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IMPLEMENTATION OF PSYCHOWRITING PROGRAM TO IMPROVE WRITING COMPETENCE FOR SENIOR HIGH SCHOOL STUDENTS (SLTA) IN SUKAMARA, CENTRAL KALIMANTAN

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Abstract

This study seeks to provide a method for growing interest in writing in children called the psychowriting program as an intervention. This method was given within three hours to students of Sukamara, Central Kalimantan, which amounted to 80 students. The output of this psychowriting program intervention is that students become enthusiastic to read and write and are publishing an anthology book of students' work. This research is a field research with a qualitative descriptive analysis approach. Data collection methods used are interviews, observation, and documentation. The results of the study demonstrates the implementation of psychowriting methods: a) technique of creating ideas, b) technique of creating mood, and c) holistic creative learning techniques.

Keywords: *psychowriting method, writing competence*

Abstrak

Penelitian ini dilakukan untuk menumbuhkan minat menulis pada anak. Metode yang dilakukan disebut dengan program psikowriting yang dijadikan sebagai intervensi. Metode ini diberikan dalam waktu tiga jam kepada siswa Sukamara, Kalimantan Tengah yang berjumlah 80 siswa. Output dari intervensi program psikowriting ini adalah siswa menjadi antusias untuk membaca dan menulis serta menerbitkan buku antologi karya siswa. Penelitian ini merupakan penelitian lapangan dengan pendekatan analisis deskriptif kualitatif. Metode pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan



penerapan metode psikowriting: a) teknik menciptakan ide, b) teknik menciptakan mood, dan c) teknik pembelajaran kreatif holistik.

Kata Kunci: Metode Psikowriting, Kompetensi Menulis

Introduction

The Program for International Student Assessment (PISA), an international program for the assessment of the level of literacy of the Organization for Economic Cooperation and Development (OECD) in 2015-2016 released the results of an investigation that the literacy level of Indonesian people was ranked 62 out of 70 countries. As the country with the largest Muslim population in the world, the data contradicts the word of Allah in the QS. Al-Alaq: 1-5, which is written in fairly clear sentences, iqra '(read!) and al-qalam (pen). Allah SWT through the Muslim holy book, the Koran, commands humans to read and write. The results of the study complement Sri Wahyuni's research - after quoting various research results from the World Bank, OECD, UNDP and UNESCO - which concludes that the reading ability of Indonesian children is low due to the lack of a reading tradition and the lack of a reading tradition caused by a low reading interest in children (Wahyuni, 2009).

Some previous studies related to writing therapy include Susilowati's research (Fikri, 2012) using emotional experience writing therapy to reduce depression in students in the first year. This research shows that writing emotional experiences can be a suggestion to help students reduce their level of depression in the first year. A similar study was also conducted by Siswanto (Fikri, 2012) who also used writing therapy to reduce depressive symptoms in college students. The conclusion of Siswanto's research is that writing activity is a therapeutic process mechanism that is able to focus on the process of self-disclosure, helping students open themselves in contact with themselves and get to know personal emotions better. The writings poured out the subject are able to become a medium between the subject's mind and heart so that the subject is able to express what is in the subject's heart.

Pennebaker (1997a) in a study entitled *Writing About Emotional Experiences as a Therapeutic Process* states that writing activities can make moods improve, views more positive, and better physical health. Changes in individual learning are also increasing after the activity of writing emotional experiences. In addition, writing activities according to Pennebaker (1997b) also have benefits in terms of introducing, expressing, releasing, and reducing negative emotions.

As explained above, writing cannot be separated from reading habits. Some studies provide various methods to increase children's interest in reading. Rivda Yetti, for example, in her article entitled "The Effect of Parental Involvement on Children's Reading Interest in terms of the Environmental Stress Approach" provides the argument that parental involvement is considered necessary to increase children's reading interest. Like the author's argument. Sandjaya also believes that due to the impact of parents' educational and economic capacity, children can experience stress so they don't have enough interest in reading (Yetti, 2009).

The result of Yeti Budyarti's research analysis entitled "Student Interest in Indonesian Language Subjects (Case Study at Ciputat 56 High School PGRI)" shows that low interest in reading is caused by feelings of displeasure, not interested, not enthusiastic, and lack of encouragement from teachers and parents. Therefore, Budyarti provides recommendations so that educators and parents need to always motivate each student so that they have high motivation to read (Budyarti: 2011). Budyarti's research firmly supports the author's hypothesis that there are psychological factors and complex situations experienced by children so that children do not have a good interest in reading and writing (interest in reading and writing) while at home or at school.

Sulistiyowati (2011) revealed several benefits of writing, including: a) Writing to express feelings. Each individual must have a variety of expressions of feeling. There are feelings of happiness, sadness, disappointment, anger, and so on. What is felt by individuals can be written. In general, feelings can be written out in the form of poetry, short stories, drama or notes in a diary; b) Write to communicate with others. Communication is an activity of conveying and receiving messages between two or

more people, so that the intended messages can be mutually understood. Communication can be done in three ways, namely in writing, verbally, and cues. Written communication between them can be done by writing letters, poems, rhymes, and diaries. Verbal communication can be in the form of conversation or dialogue. As for the cues are usually done in the form of body movements; c) Write for documentation. Writing is the same as recording or moving the recorded events, ideas, ideas, experiences and feelings in written form. Because it can record all of these things, writing is said to function as a document that can be opened or read again at any time if needed. When doing writing activities, the writer has indirectly benefited greatly. Besides being able to create relief, a writer can hone creativity and imagination.

This study seeks to provide a methodical offer of strategies and ways to foster interest in writing (writing interest) in junior high school children called the psychowriting method. Low interest in reading is a result of psychological problems of children who grow up in complex situations. As a result of these complex and problematic situations - such as the educational and economic capacity of parents, the general public and the management of community policies that do not support the growth of the community literacy movement - making children victims of the situation, which is called injustice; a situation where the solution needs a comprehensive and multidimensional approach because the nature of the problem is quite complex; involves the structure of interrelated agent relations.

Research Methods

This study uses A-B design follow-up design (Barlow & Hersen, 1984; Kurniawan & Kumolohadi, 2015). This design is the most basic design of a single experimental research (Kurniawan & Kumolohadi, 2015). The procedure is carried out to carry out the design of A-B follow-up, namely the measurement given after the intervention is given by paying attention to the subject's baseline. During the intervention phase, the subject's condition is continuously monitored as a follow-up (Kurniawan and Kumolohadi, 2015).

Information: A = baseline, B = intervention.

This A-B follow-up research design aims to evaluate the extent of changes in subject's interest and perception of the interventions provided. The results between baseline and follow up are then compared to find out whether the interventions provided are temporary or permanent. If it is temporary, it means it is marked by not publishing an ontology book by students, while if it is settled it is proven by the publication of an ontology book by students.

The subjects in this study were students of Senior High School Students (SLTA) in Sukamara, Central Kalimantan, totaling 80 students. The selection of subjects is based on the criteria of uniqueness in which the Senior High School Students (SLTA) in Sukamara, Central Kalimantan in the year before this research were carried out had published a book and wanted to republish the book, but with the new method, it is psychowriting program as an intervention.

Training with psychowriting program is given before the participants are conditioned in advance with excitement and fun, and supported by various activities, including psychological games, tests of memory strength, finding ideas or ideas quickly, creating a comfortable mood, and ending with how to enjoy writing activities to make it fun.

Data were collected by self-report method in the form of testimonials from research subjects, observations, and interviews with a number of students and teachers who deal with these students. The findings in the field were then analyzed by comparing the opinions of students and teachers related to writing interest to find out how far the changes in students' interests and perceptions of writing skills before and after the psychowriting program intervention were given.

Results and Discussion

Based on observations and testimonies given by trainees supported by interviews with teachers, the results of this study indicate that the Psychowriting program training is able to change the perspective of Senior High School Students

(SLTA) in Sukamara, Central Kalimantan. There are at least two benefits obtained by the participants after attending the psychowriting program training. First, writing is apparently not a difficult job. Each participant, based on the results of the collected writings, observations, and testimonials, showed that they were able to become a writer. Second, publishing a book does not have to wait old. Since they are still active as students, they are already able to publish books. Thus the hypothesis in this study proved that the psychowriting program was able to increase the interest in writing Senior High School Students (SLTA) in Sukamara, Central Kalimantan.

In this study it was also found that the psychowriting program was able to support students' self-development into creative learners, who not only developed students' reading interest but also students' writing interest. This was also widely done by various groups, including the pesantren. The tradition of education in Islamic boarding schools, is widely known that the previous pious scholars (salafunasshalihun), also wrote down the results of his works which are still often used as a reference for students (students). In fact, it has been stated in the Qur'an, that Allah SWT commands humans to read and write as the Word of Allah SWT in the QS. Al-Alaq: 1-5, iqra (read!) and al-qalam (pen).

Next, the following are some of the findings in the field regarding the benefits of junior high school students after attending the psychowriting program training.

First; Memory Strength Test as a Technique for Presenting Ideas

Everyone has different abilities and powers of memory. Likewise, finding and presenting an idea or writing idea is not the same for everyone. Various experiences of senior writers in presenting ideas, arising from personal experiences, stories from other people, reading fiction books to scientific works, Watching Movies, Listening to Music, or sometimes ideas come just like that. So, basically there are thousands of techniques or methods for writing ideas.

In the discussion of this research, especially the implementation of the psychowriting method, for beginners, SLTA students as subjects of research which

incidentally rarely attend writing training, naturally require implementing techniques. Through the memory strength test method, many things will be obtained by students, especially finding the closest idea to the conscience of students. If students find the closest idea, it will flow more easily in the development of writing strands.

A fun packaged memory strength test, students will naturally know the strength of their memory. Through this memory strength test as well, as one of the activities of the psychowriting program, students are able to get the closest themes and ideas as a basis for developing their next writing. For example, students are invited to write objects that are seen, touched, or seen and touched, from early rises to school classes. Then students will compete to write as many of these objects as possible, with different abilities and quantities. Then, out of the many different numbers, are read, observed and chosen by students, what objects are then close to the conscience of students. With this kind of game technique, students are able to identify suitable themes, so that the writing material can be easily developed.

This can be known, when the intervention is given to students while attending psychowriting program training, it can be seen from the results of the writings made by the participants giving rise to a variety of writing titles. The titles that appear include, among other things, the objects around the participant that are considered closest to the heart. Such as: mobile phones, transportation equipment, pens, flowers, and so on. From the observations made, participants seemed to enjoy the intervention of the psychowriting program training, so that they were able to produce an average of two to three folio pages in 40 minutes.

Second; Mood Technique. If there is a question, why not write?, then answer is not in the mood, or waiting for the presence of the mood, it will have an impact forever will not produce writing. Therefore, the mood is not awaited, but must be created. Learning, reading or writing styles are basically the work created by the reader or writer. Bestseller writers, national and international, generally have their own writing styles. This writing style is a typical form of creativity from a writer.

Related to creating mood, in general writers have a comfortable and favorite place to increase the productivity and creativity of writing. Someone sometimes the mood will be created because of a place, for example in a room, library, special room, classroom, school yard, garden, nature, or even on a trip. Comfort writing atmosphere will be able to happen to someone, if created, not waited or waited.

In this study, the experiments carried out in the implementation of the psychowriting program, in addition to students knowing the learning style and writing style, at that time were also designed to create their own moods. So, after attending the psychowriting psychowriting program, students understand practically how the reading and writing styles are suitable for the participants. And, the most important thing in the research implementation of this psychowriting program is being able to provide information to students about strategies to create an effective learning atmosphere. If students have assumed that learning, whether reading or writing, must wait for the mood, the results of the implementation of this psychowriting program prove that the mood must be created, not awaited.

Observations and interventions carried out on the activities of Senior High School Students (SLTA) in Sukamara, Central Kalimantan, found that motivation for students and teachers to write was very high. This was evidenced by their attendance at the psychowriting psychowriting program event conducted at four forums during the study. In addition, none of the students or teachers were permitted to leave the psychowriting program implementation program when the intervention was given or took place.

Third; Holistic Creative Learning Techniques. The implementation of psychowriting program in increasing the interest in writing for junior high school students is also considered a fun activity, so that students are able to lead themselves to be able to write the results of reflections into a piece of writing, which can then be published into student workbooks. Thus, it can be said that the implementation of the psychowriting program is a workshop that provides a holistic method with a multidimensional approach.

As an approach in the discipline of education that is about creative learning (creative learning), especially in efforts to increase interest in writing for students, psychowriting program in implementation has the meaning "a holistic method based on a psychological approach, testing the test of memory strength, and creating mood" to stimulate students to momentarily forget - and be able to fight by overcoming - the complexity of problems from their environment that does not support the increased interest in writing (writing interest) for students. So it is appropriate to say that psychowriting program is a method for self-development that not only develops students' interest in reading, but also interest in writing for students

Conclusion

After sufficient discussion and description in the previous chapters, the conclusion is the implementation of the psychowriting program to improve writing competence for Senior High School Students (SLTA) in Sukamara, Central Kalimantan is a holistic method with a multidimensional approach to creative learning especially in an effort to increase interest in writing for students. Writing activity was not difficult, it actually brought about reconstruction of thoughts and feelings, so that the subject was able to express what was in a writing.

In the implementation of psychowriting program to increase students' interest in writing, there are at least three implementative techniques, namely a) the test of memory strength as a technique for presenting writing ideas, b) the technique of creating mood, and c) the psychowriting program is a holistic creative learning technique.

Suggestions in this study, for further researchers that need to anticipate factors inhibiting student interest in writing, include:

- a) Stagnant ideas, i.e. there is a desire to write for students, but when an idea is realized in writing practice, the idea does not work, so it stops (stagnant). In addition, after the psychowriting program, after six months the students' mood

declined again, and to maintain the mood in order to stay motivated, another stimulus is needed, so students can continue to grow in their interest in writing.

- b) Time allocation, i.e. the obstacle faced by students is the absence of special allocated time to write and produce writing in school.
- c) Language, namely the use of Indonesian, as a written language more or less makes students feel constrained, because the daily language used is more using the mother tongue (local language). Indonesian is more often used during Indonesian class. While the language of communication between students is good, students and teachers, teachers and teachers also use regional languages more often than Indonesian.

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Profil Singkat

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