IMPLEMENTATION OF ASI (AUDITORY VISUAL SELF IMPROVEMENT) MODEL THROUGH DIGITAL VISUALIZATION MEDIA FOR LEARNING TO READ POETRY IN ELEMENTARY SCHOOLS

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IMPLEMENTASI MODEL *ASI (AUDITORY VISUAL SELF IMPROVEMENT)* MENGGUNAKAN MEDIA VISUALISASI DIGITAL UNTUK PEMBELAJARAN MEMBACA PUISI DI SEKOLAH DASAR

ARTICLE HISTORY	ABSTRACT
	Abstract: *This article describes the effect of the ASI (Auditory Visual Self Improvement) model through YouTube digital visualization media to improve students' poetry reading skills in elementary schools. This research is a classroom action research method, which consisted of two cycles. Each cycle consists of planning, action, observation, and reflection. The results of research in each cycle indicate an improvement. Classically, students were declared to have completed 100% of learning in cycle II, because all students in reading poetry achieved 80 or above. This learning completeness is above the KKM target of 80%. Based on these proportions, the criteria for qualitative data assessment are classified as "very good". It shows that ASI (Auditory Visual Self Improvement) learning model assisted by digital visualization media in general can be used as alternative learning to improve students' poetry reading skills in elementary schools.* ***Keywords:*** *ASI (Auditory Visual Self Improvement) model, digital visualization, reading poetry*
	Abstrak: Artikel ini mendeskripsikan pengaruh model *ASI (Auditory Visual Self Improvement)* dengan menggunakan media visualisasi digital *youtube* untuk meningkatkan keterampilan membaca puisi siswa di Sekolah Dasar. Penelitian ini menggunakan metode penelitian tindakan kelas yang terdiri dari dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi, dan refleksi. Hasil penelitian pada masing-masing siklus menunjukkan adanya peningkatan. Secara klasikal siswa dinyatakan tuntas belajar 100% di siklus II, karena semua siswa dalam membaca puisi mendapat nilai 80 ke atas. Ketuntasan belajar ini berada di atas target KKM sebesar 80%. Berdasarkan proporsi tersebut, kriteria penilaian data kualitatif tergolong kriteria "sangat baik". Hal tersebut menunjukkan bahwa secara umum pembelajaran dengan menggunakan model *ASI (Auditory Visual Self Improvement)* berbantuan media visualisasi digital dapat digunakan sebagai alternatif pembelajaran untuk meningkatkan keterampilan membaca puisi di Sekolah Dasar. ***Kata Kunci:*** *model ASI (Auditory Visual Self Improvement), visualisasi digital, membaca pui*si

INTRODUCTION

The development of science and technology requires the creation of people who love to learn. An effective learning process can be done by reading. By reading, we can get all the information, knowledge, and new insights that can increase intelligence so that we become human beings who can answer challenges in the future. Thus, reading skills must continue to be improved to achieve a literate, active generation, and able to think critically. Reading activities in high grades consist of nine aspects, namely reading aloud, reading aloud (fluently), intensive reading, scanning reading, speed reading, reading silently, skimming, reading literature, and reading beautifully (Lehana et al., 2008).

One of the most beautiful reading is reading literature. Reading literature is a process of instilling an appreciation of art in children, can arouse a love of reading, provide encouragement and motivation, and can cultivate children's talents to become declamator. Likewise, the skill of reading or writing poetry is very important because it can increase inner sensitivity, appreciation, interpretation, and enjoyment of the atmosphere of poetry (Arifin Alatas & Albaburrahim, 2021). Poetry is a literary work that contains elements of rhythm, lyrics, rhyme, and rhythm in each stanza. Poetry has many meanings and artistic values in it. Therefore, to express the messages contained in poetry, a high appreciation is needed (Ansori, 2015). The definition of poetry is a literary work that has condensed language meanings, then followed by an appropriate and coherent rhythm with imaginative allusions that are beautifully arranged in the form of stanzas (Afdholy, 2020).

Learning to speak poetry is literary learning that requires special skills, namely the ability to read expressions. Reading expressions can train students to be creative in expressing a poetry text, and at the same time create appreciation, vocal techniques, and appearances that are following the contents of the poetry they read (Sihombing et al., 2021). Students' skills in reading poetry are obtained through a process of learning and practice (Wulandari, 2013).

Efforts to write poetry have recently experienced a shift. The reality on the ground shows that students' poetry writing skills in elementary schools are still low. This is based on the observations and interviews of researchers with teachers in elementary schools which state that students tend to be less daring to appear reading poetry well. This is influenced by psychological factors, namely feeling foreign, feeling ashamed, even feeling afraid, and lacking in self-confidence. The low skill of students in writing poetry is caused by the teacher only teaching to read poetry briefly and not in-depth, not using the right methods and media so that students feel bored, and even seem monotonous, so that poetry learning is no longer interesting for students.

Based on this fact, it is necessary to make an effort to improve the learning of poetry writing skills. One of the efforts to improve the ability to write poetry can be done by using the *ASI (Auditory Visual Self Improve)* learning model by empowering digital visualization. Through this method, students can find or create new things beyond what the teacher exemplifies in the form of YouTube visualizations. Students are expected to be able to directly create vocals, diction, tempo, pause, dynamics, modulation, and intonation, by improvising so that they are more confident in writing poetry.

The ASI (Auditory Visual Self Improve) learning model is a form of development from the SAVI and Modeling models. The term ASI refers to Auditory Self Improve. The *ASI* model requires credibility in combining auditory (speaking) and self-improvement activities consisting of somatic skills (gestures), visualization (demonstrating),

and intellectual (thinking) (Suma, 2020). In addition, the existence and dynamics of digitalization are an option to realize innovative and creative learning. One of the digitalization innovations for learning to write poetry is in the form of YouTube visualization using the *ASI (Auditory Visual Self Improve)* method.

Digital visualization is the right medium to support student learning success, especially in poetry writing skills (Yanti et al., 2021). The media can be applied as an example or illustration in poetry reading by showing a YouTube video showing poetry readings by teachers as models, students themselves, or poets who are experts in reading poetry. Digital visualization media is one of the appropriate audio-visual media for learning to speak poetry (Rasyid, 2020). The media can attract students' attention so that the message or material can be seen and heard directly by students.

Previous research has proven that the development of the SAVI model has a positive impact on poetry reading skills. The results of Siska Herawati's (2021) research using the SAVI model showed a significant increase in poetry reading in each cycle, an increase in cycle 1 reached 46.15% then in cycle 2 it reached 92.30% (Herawati et al., 2021). While research conducted by Mirna (2021) shows that the use of the SAVI learning model (Somatic, Auditory, Visual, and Intellectual) can improve poetry reading skills. Average class and classic (Yurmaita, 2021).

Reading a good poem must be able to master the appreciation of the text, pronunciation techniques, expressions or expressions, gestures, and intonation (Santoso, 2021). Learning to speak poetry that only uses conventional models and media, will have an impact on the success of conveying the meaning of poetry. In today's digital era, writing poetry must have its characteristics. The technique of writing poetry in the digital era is still very less than optimal to be conveyed to the public. Departing from these problems, the authors are interested in taking the title "The Application of the *ASI (Auditory Visual Self Improve)* Model Using Digital Visualization Media for Learning to Speak Poetry in Elementary Schools". This study aims to (1) describe the application of the *ASI (Auditory Visual Self Improve)* model to improve poetry oral skills in elementary schools, and (2) describe the application of digital visualization to improve poetry oral skills in elementary schools.

LITERATURE REVIEW
ASI Model (Auditory Visual Self Improve)
Dave Meier (2005: 91-100) suggests that learning does not automatically increase by telling people to stand up and move around. However, combining physical movement with intellectual activity and the use of all the senses can have a profound effect on learning. The *ASI (Auditory Visual Self Improve)* method emphasizes that learning must find or create new things beyond what the teacher exemplifies. In learning to read poetry, students are expected to be able to create directly (self-improvised) about pronunciation, stress, intonation, expressions, and gestures, so that students are more confident in reciting poetry. The term ASI has the following descriptions (1) *Visual and Auditory (Listening and Observing*. Auditory prioritizes the process of speaking or listening. Auditory was highly recommended by the Ancient Greeks (Maier, 2002, p. 95). They have a philosophy that everyone needs to learn and practice more about anything that needs to be talked about non-stop. While visual is a way of observing and describing. Maier explained that in the human brain there are many devices to process various kinds of visual information from all five senses (Dasar, 2021). Therefore, information can be captured and received effectively through visuals.

In learning to write poetry, the Visual Auditory method is intended to create new

things after listening and observing activities. In this case, the teacher uses the media of a model that is packaged in the form of YouTube digital visualization learning media, by providing examples of writing the right poem, then students observe and imitate. (2) *Self-Improve (Self-Improvisation), a*ccording to the Big Indonesian Dictionary (KBBI), self-improvisation means making (providing) something based on existing or improvised materials. Meanwhile, another meaning of self-improvisation is the creation or performance of something (in poetry reading, drama, music, etc.) without prior preparation. So, self-improve in writing poetry here, students are given the freedom and try to present poetry with knowledge and media examples from the teacher but try to develop or create with their intuition and creativity. All students can create direct *(self-improvisation)* about pronunciation, stress, intonation, expressions, and gestures so that students are more confident in reciting poetry.

Application of the *ASI Model (Auditory Visual Self-Improve)*

This *ASI (Auditory Visual Self Improve)* model has no steps. However, this ASI model can be categorized through techniques that do not have to be sequential. The techniques in the constructivism approach that are implemented in the *ASI (Auditory Visual Self Improve)* model are as follows:

1) Students formed groups consisting of 4 students, then the teacher distributes poetry which will later be read in front of the class, then the teacher equates the perception of the content of the poem to be read so that there is no misunderstanding about the meaning of the poetry.
2) The teacher displays a video of a poetry reading model that is packaged in interesting learning media. Students observe examples of poetry reading. Then the students did a wondering activity, namely making questions from question

words (5W + 1H) questions related to the content of poetry or how to read poetry. Then students investigate by discussing questions with the teacher and friends.
3) Students listen and observe examples of poetry presented on YouTube, then practice imitating and reciting the poems in the examples presented with their group members with techniques (vocals, diction, tempo, dynamics, modulation, intonation, pause). An example that is displayed in front of his group of friends. Each child 1 stanza and replies to each other.
4) From reading these poems, group friends help their friends to improvise themselves (revealing students' characteristics and then modifying them with examples of poetry readings presented). Students can modify it with their style and characteristics. After that, the students were asked to perform in front of other groups, and after that, they appeared in front of the teacher and other students.
5) Students do the recording process of reading poetry in the form of videos and evocative on YouTube.
6) The teacher responds to the appearance of students who read poetry in front of the class. That way, students can be more helpful in being able to read poetry by showing their style and characteristics with confidence.

Digital Visualization

Visualization means that it can be seen with the five senses or based on sight (eyes). Visualization can be interpreted as expressing ideas using writing (words and numbers), pictures, maps, or graphics. While digital visualization is an option in realizing learning to be more creative and innovative. YouTube visualization is one of the strategies for empowering the digitalization of learning because it can provide a stimulus that can lead to the excitement of learning, to create a direct interaction between students and the

environment and reality. In addition, digital visualization can also help develop an appreciation for spoken poetry, so that it can expand the availability of access to information and sources of knowledge according to the needs of students (Yanti et al., 2021). YouTube visualization in learning to speak poetry is one of the digital media that makes it easy for teachers to provide poetry reading material. YouTube's digital visualization is the right medium to support student learning outcomes in Indonesian language learning, especially in poetry writing skills. The media can be applied as an example or an illustration of writing poetry by showing a video showing examples of poetry readings either from teachers, famous poets or from students.

Reading Poetry

Poetry is a poet's idea that is poured using the beauty of language so that it can be understood by the reader (Liliyafi, 2018). Poetry is also defined as a literary work that focuses on the beauty of language and is full of the meanings implied in it. The characteristics of poetry are very strong, using diction or word choice, using rhythm, rhyme or rhyme, and also figurative words so that poetry has a very deep meaning.

The definition of poetry in the Big Indonesian Language Dictionary (KBBI) is a variety of literature bound by rhyme, rhythm, diction, or choice of words, which are arranged in lines or stanzas. Salad (2014: 124) expresses the essence of poetry as a literary work full of elements of beauty, coherence, and imagination so that readers can feel the atmosphere and understand the meaning of the poem. Salad (2014: 124) expresses the essence of poetry as a literary work full of elements of beauty, coherence, and imagination so that readers can feel the atmosphere and understand the meaning of the poem. Based on some of the definitions above, it can be concluded that poetry is a literary work that expresses the

thoughts and feelings of the poet as outlined in the form of lines and stanzas using beautiful rhymes and diction. Poetry is divided into two, namely old poetry and new poetry. Old poetry is bound by the rules of rhyme, rhythm, line, stanza, and word choice (diction). Meanwhile, new poetry is not bound by the rules of rhyme, rhythm, line, stanza, and word choice (diction).

Reading poetry is a form of activity in conveying literary works of poetry using spoken language. Writing poetry is also a beautiful reading with the aim that the audience can understand and feel what is conveyed by the poet. To write the right poetry, of course, is supported by several building elements, namely the poetry that is read, the reader, and the audience. Reading poetry is one of the activities which can express feelings or emotions through a literary work of poetry expressively and also style in the delivery process. Declamation is a branch of art, namely "Art of Declamation" which demands perseverance, sincerity, and calm, so that the viewer/listener can feel and enjoy its beauty.

METHOD

This research uses Classroom Action Research (CAR) method, because it departs from problems obtained in the field, then is reflected and analyzed based on supporting theories, and implemented actions in the field. This research includes planning, implementing actions, observing, analyzing, and reflecting on the results of observations. This research consisted of two cycles, namely cycle I (two meetings) and cycle II (two meetings). The research was conducted at the Islamic Elementary School of Sabilillah Malang. The reason for choosing this location is because the researcher as well as the teacher wants to apply the *ASI (Auditory Visual Self-Improve)* learning model which has never been implemented in the school. The time of research was carried out in the odd semester of the 2022/2023 academic year, which is from

September to October. The implementation of the action is carried out on the date 26 and 27 September for the cycle I and date 2 and 3 Oktober 2022 for cycle II.

The subjects in this study were students of grade 6B at SD Islam Sabilillah Malang in the academic year 2022/2023, totaling 34 students. The reason for choosing class 6B is because the researcher himself is a teacher, besides that the students of grade 6 are considered appropriate to be given the action of the learning model, they were also considered to be still unable to develop poetry reading skills so that it was expected to have a positive impact on the next level.

The research instruments were poetry reading practice tests and observation sheets. The test used in this study was the final test of learning action, namely the poetry reading test. This final test was conducted to find out the increase in the ability to recite poetry after applying the *ASI (Auditory Visual Self-Improvement)* method in Indonesian thematic learning. Activities carried out by researchers in carrying out tests are paying attention to pronunciation, intonation, volume, expression and appreciation. while the Observation sheet is a data collection tool that is used to record all events and activities that occur and measure the activities of students and teachers when teaching and learning takes place.

The data analysis technique used consists of data reduction, namely sorting and sorting all the data that has been collected, namely observation and poetry reading tests, then presenting the data clearly, then comparing data from each cycle.

RESULTS AND DISCUSSION
Research Result

The results of this class action research were obtained after the implementation of the *ASI (Auditory Visual Self-Improve)* model in class 6B students of SD Islam Sabilillah Malang. The results of this study were obtained after conducting research in cycle 1 and cycle 2. This classroom action research was conducted with the aim of improving the ability to read poetry. The oral poetry reading test taken at the second meeting could be one of the impacts of improving poetry reading skills when this research was carried out.

In the following, data will be presented which is the pre-action percentage of reading poetry before applying the *ASI (Auditory Visual Self-Improve)* model.

Table 1. Pre-action poetry reading test data

	Everage Value	Student Percentage ≤ KKM	Student Percentage ≥ KKM
Pre action	74	29%	71%

Data in table 1 explains that the test results obtained by students in reading poetry averaged 74 in the category below KKM (Minimum Completeness Criteria). These results indicate that at the pre-action stage there were still some students who had not completed their studies, because the average student was in grade 74 and was smaller than the desired percentage of learning completeness, which was 85%.

Problem factors in the ability to read poetry include 1) there are still many students who do not understand the meaning of reading poetry because so far students have only been encouraged to read poetry without any guidance from the teacher. 2) When reading poetry, the expression, style, intonation, and

pronunciation are not visible. 3) Students still lack confidence and are shy when reading poetry in front of the class. Therefore, it is necessary to improve the process of learning to read poetry using the ASI (Auditory Self Improvement) model with the aim that students' poetry reading skills can increase and also when the student learning process becomes more active.

Implementation of the *ASI (Auditory Visual Self Improve)* Model in learning to read poetry

Learning activities in cycle 1 and cycle II were carried out for 2 meetings. Cycle I was held on September 12 and 23 2022, and cycle II was held on September 20 and 21 2022. Researchers observed student activities for 120 minutes (2Jp x 2 meetings) for each cycle in learning to read poetry in class 6B. Learning to read poetry is done using the ASI (Auditory Visual Self Improvement) model. At the planning stage, the researcher acts as a teacher in preparing lesson plans using the *ASI (Auditory Visual Self Improve)* model syntax. Then prepare teaching materials, learning media, poetry reading observation sheets, and poetry reading test assessment rubrics. The steps for learning to read poetry using the *ASI (Auditory Visual Self Improve)* model are as follows:

1) The teacher maps the learning needs according to the students' learning readiness.
2) The teacher displays a video of a poetry reading model that is packaged in interesting learning media. Students observe examples of poetry reading. Then the students did a wondering activity, namely making questions from question words (5W + 1H) questions related to the content of poetry or how to read poetry. Then students investigate by discussing questions with the teacher and friends.
3) Students are formed into 4 groups, the formation of groups based on the results of the diagnostic assessment at the previous meeting.
4) Students open the teacher's microsite application, then discuss to learn material about reading poetry, students find out for themselves the meaning of poetry and how to take good poetry reading.
5) Students and their group members surf the internet looking for a free poem with the theme "Indonesian Culture"
6) The teacher equates the perception of the content of the poem to be read so that there is no misunderstanding about the meaning of the content of the poem.
7) Students listen and observe examples of poetry presented on YouTube shows, in the teacher's microsite application.
8) Students practice imitating and reciting poetry in the examples presented with their group members with techniques (vocals, diction, tempo, dynamics, modulation, intonation, pause). Students observe imitating poetry readings in the examples displayed in front of their group friends. Each child 1 stanza and replies to each other.
9) From reading these poems, group friends help their friends to improvise themselves (revealing students' characteristics and then modifying them with examples of poetry readings presented). Students can modify it with their style and characteristics. After that, the students were asked to perform in front of other groups, and after that, they appeared in front of the teacher and other students.
10) Students record the process of reading poetry in the form of videos and uploading them on YouTube.
11) The teacher responds to the appearance of students who read poetry in front of the class. That way, students can be more helpful in being able to read poetry by showing their style and characteristics with confidence.

12) The teacher conducts learning reflection and works on quizzes.

Based on the results of the study, the data obtained from the results of skills in reading poetry, cycle I and cycle II,

Table 2. Data on Students' Skills in Reading Poetry Using the *ASI Model (Auditory Visual Self-Improve)*

	Everage	Student Percentage ≤ KKM	Student Percentage ≥ KKM
Cycle I	82	27%	73%
Cycle II	87	-	100%

Based on the table above, it can be seen that there is an increase in poetry reading in each cycle. In the first cycle has shown a significant increase in average from 74 to 82, with 27% of students who have not completed and 73% of students who have completed. Whereas in cycle II there was a very significant increase in the average value of

students to 87, and all students were declared 100% complete. The success of students in reading poetry can also be measured through the success of uploading the results of reading poetry on YouTube. The results of the ability to read poetry through video uploads can be seen in the following table!

Table 3. Results of Writing Poetry Using Youtube Digital Visualization Media Cycles I and II
Data on Student Skills Results

	Live appearance	Video recording Upload YouTube	Average
Cycle I	40, 37	42,37	82,59
Cycle II	44,81	45,18	90,18

Based on the table above it can be explained that in cycle I the results of reading poetry through live performances in front of the teacher and friends the average score was 40.37, and based on video recordings uploaded on YouTube the average score was 42.37 so that the score the average student in cycle I was 82.59. Whereas in cycle II the results of reading poetry through live performances in front of teachers and friends averaged 44.81 and based on video recordings uploaded on YouTube the average value was 45.18 so that the average student score in cycles was 90.18. These results indicate that in the classical stage of cycle II students experienced a significant increase.

Discussion of Research Results

The results of the research analysis on the low ability to read students' poetry, it is necessary to increase it by applying the *ASI (Auditory Visual Self-improve)* learning model. With the process of reading poetry by practicing using all the senses of the body so that students play an active role during the learning process and can also read poetry properly and correctly by paying attention to the things needed when reading poetry.

Based on the results of research conducted for 2 cycles in learning Indonesian especially in poetry reading skills using the *ASI (Auditory Visual Self Improvement)* model using digital visualization media at SD Islam Sabilillah Malang, an increase was obtained from cycle I to Cycle II. In cycle I, students' completeness in reading poetry was 73% or

there were 26 students out of 34 students who were declared to have completed their studies, while the remaining 27 or 8 students had not completed their studies. These results indicate that at the classical stage of cycle 1 students experienced an increase when compared to the pre-action. Even though classically students are still said to have not completed their studies, because students who score above 80 are only 73%, it is still smaller than the desired percentage of learning completeness, which is 80%. Whereas in cycle II there was a very significant increase in the average value of students to 87, and all students were declared 100% complete.

Poetry reading learning activities carried out using the ASI (Auditory Visual Self Improve) learning model with digital visualization media seem to motivate students to learn more. With the increase in student learning activities, it also has an indirect impact on the ability to read poetry. Researchers assess the ability to read poetry using the *ASI (Auditory Visual Self-improvement)* learning model with digital visualization media can improve students' ability to read poetry, students are more enthusiastic in practicing reading poetry, and are active in learning such as asking questions during learning, enthusiastic in answering and responding question.

Digital visualization media is also very helpful during the learning process. Students are more confident when recording and uploading videos on YouTube. Students also want to practice and focus during the learning process so that the classroom atmosphere becomes conducive and enjoyable because it uses the ASI (Auditory Visual Self Improve) learning model. The use of the ASI *(Auditory Visual Self Improvement)* learning model can increase students' attention while studying because the learning is done in stages and trains students to be able to read poetry properly and correctly.

The ASI (Auditory Visual Self Improve) learning model has elements including learning by moving and doing (Somatic), learning by speaking and listening (Auditory), learning by observing (Visual), learning by solving problems and thinking (Intellectual), and learning by self-improvement (self-improvement) (Evi Dwi Murti, Nasir, Hasan Sastra Negara, 2019: 120). Thus in general it can be concluded, that in improving abilities reading poetry class VI students of SD Islam Sabilillah Malang can use the *ASI learning model (Auditory Visual Self Improve)*

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of the research and discussion described in the previous chapter, it can be concluded that increasing the ability to read poetry using the *ASI (Audotiry Visual Self Improve)* learning model with digital visualization media in class 6 students of SD Islam Sabilillah Malang in the odd semester of the 2022/2023 academic year has increased . From the results of the acquisition of students' poetry reading skills during the learning process, there was a very significant increase. Classically, students were declared to have completed 100% learning in cycle II, because all students in reading poetry scored 80 and above. This learning completeness is above the KKM target of 80%. Based on these proportions, the criteria for assessing qualitative data are classified as "very good" criteria. This shows that in general learning using the *ASI (Auditory Visual Self Improve)* model assisted by digital visualization media can be used as an alternative learning to improve poetry reading skills in elementary schools.

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