



# The effect of the trans-sector learning model on eighth-grade students' ability to write modern poetry

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trans-sector learning model, modern poetry writing, writing ability, junior high school students, quantitative study

## ABSTRACT

This study examined the effect of the trans-sector learning model on students' ability to write modern poetry. The research employed a quantitative approach using a one-group pretest–posttest design. The population consisted of all eighth-grade students of SMP Negeri Perisai, totaling 66 students, while the sample comprised 22 students selected through purposive sampling. Data were collected using a modern poetry writing test administered before and after the implementation of the trans-sector learning model. The pretest results indicated that students' initial ability to write modern poetry was relatively low, with a mean score of 59.55 and a standard deviation of 3.34, which fell into the low category. After the treatment, the posttest results showed a substantial improvement, with a mean score of 80.45 and a standard deviation of 1.44, categorized as good. Hypothesis testing using a t-test revealed a calculated t-value of 26.81, which exceeded the critical t-table value of 1.721 at the 5% significance level with 21 degrees of freedom. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. When compared with the minimum mastery criterion for Indonesian language subjects at the junior high school level (KKM = 70), students' posttest performance met the expected standard. These findings indicate that the trans-sector learning model has a significant positive effect on students' ability to write modern poetry and can be considered an effective instructional strategy in poetry writing instruction.

## KATA KUNCI

model pembelajaran trans sektor, menulis puisi baru, kemampuan menulis, siswa SMP, penelitian kuantitatif

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran trans sektor terhadap kemampuan menulis puisi baru siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan rancangan one-group pretest–posttest. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri Perisai yang berjumlah 66 orang, sedangkan sampel penelitian terdiri atas 22 siswa yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan melalui tes menulis puisi baru yang diberikan sebelum dan sesudah penerapan model pembelajaran trans sektor. Hasil pretest menunjukkan bahwa kemampuan awal siswa dalam menulis puisi baru tergolong rendah dengan nilai rata-rata sebesar 59,55 dan standar deviasi sebesar 3,34. Setelah diberikan perlakuan, hasil posttest mengalami peningkatan yang signifikan dengan nilai rata-rata sebesar 80,45 dan standar deviasi sebesar 1,44, yang termasuk dalam kategori baik. Pengujian hipotesis menggunakan uji-t menghasilkan nilai t hitung sebesar 26,81, yang lebih besar daripada nilai t tabel sebesar 1,721 pada taraf signifikansi 5% dengan derajat kebebasan 21. Dengan demikian, hipotesis penelitian diterima. Jika dikaitkan dengan Kriteria Ketuntasan Minimal (KKM) mata pelajaran Bahasa Indonesia untuk SMP sebesar 70, kemampuan menulis puisi baru siswa setelah perlakuan telah memenuhi standar yang ditetapkan. Oleh karena itu, dapat disimpulkan bahwa model pembelajaran trans sektor berpengaruh positif secara signifikan terhadap kemampuan menulis puisi baru siswa kelas VIII SMP Negeri Perisai.

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## **Introduction**

Education plays a fundamental role in shaping individuals' intellectual capacity, character, and social responsibility. In the Indonesian context, education is formally defined as a deliberate and systematic effort to create learning environments that enable students to actively develop their potential in terms of spiritual strength, self-control, intelligence, moral values, and practical skills needed for personal and societal life (Law of the Republic of Indonesia No. 20 of 2003). The achievement of national education goals is closely related to the quality of learning processes implemented in schools. Curriculum development, therefore, is not merely aimed at knowledge transmission but also at fostering creativity, critical thinking, and cultural awareness among students. One important aspect of the Indonesian language curriculum is literacy development, particularly writing skills, which are considered essential for enabling students to express ideas, emotions, and experiences in a structured and meaningful way. Writing activities are increasingly emphasized as part of school literacy programs, as they support students' ability to think reflectively and communicate effectively. Among various writing forms taught in junior high schools, literary writing-especially poetry writing-occupies a strategic position because it integrates linguistic competence, creativity, imagination, and emotional sensitivity.

Poetry writing, particularly modern poetry, is an important component of literary expression learning at the junior high school level. Modern poetry differs from traditional poetry in that it does not strictly adhere to fixed structural rules, allowing writers greater freedom in expressing ideas, emotions, and personal experiences. Through poetry writing, students are encouraged to explore their inner world, respond to their environment, and transform observations into aesthetic language. In Indonesian language learning, poetry writing is expected to develop students' expressive abilities as well as their appreciation of literary values. However, despite its potential benefits, poetry writing is often perceived by students as a difficult and less engaging activity. Many students experience difficulties in generating ideas, selecting appropriate diction, and organizing poetic expressions. Previous classroom practices indicate that poetry instruction often relies heavily on teacher explanations, examples, and memorization, which may limit students' opportunities to actively explore creative processes. As a result, students tend to become passive learners who depend on teacher guidance rather than developing confidence in their own creative abilities. This condition suggests that conventional instructional approaches may not adequately support students' needs in learning to write poetry effectively.

Classroom observations conducted at SMP Negeri Perisai revealed similar challenges in poetry writing instruction among eighth-grade students. Many students showed low participation during learning activities, rarely asked questions, and were hesitant to express opinions or ideas. During poetry writing lessons, students often waited for explicit instructions from the teacher and demonstrated limited enthusiasm when asked to complete tasks independently or present their work in front of the class. This lack of active engagement negatively affected students' learning outcomes, as reflected in their low writing performance. Although teachers had attempted various strategies, such as providing examples, assigning exercises, and giving homework, the

results remained unsatisfactory. These conditions highlight the need for innovative and student-centered learning models that can stimulate students' interest, creativity, and active involvement. One instructional approach that has the potential to address these issues is the trans-sector learning model. This model emphasizes observational learning, collaboration, and contextual exploration by encouraging students to gather information from their surroundings and transform it into learning material. In poetry writing instruction, the trans-sector learning model enables students to observe real-life phenomena, reflect on their experiences, and use these observations as inspiration for poetic expression. By engaging students directly with their environment, this model is expected to enhance idea generation, foster creativity, and increase learning motivation. Therefore, this study aims to investigate the effect of the trans-sector learning model on the ability of eighth-grade students at SMP Negeri Perisai to write modern poetry. The findings of this study are expected to contribute to the development of effective instructional strategies in Indonesian language education, particularly in improving students' poetry writing skills and active learning participation.

## **Method**

This study employed a quantitative research approach with an experimental method to investigate the effect of the trans-sector learning model on students' ability to write modern poetry. Quantitative research is appropriate for examining causal relationships through numerical data and statistical analysis. The research design applied was a one-group pretest–posttest design, in which a single group of participants was measured before and after the implementation of the instructional treatment. The study was conducted at SMP Negeri Perisai from July 12 to August 12, 2024, a period selected to avoid overlap with students' examination schedules. The population of the study consisted of all eighth-grade students of SMP Negeri Perisai, totaling 66 students across three classes. Purposive sampling was used to select the research sample, as the sampling decision was based on specific considerations relevant to the research objectives. Class VIII Plus was selected as the sample because students in this class demonstrated lower achievement in modern poetry writing compared to other classes. Therefore, the sample comprised 22 eighth-grade students. The independent variable in this study was the trans-sector learning model, while the dependent variable was students' ability to write modern poetry.

Data were collected using observation and writing tests administered as a pretest and posttest. The pretest was conducted to measure students' initial poetry writing ability prior to the treatment, while the posttest was administered after the implementation of the trans-sector learning model to assess learning outcomes. Students' poetry writing was evaluated using an analytic scoring rubric adapted from Nurgiyantoro, which assessed four aspects: thematic relevance, imaginative strength, diction accuracy, and the use of figurative language and imagery. Each aspect was rated on a five-point scale with equal weighting, resulting in a maximum total score of 100. Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were used to calculate mean scores, score distributions, standard deviations, and standard errors for both pretest and posttest results. Inferential analysis was performed using a paired-sample t-test to determine whether the difference between pretest and posttest mean scores was statistically significant. The

level of significance was set at 5%, with degrees of freedom determined by subtracting one from the sample size. If the calculated t-value exceeded the critical t-table value, the research hypothesis was accepted, indicating a significant effect of the trans-sector learning model on students' ability to write modern poetry.

## Results

This section reports the results of the study examining the effect of the trans-sector learning model on eighth-grade students' ability to write modern poetry at SMP Negeri Perisai in the 2024/2025 academic year. The results are presented in the form of descriptive statistics, distributional measures, rubric-based performance analysis, and inferential statistics using a paired-sample *t* test.

### Students' Pretest and Posttest Scores in Writing Modern Poetry

Students' poetry writing ability was measured using a writing test administered before the implementation of the trans-sector learning model (pretest) and after the treatment (posttest). Individual scores, deviation values, and squared deviations were calculated to support statistical analysis. The summary of students' scores is presented in Table 1.

**Table 1**  
*Students' Pretest and Posttest Scores in Writing Modern Poetry*

No	Student	Class	Pretest	$x_1$	$x_1^2$	Posttest	$x_2$	$x_2^2$
1	AA	VIII Plus	55	-4.55	20.70	80	-0.45	0.20
2	AZ	VIII Plus	60	0.45	0.20	80	-0.45	0.20
3	AN	VIII Plus	65	5.45	29.70	80	-0.45	0.20
...	...	...	...	...	...	...	...	...
22	AR	VIII Plus	60	0.45	0.20	80	-0.45	0.20
<b>Total</b>			1310	-0.10	245.40	1770	0.10	45.40

The data indicate that students' pretest scores ranged from 55 to 65, with most students scoring below the minimum mastery criterion (KKM = 70). Only a small number of students achieved scores close to the mastery level before the treatment. In contrast, posttest scores showed a clear improvement, ranging from 80 to 85. This distribution suggests that all students exceeded the KKM after participating in the trans-sector learning activities.

### Mean Scores of Pretest and Posttest

To describe overall learning outcomes, mean scores were calculated for both pretest and posttest results. The mean pretest score was 59.55, indicating that students' initial ability to write modern poetry was categorized as low. After the implementation of the trans-sector learning model, the mean posttest score increased to 80.45. This result indicates a substantial improvement in students' poetry writing ability, placing their achievement in the good category and above the established mastery criterion.

The increase in mean scores demonstrates a notable gain in students' performance after the instructional intervention. The difference between pretest and posttest means reflects the effectiveness of the trans-sector learning model in supporting students' creative writing development.

### Standard Deviation and Standard Error

Measures of dispersion were calculated to examine score variability before and after the treatment. The standard deviation of pretest scores was 3.34, indicating moderate variability in students' initial writing performance. The posttest standard deviation decreased to 1.44, suggesting that students' scores became more homogeneous after the implementation of the learning model. Standard error values were also calculated to estimate the precision of the mean scores. The standard error for the pretest was 0.73, while the posttest standard error was 0.31. These results indicate that the posttest mean score was more stable and reliable compared to the pretest mean, reflecting more consistent achievement among students after the treatment.

### Distribution of Scores: Mode and Median

Further analysis of score distribution was conducted using mode and median values. Table 2 presents the frequency distribution of pretest and posttest scores.

**Table 2**  
*Frequency Distribution of Pretest and Posttest Scores*

Score	Pretest Frequency	Score	Posttest Frequency
55	6	80	20
60	12	85	2
65	4		

The median pretest score was 60, indicating that half of the students scored at or below this value prior to the treatment. The posttest median increased to 80, showing a clear upward shift in students' performance. Similarly, the mode of the pretest was 60, while the posttest mode was 80, indicating that the most frequently obtained score increased after the implementation of the trans-sector learning model.

### Rubric-Based Performance Analysis

Students' poetry writing performance was also analyzed using an analytic rubric consisting of four aspects: thematic relevance, imaginative strength, diction accuracy, and the use of figurative language and imagery. Table 3 presents the rubric score tabulation for pretest and posttest results.

**Table 3**  
*Rubric Score Tabulation for Pretest and Posttest*

Aspect	Pretest Score	Total	Posttest Score	Total
Thematic relevance	79		87	

<b>Imaginative strength</b>	70	105
<b>Diction accuracy</b>	57	82
<b>Figurative language and imagery</b>	55	80

The rubric analysis shows consistent improvement across all assessed aspects. In the pretest, students demonstrated moderate achievement in thematic relevance and diction accuracy, while imaginative strength and figurative language usage were relatively limited. After the treatment, all rubric components showed increased total scores, indicating improvement in both technical and creative aspects of poetry writing.

### Percentage Analysis of Rubric Scores

To further illustrate students' performance, rubric scores were converted into percentages and categorized based on predetermined achievement levels. In the pretest, thematic relevance achieved 65.82% (good), imaginative strength reached 60% (good), diction accuracy reached 68.42% (good), and figurative language usage reached 65.45% (good). However, a considerable proportion of students remained in the fair and low categories, particularly in imaginative expression and figurative language use. In contrast, posttest results showed marked improvement. Thematic relevance reached 78.16% (good), imaginative strength increased to 80.95% (very good), diction accuracy reached 78.05% (good), and figurative language and imagery reached 45% in the good category with no students remaining in the low category. These results indicate that the trans-sector learning model contributed positively to students' mastery of poetic elements.

### Hypothesis Testing Using Paired-Sample *t* Test

To determine whether the observed improvement was statistically significant, a paired-sample *t* test was conducted. The difference between pretest and posttest scores for each student was calculated and analyzed. Table 4 presents the summary of the *t* test calculation.

**Table 4**  
*Paired-Sample t-Test Results*

<b>Statistic</b>	<b>Value</b>
<b>N</b>	22
<b><math>\sum D</math></b>	460
<b><math>\sum D^2</math></b>	9900
<b>Mean difference (Md)</b>	20.91
<b>Standard deviation of differences</b>	3.57
<b>Standard error</b>	0.78
<b><i>t</i> value</b>	26.81
<b><i>t</i> table (<math>\alpha = .05</math>, <math>df = 21</math>)</b>	1.721

The calculated *t* value of 26.81 exceeded the critical *t* table value of 1.721 at the 5% significance level with 21 degrees of freedom. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. This result indicates a statistically significant difference between students' pretest and posttest scores,

confirming that the trans-sector learning model had a significant effect on students' ability to write modern poetry.

### **Summary of Learning Outcomes**

Overall, the results demonstrate a substantial improvement in students' poetry writing ability after the implementation of the trans-sector learning model. Students' mean scores increased beyond the minimum mastery criterion, score variability decreased, and performance across all rubric components improved. The statistically significant *t* test result further supports the effectiveness of the instructional intervention. These findings provide empirical evidence that the trans-sector learning model positively influences junior high school students' ability to write modern poetry.

### **Discussion**

The findings of this study indicate that the trans-sector learning model has a significant positive effect on students' ability to write modern poetry. The substantial increase in posttest scores compared to pretest results demonstrates that learning activities grounded in direct observation and contextual experience can effectively support students' creative writing development. Prior to the treatment, students showed limited ability to generate ideas, employ imaginative language, and organize poetic expressions, as reflected in low mean scores that fell below the minimum mastery criterion. After the implementation of the trans-sector learning model, students' performance improved markedly across all assessed aspects, including thematic relevance, imaginative strength, diction accuracy, and the use of figurative language and imagery. This improvement suggests that engaging students in learning experiences beyond the classroom environment enables them to transform real-world observations into meaningful poetic expressions, thereby enhancing both creativity and linguistic competence.

From a pedagogical perspective, the effectiveness of the trans-sector learning model can be explained by its student-centered and experiential learning orientation. By encouraging students to observe their surroundings, interact with real contexts, and collaborate with peers, the model promotes active learning and cognitive engagement. Such learning conditions are consistent with constructivist learning theory, which emphasizes that knowledge is constructed through interaction with the environment and social experiences. When students are given opportunities to explore authentic contexts, they are more likely to develop original ideas and express them creatively. The reduction in score variability observed in posttest results further indicates that the trans-sector learning model not only improves average performance but also helps achieve more uniform learning outcomes among students. These findings align with previous research highlighting the benefits of contextual and experiential learning approaches in enhancing students' writing skills, particularly in literary and creative writing instruction.

Moreover, the rubric-based analysis provides deeper insight into how the trans-sector learning model influenced specific components of poetry writing. The most notable improvement was observed in imaginative strength, suggesting that direct observation and experiential learning significantly enhance students' ability to visualize and express ideas creatively. Improvements in diction accuracy and figurative

language use indicate that students became more aware of word choice and stylistic elements when composing poetry. These results suggest that the trans-sector learning model supports the integration of cognitive, affective, and linguistic dimensions of learning, which are essential in poetry writing. Given that students' posttest performance exceeded the minimum mastery criterion and the statistical analysis confirmed a significant treatment effect, the trans-sector learning model can be recommended as an effective instructional strategy for teaching poetry writing at the junior high school level. Future studies may explore its application across different genres of creative writing or investigate its long-term impact on students' literary competence.

## **Conclusions**

Based on the results of the study, it can be concluded that the trans-sector learning model has a significant positive effect on eighth-grade students' ability to write modern poetry at SMP Negeri Perisai. The findings show a substantial improvement in students' poetry writing performance after the implementation of the learning model, as evidenced by higher posttest scores compared to pretest scores. Students demonstrated enhanced abilities in generating ideas, developing imaginative expressions, selecting appropriate diction, and using figurative language and imagery effectively. The statistical analysis further confirmed that the improvement was significant, indicating that the observed gains were attributable to the instructional intervention rather than chance. These results suggest that the trans-sector learning model effectively promotes active learning, creativity, and contextual understanding in poetry writing instruction. Therefore, the model can be considered a viable and effective instructional strategy for Indonesian language teachers seeking to improve students' creative writing skills, particularly in modern poetry writing at the junior high school level.

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