AN EXPLORATORY STUDY OF STUDENT PERSPECTIVES ON THE BOOK "MANISNYA WARNA TULISANMU"

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Abstract

This study explores students' perspectives on the student-created book "Manisnya Warna Tulisanmu" at SDN 1 Gunungan, Manyaran. This book results from an innovative learning process encouraging students to write poetry, short stories, and coloring works. This study aims to understand how students perceive a book that contains a collection of their works in terms of its content, appearance, and usefulness in learning. The research employs a qualitative approach with an exploratory case study method. Data were collected through interviews and documentation involving students from grades 4, 5, and 6. The analysis follows Miles and Huberman's techniques, including data reduction, display, and verification. The findings reveal that most students feel proud and motivated upon seeing their works published in the book. This book enhances their confidence and interest in writing. However, some students still experience feelings of embarrassment and lack confidence in their work. Overall, "Manisnya Warna Tulisanmu" has successfully served as a medium for appreciating and stimulating students' creativity in learning the Indonesian language.
Keywords: Students' perspectives; student-created book; writing skills, learning motivation.

Abstrak

Penelitian ini mengeksplorasi perspektif siswa terhadap buku karya siswa berjudul *"Manisnya Warna Tulisanmu"* di SDN 1 Gunungan, Manyaran. Buku ini merupakan hasil pembelajaran inovatif yang mendorong siswa untuk menulis puisi, cerpen, serta karya mewarnai. Tujuan penelitian ini adalah untuk memahami bagaimana siswa memandang buku yang berisi kumpulan karya mereka sendiri, baik dari segi isi, tampilan, maupun keberagunaannya dalam pembelajaran. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan studi kasus eksploratif. Data dikumpulkan melalui wawancara dan dokumentasi terhadap siswa kelas 4, 5, dan 6. Analisis dilakukan menggunakan teknik Miles dan Huberman, yang mencakup reduksi data, display data, dan verifikasi. Hasil penelitian menunjukkan bahwa sebagian besar siswa merasa bangga dan termotivasi setelah melihat karya mereka diterbitkan dalam buku. Buku ini meningkatkan rasa percaya diri dan minat mereka dalam menulis. Namun, beberapa siswa masih mengalami rasa malu dan kurang percaya diri terhadap hasil karyanya. Secara keseluruhan, *"Manisnya Warna Tulisanmu"* berhasil menjadi media apresiasi dan stimulasi kreativitas siswa dalam pembelajaran Bahasa Indonesia.
Kata Kunci: perspektif siswa; buku karya siswa; keterampilan menulis, motivasi belajar.

Introduction

Education has an important role in shaping individuals who are able to think critically, creatively, and innovatively. According to Rifa Hanifa et al. (2021), education guides individuals to live based on science and is able to solve problems around them with creative ideas. One tangible manifestation of this role is to encourage students to produce written works, such as books, that

not only reflect literacy skills but also character development and self-potential. Thus, the activity of writing books by students is part of the educational process that supports 21st century learning. The development of this ability is in line with Indonesian learning which is a forum to grow students' language skills.

Opinion of Dyah Ratnasari & Isa Ansori (2024), stated from several expert findings that Indonesian subjects are essential for student development and play a role in honing their language skills. These subjects can improve students' communication skills, imaginative thinking abilities, and confidence as educated citizens. Language skills include reading, writing, speaking, and listening skills, which are a unit. Teachers need to facilitate Indonesian learning so that students have good skills. Writing is one of the language skills that needs to be developed, and in the process of writing, it is essential to pay attention to the structure of the text content so that the reader can understand the writer's message. Therefore, students must pay attention to correct punctuation in words, phrases, paragraphs, etc.

According to Pamuji & Setyami (2021) In the book "*Keterampilan Berbahasa*" (Language Skills), each language skill is closely related in various ways. Usually, we follow a particular order to acquire language skills, starting from learning to listen to the language, then speaking, after reading, and finally writing. Listening and speaking are generally learned before entering school, while reading and writing are learned in school. These four language skills are interconnected with the thought processes that underlie the use of language.

As one of the basics of language skills, writing skills must be learned and mastered by every individual. Latifah et al. (2020), argues that writing skills are part of language skills and are the final stage understood by learners. New learners can write well after understanding different levels of other language skills. Writing is a form of conveying a message through content, pictures, or materials that have been read, which are then poured into written form so that readers can receive the message. Researching the writing of paragraphs and words is necessary to make the message conveyed meaningful through structured writing. Therefore, knowledge and potential are essential, as well as the ability of each individual to describe the topic of the material presented.

Ilham & Wijiati (2020), the book *"Keterampilan Berbicara: Pengantar Keterampilan Berbahasa"* (Speaking Skills: An Introduction to Language Skills) also argues that writing skills are the highest among all language skills. A person is considered skilled in writing if he can convey his thoughts in written form with words and sentences that are easy for readers to understand. The writer must understand what he writes as well before assessing the quality of the writing. Logically, it will be difficult for others to understand the writing if the author himself does not understand the content.

In today's era of development, writing is critical. By writing, a person can freely convey their ideas or ideas through essays. Writing activities involve a process that includes ability, implementation, and gradually achieving results. In other words, producing quality writing usually requires several revisions. As one of the language skills, writing is a complex activity because the writer must be able to organize and compose the writing content and present it in the form of appropriate written language (Dalman, 2021).

Writing ability is an active and productive skill that involves the process of producing writing, which is acquired through continuous learning and practice (Khalik, 2021). However, according to research conducted by Rofi' (2020) Most students get low scores in writing, which can be seen from the following indicators: 1) Students' difficulty in exploring ideas for writing, 2) Limited vocabulary mastery, 3) Problems with grammar and sentence structure, and 4) Low motivation of students in learning and writing.

Low writing ability is influenced by various factors, such as in research conducted by Nurlaily & Pranata (2022) In lower-class students, especially first grade. Nurlaily explained that

one of the factors for students' low writing skills comes from the students themselves, namely the lack of motivation to learn to write and low interest in learning. Low achievement and poor grades in students are often caused by a lack of motivation to learn, not due to a lack of talent.

Various efforts need to be made to overcome this problem, one is changing less interesting learning methods or models to increase students' motivation and interest in learning to write. One approach that can be used is with practice and project methods. Learning that uses practice methods can clarify and make it easier for students to practice the material studied. In addition, this method will develop thinking skills and train students' intellectual and psychomotor skills (Syahrowiyah, 2016).

In addition, the project learning method can also have a positive impact by significantly improving children's critical thinking skills (Cahyaningsih & Aaron, 2023). Through this more interactive project and practice-based approach to learning, students will be more interested and motivated to participate in learning, which will ultimately help them develop their writing and other skills better.

Based on the results of the author's observations, SDN 1 Gunungan, Manyaran, has adopted an innovative learning method in the form of projects by involving students in creative activities such as writing poetry, short stories, and coloring. These works were then collected and compiled into a book entitled *"Manisnya Warna Tulisanmu,"* meaning *"The Sweetness of the Color of Your Writing."* This initiative aims to increase students' interest in learning Indonesian and motivate them to continue to work. In addition, this book is expected to provide a more enjoyable and meaningful learning experience for students in the teaching and learning process, especially in Indonesian subjects. The book also serves as an evaluation material to assess the extent to which students have understood the learning material, as well as a documentation of the development of student's abilities in language and writing skills.

The book has several types of written works, namely poems, short stories in the form of fables, and the results of coloring students. These types were chosen as student work materials to improve students' writing skills, which were still low, and the division of work assignments was adjusted to the material that students had obtained. Poetry is a type of literary work that expresses the writer's or poet's feelings, written in short, concise language and using imaginative or figurative words. In a poem, the main things are the beauty, sound, form, and meaning you want to convey to the reader (Ardika, 2020). Meanwhile, according to Citraninrum (2016), poetry is a type of literary work that utilizes language or linguistic events to express the author's personality, which may contain a message or describe a particular atmosphere, either physically or mentally.

The second type, namely short stories, is interpreted by Saifur Rohman (2020) in his book "*Pembelajaran Cerpen*" (Learning Short Stories), as a literary work in the form of a fictional story that is presented briefly, Rohman also explained that short stories can be used as a medium to convey various learning topics because short stories describe imitations of events in a person's life involving various characters, times, places, and themes. Short stories can also be mentioned as works of fiction in the form of prose that present a single problem briefly and concisely and are composed of several elements, namely theme, plot, setting, characterization, point of view, message, and language style (Puspitasari, 2017).

Then, in the last type, namely coloring works, which are specifically aimed at students who have not mastered reading and writing skills, especially students in the lower grades. This is so that they can still participate in showing their work together with their other friends even though they are not fluent in reading and writing. Coloring is an activity that trains fine motor skills through every finger movement. (Rohanah and Watini, 2022).

The collection of works made into one in the Student Work Book "*Manisnya Warna Tulisanmu*" is expected to be a medium for channeling students' creative ideas, which is also expected to improve their language skills. Previous research has shown the importance of creativity and writing skills in learning in primary schools. Kemala Dewi et al. (2023) found that stimulating creativity through creating written works can improve students' writing skills. Research conducted by Pratiwi et al. (2020) revealed the challenges of learning to write and strategies to help students develop essay writing skills. Suwandi (2019) emphasizes the importance of literacy-based learning, encouraging students to produce books to improve their writing skills. While there has been a variety of studies that have addressed the importance of creativity and writing in language learning, there has been little research exploring how students view books containing their own work as part of the learning process

Based on these findings and the background that has been presented, the author is interested in conducting research entitled "An Exploratory Study of Student Perspectives on the Book *"Manisnya Warna Tulisanmu"* at SDN 1 Gunungan, Manyaran". This study aims to explore students' perspectives on the book 'The Sweetness of Your Writings' at SDN 1 Gunungan, Manyaran, including how they assess its content, appearance, and benefits in improving writing skills and motivation to learn Indonesian.

Research Methods

This study uses a qualitative approach (*qualitative research*) specifically focused on the exploratory case study method. Exploratory case studies were chosen because they not only allow researchers to delve into students' experiences in writing books, but also understand the context and processes that occur as a whole. In contrast to phenomenology that focuses more on the essence of individual experience, this exploratory case study provides space to explore experience in its entirety in real-life situations

A qualitative approach is a research technique that uses narratives or words to explain and describe the meaning of each phenomenon, symptom, and specific social situation. In this study, researchers play the role of the main instrument in understanding and interpreting these various phenomena, symptoms, and social situations (Waruwu, 2022). This method was chosen because it allows the author to explore the student's experience more deeply when the students create Indonesian written works and print them in a book.

The author uses data collection tools in the form of interviews and documentation. The interviews were conducted with a semi-structured approach, where the researcher had a guide to questions but still made room for respondents to share their experiences in more depth. The respondents in this study were all students in grades 4, 5, and 6, with the aim of obtaining a more comprehensive perspective, considering that each student in the class included the creation of various different types of works. The selection of all students from the three classes allows researchers to gain a variety of experiences according to the level of understanding and creativity in each class. The following data collection tool is documentation; this documentation is used to collect evidence in the form of student attendance lists, photos of student activities, and works compiled in books. Documentation data will be analyzed using content analysis, where researchers assess and identify important information contained in it Both of these methods are used to obtain complete and precise data.

This research was conducted at SDN 1 Gunungan, Manyaran, Wonogiri, with students in grades 4, 5, and 6 as the main object. The research focuses on exploring the reasons that underlie students to produce works in the form of poems, short stories, and coloring results collected in the book *"Manisnya Warna Tulisanmu."* These works emerged due to creative learning that encouraged students to express their ideas, feelings, and understanding of the Indonesian subject matter.
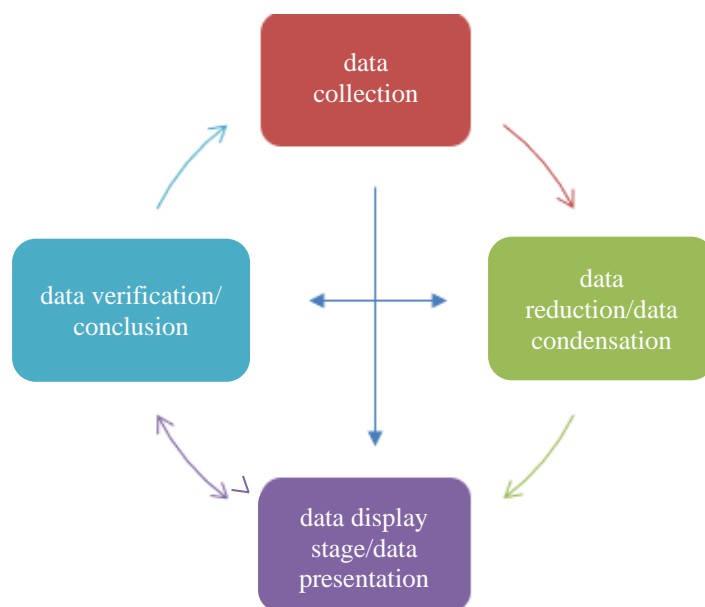

Figure 1. Research Stages

The data analysis technique that the author will carry out is based on research conducted by Sari et al. (2022) in her book entitled Qualitative Research Methods, which refers to Miles and Huberman's theory. The technique has the purpose of researching a process, and this meaning has three components, namely (1) Data reduction/data condensation, (2) Data display /data presentation, and (3) Verification of research data/conclusion enhancement. The components can be explained as follows.

First, the data reduction/data condensation stage is a process of continuously sorting raw and raw data while research activities are being carried out. This stage aims to find the intent of the data collected from the field so that the main points of the object being studied can be found. At this stage, the researcher grouped the results of the interviews based on themes that emerged from the students' experience in writing the work.

Second, the data display stage/data presentation is the stage of conveying information from data that has been obtained and has been well arranged as well as collapsed so that it is easier to see, read, and understand an event and action or event in the form of narrative text. This stage is carried out by summarizing the research findings systematically.

Third, the verification stage, the researcher concludes the data that has been collected, then compares it with other theories or information to ensure its truth. To maintain the accuracy of the data, the researcher also triangulated by comparing the results of the interviews and documentation, as well as reconfirming the results of the interviews to the respondents.

Result and Discussion

This research was conducted to discover how students at SD N 1 Gunungan, Manyaran viewed their learning experiences when doing works that were eventually collected into one book entitled "*Manisnya Warna Tulisanmu*." The author conducted research through interviews and documentation on February 5, 2025. Through the interview techniques, raw data was collected, which was then reduced by the researcher. Data reduction itself includes (1) summarizing data, (2) providing code, (3) identifying themes, and (4) forming groups. The process is carried out by strictly selecting data, making a summary or short description, and grouping it into more general patterns (Rijali, 2019). The data processing process, including data reduction, is assisted by an NVivo application.

The raw data obtained by the authors during field interviews have been projected, summarized, and structured. The summary is presented visually, as shown in the following image, to make it easier for readers to understand the primary information from the interview results.
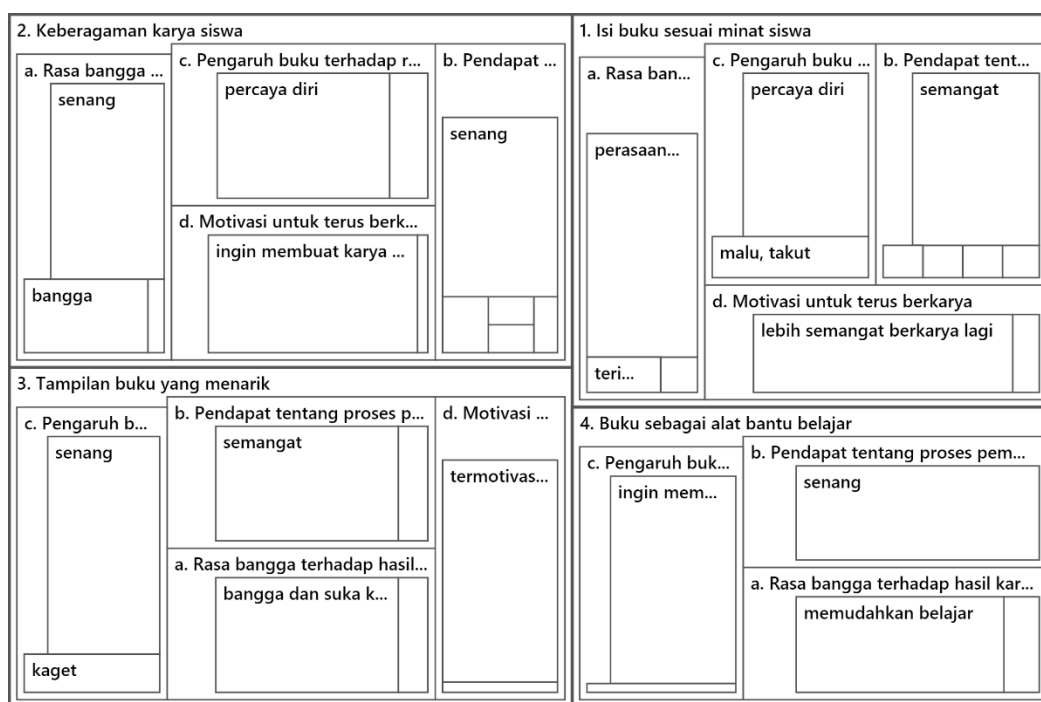
Figure 2. Coverage of students' raw question and answer indicators

This research focuses on students' perspectives on books through a series of questions prepared by the author. The grids and questions in the diagram include four main points: 1) the book's content that suits the student's interests, 2) the diversity of student work, 3) the attractive display of the book, and 4) the book as a learning aid. Each point is detailed in aspects such as pride in the work, opinions about the work process, the influence of books on self-confidence, and motivation to continue working. With this approach, the authors collect student responses to understand how books can affect their learning experience, motivation, and creativity.
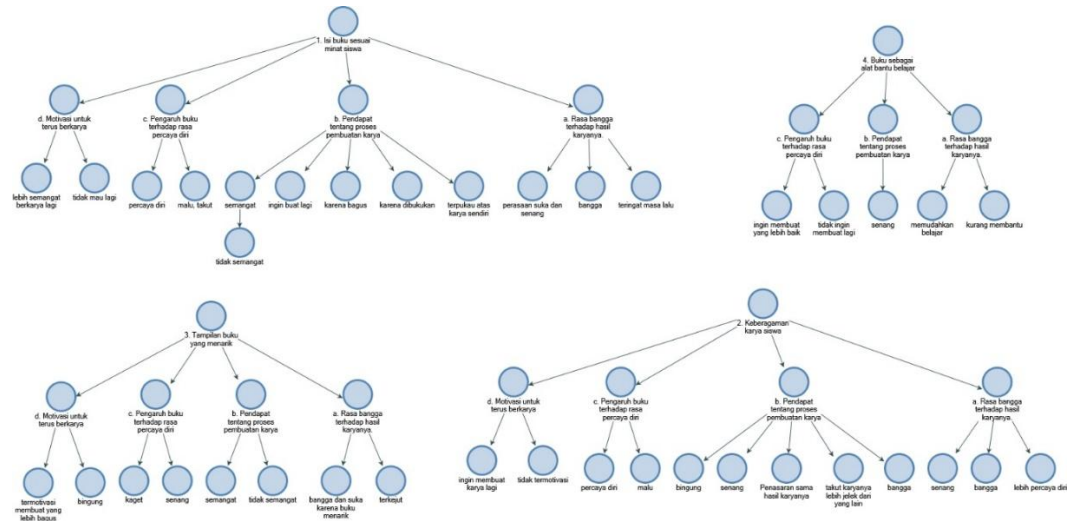
Figure 3. Classify data

According to the data, there are a lot of students' perspectives on books whose content is their work. Many students feel happy *(senang)*, proud *(bangga)*, confident *(percaya diri)*, surprised *(kaget)*, and even have the enthusiasm and desire to do this kind of work again. However, it can also be seen that there are a few students who feel embarrassed, afraid, unconfident, and reluctant to make this kind of book again. This can be seen in the image below.

Figure 4. Comparison of the most frequently appearing student answers

Figure 5. Most frequently popped up student answers

Once the data from the results of the students' interviews about their perspective on the book is collected, summarized, and displayed, the next step is to draw conclusions based on the analysis of the findings. This data provides insight into how students perceive books' content, appearance, and function in support of their interests, motivation, and confidence. This analysis aims to summarize students' overall view of books so that they can provide a deeper understanding of the influence of books on their learning experiences and creative processes. From the data reduction and *data display* process that the author has done, the following results have been found:

Emotional Responses to Books Most students feel happy and proud to see their work contained in this book. Feelings such as "happy" *(senang),* "proud" *(bangga),* and "like" *(suka)* are often expressed by students, as conveyed by Air Sally Arinadhaz, who said,

"Senang, karena karyaku bisa ikut ditampilkan di buku itu." meaning "I'm happy, because my work can be featured in the book." (Interview on February 05, 2025)

Then as also said by Nadhifa Syauqia Kalani,
"Bukunya menarik, suka saat karyaku dimasukkan." meaning "The book is interesting, and I like it when my work is included." (Interview on February 05, 2025)

This shows that the book display gives students a deep positive impression.

The Influence of Books on Self-Confidence Many students feel that the works printed in this book make them more confident. Sultan Ahnaf Firdaus stated,
"Lebih percaya diri, tidak apa-apa kalau dibaca teman-teman yang lain." meaning "More confident, it is okay if other friends read it." (Interview on February 05, 2025)

However, there are also students like Nina who say,
"Engga percaya diri, karena karyanya jelek." meaning "I am not confident because his work is bad." (Interview on February 05, 2025)

This shows that there is a variation in the level of student confidence.

Motivation for Creativity This book inspires students to create new works. Afiyah Artha Kamilia said,
"Senang dan pengen membuat yang lebih menarik dan lebih bagus." meaning "Happy and want to make something more interesting and better." (Interview on February 05, 2025)

This shows that appreciation for students' work can motivate them to continue to create.

Inspiration from Variations of Works The various works featured in this book inspire students. Sultan Ahnaf Firdaus said,

"Pengen bikin karya yang lain, seperti yang mewarnai." meaning "I want to make other works, such as coloring ones." (Interview on February 05, 2025)

With this variety, students get creative ideas to develop their work.

Learning and Mastery of the Material Some students feel that creating works for this book helps them better understand the concept of writing, such as short stories or poems. Rizqi Yanuar Putra explained,

"Jadi lebih paham materi puisinya." meaning "So I understand the material of the poem better." (Interview on February 05, 2025)

This shows that this experience motivates students and improves their understanding of the learning material.

The book "*Manisnya Warna Tulisanmu*" has become a medium of appreciation for students' work and a motivational tool to continue to work. The positive response given by students shows the importance of appreciating their work in increasing confidence and enthusiasm for learning. This shows that students' perspectives on books are influenced by how the books can provide added value, both as an appreciation for their work and as an encouragement to continue to develop. Perspective itself can be interpreted as a particular perspective and attitude towards something, which reflects the ability to assess problems and make decisions logically without being influenced by excessive self-interest. (Jesslin and Kurniawati, 2020)

This study has a relationship with previous studies conducted by Putra et al., (2013) about the *Ability to Create and Create Poetry for Class X Students of SMA Negeri 8 South Bengkulu*. The research also highlights how appreciation and creative encouragement can affect students' ability to produce work, which aligns with the focus of this research on students' perspectives on books as a medium that supports their creativity and motivation.

Overall, this research provides new insights into various perspectives or viewpoints from students, especially students of SDN 1 Gunungan, Manyaran, in a book entitled "*Manisnya Warna Tulisanmu*," which contains a collection of their works. The book, which was initially made as a learning innovation project, gave many different impressions to the students involved. Thus, this study confirms that the learning innovation project provides students with a more meaningful and in-depth learning experience.

Conclusion

Based on the research results, it can be concluded that the book "*Manisnya Warna Tulisanmu*" significantly impacts the students of SDN 1 Gunungan, Manyaran. This book is a collection of works and a medium that can build confidence, increase motivation, and encourage student creativity. The study's findings show that students have various perspectives on this book. First, in terms of emotional responses, many students expressed feelings of "happy," "proud," and "liked" the book. Second, in terms of self-confidence, there are differences of view. Some students feel more confident in their work, while others feel less confident. Third, this book also motivates students to continue to work and produce better work. Fourth, the variety of works in this book inspires students to try to create different works. Finally, from learning and mastery of the material, students feel helped in understanding the concept of writing, such as short stories or poetry.

This study has limitations, including samples that are only taken from three classes so that they do not represent a wider scope, as well as qualitative data analysis so that they do not fully describe the impact in a measurable way. In the future, it is recommended that there be further research with a quantitative approach and a wider scope to strengthen the findings. The results of this research are expected to be an inspiration for educators in developing creative learning, for example by implementing student book writing activities in other schools as part of the literacy program.

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