THE ROLE OF SELF-EFFICACY IN STUDENTS' POETRY WRITING ABILITIES IN ELEMENTARY SCHOOL

Hilmiati[1], Fitri Hidayanti[2], Nurshahira Ibrahim[3]

[12]Universitas Islam Negeri Mataram, [3]Academy of Contemporary Islamic Studies, Universiti Teknologi MARA, Kampus Pahang, Malaysia

[1]hilmiati@uinmataram.ac.id [2]180106040@uinmataram.ac.id. [3]shahiraibrahim@uitm.edu.my

ABSTRACT

This research aims to (1) describe the role of self-efficacy in students' ability to write poetry, (2) describe the difficulties students face in applying self-efficacy in their ability to write poetry, and (3) describe the teacher's solutions to overcome students' difficulties in applying self-efficacy in their ability to write poetry in class IV MIN 1 Kota Mataram. This research method uses a qualitative approach with descriptive type and data collection techniques using observation, interviews, and documentation. The results show that the role of self-efficacy in class IV MIN 1 Kota Mataram is as follows: 1) a benchmark for students' activity choices, 2) a benchmark for achieving students' goals, as a driving force in solving problems for students, and 4) as a determinant of students' learning success. The difficulties students face in applying self-efficacy in their ability to write poetry are caused by 1) students' difficulty in determining themes and initial vocabulary to start writing, 2) not understanding the structure of good poetry writing, and 3) difficulty in concentrating when doing assigned tasks. The fourth-grade teacher as the class mentor has provided fairly good solutions to overcome students' difficulties in applying self-efficacy in their ability to write poetry, including 1) motivating students to read more diligently by giving specific times for students to read freely, 2) the teacher provides examples of existing poetry, and students are required to be more active in the learning process, 3) the teacher provides creative teaching methods both in terms of media or when teaching so that students have the initiative from themselves in writing poetry.

Keywords: self-efficacy, writing ability, poetry

INTRODUCTION

Language is a tool for communication, both orally and in writing, used to express thoughts, desires, and feelings. This is in line with Targian's (1989) statement that there are two definitions of language: first, language is a systematic or generative system, and second, language is a set of symbols or arbitrary symbols. Language is also defined as a symbol or identity of a nation, which plays a very important role in national and state life. One of them is Indonesia as a national and unity language.

The learning of the Indonesian language in the 2013 Curriculum is used as a means to develop reasoning abilities and skills. The competency standards of the Indonesian language subjects that students must achieve include skillful listening, speaking, reading, and writing (Mansur Musih, 2009). The four competency standards for skills are given balanced portions. However, the reality in the field shows that students' language abilities, especially writing skills, tend to be low and have become a hot topic in the education world. This is also

evidenced by Indonesia's ranking second from the bottom, proving that the writing abilities and interests of the Indonesian people are still very low (Joya Pitra Rosinta, 2021).

Writing skills are crucial in everyday life and should be possessed by everyone from an early age, especially students themselves. Through writing, students can communicate and convey their ideas to others through written words and involvement in all fields or activities. This shows how important writing skills are in everyday life, especially for students. Through writing, students can be facilitated to think creatively, generate new ideas, absorb information, process information, and think actively. They are also able to give positive reactions to the dynamic environment around them. Thus, through writing, students can develop their abilities and ideas to express feelings in a paragraph that can be used as a composition. Writing skills in Indonesian language learning are based on text and literature (curriculum, 2013). One form of literary writing skill in the form of composition is writing poetry.

In the 2013 curriculum, it is explicitly stated that the activity of writing poetry aims to explore and develop students' basic competencies, namely, the competence of writing creative poetry. The Ministry of Education and Culture (Depdiknas) in 2013 suggested that the achievement of competence in writing creative poetry can be measured based on its learning indicators, namely, students' ability to write poems that contain their ideas by displaying appropriate word choices and interesting rhymes to convey ideas. The objectives of the basic competence of writing creative poetry consist of two aspects: first, students can use language to understand, develop, and communicate ideas. Second, students are expected to understand and participate in creative poetry writing activities so that they can appreciate artistic, cultural, and intellectual works, and apply noble values to enhance personal maturity towards a civilized society (Depdiknas, 2006).

The learning of writing poetry in elementary schools (SD/MI) based on the 2013 curriculum aims to improve students' language skills accurately and creatively, enhance logical thinking abilities, and reasoning skills, and increase sensitivity to feelings as well as students' ability to understand and enjoy literary works. In the revised 2017 curriculum for

grade IV, theme 6, poetry writing learning is applied to Indicator 3.6, which reads "exploring the content and message of poems presented orally and in writing for pleasure".

However, the situation on the ground indicates that students' writing abilities tend to be lacking. This is due to the lack of specific attention from teachers and formal institutions such as schools, especially regarding students' abilities in writing poetry. Diena (2016) also states that in reality, writing poetry is a language skill that receives the least attention from schools. However, the ability to write poetry can develop students' creativity and imagination. In addition, the 2013 curriculum also emphasizes character education or attitude formation. Attitude formation can only be reached through art or literature. Therefore, the literary aspect becomes something that must be presented to students through education in the classroom. This means that every Indonesian language learning competency can be taught with literature as its basis. Especially in developing poetry writing skills, because it is part of Indonesian literature education.

The Indonesian language learning process also needs to consider the level of self-belief in students' abilities, which is expected to influence students' interest and ability in writing, especially poetry writing. In this regard, self-belief is also known as self-efficacy. Bandura (as cited in Dede Rahmat Hidayat, 2015) defines self-efficacy as an individual's belief in their ability to complete tasks or actions required to achieve certain outcomes. Self-efficacy is a psychological aspect that has a significant influence on students' success in writing poetry. One aspect of life influenced by self-efficacy is achievement. Bandura (1997) states that self-efficacy plays a significant role in mathematical achievement and writing ability.

According to John W. Santrock (2011), students with low self-efficacy in learning may avoid many learning tasks, especially challenging ones, while students with high self-efficacy will be more diligent in tackling learning tasks compared to students with low self-efficacy. On the other hand, according to Howard S. Fridman and Miriam W. Schutack (2008), self-efficacy is the belief or confidence in how well someone can perform a certain behavior in specific situations. Self-efficacy determines whether we can persevere when facing failure or difficulties, and how success or failure in carrying out a particular task influences our behavior in the future.

Bandura (as cited in Alfeus Manuntung, 2018) divides self-efficacy into three dimensions, which can influence various aspects of an individual's cognition and behavior in choosing behaviors to avoid or attempt. These dimensions include level, strength, and generality. From the components presented by Bandura as quoted in Alfeus Manuntung (2018), the researcher concludes that there are three indicators of self-efficacy:

a. Level (difficulty level), with indicators:

  1) Ability to complete tasks from easy to difficult,

  2) Confidence in the ability to mobilize motivation.

b. Strength (confidence), with indicators:

  1) Confidence in completing tasks with one's abilities,

  2) Perseverance in facing tasks.

c. Generality, with indicators:

  1) Confidence in one's abilities in various situations.

Based on the initial interviews conducted by the researcher with fourth-grade teachers regarding students' learning outcomes in Indonesian language learning, it was stated that among the four basic competency standards of Indonesian language learning, writing skills are the ones that tend to be lacking. This is further supported by data from initial observations, indicating that students tend to lack belief in their abilities when faced with tasks they perceive as difficult. When viewed based on the indicators of self-efficacy, this indicates that students' self-efficacy in the level indicator, which is the ability to complete difficult tasks, tends to be low. Furthermore, the indicator of self-efficacy in strength, which includes confidence and perseverance, also tends to be low. This is evidenced when students are given writing tasks, as they tend to exert little effort and quickly give up, resulting in tasks not being completed properly. This is due to the lack of self-motivation among students to complete the writing tasks, as they tend to avoid learning tasks related to writing. Regarding students' self-efficacy in the generality indicator, which involves the ability to complete tasks in various situations, it also tends to be low. This is evidenced by students tending to avoid learning tasks related to writing. Students complain that the given tasks are too difficult, they do not make an effort to overcome the challenges they face, and they struggle to adapt to the

new learning situation, which is online learning from home. This sentiment is also expressed by a fourth-grade teacher at MIN 1 Kota Mataram, who states that the online learning situation requires technology-based learning, leading students to tend to complete writing tasks, especially those obtained by copying and pasting from Google. Therefore, it can be said that during online learning, teachers are less likely to provide stimuli related to writing tasks, and students tend to complete tasks in file form.

Therefore, it can be concluded that self-efficacy plays a crucial role in students' learning motivation, which can help students succeed in learning to achieve academic performance and their ability to write poetry, referring to Bandura's theory regarding the level of self-efficacy in determining academic achievement. Without good self-efficacy, students' interest in learning will be low because of a weak belief in their ability to achieve satisfactory learning outcomes. This research is important as it aims to describe the roles of self-efficacy in poetry writing ability, the difficulties students face in applying self-efficacy, and how teachers can address these difficulties in poetry writing ability at school. Furthermore, this research also fulfills the educational responsibility of elementary schools in building national character based on the 2013 curriculum. The 2013 curriculum aims to achieve character development in every subject. Therefore, considering the importance of self-efficacy in poetry writing ability, as stated in Indicator 3.6 of the 2013 curriculum regarding poetry writing in Indonesian language learning, the researcher is interested in researching the role of self-efficacy in students' poetry writing ability in the fourth grade of MIN 1 Kota Mataram in the academic year 2021/2022.

METHODOLOGY

In this research, the researcher employs a qualitative research method. The use of the qualitative method aims to describe the role of self-efficacy, the difficulties students face in applying self-efficacy, and the solutions teachers use to address students' difficulties in applying self-efficacy in the poetry writing ability of fourth-grade students at MIN 1 Kota Mataram. Therefore, the researcher adopts a descriptive qualitative approach, which serves to reveal or obtain information from research data comprehensively, extensively, and deeply

(Sugiyono, 2015). The research location is at MIN 1 Kota Mataram, located on Jln. Erlangga, Mataram, Kec. Mataram, West Nusa Tenggara Province.

In this research, the researcher directly obtains data from interviews with the principal of MIN 1 Kota Mataram, the fourth-grade teacher (Class IV A), and the students of Class IV A at MIN 1 Kota Mataram. The subjects in this research are the active communicative fourth-grade students of MIN 1 Kota Mataram who express their opinions or ideas, aiming to obtain more accurate data in line with the researcher's objectives. They serve as benchmarks in gathering information.

Data collection is conducted through observation, interviews, and documentation. The researcher also utilizes an instrument in the form of an interview guide. The data obtained are then analyzed through data collection, data reduction, data presentation, and conclusion drawing. This is done to obtain a description of the role of self-efficacy in poetry writing ability, the difficulties students face in applying self-efficacy in poetry writing ability, and the solutions teachers use to address students' difficulties in applying self-efficacy in poetry writing ability in Class IV A at MIN 1 Kota Mataram. To ensure the validity of the data, the researcher employs diligent observation, source triangulation, method triangulation, and sufficient references. Based on the results of checking the validity of the data, the researcher then analyzes the data obtained to conclude.

RESULTS AND DISCUSSION

The Role of Self-efficacy in Students' Poetry Writing Ability in Class IV at MIN 1 Kota Mataram.

Self-efficacy levels vary among students, based on their beliefs and abilities. As known, self-efficacy is an individual's belief in their ability to complete specific tasks. Therefore, self-efficacy can be considered as self-motivation from each individual. Based on field observations regarding the self-efficacy of fourth-grade students in Class IV A at MIN 1 Kota Mataram, it is evident that the students have a relatively high level of self-efficacy in poetry writing ability. On average, the students demonstrate good poetry writing skills and show high enthusiasm and perseverance in completing assigned tasks. They believe in their

ability to accomplish the tasks and achieve good results. This observation is supported by the researcher's observation during poetry writing activities where students exhibit high enthusiasm and dedication to completing the tasks, despite encountering difficulties. Additionally, the students demonstrate high self-confidence in achieving good results, even when facing challenges during the task completion process.

Furthermore, interviews with the fourth-grade teacher at MIN 1 Kota Mataram confirm these observations. On average, students in Class IV A exhibit high confidence and motivation in completing writing tasks, including poetry writing. This high level of motivation is evident across various tasks, as students believe in their ability to complete them successfully. The students are expected to actively engage in the learning process. Although some students may still encounter difficulties, they demonstrate resilience by persisting and making continuous efforts. Teachers also provide direct guidance to students facing challenges to ensure they can successfully complete the tasks.

During the interview conducted by the researcher with a fourth-grade student, Rafif Arkana Darmawan, regarding self-efficacy, it was revealed that Rafif possesses confidence in his ability to write poetry and shows enthusiasm in completing the tasks. When faced with difficulties, Rafif expressed his willingness to learn and exert more effort by reading books and seeking guidance from teachers to ensure the tasks are completed well. This is further supported by the interview with the fourth-grade teacher, who discussed Rafif Arkana Darmawan's self-efficacy in poetry writing ability. The teacher mentioned that Rafif has a strong interest in the Indonesian language subject and has high confidence in his ability to write poetry, especially in Indonesian language learning. This is evidenced by Rafif's participation in poetry reading competitions where he achieved third place. The researcher's observation also indicates that Rafif is capable of completing tasks well within the specified time frame. During the poetry writing process, Rafif demonstrates high enthusiasm and confidence in completing the tasks.

Furthermore, the researcher's interview with Syifa Kurnia Widiati, a student in Class IV A, revealed that she has a fairly strong belief in her ability to complete Indonesian language learning tasks given by the teacher, despite her preference for the science subject.

Syifa is confident that she can complete the tasks by making efforts to learn and asking the teacher for help when encountering difficulties. Similarly, the interview with Ms. Mizrah, the fourth-grade teacher, explained that Syifa has excellent writing skills and can complete writing tasks well. This is because Syifa demonstrates great enthusiasm and motivation to learn and complete assigned tasks. She performs well in all subjects, particularly in science. The researcher's observation also indicates that when faced with poetry writing tasks, Syifa exhibits fairly strong confidence in completing the tasks, even though she initially appeared hesitant about her abilities to complete the tasks.

In the researcher's interview with Muhammad Wafi Haditama, a student in Class IV A, regarding self-efficacy, it was found that he also holds a belief in his ability to complete poetry writing tasks assigned by the teacher, despite his preference for mathematics. When facing difficulties, he expresses determination to study harder. This observation is supported by the researcher's on-site observation, which shows that during poetry writing activities, Wafi demonstrates a high level of enthusiasm and always believes in his ability to write poetry and complete the tasks on time. When working on poetry writing tasks, it is evident that Wafi displays remarkable determination and perseverance in completing the assignments. Additionally, the researcher's interview with the fourth-grade teacher reveals that Wafi enjoys the Indonesian language subject and has a fairly high confidence in his poetry writing ability, despite being more proficient in mathematics and science. However, he exhibits persistence in attempting tasks that he finds challenging.

Furthermore, the researcher conducted an interview with a fourth-grade student, Prily Najwa Aulia Hamza, who expressed her confidence in being able to complete the task, even though she occasionally asks her teacher for clarification and remains determined to continue working until completion despite facing difficulties. Based on the interview with the fourth-grade teacher regarding Prily Najwa Aulia Hamza's self-efficacy, it was stated that she has good writing skills and also possesses strong self-motivation. Her efforts are commendable, even though she may initially struggle to determine the theme and appropriate writing style for the poetry. This statement aligns with the observations made by the researcher, which show that despite some initial doubts and occasional lack of

concentration due to difficulties in determining the theme and understanding poetry writing techniques, Prily demonstrates sufficient self-efficacy. She displays courage and a high level of confidence in being able to complete the task by putting in more effort and seeking clarification from her teacher. The teacher provides guidance and motivation, enabling Prily to successfully complete her tasks.

The results of the interview with Firda Bilqistira, a fourth-grade student at MIN 1 Kota Mataram, regarding self-efficacy, reveal her confidence in being able to complete the poetry writing task. She expresses her determination to keep trying if she fails. When facing difficulties, she mentions that she will try by reading books, searching for the right vocabulary, and observing her surroundings to get new ideas for determining themes and vocabulary. Based on the researcher's observations, it is evident that Firda possesses good self-efficacy in the learning process, especially when assigned poetry writing tasks. She demonstrates the ability to immediately determine a good theme and is confident in her ability to complete the task successfully. Additionally, she shows high enthusiasm in completing the task, even in less conducive learning situations.

The fourth-grade teacher also mentioned in the interview conducted by the researcher that Firda Bilqistira has sufficient confidence in completing tasks. When faced with poetry writing tasks, she exhibits perseverance and high enthusiasm in completing the assigned tasks. Based on these interview results, it is apparent that Firda has high self-efficacy in completing tasks assigned by the teacher, as she has confidence in her abilities, especially in poetry writing tasks. This is supported by documentation showing that Firda Bilqistira, a fourth-grade student, can complete poetry writing tasks quite well and within the specified time frame. Below is Figure 1.1 depicting the results of poetry writing by Rafif Arkana Darmawan, Syifa Kurnia Widiati, Muhammad Wafi Haditama, Prily Najwa Aulia Hamza, and Firda Bilqistira.
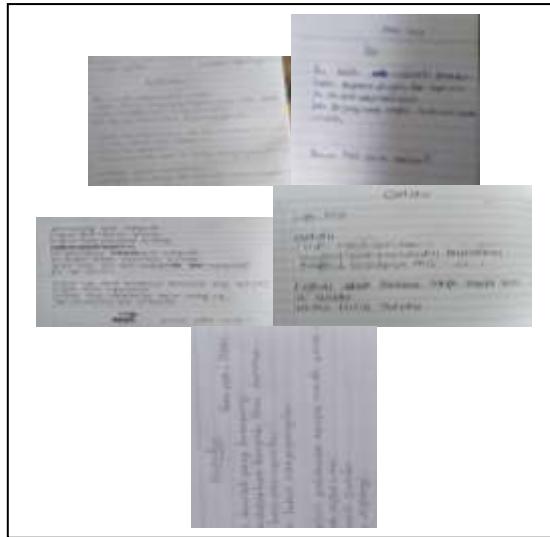
Figure 1. Student form result

Based on the presentation of the data, in terms of the level dimension (level of difficulty), students at MIN 1 Kota Mataram demonstrate their ability to complete difficult tasks. These students exhibit high self-efficacy or confidence in their ability to perform or complete a task. They believe that their efforts will succeed and they can complete the poetry writing task successfully. In this context, it aligns with the research conducted by Imaludin Agus (2021) that self-efficacy in the level aspect according to Bandura (1997) relates to the level of difficulty in facing a problem. In this context, students tend to choose challenging tasks over easy ones and believe in their ability to complete the task.

Regarding the strength dimension, the students of class IV A at MIN 1 Kota Mataram exhibit a good level of strength. This is indicated by their confidence, perseverance, and good effort in performing tasks, especially in completing poetry writing tasks. This aligns with the research findings of Hasnul Mawadah (2019), which also indicate that the strength dimension represents individuals who have perseverance. Perseverance here refers to the hard work done to achieve a goal, meaning that students who have self-efficacy in this dimension tend to be more persistent and diligent in completing a task.

Furthermore, in terms of the generality aspect, the students of class IV A at MIN 1 Kota Mataram demonstrate a good level of generality. This is shown by their confidence in performing tasks given in various situations, such as completing poetry writing tasks

assigned by teachers on time, despite facing obstacles such as lack of concentration due to difficulty in determining themes and understanding how to write poetry. They exhibit high enthusiasm and continue to strive even when experiencing difficulties due to not mastering many appropriate vocabularies, and facing less conducive learning environments, yet they can complete the task both individually and in groups. This aligns with the research conducted by Eka Nur Aini (2018), whose findings indicate that in the generality indicator, students of the Economic Education Study Program 2015 Unesa demonstrate high self-efficacy, being able to work individually or in groups, complete their tasks independently, and have a desire to explore their abilities even in areas they have not mastered.

Based on this exposition, the role of self-efficacy in the ability to write poetry among students in class IV at MIN 1 Kota Mataram can be summarized as follows:

1. Self-efficacy as a measure of student activity choices: The activity choices referred to are those related to activities that individuals, especially students, will engage in. Students with high self-efficacy tend to choose tasks and activities that they believe will succeed and avoid activities they believe will fail. Students at MIN 1 Kota Mataram have a fairly good level of self-efficacy in determining activities to complete tasks. This can be seen when they are given tasks such as writing poetry; they are confident they can complete the task and can successfully write the poetry with good results.

2. Self-efficacy as a measure of student goal achievement: Students with high self-efficacy will set much higher goals for themselves in specific areas they feel competent in. This can be observed in the students of class IV A at MIN 1 Kota Mataram, who have high goals in completing certain tasks they feel they have skills in. Bandura, as cited in Ormrod's book, states that career choices and job levels indicate high self-efficacy in that field, and vice versa.

3. Self-efficacy as a driver in solving problems for students: Students with high self-efficacy will make more effort and keep trying to solve new tasks. They are also more persistent and diligent, not easily giving up when facing problems or difficulties. Conversely, students with low self-efficacy will easily give up when faced with difficulties. The self-efficacy of students in class IV A at MIN 1 Kota Mataram acts as a driver in solving the

problems they face. This can be observed through observation and interviews conducted by researchers; when students encounter difficulties, they try again by continuously attempting to complete the task. When faced with difficulties in composing poetry, students are not hesitant to ask the teacher for clarification and try again by reading or observing objects used as themes in poetry writing. They continue to try, believing they can complete the task with good results.

4. Self-efficacy as a determinant of student learning success: Students with high self-efficacy tend to study more and achieve more than students with low self-efficacy. Students who have confidence in their abilities are very confident they can complete the task compared to those who lack confidence in achieving success. Students in class IV A at MIN 1 Kota Mataram have relatively high self-efficacy in completing a task given by the teacher, especially in writing poetry.

The self-efficacy of students in class IV A is quite high, as they believe in their ability to complete the task. Therefore, they can succeed in completing the task assigned, especially in writing poetry.

The difficulties students face in applying self-efficacy in their poetry writing

To identify the problem of difficulties experienced by fourth-grade students (Class IV A) in applying self-efficacy in writing poetry, the researcher interviewed the Class IV A teacher regarding the issue. According to the explanation provided by Mrs. Mizraah, the Class IV A teacher, the students' difficulty in motivating their self-belief can be attributed to various factors. Factors such as the influence of gadgets affect students' interest in reading and writing, as students tend to prefer using gadgets over reading books and writing. Another factor is the surrounding environment which may not be conducive to supporting students in communicating effectively. Additionally, parental support significantly influences a child's success.

Based on the interview findings, align with what Bandura (1997) stated about self-efficacy being developed through four sources that can enhance or diminish students' self-efficacy. These sources include Mastery experience, which involves past experiences of successfully solving problems, and Social modeling, wherein positive experiences of

individuals in the surrounding environment, especially those significant to the student, can foster self-efficacy. Observing similar individuals achieving success with support and effort can instill confidence in students that they can achieve similar success. Social persuasion involves verbal encouragement, motivation, and criticism, which can either enhance or diminish students' self-efficacy. Encouragement and support from close individuals, such as parents, greatly influence a child's success, particularly in fostering self-efficacy.

Therefore, addressing these factors and providing supportive environments and encouragement can help enhance students' self-efficacy, especially in the context of writing poetry. The observation results also indicate that the difficulties arise due to several factors related to self-efficacy among students in Class IV A of MIN 1 Kota Mataram in their ability to write poetry. The observations show that students' difficulties in applying self-efficacy in writing poetry include difficulty in determining themes and titles, as well as initial vocabulary to start writing, difficulty in creating poetry due to a lack of understanding of the structure of good poetry writing, and difficulty concentrating when working on tasks in less conducive situations. To overcome these difficulties, students respond by studying more, such as reading books and continuously practicing vocabulary, and by maintaining the belief that they can write literary works, including poetry, even in less conducive situations.

According to an interview conducted by the researcher with one of the fourth-grade students, Rafif Arkana Darmawaan, who expressed difficulties in finding the right vocabulary to start writing poetry and in choosing the right theme for the poem. However, the student mentioned that he can overcome these difficulties by studying harder, reading books, practicing more, and believing in his ability to write poetry. The Class IV A teacher also expressed, based on interview results, that students face difficulties in applying their self-belief while writing poetry, such as difficulty in determining themes and initial vocabulary to start writing, difficulty in creating poetry due to a lack of understanding of good poetry writing structure, and difficulty concentrating when working on tasks given. However, the teacher mentioned that they can complete tasks well by studying again, such as reading and asking about what they don't understand.

Furthermore, the researcher's interview with Prily Najwa Aulia Hamza, a student in Class IV A, revealed difficulties in applying self-efficacy in writing poetry, such as not understanding how to write good poetry and difficulty in choosing the right vocabulary. However, based on the interview, the student expressed confidence in overcoming these challenges by building her self-belief by asking the teacher again and learning more vocabulary, and she will strive until the task is completed. Additionally, the interview with the Class IV A teacher regarding the difficulties faced by Prily Najwa Aulia Hamza mentioned that the student struggles to understand good poetry writing and lacks knowledge of appropriate vocabulary for poetry writing. However, when facing these difficulties, the student is not hesitant to directly ask her teacher about what she doesn't understand.

Based on the researcher's interview with Syifa Kurnia Widiati, a student in Class IV A of MIN 1 Kota Mataram, it was found that she struggles in determining themes. However, through observing her surroundings, she can select appropriate themes that suit her abilities. Additionally, the interview with the Class IV A teacher of MIN 1 Kota Mataram also highlighted Syifa Kurnia Widiati's difficulties in applying self-efficacy in writing poetry, particularly in choosing the right title. The teacher mentioned that this student leans more toward science subjects. Moreover, she often participates in science olympiads. However, when faced with Indonesian language subjects, especially writing literary works, it poses a new challenge for her in learning.

Based on the research findings, it is evident that obstacles or factors causing students' difficulty in applying self-efficacy include the influence of gadgets on students' reading and writing interests and the surrounding environment that is not conducive to supporting effective communication among students. This aligns with the research conducted by Lestari Aurora Arifin and Farid Agung Rahmadi (2017), which states that there are two types of factors influencing students' learning outcomes: internal and external factors from the students themselves, including the influence of gadgets, which hurt students' learning outcomes. This is indicated by students' difficulty in concentrating during the learning process and losing confidence in completing tasks. Furthermore, parental support significantly influences students' success. This is consistent with the research by Sri Anjarlah

(2006), which states that parental involvement greatly influences learning outcomes, especially the family atmosphere and economic conditions.

Bandura's theory (1997) also suggests that a person's self-efficacy can be inhibited or developed through four sources: Firstly, mastery experience (problem-solving experience) or experiences of success are highly influential sources of self-efficacy. Secondly, social modeling, another way to enhance or inhibit students' self-efficacy is through positive experiences from others in their environment, especially someone significant to the student and with conditions more similar to theirs. This can also be influenced by gadget factors. Thirdly, social persuasion involves verbal encouragement (support) or criticism (mockery) from close individuals such as parental encouragement or mockery, which can either increase or decrease students' self-efficacy. Fourthly, physical and emotional states (individuals' emotional reactions) such as anxiety, worry, and mood as indicators of their capabilities.

Meanwhile, the difficulties experienced by students at MIN 1 Kota Mataram in applying self-efficacy in writing poetry are as follows:

1. Difficulty in determining themes and initial vocabulary to start writing.
2. Difficulty in creating poetry due to a lack of understanding of good poetry writing structure.
3. Difficulty in concentrating when working on given tasks.

From the discussion above, it can be concluded that students face difficulties in applying self-efficacy in writing poetry. This is evident from students struggling to determine appropriate themes and vocabulary, as well as lacking concentration when working on poetry. Additionally, some students face challenges in creating poetry because they do not understand the principles of good poetry writing. In this regard, writing poetry must align with the characteristics of poetry itself. Therefore, students are expected to write poetry that fits the characteristics of children's poetry. Thus, in the difficulties faced by students, also encounter challenges in applying self-efficacy in poetry writing.

However, students can overcome these difficulties by exerting more effort and perseverance, such as reading books, asking their teachers for clarification, observing their surroundings, and convincing themselves that they can complete tasks with good results. In

this case, the fourth-grade students at MIN 1 Kota Mataram can overcome these challenges. Consequently, students can complete poetry writing tasks well and on time.

Teacher's Solution in Facing Students' Difficulties in Applying Self-Efficacy in Students' Poetry Writing Abilities

The solution provided by the teacher of class IV A at MIN 1 Kota Mataram to address students' difficulties in applying self-efficacy in poetry writing skills is as follows: The teacher motivates students to read more diligently by allocating specific times for independent reading, providing examples of existing poems, and demanding greater participation from students in the learning process. Based on an interview with the teacher of class IV A at MIN 1 Kota Mataram, Mrs. Mizraah stated that the solution provided is to motivate students to study more diligently, to instill enthusiasm for reading, to provide leisure time outside of class hours for independent reading, as reading allows students to acquire information, discover new vocabulary, and provide examples of existing poems in the textbook. Additionally, during the learning process, the teacher gives students opportunities to actively ask questions and engage in discussions. The teacher also expresses the need to be truly creative in teaching so that students have the self-initiative or motivation to complete all assigned tasks, especially in writing poetry.

Based on the explanation above, it can be concluded that through the solutions provided by the teacher of class IV A at MIN 1 Kota Mataram, the difficulties faced by students can be overcome, and it can cultivate students' self-efficacy in poetry writing skills.

Students' self-efficacy, the headmaster of MIN 1 Kota Mataram also guides teachers to remain enthusiastic and have high self-efficacy in building students' self-efficacy. Not only that, the headmaster of MIN 1 Kota Mataram also pays attention to the welfare and professionalism of teachers in carrying out daily tasks, both structured and incidental tasks at MIN 1 Kota Mataram. One of them is conducting teacher evaluations regarding how they assign tasks to students and providing encouragement and motivation in the teaching and learning process at MIN 1 Kota Mataram. According to the researcher's interview with the headmaster of MIN 1 Kota Mataram, Mrs. Heni expressed that she gives guidance to

teachers to remain enthusiastic and always reminds them to motivate students every time they give them assignments or homework. Additionally, the headmaster also strives to create a good working atmosphere to support teachers' performance motivation in teaching. The headmaster is accustomed to giving awards to teachers and students who excel, as she believes that giving these awards is essential to improving the performance of these teachers. Furthermore, the headmaster also mentioned conducting routine evaluations, as there may be obstacles during the teaching and learning process, especially for teachers, whether from students or school facilities, and both structured and unstructured tasks. One of the teachers of class IV A at MIN 1 Kota Mataram, Mrs. Mizraah, mentioned that the solutions implemented by the headmaster of MIN 1 Kota Mataram so far have been effective. She described the headmaster as a firm, diligent, friendly person to both teachers and students and actively involved. The headmaster also tries to be close to students, often motivating both students and teachers. Usually, during exam seasons or school competitions, the headmaster awards students who excel, which also applies to teachers. Therefore, the headmaster's actions also encourage teachers to teach, especially when students themselves will strive harder. If teachers encounter difficulties in the teaching process, whether it's related to school facilities or other issues, teachers are encouraged to be more open so that the headmaster can understand the conditions of educators and the school's facilities. This way, the headmaster can provide solutions to teachers to resolve these issues.

In this regard, based on the research results, it is found that the solutions provided by the teacher of class IV A at MIN 1 Kota Mataram to overcome students' difficulties in applying self-efficacy in poetry writing skills are as follows:

1. The teacher motivates students to read more diligently by allocating specific times for independent reading.
2. The teacher provides examples of existing poems and encourages students to be more active, such as actively asking questions and participating in discussions.
3. The teacher employs creative teaching methods, whether through media or during instruction, to encourage students to take initiative and be self-motivated in completing all assigned tasks, especially in writing poetry.

Based on the research results, it also shows that the headmaster plays a role in providing solutions to teachers to enhance their self-efficacy in the teaching process. By paying attention to the welfare and professionalism of teachers in carrying out daily tasks, both structured and incidental, and providing a good and conducive working environment, which can support the motivation and performance of teachers at MIN 1 Kota Mataram. One of the efforts made by the headmaster of MIN 1 Kota Mataram is to conduct evaluations of teachers regarding how they assign tasks to students and provide encouragement and motivation in the teaching and learning process at MIN 1 Kota Mataram. Additionally, the headmaster of MIN 1 Kota Mataram is accustomed to consistently giving awards to teachers and students to encourage their creativity. Through these awards, teachers can be stimulated to improve their performance and become more productive in the teaching process. This is in line with the research conducted by Oetnam and Ferdinand, who stated that giving awards or rewards to teachers and students, it can motivate them to work and learn more effectively.

Based on the data presented, the researcher can conclude that the headmaster of MIN 1 Kota Mataram also plays a role in fostering self-efficacy for both students and teachers, one of which is by providing solutions to teachers to build their self-efficacy in the learning process. In this regard, teachers have fulfilled their roles as they should. Teachers are not only teaching, but they are also capable of providing the best solutions when students encounter difficulties or obstacles in the learning process. Thus, the difficulties experienced by students can be overcome, and they can achieve their goals in completing assigned tasks. It can be seen that teachers have also provided solutions to address the difficulties faced by students in applying self-efficacy in completing various tasks, especially in writing poetry.

CONCLUSION

Based on the research discussions, the following conclusions can be drawn The Role of Self-Efficacy in Students' Poetry Writing Abilities: 1) Self-efficacy serves as a measure of students' activity choices. Students of class IV A at MIN 1 Kota Mataram demonstrate

reasonably good self-efficacy in selecting activities they believe they can succeed in. 2) Self-efficacy acts as a measure of students' goal achievement. Students of class IV A have high goals in completing specific tasks where they feel they have the ability in that area, 3) Self-efficacy serves as a driver in solving problems for students. Students with high self-efficacy are more persistent and resilient, not easily giving up when facing challenges or difficulties, 3) Self-efficacy determines students' learning success. Students who have confidence in their abilities have a high belief in completing tasks. Class IV A students already have sufficiently high self-efficacy in completing tasks, particularly in writing poetry assignments given by the teacher.

Additionally, Students' Difficulties in Applying Self-Efficacy in Poetry Writing Abilities: This is evident from students' difficulties in determining themes and initial vocabulary to start writing, difficulties in making poetry due to a lack of understanding of good poetry writing structures, and difficulties in concentrating when working on given tasks. However, students can overcome these challenges by building confidence through increased effort such as studying, reading books, and asking questions to the teacher. Teacher Solutions in Facing Students' Difficulties in Applying Self-Efficacy in Poetry Writing Abilities: The teacher of class IV A at MIN 1 Kota Mataram has provided solutions to overcome students' difficulties in applying self-efficacy in poetry writing abilities, enabling students to overcome their difficulties. In this regard, students can achieve their goals and complete the poetry writing tasks given with good results. The solutions provided by the headmaster to the teachers, by consistently motivating the students when giving assignments, have a significant impact on the students.

REFERENCES

Abdullah, *Hubungan antara Efikasi Diri dengan Toleransi dengan Adaptive Selling pada Agen Asuransi Jiwa.* Journal Insight, Vol.1, Nomor 2, 2003.

Alfeus Manuntung. (2018). *Terapi Perilaku Kognitif pada Pasien Hipertensi,* Malang: Wineka Media.

Alfiah dan Yunarko Budi. (2009). *Pengajaran Puisi,* Yogyakarta: Pustaka Belajar.

Andi Pratowo. (2017). *Menyusun Rencana Pelaksanaan Pembelajaran Tematik Terpadu*, Jakarta: Kencana.

Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik,* Jakarta: Rineka Cipta.

Burhan Nurgiyanto. 2010. *Sastra Anak*, Yogyakarta: Gadjah Mada University Press.

Bandura, A. (1997). Self-Efficacy The Exercise of Control. New York: W.H. Freeman and Company.

Cahalifah Tur Rasidah, dkk, (2021). *Pembelajaran Bahasa dan Sastra Indonesia SD/MI Kelas Tinggi*, Bandung: Media Sains Indonesia.

Cholid Narbuko dan Abu Achmadi. (2002). *Metode Penelitian*, Jakarta: Bumi Aksara.

Dede Rahmat Hidayat. (2015). *Teori dan Aplikasi Psikologi Kepribadian dalam Konseling*, Bogor: Ghalia Indonesia.

Depdikbud. (1991).*Kamus besar Bahasa Indonesia*, Jakarta: Balai Pustaka.

Diena San Fauziya, "Pembelajaran Kooperatif Melalui Teknik Duti-Duta dalam meningkatkan Kemampuan menulis Argumentasi", *STKIP Siliwangi Bandung*, 2(2), 2016.

Howard S Friedman dan Miriam W Schustak. (2008). *Kepribadian Teori Klasik dan Riset ModernTeori Fransiska, Maria Heny, Andres Provita*Jakarta: Penerbit Erlangga.

Made Rustika, *Efikasi Diri:Tinjauan Teori Albert Bandura*, Jurnal Buletin Psikologi, Vol. 20, Nomor 12, 2012.

Jenner Simarmata. (2019). *Kita Menulis : Semua Bisa Menulis Buku*, Yayasan Kita Menulis.

John W Santrock. (2011). *Masa Perkembangan Anak*. Terj. Verawaty Pakpahan, Wahyu Anugraheni, Jakarta: Salemba Humanika.

Joya Pitria Rosinta Dewi, dkk, *Analisis Kemampuan Menulis Puisi Siswa Kelas V SDN 43 Ampenan Tahun Ajaran 2021/2022*, Jurnal Ilmiah Profesi Pendidikan*, Vol. 6, Nomor 4, Desember 2021.

Kalpana Kartika*, Keperawatan Bencana Efektivitas Pelatihan Bencana Pre Hospital Gawat Darurat dalam Peningkatan Efikasi Diri Kelompok Siaga Bencana dan Non Siaga Bencana Edisi 1*, Yogyakarta: Grup Penerbitan CV Budi Utama, 2021.

Lexy J. Moleong. 2009). *Metodelogi Penelitian Kualitatif*, Bandung: PT Remaja Rosdykarya, (2009.

Makmur Nurdin dan Rahmawati Patta, *Hubungan Efikasi Diri Terhadap Prestasi Belajar IPS Siswa Sekolah Dasar*, Prosiding Seminar Nasional LP2M UNM-2019, 2019.

Mansur Muslih. (2009). *Melaksanakan PTK itu Mudah Classroom Action Research*, Jakarta: Bumi Aksara.

Monika dan Adman, *Peran Efikasi Diri dan Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa Sekolah Menengah Kejuruan*, Jurnal Pendidikan Manajemen Perkantoran, Vol. 2, Nomor 2, Juli 2017.

Murdiyah,, *Keterampilan menulis Bahasa Indonesia Melalui Kemampuan Mengembangkan Struktur Paragraf" TERAMPIL,* Jurnal Pendidikan dan Pembelajaran Dasar, Vol, 3 No. 1, Desember 2016.

Nasrah, dkk, *Pengaruh Efikasi diri Terhadap Hasil Belajar Siswa Sekolah Dasar*, Jurnal Pendidikan Guru Sekolah Dasar, Vol. 10, Nomor 5, Oktober 2021.

Nurhasanah, Observasi dan Wawancara di MIN 1 Kota Mataram, 13 Februari 2021.

Nurlatifah Rangkuti, dkk, *Pengaruh Efikasi Diri dan Motivasi Belajar terhadap Hasil Belajar Matematika*, Journal.Idaspublishing.co.id, Vol .7, Nomor 3, Agustus 2021.

Ormrod, Jeanne Ellis. (2008). *Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang*, Jakarta: Erlangga.

Peraturan Menteri Pendidikan Nasional (Permendiknas), Nomor 23 tahun 2006 Tentang Standar Kopetensi Lulusan", https://akhmadsudrajat.files.wordpress.com/, diakses tanggal 20 Desember 2021, pukul 16.16.

QS Surah Al-Alaq Ayat 1-5. Marwah, *Al-Qur'an Tajwid Terjemah dan Tafsir Untuk Wanita*, Bandung: Penerbit Jl. Desa Cipadung No.47 Cibiru Bandung, 2010.

Rahmad Hidayat, *Kemampuan Menulis Puisi Tema Ibu Pada Siswa Kelas V SDN Sumbersari 1 Jember Tahun Pelajaran 2018/2019*, Skripsi, FTIK Universitas Jember, 2019.

Rahmat Djoko Pradopo, Pengkajian Puisi, Yogyakarta: Gadjah Mada University Press, 2005.

Rahmawati Yuliyani, dkk, *Berpikir Positif Terhadap Kemampuan Pemecahan Masalah Matematika*, Jurnal Formatif, Vol. 7 Nomor 2, 2017.

Shobirin, dkk, (2016). *Konsep dan Implementasi Kurikulum 2013 di Sekolah Dasar*, Yogyakarta: Deepublish.

Sugiyono, "*Metode Penelitian Pendidikan [Pendekatan Kuantitatif, Kualitatif dan R & D]*, Bandung: Alfabeta, 2015.

Sugiyono. 2016. *Metode Penelitian Kuantitatif, Kualitatif, R&D*, Bandung: CV, Alfabeta, 2016.

Suharianto, s. (2005).Dasar-dasar Teori Sastra, Surabaya: SIC.

Titik Kristiyani, *Self-Regulated Learning*, Yogyakarta: Sanata Dharma University Press, 2016.

Ummul Khair, *Pembelajaran Bahasa Indonesia dan Sastra (BASASTRA)*, AR-RIAYAH: Jurnal Pendidikan Dasar, Vol. 2, Nomor 1, 2018.

Yulia Humaira, *"Keefektifan Layanan Bimbingan Kelompok Dengan Teknik Bermain Peran Untuk Meningkatkan Efikasi Diri Dalam Belajar"*, Skripsi, Surakarta: Universitas Sebelas Maret, 2014.

Yunita Sari, "*Upaya Peningkatan Kemampuan Menulis Siswa Pada Mata Pelajaran Bahasa Indonesia Dengan Menggunakan Gambar Seri Bagi Siswa Kelas III SDN 3 Tempuran Lampung Tengah Tahun Pelajaran 2017/2018*", Skripsi, IAIN METRO, 2018.