



THE JOLI-JOLI'S GAME IN THE LEARNING WRITING POETRY: A CULTURALLY RESPONSIVE MEANINGFUL LEARNING MODEL

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ABSTRACT

Meaningful learning is assumed as one of the solutions to overcome various problems in literacy teaching. Meaningful learning is the learning arranged in accordance with the cognitive structure of the students so as to facilitate students to understand new information with the cognitive structure they have. One is the culture and environment of everyday students that are integrated into the learning process. With teachers integrating culture into the learning process means teachers have carried out culturally responsive teaching. Culturally responsive teaching is learning that uses diverse cultural characteristics, experiences, and ethnic perspectives of students as a channel for more effective teaching. One culture that can be integrated into the learning process, especially writing poetry is a game of Joli-Joli which is a game of children in the Minangkabau area. Joli-Joli games are integrated into meaningful learning steps to become meaningful models of culturally responsive teaching. In addition to enriching the vocabulary needed in writing poetry, joli-joli game also contains Minangkabau cultural values that are instrumental in the formation of student attitudes and characters.

INTRODUCTION

Literary learning is a learning that is less attractive to students because they do not feel the benefits that they should get in the learning process (Lefaan, 2018). Literary learning will feel the benefits because it is influenced by a number of factors, such as teachers, students, curriculum, methods, facilities and infrastructure, and meaningful subject matter. If just one factor does not go well, it will affect other factors. The problem of literary learning, namely the limited allocation of time for literacy learning, the limited teaching skills for literary subjects, the background of teachers who teach often are not appropriate, the limited breakthroughs of learning media and learning resources, such as literary books, literature, literary videos, and the low atmosphere of learning literature, such as the evaluation given does not measure the ability of students to the stage of appreciation (Tyasititi, Wardani, & Anindyarini, 2014); (Liliani, 2012); and (Harras, 1999).

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These problems according to Liliani (2012) were overcome by the synergy between literary academics, schools, education offices, teachers, and artists. The synergy is manifested in the form of literary academics holding community service activities to share knowledge about literary learning, promoting the Indonesia Teaching Movement, promoting literary programs students ask, and bringing writers closer and closer to their students so that students love literature. Furthermore, according to Tyasititi, Wardani, & Anindyarini (2014), the effort that can be done by the teacher is by giving motivation, approaching the teacher with students, teachers and students looking for other learning resources, for example learning resources from the internet that discuss literary appreciation learning.

In addition to varied learning resources, teachers as executors of learning must also have several competencies to achieve literary learning that is fun for students. The competencies in question are our understanding of literary theory, understanding various methods of learning literature and mastering various techniques for evaluating literary learning. By mastering these three competencies, the teacher will be able to carry out learning and obtain information about student achievement (Sukma & Sihes, 2016).

Literary learning needs to be a concern for education providers in schools. Literary learning aims for students to be able to understand, enjoy, and use literature to develop personalities, broaden their horizons, improve their knowledge and language skills. In an effort to achieve these objectives literary learning must be meaningful learning for students. Learning is said to be meaningful if the information learned by students is arranged according to the cognitive structure of students so that he can associate new information with the cognitive structure he has (Dahar, 1988: 137). To create meaningful learning, preparation is needed, starting from teacher readiness, learning media, teaching materials, and evaluations are given. The teacher must really understand the needs of students, so students feel the impact of the learning done. Meaningful learning occurs when students are actively involved in the process of creating and building meaning (Kean & Kwe, 2014). In addition, several requirements for learning are meaningful, namely: the material to be studied must be meaningful potentially, children who will learn must aim at implementing meaningful learning so that they have readiness and intention to learn meaningfully. Meaningful learning can be applied in the learning process of literature by integrating with the students' cultural environment (Dahar, 1988).

Literary learning carried out by integrating the cultural environment of students in the learning process will contain benefits for students. These benefits are motivating, giving access to cultural backgrounds, giving access to language acquisition, expanding students' attention to language, developing students' interpretive abilities, and educating students thoroughly. In order for this benefit to be felt by students, meaningful learning needs to be implemented in the learning process because meaningful learning has advantages in terms of information provided, namely: longer can be remembered by students; facilitate the next learning process, especially subject matter that is almost the same; and make it easier to learn similar things (Dahar, 1988). Meaningful learning has collaborated with the cultural environment of students so that students' understanding of learning becomes better. Cultural responsive meaningful learning can help students in the learning process because students are faced with their daily social environment. The student's cultural environment becomes an integral part of the learning process. Therefore, it is necessary to develop a culture-responsive learning model to create meaningful learning for students.

Learning that is responsive to culture is one way that can be done to overcome various problems in literary learning, especially in learning to write poetry. Various forms of previous research conducted to overcome problems in learning to write poetry are as follows. (1) Develop learning media in the form of imagination games equipped with guidebooks and Imaginary Workers' Worksheets. By using this media, students are easier to process ideas and create appropriate diction choices in writing poetry (Wicaksono, Roekhan, & Hasanah, 2018). (2) Developing a multicultural contextual synectic model in writing poetry in an effort to shape

student character. Learning is done by describing the current situation, direct analogies, personal analogies, conflict compaction, writing poems that are multicultural in context, and publishing written poems (Sutikno, 2016). (3) Applying the literary workshop model in writing poetry assuming that through practice, students' creativity will develop and can be utilized in real life. This model is carried out with six phases, namely: asking questions or problems, responding to work, sharing or sharing opinions, contact arguments, expressing works, and writing works in the form of poetry (Kurniawati, Syam, & Martono, 2014). (4) Combining PAIKEM models and creative-productive models in writing poetry with four procedures, namely: orientation, exploration, interpretation, and recreation. Beginning with an orientation to communicate and agree on assignments, then explore problems/concepts that will be studied by reading and enjoying poetry directly, making observations, taking notes, conducting interviews, watching shows, conducting experiments, and browsing the internet. Furthermore, the interpretation is done through face-to-face activities, discussions, and question and answer. After that, recreation is carried out with students producing works in the form of poetry as a result of understanding concepts (Sudaryono, 2012).

Based on these perspectives, this article was written to describe the steps for implementing cultural responsive meaningful learning through traditional games. This learning model is directed toward elementary school students. The intended game is to enrich the vocabulary of students, especially in writing poetry. The game contains cultural values that can be applied by students in everyday life. Thus, it is assumed that students not only know the subject matter but can apply it directly in daily life.

METHOD

The method used through documentation study. Observations and interviews were conducted to obtain information about traditional Minangkabau games that can be played by children at the elementary school level. The type of games chosen is those that contain the values of teaching philosophy living in them, such as the game of Joli-Joli which contains the meaning and moral teachings for the next generation. Literature studies are conducted to design learning models that are responsive to culture using traditional games in the learning process of writing poetry. The results are in the form of syntax or steps of a culturally responsive learning model through Joli-Joli for learning to write poetry.

FINDINGS AND DISCUSSIONS

In this section, we will explain meaningful learning, culturally responsive learning, Minangkabau traditional games, Joli-Joli game as culturally responsive learning models, and the application of Joli-Joli game models in the learning to write poetry.

Meaningful Learning

Meaningful learning is a learning activity that requires students to be active in the learning process, students are required to activate their cognitive so that they are not too dependent on the teacher during the learning process. Cognitive presence in the learning environment refers to the extent to which students are able to shape their understanding and knowledge through active interaction and communication in the learning process. Cognitive presence in meaningful learning also helps in creating a learning environment that challenges and forces students to optimize their cognitive potential in handling learning tasks and solving learning problems.

Meaningful learning contains four attributes, namely: intentional learning, constructive learning, active learning, and authentic learning. Intentional learning goals are determined by students and use graphics, mind maps, and concept maps in building knowledge. In the constructive learning process, students constantly reflect on the learning process, students assess; evaluate; and criticize his friend's ideas critically and constructively, and students can respond to the teacher's questions. In active learning, students can start with discussions, constantly collaborate and discuss learning assignments and ways of completing assignments, and students

are the main disseminators of information and knowledge. Authentic learning is done with students connecting the learning process with their experiences and environment, students building new ideas through the learning process, and applying their knowledge to real life situations (Jonassen & Strobel, 2006).

With these three components (personal, behavioral, and environmental), students actively construct or construct meaning about their world. Students learn in the presence of specific intentions or goals, namely cognitive goals. When evaluating, students become understanding and understand how to use the knowledge that has been built in new situations. Therefore, the tasks carried out by students should be authentic, in accordance with real situations and user contexts. Students are trained to solve problems, given new problems in different contexts. Finally, students collaboratively build knowledge, exploit, and adapt the knowledge to one another.

If aspects of learning are meaningful, such as: active, intentional, constructive, authentic, and collaborative have been carried out, indirectly the teacher has fulfilled the principles of meaningful learning, namely: openwork allows all students to learn, motivate help to improve the classroom environment and make students interested in their assignments, the facilities used are related to their environment, creativity strengthens imagination and intelligence, mind mapping who helps students to make inter-conceptual relationships, and adjust curriculum to students and according to their needs (Vallori, 2014).

By implementing meaningful learning will have a positive impact on students and provide benefits for education providers, especially teachers. These advantages, namely: strengthening the self-esteem of the teacher, the teacher is not burdened with work, the teacher's anxiety about the crisis of the education system is reduced, the difficulties associated with diversity can be overcome due to class heterogeneity, the school is viewed positively, teaching becomes a fun activity, there is satisfaction for the teacher and students, the learning environment becomes very good, student behavior becomes better, daily tasks are clear, and interactions between teachers and students are much better and their communication becomes more optimal (Vallori, 2014).

Meaningful learning is carried out in three general stages, namely: advance organizer, presentation of learning assignments, and strengthening cognitive organizations. At the advanced organizer stage, there are three steps, namely clarifying learning objectives, presenting lessons, and connecting organizers with students' initial knowledge. At the stage of presenting learning assignments or material, there are three steps, namely making the new material organization explicit, making logical sequences of explicit subject matter, and presenting the material on the basis of similarities and differences using examples and involving students in meaningful learning activities. At the stage of strengthening cognitive organizations carried out with two steps, namely connecting new information to advance learning and promote acceptance of active learning (Ausubel, 1960).

The meaningful learning steps are applied in the learning process of writing poetry by integrating with traditional Minangkabau games. Traditional games are part of these meaningful learning steps. Students will get learning experiences that have nuances of learning while playing.

Culturally Responsive Learning

Learning that is meaningful with the principles of active, intentional, authentic, constructive, and collaborative will be created with the teacher using the student's cultural environment as a source of learning. Meaning in the learning will arise because students try to interact with the real environment and try to interpret phenomena encountered to build knowledge. The mental processes and social processes of students are better because students are faced with collaborative collaboration. In the language learning process, in particular, students are faced with real situations in order to build knowledge and skills to be applied in real life. In this case, cultural teaching is implemented in a meaningful cultural environment where students explore and seek knowledge according to their needs and interests without having to depend on the teacher to give them that knowledge (Kean & Kwe, 2014).

At present, cultural learning in language classes has reached the acquisition of cultural knowledge and the development of cultural awareness. Knowledge and cultural development are important aspects of cultural competence. The nature of cultural awareness as a perception of the culture of someone and other people develops in the mind, is dynamically modified from experience, multidimensional, and interactive. He also stated that cultural knowledge was obtained through other people, while cultural awareness emerged from personal experience. Intercultural competencies involve five elements, namely: attitudes, knowledge, skills in interpreting and connecting, finding and interaction skills, and critical cultural awareness / political education (Tomlinson & Masuhara, 2014).

Cultural knowledge, cultural awareness, and cultural competence are important keys to culturally responsive learning. These three things become a framework that is integrated into the learning process will have a positive impact on students. Cultural knowledge is the basis of cultural awareness and cultural competence. Cultural awareness will arise if you have cultural knowledge, while a person's cultural competency will appear because he has cultural knowledge and competence.

Cultural responsive learning concentrates on the introduction, knowledge, skills, and rich cultural experience that is followed by a variety of students from various backgrounds. Cultural responsive learning is contextual and situational, learning becomes effective because the experiences of students, teachers, and ethnic identity are considered in the learning process and culture is integrated into the curriculum and teaching (Geneva Gay, 2010). Therefore, culturally responsive learning is learning that uses diverse cultural characteristics, experiences and ethnic perspectives of students as channels for more effective teaching (Geneva Gay, 2002). This is in accordance with the principles of active, intentional, constructive, authentic, and collaborative in meaningful learning. Students will be able to build or construct knowledge and collaborate in the learning process if things are learned close to students' real-life situations.

Cultural responsive learning also aims to make students have cultural knowledge, have cultural awareness, and have cultural competence. Tomalin & Stempleski (1993) states that the goal of cultural teaching covers the following aspects. (a) Helping students to develop an understanding of the fact that all people exhibit conditioned cultural behavior. (b) Helping students develop an understanding of the understanding that social variables, such as age, gender, social class, and place of residence influence the way people speak and behave. (c) Helping students become more aware of conventional behavior in general situations in the target culture. (d) Helping students to increase their awareness of the cultural connotations of words and phrases in the target language. (e) Helping students to develop the ability to evaluate and correct generalizations about the target culture, in terms of supporting evidence. (f) Helping students to develop the skills needed to find and organize information about the target culture. (g) Helping students to stimulate their intellectual curiosity about the target culture, and encourage empathy for their people.

All of these aspects will be achieved if the teacher consistently implements meaningful learning in the classroom by integrating the students' cultural environment into the learning process. The student's cultural environment is a factor that cannot be separated in the learning process. By exposing students to the real situation of social and cultural life, students will more easily construct their knowledge through observation and interpretation of all phenomena encountered in real life. Next students develop in the learning process.

Minangkabau Traditional Games

The Minangkabau culture emerged as a form of public wisdom because of adhering to Alam Takambang Jadi Guru philosophy. Nature is not only used as a place to live, but also a place to study. Everything that is done by animals, plants, natural movements, is used as a learning resource contained in the mamangan adat Minangkabau. The wisdom of the mind of the Minangkabau community is seen by the existence of a system of knowledge inheritance, a system of inheritance in social organizations, systems of living and technology, livelihood systems,

religious systems, traditional art activities, concepts of time, space concepts, traditional expressions, traditional food, and community life cycles (Ermanto, 2015).

One form of the wisdom of thought Minangkabau people with the existence of traditional games. The game of the Minangkabau people as traditional art is open and belongs to the people. Traditional games in Minangkabau are diverse and developed in each region in Minangkabau. These changes and developments emerge as a result of their contact with outside culture. Minangkabau people are so open to outsiders because of their habit of living abroad. No wonder the game of the Minangkabau people began to mix with outside culture. In addition to outside influences, the geographical and coastal geographic influences also cause differences in style and style of play. External influences are evident in coastal areas (Navis, 1986).

Traditional games that have not received outside influence, for example, *pencak silat*, *randai*, and football. (1) Pencak is a game performed by two people by performing mock fights. His style is like style and martial arts movements but does not mean to hurt the opponent. Blows, kicks, attacks, and punches are limited and harmless. The aim is only for entertainment only and to demonstrate the martial arts movement. (2) Randai is played by many people by forming a circle. They sing alternately while walking in dance style. Before singing is played, they make a move by going forward, backward, and inward to reduce the circle and exit again. Sometimes they kick, hit, hit, and punch. After that, they walked while singing. Initially, someone heard singing a song or a story. In the last sentence, they sang together. After that, they returned to the *pencak* movement. Then they sit in a circle and take a break while playing a dialogue between characters, sticking out or doing art activities such as *saluang* and *rabab*. Randai is a combination of performances of *pencak*, *dendang*, *saluang*, *rebab*, *kaba*, and theater. This combination of performances makes *randai* contain many functions, namely: entertainment, message delivery media, advice, and education. (3) Soccer is played by several people. The ball is made of rattan. The ball is kicked and moves from one foot to the other. Players must move quickly and be alert to the ball does not touch the ground. The function of this game is for body movements and sports.

Pencak silat and *randai* still survive today with the existence of Minang art associations or studios that foster and develop traditional Minangkabau art. Their performances are not only domestically and even shown abroad. However, football is a game that no longer survives because it is no longer played by children. The game of football is a game that has been replaced by a role in badminton and soccer that has developed at this time. From various regions in Minangkabau, besides the game of *pencak silat*, *randai*, football, there are still a lot of developing Nagari games, both truly traditional and those that have gained outside influence. External influences make traditional games more varied.

One of the other children's games that only lasted until the 1900s generation was the game of Joli-Joli which developed in the Kanagarian Salimpat community, Lembah Gumanti District, Solok Regency. Joli-Joli is a traditional form of a game to test dexterity or memory. Joli comes from the word '*sejoli*' which means a pair. Many versions of the story are called Joli-Joli. In the past, it was known that there was a young couple who had relations that were prohibited in Minangkabau culture. In Minangkabau culture, the relationship between men and women who are still unmarried is highly regulated as Islamic teachings. These young people violated the rules so that they became the people's months and had to hold hands while shouting swears words to make them deterred. This game contains lessons to be careful and alive and follow the rules that apply. This story was adapted into a vocabulary game. With two people/lovebirds become guards by connecting both hands to form a straight line. Others become players and will shout Joli-Joli as a break in the game and as a sign towards the next stage. For the next game is integrated into the learning process to enrich students' vocabulary.

Joli-Joli Game as Culturally Responsive Learning Models

Joli-Joli is a game performed to test dexterity and memory. This game is done by at least five people. The two people who lose will become '*sejoli*' to reach out to each other while shaking

hands until a helping hand forms a bridge for the players to jump over. The first jumper says the keyword, for example: call the name of the mountain! Then the other jumper will mention the names of the mountains. If it is wrong, he changes position with one of the lovebirds. If all the players have mentioned the word according to the keyword, then they will walk past the hero, saying Joli-Joli. This applies to two to three keywords successfully stated. To replace the position of 'lovebirds', the player must pass 'lovebirds' quietly, carefully, without making a sound. When players pass 'lovebirds', '*sejoli*' must catch them with their eyes closed. Players who are touched by '*sejoli*' when passing it are declared defeated and must replace the position of '*sejoli*'.

The real purpose of this game is to enrich vocabulary. This method of 'Joli-Joli' is very appropriate to be implemented in elementary school classes because students can enrich their vocabulary. In addition to enriching vocabulary, this game can shape the child's personality to be careful in life, full of caution, and full of precision. This game can be presented again in the language learning process by developing syntax or learning steps by following the rules of the game in the game of Joli-Joli.

Meaningful learning steps are: (a) Determining learning objectives. (b) Identifying student characteristics by testing students' initial abilities, motivation, learning styles, and so on. (c) Select subject matter according to student characteristics and arrange it in the form of core concepts. (d) Identify the principles students must master from the material. (e) Presenting a comprehensive view of what students are mastering. (f) Determine topics and display them in the form of an advance organizer that students will learn. (g) Study these core concepts and apply them in concrete form. (h) Assessing student learning processes and results. Joli-Joli games are integrated into meaningful learning steps so that a Joli-Joli game model is produced as a meaningful learning model that is responsive to Minangkabau local culture.

The syntax of the Joli-Joli game model in the process of culturally responsive learning is the following. (a) The teacher explains basic competencies and learning objectives. (b) The teacher identifies the characteristics of students as a basis for dividing student learning groups and selecting material that students need to master. Each group consists of groups of players and note takers. The group of players is involved in in Joli-Joli games and note groups that record vocabulary or words mentioned in the game according to the keywords given by the first jumper. The recording group must be careful in determining the exact vocabulary or words according to the keywords given. Each group has one person who serves as a note taker. (c) When the game is over, each group identifies and collects vocabulary, learns the subject matter, and develops the vocabulary according to the learning objectives. (d) Each group presents the work results of the group and other groups provide responses. Each student also learns the concept of subject matter and applies it in concrete form. (e) Reflection.

The learning process by implementing the Joli-Joli game model is assumed to be meaningful learning for students because in it there are five important things in meaningful learning, namely: active, intentional/purposeful, constructive, collaborative, and authentic. It is said to be active because during the game students actively remember the words encountered in everyday life that have to do with the keywords mentioned. Learning is done with the aim that students have a wealth of vocabulary and can develop the vocabulary in the learning process. Students try to construct their knowledge by developing vocabulary according to the learning objectives. Students work together and collaborate in completing learning tasks, exploiting each other's abilities in developing vocabulary obtained in accordance with learning objectives. Students work on authentic tasks. Students are required to do learning tasks that they often encounter in their daily lives so that they can easily develop their potential.

The Application of Joli-Joli Game Models In the Learning to Write Poetry

Joli-Joli game can be implemented in the learning process of writing skills, both literary and non-literary texts. In this section, we will explain the application of the Joli-Joli method in learning to write poetry. In the learning to write poetry, the method of playing JoliJoli is carried out with the following steps.

1. The teacher explains basic competencies and learning objectives
The purpose of learning to write poetry makes students skilled in writing poetry. To be able to write poetry students need to be rich in vocabulary and understand the concept of poetry. Poetry is a form of literary work that is expressed using solid language and meaningful language. Poetry is the result of the expression of the poet's feelings poured through words/languages that the poet deliberately chooses. Poetry contains at least three of the following characteristics. (1) Poetry has dense language, connotative meaning, suggestive, expressive, associative, and magical. (2) In terms of form, poetry is often composed of lines and verses. (3) Poetry often emphasizes rhyme/sound. Poetry consists of two structures, namely physical structure, and inner structure. The physical structure consists of diction, imagery, figurative language, and typography. The inner structure consists of themes, mandates, tones, and feelings. Both of these structures become important parts that must be considered in writing a poem. To be able to produce a poem, there are four things that must be done, namely determining the theme, settling ideas, realizing ideas into poetry, and evaluating the results of writing. The teacher explains the rules of the game performed. Before starting the game, the teacher plays a poetry reading video and a poet who conveys his creative process in writing poetry.
2. The teacher divides students into study groups and provides learning materials needed by students according to the purpose of learning
The teacher learns the characteristics of students as the basis for the distribution of study groups. Each group consists of groups of players and note takers. The group of players is involved in Joli-Joli games and note groups that record vocabulary or words mentioned in the game according to the keywords given by the first jumper. The recording group must be careful in determining the exact vocabulary or words according to the keywords given. Each group has one person who serves as a note taker. Joli-Joli games are carried out as described previously. The theme of the game is determined by the teacher. Students are actively involved in the game and mention words according to keywords as they are found in everyday life.
3. Students develop vocabulary according to the learning objectives
When the game is over, each group identifies and collects vocabulary, learns the subject matter, and develops the vocabulary according to the learning objectives of writing poetry. Students work together and collaborate thinking about ideas written according to the vocabulary they have obtained. Studying poetry writing material together, such as poetry forming elements and things that must be considered in writing poetry. Students apply the steps to write poetry in a study group. Students read to each other and correct poems that have been written.
4. Presentation and class discussion
Poems written by students in study groups are presented to the front of the class. Other groups pay attention to poetry written by students and provide corrections and responses if there are errors in the poems written. Other groups provide assessments according to the assessment format provided by the teacher. The best group is given an award by the teacher to be more enthusiastic in the learning process. During class discussions, each of them understands the concept of learning which will later be applied in real form.
5. Reflection
The teacher plays a role in providing reinforcement in the learning process. The teacher takes one of the poems written in the group and then discusses it in class. The poem was assessed according to the assessment rubric provided by the teacher. Through this discussion, students can understand how to assess poetry written in accordance with the subject matter. Besides being able to make students understand the material of writing poetry, students can also correct their own writing according to the assessment rubric provided. To test each student's understanding of writing poetry, the teacher can assign students to write poems according to

the phenomena they encounter in daily life. Students can write collaboratively to get a better understanding of writing poetry.

The learning model by applying the Joli-Joli game has a weakness in terms of time. The teacher must be able to adjust the allocation of time so that students do not spend too much time playing Joli-Joli. The teacher must be creative in managing the time allocation for each learning step. The teacher must be able to direct students to get meaningful learning by applying the Joli-Joli game. Students must get a cultural understanding by doing the game, not just playing to find the vocabulary according to the keywords given. Students must understand the values contained in the game in order to become a cultural understanding for students. Students can learn from the games that are done and become learning for students. In the end, students are expected to appear to be intelligent individuals who appreciate and apply their own cultural values.

CONCLUSIONS

Meaningful learning includes five aspects, namely: active, intentional/purposeful, constructive, collaborative, and authentic. These five aspects have a positive impact on students if implemented in a learning process. Meaningful learning will be more meaningful for students because teachers try to bring the students' cultural environment into language classes. The teacher utilizes the potential of local culture to provide meaningful learning for students. The regional cultural potential is used as a medium and source of learning for students. The traditional games that Z generation students have not found anymore, they meet again in class. They knew the game again even though they were used to the games provided on their smartphones. For further development, traditional games will be known to students again by presenting them in a digital version and available on students' smartphones. Although this is difficult to achieve, at least the efforts of the teacher to present the potential of local culture in the language class to some extent have helped students get meaningful learning. Cultural responsive meaningful learning is implemented continuously in the learning process so that students do not lose the cultural values that are useful in their lives. In addition, to realize the main essence of literary learning is to make students who understand a culture and make culture a reference in social life.

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