

Implementation of literacy wrote poetry with nature theme as a means of strengthening character love Indonesia

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ABSTRACT. This riset aimed to describe the characteristics of the nature-themed nursery rhymes, describes an implementation of nature-themed literacy writing poetry, and describes the role of that as a suggestion to strengthen the character of love Indonesia. This type of research is descriptive qualitative research. Data collection techniques using observation, interviews, and documentation. The results showed that the characteristics of nature-themed poems written by students consists of a theme of the mountain, sea, and trees. Implementation literacy write poetry implemented in several stages: playing the country's natural Indonesian movie, writing sentences that describing nature as a result of listening to the movie, then put them together into a nature-themed poetry. The role of nature-themed literacy write poetry to strengthening the character of love Indonesia can be seen in the work of student poems: the encourages to admire the natural wealth of Indonesia, the desire to conserve nature, and grateful of Indonesia.

1. INTRODUCTION

Strengthening the character of love Indonesia is an obligation for all Indonesian students. In the course of the MEA (ASEAN Economic Community), the strengthening of these characters is far more important to improve the sense of nationalism of students. The development of technology and the influx of immensely free culture is a threat to the people of a nation that is fragile of the sense of nationalism and love of country. A variety of threats can be described as follows of the love of domestic products because of the large number of overseas products flooding in Indonesia, many people forget about their identity as an Indonesian because their lifestyle has changed following foreign trends, a sharp social gap between the rich and the poor because of the free competition in the globalization of the economy, and consequently the attitude of individualism and indifference to the interests of the people.

The love of homeland is a feeling of love for the nation and its country (Ismawati 2015). The love of homeland is the sense of pride, sense of belonging, respect, and loyalty possessed by every individual in respective country of residence, reflected in defensive behavior, preserving and protecting homeland, willing to sacrifice for glory of nation and

country, love the custom or culture of the country with its preservation of nature and its environment. To build a nation of people with national mentality and personality is needed a business, one of the most important is through national education, the goal to achieve through national education amongst others is national education must be able to grow and deepen the love of homeland, strengthen the spirit of nationality, and the loyalty of the social.

Efforts that can strengthen the love of Indonesia have been carried out by various parties, both families, education and government. As Suparno (2004) suggests that in order to foster the love of the homeland it is necessary to develop in the soul of every individual from the early age of a nation or nation to a common goal of living together. One of the ways to grow the love of homeland is to foster pride in homeland through the educational process. The role of education in strengthening the love of the homeland, among others is to include lessons on the education of citizenship and nationality and defense of the country into the curriculum, performing flag ceremonies on a national ceremony to commemorate the hero's services and to instill love for the nation integrated into each subject, as well as train to actively organize through soft skill and extracurricular.

These efforts are not immediate without results, but many obstacles that result in ineffectiveness of strengthening the love of the homeland are realized. One of the most influential obstacles is the ability of teachers to implement the activities that have been taught in the curriculum. Teachers lack of the skills and creativity to package learning to be interesting and fun yet meaningful for strengthening the love of homeland.

Character education in Indonesia is through the integration of literacy culture on elementary students into a learning method that needs to be tested. Some of the advantages of this method can be observed from the results achieved by students, in addition to the strong character of the love of homeland of his nation as well as the ability to literally implement his love of Indonesia through writing or reading.

Literacy is the foundation of all learning. In primary school students, Snow & Matthews (2016) basic literacy skills are constructed from constrained skills and unconstrained skills. EFA Global Monitoring (2015) mentions that literacy comes from the word literate which means relates to literature, common things, good education, learning. Since the late 19th century the understanding of literacy is closer to the ability to read and write texts. The development of the meaning of literacy is rapid, and in the mid-21st century many experts give considerable attention to defining the literacy and they have gained direct implications from the approach to practice and policy (Fransman 2005). With literacy, students will enjoy learning and meaningful, as Darwish (2015 p.78) states "literature provides delight and enjoyment". The purpose of this study is to describe the characteristic nature of children poetry, to explain the nature of literacy implementation of natural themed poetry, and to explain the role of literacy writing of natural themed poems as a suggestion to strengthen the love of Indonesian characters.

2. METHOD OF THE RESEARCH

This research type is descriptive qualitative research with case study design. Research data from the results of literacy implementation writing poems of nature-themed and phrases, clauses, sentences contained in poetry. Data sources were from events, places, and behaviors associated with research. Sources were teacher and elementary school student of Yogyakarta Special Region. Technique of

collecting data was by using observation, interview, and documentation. The validity of the data applies the triangulation of resources and techniques. In general, the data analysis model used in this research is an interactive analysis model (Miles et al. 2013), a data analysis technique consisting of three data flow lines, data presentation, and drawing conclusions/verification that occurred simultaneously

3. MAIN DISCUSSION

Indonesia is a compound country of diverse ethnic, ethnic, cultural, religious, and customary. The diversity should not make people from different cultures be divided and hostile to each other. With the implementation of natural-themed poetry literacy as a means of strengthening the character of love in Indonesia, it is expected to instill character values on students and create a sense of nationalism, responsibility, and love of nature. "The main principle of good character is respect, truth, fairness, and responsibility." (Skaggs & Bodenhorn in Agboola & Tsai 2012 p.163).

Literary works have been making nature a part of the representation of its work. Nature is often not just a background of fictional stories in literary works, but it can also be a major theme in a literary work. The selection of diction such as water, trees, rivers, waves, clouds, and other words shows that nature is used by the writers to describe the background or content contained in the literary work itself, similar to the author of a fairy tale, novel, or short story. Nature became the bridge of authors and literary writers to convey the atmosphere, the image, the background, or the great theme in literary works (Rahmawati 2017)

This study was conducted in the Yogyakarta Indonesia particularly on 5th grade students. Writing activity is a very complex activity. Harris et.al (2013) states writing is the key to learning because students use writings to organize knowledge, explore and refine ideas. Students looked enthusiastic during the research. At first, students still had difficulty writing poetry and still experiencing confusion in pouring ideas to write a poem. So the researcher taught writing a poem of nature-themed as well as a means of strengthening the character of Indonesian love for the students. Teacher had familiarized students to plant and care for plants so that students are close to the natural environment. The

environment was chill, shady trees and clean and well maintained gardens. Thus, the use of natural themes was very appropriate so students were easy to imagine and assemble words.

3.1 Characteristics of Child poetry

The nature-themed poem characteristic written by students consists of a theme of mountains, seas, and trees. This theme is part written because students are close to the three objects. These three objects can be found in the Province of Yogyakarta, Indonesia even have been managed by the government into a famous tourist destination. The beaches in Yogyakarta Province are very large and its charm is very beautiful. Many foreign and local tourists visit the beaches in Yogyakarta Province. Beaches in Yogyakarta for example are Parangtritis Beach, Baron Beach, Indrayanti Beach, Jogan Beach, Pok Tunggal Beach, Drini Beach, Kukup Beach and so forth.

Yogyakarta also offers mountain tourism places in the Mount Purba and Merapi. These two tourist attractions are so crowded, both young and old. Mount Purba and Merapi are chill and beautiful. Many trees grow there. There is no vandalism that damages plants as form of concern for the people towards the natural environment.

Yogyakarta has shady and many trees, it eases students to write a tree-themed poem. Throughout the city of Yogyakarta there are many plants and trees that shade the roads. In addition, in Yogyakarta also have tourist attractions with trees, one of which are tour of Pinus Forest and Mangunan Fruit Garden. With the natural conditions in Yogyakarta Province, students are close to nature. Students are familiar with nature-themed poems that include mountains, seas and trees so that students can easily write poems of nature-themed as well as a means of instilling the character of environmental care. Literacy is the right medium to instill character in children. It is in line with the opinion that children's literature is one of the most precise media for character education cultivation since children from infants to adolescents (Sugihastuti 2016). Literary works can convey moral messages and educational values, both implicitly and explicitly so that by appreciating literary works, teachers can form the characters of the students (Wibowo 2013).

The theme of the mountain describes the beauty of the mountains, the coolness of the air, the shady plants, and the benefits of the mountain. For

example, with mountains with many trees can create fresh air, can prevent landslides, can help water seepage during heavy rains, also be used as natural attractions if well-managed and maintained. Thus, students will learn about the beauty of the mountains and its benefits for living things such as birds, as well as reptile animals and molten nests there.

The marine theme describes underwater scenery covering the diversity of underwater animals, clean view of ocean, beautiful coral reefs, and colorful fish. With the theme of the sea can instill the character of the students to maintain the cleanliness of the sea so that the beauty of the sea is maintained and coral reefs can grow beautifully and fish under the sea can breed well. Sea is a source of living animals that live in water and fishery resources. If the sea is clean then animals living under the sea can breed well like fish, squid and other species and sea grass and coral reefs. Thus the fisherman can live a prosperous life because the fish becomes more abundant. By lifting the sea theme it is expected to be able to embed the character to maintain the preservation of the sea.

The theme of the tree describes the natural beauty of the sea. For example, the city park needs to keep the air clean and as a heart of the city. The presence of trees is beneficial to human life. The tree can be useful as a clean oxygen creator, with many trees so the oxygen content will be clean and health will stay awake and the environment will be cool. Trees are also beneficial to the water content of the underground. In addition, the preserved trees can be used as the only natural tourism place for pine forest in Yogyakarta. The place is so crowded visited to capture the moment with friends and family. By looking at the benefits of the tree, the tree recognition in the students' needs to be done. One is through writing a tree-themed poem. Thus, character cultivation can be given to students is to preserve the tree.

The three characteristics that include mountains, seas and trees can be used as a means to instill character in the students to keep the environment clean so that beauty and natural fertility can be maintained. Trees can grow fertile and animals can breed well and the sea is kept clean because environment is maintained. Thus, the characteristics of nature-themed poems can be used as a means of instilling the love character of Indonesia. Examples of poems written by students are:

The beauty of nature Indonesia

Indonesia's Beautiful Nature

*Outstretched away in the part of Indonesia
Drawn the vast blue ocean and beautiful
mountains
The green of the trees beautifies this archipelago
I'm so grateful to be in this country
From the east to the south is the beauty of nature
A wonder in my heart
There is nothing like my country's prosperity
I will always look after you, I love my Indonesian
nature*

The above poem contains the meaning of Indonesia's natural beauty. Indonesia has a beautiful blue ocean. It is seen that the beauty and cleanliness of the sea are preserved. The green trees depict the fertile soil of many trees that grow. Throughout Indonesia, the beauty of nature is so impressive for those who see it and are encouraged to always keep their beauty and love of Indonesia. The poem embodies the character of the students to admire and grateful to have a beautiful nature, a land-rich in natural resources. As well as instilling the character to always keep nature alive and love the character of Indonesia.

My Nature

*I saw the cliffs lined up
Around the blue ocean
Wrapped in rocks covered with greenish trees
I was fascinated
Everything I saw was so real
The sea breezes stroked softly with fresh air
The white sand overlays are crystal-like rug
Wave drops hit rocks
It makes the peace of mind
This is the creation of God
Make all being more cheerful
O people ... wake up
Take care of this beauty
My natural country*

The above poem contains the meaning that Indonesia has a beautiful and natural nature. The beautiful cliffs surround the ocean. Rocks are covered with green trees. The line of poetry illustrates that nature is still natural and beautiful. The breeze of the sea stroked gently and the coolness and waves thresh the coral rejuvenates the tranquility of the heart. The warm and cold beach

atmosphere illustrates the clean and natural beaches. The above poem also contains the character value of maintaining natural beauty to be natural and natural.

3.2. Literacy writing literacy implementation

A series of studies pertaining to the emerging literacy of young people revealed that the emerging literacy skills, including vocabulary, word recognition, and phonological awareness, increased by reading with electronic books (Korat 2010, Korat & Shamir 2007, 2008, Segal-Drori et al. 2010, Shamir et al. 2008). Grimshaw's opinion et al. (2007) more detailed that the main benefits of reading children with e-books are the provision of e-book narration accompanied by animated images and sound effects, and increased understanding of children's reading. It is the basis that the form of literacy writing that is Indonesian-themed nature should be started with an activity that loves animated readings and sound effects. Below are the phases of the implementation of literacy writing natural themed poems:

1. Teacher conditions students by praying together
2. Teacher divides students into groups. Each group consists of 4-6 students heterogeneously.
3. Teacher explains the poem and explains the steps the student will take so students will understand the task
4. Teacher plays videos about the natural beauty of Indonesia with duration of about 10 minutes. Students are listening carefully to the videos that the teacher plays.
5. Students write important words contained in the video, such as trees, seas, mountains, sand, fish, and so forth.
6. Furthermore, written words will be developed into a poem.
7. Each word can be changed into morphological arrangement and placement, for example word tree can be changed into trees, and mountains become mountains.
8. Teacher gives students about 15 minutes to discuss each group together to arrange a poem.
9. Students are assigned to develop each of these words into a line of poetry describing nature as a result of listening to the video.
10. Then students disintegrate into a theme-poem which is the construction of the listening and students experience.

11. Teacher guides in the process of poetry writing so discussions can run well and smooth.
12. After students' finish writing poetry then the student reads the poem in front of the class in turn.
13. Teacher with other students give applause to students who have finished reading poems
14. Teacher assesses the poems that have been read in front of the class.
15. Teacher collectively evaluates learning outcomes and conveys the character values contained in the poems that have been created.

This implementation involves many learning methods, such as lectures, discussions, modeling, brainstorming, presentations, and performance. This is influenced by the use of innovative media that is film of natural beauty of Indonesia. This media is effective enough to illustrate clearly to students who may have never seen the natural beauty of Indonesia.

3.3 Role of Literacy Poem Writing Literacy with the Character of Indonesia

The literacy role of writing natural-themed poems on the strengthening of Indonesian love characters can be seen in the works of student poetry, among others, students are encouraged to admire Indonesia's natural wealth that Indonesia has a beautiful nature and needs to be preserved, driven by the desire to preserve the beauty of nature, and be grateful for beauty Indonesia has already owned.

Through poetry, students are able to know the importance of maintaining the cleanliness of the environment and the beauty of nature and the importance of Indonesia's natural love. Teaching students to throw garbage and not damage the environment, to take care of plants to become remaining beautiful and to plant crops to keep the shady. The environment will be fresh, adequate oxygen requirements, no air pollution, water absorption will remain maintained. Thus, the environment will be healthy and comfortable. The role of natural-themed poetry literacy can have a positive impact on students who are instilling the character of Indonesia's natural love and teaching to preserve nature.

4. CONCLUSION

Based on the results of the research and discussion that have been described, it can be concluded that the strengthening of Indonesian love character can

be completed through natural-themed poetry literacy. The nature of the children's theme of poetry includes mountains, seas and trees. The implementation of natural-themed poetry literacy as a means of strengthening the love character of Indonesia can be done through several stages, namely the film about the beauty of Indonesia, the students write important words in the film, each word is developed into a line of poetry describing nature as a result from listening to the movie, then the students are assembling into a natural themed poem which is the construction of a listening and student experience. With the implementation of natural-themed poetry literacy, students become keener on Indonesia's natural wealth, students become love for nature, eager to preserve the natural beauty and the students keep the environment clean and grateful for the natural beauty of Indonesia.

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