

THE EFFECTIVENESS OF THE SUGGESTOPEDIA METHOD IN IMPROVING POETRY WRITING SKILLS OF FIFTH-GRADE ELEMENTARY SCHOOL STUDENTS

Mardiana Norza¹, Amirul Mukminin Al Anwar², Tika Sari³
^{1,2,3} Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi, Indonesia

Email: mardiananorza234400@gmail.com



DOI: <https://doi.org/10.34125/jkps.v11i2.1999>

Sections Info

Article history:

Submitted: 27 January 2026

Final Revised: 11 February 2026

Accepted: 16 March 2026

Published: 30 April 2026

Keywords:

Suggestopedia

Poetry

Writing

Elementary

Classroom

Creativity



ABSTRACT

Writing poetry is an important component of language learning in elementary schools because it allows students to express ideas, feelings, and experiences through written language. However, in reality, many students still experience difficulties in developing ideas, choosing appropriate diction, and constructing a coherent poem structure. These difficulties often impact students' low ability in poetry writing activities. Therefore, the purpose of this study was to determine how well fifth-grade elementary school students can use the Suggestopedia method to improve their poetry writing skills. This study used a two-cycle method called Classroom Action Research (CAR), which includes planning, implementation, observation, and reflection as the four phases of each cycle. Fifth-grade elementary school students participated in this study. Examinations of students' written work, classroom observations, and records of their academic progress were used to collect data. After using the Suggestopedia method, students' poetry writing skills improved significantly, according to the research findings. From 63.2 in the pre-action stage to 72.4 in Cycle I, and even better to 80.6 in Cycle II, the average score showed a significant increase. The level of student learning mastery also increased, from 36% in the pre-action stage to 56% in Cycle I and 84% in Cycle II.

ABSTRAK

Menulis puisi merupakan salah satu komponen penting dalam pembelajaran bahasa di sekolah dasar karena memungkinkan siswa mengekspresikan gagasan, perasaan, dan pengalaman melalui bahasa tulis. Namun, pada kenyataannya masih banyak siswa yang mengalami kesulitan dalam mengembangkan ide, memilih diksi yang tepat, serta menyusun struktur puisi secara runtut. Kesulitan tersebut seringkali berdampak pada rendahnya kemampuan siswa dalam kegiatan menulis puisi. Oleh karena itu, tujuan penelitian ini adalah untuk mengetahui seberapa baik siswa kelas lima di sekolah dasar dapat menggunakan metode Suggestopedia untuk meningkatkan kemampuan menulis puisi mereka. Studi ini menggunakan metode dua siklus yang disebut Penelitian Tindakan Kelas (PTK) yang mencakup perencanaan, pelaksanaan, observasi, dan refleksi adalah empat fase dari setiap siklus. Siswa sekolah dasar kelas lima berpartisipasi dalam penelitian ini. Pemeriksaan karya tulis siswa, observasi kelas, dan catatan kemajuan akademik mereka digunakan untuk mengumpulkan data. Setelah menggunakan metode Suggestopedia, keterampilan menulis puisi siswa meningkat secara signifikan, menurut temuan penelitian. Dari 63,2 pada tahap pra-tindakan menjadi 72,4 pada Siklus I, dan bahkan lebih baik lagi menjadi 80,6 pada Siklus II, skor rata-rata menunjukkan peningkatan yang signifikan. Tingkat penguasaan pembelajaran siswa juga meningkat, dari 36% pada tahap pra-tindakan menjadi 56% pada Siklus I dan 84% pada Siklus II.

Kata kunci: Suggestopedia; Puisi; Menulis; Dasar; Kelas; Kreativitas

INTRODUCTION

Writing skills are fundamental competencies that must be developed in elementary education because they enable students to express ideas, emotions, and experiences through written language. Among various forms of writing, poetry writing is considered a complex creative activity that requires imagination, sensitivity to language, and the ability to select appropriate diction. In addition to improving linguistic competence, poetry writing also supports students' emotional development and creativity. However, many elementary students still experience difficulties in composing poetry, particularly in generating ideas, choosing suitable vocabulary, and organizing poetic expressions coherently (Rahmawati & Citrawati, 2023).

In the context of elementary education, poetry writing plays an important role in developing students' expressive language skills. Students are expected to convey thoughts and feelings creatively using aesthetic language structures. Nevertheless, classroom instruction often relies on conventional methods that emphasize theoretical explanation rather than creative engagement. Such approaches tend to limit students' participation and reduce their motivation to write. Research has shown that monotonous teaching strategies and lack of stimulating learning environments contribute significantly to students' low interest in writing activities (Fitria Ina, 2022)

Students' psychological factors, including insecurity, fear of failure, and a lack of opportunity for free expression, are often linked to their poetry writing struggles. These conditions hinder students from developing their creative potential and result in unsatisfactory learning outcomes. Therefore, effective instructional strategies are required to create a supportive, enjoyable, and psychologically safe learning environment that encourages students to participate actively in writing activities.

In the Indonesian educational context, the ability to write poetry is an essential component of language learning objectives at the elementary school level. The curriculum emphasizes that students should be able to express feelings, imagination, and experiences creatively through written texts, including poetry. However, classroom realities often show that students' poetry writing skills remain low. Many students struggle to develop themes, select appropriate diction, and construct meaningful poetic lines. These difficulties are frequently associated with limited practice opportunities and insufficient instructional support, which prevent students from achieving the expected learning outcomes (Wahyuni, 2021)

Several empirical studies have reported similar findings regarding students' challenges in writing poetry. Research indicates that students often experience difficulties in determining themes, organizing ideas, using figurative language, and applying rhythmic elements in poetry. In addition, low reading interest and lack of exposure to literary works contribute to students' limited vocabulary and imagination, making it harder for them to compose expressive poems. Consequently, students' poetry writing performance tends to remain below the minimum competency standards required at the elementary level. (Jannah et al., 2022)

These factors emphasize the importance of finding new ways to educate that can lower students' psychological barriers to writing and encourage them to be creative. It is not uncommon for traditional, teacher-centered methods to fail when it comes to getting students to actively engage and be creative while learning. Improving poetry writing skills thus requires learning strategies that establish a calm, pleasant, and encouraging classroom environment. One approach that has gained attention in language education is the

Suggestopedia method, which focuses on positive suggestion and emotional comfort to facilitate effective learning.

Suggestopedia is a learning method introduced by Georgi Lozanov that focuses on the use of positive suggestion and a relaxed classroom atmosphere to support students' learning potential. This method is grounded in the assumption that psychological conditions such as anxiety, low confidence, and fear of making mistakes may negatively affect the effectiveness of learning. By creating a comfortable environment through the use of music, supportive communication, and pleasant classroom settings, Suggestopedia aims to reduce these barriers and facilitate better information processing. (Lozanov, 1978; Tamsir et al., 2013) explains that students who feel relaxed and emotionally secure tend to be more receptive to learning and capable of absorbing material more effectively.

Recent studies have confirmed the effectiveness of Suggestopedia in improving students' motivation, participation, and learning outcomes. Research indicates that learning environments incorporating relaxation techniques and positive reinforcement can significantly enhance students' concentration and creativity (Sun, 2023) The use of music and supportive classroom interaction helps students reach a calm mental state that enables them to generate ideas more freely and express themselves with greater confidence. Such conditions are particularly beneficial in creative writing activities, including poetry writing, where imagination and emotional engagement are essential.

Moreover, Suggestopedia promotes active student involvement by encouraging learners to explore ideas without fear of criticism or failure. A supportive classroom climate allows students to experiment with language and express personal experiences more openly. Studies in language education suggest that when students feel psychologically safe, their willingness to participate increases and their creative performance improves (Winarni et al., 2021). As a result, Suggestopedia is seen as a potential method of teaching elementary school students to write better poetry.

There have been a lot of studies looking at elementary school students' poetry writing struggles, but most of them have focused on finding problems rather than finding ways to help students improve their writing. Several Indonesian studies report that students often struggle with theme development, diction selection, figurative language use, and structural organization in poetry writing. However, limited research has explored the application of innovative teaching methods that address both cognitive and affective aspects of learning simultaneously (Jannah et al., 2022)

In addition, previous studies on Suggestopedia in Indonesia have generally focused on foreign language learning, particularly English instruction, rather than on creative writing skills in the mother tongue. Research examining the effectiveness of Suggestopedia in improving poetry writing skills in elementary school contexts remains scarce. This indicates a research gap concerning the use of Suggestopedia as a strategy to enhance students' creative writing abilities, especially in Indonesian language learning at the primary education level (Prasetya & Safitri, 2016).

Considering the existing problems and research gaps identified in previous studies, this study focuses on investigating how the Suggestopedia method can improve the poetry writing abilities of fifth-grade elementary school students. The results of this research are expected to enrich teaching practices in language education, especially in the instruction of poetry writing. Moreover, the findings may serve as practical references for teachers in creating a learning environment that supports students' creativity, strengthens their confidence, and encourages active participation in writing activities.

METHODS

The research method utilized in this study was Classroom Action Research (CAR). CAR is an approach to reflective inquiry that educators use to enhance classroom instruction and student learning. This study's use of CAR was justified because it sought to address students' weak poetic writing skills by focusing on a specific method of instruction. Kemmis and McTaggart (1988) state that CAR is a recursive process that includes steps such as planning, doing, observing, and reflecting until betterment is achieved (Kemmis, Stephen and McTaggart, 1988)

Two cycles made up the research design; each cycle has four stages: planning, action, observation, and reflection. The researcher used the Suggestopedia method to create an inventory of learning resources, assessment tools, instructional media, and lesson plans during the planning stage. In the next step, instructional strategies based on Suggestopedia principles were put into practice. These strategies included establishing a welcoming classroom environment, playing soothing music in the background, and offering constructive feedback to students. While in the observation phase, the researcher and coworker used observation sheets to track the students' engagement, actions, and reactions to the activity. In order to assess how well the measures taken worked and offer suggestions for how to make the following cycle better, the reflection stage was implemented. (Arikunto, 2015).

The subjects of this study were 25 fifth-grade students of SDN 176/X Majelis Hidayah. The participants were selected using purposive sampling, considering that the class demonstrated low poetry writing skills based on preliminary observations. Data were collected through several techniques, including performance tests, classroom observations, interviews, and documentation. The performance tests were used to measure students' poetry writing skills, while observation sheets were used to assess students' participation during the learning process. Interviews were conducted to obtain additional information about students' learning experiences, and documentation was used to support the research data (Sugiyono, 2019)

The data in this study were analyzed using both quantitative and qualitative techniques. Quantitative data obtained from students' poetry writing tests were processed by calculating the average scores and the level of learning mastery achieved in each research cycle. Meanwhile, qualitative data collected through classroom observations and interviews were analyzed descriptively to examine changes in students' attitudes, motivation, and participation during the learning activities. The findings from each cycle were then compared in order to evaluate the effectiveness of the Suggestopedia method in enhancing students' poetry writing abilities. The analysis of qualitative data followed the interactive analysis model proposed by (Miles et al, 2014), which involves three main stages: data reduction, data display, and conclusion drawing.

RESULT AND DISSCUSION

Result

The results of this study are presented based on the stages of Classroom Action Research, consisting of the pre-action stage, Cycle I, and Cycle II. The findings indicate a progressive improvement in students' poetry writing skills following the implementation of the Suggestopedia method. The improvement is reflected in the increase in average scores and mastery percentages across each research stage.

Pre-Action Results

Based on the preliminary test conducted before the implementation of the Suggestopedia method, students' poetry writing skills were categorized as low. The average score obtained was 63.2. Out of 25 students, only 9 students achieved the Minimum Mastery Criterion (MMC) set at 75, while 16 students did not meet the required standard.

In general, students' written works showed difficulties in generating ideas, determining themes, and selecting appropriate diction. The structure of the poems was often disorganized, and the meaning conveyed was not clearly developed. Student participation in writing activities was also relatively low, and several students hesitated to begin their writing tasks.

Before presenting the detailed data, the overall results of the pre-action stage indicate that students' poetry writing performance was still unsatisfactory. Most students were unable to meet the established mastery standard. The gap between students' actual performance and the expected competency level suggests that instructional improvements were necessary. The distribution of scores showed that achievement was not evenly spread across the class, with a significant number of students scoring below the Minimum Mastery Criterion (MMC). These findings provide a baseline for measuring improvement in the subsequent cycles.

The pre-action results of students' poetry writing skills are presented in Table 1.

No	Indicator	Result
1	Number of students	25
2	Average score	63,2
3	Minimum Mastery Criterion (MMC)	75
4	Students achieving mastery	9
5	Percentage of mastery	36%
6	Students not achieving mastery	16

Based on Table 1, the results of the pre-action stage indicate that students' poetry writing skills were still relatively low. The average score obtained by the students was 63.2, which was below the Minimum Mastery Criterion. Out of 25 students, only 9 students achieved mastery, while 16 students did not meet the required standard. The percentage of students achieving mastery was only 36%, indicating that the majority of students still experienced difficulties in composing poetry.

Cycle I Results

In Cycle I, after the implementation of the Suggestopedia method, students' poetry writing performance showed improvement. The average score increased to 72.4. The number of students who achieved the MMC rose to 14, while 11 students still did not reach the required standard.

Students demonstrated better performance in determining themes and composing poems more systematically. Participation during classroom activities increased compared to the pre-action stage. However, some students continued to experience difficulties in organizing poetic structures coherently.

The results of Cycle I show measurable progress compared to the pre-action stage. There was an increase in both the average score and the number of students achieving mastery. However, improvement was not yet evenly distributed among all students. While some students demonstrated noticeable progress, others continued to experience difficulties

in meeting the required standard. The data collected in this cycle reflect partial improvement but indicate that further refinement of instructional strategies was still needed.

Table 2. Cycle I Results of Students' Poetry Writing Skills

No	Indicator	Result
1	Number of students	25
2	Average score	72,4
3	Minimum Mastery Criterion (MMC)	75
4	Students achieving mastery	14
5	Percentage of mastery	56%
6	Students not achieving mastery	11

Based on Table 2, the results of Cycle I show an improvement in students' poetry writing skills after the implementation of the Suggestopedia method. The average score increased to 72.4. The number of students achieving mastery also increased to 14 students, while 11 students still did not reach the Minimum Mastery Criterion. The mastery percentage rose to 56%, indicating that learning outcomes improved compared to the pre-action stage, although the class had not yet achieved optimal mastery.

Cycle II Results

In Cycle II, students' poetry writing skills showed a more significant improvement. The average score increased to 80.6. A total of 21 students achieved the MMC, while only 4 students remained below the mastery standard.

Students were able to compose poems with clearer themes, more varied diction, and better organization. Participation and confidence in presenting their work also improved noticeably.

The results of Cycle II demonstrate a stronger and more consistent improvement in students' poetry writing performance. The majority of students achieved the Minimum Mastery Criterion, and the overall class average exceeded the established standard. Compared to the previous cycle, the improvement was more substantial and more evenly distributed among students. The data in this cycle indicate that the instructional intervention had reached a more optimal level of effectiveness.

Cycle II Results of Students' Poetry Writing Skills

No	Indicator	Result
1	Number of students	25
2	Average score	80,6
3	Minimum Mastery Criterion (MMC)	75
4	Students achieving mastery	21
5	Percentage of mastery	84%
6	Students not achieving mastery	4

Based on Table 3, the results of Cycle II demonstrate a significant improvement in students' poetry writing skills. The average score increased to 80.6, exceeding the Minimum Mastery Criterion. A total of 21 students achieved mastery, while only 4 students remained below the required standard. The mastery percentage reached 84%, indicating that the majority of students successfully improved their poetry writing performance after the implementation of the Suggestopedia method.

Discussion

The results of this study indicate that the implementation of the Suggestopedia method contributed to the improvement of students' poetry writing skills. The increase in students' average scores and mastery percentages across research cycles reflects that the instructional intervention produced positive learning outcomes. The improvement suggests that a relaxed and supportive learning atmosphere helps students generate ideas more effectively and organize poetic expressions more clearly. This finding supports the view that creative writing activities require both cognitive and emotional engagement from students (Azizah, 2015).

The findings of this study indicate that the implementation of the Suggestopedia method contributed to a noticeable improvement in students' poetry writing skills. The improvement was reflected in the gradual increase in students' average scores and mastery percentages from the pre-action stage to Cycle II. Initially, many students experienced difficulties in generating ideas, selecting appropriate diction, and organizing their poems effectively. After the implementation of the Suggestopedia method, students began to demonstrate better ability in developing themes and structuring poetic expressions. These findings suggest that a supportive learning atmosphere can positively influence students' creative writing development.

The improvement observed in Cycle I indicates that students started to respond positively to the instructional strategy applied in the classroom. Students showed increased participation during learning activities and were more willing to engage in poetry writing tasks. This improvement suggests that the learning environment created through the Suggestopedia method helped reduce students' anxiety and encouraged them to explore their ideas more freely. A similar finding was reported by (Azizah, 2015), who emphasized that creative writing instruction becomes more effective when students are provided with opportunities to express ideas in a supportive and flexible learning environment.

Furthermore, the results obtained in Cycle II demonstrated a more significant improvement in students' poetry writing performance. Students were able to produce poems with clearer themes, better organization, and more appropriate diction compared to the previous stages. These findings indicate that repeated practice combined with structured guidance can significantly improve students' writing competence. This result is consistent with the study conducted by Jannah et al. (2022), which found that students' difficulties in writing poetry can be reduced through guided and structured learning activities.

Another important finding of this study relates to the role of emotional comfort in the learning process. The Suggestopedia method emphasizes the importance of creating a relaxed and enjoyable learning environment through positive suggestions and supportive classroom interaction. During the learning activities, students appeared more confident in expressing their ideas and presenting their poems. According to (Hidayat, 2020), emotionally supportive learning environments encourage students to participate actively and develop creativity in language learning activities.

In addition to improving writing performance, the implementation of the Suggestopedia method also enhanced students' confidence and motivation during the learning process. Students were more enthusiastic when participating in poetry writing activities and showed greater willingness to share their work with classmates. These findings indicate that a supportive classroom environment plays an important role in developing students' engagement in learning. Research by (Fitriani, Suryani, 2022) also highlights that collaborative and supportive learning environments can improve students' self-efficacy and

participation in classroom activities.

The findings of this study also provide important implications for language teaching practices in elementary schools. Teachers are encouraged to implement innovative teaching strategies that can create a comfortable and engaging learning atmosphere for students. (Dewi, 2025) The Suggestopedia method can be considered an alternative instructional strategy for teaching poetry writing because it integrates both cognitive and affective aspects of learning. By encouraging students to explore ideas creatively and express their thoughts freely, teachers can help students develop stronger writing skills (Wicaksono et al., 2020).

Moreover, the results of this study support previous research indicating that innovative and student-centered teaching approaches can improve students' learning outcomes in language education. The combination of relaxation techniques, positive suggestions, and interactive classroom activities appears to create a more effective learning environment for developing students' creative writing skills. Similar findings were also reported by (Julianto et al., 2025) and (Siti Lamusiah, Humaira, 2024), who found that innovative instructional strategies contribute to improved writing performance among elementary school students.

Although there are some encouraging results, it is important to note that this study does have some limitations. The results may not be applicable to other educational settings because the study only involved one class and a small sample size. Furthermore, the research was only put into action for two action cycles in a very short time frame. If researchers are serious about learning how well the Suggestopedia method works to improve students' writing, they should conduct future studies with bigger samples and longer study durations.

CONCLUSION

The results of this study show that fifth graders' poetry writing skills were significantly enhanced after using the Suggestopedia method. Students' average scores and percentage of mastery increased from the pre-action stage to Cycle II, reflecting the improvement. Students showed marked improvement in their capacity to think of ideas, choose suitable language, and arrange poetic structures. Additionally, students were more engaged and articulate in their poetry writing because of the supportive classroom environment fostered by the Suggestopedia method.

This study's results provide important information for the improvement of language learning pedagogies, especially those relating to the instruction of poetry writing to primary school students. Students can improve their writing skills and creative capacities at the same time with the help of the Suggestopedia method, according to the findings, because it combines the rational and emotional components of learning. To boost student engagement and achievement, educators should use creative, student-centered methods of instruction.

Having said that, the study's scope was narrow, consisting of just one class and a brief implementation period. To gain a more complete understanding of the efficacy of the Suggestopedia method, future studies should use larger samples and longer research durations. Research on the efficacy of this strategy for teaching creative writing at various grade levels or in other language learning settings could be in the works.

REFERENSI

- Arikunto, S. and S. and S. (2015). *Classroom Action Research*. Bumi Aksara.
<https://books.google.co.id/books?id=9N0OEAAAQBAJ>
- Azizah, A. (2015). Pembelajaran menulis puisi dengan memanfaatkan teknik. *PENDIDIKAN*

- DASAR, II(2). <https://media.neliti.com/media/publications/96849-ID-pembelajaran-menulis-puisi-dengan-memanf.pdf>
- Dewi, A. C. (2025). Pembelajaran Menulis Puisi sebagai Sarana Menumbuhkan Empati dan Nilai Kemanusiaan Siswa Program Studi Pendidikan Bahasa dan Sastra Indonesia , Universitas Negeri Makassar. *Journal of Humanities, Social Sciences, And Education (JHUSE)*, 1(8), 36–46. <https://doi.org/10.64690/jhuse.v1i8.325>
- Fitria Ina, M. I. K. (2022). Difficulties of Elementary School Students in Writing Poetry. *AC Open Journal*, 6, 25–34. <https://doi.org/org/10.21070/acopen.6.2022.2337>
- Fitriani, Suryani, & P. (2022). Pembelajaran Kolaboratif dalam Meningkatkan Self-Efficacy Siswa Sekolah Dasar. *Jurnal Pendidikan Dasar*, 13, 30–38. <https://journal.unj.ac.id/unj/index.php/jpd/article/view/26183>
- Hidayat, R. (2020). Pengembangan Kreativitas Bahasa dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar. *Jurnal Pendidikan Bahasa*, 9(1), 45–53. <https://ejournal.upi.edu/index.php/psg/article/view/22915>
- Jannah, R., Bagus, I., Gunayasa, K., & Tahir, M. (2022). Analisis Kesulitan Menulis Teks Puisi Peserta Didik Kelas IV SDN 1 Dasan Baru Tahun Ajaran 2020/2021. *PENDAGOGIA: Jurnal Pendidikan Dasar*, 2(2), 121–126. <https://doi.org/org/10.61672/judek.v13i2.2991>
- Julianto, R., Saputro, P. W., & Hayati, R. (2025). Cognitive Insight in Education Image Media to Improve Students Poetry Writing Skills in Elementary School. *Cognitive Insight in Education*, 1(1), 1–8. <https://doi.org/10.64850/cognitive.v1i1.3>
- Kemmis, Stephen and McTaggart, R. (1988). *The Action Research Planner*. Deakin University Press. <https://www.allresearchjournal.com/archives/2015/vol1issue1/PartB/1-1-10.pdf>
- Lozanov, G. (1978). *Suggestology and Outlines of Suggestopedia*. Gordon and Breach. <https://doi.org/https://www2.vobs.at/ludescher/pdf%20files/suggestopaedia%20-%20book.pdf>
- Miles, Matthew B. and Huberman, A. Michael and Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook*. Sage Publications.
- Prasetya, D., & Safitri, K. (2016). Metode suggestopedia sebagai alternatif dalam meningkatkan motivasi belajar siswa sekolah dasar. *Jurnal Pendidikan Ke-SD-An*. <https://doi.org/10.30738/trihayu.v6i3.8145>
- Rahmawati, D., & Citrawati, T. (2023). DIDAKTIS Jurnal Pendidikan Bahasa dan Sastra Indonesia Jenis Kesulitan Menulis Puisi bagi Peserta Didik di Sekolah Dasar. *Pendidikan Bahasa Dan Sastra Indonesia*, 1(2), 45–50. <https://doi.org/10.33096/didaktis.v1i2.299>
- Siti Lamusiah, Humaira, N. H. (2024). INNOVATION IN TEACHING WRITING POETRY USING THE TALKING STICK MODEL. *Jurnal Ilmiah Pendidikan Dasar*, 09. <https://doi.org/10.23969/jp.v9i04.18331>
- Sugiyono. (2019). *Educational Research Methods*. Alfabeta.
- Sun, Y. (2023). The Application of Suggestopedia in English Teaching. *ResearchGate*. <https://www.researchgate.net/publication/370707344>
- Tamsir, N. A., Azis, A., Daeng, J., Raya, T., & Selatan, S. (2013). MENULIS PUISI SISWA KELAS X SMA Abstract : The Influence of Suggestopedia Methods in Learning to Write Poetry in Class. *Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*, 25–31. <https://media.neliti.com/media/publications/319497-pengaruh-metode-sugestopedia-dalam-pembe-5f2e638b>.
- Wahyuni, T. I. S. (2021). Analisis Kesulitan Siswa dalam Menulis Puisi pada Sekolah Dasar. *Jurnal Pendidikan Sekolah Dasar*, 33–42.

<https://ejournal.undiksha.ac.id/index.php/JJPGSD/article/view/35767>

Wicaksono, H., Tabrani, A., & Malang, U. I. (2020). Attractive : Innovative Education Journal. *Attractive : Innovative Education Journal*, 2(2). <https://doi.org/10.51278/aj.v2i2.54>

Winarni, R., Slamet, S. Y., Indrastoeti, J., Poerwanti, S., Sriyanto, I., Yulisetiani, S., & Syawaludin, A. (2021). *An Analysis of Preservice Elementary Teacher Ability in Creative Writing Containing Character Education with Local Wisdom Persepective*. 5(3), 498-504. <https://doi.org/10.23887/jisd.v5i3.37069>

Copyright holder:

© Author

First publication right:

Jurnal Kepemimpinan & Pengurusan Sekolah

This article is licensed under:

