



TEACHING MATERIALS FOR WRITING ECOLOGICAL POEMS TO INSTILL ENVIRONMENTAL CARE VALUES FOR STUDENTS

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ABSTRACT

The purpose of this study is to present teaching materials for writing poetry with ecological content in instilling the value of caring for the environment for students. This study uses a literature study method applied through the excavation of text sources to produce the necessary data. Data was obtained from several sources, namely reference books, reference journals, websites, and references relevant to the focus of the assessment. The data collected was analyzed descriptively. This research emphasizes the need for teaching material with ecological content to encourage students to think critically and act realistically in protecting and preserving the environment. Writing poems about ecological issues invites students to reflect on the causes and consequences of human behavior towards nature. The ecological theme in teaching materials can instill the value of caring for the environment which contains moral values such as responsibility, empathy, and concern for the environment. These values are important to form a character that cares about nature conservation.

INTRODUCTION

Teaching materials are one of the important components for educators in the teaching and learning process. Educators will experience obstacles in achieving learning goals without teaching material. Teaching materials that will be used in the learning process need to be arranged in a systematic and detailed way. Teaching mate-

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rials are usually presented in the form of books made by experts in accordance with the guidelines that have been set. Prastowo (2015) explained that teaching materials are various materials that are carefully and systematically determined that present competencies comprehensively for students and are used in the learning process by paying attention to the purpose of planning and reviewing the implementation of learning.

Teaching materials have a very important function in the learning process. There are three main functions of teaching materials from the perspective of implementation, learning process and learning (Isayah, D.K. 2020). The functions of the teaching materials are: (1) as a guide for teachers in carrying out learning and as competencies that must be taught to students, (2) as a guide for students in participating in learning that includes competencies that must be achieved, and (3) as a learning outcome evaluation tool that includes indicators and basic competencies that have been designed in the syllabus.

Based on the explanation above, teaching materials function as guidelines in developing language learning competencies, including developing writing competencies. Writing is the most difficult language competency when compared to other language competencies (listening, reading, and speaking). Writing is one of the activities that can spur the brain to think. Nurgiyantoro (2016) suggested that the ability to write is considered more difficult to master, even by people who use the language as their mother tongue. The complexity of the writing process that requires a deep understanding of various linguistic elements as well as elements outside the language that are the causes of writing is a competency that is difficult to master. The linguistic aspects and the content of the message must be well connected to produce structured, cohesive, and substantial writing. Writing poetry is one of the practical ways to inspire creativity in language classes and develop students' communication competencies.

The integration of ecological education in writing learning is also needed in the development of writing, especially writing literary works. This aims to make students become individuals who care more about the environment and preserve the surrounding environment. Literary ecology can serve as a means to examine the relationship between organisms and their environment, which reveals the existence of problems between literature and the surrounding environment (Asyifa and Putri 2018). Literature is a reflection of values, conflicts, and dynamics in the relationship between humans and nature, revealing the impact of humans on the environment and inspiring natural beauty. On the other hand, an understanding of ecology can influence the way literature portrays nature,

enriching its depiction of the natural environment and increasing awareness of environmental issues. This relationship shows how closely interconnected humans, literature, and ecology are in creating and understanding the world around us. The sense of caution due to spiritual control so as not to damage and exploit makes humans always strive to be in harmony with nature and in life (Sukmawan 2015).

Learning to write literature with ecological content is closely related to the formation of students' character. Themes related to the environment in literary ecology have the goal of instilling character values and fostering ecological awareness of learners. In line with this, Wulandari (2015) stated that literature has an important role in character education because literary works often explore relevant life values to shape the character of students. Literature contributes to the development of language, cognitive, affective, psychomotor, personality, and social aspects of students. As a learning medium, literature can be used receptively, namely as teaching material that is selected and managed in the learning process. Expressively, literature manages students' emotions, thoughts, and ideas through writing creativity such as novels, short stories, plays, theater, or films. Understanding literature can help students in forming a better character, including in terms of caring for the environment.

Research on ecology-based teaching materials and character values in learning is not the first research conducted. Previous relevant research has been conducted by Suhiroh (2021) with the title *Development of Teaching Materials for Writing Exposition texts with the theme of ecology based on local wisdom*. The purpose of this research is to explain the development process, validity, and response of students to teaching materials for writing exposition texts with the theme of ecology based on local wisdom. Furthermore, the research entitled *Development of Teaching Materials to Grow the Value of Environmental Care Character in Grade IV Elementary School Students* by Saputra and Faizah (2017). This study produced the results of observation of the character of caring for the environment in the participants, the results were obtained as "very good" and suitable for use as teaching materials because it can improve the character of caring for the environment in students. The third relevant research is titled *Analysis of Teaching Materials for Ethnic and Cultural Diversity in the Implementation of Tolerance Character in Elementary Schools* by Sari, Fitriyani, and Amalia (2020). This study results that through the analysis of ethnic and cultural religion teaching materials in Elementary Schools in Kalimantan Losari, can implement the character of tolerance in students.

The three relevant studies above have differences from this research, namely in

the teaching materials to be developed, namely poetry texts and the focus on character values which are focused on the value of caring for the environment for students at the high school education level. Based on the above, this research has innovations in the type of text used, ecological content in the focus of teaching materials, and the value of caring for the environment so it is important to do. The purpose of this study is to describe the teaching materials for writing poetry with ecological content to instill the value of caring for the environment for students.

RESULT AND DISCUSSIONS

Writing Teaching Materials

Teaching materials refer to all materials used to support the learning process that are designed to meet the objectives of learning. The textbook contains materials and exercises to help students to have an understanding and mastery of a competency. According to Gintings (2008), teaching materials are a summary of material delivered to students in print or electronic files, both in oral and written form. Teaching materials are distributed to students before the teaching and learning process begins, it is important to allow them to read the previous material and understand the content to be learned. This step also aims to encourage the active participation of students during learning sessions.

The use of teaching materials has advantages. The advantages are, (1) Focus on the individual abilities of Learners; (2) the existence of control over learning outcomes is carried out by referring to the competency standards that must be achieved by participants in each learning material; and 3) Advancement with the curriculum is shown through goals and achievement methods that provide students with an understanding of the relationship between the learning process and the results to be obtained (Yuberti 2014).

Writing teaching materials are a set of materials and their support that are systematically arranged to meet the learning needs of students in writing activities so that they can produce writing in line with the predetermined goals. The material and its supporters need to be designed in such a way to produce adequate writing teaching materials. Writing teaching materials need to be developed to make it easier for students to develop ideas and produce quality and adequate writing.

According to Norton and Buchanan (2022), the development of writing material consists of seven aspects. The seven aspects are described below.

- a. Integration of writing into other competencies

Writing should be combined with other skills. Combining writing skills with other skills, including reading and discussion activities.

b. The need to focus on and time to write

There needs to be time for educators to guide learners on relevant competencies and strategies to produce written communication in the language that is the goal.

c. Writing process and genre-based activities

Reading around these texts should develop learners' awareness of the types of questions that need to be asked, such as new genres, styles, and content appropriate for component sections.

d. Developing reader-based writers

The author considers the reader's expectations, for example, things that are already known/need to know/want the reader to know about the topic.

e. A variety of relevant writing tasks

The material presented needs to contain a variety of relevant writing skills.

f. Using technology in teaching writing

Writing materials need to help learners work with available technology, such as using search engines to explore content and word processing features.

g. Input

Emerging writers need practice in giving and receiving feedback in online or face-to-face contexts and from peers and educators

Poetry

Poetry is a form of literature that contains implicit meaning. Literary works such as poetry have a variety of meanings and serve as a means to express thoughts and ideas. Poetry also serves as a means to describe experiences and events using language and words imaginatively (Pelata et al. 2023). According to Tresna and Maryana (2018), Poetry is a literary work that reflects the feelings of the writer or poet, such as emotion, fear, love, disappointment, regret, and sacrifice. This feeling is not only directed at humans, but it can also be directed to plants, animals, nature, and even to God. Poetry is also the engraving of words in its lines, which reproduces the beauty of God's creation. Poetry often discusses social phenomena, personal experiences, and other aspects that are expressed through the use of beautiful language (Suliantini, Martha, and Artawan 2021). So it can be concluded that poetry is an imaginative expression that describes individual feelings, ideas, and experiences

through the use of carefully sorted words and arranged with artistic beauty in the form of writing.

Stages of Writing Poetry

The process of writing poetry is similar to writing other forms of literary works. According to Nurhadi (2017), three stages of writing include preparation, writing, and post-writing. The preparatory stage involves the activity of determining a theme and describing concrete objects with emotional expression. The writing stage contains the activity of writing a draft poem by paying attention to diction, rhyme, and language style. The post-writing stage contains editing and perfecting the draft poem. Editing is an activity that emphasizes the refinement of the work in terms of mechanics and the harmony of the content between elements, this is different from revision activities that emphasize the substance of the work.

Writing poetry allows one to see things in a way that is engaging (self and others in the wider world), helping a person to express their feelings, and allowing them to experiment with words (Bowkett 2009). Poetry has its own way of compressing ideas, engaging emotions, and describing truth and insight (Wakeman 2015). Poetry writing activities if carried out with the right strategy will help students in producing adequate writing. According to Dymoke (2012), there are three strategies for composing poetry. These three things are described below.

- a. Providing a framework and structure for the preparation of poetry
This can be done using a planning structure, such as: a list of words, opening sentences, questions asked, and drafting instructions.
- b. Providing openness in the classroom that creates opportunities for independence and choices made
This is done through flexibility and negotiation, giving students choice and autonomy, and providing space for students to reflect.
- c. Providing an opportunity for the writer to take the reader's point of view
This is done by sharing ongoing work with other readers, opening up opportunities for comparison, and providing space for reflection.

Ecology Education

Ecology refers to the study of the interactions between living organisms, including humans, and the environment in which they live. Therefore, environmental problems are

part of the ecological realm (Christian 2013). Therefore, the issue of the environment is part of the ecological problem. Next Endraswara (2016) explains that the term "ecology" comes from the Greek, a combination of "oikos" meaning house, and "logos" meaning science or knowledge. Etymologically, ecology refers to the study of living things and their habitats, so literary ecology also considers the ecological aspects of literary works. In other words, ecology in this context refers to the study of the reciprocal relationship between organisms and their environment. Based on this definition, literary ecology also examines the relationship between literature and the environment in which it develops. Ecology literature be Environmental Conditions Involved in the Formation of Literary Discourse (Endraswara 2016).

The Value of Caring for The Environment

The value of caring for the environment is a mental attitude and behavior that shows concern and responsibility for the balance and sustainability of the natural environment. This includes awareness of the importance of protecting nature, as well as concrete actions to reduce negative impacts on the environment, such as reducing pollution, conserving natural resources, and participating in activities that support environmental sustainability. The main characteristic of environmental awareness is an attitude and continuous preventive efforts against the risk of damage that can occur to the environment and nature and then find steps to make improvements to the damage that has occurred.

In their daily lives, the values of caring for the environment can be applied in a school environment. This action will be a good routine and culture that can be applied by students. Examples of these actions include: (1) getting used to throwing garbage in its place, (2) caring for and maintaining plants that grow around the school environment, (3) carrying out daily pickets as routine activities, (4) reminding the students' immediate environment to jointly maintain the cleanliness of the environment (Mukminin 2014).

Teaching Materials for Writing Ecological Poems to Instill Environmental Care Values for Students

Character education for caring for the environment has long existed in the school curriculum, which is reflected in the green and beautiful school layout. However, this concept of environmental concern has not been fully implemented comprehensively in daily life at school. This can be seen in some children who still ignore the withered plants around

them, littering, teachers' thoughts that prioritize the use of new learning media, and many more. (Wakhidah 2014).

Prastowo (2015) said that the quality of learning decreases when educators only rely on traditional teaching materials without applying creativity to develop these teaching materials innovatively. Teaching materials with ecological content are innovations that can be used. Teaching materials that are designed with ecological content are not only able to help students achieve learning objectives but also can increase awareness of the surrounding environment. Students are encouraged to understand and be sensitive to environmental issues through a creative critical way with poetry media that has elements of language beauty that can build students' empathy and concern.

Ecology education in teaching materials will not only display the beauty of nature but also teach about the environment and the surrounding nature, especially regarding natural resources, damage and pollution of nature and the environment, and environmental conservation efforts. Through poetry writing activities that focus on ecology, students can develop the habit of thinking about the impact of the environment in their daily lives to encourage them to take real action in protecting the environment. The theme of ecology in teaching materials can instill the value of caring for the environment contained in it moral values such as responsibility, empathy, and concern for the environment. These values are important to form a character that cares about the preservation of nature.

Ecological education is an effort to change students' behavior and attitudes to increase students' understanding, competence, and concern about the environment and environmental issues. This is expected to encourage them to play an active role in environmental preservation and sustainability efforts, for the benefit of current and future generations (PLH. 2010: 2).

Writing poems about ecological issues invites students to reflect on the causes and consequences of human behavior toward nature. This can develop their critical thinking skills in analyzing environmental problems and finding solutions. This teaching material not only teaches writing skills but also integrates knowledge about ecology and character education, namely the value of caring for the environment for students.

CONCLUSIONS

Based on the above explanation, the teaching materials for writing poetry with ecological content are able to develop students' poetry writing competence

through ecological stimuli that are able to provide understanding and inspiration for students. In addition, with ecological content, it is able to increase students' empathy and awareness of environmental issues. Through the expression of natural beauty and ecological challenges in writing poetry, students can internalize moral values such as responsibility and concern for environmental conservation. Teaching materials with ecological content also motivate students to be sensitive, critical and contribute to protecting and preserving the environment. Overall, writing ecologically charged poetry helps instill the value of environmental judges, namely being more environmentally conscious and committed to nature conservation.

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