characteristics, namely 1) Cooperation, 2) mutual support, 3) fun, exciting, 4) not boring, 5) learning with passion, 6) integrated learning, 7 ) using various sources so that students are more active (Trianton, 2018). In learning the teacher becomes a facilitator in guiding students so that the learning that has been carried out can be useful and students can find something new from the learning outcomes that have been implemented (Hadiwiguna, et al, 2018).

When the learning process takes place, lecturers need to choose the right learning model in order to achieve the learning objectives to be achieved. In the application of learning, the application of this learning model aims to help students understand the learning material being taught by connecting the material with its application in everyday life (Yamin, 2018). The purpose of applying the approach is to increase students' understanding, which is not only memorized, but to be understood and associated with everyday life, practiced, and accustomed.

The application of the development of the poetry creative writing learning model, the teaching lecturer designed the poetry creative writing learning process in several stages, namely: 1) the search stage; 2) deposition stage; 3) writing stage; 4) the resting stage (the stage of celebrating success); 5) editing and revision stage. The hope from the several stages that have been carried out in the learning process is that students are able to carry out the stages well and students can develop their ideas well in accordance with the ecological knowledge that has been developed, exemplified by the teaching lecturer. Then students can make a good literary ecology-based poetry work based on the ideas that have been developed previously. Based on the poetry that has been produced by students, it is hoped that the messages related to environmental concern that are conveyed can be well understood by the readers.

Based on the results of relevant research conducted by developing a learning model for creative writing poetry based on literary ecology, students are able to understand the importance of environmental care values and can convey messages of environmental concern to others through the resulting poetry. The novelty in this research is the use of learning to write creative poetry as a means to increase the values of environmental awareness awareness in students who are prospective teachers so that they can apply this learning model to students later when they become teachers. So that the message of environmental awareness can be well understood by the community through literary learning.

In addition to providing new and different learning experiences, literary ecology-based learning also trains students in terms of increasing their awareness of the surrounding environment. The motivation of students to take part in poetry writing lessons also increases, because this literary ecology-based learning model provides new experiences for them to be able to protect the surrounding environment as much as possible by contributing significantly through the literary works in the form of poetry that they make. Thus, it is possible that the literary ecology-based learning model can open the eyes and hearts of the wider community towards increasing environmental awareness if the poetry made by students can be read by a wide audience.

### **Conclusion and Suggestion**

Based on the results of research that has been carried out by researchers, the conclusion in this study is that research in the development of contextual learning models for creative writing poetry courses based on literary ecology in PBSI students at FKIP, Muhammadiyah University, Tangerang, obtained positive results. This can be proven from the results of field trials that have been carried out by researchers together with 20 student respondents, proving that the contextual learning model developed has different average results obtained. Based on the results of the significance test, the average pre-test was 3.5 and the post-test results obtained an average of 7.05. From the comparison results obtained from the pre-test and post-test, there are differences after the treatment of the application of the literary ecology-based creative writing poetry learning model for students. The results of the post-test have positive results and have a significant increase in results compared to the results of the pre-test that has been carried out previously. Therefore, the researcher can conclude that the learning model that the researcher developed is

effective and can be used in learning to write creative poetry because it has the feasibility to be implemented.

The learning model of writing poetry based on literary ecology can provide benefits for lecturers or teaching teachers as a variation in the learning model that you want to apply when the learning process takes place. This is because in this learning model there are already steps for implementing the learning process. Suggestions of researchers when using a literary ecology-based poetry writing learning model by considering supporting facilities and infrastructure in the learning process such as material, concrete examples, interesting learning media, and the stages that exist during the learning process

Students when applying this literary ecology-based creative writing learning model get real experience and contribute significantly in increasing their concern for the surrounding environment, so that without realizing it students are more interested in learning and not easily bored when the learning process takes place.

As for suggestions regarding further development for researchers or readers who want to develop this research product, namely in order to increase the number of research samples for early-level students or foreign students. Furthermore, it can add variations to this literary ecology-based learning model to make it more varied. Thus, suggestions for further use, dissemination, and product development for the development of a literary ecology-based creative writing poetry learning model. Hopefully the learning model developed can be useful for the process of learning to write creative poetry at school or in college.

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