

Improving Geguritan Reading Skills Using Modeling Method for Students of Class X SMA N 1 Godean

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ABSTRACT

This research aims to show how the application of modeling method in improving the skill of reading geguritan in Javanese language subject for Class X students of SMA Negeri 1 Godean. This research also aims to show the skill of reading gegurita in Javanese language subject, through modeling method in class X SMA Negeri 1 Godean. The research method used was class action research. Data collection was carried out through observation, interviews, and conducting learning evaluations. Then to facilitate researchers in analyzing the qualitative data obtained, the researchers used a quantitative approach to accompany the modeling learning method. The object of this research is 35 students from class XA SMA Negeri 1 Godean. The results showed that the application of modeling method could improve the skill of reading geguritan. The students of class X SMA Negeri 1 Godean experienced an increase, from an average score of 73.34 to 76.93.

INTRODUCTION

The curriculum currently implemented by the government is the Merdeka Curriculum. This curriculum is an improvement on the previous curriculum, namely the 2016 KSTP Curriculum. With the implementation of this curriculum, all subjects are required to implement it. In this case, local content subjects such as Javanese are no exception.

One of the materials taught in Javanese language lessons in the Merdeka Curriculum is geguritan. Geguritan is often referred to as Javanese geguritan. Fabb (2015: 1) explains that geguritan is a work that uses language that is not colloquial.

Geguritan is taught at several levels. At the high school level, this material is taught in grade X. Therefore, in grade X at SMA N 1 Godean, this material is also taught.

So far, Javanese language learning at SMA N 1 Godean has been good. The students have been able to apply the manners as well as possible. These manners can be seen when associating with friends, teachers and employees. However, there are shortcomings in the skill of reading geguritan. This was seen when in one class, 6 students took turns reading geguritan. Of the six students, only 1 student can read geguritan well. Referring to this, made the researcher try to improve this competency.

For this reason, it is necessary to have the right teaching method in order to improve the skill of reading geguritan. Among the many methods that have developed, one method that can be used is the modeling method. Sanjaya (via Hakim, 2017) describes that the modeling method is a way of teaching that uses a model for students to imitate. Euis (via Heryadi et al, 2020) added that the modeling method is implemented by presenting a model to students. In this case, the use of modes can be done by the teacher himself, experts or practitioners. It can also be done by using models from platforms such as Youtube and Tiktok.

Rahmawati (2023) added that in the implementation of geguritan learning, students need to choose which geguritan they will read. The selection of this modeling method is expected to improve the ability to read geguritan in grade X students at SMA N Godean. In this case, there are 4 main aspects that are targeted, namely wiraga, wicara, wirama and wirasa.

THEORITICAL REVIEW

The definition of learning according to the American Psychological Association (2020) is the process of providing knowledge, skills, and attitudes and habits. Learning is the process of interacting students with educators and learning resources in an educational environment. Learning is assistance provided by educators so that students get good knowledge. Learning is an educative interactive activity between learners and educators. Taken from the guru.kemdikbud.go.id page, new paradigm learning is learning centered on strengthening competence and developing character in accordance with the values of Pancasila. Pancasila is the basis of the state in accordance with the state of Indonesia (Ramadhani, 2018: 131).

Government Regulation of the Republic of Indonesia Number 57 of 2021, concerning national education standards in Article 12 (1) concerning the learning process is carried out in an atmosphere that is a. interactive; b. inspiring; c. fun; d. challenging; e. motivates students to participate actively; and f. provides sufficient space for initiative, creativity, independence in accordance with the talents, interests, and physical, and psychological development of students. Specifically, regarding motivation, Filgona et al (2020: 16) state that motivation has a major position to achieve successful learning and according to the curriculum. What is meant by "interactive learning conditions" is learning conditions designed to facilitate systematic and productive interactions between educators and students, between students, and between students and learning materials.

Furthermore, what is meant by "inspiring learning conditions" is learning conditions designed to provide role models and become a source of positive inspiration for students. What is meant by "pleasant learning conditions" are learning conditions designed so that students undergo the learning process into an experience that causes positive emotions. Positive emotions according to Li et al (2020: 220) can result in successful learning for students. What is meant by "challenging learning conditions" are learning conditions designed to encourage learners to continue to improve their competence beyond tasks and activities with the right level of difficulty. Before learning, educators are expected to prepare, including checking the physical classroom, learning materials, modules, media, and administrative tools.

With good planning, learning outcomes will also be good. The planning process is of course adjusted to the material being taught. Related to this, teachers must understand the material being taught. For example, geguritan. Teachers must understand the knowledge of geguritan and then plan learning accordingly. Appropriate here means mastering the material and according to the grade level. Waluyo (through Baiti, 2021) explains that geguritan is the work of an author who uses beautiful words or sentences and is not bound by the rules of traditional Javanese poetry. However, the passage of time and changes in circumstances, as well as language development, caused changes. The name geguritan was then used to refer to all forms of Javanese poetry. Javanese poetry is now freer. The writing style is also free and uses today's Javanese language, not bound by rules and also not anonymous anymore. So, the meaning of geguritan is the same as poetry.

A good geguritan, according to Rahmawati and Sinar (2023: 104) must be lara with wirama, wicara and wiraga. Asna et al (2018) explain that students are considered skilled at reading poetry if they can achieve the right intonation, pronunciation, and expression. Meanwhile, when compared to the previous explanation, intonation is the same as wirama, pronunciation is the same as speech and expression is the same as wiraga.

Modeling method according to Sanjaya (through Hakim, 2017) is a learning that uses a model for students to imitate. Euis (through Heryadi et al, 2020) explains that the implementation of the modeling method is carried out by presenting a certain model or situation to students. With this method, the

model can be from experts or practitioners. In addition, other students who are good or advanced can become models. With this method, videos on platforms such as Youtube and Tiktok can be used as models. Teachers, if they have the ability, can also become learning models.

Changing times, this modeling method can use current technological devices. For example, with Youtube or Tiktok. One of them is Jefrianto's geguritan entitled "Udan" which was read by Adisti Dhea Pratiwi (<https://www.youtube.com/watch?v=5jBhd0GI2tQ>). Jefrianto's geguritan can also be found in his book entitled *Prabayekti* (2017).

The steps of the modeling method are in the form of practical steps by students who are of course guided by their teachers. The use of the modeling method is expected to adjust students' initial abilities. According to Wu, Chen, & Chen (through Dwijonagoro, 2019) learning by making adaptations can provide a sense of satisfaction with a t-statistic of 2.036 and a p-score of 0.047.

If this method is used in learning, something must be considered, namely a teacher must provide sufficient explanation to students during practice. This modeling method is appropriate if: a. the lesson has reached an advanced level; b. learning activities are normal; c. students are given the opportunity to apply what is learned; d. guidance is given to students during practice; e. this activity becomes remedial for students. In CTL modeling: using models: students/people who are proficient/successful in reading geguritan, videos, internet.

METHODOLOGY

This research is class action research (PTK). Suyanto (2016) explains that PTK is a form of research that has a reflective nature so that it can improve the quality of learning. The PTK used in this study used the Kurt Lewin model. This model is applied to learning that is done repeatedly. The steps are planning, observing, acting and reflecting.

The subject in this research is class XA. This class consists of 35 students, 11 male students and 15 female students. This selection was based on the competency score of reading geguritan in class X A which was categorized as the lowest compared to the other 3 classes. The average value of the class is 73.34 while the Minimum Completeness Criteria (KKM) is 75.

Data validation is done by triangulation and collaboration. Collaboration was carried out with a Javanese language teacher partner, namely Mrs. Sri Murtini S.Pd. Data collection was carried out in 2 cycles, cycle 1 and cycle 2. Each cycle was carried out in 3 meetings.

RESULTS

The results of this study are divided into 2 cycles. The first cycle was the initial condition of class XA students. The results are as in the following table.

Table 1. List of Grades of Geguritan Reading Skills Cycle I

No.	Name	Aspects				Score
		Wicara	Wirama	Wiraga	Wirasa	
1	ADINDA ALFATHUNNISA	19	19	19	19	74
2	ADINDA BUNGA KRISTIANI	18	18	19	19	74
3	ALIFA RAHMA NURHASANAH	19	19	18	18	74
4	ALVIN KURNIAWAN	18	18	18	19	73
5	ANISA AZZAHRA RAMADANI	18	18	18	18	72
6	AQILA TSURAYYA PUTRI	20	20	19	19	78
7	ARIF ZAHRAWAN	20	20	20	20	80
8	BERNADETA APRILIANI PUTRI	18	18	18	18	72
9	BRIGITA MELANI UNAWEKLA	20	19	19	19	77
10	CASEY MEYGISKA CHRISTANTI	20	20	19	19	78
11	DISKA PUTRI AULIA	19	19	20	20	78
12	FELICITAS TERRY KENDRANI	19	20	20	19	78
13	FILDZAH ZAHRA AHLAMI RAIS	19	19	18	18	74
14	GOZIA MOSES PUDASLE	19	19	19	19	76
15	HAFIDZ EXEL MURSALIN	20	20	20	19	79
16	I GUSTI BAGUS PUTRA SANJAYA	19	19	19	19	76
17	JANUARTHA ADLY BAGASWARA	19	19	19	19	76
18	JOCELYN NICIA ADILIAN	19	17	17	18	73

No.	Name	Aspects				Score
19	KASIH PURNAWATI	20	20	18	18	76
20	LAURENSIA DEA FAUSTA HARDANTRI	20	20	20	20	80
21	MAEZALUNA ALIFIA ISBILLA	19	19	19	19	76
22	MUHAMMAD NAUFAL GHUFRON	19	19	19	19	76
23	MUHAMMAD NOVAN RIZQULLAH	16	16	15	15	62
24	MUHAMMAD RASYA ARYABIMA	18	18	18	18	72
25	NABIILA KHOIRUNNISA NASYWAN	20	19	19	20	80
26	NADYA PUTRI CHANDRA QIRANA	19	19	19	19	76
27	NAUVAL KAMIL AL HAKIM	19	19	18	18	76
28	NURRANIA NADYA ULYA	20	18	19	19	76
29	PRINDA CORDYANA	19	19	18	20	76
30	PRISCILLA SOFIE VICTORIA	20	18	19	19	76
31	QUINNARA JEANETTE WIGATIANTA	20	15	20	15	70
32	RAFAEL JOGIARTO PARDEDE	20	19	19	19	79
33	RAFIKA NUR ZAKIYA	20	18	18	19	75
34	SYIFAU KHASANAH	19	19	18	18	76
35	TIFANI IZA DIYARA	18	17	17	17	60

Table 1.1 Recapitulation of Grade of Geguritan Reading Skills Cycle I

No.	Description	Result
1	Average Score ($M = \frac{\sum x}{\sum N}$)	2. 624 = 74, 971
2	Number of Students Passed	23 Students
3	Percentage of Students Passed	$\frac{23}{35} \times 100\% = 65, 71\%$

From the table above, it can be concluded that the use of modelling methods in Javanese language subjects on reading geguritan has been effective but still not optimal. The average score of students' reading skills was 74.97 and the percentage of students' learning completeness reached 65.71% or only 23 students out of 35 students who had reached learning completeness.

These results show that in cycle I, on average, students have not yet completed learning because the average value of students' reading skills that obtained a score ≥ 75 has not been achieved and the percentage of student success has not reached the specified target of 80%. This was caused by many factors, including students still feeling less confident when practising. This deficiency will be corrected in the next part of learning in cycle II. In Cycle 2, learning to read geguritan has been done with the modelling method. The learning results in cycle 2 can be seen in the following table.

Table 2: List of Grades of Geguritan Reading Skills Cycle II

No.	Name	Aspects				Score
		Wicara	Wirama	Wiraga	Wirasa	
1	ADINDA ALFATHUNNISA	22	20	22	22	86
2	ADINDA BUNGA KRISTIANI	22	22	22	20	86
3	ALIFA RAHMA NURHASANAH	20	22	22	22	88
4	ALVIN KURNIAWAN	20	20	22	22	84
5	ANISA AZZAHRA RAMADANI	20	22	20	20	82
6	AQILA TSURAYYA PUTRI	22	22	22	22	88
7	ARIF ZAHRAWAN	20	22	22	22	86
8	BERNADETA APRILIANI PUTRI	20	22	20	20	82
9	BRIGITA MELANI	20	22	22	20	84

No.	Name	Aspects				Score
	UNAWEKLA					
10	CASEY MEYGISKA CHRISTANTI	22	22	20	20	84
11	DISKA PUTRI AULIA	20	22	20	22	84
12	FELICITAS TERRY KENDRANI	20	22	20	20	82
13	FILDZAH ZAHRA AHLAMI RAIS	20	22	2	22	86
14	GOZIA MOSES PUDASLE	22	22	22	22	88
15	HAFIDZ EXEL MURSALIN	20	22	20	20	82
16	I GUSTI BAGUS PUTRA SANJAYA	20	22	20	20	82
17	JANUARTHA ADLY BAGASWARA	20	22	20	20	82
18	JOCELYN NICIA ADILIAN	20	22	20	20	82
19	KASIH PURNAWATI	20	22	20	20	82
20	LAURENSIA DEA FAUSTA HARDANTRI	20	22	20	20	82
21	MAEZALUNA ALIFIA ISBILLA	20	22	20	20	82
22	MUHAMMAD NAUFAL GHUFRON	20	22	20	20	82
23	MUHAMMAD NOVAN RIZQULLAH	20	22	20	20	82
24	MUHAMMAD RASYA ARYABIMA	20	22	20	20	82
25	NABIILA KHOIRUNNISA NASYWAN	20	22	20	22	84

No.	Name	Aspects				Score
26	NADYA PUTRI CHANDRA QIRANA	20	22	20	20	82
27	NAUVAL KAMIL AL HAKIM	20	22	20	20	82
28	NURRANIA NADYA ULYA	20	22	20	20	82
29	PRINDA CORDYANA	22	22	20	20	84
30	PRISCILLA SOFIE VICTORIA	20	22	20	20	82
31	QUINNARA JEANETTE WIGATIANTA	20	20	20	20	80
32	RAFAEL JOGIARTO PARDEDE	20	20	20	20	80
33	RAFIKA NUR ZAKIYA	20	22	22	22	86
34	SYIFAU KHASANAH	22	22	20	20	84
35	TIFANI IZA DIYARA	20	22	22	22	86

Table 2.1 Recapitulation of Grade of Geguritan Reading Skills Cycle II

No.	Description	Result
1	Average Score ($M = \frac{\sum x}{\sum N}$)	2. 922 = 83, 48
2	Number of Students Passed	35 Students
3	Percentage of Students Passed ($P = \frac{\sum}{N} \times 100\%$)	$\frac{35}{35} \times 100\% = 100\%$

From the table above, it can be concluded that Javanese language learning, especially reading geguritan using the modelling method can run well. The scores can also be better or improved. These results show that in cycle II students have completed learning because the average value of students' reading skills that obtained a score ≥ 75 has been achieved and the percentage of student success has reached the specified target of 100%, exceeding the initial target of only 80%. Previously only 23 students were complete, to 35 students all completed.

The learning results in cycle II have improved because students have understood the methods used and students also have confidence and have understood applying aspects of speech, rhythm, expression, and feelings. It can also be said that the scores in cycle II are better than cycle I.

DISCUSSION

Based on the results of the research that has been carried out, the researcher obtained data in the form of data from the observation of student activities during learning, data from the observation of teacher activities in learning used to find out how to use the modelling method. Also explained the results of the assessment of student performance in reading geguritan used to determine the results of improving the ability to read geguritan after applying the modelling method. The research stages will be explained as follows:

Cycle I

Learning in cycle I consisted of four parts, namely planning, acting, observing, and reflecting. These parts will be explained as follows:

Planning

Based on the results of pre-cycle research, researchers collaborated with Javanese language teachers to find solutions to existing problems. From the results of the discussion, several methods were explained that could overcome the problem, especially the ability of students to read geguritan, so the researcher decided to use the modelling method as a solution that could overcome the problem.

The steps taken by the researcher were to make a Javanese language lesson plan for reading geguritan material called a teaching module, as in the attachment. Furthermore, preparing learning materials that will be used, such as package books or student worksheets (LKS). Then prepare student observation sheets and teacher observation sheets.

Implementation (Acting)

In this first cycle, learning activities were carried out for 3 days from 03-05 January 2024 in class XA SMA N 1 Godean Sleman. Class XA has 35 students consisting of 11 male students and 24 female students. Cycle I lasted for 6 x 45 minutes in Javanese language subject material reading geguritan. In this study, the researcher became an observer for the observation of learning activities. Learning activities were carried out in accordance with the teaching module for cycle I that had been prepared previously. The activities in the teaching module include opening activities, core activities, and closing activities that have been designed in accordance with the modelling method.

In the opening activity, it began with ordering the students and arranging the students' seats, this was done with the aim that students were ready to start learning. After the students were ready, the researcher said greetings and prayers. After that, the researcher continued by asking the students' news and checking the students' attendance. Next, the researcher gave an apperception with a question: 'Does anyone already know what geguritan is?', apperception was done to measure students' knowledge of the material to be delivered. In the next step, the researcher explained the learning objectives to be achieved.

The next part of learning was the core activity. Since SMAN 1 Godean class X was already using the independent curriculum, the researcher also used the teaching module. The steps in the teaching module are the teacher asks 'does anyone know what is called geguritan?', the teacher explains and discusses the material of reading geguritan. The teacher divides 5 students into one group. The teacher gives each group a four stanza geguritan. The teacher gives an example of how to read geguritan, students come forward (each student reads one stanza of geguritan).

In the closing activity, students reflect by answering questions about what they learnt today? What activities were carried out and what are the benefits of learning the material? Furthermore, researchers and students end the learning and say hamdalah together and say closing greetings.

Observing

Observation or observation is carried out during learning or learning to read geguritan using the modelling method. From the data on the results of observations of student activity in cycle I when applying the modelling method in Javanese language learning material reading geguritan, the final score is obtained by means of the value obtained divided by the maximum value multiplied by one hundred. From the data on the results of observations of student activity in cycle I using the modelling method in Javanese language reading geguritan, the number of scores obtained was 46 and the maximum number of scores was 64. The assessment obtained in using this step is 71.8. Observation of student activity during learning activities using modelling is included in the sufficient category (C) and the level of success in applying the strategy is still considered sufficient. In cycle I, the results of observations of student activity during the learning process were still lacking and needed improvement in cycle II, in order to get even better results than cycle I.

From the data on the results of observations of teacher activity during learning cycle I applying the modelling method on geguritan material, the value collected is divided by the maximum value multiplied by one hundred. From the results of the observation of teacher activity in cycle I, the total score was 50 and the maximum score was 68. If calculated, 73.52 was obtained. Observation of learning activities by teachers is considered to get a sufficient predicate (C) and the level of success when applying this method is considered moderate or medium. In cycle I, the results of observations of teacher activities, all steps have been carried out by the teacher, but there are several aspects that need to be improved again in the next cycle.

Reflecting

Based on the research results described above, the learning activities in cycle I have not been successful. In the Javanese language learning activities of reading geguritan material, researchers found several shortcomings as follows:

Based on the results of observation of student activity in cycle I using the modelling method, the final score of student observation still did not reach the good criteria. With a student activity observation score of 71.80. Based on the results of observations on student activities, students do not listen enough when the learning objectives are conveyed, and students also pay less attention to the learning material being studied, so that when given the task, many students are confused about the purpose of the task. Here, teachers and researchers collaborate to find solutions to improve learning in cycle II. The steps that will be taken in cycle II are: The teacher must be more creative in attracting students' attention to the material of reading geguritan, by providing more motivation so that students concentrate in learning activities. And when explaining, the teacher is expected to use language that is easy to understand.

Based on the results of teacher activity observations in cycle I use the modelling method, the final score of teacher observations still did not reach the good criteria. With a teacher activity observation score of 73.52. The aspects that are still lacking when the teacher is doing learning are aspects of mastery of the material, this is because when starting learning does not use tools or media (LCD and projectors) so that the delivery of material is less than optimal. And during the performance, the teacher's voice or intonation is not very loud, so it makes students less interested in paying attention to the teacher. Here, teachers and researchers collaborate to make improvements to improve learning in cycle II. The steps that will be taken in cycle II are that the teacher must use tools or media (LCD and projector) when conducting learning activities because the teaching module uses these tools. And when explaining learning, the teacher should use language that is easily understood by class X high school students and when speaking should be in a loud voice, so that students understand the steps in using the modelling method.

After seeing the results in cycle I, the researcher can explain the results obtained from cycle I classically only reached sufficient completeness, so it will be continued in cycle II.

Cycle II

Cycle II also consists of four parts, namely planning, acting, observing, and reflecting which are explained as follows:

Planning

Based on the results of the reflection from cycle I where there were still some shortcomings found in its implementation. In this cycle II, teachers and researchers prepare all the needs for better learning so that learning outcomes are better than cycle I. As for what needs to be prepared by the teacher and researcher, the teacher and researcher prepare all the needs for better learning. As for what needs to be prepared by teachers and researchers, among others:

1. Making teaching modules that are different from the teaching modules of cycle I.
2. Develop and prepare observation guidelines for learning implementation and observation sheets. Analyse the process and results of implementation such as observation sheets and interview guidelines for teachers.
3. Prepare learning tools and resources.
4. Prepare assessment instruments to measure the level of geguritan reading skills.
5. Preparing geguritan-geguritan that is different from cycle I.

Implementation (acting)

In this cycle II, learning activities were held on Thursday, 11-13 February 2024 in class XA SMAN 1 Godean. This class had 35 students consisting of 11 male students and 24 female students. Cycle II learning lasted for 6 x 45 minutes with the material of reading geguritan. As for the learning process in accordance with the teaching module, learning also pays attention to the results of reflection. So that the shortcomings in cycle I will not be repeated in cycle II.

While the teacher has the task of leading, the learning activities carried out are adjusted to the teaching module in cycle II which has been prepared previously. These activities include opening activities, core activities, and closing activities that have been designed in accordance with the modelling method.

In the opening activities of this cycle II, starting with conditioning students to be orderly and arranging their seats, this was done with the aim that students were ready to start learning. When learning begins, researchers enter the classroom, if students are not ready to take part in learning, the teacher as a collaborator and companion during learning can help organise the class. After the students were ready, the researcher said greetings and led the prayer. The researcher continued by asking how the students were doing, and the researcher took attendance of the students in the class. After that, the researcher gave an apperception by giving one writing in the form of a simple geguritan to the students and the researcher asked, 'Do the students know what is called geguritan?' Who wants to come forward to read geguritan, apperception is done to measure how far the students' knowledge of the material to be delivered. The

next step, the researcher conveyed the learning objectives that would be achieved.

The next part was the core activity. Since SMAN 1 Godean class X was already using the independent curriculum, the researcher also used the teaching module. The steps, the teacher asked 'what does geguritan mean?' the teacher explained the meaning of geguritan and how to read it. Next, the teacher divides 4 to 5 students into groups. The teacher gives geguritan, the teacher gives an example of reading geguritan. In addition to the teacher reading geguritan in front, students are also asked to learn to read geguritan through video recordings, audio or YouTube, there are many examples of reading geguritan, here modelling is not only direct from the teacher, but can also be indirect and then students are asked to come forward to read geguritan, other students observe. Students become very happy when the teacher conveys the activities that will be done today, reading geguritan using the modelling method. In this advanced era, teachers can use the modelling method freely.

In the closing activity, students are asked to reflect together with the teacher, about what was learned today, what activities, the benefits of learning today, here the researcher also provides a conclusion of today's learning and learning ends with prayer, and saying greetings.

Observation (observing)

Observation or observation is carried out during learning using the modelling method. Just as it was done in the previous cycle. From the data on the results of observations of student activity in cycle II when applying the modelling method in Javanese language learning material reading geguritan, the final score is obtained by means of the value obtained divided by the maximum value multiplied by one hundred. From the data on the results of observations of student activity in cycle II using the modelling method in Javanese language reading geguritan material, the number of scores obtained was 58 and the maximum number of scores was 68. The assessment obtained in using this step is 85.29. Observation of student activity during learning activities using modelling is included in the good category and the success rate in applying the strategy is considered successful compared to cycle I, the results of observations of student activity during the learning process are good. Students' learning outcomes in cycle II increased due to several factors including students getting to know the learning methods used and their increasing confidence and understanding of punctuation marks. Students also liked learning Javanese language, moreover the students were also asked to see examples of reading geguritan through symbolic modelling.

In cycle II, teacher activity observation was also carried out as in cycle I. How did the teacher try to make learning interesting? How the teacher has an effort to make learning interesting for students. From the data of teacher activity observation during the learning process of cycle II using the modelling method, the final score is obtained by dividing the maximum score by one hundred. From the observation of the teacher's activity in cycle II in applying the modelling method in Javanese language subjects, the total score obtained was 57 and the

maximum score was 64. So that the percentage of assessment obtained in using this step is 89.06, which means that the teacher's activity during learning activities using the modelling method is included in the good category and the success rate in applying the method is high. In cycle II, the results of observations of teacher activities have obtained improved and better results than cycle I. So in cycle II there was guidance and direction from the teacher. So in cycle II there was more guidance and direction from the teacher. All learning is coherent according to the plan in the teaching module and learning objectives can be achieved well.

Reflection

Based on the observations that occurred in cycle II, it can be said that there was an effort towards improvement. It is concluded that the activities carried out have been successful. This is evidenced by the results of observations of learning activities carried out in cycle II, which have covered the shortcomings that existed in cycle I, as for the results of the learning activity process in cycle II are:

From the observation data on the cycle of student activities during the learning process, students can do the modelling method well. Students have also paid attention to the material being studied, so that when given a task, students can work according to the steps of the modelling method. This is evidenced by the results of observations of student activities which have increased from cycle I, namely 71.80 and in cycle II to 85.29.

From the observation data in cycle II regarding the results of teacher activities, the teacher has been able to master the class, can condition students in the classroom and can invite students to be active in learning by using the modelling method. This success can be proven by the results of teacher activity observations which have increased from cycle I, namely 73.52 and in cycle II to 89.06.

Based on data analysis, it was found that learning using the modelling method can improve students' reading skills in reading geguritan, which can be seen from the increase in the average student results in completing the tasks given by researchers both group and individual tasks. For the results of individual tasks in cycle I was 74.97 to 83.48 in cycle II. Based on the results of cycle II, namely teacher or student observations and the results of students' geguritan reading skills, researchers can conclude that the learning carried out has been very successful. Based on the results of interviews with teachers after class action, learning practices using modelling methods have a good role in improving students' reading skills. The modelling learning method gives a good impression, students are more active in learning activities and students are very enthusiastic about the steps in learning activities.

CONCLUSIONS AND RECOMMENDATIONS

The use of modeling method to improve geguritan reading skill has been done and the method is suitable or appropriate. Teachers create teaching and learning modules based on this. The modeling method can be done by the teacher, student models, or symbolic models through videos, YouTube, or audio recordings.

The improvement of geguritan reading skills seen from the aspects of speech, rhythm, feeling, and expression, the students of class X SMAN 1 Godean experienced an increase, previously the average score was 74.97, but the average obtained by the students' success had not reached the specified target. Furthermore, in the second part of the students' reading skills increased to 83.48, this shows the results of students reading geguritan have reached the target of 100 percent completion.

From the results of this study, it is hoped that teachers will give appreciation to students who can read geguritan well, so that students are more enthusiastic in preserving Javanese culture, especially regarding geguritan

FURTHER STUDY

Further studies can explore the long-term impact of the modeling method on the appreciation of Javanese literature and the habit of reading geguritan outside the school environment. Research can also compare the effectiveness of the modeling method with other learning approaches, such as project-based or collaborative learning, in improving geguritan reading skills. In addition, studies can explore the role of factors such as intrinsic motivation, family support, and school environment in the successful implementation of the modeling method. The development of a more comprehensive learning model by integrating technology and digital learning resources can also be the focus of future research.

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