

## Research article

# Feasibility Analysis of Coeurs De Dieu's Strategy on Developing Poetry Appreciation Material into Short Stories

Dessy Wardiah\* and Hetilaniar

PGRI University of Palembang, Indonesia

**Abstract.**

This study analyzes the feasibility of *Coeurs De Dieu's* strategy of converting poetry appreciation material into short stories. The study uses a development research design, and a guide on developing a learning strategy was compiled by the authors. Data were collected using questionnaires, interviews, and performance tests to develop poetry into short stories. In addition, descriptive data on the product development process of *Coeurs De Dieu's* strategy such as reviews and suggestions from material, media, language, and user experts were also collected. The results of data analysis in this study were categorized as valid, meaning that the *Coeurs De Dieu* strategy was feasible to use in learning.

**Keywords:** Coeurs De Dieu, poetry appreciation, short story

Corresponding Author: Dessy  
Wardiah; email:  
dessywardiah77@gmail.com

Published: 28 September 2022

Publishing services provided by  
Knowledge E

© Dessy Wardiah and  
Hetilaniar. This article is  
distributed under the terms of  
the [Creative Commons  
Attribution License](#), which  
permits unrestricted use and  
redistribution provided that the  
original author and source are  
credited.

Selection and Peer-review under  
the responsibility of the ICESRE  
2021 Conference Committee.

## 1. Introduction

Various supporting aspects in the success of the teaching in the classroom, such as: curricula, lecturers, media, learning methodologies, and so on. These learning components influence students in achieving their learning goals. In Indonesian language subjects consists of four skills like Listening, Speaking, Reading and Writing. If sorted, these language skills can be started from listening, speaking, reading, and writing. This can be seen during the child's growth period, listening is the first language skill he does, then what he hears will be revealed. When children enter school age, children will start reading and writing activities. The creative process of students in creating a literary work of course through various processes, such as experience, imagination, interpretation, until the idea came up to create a work. This of course requires the role of the lecturer to facilitates the process. The role of the lecturer is also inseparable from how the lecturer can arouse the imagination of his students in producing works. One of the things that can be done is by choosing the right strategy in delivering material in class. Without exception in the study of literature.

**OPEN ACCESS**

Literature learning is a form that can be fun or considered through courses, one of which is appreciating poetry by analyzing it, reading poetry by paying attention to the right aspects of poetry reading, and then turning the poem into a short story. [1] In terms of reading poetry, at least there is an appreciative activity, namely imagining, perceiving, re-expressing, to reflecting on various things captured from the poem in question. In reflecting on various things that can be captured from the poem in question, one of them is by appreciating poetry in the form of short stories. The ability to write short stories cannot be possessed by someone easily, because it must be done gradually and practice continuously. To be able to write short stories well. Quantum teaching invites students to have fun learning. [2] Quantum teaching is a concept that describes new ways to facilitate the teaching and learning process, through the integration of artistic elements and targeted achievements, regardless of the subject being taught. Quantum teaching invites students to have fun learning. [2] Quantum teaching is a concept that describes new ways to facilitate the teaching and learning process, through the integration of artistic elements and targeted achievements, regardless of the subject being taught. Quantum teaching invites students to have fun learning. [2] Quantum Learning is to describes new ways to facilitate the teaching and learning process, through the integration of artistic elements and targeted achievements, regardless of the subject being taught.

Metacognitive strategy is one of the strategies that can be used in developing and or improving the ability to write short stories. After doing the study that metacognitive strategies can improve the ability of the students to write the stories [3]. [4] the results of his research that the Metecognitive Strategy can improve the understanding of short stories for students. [5] had conducted a similar study on the effectiveness of metacognitive strategies in understanding short stories. The result of his results reveals about the the effectiveness of metacognitive. [6] theres is a significant effect of tandur technique on the students' motvation to write the story [7] jumput strategy can improve students' poetry reading skills.

Based on the description above, this study combined jumput strategies and metacog-nitivity. For this reason, it is considered as Coeurs De Dieu strategy. Coeurs De Dieu is taken from the French language which means 'Heart of God' whose aim is to explore the imagination of students without neglecting "teaching by heart". In this Coeurs De Dieu strategy, there are 7M learning stages, namely Trapping, Reviewing, Locking, Staging, Discussing, Sketching, and Producing Works. [8] Poetry is an arrangement of words that has several main elements such as elements of writing (solid, short and precise arranged through lines and stanzas), elements of beauty (rhythm, sound and tone), elements of

feelings (emotions, impressions and experiences), elements of thought (logic, depiction or interpretation of events), and elements of meaning (meaning, message or mandate). Which is also composed of a number of lines of sentences that are lined up, and declared by the author and the people who read it as poetry. [9] Short stories (short stories) are stories that according to their physical form are short. The size of the length of a story is relative. However, in general, short stories are stories that are read in about ten minutes or half an hour and the word count is around 500-5000 words.

*Coeurs De Dieu* comes from the French language which means 'Heart of God', thus in the learning process using this strategy, lecturers / teachers teach with heart. *Coeurs De Dieu*'s learning strategy is the result of the collaboration of two learning strategies, namely the JUMPUT strategy and the metacognitive strategy. The JUMPUT strategy is an adoption of the TANDUR strategy [2]. The word JUMPUT was chosen because this research was conducted in Palembang and JUMPUT is one of Palembang's typical types of fabric which is certainly not foreign to students. This can be easier to remember both for teachers and for students. The use of the JUMPUT strategy can be carried out in learning classes that have low learning motivation. This is because the JUMPUT strategy can motivate students to participate in the learning process. JUMPUT is taken from the abbreviation Jerat.

The next step was to apply metacognitive strategies. Metacognitive strategies lead students to a process they all mental modeling (thinking models). In teaching thinking processes, learners need to do the following. (1) focuses the attention of the learner), (2) emphasizes the value of the demonstration, (3) talks in conversational language, (4) makes the steps simple and clear, (5) helps students remember (3). Teaching steps that were developed is called the *Coeurs De Dieu* learning strategy, which can be named as 7M with the following learning steps.

1. **ensnare**, meaning that the lecturer tries to ensnare (motivate) students to join the lesson with the good motivation.
2. **Review**, meaning that the lecturer reviews the material to be delivered. Lecturers associate the material with things that are close to the world of students. When delivering the material to turn a poem into a short story, students must have a deep understanding of the poem that was used in short stories.
3. **Lock**, This means that the lecturer provides conclusions on the material presented. At this stage the lecturer concludes the lesson.

4. **stage**, At this stage, students display poetry readings that have been analyzed with appropriate the clear intonation and alculation includes the interpretation and expression.
5. **discuss**, after the students performed their poetry readings, the lecturers and students discussed the results of the poetry readings by regarding the rubric.
6. **sketching**, makeinterpreting poetry into short stories clearly.
7. **Produce work**, After making a simple sketch, at this stage students begin to write short stories as the result of student work in the form of short stories.

## 2. Research Method

This research was included in research using research and development methods. [10] Research and development (Research and Development) is a research method used to produce a particular product, and test the effectiveness of the product. [11] Research and development (Research and Development) is a process or steps to develop a new product or improve an existing product, which can be accounted for.

The overall steps and procedures of *Coeurs De Dieu* (CDD) strategy development research can be simplified into 3 steps, namely: 1) Initial assessment; 2) Planning and development through learning model trials; and 3) Validation of the learning model. As shown in the following image.

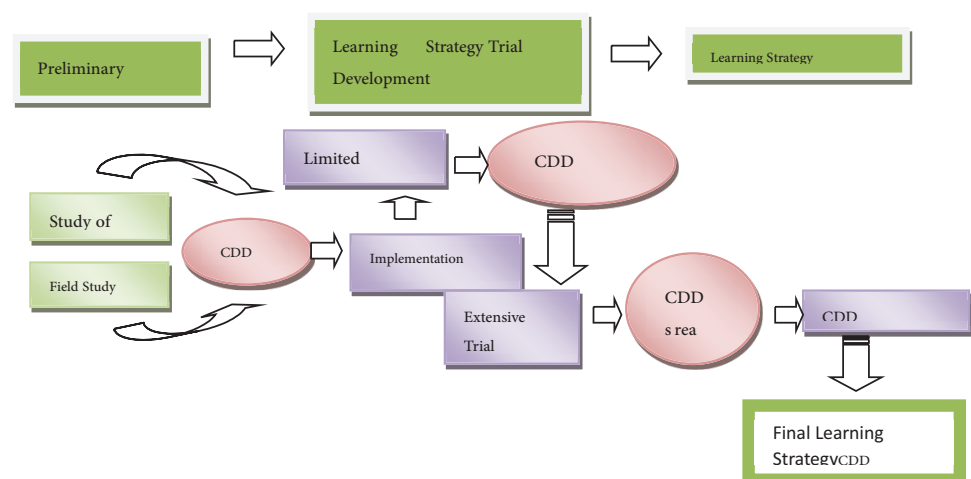


Figure 1: Validation of the learning model.

Data collection techniques in this study by means of: questionnaires, interviews, performance tests to develop poetry into short stories. Data on the product development process of *Coeurs De Dieu*'s strategy is in the form of descriptive data, namely reviews

and suggestions from material experts and media experts in accordance with the development procedures carried out. The initial stage of development research is carried out by collecting references on poetry appreciation material in the form of short stories, the next stage is the preparation of research instruments and strategy development which goes to the validation. This strategy is validated by material experts and strategists. After being validated by material experts and strategists, the strategy was then revised so that the phase I revision strategy was obtained. The revised strategy of phase I was then tested by using it by lecturers in classroom learning.

The resulting product feasibility data is determined through analysis of the results of the validation of material experts, strategists, and usage trials by lecturers and students. The data from the validation of material experts and strategists were analyzed descriptively. The steps are as follows:

1. Change the assessment in the form of qualitative to quantitative with the following conditions [12].

TABLE 1: Qualitative data of assessment changing.

Qualitative Data	Score
Very good (SB)	5
Good (B)	4
Enough (C)	3
Less (K)	2
Very Poor (SK)	1

After the data is collected, then calculate the average score with the formula

$$\bar{X} = \frac{\sum x}{N}$$

$\bar{X}$  = Average score of each component

$\sum x$  = Total score

N = Number of indicators assessed

1. Converting the average score to a qualitative value

The assessment of Coeurs De Dieu’s strategy in research and development is determined with a minimum score of B, which is a good category. So if the average assessment by material experts and strategists shows a B value, the Coeurs De Dieu strategy is feasible to be tested. Furthermore, if the test results of lecturers and students also show good results, then the product of the Coeurs De Dieu strategy is poetry appreciation material in the form of short stories.

### 3. Results and Discussion

Strategy development *coeurs de dieu* The material on appreciating poetry in the form of short stories developed was validated by 3 experts from material experts, media experts, linguists and lecturers as users. Validation assessment stage by from material experts, media experts, linguists and lecturers as users. The results of the validation of the material on the Coourse De Dieu learning strategy contained three aspects, namely the feasibility of the content, the feasibility of the presentation and the contextual. Feasibility of content shows an average score of 4 with a valid classification. Furthermore, there is a presentation feasibility that obtains an average score of 4.7 is classified as valid. Contextual assessment from material experts obtained an average score of 4.1 with valid classification. From the average score obtained from the validation of material experts, it is evident that the *coeurs de dieu* strategy on the material of appreciating poetry in the form of short stories is feasible to use.

Assessment of media experts on three aspects, namely the feasibility of the content, the effect of the media on the learning strategy and the overall appearance. In the aspect of content feasibility, it shows an average score of 4.7 with a valid classification. The aspect of media effects on learning strategies obtained an average score of 4.2 with a valid classification and the overall display aspect obtained an average score of 4.3 with a valid classification. So it can be concluded that the strategic strategy *coeurs de dieu* on the material of appreciation of poetry in the form of short stories seen from the assessment of media experts it is suitable for use in learning.

Furthermore, there is language validation, which sees aspects of language and readability with an average score of 5 categorized as valid. Furthermore, the assessment of the user's validator on the motivation of the strategy *Course De Dieu* developed. A motivational assessment by users needs to be done to find out the impact of using the *Course De Dieu* strategy that is felt by users. This aspect obtained an average score of 5 with a valid and feasible category for use.

After conducting validation from material experts, media experts, linguists and lecturers as users, it can be concluded that the *coeurs de dieu* strategy on material appreciating poetry into short stories is very feasible to use in learning.

### References

- [1] Endraswara S. Metodologi penelitian sastra (epistemologi, model, teori, dan aplikasi). Yogyakarta: Med Press; 2008.

- [2] Faturrahman M. Model-model pembelajaran inovatif. Yogyakarta: Ar-Ruzz Media; 2015.
- [3] Wardiah D. Increasing the ability writing short stories through metacognitive strategies. *International Journal of Language Education and Culture Review*. 2016;2(1):92-101
- [4] Silviana A M, Doyin M, Haryadi H. Peningkatan membaca pemahaman cerpen menggunakan strategi metakognitif dan teknik membaca retensi. *Pendidikan Bahasa dan Sastra Indonesia*. 2014;3(1):1-5
- [5] Romli R. Efektivitas model pengembangan strategi metakognitif dalam pembelajaran cerpen siswa kelas VII MTS ainul falah bakeong guluk-guluk sumenep pelajaran 2014/2015. *Malang Pasaca Unisma*; 2015;3(3):425-438
- [6] Nikolina N, Al, Marheni. Pengaruh penerapan model pembelajaran kuantum teknik tandur terhadap kemampuan menulis ditinjau dari motivasi berprestasi. *Penelitian Pascasarjana Undiksha*. 2015;4(1):120.
- [7] Hetilaniar H. Strategi jumpat dalam upaya meningkatkan keterampilan membaca puisi siswa kelas V MIN se-kota Palembangstrategi jumpat dalam upaya meningkatkan keterampilan membaca puisi siswa kelas V MIN se-kota Palembang. *Jurnal Dosen Universitas PGRI Palembang*. 2017; 1(Juni);82-89
- [8] Salad H. Panduan wacana dan apresiasi seni baca puisi. Yogyakarta: Pustaka Pelajar; 2014.
- [9] Kosasih K. Dasar-dasar keterampilan bersastra. Bandung: Yrma Widya; 2012.
- [10] Sugiyono S. Metode penelitian kuantitatif, kualitatif dan R&D. Bandung: Alfabeta; 2011.
- [11] Sukmadinata N. Metode penelitian pendidikan. Bandung: PT Remaja Rosdakarya; 2010.
- [12] Sukardi S. Evaluasi pendidikan: Prinsip dan operasionalnya. Jakarta: PT Bumi Aksara; 2009.