



Entertaining Teaching Using the Poetry Approach In Teaching for Preschool Classrooms

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Abstract

Preschool education is a level in non-formal education in our country that is provided for children aged between four to six years (KSPK, 2017). The implementation of preschool education in the country is carried out by many parties such as the government and the private sector with different branding such as Preschool, PASTI, Tadika Perpaduan, Tadika Kemas, and various specific names especially those managed and administered by the private sector (Awatif Ab Rahman, SNM ISA, NM Hamid & 2015). However, they still use the same curriculum, namely the National Preschool Standard Curriculum (KSPK, 2017) which has been prepared by the Ministry of Education Malaysia (MOE). Preschool education is a brand for early childhood education centers operated by the government through the MOE.

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Introduction

Teachers' teaching practices in preschool classrooms also differ from the teaching of other teachers in mainstream classrooms. This is because, preschool class is a teaching and learning center that provides students with the goal that each student will be able to master the basic skills in a balanced way before they get a formal education when entering the mainstream class in year one (Rosmah Abd. Ghani, & Mariani Md. Nor, (2014) The approach used in the preschool classroom is more self-oriented, while the teacher only acts as a facilitator in any teaching activities implemented based on the concept of fun learning while playing. planned and implemented should take into account the interests and abilities of students to be actively and comprehensively involved. Play approach is a teaching method that should be applied by every teacher while performing activities appropriate to age and interest levels (Suppiah Nachiappan, et al, 2017).

The entertaining teaching approach with preschool teaching activities not only aims to introduce some

knowledge but also aims to stimulate the basic skills required in the development of every normal child such as social, intellectual, gross and fine psychomotor skills, spiritual and emotional (Nor Sharifah Puteh & Aliza Aziz, 2011). Teachers' teaching activities in preschool also encourage preschool students to be able to communicate with friends and the environment better and bolder. Implementation of teaching and learning (PdP) in preschool classrooms that are not tied to certain methods and techniques (Zakiah, AM Kosnin, Jiar Y.K. (2015). Accordingly, every teacher involved with teaching at the early childhood education level in preschool free to plan and implement effective and engaging teaching strategies.

Research problems

The main problem is that teachers' teaching practices are less suitable for preschool students. There are a handful of teachers who do not have the appropriate experience and skills to implement entertaining teaching in preschool classrooms.

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Due to teachers who are less skilled with appropriate teaching practices in preschool compared to preschool teachers who are always exposed to the latest information and teaching approaches that can bring fun to preschool students. According to Norsyafinaz Abdul Sani (2018), also found that there are a handful of teachers who are not skilled to teach in preschool classes such as the use of teaching aids that are not appropriate such as still using the use of workbooks as in mainstream classes. Meanwhile, according to Nahar, N., & Safar, J. (2016), poor teacher teaching practices such as activity planning, strategies, methods and techniques as well as the use of inappropriate materials have become one of the factors that lead to poor student achievement satisfactory.

Research objectives

- a) Identify elements of poetry that are suitable for use in the teaching and learning of Islamic education in preschool classes.
- b) Identify the effects of using a poetry approach in Preschool classroom.

Study Framework

This interesting and entertaining teacher teaching is based on the theory of development that was pioneered by Horward Gardner (1943). Based on Gardner's theory of view every child has different tendencies and creativity between individuals. According to him every child has high creativity skills but will experience a decrease as the level of language increase and creativity of children will experience a decrease in parallel with increasing age (Cavas. B., & Cavas P. (2020). The famous Gardner theory is the theory of Gardner. According to him, each individual is born as special because they do not have the same tendencies and interests. This is because one may have an interest in one or two intelligences. certain, but not interested in other intelligences. Based on that theory, Gardner has outlined that eight major aspects of intelligence possessed by every child such as language, mathematical, spatial, musical, kinesthetic, Interpersonal intrapersonal and Naturalist intelligence. Accordingly, for teachers' teaching activities that are interesting and can attract the interest of preschool students, teachers need to make and plan various teaching activities because there may be students who do not like one teaching approach, but have a tendency to other teaching approaches. Accordingly, poetry is also a feasible

teaching medium and class by pre -school teachers.

Poetry Approach

The poetry element approach is one of the teaching methods that can be used in fun teaching activities of preschool students. The use of a poetry approach that uses interesting language as well as having interesting language elements can make teaching more enjoyable (Morales, J. B, Sanchez, H, & Rico, M. (2021) .. Several studies have been conducted related to the use of poetry for classroom teaching purposes.

A study conducted by Lim, C. T., & Chew, F. P. (2018) used Malay poetry elements in teaching with the aim of increasing enjoyment and also improving literacy skills among preschool students. The study involved a total of 62 pre -school students who were divided into two groups, the experimental group and the control group. For the control group poetry reading among preschool students was implemented in a traditional approach. Meanwhile, for the experimental group, the teacher will use rhythmic or phonetic methods for reading poems in the group. Findings from the study conducted found that for the group that recited the poem rhythmically were able to remember the syllables better compared to the group that recited the poem with an unattractive traditional approach. In addition, the group of preschool students who were involved with rhythmic poetry recitation showed higher interest and were also able to master the skills better.

According to a study by H, Izadi., & H, Hojjati., (2017) who have implemented a poetry reading program among preschool students. The study involved a total of 50 preschool students who aimed to see the effectiveness of poetry to increase students' self -confidence and also make teaching activities more fun. In the study conducted, required teachers to recite some selected poems in front of the students involved. The poems read have an interesting and also entertaining language style as the language has an element of humor and provides motivation. The results of the study that have been conducted found that the self -confidence of preschool students involved in learning has increased and the approach to reading poetry has also made teaching activities in the classroom by teachers more interesting and fun.

Meanwhile in a study that has been carried out by Garifullina, A. M., and Bashinova, S. N. (2017). who conducted a study related to the use of poetry in preschool classrooms in Japan. The study was implemented in the classroom using several types of

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poetry such as children's poetry songs that have interesting word art. The study was conducted by combining the use of questionnaires and interviews. Findings from the study that has been implemented give very good results because it brings fun to the students involved. The use of poetry in the classroom has also had a quite effective impact as it can help preschoolers to speak poetic language among other peers. In addition, the use of poetry in the classroom has also been able to produce students who are able to speak in a poetic and beautiful language. The approach of using poetry in the post-school classroom can also instill a sense of love for one's own language, namely Japanese. Most of the students have given good feedback and had fun being able to read the poems that have been supplied to them. For the preschool students involved, reading poetry with interesting language and also having an element of humor has motivated them to make poetry as one of the teaching mediums by preschool teachers.

Meanwhile, a study conducted by Hsiao, P. J., & Lo, C. S. (2017) in Taiwan that tried to look at the effectiveness of the use of poetry in teaching in preschool classrooms. The poems read are poems related to the poetry of the Tang Dynasty period which have a high level of difficulty for the level of preschool students. The approach of using the poem aims to improve language skills among preschool students involved in the study. The group of preschool students involved consisted of two groups namely group T which involved traditional reading. Meanwhile, for the second group, group G, they used the help of technological tools, namely reading syiar by using digital technology among preschool students. Findings from the study that has been conducted found that the use of poetry can also be interesting for preschool students and has been able to help improve language literacy skills among preschool students studied. However, between the two groups, it was found that the use of games and technology has been able to help increase the level of understanding and influence students to follow the teaching by teachers in preschool classes.

Study Implementation

The study was conducted among preschool teachers throughout the state of Kalantan. This study has obtained the cooperation of 350 preschool teachers who were involved in a questionnaire that was conducted in google form. This study uses a set of questionnaires related to the approach of poetry such as poems, verses and poems while presenting

the questionnaire. The set of questionnaires that have been used were taken from a study conducted by Abdul Rashid Jamian (2013).

Findings and Conclusions

Findings from the questionnaire that was conducted found that preschool teachers agreed to use poetry such as verses, poems and rhymes in teaching activities in preschool classrooms. This is because for the teaching approach that uses verses for teaching purposes, the mean score value recorded a good score of Mean = 3.87. Meanwhile, for the teaching of teachers who use the rhyme approach has recorded the second highest mean score reading which is mean = 3.35. Meanwhile, the teaching approach that uses poetry has recorded a mean score reading that is still good, which is mean = 3.30. This situation shows that pantun is an element that can be the most preferred poem by teachers to be implemented in teaching activities in preschool classes. This situation suggests that a poetry approach consisting of verses, rhymes and poems will be able to provide a different and entertaining teaching approach among preschool students. Based on the above findings, it is also found that the verse approach is the element of poetry that most attracts the attention of preschool teachers. This is because the approach of the poem as a puzzle poem will definitely bring fun to every student. The practice of poetry will also help to improve language skills among preschool students. These findings, show that apart from the singing element that definitely attracts students, the teaching approach that uses *pusi* can also produce a teaching method that can attract the interest of preschool students as well as improve language skills among students involved. Therefore, teachers must also be prepared to prepare and familiarize preschool students by using elements of poetry such as verses to attract the interest of preschool students.

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