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## The Effect of Learning Method and Confidence Level on the Ability of Interpreting Religious Poem

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### Abstract

This study aims to determine the effect of the learning method (expository and authentic) and the level of confidence in the ability of religious poetry interpretation of the students of the third semester, majoring in the Indonesian Language and Literature Education of Universitas Negeri Manado. The method used is the quasi-experimental method with 2 x 2 factorial designs. The measurement of Y variable (ability to interpret the religious poetry) uses the writing test and the level of confidence uses a questionnaire. Data analysis technique in this study is analysis of variance (ANOVA) followed by two lanes and Tuckey test to look at the interaction of the group. Before the test, the hypothesis is that analysis requirements normality data test using Liliefors test and homogeneity test data using Bartlett test. The results show that the expository method is better than the authentic method to improve the ability of the students. To improve the ability of the students to interpret the religious poetry, it is better to use the expository method for the group that has a high level of confidence. Also, the lower level of confidence used to the authentic method for the group.

**Keywords:** *expository method, authentic method, level of confidence, religious poetry*

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## Introduction

The poetry appreciation course in Indonesian language and literature education of Universitas Negeri Manado (Unima) relates to the meaning of poetry, poetry writing, poetry reading, and poetry musicalization. In these subjects are presented various types of poetry, such as ballad poetry, hymns, elegy, environment, and religious. The existence of the poetry appreciation course is expected for student to have the ability to appreciate poetry, both receptive activities such as perception/interpret poetry, poetry reading, recitation, *pantun*, and productive activities such as creating poetry, musical poetry.

The activity of interpreting religious poetry is one of the activities in the course of poetry appreciation (Sabir, 2015). In interpreting religious poetry, students are required to be able to apply sensitivity, reasoning, and imagination, sensitivity to society, culture, and environment. In addition, the ability to interpret religious poetry is an integral part with the purpose of education in order to form a whole human (Bober, 2014).

To improve the lecture of poetry appreciation, of course using the appropriate method to hone the ability of students in interpreting a poem, especially religious poetry. On the basis of the thinking as mentioned above, this study was written to reveal the possibilities that can be taken in improving the ability to interpret religious poetry in universities, especially in the faculty of language and art, the Unima.

Associated with factors related to the background of the above study, various problems arise, among others, can be presented as follows:

1. Why is the result of the ability to interpret religious poetry of the students majoring in Indonesian Language and Literature is still low?
2. What factors cause the lowness of the ability to interpret religious poems of the students?
3. Whether the teaching method used by the lecturer influences the ability of the students to interpret religious poems?
4. Does the level of self-confidence also affect the ability of the students to perceive unconventional novel?

The questions that arise in the identification of the above problem show the complexity of the problems associated with the unconventional novel's perception ability. Therefore, in this study, researcher limits the problems that allegedly affect the ability of the students to interpret religious poetry, namely learning methods, (Expository and Authentic) and the level of confidence.

The aims of this paper are:

5. To see differences in students' ability to interpret religious poetry between groups of students studying with expository methods and groups of students studying with authentic methods.
6. To see differences in the ability to interpret religious poetry between groups of students who have high self-esteem and groups of students who have low self-esteem.
7. To see the difference in the ability to interpret religious poetry between groups of students who have low self-esteem who study with expository methods and students who have low self-esteem who study with authentic methods.
8. To see whether there is an interaction effect between the learning method (expository and authentic), and the level of confidence (high and low) on students' ability to interpret religious poetry.

### The Nature of Poetry

Khalil Gibran in Tarigan (2004) says that poetry is a form of a silent smile, which dries tears. Poetry is a spirit dwelling in the soul, and for it the heart is its meal, affection is its wine. Poetry is the wisdom that captivates the heart. Poetry is a flash of light; and can only be enjoyed when strung together in words (Orwin, 2003; Wittman, 2014). Poetry is a word of wisdom that pleases. Wisdom is a poem that sings in the mind (Tirtawirya, 2003).

### The Nature of Religiosity

The word religiosity has basic word of religious. There are several other terms of the word religious, among others religion (Inggris), *religie* (Belanda), *religio* (latin) dan *Dien* (Arab). The point is a duty or rules that must be implemented, all of serve to bind and establish a person or a group of people in relation to God or fellow human beings, as well as the natural surroundings. Religiosity is a form of religious values internalization and human attachment to God which contain norms to regulate human behaviour in relation to God, relationships with other human beings, as well as relationships with nature and the environment (Anshori, 2016).

## **Religious Poem**

Religious poetry tells the vertical relationship between a servant and his God. Religious poetry can contain a mythical impression because the dimensions of space and time, which are served sometimes, can only be felt alone without involving certain people. This religious poem on one hand can be so very sensitive but on the other hand also contains messages that are universal (Sabir, 2015). The relationship between God and His servant is a relationship that cannot be imposed and is usually done with a deeply awakened conscience. The religious teachings to reduce such misbehaviour can be found in the content of religious poetry (Zubairu, 2016). Religious poems are a form of internalization of religious values and human attachment to God, which contain norms to regulate human behaviour in relation to God, relationships with other human beings, as well as relationships with nature and the environment.

## **Teaching Method**

Teaching method is a way that teachers use in teaching students so interaction and effective learning process can occur in learning. Each teaching method has different characteristics in shaping the learning experience of the students, but with each other mutually supportive. Popham (2002), Ibe (2013), and Ganiron Jr (2014) defined that the expository method is a learning strategy that emphasizes on the process of verbal material delivery from a teacher to students with the intention that students can master the subject matter optimally. The expository method is the term Direct Instruction strategy. Because of this case students are not required to find the material. The subject matter seems to be existing, because the expository method puts more emphasis on the process of speaking, it is often also called the term chalk and talk method (Edinyang and Ubi, 2012).

According to Jamarah, authentic learning method means a learning method that uses real-world problems and projects and which allows students to explore and discuss these issues in ways that are relevant to them. Authentic learning method is a learning method that allows students to explore, discuss and construct meaningfully concepts and relationships, involving real problems and projects relevant to students (Rule, 2006; Yoon, 2014; Simpson, 2016). The term 'authentic' means original, authentic, and real (Jamarah, 2002).

## **The Nature of Confidence**

Confidence is the attitude that arises from the desire to manifest itself to act and succeed (Smith, Kassin, and Ellsworth, 1989; Eison, 1990; Reed, Mikels, and Lockenhoff, 2012; Goel and Aggarwal, 2012). In terms of development, confidence can arise because of the recognition of the environment. Confidence is one of the psychological conditions of a person who affect physical and mental activity in the learning process (Petty, Brinol, and Tormala, 2002; Ubaedy, 2007). Confidence generally arises when a person will engage in or engages in a particular activity in which his mind is directed towards achieving a desired outcome (Ertmer and Ottenbreit-Leftwich, 2010). From the developmental dimension, self-confidence can grow healthily when there is recognition from the environment (Ponomarenko, 2017). Based on the above definition, it can be concluded that self-confidence is a positive attitude possessed by an individual who acclimates and enables him to develop a positive assessment.

## **Methods**

The study method used is quasi experimental method to the third semester students majoring in Indonesian Language Education and Literature of the State University of Manado. Based on the study objectives that have been determined, this study uses 2 x 2 factorial designs. We can see the design of this study in Table 1. This study has two independent variables that are learning method and level of self-confidence, and one dependent variable that is ability of interpreting religious poetry.

The population in this study is all student majoring in Indonesian Language Education and Literature of the State University of Manado academic year 2015/2016 consisting of six classes. The affordable population in this study is the third semester student who is studying Poetry Appreciation. Sampling was done using multi stage random sampling; Sampling in stages and selected two classes of classes A and B.



obtained the average scores are 74.73 and 65.64 respectively. For the group of student who have low self-esteem who studied with expository methods and who studied with the authentic method obtained the average scores are 67.27 and 71.27 respectively. The magnitude of the difference score indicates that both learning method of expository method and authentic method produce a significant difference. In addition there is a significant interaction between the learning method (expository method and authentic method) and the level of confidence in the ability to interpret religious poetry shown by the results of hypothesis testing.

### Conclusions

Lecturers can determine what materials and learning methods that can be used to improve the ability to interpret religious poetry if the confidence level of the students has been known. Expository learning methods and authentic methods in groups of students who have different levels of confidence will provide the ability to interpret different religious poetry as well. The improvement of the ability to interpret religious poetry can be influenced by factors of learning method and level of confidence. The method of learning and the level of confidence have a very close interaction with the ability to interpret religious poetry. Teaching methods that match the material and students' self-confidence level can improve the ability to interpret religious poetry. Therefore, lecturers should know the students' self-confidence level before using the appropriate method of learning on the ability to interpret religious poetry. Expository methods should be used in groups of students who have high self-esteem and authentic methods used in groups of students who have low self-esteem.

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