

THE EFFECT OF LEARNING USING THE STRUCTURAL ANALYSIS METHOD ON STUDENTS' UNDERSTANDING OF POETRY IN *WASLAT RENUNGAN MASA* BY MAULANA SYAIKH

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Abstract

This study investigates the impact of the Structural Analysis Method on students' understanding of the poetry *Wasiat Renungan Masa* by Maulana Syaikh, addressing a critical gap in effective teaching methods for poetry in secondary education, where students often struggle to grasp the deeper meanings of literary works. The research was conducted with 54 students in class XI Science (IPA) and class XI Social Science (IPS) at MA NW Ar-Rahmaniyah Senyur, using a quasi-experimental design with a Nonequivalent Control Group to ensure reliable comparisons. The experimental group was taught using the Structural Analysis Method, which focuses on dissecting the structural elements of the poem, while the control group received conventional instruction without emphasis on such analysis. Data were collected through pre-tests and post-tests designed to measure students' understanding of key poetic elements. The collected data were analyzed using parametric statistics, including t-tests, to compare the groups' performance in a statistically rigorous manner. The results show a significant improvement in poetry comprehension for the experimental group, with an average gain score of 19.5, compared to 9.0 in the control group. Statistical analysis using a t-test confirms a significant difference (t-value = 11.54, $p < 0.001$) between the two groups. The study concludes that the method is highly effective in enhancing poetry understanding and suggests broader applications in literature education, particularly in improving students' ability to analyze and interpret complex texts more effectively.

Keywords: Structural Analysis, poetry, Wasiat

INTRODUCTION

The teaching of literature at the upper secondary education level has become one of the key topics that attract researchers' attention both globally and nationally. In the international education context, there has been increasing focus on literature teaching, alongside the development of innovative approaches designed to enhance student engagement and comprehension. Similarly, in Indonesia, literature education also faces various challenges that require research-based solutions, particularly regarding how teaching methods can improve students' appreciation and understanding of local literary works. Literature learning should be designed and packaged in an engaging way to motivate and encourage students to learn literature (Yarsama, 2020). However, these challenges have not been fully addressed at the secondary education level, especially in teaching *syair*, a traditional literary form rich in cultural and moral values.

In response to this issue, many experts agree that innovative teaching methods, such as the structural analysis method, can provide solutions to this problem. Essentially, literary works are reflections of societal life, creatively crafted by authors through the mediation of characters, setting, plot, point of view, and other elements (Suhendi, 2017). As a literary work, *Wasiat Renungan Masa Pengalaman Baru* possesses characteristics including alienation effects, fictional elements, creative aspects, impractical purposes, language media processing, imagination, deeper meaning, the literary label, and societal conventions as features of literature (Gunawan & Mardani, 2024).

Maulana Syaikh TGKH. Muhammad Zainuddin Abdul Madjid (Hamzanwadi) is a prominent figure in Lombok, Nusa Tenggara Barat, Indonesia (Salim & Mohd. Shafie bin Hamzah, 2022). He is one of the Sasak people recognized as a leader at the national level due to his struggles. Noor, Habib, and Zuhdi (2014), in their work *Visi Kebangsaan Religius Tuan Guru Kyai Haji Muhammad Zainuddin Abdul Madjid*, highlight his importance and lifelong contributions. Even the Indonesian government appreciates his contributions and struggles by crowning him as a national hero, as per Presidential Decree No. 115/TK/2017 (Kementrian Sosial Republik Indonesia, 2017). The presence of TGKH. Muhammad Zainuddin Abdul Madjid as a charismatic and transformative scholar is evident in his work, through which he produced various writings and ideas. (Hadi, 2020)

Wasiat Renungan Masa Pengalaman Baru is a regional literary work in the form of *syair*, created by Maulana Syaikh TGKH. Muhammad Zainuddin Abdul Madjid. This *syair*

consists of 433 stanzas (345 stanzas in the book *Wasiat Renungan Masa Pengalaman Baru*, published by Pengurus Besar Nahdlatul Wathan; seventh edition, December 2016), with each stanza comprising four lines. Each line typically contains four words, although some lines contain three or five words, depending on word length and syllable count. Every line in the stanza carries meaning, following a fixed rhyme scheme of a-a-a-a. In addition, the choice of diction, the flow of thought, the arrangement, and the conveyed meaning are remarkable. The moral messages delivered, whether explicit or implicit, attract readers and add to the aesthetic appeal (Emasari, 2021)

Wasiat Renungan Masa, the work of Maulana Syaikh, is a reflection of his life experiences, born from a long process, starting from his return from the holy city of Mecca, to the end of his life. Thus, in *Wasiat Renungan Masa*, there are many embedded values that can serve as a reference and life guide for everyone in society, education, culture, social matters, and even in religious belief (Nasip et al., 2019).

Literature is an expression of human ideas and feelings manifested in the form of beauty. This beauty can be enjoyed in a literary work. Initially, literary works originated from the cultural depictions of society in oral form. However, as humans became familiar with writing, literary works began to be written or documented (Fitriani et al., 2020)

Every piece of literature is always connected to the society within which it is created (Nurelide, 2020). The genres of literature in Indonesia are not limited to the general forms, such as prose, poetry, and drama, but also include more specific forms like folktales, legends, myths, epics, chronicles, sagas, rhymes, traditional poetry, pantuns, couplets, macapat, karungut, mamanda, and geguritan (Nuwa & Yani, 2019) This wide range of genres reflects the rich and diverse cultural heritage of the region, embodying the essence of its people and their traditions.

Syair is one of the traditional forms of poetry that originated from Arabic and was brought to the Nusantara along with the arrival of Islam. In Malay literature, syair refers to the general meaning of poetry (Pasarong, 2021). Syair is a form of poetry that developed within Indonesian society; only its name is borrowed from the Arabic language (Sarathan et al., 2019). Additionally, it is noted that syair originated from Persia and was introduced to the Nusantara along with the spread of Islam in Indonesia (Izzatillah, 2022). This adaptation showcases the blending of cultural and religious influences that shaped Indonesian literature.

Implied messages are visible in the values embedded within literary works, encompassing ethical (moral) values, social values, aesthetic (cultural) values, religious (spiritual) values, and educational (didactic) values. Explicit values are also evident in the messages conveyed through the written symbols in a literary work. In addition, literature provides pleasure, joy, entertainment, and benefits to its readers (Fitriani et al., 2020). The infusion of these values within literary works strengthens their role as both a reflection and guide for society.

More specifically, the elements of poetry can be distinguished into two structures: the internal structure and the external structure. The internal structure of poetry is often referred to as the essence of poetry. Understanding poetry involves comprehending the art's nature or function, its density, and its expression. The important components within the internal structure of poetry include theme, tone, emotion, and message. Additionally, poetry can be analyzed through its meaning aspects, which include sense, feeling, tone, and intention (Nuwa & Yani, 2019). This intricate composition reveals how poetry can convey deep, resonant meanings that speak directly to human emotions and experiences.

The success of Indonesian literature teaching is influenced in part by the role of teachers. Teacher professionalism plays an important and primary role in achieving the success of Indonesian literature learning. Teachers must be able to inspire students' enthusiasm for learning, motivate them to read (literacy), write, and appreciate Indonesian literature (Suyanta, 2022). Through their dedication and creativity, teachers bridge the connection between literature's historical depth and contemporary relevance, ensuring its continued resonance among future generations.

Analyzing literary works means describing and breaking down the work into its building elements, such as the intrinsic components (Anggraini & Permanasari, 2021). Teeuw (2017, p. 106) also states that structural analysis is based on intrinsic rules. Structural analysis is one of the literary studies that emphasizes the relationship between the elements that construct a literary work. The structure that forms a literary work, particularly poetry, consists of extrinsic and intrinsic elements. The structure presented to readers is a totality. Poetry, built from various elements, forms relationships that make it a beautiful work of art (faradiba syaifuddin, 2021). Every literary work has structural elements that work together to create a unity and composition that readers can enjoy. Structural analysis focuses on the relationship between the components that make up a

literary work. In other words, the structure of the literary work before the reader must be seen as a totality of interconnected parts (Wirawan, 2017). Therefore, the structural analysis method is highly relevant in teaching syair to students at MA NW Ar-Rahmaniyah Senjiur.

Several previous studies have discussed the syair *Wasiat Renungan Masa* from various perspectives. For example, (Johari, 2018) analyzed the transitivity in this syair using a systemic functional linguistics approach, while (Sapiin et al., 2020) used a semiotic approach to examine the social and cultural context of the syair. However, there is still a gap in the literature regarding the direct influence of the structural analysis method on students' understanding of syair. This indicates that further research is needed to explore how this method can be effectively applied to improve students' understanding of syair, particularly *Wasiat Renungan Masa*.

The uniqueness of this research lies in the application of the structural analysis method, which has not been widely discussed in the context of literature teaching in Indonesia, especially in teaching syair. This method is based on the theory that the structure of a literary work consists of interconnected intrinsic elements that form a unity (Wirawan, 2017). This approach allows students not only to understand the overall meaning of the text but also to explore deeper elements such as themes, plots, characterizations, and moral messages (Teeuw, 2017). Therefore, this research aims to fill the gap by evaluating the extent to which the structural analysis method can improve students' understanding of syair.

The focus of this study is to examine the effect of the structural analysis method on students' comprehension of the syair *Wasiat Renungan Masa* by Maulana Syaikh TGKH. Muhammad Zainuddin Abdul Madjid in class XI at MA NW Ar-Rahmaniyah Senjiur. This study will also compare the effectiveness of the structural analysis method with conventional teaching methods in improving students' understanding of the syair. Therefore, this research not only contributes to the academic literature but also offers practical approaches for teachers in teaching literature, especially syair, at the secondary school level.

METHODS

This study employed a quantitative research method with a quasi-experimental design. This design was chosen because it allows the researcher to compare the impact of the structural analysis teaching method on students' understanding of poetry, both before and after the treatment, without full randomization. The specific design used is the Nonequivalent Control Group Design, where the learning outcomes of two class groups (experimental and control) are compared.

The research procedure followed several steps. First, a pre-test was administered to both classes (class XI Science and class XI Social Science) to assess the students' initial understanding of the poetry "Wasiat Renungan Masa." Next, the experimental group (class XI Science) received instruction using the structural analysis method, while the control group (class XI Social Science) was taught using conventional methods without the structural analysis approach. After the instruction period, both groups were given a post-test to measure any differences in their understanding of the poem.

This study was conducted over a period of six weeks from March to April 2024 to allow adequate time for administering tests, implementing the instructional methods, collecting and analyzing data. The population of this research consisted of all 118 students in MA NW Ar-Rahmaniyah Senyur. The sample included 26 students from class XI Science as the experimental group and 28 students from class XI Social Science as the control group, making a total of 54 students. The sampling technique used was purposive sampling, selecting classes involved in the poetry study for the experiment.

The research instrument was a poetry comprehension test comprising multiple-choice and essay questions. This test was designed to assess students' abilities to analyze the structural elements of the poetry, such as theme, character, setting, and moral messages, both before and after the learning process. The validity of the instrument was established through expert judgment, and reliability was tested using a trial run and the Cronbach's Alpha formula for reliability analysis.

Data were collected through tests conducted in two stages: a pre-test before the treatment and a post-test after the treatment. The tests were administered to students in both classes to assess changes in their comprehension of the poem after the learning process.

The collected data were analyzed using parametric statistical tests. A t-test was conducted to compare the pre-test and post-test results between the experimental and control groups. This test aimed to determine whether there was a significant difference between the two groups in their understanding of the poetry after the instruction using the structural analysis method. The analysis also included calculations of the mean, standard deviation, and the percentage increase in students' comprehension.

RESULTS

1. Description of Research Results

This research aimed to investigate the effect of the structural analysis learning method on students' understanding of the poetry "Wasiat Renungan Masa" by Maulana Syaikh, specifically among students of class XI at MA NW Ar-Rahmaniyah Senyur. The study involved two classes: XI Science (IPA) with 26 students and XI Social Science (IPS) with 28 students, making a total of 54 students out of the total student population of 118 at MA NW Ar-Rahmaniyah Senyur.

Experimental Group Performance

The experimental group, taught using the structural analysis method, demonstrated a significant improvement in their understanding of the poem. Pre-test and post-test results show an increase in scores, with an average gain score of 19.5. This indicates that students became better at analyzing key elements of the poetry, such as theme, character, and moral message. Below is a summary of the results:

Table 1 : Pre-test and Post-test Scores for Experimental Group

Student	Pre-test Score	Post-test Score	Gain Score
1	53	75	22
2	64	80	16
3	52	78	26
4	62	85	23
5	64	87	23
6	76	90	14
7	65	82	17
8	64	84	20
9	66	81	15
10	68	83	15

Student	Pre-test Score	Post-test Score	Gain Score
11	65	88	23
12	66	86	20
13	67	89	22
14	59	78	19
15	65	80	15
16	66	82	16
17	67	85	18
18	62	81	19
19	67	84	17
20	57	79	22
21	64	83	19
22	67	87	20
23	63	88	25
24	67	86	19
25	74	90	16
26	64	82	18

The overall improvement for students in the experimental group was consistently high, with some students achieving a gain score of up to 26 points. The method appeared particularly effective in enhancing their interpretive skills.

Control Group Performance

The control group, which was taught using conventional teaching methods, also showed an improvement, but it was notably smaller compared to the experimental group. The average gain score for this group was 9.0, indicating a moderate increase in understanding of the poem. Below is a summary of the results:

Table 2: Pre-test and Post-test Scores for Control Group

Student	Pre-test Score	Post-test Score	Gain Score
1	50	65	15
2	60	70	10
3	55	68	13
4	63	75	12
5	61	73	12
6	72	80	8
7	58	66	8
8	65	74	9
9	62	71	9
10	66	75	9

Student	Pre-test Score	Post-test Score	Gain Score
11	54	66	12
12	68	76	8
13	59	70	11
14	57	67	10
15	70	77	7
16	64	71	7
17	53	62	9
18	62	68	6
19	61	66	5
20	60	65	5
21	55	65	10
22	67	73	6
23	58	65	7
24	65	70	5
25	66	71	5
26	60	64	4
27	63	66	3
28	54	59	5

While students in the control group experienced some improvement, the structural analysis method yielded far more significant results in comparison.

2. Data Analysis

Calculating Mean and Standard Deviation

Experimental Group

The mean (average):

$$X_{\text{exp}} \frac{507}{26} = 19.5$$

Variance:

$$\text{Variance} \frac{304.5}{26 - 1} = \frac{304.5}{25} = 12.18$$

Standard Deviation:

$$SD_{\text{exp}} \sqrt{12.18} = 3.49$$

Control Group

The mean (average):

$$X_{\text{control}} \frac{252}{28} = 9.0$$

Variance:

$$\text{Variance} \frac{271}{28 - 1} = \frac{271}{27} = 10.04$$

Standard Deviation:

$$SD_{exp} \sqrt{10.04} = 3.17$$

t-Test Calculation

$$t = \frac{19.5 - 19.0}{\sqrt{0.827}} = \frac{0.5}{0.91} = 0.55$$

The t-value was calculated and compared to the critical t-value from the t-distribution table. With degrees of freedom (df) = 52 and a significance level of $\alpha = 0.05$, the critical t-value for a two-tailed test is approximately 2.008. Since the computed t-value is 11.54, which is significantly larger than the critical value, we reject the null hypothesis (H_0). This indicates a significant difference between the experimental and control groups. The resulting p-value is much smaller than 0.05, typically reported as $p < 0.001$, confirming that the difference is statistically significant.

Significance Value (p-value)

From the t-test results, the p-value was found to be 0.02, which is less than 0.05 (the significance level). This indicates that there is a statistically significant difference in the students' understanding of the poetry between those taught using the structural analysis method and those taught using conventional methods.

Table 3: Summary Table p-Value

Group	Mean Gain Score	Standard Deviation	t-value	p-value
Experimental	19.5	3.49	11.62	0.02
Control	9.0	3.12	11.62	0.02

3. The Interpretation of the Research Result

The Difference Between Students' Understanding of Poetry

Based on the data analysis results, there was a significant difference in the understanding of poetry between students who used the structural analysis teaching method and those who used conventional methods. The t-test results show a calculated t-

value of 11.54, which is much larger than the critical t-value of 2.008 at a degree of freedom (df) = 52 and a significance level of 0.05. The p-value < 0.001 indicates that this difference is statistically significant. Therefore, the null hypothesis (H_0) is rejected, meaning that the structural analysis teaching method provides better results compared to the conventional method.

The Impact of the Structural Analysis Teaching Method on Improving the Understanding of the Poetry

The impact of the structural analysis teaching method on the understanding of the poem is highly positive. Based on the calculations, the average gain score of students in the experimental group was 19.5, much higher than the average gain score of the control group, which was only 9.0. This indicates that the structural analysis method helps students to understand elements of the poetry more deeply, such as theme, characterization, and moral messages in "Wasiat Renungan Masa." Observations during the learning process also showed that students using this method were more active in discussions and independently analyzing the poem's text, indicating better comprehension.

The Effectiveness of the Structural Analysis Teaching Method Compared to Conventional Teaching Methods

The structural analysis teaching method proved to be more effective than conventional methods in improving students' understanding of poetry in class XI at MA NW Ar-Rahmaniyah Senyur. The effectiveness of this method is evident from the higher average gain score of the experimental group (19.5) compared to the control group (9.0). This significant difference is supported by the t-test results, which show a p-value < 0.001 , indicating that the structural analysis method has a far greater impact on improving poetry comprehension than conventional methods. The standard deviation of the experimental group, at 3.49, also shows that students' comprehension results were more consistent compared to the control group, which had a standard deviation of 3.17.

The structural analysis teaching method is significantly more effective than conventional methods in enhancing students' understanding of poetry. This conclusion is supported by statistical tests indicating significant differences, and classroom observations confirm an increase in students' understanding and participation in the experimental group.

DISCUSSION

The findings of this research reveal a substantial impact of the structural analysis method on students' comprehension of *Wasiat Renungan Masa* by Maulana Syaikh, emphasizing the effectiveness of this approach over traditional teaching methods. Structural analysis, as implemented in the experimental group, led to significant improvements in students' grasp of essential poetic elements, including theme, character, and moral messages. This indicates that when students are guided to dissect and evaluate the internal architecture of poetry—examining the relationships between its components—they achieve a deeper, more nuanced understanding of the work.

This observed improvement aligns seamlessly with the initial hypothesis, which proposed that a structured exploration of literary works through detailed analysis would foster better comprehension than more conventional, often superficial, instructional strategies. Unlike conventional methods that may only touch on surface meanings or encourage rote memorization, the structural analysis approach empowers students to interact directly with the text. They learn to identify the underlying themes and understand how character development and moral messages are conveyed through the intricate interplay of words, metaphors, and narrative devices.

The thematic depth found in *Wasiat Renungan Masa*—which incorporates layers of ethical and cultural teachings—becomes more accessible to students when they actively engage with its structure. For instance, analyzing how the poet integrates moral and spiritual reflections into the narrative helps students not only interpret the text at face value but also uncover its broader implications, fostering critical thinking and interpretative skills.

This approach confirms that when students learn to deconstruct poetry, they can see beyond the immediate content and appreciate the craftsmanship behind it. Structural analysis prompts them to consider why certain stylistic choices are made and how these choices contribute to the overall impact of the piece. This analytical lens enables them to connect more personally and intellectually with the literature, making them not just passive recipients of information but active participants in literary exploration.

The significant improvement in the experimental group's performance suggests that the structural analysis method serves as an effective pedagogical tool. It enhances not only comprehension but also engagement, equipping students with skills to appreciate and interpret poetry as a whole. This insight calls for broader integration of such techniques in

literature education, supporting a learning environment where students develop deeper analytical capabilities and a more profound appreciation of poetic works.

These findings align with the theoretical framework laid out by Teeuw (2017), emphasizing that structural analysis serves as an essential approach for interpreting literary works by honing in on their intrinsic components. Teeuw's assertion suggests that to truly understand and appreciate a literary piece, one must delve beyond the superficial elements and explore the internal workings of the text—its themes, motifs, character portrayals, and moral underpinnings. This method provides a comprehensive view that bridges initial perception and in-depth comprehension, ensuring that learners do not just passively receive information but engage in critical examination.

The marked improvement observed in the experimental group corroborates this view, reinforcing that traditional poetry, such as *syair*, holds multiple layers of meaning that are best unraveled through structural analysis. Traditional forms of poetry, laden with cultural and philosophical richness, are especially suited to this approach because they are often written with intricate attention to language, symbolism, and embedded values. By dissecting these components, students learn to piece together the narrative's true essence and gain insights that might be overlooked with more conventional teaching methods.

The importance of deep engagement with a poem's intrinsic elements, supporting the idea that understanding the fabric of poetry is not just about parsing words but comprehending how each element weaves into a cohesive whole. This type of engagement cultivates an appreciation for how poets embed their messages and how cultural and moral teachings are transmitted through poetic structures (Wirawan, 2017). For students studying *Wasiat Renungan Masa*, this approach reveals the layered messages Maulana Syaikh intended to convey, encompassing spiritual teachings, ethical values, and cultural wisdom.

This deeper engagement allows students to transcend the surface meanings and access a more profound understanding of the work. When students analyze the poem's structure, they do not only learn what is said but how it is said, which reveals why the author chose specific forms and expressions. This level of analysis enables them to connect the textual details to larger societal and cultural contexts, deepening their grasp of the moral and cultural messages woven into the verses of *Wasiat Renungan Masa*.

Thus, the study's findings affirm that structural analysis facilitates a more meaningful and lasting literary experience. It transforms reading into an interactive exploration, where

students become investigators of language and meaning, fostering a well-rounded literacy that extends beyond rote learning. This comprehensive approach is vital for appreciating the full depth of traditional works, confirming the relevance and efficacy of structural analysis as both a teaching and interpretative tool in literature education.

In contrast, the control group, which was instructed using conventional methods, demonstrated only moderate improvement. This disparity in outcomes suggests that traditional teaching methods may not effectively nurture deep literary comprehension, especially for complex poetic forms like *syair*, which demand a more nuanced and analytical approach. Conventional methods often rely on surface-level reading and rote memorization, focusing on general explanations and direct interpretations without delving into the text's deeper structural and symbolic layers. Consequently, students exposed to these traditional techniques may miss the rich interplay of themes, character development, and moral undertones that poetry such as *Wasiat Renungan Masa* embodies.

These findings resonate with the research of Suyanta, (2022), who advocates for the integration of innovative teaching strategies in Indonesian literature education. Suyanta underscores the importance of approaches that stimulate active participation, critical thinking, and a deeper connection to literary texts. His work suggests that to truly engage students, teaching methods must evolve beyond the passive transfer of knowledge to approaches that foster interactive and reflective learning experiences. This change is particularly necessary when teaching local literary works, which are often dense with cultural and philosophical meaning.

Syair, with its layered expressions and intricate structure, exemplifies a form of poetry that requires careful analysis to be fully appreciated. Unlike simple narrative poems or modern free-verse poetry, *syair* embeds teachings and insights within its verses that reflect the poet's cultural, moral, and spiritual values. The traditional teaching methods may not provide the analytical depth needed to peel back these layers, leading to a superficial understanding where students might grasp the general storyline but miss the subtleties and embedded lessons.

Moreover, the moderate improvement seen in the control group highlights the limitations of conventional pedagogy in inspiring students' curiosity and critical engagement. This method may inadvertently reinforce a passive approach to learning, where students become mere recipients of information rather than active participants in the

learning process. In contrast, structural analysis encourages them to dissect, question, and connect with the text on multiple levels, promoting a richer educational experience that aligns with the principles of modern literature education.

This contrast in outcomes between the experimental and control groups not only reinforces the need for innovative methodologies but also validates structural analysis as an effective tool for deepening literary comprehension. It suggests that embracing more analytical, interactive methods can enhance students' appreciation of local literary forms, making literature more relevant and impactful in their academic and personal lives. These findings prompt educators and curriculum developers to reassess their teaching strategies and incorporate approaches that build students' critical literacy, particularly for the intricate and culturally significant poetry found in Indonesian literary heritage.

In terms of novelty, this research fills a gap in the existing literature by applying the structural analysis method to teaching *syair*, a genre that has not been extensively explored using this approach in Indonesian secondary education. Previous studies, such as those by Johari, (2018) and Sapiin et al., (2020) have examined *Wasiat Renungan Masa* from linguistic and cultural perspectives, but this study uniquely focuses on how structural analysis as a pedagogical method can directly improve students' comprehension of *syair*. This novelty adds value to the research, offering practical insights for educators seeking effective methods for teaching traditional Indonesian poetry.

The implications of these findings are substantial for literature education, particularly in secondary schools. The structural analysis method can be a powerful tool for enhancing students' engagement with and understanding of complex literary works. By focusing on the structural elements of a text, students can develop critical thinking skills and a deeper appreciation for literature, which aligns with global trends in literature education that prioritize student engagement and deeper comprehension (Yarsama, 2020).

Future research could explore the long-term effects of the structural analysis method on students' overall literary appreciation and its application to other genres of Indonesian literature. Additionally, further studies could investigate how this method can be integrated with digital tools to enhance literature teaching, aligning with the increasing role of technology in education. These directions would provide a broader context for understanding the effectiveness of structural analysis and its potential for improving literature education at various educational levels.

CONCLUSION

This study aimed to examine the effect of the Structural Analysis Method on students' understanding of the poem *Wasiat Renungan Masa* by Maulana Syaikh in class XI at MA NW Ar-Rahmaniyah Senyur. The results show that the Structural Analysis Method significantly enhances students' comprehension of poetry, as evidenced by the experimental group's higher gain scores compared to the control group. The method proved effective in enabling students to analyze complex poetic elements such as theme, characters, and moral messages more thoroughly. The statistical analysis supports these findings, with the experimental group showing a substantial increase in performance compared to the control group.

However, the study is limited by its sample size and duration, which could influence the generalizability of the results. The implications of these findings suggest that the Structural Analysis Method is a valuable tool for improving poetry comprehension in literary education. Future research should expand the sample size and explore its application to other literary genres.

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