

# DEVELOPMENT OF SUGGESTOPEDIA MODEL BASED ON STRENGTHENING OF CHARACTER EDUCATION FOR INCREASE THE ABILITY TO WRITING POETRY IN ELEMENTARY SCHOOL

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**Abstract:** This research was motivated by empirical facts about the increasing lack of interest in reading literature for elementary school students. This implication have an impact on learning Indonesian language, one of which is the ability to write poetry in elementary school. This study aims to test the effectiveness of suggestopedia model based on the strengthening of character education in elementary school students. Through the lesson plan by inserting five main values of character, such as religious, nationalist, independent, cooperation, and integrity. In order to achieve the goal of researchers conducted a study consist of three stages: (1) Develop a model, (2) Carry out field trials with the design of pre-test-posttest control group experimental design involving 70 students in two class one of elementary school in Bogor of including 35 experimental groups and a control group of 35 students and (3) Prepare the final model by revising the end of model has been tested. The analysis shows that suggestopedia model based on the strengthening of character education was effective for improving the ability to write poetry of elementary school. It can be seen from the reality of the condition after treatment in the control class or experimental class are equally increased, but the condition is more increased in the experimental class. suggestopedia model based on the strengthening of character education as one of models can be used in developing ability to write poetry using criteria of assessment, such as theme and meaning, diction, imagination, and message.

**Keywords:** suggestopedia, strengthening of character education, poetry

## 1. Introduction

Teaching literature in Indonesia is currently experiencing a setback. This is reflected in several surveys that have been conducted. Lack of interest in reading literature for the people of Indonesia causes many things to influence and relate to the character of the Indonesian people. Research conducted by the Indonesian Survey Circle, Denny (2017) revealed that enthusiasts who read Indonesian literature only reached 6.2 percent based on research in December 2017. The research findings produced that as much as 65.7 percent versus 48.5 percent, literary readers tended to be involved in social activities, and 86.5 percent versus 67.7 percent of those who read literature are more likely to want to donate to their environment (Antara News, 11 January 2018). In his book *pengajaran sastra berbasis karakter*, Noor (2011) revealed that there are five facts that show that this country has experienced a decline in teaching literature. First, the lack of concern of parents to teach literature to their children, this is evident in the number of parents who are more concerned with honing their left brain than the right brain. Second, the lack of literature-based education in early childhood education. Third, the portion of literary teaching gets only a small part of language teaching. Fourth, Taufik Ismail's research in 1997-2005 showed how literature was not introduced to students until they finished high school. Fifth, Max Lane revealed that Indonesia is the only country in the world that does not include literature as a compulsory subject in secondary education. Referring to this fact, that literary teaching should have an appropriate portion and be taught by experts or professionals in their fields. In addition, the reality seen in the field is that the problems of children and adolescents are increasingly increasing. Lickona (1991) stated in his book *Educating for Character* that there are ten signs of a nation's destruction which includes increasing violence among adolescents, the use of language and dirty words, the influence of strong groups of friends in crime, increasing self-destructive behavior such as drugs, free sex and alcohol, the increasingly blurred moral guidelines between good and bad things, decreasing work ethic, lower respect for parents and teachers, low sense of responsibility as individuals and as citizens, increasingly entrenched values of dishonesty, and a growing sense of hatred and mutual suspicion. Looking at these signs, there has been clear evidence in the field that the conditions of children and adolescents prefer to use slang language rather than using united language, namely Indonesian. Through children's literature will live the events in the surrounding environment, said by Rosenblatt (1983, p. 38) in this case explains that literature provides a living experience of living through. That is, the child's experience in life can be explored through the experience of children reading literary texts. In addition, literary texts teach characters without having to patronize (Latif in Yunsirno, 2010, p. 58). In this case literature has an important role in the cultivation of noble values and character and has a role to shape the character of students who are honest from an early age. Research conducted by Qoyyimah (2016) how teachers teach foreign languages (EFL) in Indonesia by implementing character education policies in the era of school-based curriculum reform. In practice in the field, the teacher chooses the values that are in accordance with the methods and teaching materials, then combines them in the teaching plan.

Related to the school-based curriculum, In connection with aspects of awareness and concern for language and literature, the author has conducted observations in one of the public elementary schools in the Bogor area. Based on the results of preliminary observations and author interviews with teachers in Sasana Wiyata Elementary School, revealed that there are still many students' assumptions about writing learning is boring learning, besides that 85% of 35 students have difficulty writing poetry that is not really able pour ideas and get less imagination to write poetry. Writing poetry is a form so students are able to appreciate literature and be able to express their feelings .

Ismawati (2013, p. 63) said that the formation of character includes efforts to form internalization of the values contained in poetry, and develop personal qualities, imagination, and creativity. Teaching poetry taught is poetry that contains moral values. Based on this, the author offers one of the learning models that are related to PPK (Strengthening Character Education) in writing poetry namely the suggestopedia model. Suggestopedia is a learning that was developed by a Bulgarian educator and psychiatrist, Georgi Lozanov in 1978. This learning approach based on giving suggestions to students. A concept that gives the view that humans can be directed to do something by giving suggestions. The suggestion of the teacher will influence students in writing ideas in writing, especially in writing poetry.

## 2. Literature Review

### Writing Poetry

Writing poetry is part of creative writing. Hartati (2017) states that creative writing, especially poetry writing is a teaching that makes students learn how to appreciate literacy starting reading until it produces a literacy product. Furthermore, Cahyani (2016, p. 52) revealed that in the creative process must be grown in a person in order to work well. Furthermore, there are several things that must be considered in writing poetry, namely the selection of themes, diction, rhymes and language styles. Other opinions related to creative writing namely writing poetry, Foale and Linda (2009, p. 19) reveal "Using our senses can be an important technique in writing creatively. Children can be encouraged to be aware of what they can see, hear, taste and touch in order to make them observe closely and record experience convincingly in poetic form "that using feelings is an important technique in creative writing, making children closer to what they see, hear, feel and touch and record convincing experiences in the form of poetry. this agrees with Jabrohim (2009, p. 57) to mean writing poetry as an intellectual activity that requires an author to be intelligent, broad in insight and sensitive to his feelings. In his book, Bowkett (2009, p. 6) explains "writing a poem is allowing us an interesting way of looking at something, helping us to say how we feel, and giving us a chance to experiment with words" that writing poetry is giving we are interested in something that can help us express feelings with word play. This means that writing poetry is not only a person's inner expression of something but also pay attention to the selection of words to be written. Poetry is a literary work that involves the feeling and appreciation of the poet. Rusyana, Alam, and Saini (1978) revealed that poetry is a part of literature in the form of fictitious writing on the soul of the author. In poetry, poets express appreciation through language, words, word forms, elements of sound, rhythm and pressure. This was also revealed by Emzir and Rohman (2016, p. 241) poetry is a genre of literary work that contains ideas or issues that the poet wants to convey. Poetry has many types, as revealed by Magee (2008, p. 5), some of which are narrative poetry, long poems that tell stories, for example ballads. Furthermore, haiku is a Japanese poem consisting of only three lines and 17 syllables. Then, sonnets consisting of 14 lines and following the rhyme scheme. Limerick or humorous poetry is a funny poem with a length of five lines, mostly just a game. Finally, free poetry is a poem that is not rhyming and has a different length of line, meaning in this poem it is not bound to rules.

Based on the time of its appearance can be distinguished into traditional poetry and modern poetry. First, traditional poetry is a poem that is never known when writing and who the author is. This poem can be in the form of writing such as poetry and poetry, as well as in the form of oral inheritance from generation to generation. Second, modern poetry is a poem written in the present, there is an author and is spread through books or mass media newspapers and magazines. This type of poetry is intentionally written with children's glasses, both by children and adults, and is easily found through children's magazines such as Bobo, Anak Sholeh, etc. or through Sunday newspapers such as the Kedaulatan Rakyat and Kompas (Nurgiyantoro, 2004).

In this study, the author focuses on free poetry. The reason researchers focused on free poetry because writing free poetry in accordance with the basic competencies for fifth grade elementary school students is the basic competence of writing free poetry with the right choice of words. Free poetry according to Suryaman and Wiyatmi (2013) is defined as poetry that does not heed poetry rules such as rhythm, rhymes, dimensions, lines, and stanzas. In line with Suryaman's opinion, Zainuddin (2002, p. 122) defines free poetry as poetry which has left certain ties or conditions (a convention). The word "leave" has the meaning of not being bound to rules like the verse or the lyrics. Furthermore, Bowkett (2009, p. 131) reveals that "in free verses the lines are broken deliberately at certain points and continued on the line below" it can be interpreted that in every line of poetry free there is no attachment to the next line.

### Get ideas for writing poetry

Quoted from *Asyiknya Menulis Puisi* book, Wage (2008) revealed that in getting ideas for writing poetry can be done using several methods such as the following.

- 1) Imagination, Using imagination power is a way to get ideas in writing by imagining something so that it can be reflected in the mind. For example, by imagining an empty inn for ten years. Then ask yourself what's inside.

- 2) Feelings, Let the heart say something what we must write. Something that makes us sad, angry, bored, happy, happy or worried. Writing feelings means building a path towards poetry writing.
- 3) Memories, Using memories can also be used to get ideas when writing poetry. For example, by remembering a place that we have visited or by seeing memorable photos so that they can be used as poetry.
- 4) Senses, The sense of sight, listeners, kissers, touchers, and taste buds can help us to get ideas. For example by holding a pebble or holding a leaf, then we can record the structure, color, shape, or weight of the object so we can write it into a poem. This type of writing is usually descriptive.
- 5) Automatic writing, Automatic writing is writing continuously for several minutes. The writing flashed and did not stop even with repeated words or words, I do not know what to write. At the beginning, the writing may not be in form, but it can be obtained by a phrase or word that can be used as a poem.
- 6) Diagram, Another step to expedite the idea is to use diagrams. By writing a word that represents the subject of a poem on a piece of paper. Then write as many words as possible relating to the first word.

### **Suggestopedia Model**

Suggestopedia is a learning approach developed by Georgi Lozanov in 1978. He is an educator, psychotherapist, and physicist from Bulgaria. The basis of Suggestopedia theory is suggestion. The word suggestion is much defined as hypnotic hypnosis, inhibition of personality personality inhibition, the conditioning and manipulating of personality conditions and manipulates personality, influence affects, the means of inducing hypnosis in hypnotic ways. According to Lozanov (1978, p. 9) "the suggestion is a universal communicative factor which is expressed in 'proposing' the personality should make it choice, and should choose, in accordance with its structure and disposition, from among a wide range of possibilities of stimuli ", it can be interpreted that suggestion is a communicative factor stated in giving advice to someone to make choices, and must choose, according to the structure and disposition of various possibilities and stimuli. Furthermore, Lozanov (1978, p.22) explains that suggestopedia is a teaching system that centers on free learning and utilizes locked human resources. Suggestopedia stimulation is not only memory but interest, perception, intellectual activity, motivation, creativity, and moral development. Suggestopedia is a special set of learning recommendations derived from the suggestology that Lozanov put forth as a "science of systemic studies of irrational and unconscious influences" which human beings constantly respond to (Stevick in Tarigan, 2009, p. 89). Giving suggestions from the teacher to their students in each lesson that will be carried out.

In this case, Lozanov (2009) describes 4 stages in suggestopedia, namely:

1. Presentation, a situation where students are relaxed and given positive suggestions (not hypnotic suggestions) that learning is easy and fun,
2. Active concerts, active activities between teachers and students in learning, in this activity are used to introduce new material,
3. Passive repetition, in this condition the teacher gives students the opportunity to understand what is learned in the active stage of the concert. The music can be played at this stage,
4. Exercise, in this activity can use the game, to repeat and combine what is learned.

This is intended to create an intimate and warm interaction between students that gives a deep impression on their hearts. The effects of learning will be felt by students, as revealed by Venkanna & Glorry, (2015, p. 130) that the effects of psychic include a pleasant atmosphere of classrooms that can make students relaxed, confident and comfortable in reading texts because they are not feeling pressured to study in class. Furthermore, Taley & Hui Ling (2016) stated that this approach requires a lot of teacher effort in creating a comfortable environment to achieve learning goals. The purpose of this learning is to make students relaxed and enjoyable during the learning process. Music in the learning process helps students focus and concentrate. Khunaifi stated that the use of Suggestopedia can increase the interest in language learning by using classical music (Khunaifi, 2015). In addition, Suggestopedia can also be used in other fields such as anesthesia processes for disease surgery in various ways such as yoga, creating a conducive and pleasant environment or situation by providing

several types of musical instruments that can calm students' minds for example baroque, classical, or poetic music which is developing at this time, such as pop, dangdut, and so on (Cahyani, 2016, p. 293). This means that in the application of the suggestopedia approach through music can be adjusted to the conditions of the audience and who are developing in the environment so that it feels familiar.

### **Strengthening Character Education (PPK)**

An environment that familiarizes children with upholding character values can help create quality character education. The definition of character education was revealed by Hakam (2016) that character education is not just teaching noble values that are believed by the people and the nation (Moral Knowing), but also training students to apply these noble values (Moral Training), even needing to get used noble values in school and community life (Moral Behaving), so that the values upheld are the nature of students. In addition, (Megawangi, 2010) to apply character values is carried out explicitly and systematically through knowing the good, reasoning the good, feeling the good, and acting the good. That is, children are given good thinking habits, accompanied by reasons to do good to build good feelings and practice them. The next definition was put forward by Kesuma, Johar, & Cepi (2011, p. 5) character education in the school setting as "learning that leads to strengthening and developing the behavior of children as a whole based on a certain value referred by the school".

Another opinion expressed by Althof and Berkowitz (2006) education remains a phenomenon is difficult to define, as it includes a very wide range of outcome goals, pedagogical strategies and philosophical orientations, it can be interpreted that character education is a phenomenon that is difficult to define, because it includes various kinds of goals, pedagogical strategies, and philosophical orientations.

The Ministry of Education and Culture in 2017 has launched PPK (Strengthening Character Education) at the Elementary and Junior High School Levels. Strengthening Character Education is an educational movement in schools to strengthen character through the process of forming, transforming, transmitting, and developing the potential of students by harmonizing the process of heart (ethics and spirituality), feeling (aesthetic), thinking (literacy and numeration), and sport (kinesthetic) according to the philosophy of life of Pancasila. For this reason, it is necessary to support public involvement and cooperation between schools, families and communities which are part of the National Movement for Mental Revolution (GNRM). Referring to the Concept Book and Guidelines for Strengthening Character Education (Kemdikbud, 2017) there are five main values of character that are interrelated to form a value network that needs to be developed as a priority for the PPK Movement. The five main values of the national character in question are as follows:

#### 1) Religious

The value of this religious character includes three dimensions of relationships at once, namely the relationship of the individual with God, individuals with others, and individuals with the universe (environment). The value of this religious character is shown in loving behavior and maintaining the integrity of creation. Religious values appear in peace, tolerance, respect for different religions and beliefs, firm conviction, confidence, cooperation between adherents of religion and belief, anti-violence and violence, friendship, not imposing desire, loving the environment, protecting the small and marginalized.

#### 2) Nationalists

The value of nationalist character is a way of thinking, behaving, and acting that shows high loyalty, care, and respect for the language, physical environment, social, cultural, economic and political nation, placing the interests of the nation and state above their self and group interests.

#### 3) Independent

Independent character values are attitudes and behaviors that do not depend on others and use all their energy, mind, time to realize their hopes, dreams and ideals. Independent sub-values include work ethic (hard work), tough resilience, fighting power, professional, creative, courage, and being a lifelong learner.

#### 4) Cooperation

The value of the character of mutual cooperation reflects the act of respecting the spirit of cooperation and working together to resolve problems together, establish communication and friendship, provide assistance to people in need.

#### 5) Integrity

The character value of integrity is the value that underlies the behavior based on the effort to make himself as a person who can always be trusted in words, actions, and work, has a commitment and loyalty to human values and morals (moral integrity).

The five main values of character are not values that stand and develop individually but values that interact with each other, which develop dynamically and form personal integrity. From whatever primary value character education begins, individuals and schools need to develop other key values both contextually and universally.

### **3. Methodology**

#### **a. Data**

The population in this study was the Sasana Wiyata Elementary School in Bogor, with the sample being class V. The number of samples in class V in total 70 students with details of VA class totaling 35 students and VB class 35 students. In addition, the involvement of headmaster and teachers in schools as participants in this study.

#### **b. Method**

This study uses a research and development approach, while the method in this study uses mixed methods design, namely qualitative and quantitative methods that are used in an integrated and complementary manner. According to Creswell (2012, p. 552), mixed methods design is a procedure for collecting data, analyzing, and "mixing" both qualitative and quantitative methods in a single study to understand research problems. While the type of design in this study is exploratory mixed design, which is a procedure for collecting qualitative data to explore a phenomenon, and then collecting quantitative data related to qualitative data. The qualitative method was carried out to describe the implementation of the Suggestion-based suggestopedia model in elementary school. The results of the analysis of the qualitative approach as the basis for formulating a suggestional model based on PPK (Strengthening Character Education) to improve the ability to write poetry of elementary school students. The quantitative approach is used to analyze the effectiveness of the suggestion model based on PPK (Strengthening Character Education) to improve the ability to write poetry of elementary school students. The model design development phase, using the experimental method. Testing the effectiveness of the Suggestion-based suggestopedia model (Strengthening Character Education) to improve the ability to write poetry of elementary school students, applying quasi-experimental techniques (quasi-experimental design) that use pretests-posttest Non-equivalent Group Design.

Basically the stages of the study follow the steps commonly used in research and development (Borg & Gall, 1989). The steps of this development research include: preliminary studies, planning, developing hypothetical models, hypothetical model field tests, hypothetical model revisions, limited trials, revision of trial results, wider model trials, final model revisions, and dissemination and socialization. The ten stages of developing the model can be simplified into four stages:

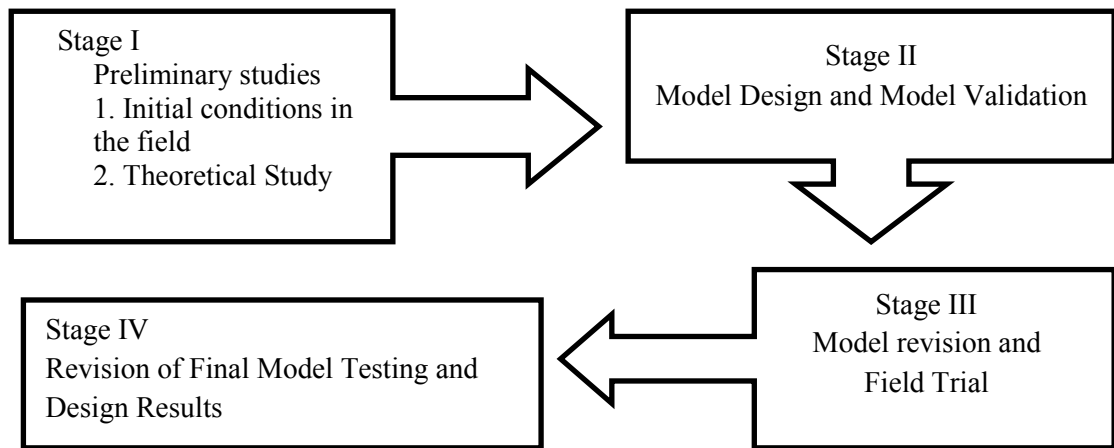


Figure 1. Flow of Model Development Process

## 4. Results and Discussion

### a. Result

Based on the data analysis technique used, there is a significant increase in the ability to write poetry in the experimental class, with an average increase of 41% with an average score of 14.54 of the average score before being given a treatment of 10 , 74. This shows the effect of increasing the average score of the ability to write poetry on each criterion assessed. An increase in each assessment criterion is presented in the following histogram.

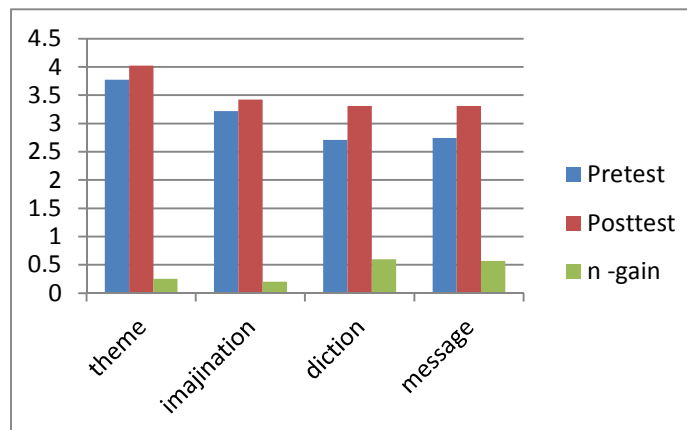


Figure 2. Increasing the average score of the experimental class pretest and posttest

The histogram shows the average score of pretest and posttest in the experimental class using four criteria for assessing the ability to write poetry, including the suitability between theme and meaning, imagination of students, selection of the right words (diction), and the mandate contained in the poem written. Before being treated the theme average score was 3.77 and experienced an average score increase of 25% after receiving treatment. Whereas in imagining the average pretest score is 3.22 and the average score increase is 20%. Almost the same as diction and mandate to increase the average score of 60% and 57% respectively.

Based on the data analysis technique used, there is an increase in the ability to write poetry in the control class which is quite significant, with an average increase of 15% with an average score that has been treated at 12.82 from the average score before being given a treatment of 11 , 25. This shows the effect of an increase in the average ability to write poetry which is significant enough for elementary school students.

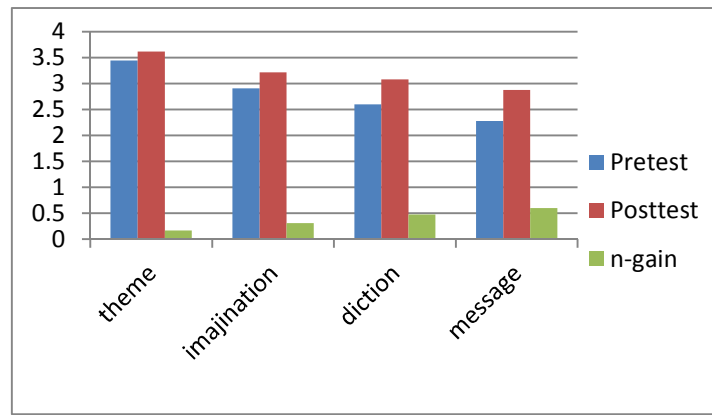


Figure 3. Increase in the average score of the control class pretest and posttest

The histogram shows the average pretest and posttest scores in the control class. Before being given treatment the average score of themes and imaginations of 3.45 and 2.91 respectively increased the average score after receiving treatment of 3.62 and 3.22 increased by 17% on the theme and 31% in imagination. The average score of pretest diction and mandate are 2.60 and 2.28, respectively, with an average score increase of 48% and 60% respectively. Before the statistical test was conducted to determine the improvement ratio between the experimental class and the control class, the data normality increase (gain) will be tested for the normality test first. The calculation is done using SPSS version 16.0 software.

Table 1 Test Normality Class Experiments and Control Classes

kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Kelas eksperimen	.144	35	.062	.952	35	.135
kontrol	.133	35	.119	.930	35	.056

Based on the table above it can be concluded that between the experimental class and the control group is normally distributed with a significance level of 0.05. To find out the difference in the improvement between the experimental group and the control group, the t-test was carried out for two samples, which saw the difference in the average gain of each group.

Table 2. gain of the experimental group and the control group

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
gain Equal variances assumed	8.345	.005	2.766	68	.007	.42857	.15495	.11937	.73777



**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
gain Equal variances assumed	8.345	.005	2.766	68	.007	.42857	.15495	.11937	.73777
Equal variances not assumed			2.766	66.303	.007	.42857	.15495	.11923	.73791

From this table, it can be seen that t arithmetic for the gain of both groups is 2.76 (assuming the same variances) with a significance value (probability) 0.005. Because the probability is <0.05, it can be concluded that the increase in the experimental group and the control group is different, with an average increase in the ability to write poetry of the experimental group by 20% and the average control group by 15%.

**b. Discussion**

Operationally suggestopedia model based on PPK to improve the ability to write poetry for elementary school students can be seen as follows:

***First Stage (Habituation)***

1. Familiarize all students to pray according to their respective beliefs and beliefs in initiating learning activities (*religious values*).
2. Familiarize communicating about student attendance.
3. Familiarize all students to sing nationalist songs before starting learning.
4. Get used to convey the meaning of the song that has been sung (*nationalist value*).

***Second Stage (Creation of a conducive atmosphere)***

1. Organize students' seats with friends next to or in groups.
2. Students are relaxed and comfortable.
3. Providing positive suggestions such as words or writing that writing poetry is fun, do not give up easily, I can certainly, keep up the spirit, and so on.

***Third Stage (Introduction to the material to be taught)***

1. Inform the theme and sub-theme and the main material to be studied, namely writing poetry.
2. Explain about the elements contained in a poem and the message contained in poetry.
3. Explain how to make poetry.

***The Fourth Stage (Shows examples of poetry or picture texts that match the theme to be taught)***

1. Ask all students to observe the poem
2. Give suggestions to imagine in their brain that the feeling is being experienced while being given the appropriate music.
3. Request all students to close their eyes by regulating breathing.
4. Ask all students to reopen their eyes.
5. Ask students to express what they feel to their peers or groups (*cooperation value*).

***Fifth Stage (Doing Exercise)***

1. Invite students to write what they feel in the form of poetry (*independent values*).
2. Traveling around the class to see the activities of students writing poetry.

3. Ask students to exchange poems with their friends.
4. Choosing the best poetry works written by students to be displayed in school mading.
5. Students are asked to express feelings about learning that has been carried out and to collect assignments on time. (*integrity value*).
6. Invite all students to pray according to their respective faiths and beliefs (to close learning activities).

Evaluation of the success of suggestopedia model based on PPK was carried out on two aspects, namely the process aspects and results aspects. The process aspect is related to the implementation of the suggestional model based on PPK (Strengthening Character Education) in learning to write poetry. The results aspect is related to students' ability to write poetry that has values after participating in learning using the suggestopedia model based on PPK (Strengthening Character Education). The evaluation of the success of the implementation of the suggestopedia model based on PPK (Strengthening Character Education) was carried out using observation and self-evaluation techniques. The results of the implementation of the suggestopedia model based on PPK are done by observing student development using a scale (likert) or statement.

Table 3. student responses after learning suggestopedia model based on PPK

No	Statement	Scale (%)			
		Strongly agree	Agree	Neutral	Dis agree
1	I feel happy and confident after participating in this learning.	20	80	-	-
2	I feel writing poetry is easy.	51,6	34,2	11,4	2,8
3	I often get the idea to write poetry from music that is heard.	45,8	42,8	11,4	-
4	When I write poetry, I often think of the surroundings (natural, human, or things).	57,2	31,4	8,6	2,8
5	I like writing poetry using Indonesian music or songs.	74,3	17,1	8,6	-
6	When the song is playing, I often carry the feeling to sing the song.	65,7	22,9	8,6	2,8
7	I always complete the task of writing poetry patiently.	60,0	34,3	5,7	-
8	I will ask the teacher when I don't understand writing poetry.	48,6	42,8	-	8,6
9	I tried to write beautiful and different poems from other friends.	48,6	40	11,4	-
10	I prefer to write poetry with the accompaniment of songs with my friends.	51,4	20	8,6	20
11	I will provide assistance to friends, when friends do not understand about writing poetry.	45,7	48,5	2,9	2,9
12	I like writing poetry because it can express feelings that are being experienced.	80	17,1	2,9	-
13	I feel a great benefit when I write poetry.	60	28,6	5,7	5,7
14	I feel deprived if I do not participate in learning to write poetry.	22,8	45,7	22,8	8,6
15	I will continue to strive to realize my ideals by continuing to learn and develop writing skills.	94,2	2,9	2,9	-

## 5. Conclusion

Based on the research findings and discussion, it can be concluded as follows:

- a. The ability to write poetry of students before being given the treatment of a Development of suggestopedia model based on strengthening of character education as a whole, the aspects and indicators are on a medium scale.
- b. The ability to write poetry for students after being given the treatment of a Development of suggestopedia model based on strengthening of character education, both in general, aspects and indicators generally increase. The increase in students' ability to write poetry is marked by: (a) the ability to write poetry that has a message, (b) positive social attitudes,
- c. Development of suggestopedia model based on strengthening of character education is effective for improving the writing skills of elementary school students, both in its entirety, aspects, and indicators, between before and after treatment. In this case the average score of each aspect and indicator obtained after treatment is greater than the average score of each aspect and indicator before treatment.

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