# Enhancing Critical Thinking Skills in Poetry Writing through Nature-Based Learning Method

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## ARTICEL INFO

## ABSTRACT

*To improve poetry writing skills, it is necessary to use a variety of strategies that encourage students to think critically and conduct in-depth examination. This strategy can considerably increase their originality and proficiency in poetry writing. The Nature-Based Learning Method is used in this study to improve critical thinking abilities, specifically those related to poetry writing. This quasi-experimental study assesses the impact of specific activities under controlled conditions. To ensure accurate and trustworthy data collection, the study employs a Pretest-Posttest Control Group Design, with a pretest administered prior to treatment and a posttest administered thereafter in both the experimental and control groups. The study included 63 students from Malikussaleh University, chosen by purposive sampling. The major data collection tool was a poetry-writing performance exam. Normality, homogeneity, and hypothesis tests were used during the data analysis. The t-test for students' poetry writing skills yielded a significant value of $0.000 < 0.05$, rejecting the null hypothesis (Ho) and accepting the alternative hypothesis (Ha). In the experimental group, the average pretest score for poetry writing skills was 53.38, but it climbed to 80.65 following the intervention. Similarly, the control group's average critical thinking abilities score for poetry writing increased from 48.90 on the pretest to 67.65 on the posttest. These findings imply that by improving critical thinking skills, particularly in writing, students can considerably improve their capacity to write high-quality poetry. This enhancement in critical thinking is believed to boost problem-solving abilities and help to create more refined and compelling poetry compositions.*

## INTRODUCTION

The act of writing poetry assists students attain their educational objectives, improves their literacy skills, and boosts their thinking abilities (Hanauer, 2012). Writing poetry is one of the abilities that can help students enhance their thinking and literacy skills while also allowing them to reach their educational goals (McLoughin, 2013). Thus, students have the opportunity to express their creativity and ideas through the use of this exercise, with the structure of the poem serving as a visible representation of the essence that they desire to convey, by doing this, the results of learning to write poetry can be remarkable as well as satisfying.

The cultivation of critical thinking skills is very important in today's education (Gormley, 2017). By honing critical thinking skills, students become more familiar with their own thinking processes and are able to assess and improve their performance and cognitive development through their learning experiences (Yanti et al., 2022). The importance of developing critical thinking skills cannot be overstated, as these skills are crucial to achieving success outside of academia (Gormley, 2017). In poetry writing, critical thinking is usually measured by one's ability to engage in all three activities (Sharadgah, 2014). The extent to which students can think critically directly affects the way they approach learning and ultimately impacts the outcomes they achieve.

The level of emphasis on incorporating critical thinking skills into learning activities is currently lacking due to various factors; feeling less engaged in learning, interesting learning materials, and so on. This problem becomes apparent when looking at the limited and uninteresting resources used in the classroom, which in turn results in boredom that is often considered ineffective. This is because students tend to remain passive during learning, hindering their ability to fully use their imagination and express themselves effectively through poetry.

**Nature-based Learning Method**

One very important aspect in the learning process is the selection of the right learning method. A viable option for educators to consider is the Nature Learning method, as this method is very effective for honing poetry writing skills. According to Sari (2024) the Nature Learning Approach has proven to be very effective in helping students develop their poetry writing skills by immersing them in nature and inspiring them to utilize their own interactions with nature to gain poetry inspiration. This method fosters a dynamic and imaginative atmosphere for students to explore their creativity, allowing them to break boundaries and create poems that have personal meaning (Ameli, 2022).

Based on the positive results achieved by previous researchers in improving students' learning achievement, utilizing this approach as an educational tool seems appealing. Learning poetry in a natural setting surrounded by the beauty of the outdoors can stimulate and expand students' creativity which in turn brings happiness. Joy serves as a powerful incentive to create poetry. The use of the Nature Learning method will hopefully empower students to produce work that challenges their perspectives and offers a more authentic and enjoyable learning journey by immersing themselves in nature and the surrounding environment (Sari, et al., 2024).

**Benefits of Nature-based Learning**

Some of the benefits of the Nature Learning method in the learning process are: Environment-centered teaching can enhance children's understanding and emotional connection with nature, as they have a natural

and emotional connection with their surroundings (Mann et al., 2021). Strong non-verbal intellectual experiences can deepen children's understanding and connection with nature, allowing for deeper exploration and appreciation of nature (Rymanowicz et al., 2020). Giving teachers the freedom to create and implement a variety of lesson plans and teaching methods can help prevent students from becoming disinterested and bored (Miller et al., 2021). This approach offers a genuine learning experience that empowers students to explore and understand concepts at their own pace, thus developing their unique abilities and potential. Provides opportunities for students to build mutual respect and empathy, understand ethical principles, and engage in social interactions with their peers. This allows them to foster positive relationships, improve moral guidelines and develop important social skills that will benefit them in various aspects of life.

In every learning opportunity, individuals have the chance to develop important life skills through hands-on experience. This direct engagement allows for deeper understanding and application of knowledge in real-world situations. Further, encouraging a deep appreciation and connection with nature can foster a deep sense of awe and wonder towards the universe and ultimately towards the Creator. By integrating nature into education, students can develop a greater sense of love and respect for the world around them, thus leading to a deeper spiritual connection with God.

Learning can take place in a variety of circumstances, not just typical classrooms or regulated educational institutions (Fadhillah, 2024). Nature-based learning, for example, broadens students' perspectives by showing that learning may take place through any media, including hands-on encounters in natural environments. This strategy stimulates student activity while also strengthening their muscles and motor abilities through physical exercises. Nature-based learning enriches and broadens students' ideas and perspectives on education, enabling a more holistic and engaging learning process (Barrable, 2022).

Nature-based learning strategies can help students enhance their social skills by encouraging teamwork, communication, and emotional intelligence in an outside setting (Annisa & Sutapa, 2019). This style of learning setting fosters familiarity among teachers and students, resulting in a more comfortable and helpful learning environment. Furthermore, nature-based learning is important in helping kids acquire ethical and moral values. Interactions with the environment and talks about its preservation teach kids to appreciate the natural world, which encourages responsibility and ethical behavior.

The value of critical thinking in education cannot be emphasized. Developing critical thinking skills in youngsters is vital for their ability to assess information, evaluate ideas, and make sensible replies (Priyanti & Warmansyah, 2021; Warsah et al., 2021). These skills also develop children's curiosity, empathy, and democratic thinking, allowing them to approach numerous topics with an open and inquiring attitude (Amin et al., 2020). Finally, teaching children critical thinking helps them discover the most successful and suitable learning practices for themselves, allowing them to become independent and reflective learners.

Critical thinking skills include the ability to think clearly, thoroughly, and deeply, thus ensuring that one's thoughts are relevant, consistent, and logical. A critical thinker is dedicated to seeking accurate information from reliable sources, verifying the credibility of those sources, exploring all available alternatives, carefully considering their own and others' opinions. They also refrain from making judgments when there is insufficient evidence and reasoning, and constantly seek to uncover the underlying reasons behind their beliefs (Rahman, 2023). Further, engaging in activities that enhance critical thinking, such as evaluating, integrating, rationalizing, and innovating, allows individuals to generate and apply fresh insights in practical scenarios. These skills are highly valued in education as they allow learners to discover through their own investigations. Critical thinking capacity is indispensable for the advancement of any global community (Facionate, 2015).

**Critical Thinking in Writing Poetry Texts**

The ability to write effectively is essential for students as it allows them to analyze information, express thoughts clearly, broaden perspectives, and gain new insights (Achilov, 2017). Writing involves many components such as punctuation, word selection, sentence construction, and paragraph organization, these skills not only improve communication but also facilitate deeper understanding and learning (Yusuf et al., 2019; Ilham et al., 2024; Yuzar, 2022; Larisa et al., 2023).

One of the main goals of teaching poetry is to assist students in developing their vocabulary skills (Ilham et al., 2023). Through poetry writing exercises, students can improve their ability to effectively communicate their thoughts and concepts in a way that is coherent and easily understood by readers. Experienced writers understand that the writing process not only involves putting words on paper but also stimulates deep thinking and analysis. This highlights the important role of critical thinking in honing and refining one's writing skills (Achilov, 2017; Sari et al., 2019).

Critical thinking abilities are important in education because they allow students to examine, evaluate, and create, moving beyond simple memory to gain a deeper understanding and presentation of ideas (Alsaleh, 2020; Cottrell, 2023). Poetry, with its rich literary past, offers a unique chance to develop these skills by enabling pupils to interact with language in novel and reflective ways (Guite, 2020; Rahman, 2023).

However, effectively incorporating critical thinking into poetry writing teaching is still a struggle. To address this issue, the current study proposes a nature-based learning that aims to improve students' critical thinking skills through an organized and informed investigation of poetry techniques and topics. This strategy seeks to promote the comprehensive development of students' cognitive and literary skills by bridging the gap between creative expression and critical analysis. Thus, the purpose of this study is to investigate the following question: How does the use of a knowledge-based approach affect the development of critical thinking skills in students' poetry writing.

## METHODS

This study employs the knowledge-based approach within a quasi-experimental framework, which is a research methodology used to assess the impact of specific interventions in a controlled setting (Creswell, & Creswell, 2017). Using a Pretest-Posttest Control Group Design, the study was able to determine the impact of the knowledge-based approach on students' critical thinking skills in poetry writing. This approach included administering a pretest before the intervention and a posttest to both the experimental and control groups to ensure accurate and reliable data collecting (Rahmiaty et al., 2022).

The study was conducted at Malikussaleh University, with a sample size of 63 undergraduate students. Purposive sampling was used to pick participants, allowing researchers to intentionally chose individuals who were most likely to benefit from and contribute to the study's objectives. This focused approach ensured that the sample was representative of the population and that the findings were relevant to similar educational situations.

Further, the study used performance test questions to evaluate the effectiveness of a knowledge-based approach for improving critical thinking skills in poetry writing. These examinations were specifically intended to assess the students' abilities to write poetry prior to and following the intervention. The data acquired from these assessments provide light on the changes in students' critical thinking skills, as well as the overall impact of the knowledge-based approach on poetic manifestation.

## RESULTS AND DISCUSSION

This section presents the research findings on the impact of the conventional Nature-based Learning approach in enhancing critical thinking skills. To assess the effect of this method on students' critical thinking abilities in poetry writing, the following results from students' poetry writing are detailed and analyzed.

The research offered an in-depth look of poetry by recalling the experiences of the participants when they read and listened to poetry. Determine the title and content of the poem by examining the structure of the poem after it has been remembered. The researchers assigned scores to the students' pretest results and organized the scores into a table after the pretest results were successfully collected.

During the initial phase of the study, the control group exhibited a relatively low average pretest score of 48.90, suggesting that the students' critical thinking abilities in poetry writing were initially lacking when employing traditional approaches. The pretest was essential in setting a baseline to assess whether these skills might be improved using conventional methods. Throughout the instructional period, traditional approaches were utilized, such as engaging in group activities and conducting in-person sessions that specifically emphasized the composition and examination of poetry works. Nevertheless, certain pupils faced obstacles,

such as impaired focus and a dearth of enthusiasm for the subject matter. These obstacles impeded their advancement in cultivating critical thinking abilities using traditional methods.

**Table 1.** The Result Data of *Pretest* Control Class

| No | Name | Score |
|----|------|-------|
| 1 | Hendra | 70 |
| 2 | Dian | 50 |
| 3 | Ayu | 45 |
| 4 | Fatma | 60 |
| 5 | Hadi | 55 |
| 6 | Maulida | 45 |
| 7 | Bawi | 75 |
| 8 | Nurul | 35 |
| 9 | Alfiandi | 40 |
| 10 | Junaidi | 55 |
| 11 | Iqbal | 55 |
| 12 | Mirna | 50 |
| 13 | miswatun | 45 |
| 14 | Salwa | 40 |
| 15 | Sari | 60 |
| 16 | Wildan | 35 |
| 17 | Agis | 50 |
| 18 | Razika | 40 |
| 19 | Rania | 55 |
| 20 | wandi | 65 |
| 21 | Rahmi | 75 |
| 22 | Zakaria | 35 |
| 23 | Usman | 45 |
| 24 | Amiruddin | 45 |
| 25 | Jumadi | 40 |
| 26 | Balqis | 25 |
| 27 | Matriadi | 70 |
| 28 | Taufik | 20 |
| 29 | Dewi | 40 |
| 30 | Asma | 40 |
| 31 | Fajriana | 75 |
| 32 | Murhamah | 30 |
| | **Total** | 1565 |
| | **Average** | **48.90** |

Notwithstanding these initial challenges, a change was noticed when students were prompted to participate in creative writing activities inside the traditional structure. This approach appeared to ignite a revitalized enthusiasm and a more resolute dedication to their work, indicating that even within conventional procedures, chances for creativity can have a good impact on student involvement. The posttest findings demonstrated a notable enhancement in the students' ability to write poetry, indicating significant gain in their

poetry writing skills. This result highlights the capacity of incorporating innovative components into traditional instructional approaches to improve critical thinking and general proficiency in the art of poem writing.

**Table 2.** The Result Data of *(Post-test)* Control Class

| No | Name | Score |
|----|------|-------|
| 1 | Hendra | 90 |
| 2 | Dian | 55 |
| 3 | Ayu | 75 |
| 4 | Fatma | 70 |
| 5 | Hadi | 75 |
| 6 | Maulida | 75 |
| 7 | Bawi | 90 |
| 8 | Nurul | 65 |
| 9 | Alfiandi | 50 |
| 10 | Junaidi | 70 |
| 11 | Iqbal | 60 |
| 12 | Mirna | 65 |
| 13 | miswatun | 50 |
| 14 | Salwa | 50 |
| 15 | Sari | 75 |
| 16 | Wildan | 50 |
| 17 | Agis | 75 |
| 18 | Razika | 55 |
| 19 | Rania | 75 |
| 20 | wandi | 75 |
| 21 | Rahmi | 55 |
| 22 | Zakaria | 60 |
| 23 | Usman | 85 |
| 24 | Amiruddin | 60 |
| 25 | Jumadi | 70 |
| 26 | Balqis | 65 |
| 27 | Matriadi | 80 |
| 28 | Taufik | 75 |
| 29 | Dewi | 50 |
| 30 | Asma | 55 |
| 31 | Fajriana | 90 |
| 32 | Murhamah | 75 |
| **Total** | | 2.165 |
| **Average** | | **67.65** |

The rate is 67.65, as indicated by the aforementioned results. The average value of writing poetry during the pretest is 48.90, while the posttest value is 67.65, which exceeds the pretest value. This is a result of the influence of traditional teaching methods, particularly the emphasis on elucidating the poetry text.

**Poetry Writing Process Using Conventional Methods**

There is direction in giving pretests by discussing poetry and efforts to attract students to write poetry. After being given directions and providing an overview of writing poetry by reading, watching people read poetry, the results of the scores on the students' pretest results were seen and compiled the scores of the students' pretest results into a table.

Table 4. The Result of *Pretest* Experiment Class

| No | Name | Score |
|----|------|-------|
| 1 | Hendra | 60 |
| 2 | Dian | 35 |
| 3 | Ayu | 55 |
| 4 | Fatma | 75 |
| 5 | Hadi | 55 |
| 6 | Maulida | 65 |
| 7 | Bawi | 45 |
| 8 | Nurul | 45 |
| 9 | Alfiandi | 70 |
| 10 | Junaidi | 65 |
| 11 | Iqbal | 60 |
| 12 | Mirna | 45 |
| 13 | miswatun | 65 |
| 14 | Salwa | 30 |
| 15 | Sari | 50 |
| 16 | Wildan | 75 |
| 17 | Agis | 30 |
| 18 | Razika | 40 |
| 19 | Rania | 50 |
| 20 | wandi | 60 |
| 21 | Rahmi | 75 |
| 22 | Zakaria | 45 |
| 23 | Usman | 50 |
| 24 | Amiruddin | 70 |
| 25 | Jumadi | 40 |
| 26 | Balqis | 65 |
| 27 | Matriadi | 45 |
| 28 | Taufik | 60 |
| 29 | Dewi | 45 |
| 30 | Asma | 50 |
| 31 | Fajriana | 35 |
| | Total | 1.655 |
| | Average | 53.38 |

**From some of the materials for writing poetry texts**

The following are the results of the pretest data description of students' critical thinking skills in writing poetry.The purpose of improving critical thinking skills in writing poetry. The quality of the knowledge approach to writing poetry texts has a positive effect on critical thinking skills. The tendency that is seen specifically will be able to motivate and imagination of each student who takes part in the lesson in writing poetry texts using conventional methods, which means that students in the experimental class have been able to think more critically in writing poetry.

## CONCLUSION

The proficiency of students in poetry writing is greatly influenced by the Nature-based learning method implemented through different approaches. The average results and the difference in pre-test and post-test scores have a substantial impact. There was a notable improvement in the average level of critical thinking skills among students when it came to producing poetry, as observed in both the experimental and control classes, from the pretest to the posttest. This finding is validated by conducting a statistical analysis on the results of the pre-requisite test of normality. The obtained pretest values for the experimental class (0.200) and the control class (0.125) have a significant level of <0.05. Similarly, the posttest values for the experimental class (0.200) and the control class (0.101) also meet this significant level. Therefore, it can be concluded that the data obtained follows a normal distribution. This indicates that the material of composing student poetry texts at Malikussaleh University has an impact on the development of students' critical thinking abilities. The average findings clearly demonstrate a substantial impact, as evidenced by the difference in scores between the pre-test and post-test. There is a notable improvement in the average level of critical thinking skills among students when it comes to creating poetry, as observed from the pretest to the posttest

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