



SITI MARYAM

## Life Map to Improve Student Engagement in Writing Learning for Strengthening Students' Character

**ABSTRACT:** In order to conduct the learning strategy, a serious effort from every stakeholders is crucial. One of them is university that is well-known as the house of scientific concept. Those concepts will be meaningful, if it is reached the schools and lecturers were willing and able to give enlightenment to school teacher regarding an alternative strategy of learning. The program of lecturer involvement at school is also can be part of community service as they help the teacher to teach. There are two approaches in writing, namely process and product. This study focuses on process approach. These main aim of this research is to develop students' engagement in writing, specifically in writing procedure text. The level of student engagement is essential in this learning strategy. Life map is expected to empower student engagement in the classroom. Students are also expected to be motivated and able to actualize the competence of writing procedure texts. The stages of writing life map facilitate students in writing a complex procedure texts. In addition, life map is an endeavor to suggest an alternative strategy to strengthen students' character and competitiveness in learning process. The method used in this study is CAR (Classroom Action Research). The data is collected during the stages of planning, action, developing, and reflecting in two cycles. The results of this study indicate that life map can increase the level of students' engagement, character, and competitiveness. This study can be the basis of future research that emphasize to students' output—the improvement of writing skill—so that the improvement of process and product quality of this strategy can be obtained.

**KEY WORDS:** Writing Competence; Students Engagement; Life Map.

### INTRODUCTION

In this 21<sup>st</sup> century, learning strategies that integrates knowledge, skill, and attitude becomes a necessity, especially in writing learning, that in this case is Indonesian language subject, that is considered “boring”. In fact, Indonesian students' literacy (reading and writing activities) were low according to PISA (Programme for International Student

Assessment), meanwhile 21<sup>st</sup> century education demands are high. Therefore, the strategies framework should empower students to be able to compete in 21<sup>st</sup> century. Directorate of High School Development, in 2017, defined 21<sup>st</sup> century learning as a learning that integrates literacy abilities, knowledge proficiency, skill, and attitude as well as technology mastery (Kemdikbud RI, 2017; Schleicher, 2018; and

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Sueb & Hartanti, 2018).

In order to conduct this learning strategy, a serious effort from every stakeholders is crucial. One of them is university that is well-known as the house of scientific concept. Those concepts will be meaningful, if it is reached the schools and lecturers were willing and able to give enlightenment to school teacher regarding an alternative strategy of learning. The program of lecturer involvement at school is also can be part of community service as they help the teacher to teach (Jeffery, 2009; Connell, 2010; and Zulkabir & Suwirta eds., 2015).

The program of PDS (*Penugasan Dosen ke Sekolah* or Lecturer Goes to School) is used by the Author to realize the concept above by collaborating with Indonesian language teacher. By collaborating, information of students' initial condition, such as students' positive and negative potential, will be easier to be acquired.

In this case, students' negative potential, such as a passive and less responsive class, is the core problem of less students engagement in the class. In fact, student engagement is essential to overcome students' disaffection and boost students' spirit and their active participation in learning. In this context, E.A. Skinner & M.J. Belmont (1993), and other scholars, defined disaffection as the opposite of engagement. Engaging in learning activity is the reflection of students' good behavior. It is also able to be initial material to compete in this era (Skinner & Belmont, 1993; Skinner, Kindermann & Furrer, 2009; and Fredricks & McColskey, 2012).

Students' engagement must be improved, so that they were able to learn optimally. In this context, D. Suherdi (2018), and other scholars, used SMSLEFA (Synergistic Multilayered Students' Learning Engagement Framework of Analysis) in an EFL (English as a Foreign Language) teaching. Different from the research, operationally students engagement in this study leads to ask question ability, ability to handle and participate in class discussions, ability to present, ability to collaborate, and ability to write (*cf* Ayiz, 2014; Leong & Ahmadi, 2017; and Suherdi, 2018).

The importance of student engagement

assessed and intensive based on several things, including a result of the Department of National Education's research revealed by I.W. Dharmayana (2012), and other scholars, that many gifted students experience were "under achiever". The reasons come from less supportive and less challenging learning environment to actualize their abilities optimally (Rowley, 2002; Sueker, 2011; and Dharmayana, 2012).

Handling these activities is carried out collaboratively between lecturers and high school teachers. Collaborative teaching lesson is conducted since it is able to improve students reading and writing activity, as E. Kennedy & G. Shiel (2013) and other scholars said that collaborating is able to improve students' literacy skill (Genlott & Gronlund, 2013; Kennedy & Shiel, 2013; and Poth, 2018).

The research studied how interactions among learning activities were able to influence teachers' development in teaching practice. The recent studies also show benefit for learning. However, this study explored students engagement in increasing students' writing competence.

In general, the PDS purposes were explicitly explained as follows: (1) Improving educational research quality in order to improve quality of learning at school; (2) Improving learning outcomes among the integrated knowledge, skills, and attitudes; (3) Improving continuous partnership; (4) Adding insight into science and learning; (5) Improving cooperation in the pre-service teacher and service programs to the school; (6) Improving teachers' scientific articles writing quality; (7) Improving teachers' quality in preparing learning materials; (8) Improving teachers' quality in developing the use of technology-based multimedia; (9) Improving teachers' quality in developing learning materials; (10) Improving the LPTK or *Lembaga Pendidikan Tenaga Kependidikan/ Teachers and Educators Institution's* competitiveness that were adjusted to higher education standards; and (11) Improving LPTK's graduates quality of academic and professionalism (*cf* Permana & Sudarsyah, 2016; Kemristekdikti RI, 2018; and Matsun *et al.*, 2019).

Furthermore, this study is based on an approach of CLIL (Content Language Integrated Learning) as stated by Suherli *et al.* (2017) and other scholars. It is also explained that each type of language activity in social life has a specific expression (structure of rhetorical texts) and distinctiveness of linguistic elements. The CLIL approach with its 4Cs (*Content, Communication, Cognition, and Culture*), in Indonesian language subject, allows students to develop competencies and cannot be separated from their cultural roots (Sulistova, 2013; Gabillon & Rodica, 2015; Subiyantoro, 2015; Puspitasari, 2016; and Suherli *et al.*, 2017).

*Content* is related to topic. *Communication* is related to genre – how a text is arranged (text structure) and language form. *Cognition* is required thinking skill (for example, identification, classification). *Culture* is related to local content, character, and language attitude (Sulistova, 2013; Subiyantoro, 2015; and Puspitasari, 2016). Relevant with the purposes above; hence, this study attempts to improve learning quality at school, specifically character building and students' competitiveness through their engagement in writing lesson.

Based on CLIL, K-13 (*Kurikulum 2013* or 2013 Curriculum) refers to scientific approach, authentic assessment, genre, and student-centered learning. Operationally, this study develops students writing basic competence. A study conducted by Anita Destannova Prabowo & M. Parnawa Putranta (2016), as cited in Yessi Budi Utami (2018), found that there were contradictions in senior high school students character from Y generation (millennial) intellectual. It shows a pattern of thinking that leads to practical things, while the competence of writing skills requires a process of perseverance, thoroughness, systematization, and discipline. In fact, those characters were not only needed to develop writing skill, but also to build students' characters itself in daily life (*cf* Andrea, Gabriella & Timea, 2016; Prabowo & Putranta, 2016; and Utami, 2018).

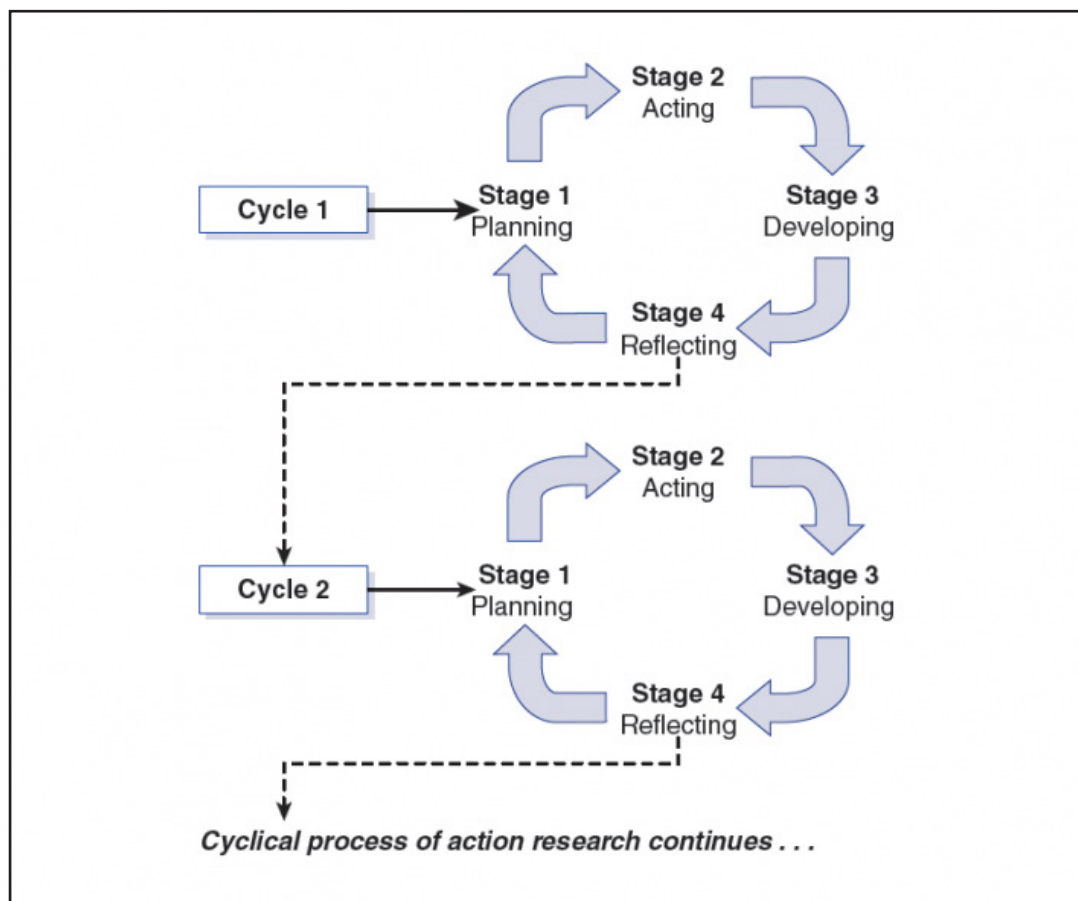
Richard McRobert (1981), and other scholars, revealed that writing in accordance with the content and genre is difficult

(McRobert, 1981; Caudery, 1998; and Collin, 2012). Therefore, this study seeks a strategy to facilitate students' learning by using life maps, so that the writing process becomes easier and the results become better. Life maps were maps that direct personal goals in life along with its stages. It helps students' writing in producing procedure texts. Students were expected to be able to determine the strategy to develop the pattern of their texts based on structure and language (Ibrahim, 2004; Pardede, 2008; and Williams, 2018).

As a process, writing must be prepared properly. In its implementation, according to R. Fidalgo *et al.* (2010) and other scholars, writing is a complex activity and involves cognitive. The writing process is a combination of repeated and dynamic simultaneous. Furthermore, R. Fidalgo *et al.* (2010) and other scholars explained that in order to succeed properly, the development of writing competencies need planning and evaluation. This opinion implies that in developing writing competence, learning needs to be conducted based on process and product approaches (Fidalgo *et al.*, 2010; Wibowo, 2013; and Hossain, 2015).

The 2013 Curriculum provides guidance on learning any subject with a scientific approach, which consists of observing, asking, collecting data, associating, and communicating (Mulyasa, 2013; Daryanto, 2014; and Suyanto, 2018). The five activities were absolutely carried out by students; and hopefully it will be a strong foundation for fostering their competitive nature. Based on this scientific approach, life maps were applied to writing learning (Tzeng, 2010; Taylor & Parsons, 2011; and Dowd, Duncan & Reynolds, 2015).

K. Bisra *et al.* (2018), and other scholars, found that self-explanation has the potential to intervene strongly in the learning conditions and learning tasks, such as solving problems, studying problems, and learning texts (Dunlosky *et al.*, 2013; Bisra *et al.*, 2018; and Chen *et al.*, 2018). Similarly, S. Ainsworth & S. Burcham (2007) and other scholars revealed its findings that learning coherent texts on and evaluating one-self made students learn more (Hammerness, 2006;



**Figure 1:**  
The Ongoing Cyclical Process of Action Research  
(Source: Craig Mertler & Adam Hartley, 2017:38).

Ainswort & Burcham, 2007; and Genlott & Gronlund, 2013).

Otherwise, F. Christie (2006) and other scholars explained that linguistic units in the text function to bind the text, justify the text, and provide coherence and cohesion. F. Christie (2006), and other scholars, argued also that when someone writes, that person will choose one form of writing: narration, report, sonnet, and argumentation (Christie, 2006; Huxford & Stannard, 2007; Jurin & Kriskovic, 2017; and Menzel, Lapshinova-Koltunski & Kunz eds., 2017).

The purpose of this study is to describe the implementation of a life map in developing student engagement in writing based on scientific approach and CLIL (Content Language Integrated Learning). The intensity of student engagement means to build the character and competitiveness of students.

Next, the problem is formulated: “How is the implementation of life map in developing student engagement in writing learning based on a scientific approach and CLIL?”

## METHODS

This study uses the CAR (Classroom Action Research) and shows the progressive student engagement. The research was conducted by two cycles through life maps, which consists of four main stages, namely: *Planning*, *Acting*, *Developing*, and *Reflecting*. Craig Mertler & Adam Hartley (2017), and other scholars, described steps that *Planning* for your action research; *Acting* on the plan; *Developing* an action plan for future cycles; and *Reflecting* on the process (cf Hajar, 2017; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

At the preparation stage, the researcher

and the collaborator: (1) Identify the problem by making direct observations to the class, when the Indonesian teaching learning; and (2) Design problem solving and discuss for implementation (Mertler & Hartley, 2017; Septiani, 2018; and Zuber-Skerritt & Wood, 2019).

As for agreed actions as many as two cycles. The first cycle introduces life maps and guides students to compile them. Once arranged, students develop it into procedure text. In cycle two, students revise their life map then write it. At the stage of development and reflection, researchers and collaborators analyze and assess student engagement in learning, such as willingness and ability to ask questions, interview, discuss, present interviews, participate in group discussions, and write down stages of making life maps into the procedure text (*cf* Indra, 2013; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

In this research, the data on the learning process was conducted with the observation sheets. The case for the CAR, this research was carried out in 2 cycles with reference to the design of Craig Mertler & Adam Hartley (2017), as shown in the figure 1.

For collaborative, there were three researchers to this study: two lecturers and one teacher. The senior lecturer who implemented teaching, the junior lecturer, and teacher employ observer how students engagement in classroom.

The activity begins with an initial study. The goal is to find students' needs and problems in learning. In addition, direct observation was conducted to the students, when learning Indonesian language, interviews were also conducted with students. The indicators of student activity observed include: enthusiasm, ability to ask, interest, participation, and positive attitudes in learning (Fajariyah, 2009; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

The findings of the initial study were developed into a conceptual model, made a lesson plan, and implemented the model. At the first cycle, observations were employed to study the aspects. This activity was used not only to measure students' abilities in writing,

but also speaking activities. Students were required to be able to present their life maps, play roles as leaders in interviews, and report verbally the results of interviews for students who act as interviewers. This ability functions in forming students confidence. All of indicators at that stage were perfected in the second cycles (Sagor, 2000; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

After completed classroom observation, the research proceed with evaluation and interview. The purpose of the interview is to find out the role of life maps in writing learning activities based on scientific approaches and acceptance by students (Kawulich, 2005; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

The research subjects were purposively conducted, no selection was applied. The sample of this study was 11<sup>th</sup> grade students of Social Studies at the SMA PGRI (*Sekolah Menengah Atas, Persatuan Guru Republik Indonesia* or Senior High School, Teacher United of the Republic of Indonesia) in Cianjur, West Java, Indonesia, as many as 23 people: 12 men and 11 women. The sample selection was adjusted to the task of the teaching partner teacher.

The instruments used in this research were lesson plan, life map, discourse analysis, interview guidelines, observation format, camera, and students worksheet. Each instrument has a function: (1) Lesson plan is used to apply the learning model; (2) A picture of life map is used as an example for students; (3) Video recording tools and observation formats were used to record student engagement in learning activities; and (4) Interview guidelines were used to reveal the acceptability of life maps as a mean for students' character development and student writing skills (*cf* Wilkinson & Birmingham, 2003; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

The data processing is done by analyzing the data in accordance with the indicators. Data obtained from observation sheets, video recordings, log books, answers of interviews, and student worksheets. Student involvement data was recorded on the observation sheet and recorded in the video. Indicators of

acceptability of strategies and life maps were contained in the notes in student answers. The ability of students to compile a life map and develop it into writing is presented in the student worksheet (Sagor, 2000; Wilkinson & Birmingham, 2003; Kawulich, 2005; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

## FINDINGS AND DISCUSSION

**Findings.** Ideally, the purpose of learning Indonesian language is that students had Indonesian language competence for various purposes as a social activity. It means that Indonesian language learning must be able to prepare human resources, that were excellent in oral and written language competencies (Pardede, 2008; Masduqi, 2011; and Indriyani, 2018). In order to achieve these objectives this study was conducted.

At the planning stage, observation was employed to complete the data and the result will be the basis to identify the problem in the classroom. The findings of the team's classroom observation discussed. The results were used as input for the preparation of the learning implementation plan (Fajariyah, 2009; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

As logical consequence of this fact, a strategy that can create motivation, excitement, enthusias, optimism, willing to ask, and responsive students to learning process is needed. In this context, Siti Maryam *et al.* (2018) and other scholars found that teacher activity in the class is dominant student activities in the MLIP (Multiliteracy Learning Implementation Plan) in Elementary School. Though the 2013 Curriculum mandates that the portion of student activity must be dominant (Mulyasa, 2013; Daryanto, 2014; and Maryam *et al.*, 2018).

Based on the life map, students write down the stages of achieving their goals. Ideally, everyone has the goals in life, but only several who know how to achieve it. Therefore, a life map will be sought to direct students to achieve their life goals. So, the topic of the student's writing is related to the stages of achieving his or her goals. The stages facilitate students in developing their competence in

writing activities. The target students, who were successfully summarized from life maps, were quite diverse. Some professions were listed at the top of their life map. Student selected profession are: pilot, doctor, police, architect, stewardess, nurse, businessmen, teacher, soccer player, army, racer, lecturer, and athlete (*cf* Jeffery, 2009; Tzeng, 2010; Indra, 2013; and Dowd, Duncan & Reynolds, 2015).

In the initial study, the condition of student active participation is still passive and student seating arrangement is still conventional. The power point made by the teacher does not clarify the material, because the font size is too small and the slides were full of letters, and the material is presented theoretically. While the teacher explains the material, there were some students who do not pay attention. Furthermore, students writing ability is still low. It was also proven when they were given a treatment, only a few students who successfully completed their assignments (*cf* Sagor, 2000; Hossain, 2015; Mertler & Hartley, 2017; Sueb & Hartanti, 2018; and Zuber-Skerritt & Wood, 2019).<sup>1</sup>

In general, changes in classroom learning activities were basically done to improve student productivity. As expressed by N.S. Prabhu (1992) as follows:

*A change in classroom routines can be used only to the extent; it is motivated and sustained by conceptual exploration by the teachers themselves. This involves the teacher's own theorists and specialists interacting with teachers as fellow theorists (Prabhu, 1992:225).*

As plan, we discuss various problems experienced by students. We propose a life map to be used as a tool in the learning process of writing. The initial conditions of students above were used as the basis to design learning strategies with the scientific approach. The classroom observation results and solutions were presented in the table 1 (Hossain, 2015; Mertler & Hartley, 2017; Septiani, 2018; Sueb & Hartanti, 2018; Zuber-Skerritt & Wood, 2019; and *ibidem* with footnote 1).

<sup>1</sup>See also, for example, Observation Notes on Conducting the CAR (Classroom Action Research) at the SMA PGRI (Sekolah Menengah Atas, Persatuan Guru Republik Indonesia or Senior High School, Teacher United of the Republic of Indonesia) in Cianjur, West Java, Indonesia, on 1<sup>st</sup> October 2018.

**Table 1:**  
Plan of Problem and Solution

Indicators	Problem	Solution
Ability to ask question.	Students had difficulties in asking a question.	Facilitated to write questions in advance on a life map, so that each student can make questions.
Ability to handle and participate in class discussions.	Students were still passive, not actively participating to express their opinions or other responses.	Facilitated by placing students as characters as they wished. Through this identity, students can finally try to put themselves in that position. Their confidence and optimism arose, so they were dare to try to argue according to his new identity.
Ability to present.	There were still few students who eger want to present, because of they high embarrassment.	All students were given the opportunity to present and to portray the characters they admired to. Their ability to ask questions is also fostered to gather information.
Ability to collaborate.	Group work is often done, but it has not been effective. There is still delegation of duty to someone.	Within groups, there were no opportunity to transfer work to other parties as often happens in larger group work. Students with sportsmanship collaborate and exchanged opinions with their partners.
Ability to write.	Write the phenomenon they observed.	Developed ideas that would be written through life maps.

After preparing the plan, the next step is implemented. Clearly, the steps that describe the learning activities apply the initial life map as shown in table 2.

Another thing obtained from this study is students' opinion about the positive aspects that they acquired in writing with the assistance of life maps media. Their statements include the following:

- (01). "The life map learning strategy is quite good, because it can work together so that it is easy and effective".
- (02). "I am optimistic that I will achieve my goals as an international football player with life map".
- (03). "Life maps can petrify them to complete the writing".
- (04). "I am very happy, because life maps can help me to think about the future".
- (05). "For me, life maps were very important, I can look at the future".
- (06). "I am very happy, because we can determine what we aspired and expected".
- (07). "Learning to write in this way has an effect on my life, being innovated".
- (08). "Participating in learning in a way like that I became excited".
- (09). "It is better if you had to interview more often with your own friends, so you know your life map better".

- (10). "The existence of a life map made me aware of life experiences, both positive and negative. I can hope in the future what I want to be and how to achieve it, which obviously will not give up while I can".<sup>2</sup>

The following is an example of the learning outcomes of constructing a life map into complete writing, as shown in figures 2 and 3.

**Discussion.** Based on several tables above, there were various activities that describe student engagement in learning. D. Suherdi (2018) said that the using the term engagement, to be specific related to interaction, involvement, and participation; furthermore, D. Suherdi (2018) quoted G.D. Kuh (2009)'s opinion that engagement is considered to represent the time and effort devotes to activities that were empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities (cf Kuh, 2009;

<sup>2</sup>Interviews with Respondent A, B, C, D, E, F, G, H, I, and J, the 11<sup>th</sup> Grade Students of Social Studies at the SMA PGRI (Sekolah Menengah Atas, Persatuan Guru Republik Indonesia or Senior High School, Teacher United of the Republic of Indonesia) in Cianjur, West Java, Indonesia, on 9<sup>th</sup> November 2018.

**Table 2:**  
Student Engagement in Learning Activities Writing through Cycle 1

Scientific Approach	Lesson Plan	Realization of Learning Activities
Observing.	The activity of watching Powtoon video that contains various materials, including photographs of successful figures in their fields, namely: Anies Baswedan, Albert Einstein, Gatot Nurmantyo, Rio Haryanto, and Iko Uwais.	The observation of five world and Indonesia public figures, students only recognized two figures, namely Iko Uwais and Rio Haryanto.
Questioning.	Students responded to all the things they had observed, which was the success of public figures.	No questions appeared, so students were asked questions about their dreams. One by one the students mentioned their ideals.
Analogy.	For analogous activities, the students were given an explanation, that in order to achieve the desired ideals, a process (stages) were needed. Life maps are used as a means to implement the stages of achieving success (there were a number of boxes to be filled according to the student's target).	Boxes, that must be filled with years and activities that had been, were being and want to be achieved by the students concerned, most of which had not been filled by students.
Analyzing the Data.	To be able to write complex procedures correctly, which were systematic and chronologically, which were facilitated in the life map. Learning activities were carried out in groups. The goals were to build a class social system, students discussed about compiling a discourse about success that had been provided as an activity to collect and analyze data. If analyzed chronologically, a life map would be obtained.	Discussion activities went pretty well, even though there were still one or two students asking for permission to leave. Most students were able to socialize and directly involved in learning process.
Presenting.	Each group published the results of discussion in class.	Most group members involved to publish the results of their discussions on the wall even though not all had done it completely. Not all groups had managed to arrange the discourse correctly. But, it seemed they were busy involved in group work.

Trowler, 2010; and Suherdi, 2018).

D. Suherdi (2018) succeeded in developing student engagement with patterns of interaction that encouraged development synergistic combination of remembering text elements, manipulating text models, and processes that lead to the production of communication (text) during the teaching-learning process (Suherdi, 2018).

In this PDS (*Penugasan Dosen ke Sekolah* or Lecturer Goes to School) Program, there has been a shift. Students usually listen to the teacher's explanation more or disaffection (Skinner & Belmont, 1993; Kemristekdikri RI, 2018; and Matsun *et al.*, 2019). Students become more active. Clearly, indicators of student engagement developed within this research is ability to ask question, ability to handle and participate in class discussions,

ability to present, ability to collaborate, and ability to write.

All of those attitudes were the main indicators to improve students' competitiveness. For example, a number of questions that appear as follows: (1) "*Why is Professor's career of B.J. [Bacharuddin Jusuf Habibie in Germany is growing rapidly?*"; (2) "*Why is Professor B.J. Habibie called to serve in Indonesia?*"; (3) "*How is Professor B.J. Habibie won this achievement?*"; (4) "*How is Professor B.J. Habibie channeled his expertise to make aircraft?*"; and (5) "*Why is Professor B.J. Habibie was called President Soeharto during his success?*"<sup>3</sup>

<sup>3</sup>See again, for example, Orbservation Notes on Conducting the CAR (Classroom Action Research) at the SMA PGRI (*Sekolah Menengah Atas, Persatuan Guru Republik Indonesia* or Senior High School, Teacher United of the Republic of Indonesia) in Cianjur, West Java, Indonesia, on 1<sup>st</sup> October 2018.

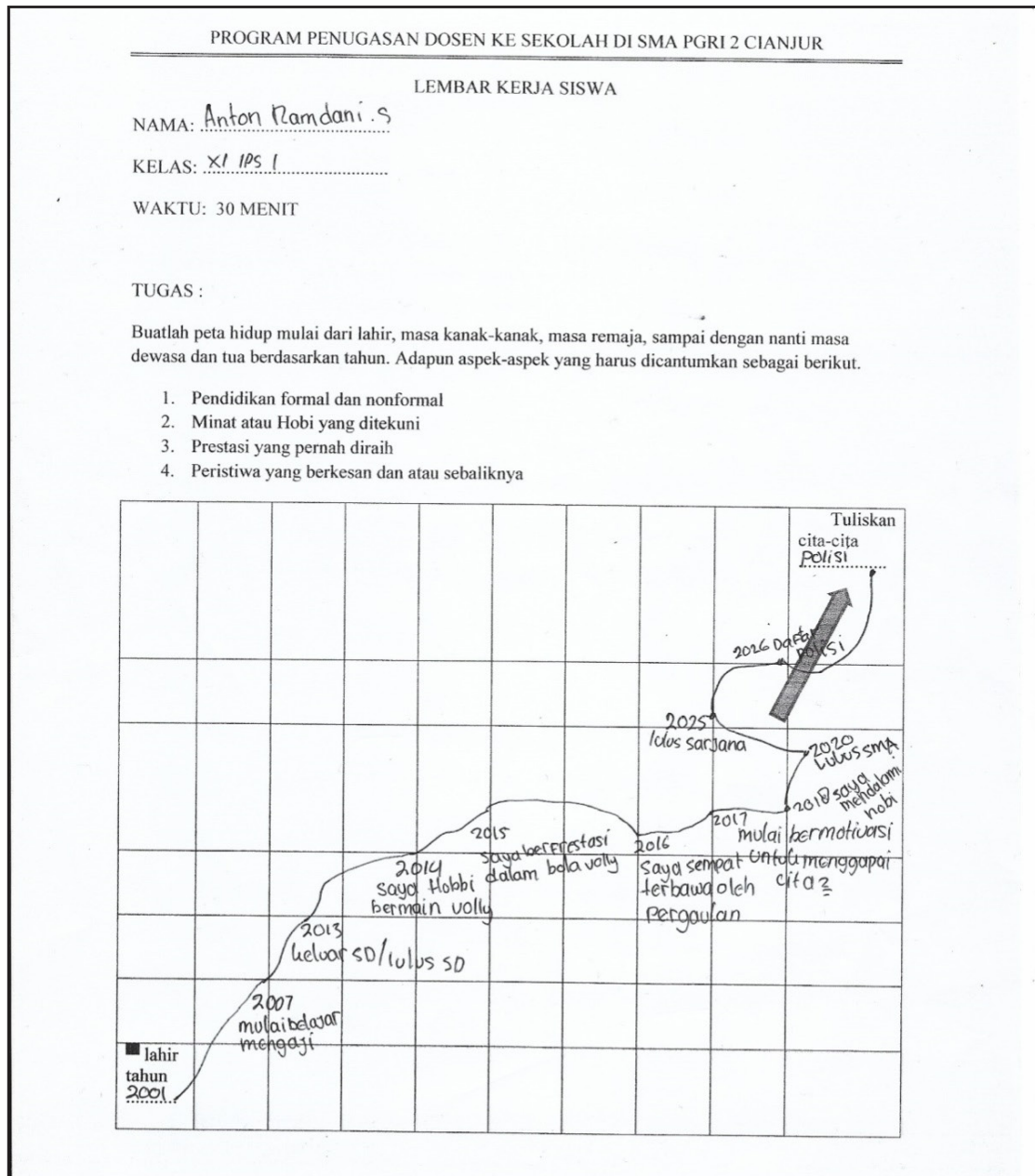


Figure 2:

Adapted from [\(https://www.google.co.id/search?q=peta+hidup&safe=strict&rlz\)](https://www.google.co.id/search?q=peta+hidup&safe=strict&rlz) (10/11/2018)

From the two cycle the differences in student engagement in learning activities were presented as in the table 3.

The cycle in table 3 described how acting had been planned, developed, and reflected. In this context, Craig Mertler & Adam Hartley (2017), and other scholars, stated that the act of teaching is often referred to as the “art of teaching”. However, a distinct advantage of engaging in classroom – or school-based action research – is the addition

of the more systematic “science of teaching” into the teaching and learning process (Mertler & Hartley, 2017; Septiani, 2018; and Zuber-Skerritt & Wood, 2019).

In the early stages of the second cycle, students take the initiative to move rooms, because they don’t feel right, the power point is not clearly visible. Courage to propose initiatives to move rooms shows the courage of students. It is a positive response of students to learning. They involve themselves

PROGRAM PENUGASAN DOSEN KE SEKOLAH DI SMA PGRI 2 CIANJUR

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LEMBAR KERJA SISWA

NAMA: Anton Ramdani  
KELAS: XI IPS 1  
WAKTU: 60 MENIT  
TUGAS:

Uraikanlah peta hidup yang sudah Saudara buat menjadi tulisan sepanjang 5 paragraf dengan cara pola pengembangan proses, yakni terdapat rincian, tahapan, dan detail-detail!

Nama saya Anton Ramdani Sugandi saya lahir di Cianjur 17 november 2001 dan anak 2 dari 3 bersaudara dari kedua pasangan EDI Sugandi dan Hj. Mimi Rusmiati saya tumbuh balita dan pada usia 5 tahun saya mulai belajar ilmu agama atau mengaji.

pada tahun 2008 saya masuk sekolah dasar dan mulai mempunyai banyak teman pada ~~2011~~ 2011 saya aktif dibidang olahraga yaitu bola voli, dan pada saat itu saya berusia 11 tahun saya dan teman-teman mewakili kabupaten cianjur dalam ajang olimpiade tingkat provinsi dan meraih juara 3.

Pada umur 13 tahun saya sempat terbawa oleh pergaulan karena mempunyai rasa penasaran dan ~~beda~~ beda paham saya menjadi sering main hingga lupa waktu dan sempat juga terjadi pelelahian.

Alibat pergaulan itu saya menjadi malas pada pelajaran dan hobi saya, pada usia 15 tahun saya mulai bermotivasi dan memperbaiki diri dengan ~~mengaji~~ ~~hobi~~

dalam bergaul saya mulai mendalami hobi saya pada bidang olah raga voli ball karena saya ingin menjadi atlet dan juga polisi.

pada ~~2020~~ tahun 2020 saya lulus dari SMA PGRI cianjur dan pada tahun 2021 saya ingin meneruskan ke jenjang selanjutnya yaitu kuliah dan mengambil jurusan PJkr sambil berjalan saya menekuni di bidang olahraga saat lulus atau menjadi sarjana pada tahun 2025 dan mendaftarkan diri sebagai polisi meskipun sempat berjuang saat pelatihan tanpa putus semangat alhamdulillah perjuangan saya tidak sia-sia saya terdaftar menjadi polisi di kabupaten cianjur

Figure 3:

Adapted from [\(https://www.google.co.id/search?q=peta+hidup&safe=strict&rlz\)](https://www.google.co.id/search?q=peta+hidup&safe=strict&rlz) (10/11/2018)

as part of the learning process (*cf* Mertler & Hartley, 2017; Sueb & Hartanti, 2018; and Zuber-Skerritt & Wood, 2019).

Enthusiastic students do extraordinary learning activities. Class is always conducive to student-centered activities. It is known from the recording data, observations, and video. When the lecturer teaches, the teacher is assigned as an observer to record and record student involvement in each stage of learning (Hossain, 2015; Mertler & Hartley, 2017; Septiani, 2018; Sueb & Hartanti, 2018; and Zuber-Skerritt & Wood, 2019).

I.W. Dharmayana (2012), and other scholars, said that student engagement, which is doing school work and following school rules, includes: positive behavior, namely behavior that illustrates business, perseverance, concentration, attention, asking questions, contributing to class discussions, following rules, learning, completing homework, and participating in related school activities (Taylor & Parsons, 2011; Dharmayana, 2012; and Lawson & Lawson, 2013).

E.A. Skinner & M.J. Belmont (1993), and other scholars, also stated that student engagement indicators in learning were positive attitudes in learning, high concentration, enthusiast, positive emotion, curiosity, able to select tasks beyond their competencies, and optimistic and interested in learning (Skinner & Belmont, 1993; Gibbs & Poskitt, 2010; and Want, 2016).

The initial stage of learning is introduced to life maps to students. Next, students were guided to compile a map of their lives. The life map is a framework for writing complex procedures. Conformity between stages must be made by students in the life map in accordance with the characteristics of complex writing procedures. On the map students design their dreams regularly (from year to year). By being directed at their hopes and desires, students become passionate about learning. This appearance of hope is the foundation for students to move. E.M. Rosario-Ramos (2018), and other scholars, revealed findings in their researches that writing can be used as a space to express students' wishes and expectations (Walker, 2006; Bambaerero & Shokrpour, 2017; and

Rosario-Ramos, 2018).

At this stage, students ask themselves regarding what has been and is being worked on and wants to do in the future. With a life map, students were invited to determine and write down their wishes, hopes, and goals. At firstly, this activity was indeed difficult; therefore, it required assistance from teachers and accompanying lecturers who at that time were observers. Observation sheets made by lecturers with those made by separate teachers. Separation is done, so that the observation data is complete and objective (there is a comparison). The two observation sheets had the same indicators, because they depart with the same purpose. Based on observations and video recordings, students engagement in learning activities went well (*cf* Tzeng, 2010; Puspitasari, 2016; Gonzales, 2018; and *ibidem* with footnotes 1 and 3).

The potential of students is empowered in learning writing. Interview ability can be carried out well, even though the opportunity given is only 20 minutes. Students in pairs can interview spontaneously with their colleagues, who act as resource persons. Then, students also report verbally the results of the interview (Collin, 2012; Edwards & Holland eds., 2013; and Kusnierek, 2015).<sup>4</sup>

The results of the interviews become input for students to complete their life maps. Moreover, life maps were also a means for students to self-evaluate and make self-concepts in reaching their dreams. The life map is used as the contents of the writing (Jeffery, 2009; Tzeng, 2010; and Dowd, Duncan & Reynolds, 2015).

In CLIL (Content Language Integrated Learning) concept, things written in a life map were topics of writing that will be developed by students. Learning Indonesian language is integrated with the lives of students as human beings who had life expectancies. Senior High School students belong to the millennial category certainly had the same characteristics, namely the need

<sup>4</sup>See again, for example, Interviews with Respondent A, B, C, D, E, F, G, H, I, and J, the 11<sup>th</sup> Grade Students of Social Studies at the SMA PGRI (*Sekolah Menengah Atas, Persatuan Guru Republik Indonesia* or Senior High School, Teacher United of the Republic of Indonesia) in Cianjur, West Java, Indonesia, on 9<sup>th</sup> November 2018.

**Table 3:**  
Differences in Learning Activities between Cycles 1 and 2

Learning Activities Cycle 1	Learning Activities Cycle 2
<p>Students listened to the learning objectives: developing complex procedure text competencies with life maps.</p> <p>Students followed the instructions for activities to be carried out in learning.</p>	<p>Students listened to the learning objectives: developing complex procedure text competencies with live maps.</p> <p>When learning would begin students propose to move rooms, because the power point does not appear clearly seen.</p>
<p>Powtoon video showed how to achieve success. The video was equipped with photographs of figures who succeeded in their fields, such as Anies Baswedan, Albert Einstein, Najwa Shihab, Iko Uwais, Gatot Nurmantyo, and Rio Haryanto.</p> <p>Students recognized some figures by mentioning their profession.</p>	<p>Learning media in this case a life map was prepared that was more concrete, factual, and popular.</p> <p>B.J. (Bacharuddin Jusuf) Habibie's life map was chosen to be shared with students to be observed and studied for approximately 5 minutes.</p> <p>Students read and studied the life map.</p>
<p>A question and answer session was taken about the examples of figures, who succeeded in their fields.</p>	<p>After that, they were given the opportunity to ask or question why B.J. Habibie had managed to obtain a number of achievements.</p>
<p>When asked, one by one, each student shared his/her goals.</p>	<p>After discussion with their pairs, they concluded that to achieve achievement must learn seriously, read a lot, and be confident in their abilities.</p>
<p>Next, I asked, "What do you had to achieve these goals?"</p> <p><i>Silent.</i></p> <p>Then, the answer appeared, "Must learn".</p>	<p>The students were greeted, "How were the prospective leaders of the nation?"</p> <p>With enthusiasm they replied, "<i>Barokalloh, Alhamdulillah was good spirit</i>".</p> <p>The question continued, "Who was ready to become the leader of the nation?"</p> <p>They answered in unison, "Ready".</p> <p>Furthermore, learning activities were held in the form of role playing.</p>
<p>Distributed working paper in the form of boxes to store stages and time (years), the students will do it to finally be able to achieve their goals.</p>	<p>Role playing with the division of tasks of one group that becomes the resource person, according to the character they aspire to.</p>
<p>Text was shared about how to achieve success. The text was to be done in groups. Each group was given the same text, they were assigned to rearrange the pieces of text in paragraph form after they had read and discussed them.</p>	<p>For 20 minutes, the students in pairs conducted spontaneous interviews with their friends who acted as resource persons. After that, several groups reported verbally the results of the interview.</p>
<p>Finally, each participant was given a place to paste the results of the group discussion. As a result, no single group had been completed and was not right. But each group was willing to attach it.</p> <p>Indeed the product was still low in number, but the learning process or activity was somewhat conducive.</p>	<p>After the interview, they asked to revise their life map for 10 minutes, and were ready to present it.</p> <p>Furthermore, the life map was described in a complete essay.</p> <p>The results were getting better, students had written essays based on a life map that averages 5 pages in length.</p>

for practicality. Life maps facilitate so that difficult/abstract things become concrete so that they can facilitate this (Sulistova, 2013; Gabillon & Rodica, 2015; Subiyantoro, 2015; Puspitasari, 2016; and Suherli *et al.*, 2017).

Although at the initial stage they had not produced text, but students had been able to collaborate both in pairs and groups in studying text modeling. Indeed to fulfill the concept of CLIL not only recognize the content (topic), but also students must be

interested in studying the topic, motivated to learn to communicate, and asserting that CLIL was based on language acquisition (Gabillon & Rodica, 2015; Subiyantoro, 2015; and Suherli *et al.*, 2017).

Language could be seen in real life situations, where students acquire language. In the context of this study, the implementation of a life map in developed the ability to write as shown in the table 4.

Based on some of the tables above, it

**Table 4:**  
CLIL Concept in Writing Learning Based on Life Maps

<i>Content:</i>	Students' life maps.
<i>Communication:</i>	Explanation text.
<i>Cognition:</i>	Cause-effect.
<i>Culture:</i>	Character building, optimism, and enthusiasm of students in learning activities.

appears the location and role of life maps in facilitating students to involve themselves in writing learning activities. Students, generally, accept the application of the life map well in writing learning. Acceptance was obtained based on the results of interviews. In this context, H. Zhao (2018), and other scholars, considered the learning activities of the peer-reviewed writing process to produce a conducive learning environment, especially in aspects of feedback, interaction patterns, and learning opportunities (Saeed *et al.*, 2018; Zhao, 2018; and Kuyyogsuy, 2019).

Based on this study, collaboration between teachers and lecturers was expected to be followed up with better cooperation programs, so that they could be more productive, both teachers and lecturers. Craig Mertler & Adam Hartley (2017), and other scholars, said that action research could be used to connect theory to practice, improve educational practice, foster broad school improvement, empower educators and engage them intellectually, and cultivate professional growth (Hajar, 2017; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

The most important thing about this activity was that students were served. K. Goodnough (2018), and other scholars, also stated through CAR (Collaborative Action Research) that was applied as a conceptual framework to understand teacher professional learning (Garces & Granada, 2016; Goodnough, 2018; and Zuber-Skerritt & Wood, 2019).

Lastly, Benjamin Franklin (1914)'s perspective in Craig Mertler & Adam Hartley (2017) were taken into consideration that classrooms would be rich with teachers conducting action research in order to solve problems, create professional learning communities, and model the internal locus of control that our educational system

desperately needs (*cf* Franklin, 1914; Klepp, 2006; Hajar, 2017; Mertler & Hartley, 2017; and Zuber-Skerritt & Wood, 2019).

## CONCLUSION <sup>5</sup>

Based on the findings above, it can be concluded that life maps can be used as facilities to involve students in writing learning activities optimally. Willingness to get involved in activities, life maps was based on good character. This was a core for developing students competitiveness.

In addition, life maps facilitate students to collaborate with peer groups and foster students optimism in learning. Some students potential could be developed. Students facilitated their needs to express their hopes that made language learning was more meaningful for them. So, even with role playing, students feel their dignity life, so that they feel that they were worth. The student engagement had provide a conducive situation in the learning process.<sup>6</sup>

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<sup>6</sup>**Statement:** I confirm that this article has not been published elsewhere and is not under consideration in whole or in part by another journals. This article is also not product of plagiarism. So, I have no conflicts of interest to declare it.

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