Development of Learning
Poems Appreciation Character Model
Based on STAD-Suggestopedia

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ABSTRACT

This research is a kind of research development, this research problem is how the models of cooperative learning based on stad-suggestopedia in improving learning outcomes in poem appreciation and cultivation of character values in developing students’ learning in literary appreciation based on stad- suggestopedia for aim to increase students ’ interest in characters of poetry so that the values which in the poem can build students’ character. In addition, by learning based on suggestopedia by used poem character appreciation, the teacher can make it to be fun and useful especially for developing students’ character value. The objective of the research is how to discovery of implementing guidance based on STAD-Suggestopedia learning model in poem appreciation its assessment tools that are used until the end of the research. And also, by stad-suggestopedia this study will give impact to the own students and teachers skill. To achieve until the end of the research, it will be adapted from Plomo’s development (1997 ) which involve: initial evaluation phase , design phase, implementation phase / construction stage of evaluation / testing and review, and phases of implementation. This research has been conducted in partnership with Indonesian teachers in the development of educational learning guide the character through the appreciation of poetry based stad - Suggestopedia in the first year. The findings of this study are : (1) this learning models have been conducted by teachers in teaching poetry appreciation and improved its performance in the planning, implementation and evaluation of the learning: (2) it created a acceleration model in learning, particularly in poetry appreciation, (3) this models have also help students to appreciate poetry and internalize the sublime values in the formation of a positive character in everyday life, (4) this model valuable in the field research, large group so that it is useful as a base for the determination in the implementation model of appreciation of poetry at all levels of education learning .

Keywords: development, appreciation, poems character, STAD-Suggestopedia
INTRODUCTION

Generally, character learning was not something new. Character learning has been given in the past, although in different model and approaching. It could be seen in constitution draft of No. 20 tahun 2003 it was National Education System, there was stated that “the aim of national education is to develop of character and human ability, could lifted national honor and human thought in living society, and also could improved students’ competence to be a faithful to the God, good behavior, healthy, smart, creatively, self-help, and to be a democratic and responsible. This statement has been stated in the Mendiknas’ vision in year 2025 for aim to perform human being.

Although, it was could not give maximum target, because there were still many human behaviors in the living society, from lower, middle, and high class society who still being in bad character. This condition not only happen in the living society but also happen in youth generation who living in the school like students and high students. So, by the consultation, the students can be pointed to the good living so that to be a perfect one and has good emotion.

It was important thing to buil quality of character education, because it was basically the essence of character education is an investment value like stated from Ibrahim Ali Akbar that was conducted at Harvard University USA and quoted in (Zubaedi, 2011) there he said that a person's success is determined only approximately 20 % of the ability technical (hard skills), and 80 % of success is determined by one's ability to manage themselves and others (soft skills).

Therefore, character education integrative learning model can be done through the appreciation of poetry with STAD cooperative learning - based on Sugetopedia. STAD - Sugetopedia is a model of cooperative learning and collaborative learning with in the class or use music. The strategy is to develop the principles of cooperation and elimination of the psychological burdens of students through the music so that learning will become interesting and fun.

The results of a survey conducted by researchers in February 2012 to four Junior High Scholls in Kolaka by given them questionnaires to 90 of Indonesian Study Program stdents, so the results could be seen in the following table.

<table>
<thead>
<tr>
<th>NO</th>
<th>Students’ statement</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Learning of poem was not interesting</td>
<td>60 students</td>
<td>66.67</td>
</tr>
<tr>
<td>2</td>
<td>Teacher less given them the example of poetry</td>
<td>73 students</td>
<td>81.11</td>
</tr>
<tr>
<td>3</td>
<td>Do not use media</td>
<td>85 students</td>
<td>94.44</td>
</tr>
</tbody>
</table>

Source: Results of the survey (February 2012)

The result of the survey has shown that the appreciation of learning poetry was not run as well as needed. Whereas in literature especially poetry, there were implicit values in it. If these character values are internalized by the students meand that the character building has been implicated through poetry appreciation.

Learning the literature appreciation especially poetry as a learnig subjects of Indonesian language program was not run optimally. If the learning may be optimized and the values in the work can be properly internalized to the students mind and good values which contained in the poem or literary work may change the students’ mind, so the students’ character building may be formed well.
The profile of Kolaka education shown that number of Kolaka’s teachers in Province of Southeast Sulawesi were 8117 teachers, both civil servants and non-civil servants teaches. Civil servant teachers (PNS) were 3221 while the non-civil servant as much as 4890. While teachers who have been certified through the year 2011 amount to 1500 people (Tawadi, et al. 2011).

Based on the information above, it can be interpreted that the teachers who are competent to teach there were only about 18.48 % while the teacher is deemed not to have a good level of competence around 82.52 %. From the objective conditions shown that the majority of the teachers do not understand and master the curriculum and the selection of appropriate strategies and methods in the learning process, especially to teachers of Indonesian language and literature.

Literature subject was part of the Indonesian language learning that has has characteristic typical of other subjects. Capabilities are developed comprehension of meaning, the role, the power of interpretation, and express themselves with the language and literature. Therefore, it is mentioned in the Junior High School curriculum, there stated that the purpose of learning Indonesian language and literature generally include (1) students appreciate and be proud of Indonesian as the national language (national) language and country (2) Indonesian students understand in terms of form, meaning, and function, and use it appropriately and creatively for a variety of purposes, purposes and circumstances (3) the student has ability to use Indonesian to improve intellectual ability, emotional maturity and social maturity, (4) students have discipline in thinking and speaking (speaking and writing), (5) the student is able to enjoy and utilize literature to develop a personality, expanding the horizons of life, and increase the knowledge and language skills, and (6) students appreciate and be proud of Indonesian literature as a cultural treasure and Indonesian human intelligentsia. In observing the purpose of Indonesian teaching above can be concluded that the five objectives integrated characters educational, as well as government programs that require integration of character education in all subject areas and all levels of education. This is the motivation that this research was held for innovation gave the models, strategies, and methods for achieving the goals of teachers teaching and learning outcomes as expected, that there is a character education in all fields of study, especially for learning Indonesian language and literature at the Junior High School.

LITERATURE REVIEW

The Essence of Cooperative Learning Based on STAD-Suggestopedia

Cooperative learning is a teaching strategy that is oriented to contextual learning community learning. In a learning community, learning outcomes can be obtained from cooperation with others, learning outcomes obtained from sharing between friends, groups, and students who knows to the students who do not know yet. In a class with a contextual approach, learning activities performed in study groups. Students who are know must teach the poor students. Learn each others, activities could occur if no group was dominant to the other, no group is reluctant to ask, there are no group who think most know, and all group must listen to each other.

Lie (2005) argues that there are five elements of cooperative learning: (1) positive interdependence (2) face-to-face interaction, (3) individual accountability, (4) establishing interpersonal interaction skills, and (5) evaluation of the group process. STAD Method (Student Teams Achievement Divisions) developed by Robert Slavin and his colleagues from Johns Hopkins University in 1985. This method mentioned as the simplest method and directly from the cooperative learning approach. STAD method is used to teach new academic information to
students every week, either through verbal or written presentation. The students in the class were divided into several groups or teams, each group or team consists of four or five members. Each group must be heterogeneous both gender and academic ability. Each member of the team using academic worksheet, and then help each other to master the teaching material through questioning or discussion among group members. Individually or in groups, every one or two weeks, the teacher conducted an evaluation to determine their mastery of the material that has been learned. Each student and each group given a score based on their competence to mastery instructional materials, and to the students whose high achievement or has perfect scores awarded. There was a change for all member if some or all of the groups received an award if they can reach a certain criteria or standards.

Karuru (2005), states that there are six main steps in STAD cooperative learning. The sixth step of STAD cooperative learning is detailed as follows.
1. Delivery the objectives of learning and student motivation.
2. Presenting information.
3. Organize students into learning groups.
4. Assist the work of study group in learning.
5. Test the students' mastery with learning materials.
6. Give awards to students who have good achievement.

Based learning model is a learning model Suggestopedia with musical background which popularly known as 'suggestopedic method' popularized by Lozanov (1978) from Bulgaria who worked as an educator, psychotherapist, and physicists. Suggestopedic method is also known as teaching and learning suggestive-accelerative (suggestive-accelerative learning and teaching ) or Lozanova’s method (Omagio, 1986; Tarigan, 1988). Suggestopedia a specific set of recommendations derived from the study are described by Lozanov sugestologi as a science of the study of the effects irrational system or unconscious are constantly addressed by human (Stevick, 1976).

Lozanov (1978) clearly stated that "There is no one sector of public life was not utilizing sugestologi " sugestologi indeed very useful. Therefore, the purpose of sugestopedic learning being dramatically. But learning can be accelerated 25 times that of learning methods implemented conventionally.

Further Lozanov opinion expressed again by Brown (1987) that learning can be much more if the psychological barriers removed. Therefore, relaxed state of mind required to achieve the maximal memory; music can increase alpha waves in the brain and a decrease in blood pressure and pulse pressure, so that students can absorb a lot more learning.

Lozanov (in Tarin, 1989) suggests that sugestodia Lozanov philosophy consist of assumptions, strategies, tools, and criteria as follows. 1. Three assumptions are: (a) that learning involves the unconscious and conscious functions, (b) that people can learn more quickly than usual, and (c) learners barrier the norm, restrictions, no harmony, and laziness. 2. The three strategies are: (a) eliminate the adverse rigid norms, (b) eliminate the tension that gripped, and (c) the restrictions and obstacles to avoid tension. 3. Three means: (a) means psychological (b) means paedagogis, and (c) a means of artistic. 4. The three criteria are: (a) the joy and ease, (b) the unity of consciousness and unconsciousness; (c) suggestive interaction.

Therefore, based on learning model STAD - Suggestopedia is a cooperative learning that the process to develop learning by musical background. Learning by using musical background aimed at eliminating the psychological burden of students before entering the core of learning. Santidarma (2002) suggested a similar thing that music is not just a means of entertainment, but
also one of the educational tools and therapies. Music can affect emotional maturity and finally can influence behavior human. Music can change human behavior into to be positive directly.

Based on research, it shown that without emotional, the brain activity is less than that required for the taping the learning in memory storage (Goelman, 1995). According to the opinion above so the teacher must be able to raise the motivation and interest of students. The key is that the teacher must build an emotional tangle with creating pleasure in learning. STAD-Suggestopedia strategy will optimize and integrate learning throughout the student's ability and thus characters are implicitly expected to be internalized through appreciation of poetry. Moody (1971), stated that teachers of literature should not be too much poetically to every piece of literature, dictating notes, and figures of poetry, but he should have tried to enable students to get 'what it is', then trying to give advice and so on. Tony (1992), a British psychologist, suggested that to learn something quickly and effectively, one must see, hear, and feel.

Appreciating the poetry requires creativity, high imagination, and emotional sensitivity. Furthermore one can imagine with the help of images, sounds or certain instrumental of music. This is in accordance with the Sultanova’s opinion (1992), he said that by listening to the music, one's emotions will be awakened.

Arouse the conscience of the child means giving the cultivation of values by giving directly to the child's experience so would be a good habitual value and character education as expected by the nation that has been lost its good values.

A. Dimensions of Character Education

It is recognized that the character and morality of human beings are flexible and it can be modified or created. Character and morality of human beings can be good one day, but at other times the reverse becomes evil. These changes depend to how the process of interaction between the potential and the nature of human beings to their environmental conditions, socio-cultural, educational and nature. Ministry of National Education started the school year 2010/2011 has hold education character in 125 educatinal field spread over 16 districts/cities of 16 provinces in Indonesia. Since 2011 all educational units in Indonesia must implement character education. The importance of character education in the generation of this nation is not just a discourse, but implemented significantly in education, so that civilization can be built and maintained. As stated by the President of the Republic of Indonesia, Susilo Bambang Yudono on Education Day 2010 at the State Palace on the theme of "Character Education to Build A Nation Civilization" suggests five critical issues in education, namely (1) the relationship of education to the formation of character (character building), (2) out-put ready to go through life, (3) education and employment, (4) building a knowledge society (knowledge society), and (5) how to build a culture innovation.

Character education is promoted today embrace some of the principles of character development as proposed by Zubaedi (2011:138) that there are four principles in character education: (1) continuing education units from the beginning to the highest even until he falls to the community (2) integrated into in all subjects (3) values are not taught but developed and implemented, and (4) educational process implemented with fun.

Character education developed by the Ministry of Education (2010) that the psychological and socio-cultural formation within the individual character is a function of the entire human potential includes cognitive, affective, conative, and psycmotoric in the context of socio-cultural interaction (family, school, and society).
Configuring the character in the context of the totality of psychological and socio-cultural processes are grouped into: (1) if the heart (spiritual and emotional development) as honest and responsible, (2) if the thought (intellectual development) means intelligent, (3) sports and kinesthetic (physical and kinesthetic development such as clean, healthy and attractive (4) if the feeling and intention (affective and creativity as caring and creative local development (Sudrajat, 2011).

Added by Suparlan (2010) in figuration character education as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Group of character configurasion</th>
<th>Main Character (Core Caracters)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Heart</td>
<td>Religious, honest, responsible, social care, environental care</td>
</tr>
<tr>
<td>2</td>
<td>Cognitive</td>
<td>smart, creative, like reading, feel to know</td>
</tr>
<tr>
<td>3</td>
<td>Sport</td>
<td>Healthy and clean</td>
</tr>
<tr>
<td>4</td>
<td>Feeling and intention</td>
<td>Care and cooperative</td>
</tr>
</tbody>
</table>

**METHODS**

**Type and Research Design**

As noted in the previous chapter that the main goal of this research is to develop and implement a model STAD – Suggestopedia, this research categorized the types of research and development (Reseach and Development). The research design was adapted from design development Plomp (1997) as shown below.

![Figure 4: Plan of Research Model Plomp (1997)](image-url)
Focus Research Description:
1. The learning model is a framework that systematically arranged to implement the learning process which includes model lesson plans, material presenting models, and models of evaluation.
2. The learning model character appreciation of poetry is a process used to develop the model STAD-Suggestopedia for junior high school students in the First Class of Kolaka.
3. STAD-based learning model that emphasizes learning Suggestopedia is the cooperation of students, combined dan learning musical background.
4. Planning model is a model lesson plan prepared by the prior teachers to learning.
5. The model material is poetry, in the process of learning that the classroom is used as a reference in listening, reading, and writing poetry.
6. Model assessment or evaluation is a tool used to transform and determine learning outcomes in appreciation the character of poetry.
7. Limited trial is testing the product on a small group consisting of 3 experts/validator and 30 students of SMP Negeri 2 Kolaka.
8. Field trials/testing is not limited to the larger group consisting of 3 experts/validator, 90 students and 6 teachers (Indonesian language and literature teachers) as collaborators.
9. The results of student learning is the acquisition of the student's final score of the written and performance tests both on limited testing and field trials.
10. Validity of the model if the validator and practitioners conclude that the model has been supported by strong theory, and internal consistency/interrelationship linkages are in good or excellent category.

Model of Development
The frame of research adapting from Plomp’s model (1997), which consists of the initial assessment, planning, realization of constructs, revision, and implementation. The design can be seen in the following chart.
Development procedure is as follows.
1. Planning and preparation of assessment, (1) review learning models with relevant theory, supporting components model, curriculum analysis, field observation (situations, obstacles, and appreciation of poetry learning model used by teachers ongoing, (2) design models include: syllabus model or Lesson Plan (RPP), material models, models of evaluation include: guidelines of poetry readings assessment, guidelines of poetry writing assessment, the attitude scale to assess student attitudes and behavior, observation guidelines for the student in the learning process, interview guidelines for partnership teachers and students’ work-sheet (LKS). 2. Implementing and tryout, models that have been developed subsequently validated by a team of experts that had revised, so ready to be tested on a limited basis subject of research 3. Phase analysis and reflection, limited test results were analyzed and reflected in accordance with the results obtained both qualitative and quantitative data. 4. Evaluation phase, the results of tryout that have analyzed back to the team consulted experts to obtain feedback, suggestions and critic. 5. Drafting in phase I, this phase is aimed at revising the model in the form of sheets of observation, learning tools, assessment rubrics, implementation guidance, which has been tested in accordance with input, suggestions and critic for aim to produce an effective and efficient model that will be tested in field phase II.

Research Sites
This research was conducted for four Junior High Schools located in the City of Kolaka, Province of Southeast Sulawesi.

Data Collection Techniques
Technique of collecting data involves is a test, questionnaire, interview, observation, documentation, and field notes. 1. Test The test is used to capture the students' skills in both poetry capability and ability after using the model. 2. Questionnaire used in the form of an attitude scale for both students and the teacher practitioners. 3. Interview were conducted in-
depth interviews both to the students and the teacher partnership aimed to determine the attitudes and interests of students towards learning materials. Documentation, it is a product which involve collection of poems and videos of implementation of the learning process.

**Instrument of the Research**

The instrument used in this study are as follows. 1. Test/evaluation sheet. Sheet test in this case is the assessment sheet on writing poetry, reading poetry. 2 Questionnaire, questionnaire to the teacher shows the model's response to the partner teacher, devices, and learning implementation, whereas a questionnaire to students in the form of student responses to the worksheets, poetry readings, and a learning process for applying the model. 3. Observation sheet, observation sheet involves: (a). Observation sheets for the teacher, its aim to know the partnership teacher's ability to manage learning in the classroom which conducted by observer. (b). The feasibility study observation sheet. This observation sheet used to observe feasibility study in accordance with procedures developed model. This data was obtained by two observers who observe the teaching-learning process in the class. (c). Observation sheets for students learning activities. This observation sheet used to observe students activity from the beginning of the class until the end of class. Observation implement individually, corporately and classical. And the data obtained from two observers who observe the implementation of the learning process. (d). Interview guide, the guidelines contain a list of interview questions or principal who will know about the attitudes and perceptions of students and teachers on the implementation of the learning partners according to the model developed.

**Technique of Data Anlysis**

Its refers to the model developed by Miles and Huberman (1992), that there are three stages of data analysis are: (1) data reduction, (2) the presentation of the data, and (3) withdrawal of conclusions and verification. Phase reduction is done after the data was collected through observation, tests, assignments, and interviews at the end of the lesson. The data collected must be selected, coding, and classification of data. Data reduction must refer to the existing problems in the research and all the data needed to describe the problem.

Presentation of data is done after reduced. The selected data presented in the form of units of information that has been organized according to the research problem. Presentation of data is done with careful planning and taking action so that the next cycle can be implemented appropriately.

Withdrawal conclusions based on the data presented by way of interpreting the meaning of the data. Before get the final conclusion, firstly needed tentative conclusions. The interpretation of the meaning of the data is verified by testing the validity of the data that has been determined, so that the final conclusions are valid and reliable can be obtained.

To analyze qualitative descriptive data is to calculate the percentage by using the formula below:

\[
P = \frac{R}{N} \times 100 \text{ percent}
\]
Description:

\[ P = \text{the percentage} \]
\[ R = \text{score gains} \]
\[ N = \text{maximum score} \]

Determine the learning rate of appreciation of poetry and its contribution to the planting of human values by following the determination by calculating the percentage of the benchmark for the calculation of the five-point scale adapted Nurgiantoro (2001) as shown in Table 1.

<table>
<thead>
<tr>
<th>Interval Percentage of Ability Scale</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 % - 100 %</td>
<td>Very Good</td>
</tr>
<tr>
<td>75 % - 84 %</td>
<td>Good</td>
</tr>
<tr>
<td>60 % - 74 %</td>
<td>Enough</td>
</tr>
<tr>
<td>40 % - 59 %</td>
<td>Fair</td>
</tr>
<tr>
<td>0 % - 39 %</td>
<td>Bad</td>
</tr>
</tbody>
</table>

Source: Adapted from Nurgiyantoro (2001:399)

1. The data obtained for the practicality and effectiveness of the model obtained through expert testing (content experts) poetry appreciation learning, test design experts and instructional media, test practitioners (teachers partner) and the students analyzed qualitatively. In addition, the data obtained in the form of quantitative data as well as both of the Attitude Scale of assessment sheets reading poetry and writing poetry, the data were analyzed based on the maximum score or a score parameter (interval scale) obtained from test practitioners and limited testing converted to scale assessment to determine the category of each element of assessment. Categorize the level of effectiveness criteria as follows. The formula: \( F = \frac{f}{n} \times 100\% \) where \( F \) = frequency of alternative answers \( n \) = number of test subjects

<table>
<thead>
<tr>
<th>No</th>
<th>Rentang Skor</th>
<th>Kategori</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4.81-100%</td>
<td>Very good, very attractive, very suitable, very clear, very exact.</td>
</tr>
<tr>
<td>2</td>
<td>3.66-80%</td>
<td>Good, attractive, suitable, clear, exact (do not revision).</td>
</tr>
<tr>
<td>3</td>
<td>2.55-65%</td>
<td>Fair, attractive less, kurang sesuai, kurang jelas, kurang tepat (perlu direvisi).</td>
</tr>
<tr>
<td>4</td>
<td>1.0-55%</td>
<td>Bad, unattractive, unsuitable Not clear, Very not Cleart (had to revised).</td>
</tr>
</tbody>
</table>
RESULTS AND DISCUSSION

In this section illustrated description of the results of the development of learning models based character appreciation STAD - Suggestopedia consist of several products, namely: (1) Model of Syllabus Learning Poetry characters Appreciation based on STAD –Suggestopedia (2) Model of Learning Materials Characters Appreciation based on STAD – Suggestopedia (3) Models of Learning Lesson Plan Poetry Characters Appreciation based on STAD - Suggestopedia, and (4) Models of Learning Assessment Guidance Poetry Characters based on STAD-Suggestopedia. The product is described as follows:

1. Syllabus of Character Poetry Appreciation Learning Models based on STAD–Suggestopedia

   Expert practitioners provide a description of the planning assessment of competence in terms of component subjects do not need to be revised because the syllabus is made in accordance with the applicable curriculum. Descriptions of the learning goal are not revised because the truth of the description in terms of the theory of planning compliant according to poetry appreciation. If the terms of instructional design, component descriptions planning on learning goals are not revised for clarity of description of the scope of planning with poetry appreciation and the truth of systematic instructional plan description of poetry appreciation was clear. Expert practitioners considered that the planning model components are not revised because learning objectives for the description of planning in preparation for the learning component of the learning objectives run effectively and efficiently.

   The experts recommended that the description of the components of the learning objectives of planning needs to assess: (1) learning objectives should include cognitive, affective, and psychomotor, (2) learning objectives appreciation of poetry is a translation of the indicators and the indicators are in accordance with a predetermined, then the learning objectives more focused on aspects of the terms of appreciating poetry fond, enjoy, understand, and produce.

2. Model Learning Materials Appreciation based on STAD - Suggestopedia

   Model of learning material in appreciation of this poem consists of material in the form of materials for students and the material form of the process model descriptions for teachers. Both result in the development of so-called product model material. Experts and practitioners assess component that models plan on teaching materials are not revised because the description of planning in preparation for the learning component of the teaching materials is quite effective and efficient. Types of materials as teaching materials in the development of learning model is poems from various media sources and media both audio-visual and other print media.

3. Model Lesson Plan (RPP) Poetry Appreciation based on STAD- Suggestopedia

   Lesson plan in terms of the theory of poetry appreciation is obvious. If the terms of instructional design and description of learning plan components resource is not revised, so description of the scope and planning of the truth of the description of the systematic instructional planning of poetry appreciation was clear. Expert practitioners assess component models in the learning resource planning does not need to be revised because of the description already planning to prepare an effective and efficient learning.

   Hope by some views to the material description as planning in terms of conformity with other components to form the basis of teaching poetry’s character appreciation based on STAD – Suggestopedia.
Lesson plan be harmonized with teaching materials, assessment and designed developed by researchers. Means that the researchers make and prepare some learning sources, they are may be from print media, electronic media, objects or happen, cases, environmental, and personal experiences of students.

4. Model of Learning Assessment Guide of Poem Appreciation based on STAD- Suggestopedia

Evaluation model used in the study poetry appreciation, it consist of evaluation the process and results. Evaluation the process carried out when the learning takes place. Evaluation results conducted after the study was ended. Learning evaluation model is used to collect and analyze the data for aim to obtain information about the process and learning outcomes.

Learning evaluation model is equipped with a manual observation, portfolio assessment guidelines, guideline for final assessment essay. Observation guidance consists of two types, first used when the teacher conduct teaching activities and the second one used to guide students in learning activity. Guideline for portfolio assessment is the size of the entire sheet portfolio used in the study. Guideline for the final essay used to assess students’ work; it is a collection of student essays. The implications of the evaluation model can encourage students' motivation and can improve the performance of teachers because they know the strengths and weaknesses of the learning process that they do. The purposing is that students’ respons in the learning process needs to be strengthened, for example by giving awards/prizes, or sending their work to a publisher for printing.

The practitioners assess the component evaluation to the component of guideline observations on aspects of the student guide is not revised. It is done as a final assessment of learning descriptions for aspect of students, then describe it perfectly for aim to reach the goal, quite effective and efficient. The description of evaluation on translation component evaluation (observation guide) from the aspect of teachers to achieve the learning goals are not revised because the truth of evaluation description in terms of poetry appreciation theory and description of appreciation evaluation in terms of learning poetry appreciation theory was clear.

If the terms of instructional design, a description of an evaluation of the evaluation model on learning assessment component was not revised. This is done because the description of the evaluation of the suitability and appropriateness of the description of the scope of the systematic evaluation of learning is appropriate with poetry. The practitioners assess component evaluation model on observations on aspects of teacher guides are not revised. This is done because the description as a final assessment of aspects of teacher learning is described in full in order to achieve the goal of learning or already quite effective and efficient. Hope that the some of the responses to the evaluation description in terms of compliance with the translation component evaluation (observation guide) of aspects of the student and the teacher used as a basis to evaluate the product meaning. Furthermore, the model evaluation component observation guide on creative learning poetry appreciation sinektik model can be seen as follows.

If the terms of instructional design and a description of an evaluation of the evaluation model on learning assessment component was not revised. This is done because the conformity assessment description of the scope of learning and assessment of learning a systematic description of the suitability of learning poetry appreciation is appropriate. The evaluation model to assess practitioners RPP component only needs to be written in full making it easier for teachers to conduct assessment. But guidelines are not revised valuation assessment. This is
done because the description of the final assessment of learning as learning is described in full in order to achieve the purpose of learning or already quite effective and efficient.

The all of planning models, materials, and evaluation in learning poetry appreciation character based on STAD - Suggestopedia has been validated through a limited trial. Experimental results show that the learning model is feasible poetry appreciation. Thus, the model development can undergo an implied poetry appreciation to improve learning skills and appreciation of poetry character can be disseminated to conduct field trials or large group trials in year -2.

**Dissemination of Development Results**

Product of the development model of Appreciation Poem Character based on Learning STAD-Suggestopedia be disseminated through scientific seminars attended by *validator* experts, practitioners, teachers, partners, policy makers, Indonesian language teachers of Kolaka, and the students of Indonesian language programs.

**CONCLUSION**

The study has found poem’s character appreciation learning model poems character based on STAD-Suggestopedia which consist of a model syllabus development, material development model, lesson plan development and evaluation models, so it can be concluded that:

1. The learning model is easy for teachers to teaching poetry appreciation and in improving its performance in planning, implementing, and evaluating learning.
2. The learning model creates acceleration of learning, especially in poetry appreciation.
3. The model helps the students to appreciate poetry and internalize the sublime values in the formation of a positive character in everyday life.
4. The model can be tryout in field or large group so to be useful as an input to the determination in setting learning model appreciation of poetry at all levels of education.

**ACKNOWLEDGEMENTS**

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**LITERATURE REVIEW**


