



Learning Outcomes Completing Pantun Verses Using the Process Skills Approach through Manual Teaching Materials

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ABSTRACT

This study aims to describe: 1) the learning outcomes of completing pantun verses using the process skills approach in manual teaching materials; 2) the similarity of learning outcomes of completing pantun verses using the process skills approach in manual teaching materials per sample group. This descriptive-quantitative study was conducted in 2024 at Sekolah Kebangsaan Ampang, Ampang, Selangor, Malaysia. The population of this study consisted of grade 6 students who participated in learning to complete pantun verses using the process skills approach in manual teaching materials, totaling 90 students divided into three parallel classes. The sample consisted of 75 students, with 25 students in each of the five sample groups. Data on the learning outcomes of completing pantun verses using the process skills approach in manual teaching materials were collected through a written test consisting of four multiple-choice options. Data on learning outcomes of completing pantun verses using the process skills approach in manual teaching materials were analyzed using parametric inferential statistical procedures, namely the one-sample t-test and the one-way ANOVA test. The results of the study: 1) the learning outcomes of completing pantun verses using the process skills approach in manual teaching materials were categorized as very high; 2) there is no difference in learning outcomes in completing pantun verses using the process skills approach in manual teaching materials per sample group.

Keywords: learning outcomes, completing pantun verses, process skill approach, manual teaching materials

Hasil Belajar Menyempurnakan Bait Pantun Menggunakan Pendekatan Keterampilan Proses melalui Bahan Ajar Manual

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual; 2) sama-tidaknya hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual per kelompok sampel. Penelitian deskriptif-kuantitatif ini dilaksanakan pada tahun 2024 di Sekolah Kebangsaan Ampang, Ampang, Selangor, Malaysia. Populasi penelitian ini adalah para siswa kelas 6 yang mengikuti pembelajaran menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual yang berjumlah 90 siswa yang terbagi dari tiga kelas paralel. Sampel ditetapkan sebanyak 75 siswa; masing-masing 25 siswa per kelompok sampel. Data hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual dikumpulkan menggunakan tes tertulis berbentuk pilihan ganda empat opsi. Data hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual dianalisis menggunakan prosedur statistik inferensial parametrik yakni uji t satu sampel dan uji ANOVA searah. Hasil penelitian: 1) hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual berkategori sangat tinggi; 2) tidak terdapat perbedaan hasil belajar menyempurnakan bait pantun menggunakan pendekatan keterampilan proses dalam bahan ajar manual per kelompok sampel.

Kata kunci: hasil belajar, bait pantun, pendekatan keterampilan proses, bahan ajar manual

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INTRODUCTION

Poetry is divided into old poetry and new poetry. Among the types of old poetry are gurindam and pantun. Pantun is an interesting topic to teach in the writing aspect to students in upper grades of lower school levels. This learning is essential for appreciating the recognition by the United Nations in 2018 through UNESCO of pantun as an intangible cultural heritage for the Republic of Indonesia and Malaysia. This determination is based on the submission of Indonesia and Malaysia regarding pantun as an intangible cultural heritage. (<https://thexandria.com/unesco-tetapkan-pantun-sebagai-warisan-budaya-indonesia-dan-malaysia-keppppp/diakses-pada-27/03/2021>).

As a teacher at Sekolah Kebangsaan Ampang, Ampang, Selangor, Malaysia, a study was conducted on the learning outcomes of completing the final rhyme in the verses of interesting pantun. At the very least, this activity strengthens the attitude of Malay language teachers towards world recognition of pantun.

This article employs a process skills approach through manual teaching materials to facilitate learning and completing pantun verses. The rhyme verses are provided in the manual teaching materials, but the first and/or second stanzas are left blank. The student's task is to fill in the blank words in the verse.

The process skills approach is a deductive learning strategy. At the beginning of the lesson, written instructions are given regarding the learning material (Aryani & Achmad, 2024; Wilujeng et al., 2020; Daris et al., 2025; Chandrasakeram, 2021).

The manual teaching materials also contain a description of the nature of pantun. The description includes the meaning of pantun, its structure, the principle of sampiran, and the content of pantun. Therefore, this article is entitled 'Learning Results Completing Pantun Verses Using the Process Skills Approach through Manual Teaching Materials.'

To the description above, this article contains two problem formulations, namely:

- 1) How are the learning outcomes of completing the end rhyme of pantun sampiran verses in learning that uses the process skills approach in manual teaching materials?
- 2) Are the learning outcomes of completing the end rhyme of pantun sampiran verses in learning that uses the process skills approach in manual teaching materials the same per sample group?

In line with the formulation of the problem, this article also presents a single research objective. The first objective is to describe the learning outcomes of completing pantun sampiran verses in learning that use a process skills approach in manual teaching materials. The second objective is to describe the similarity of learning outcomes of completing pantun sampiran verses in learning that uses a process skills approach in manual teaching materials per sample group.

Relevant articles were found in several scientific journals. The articles in question include:

- 1) Amelia, R., & Artimis, A. (2024). Pembelajaran Penempatan Tanda Jeda Pantun Menggunakan Pendekatan Proses melalui Bahan Ajar Inovatif. *Jurnal Pembelajaran Bahasa dan Sastra*, 3(5), 643–652. <https://doi.org/10.55909/jpbs.v3i5.632>
- 2) Andriyani, S. S., & Yuliana, Y. (2022). Peningkatan Keterampilan Menulis Teks Pantun Tiga Seuntai melalui Two to Three Methods Berbasis LKPD. *Jurnal Pembelajaran Bahasa dan Sastra*, 1(1), 131–140. <https://doi.org/10.55909/jpbs.v1i1.21>
- 3) Hariyati, S., Setiyawati, M., Inderawati, N., Dani, E., Asmiah, A. & Hayati, A. (2024). The Preparation of Student Worksheet for Cursive Writing Based on Pantun Using the Copy Assignment Technique. *DISCUSSANT: Journal of Language and Literature Learning*, 2(1), 53–60. <https://doi.org/10.55909/dj31.v2i1.23>



METHOD

This study uses a descriptive-quantitative method. Through this method, the research data are described quantitatively using parametric inferential statistical procedures (Fraenkel et al., 2012; Darusalam & Hussin, 2016; Yahya et al., 2007; Razak, 2017; Abubakar, 2021; Piaw, 2006).

This study was conducted in 2024 at Sekolah Kebangsaan Ampang. This school is located at Merbau Road, Melayu Ampang Village, 68000 Ampang District, Selangor, Malaysia. This school is part of Pejabat Pendidikan Daerah Hulu Langat, Selangor, Malaysia.

The population of this study was students of grade 6 progressive who participated in learning to complete pantun verses using the process skills approach in manual teaching materials. There were 93 students divided into three parallel classes. Each parallel class consisted of 31 students. In other words, the population of this study was divided into three progressive groups: Group 1, Group 2, and Group 3.

The sample consisted of 75 students. The determination of this number was based on the Slavin formula (Amin et al., 2023; Maxwell et al., 2008; Santoso, 2023; Setiawan, 2007). The sample members of each sample group were 25 students. The members of each sample group were randomly selected from their respective population groups.

Data on learning outcomes for completing pantun verses using the process skills approach in manual teaching materials were collected through a written test consisting of four multiple-choice options. The test indicator involves choosing one word that aligns with the aesthetic and ethical principles in the first or second line of the pantun. Based on the test specifications, 16 test items were produced; 8 test items to fill in one word which functions as the end rhyme of the first verses and 8 test items also to fill in one word which functions as the end rhyme of the second verses.

The learning outcome data to complete the pantun verses using the process skills approach in

manual teaching materials were analyzed using parametric inferential statistical procedures, namely the one-sample t-test and the one-way ANOVA test. The test was used to answer the first problem formulation, while the one-way ANOVA test was used to answer the second problem formulation. All calculations were performed using the SPSS version 25 application.

The null hypothesis of the one-sample t-test is that the observed mean equals the expected mean of 13.52.

The working hypothesis of the one-sample t-test is that the observed mean is not equal to the expected mean of 13.52.

This is the interpretation of the results of the one-sample t-test calculation. The null hypothesis is accepted if the t-value is significant. > 0.05 . If not, then the null hypothesis is rejected.

Raw data was obtained by checking students' answer sheets. This check is to get a raw score. Each answer, according to the key, is scored 1 (one). Conversely, answers that do not match the key are scored 0 (zero).

One-sample t-test using a comparative mean of 13.52 or a standard score of 84.50. The null hypothesis is accepted if the t-value is at sig. > 0.05 .

The learning outcomes of completing the pantun verses of pantun sampiran are divided into six levels. The levels referred to are contained in the table below.

Table 1
Level of Learning Outcomes Completing the Rhyme Ending of Pantun Sampiran Verses

No.	Percent	Level
1	< 50.00	very limited
2	50.00 - 60.00	limited
3	60.00 - 70.00	satisfying
4	70.00 - 80.00	good
5	80.00 - 90.00	very good
6	> 90.00	brilliant

The null hypothesis of the one-way ANOVA test is that the mean of the progressive-1 group is equal to the mean of the progressive-2 group and the mean of the progressive-3 group.

The working hypothesis of the one-way ANOVA test is that the mean of the progressive-1 group is not the same as the mean of the progressive-2 group and is not the same as the mean of the progressive-3 group.

This is the interpretation of the results of the one-way ANOVA test calculation. The null hypothesis is accepted if the F-value is significant. > 0.05 . If not, then the null hypothesis is rejected.

RESULTS

1. One Sample t Test

The one-sample t-test procedure was used to test the level of learning outcomes in completing the rhyme of the end of the pantun sampiran verses using the process skills approach through manual teaching materials in class 6 of Sekolah Kebangsaan Ampang, Ampang District, Selangor was the same as the mean of the comparison which was at a very high level. The mean of the comparison was 13.52, or a standard score of 84.50 percent (very high level).

The research hypothesis is that the mean observation, namely the mean of learning outcomes in completing the rhyme of the end of the pantun sampiran verses using the process skills approach through manual teaching materials for class 6 students of Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia, amounting to 13.32, is the same as the mean of the comparison which is 13.52.

The use of this parametric inferential statistical procedure was carried out because the normality test of the curve and the homogeneity test of the population variance of the learning outcome data in completing the rhyme of the end of the pantun sampiran verses using the process skills approach through manual teaching materials for class 6 students of Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia were met. First, referring to figure 1, the sig. value > 0.05 means

that the research data is normally distributed. Second, referring to figure 2, the sig. value > 0.05 means that the research data is proven to be homogeneous.

Tests of Normality						
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
data	0,213	25	0,059	0,911	25	0,059

Figure 1

Results of Normality Test of Learning Outcome Data to Complete the End Rhyme of Sampiran Verses via SPSS

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
Based on Mean	0,172	2	72	0,123
Based on Median	0,181	2	72	0,133

Figure 2

Results of Homogeneity Test of Learning Outcome Data to Complete the End Rhyme of Sampiran Verses via SPSS

One-sample t-test with a mean expected value of 13.52 yields a p-value of 0.102. 0.105 (Figure 3). Thus, H_0 is accepted, which means that the mean of learning outcomes for completing the end rhyme of pantun sampiran verses using the process skills approach through manual teaching materials for grade 6 students of Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia is 13.32 (Figure 4), equal to the expected mean value of 13.52.

One-Sample Test				
Test Value = 13.52				
	t	df	Sig. (2-tailed)	Mean Difference
data	-1,642	74	0,105	-0,200

Figure 3

One Sample t-Test Value of Learning Outcomes Completing End Rhyme of Sampiran Verses via SPSS



One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
data	75	13,32	1,055	0,122

Figure 4
 One Sample Statistics Learning Outcomes Completing the End Rhyme of Pantun Sampiran Verses via SPSS

Mean 13.32 is equivalent to a standard score of 83.25 percent. This standard score is included in the very high level.

2. One Way Anova

One Way Anova is used to test whether or not the level of learning outcomes completing pantun sampiran verses using the process skills approach through manual teaching materials in class 6 of Sekolah Kebangsaan Ampang, Ampang District, Selangor is not different per sample group. The mean class-1 is 13.32 and the mean class-2 is 13.36 while the mean class-3 is 13.28 (Figure 5).

Descriptives				
	N	Mean	Std. Deviation	Std. Error
Class-1	25	13,32	1,030	0,206
Class-2	25	13,36	1,036	0,207
Class-3	25	13,28	1,173	0,235
Total	75	13,32	1,067	0,123

Figure 5
 One Way Anova Statistics Descriptive Learning Outcomes Completing the End Rhyme of Pantun Sampiran Verses via SPSS

The One Way Anova test produced an F value = at sig. 0.966 (Figure 6). Thus, H_0 is accepted, which means that the mean learning outcomes for completing the final rhyme of the pantun sampiran verses do not differ per sample group.

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0,080	2	0,040	0,034	0,966
Within Groups	84,240	72	1,170		
Total	84,320	74			

Figure 6
 One Way Anova Learning Outcomes to Completing the End Rhyme of Pantun Sampiran Verses via SPSS

DISCUSSION

The learning outcomes of completing the final rhyme of the pantun sampiran verses for progressive grade 6 students at Sekolah Kebangsaan Ampang, Ampang District are very high. This result is estimated to have been achieved due to several factors described below.

First, each student has manual teaching materials containing instructions on ethical and aesthetic principles for each pantun verses. This means that teaching materials containing instructions that align with learning objectives make it easier for students to learn. The teaching material factors that contribute to learning outcomes are concluded in various scientific articles in online journals (Sutriyati et al., 2019; Khulsum et al., 2019; Dewi et al., 2015; Hushaini, 2022; Sanmugam & Ambri, 2021).

Second, the teacher facilitation ethical and aesthetic principles in each verses of pantun through oral instruction and manual teaching materials. This means that the teacher's explanation of the material contained in the manual teaching materials contributes to students' understanding and helps them achieve the learning objectives. In this context, teacher facilitation of students provides innovative motivation for the students themselves. This condition is in verses with various research results contained in scientific articles in online journals, including (Aziz, 2006; Rahman, 2006; Harun, 2006; Putri & Ramadhan, 2022;



Adeninawaty et al., 2018; Florina & Atmazaki, 2023).

Third, the learning media factor. Manual teaching materials on completing the final rhyme in the sampiran pantun verses for class 6 of Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia also functions as a learning medium. With the existence of learning media, it is very easy for students to follow the learning process, which in turn enables them to easily understand the material being learned. Understanding this material is used as a strong basis for students to perfect the final rhyme of the sampiran pantun verses. Many scientific articles in online journals state that learning media aligned with learning objectives make it easier for students to participate in learning. The scientific articles in question include (Ahmad, 2014; Halil & Hilmi, 2024; Fadila et al., 2016; Saforrudin et al., 2012; Niswanti et al., 2023; Wibisono & Annisah, 2023; Sumiati & Afandi, 2025).

Here are some core learning activities to perfect the final rhyme of the verses of the pantun sampiran using a process approach through manual teaching materials. First, students are guided by the teacher to understand the ethical principles in the verses of the sampiran content. Second, students are facilitated by the teacher to understand the principles of etiquette in each line of the pantun. Third, the teacher facilitates students' understanding that the final rhyme of the first verses rhymes with the third verse. Fourth, the teacher encourages students to understand that the final rhyme of the second line rhymes with the fourth verse.

This article has several advantages from a certain point of view. First, in terms of data analysis procedures, this article employs parametric inferential statistical methods, specifically the one-sample t-test and the one-way ANOVA test. The use of this procedure is more precise than using nonparametric statistics. Scientific articles that use parametric inferential statistical procedures are found in several scientific articles in online journals, such as (Razak, 2025; Damayanti &

Hamidah, 2023; Banont & Nur, 2024; Apriliya & Keliobas, 2025; Darningsih, 2023).

Second, in terms of the requirement test, this article employs the normality curve test and the population variance homogeneity test as prerequisites for using the one-sample t-test and the one-way ANOVA test. This means that the article does not assume all criteria are met; instead, the calculation is carried out accurately and precisely.

This article also has limitations in terms of drawing sample members from the population group. The technique used is random without replacement. This technique is relatively weak compared to the random technique with replacement.

CONCLUSION

This article contains two conclusions. First, the results of learning to perfect the final rhyme of the sampiran verses in pantun, using a process skills approach in the manual teaching materials for grade 6 students at Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia, are at a very high level. Second, the results of learning to complete the final rhyme of the sampiran pantun verses in learning that uses a process skills approach in manual teaching materials for grade 6 students at Sekolah Kebangsaan Ampang, Ampang District, Selangor, Malaysia are not different per sample group.

The process skills approach through manual teaching materials should be carried out by elementary school teachers in learning to perfect the final rhyme of the sampiran pantun verses.

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