

Using Pop Up Book Media for Poetry Therapy for Mental Disabilities

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Abstract: Mentally disabled people have a desire to express their thoughts, feelings, and expectations through appropriate media and be appreciated for their existence. The expressions constructed and written by a mentally disabled person are expressions of a long-thought-out mindset. The purpose of this research is, first, to know the patterns of poetry therapy according to the characteristics of mental disability in the Holy District. Second, to learn about the use of media pop-up books for poetry therapy for mental disabilities in the Holy District. The method used in this research uses a qualitative method with a narrative approach. This research data is obtained from the results of observations, interviews, and documentation of mental disabilities in the Holy District. The results of this research first show that the pattern of poetry therapy for mental disabilities in the Holy District is implemented through an authentic approach according to the circumstances in the field, and poetry is adapted to interests, hobbies, as well as habits or characteristics of mental disability. Secondly, the use of audio, visual, and audio audio is effective in the poetry therapy of mental disabilities; through its use, the mental disabled can write poetry based on the thoughts, hopes, and feelings they have been thinking all along.

Keywords: disability, media, pop-up, poetry, therapy

1. Introduction

Literary works are presented to provide learning material about phenomena of life whose complexity is important to study as well as material for discussion of life problems whose "solution" has not yet been reached, so it is interesting to be raised based on the discussion or thinking settlement of the writer of literary works. Literary works are not immediately present in the cultural void, but because there is a message to be conveyed based on the imagination described by the author about the events that occurred at that time, it needs to be raised or written in a typical language anyway. This particularity is built to give an atmosphere to the content or meaning through the selection of words, sentences, and paragraphs in the story arranged by the author.

Every human being has the right and freedom to write, to pour out his thoughts, and, of course, to produce works according to his interests, talents, times, and suitable places for pouring his thoughts. The mentally disabled person in this case also had the same opportunity to write his work in the form of poetry as part of the literary work. Thoughts and experiences of life that have been through mental disability are reflections of life, which in the process of writing are described integrally and can be used as a therapy to pour out ideas, thoughts, settlement of thought, and the positive hobby dissemination process for mental disabilities. Ardyaningsih et. al. (2021); Agung et. al. (2022); and Aini et al. (2022) explain that literary works have their own peculiarities in giving or conferring their work through a variety of storytelling steps ranging from poetry, short stories, novels, and dramas. Every work of literature is present to give a view and reflection of life so that it can make wise choices of attitude and not harm others.

Mental disability has its own uniqueness in terms of enthusiasm in the field of writing; this is demonstrated by the results of the observations that the researchers carried out on the field about the desire to write to convey their thoughts.

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But at the moment, these writing skills are not maximized, so based on the circumstances, the researchers have drawn up a poetic therapy program through the media pop-up book. The media pop-up book is a media that lists events or stories that generate funny stories that contain life values that can be used as a description of life. Endiawan et. al. (2021); Anisah et al. (2022); Darmuki, etc. (2023) argued that learning media had the effect of increasing learning activity. Fathurohman & Cahagatansih (2021); Febrilian et. al. (2022); Ibad et. al. (2022); and Khasanah, etc. (2022) suggested in their research that learning media have a positive impact mainly in facilitating learning as well as providing their own attractiveness to enhance the activity of learners.

Based on the results of the interviews that the researchers conducted in the field related to the interest in writing poetry and the process of writing poems, they obtained information on whether people with mental disabilities have an interest in the writing of poetry. Fathurohman et. al. (2021); Fathurohman (2021); Khoirunnisa et al. (2023) submitted factors that support learning success: enthusiasm and activity of learners increased as learners performed. Kumalasari et. al. (2023); Muyassaroh et al. (2022); Nuha et. al. (2022) submitted that learning media supports increased learning outcomes if appropriate and targeted.

The only media pop-up book supports the success of poetry therapy for mental disabilities. Based on the research carried out by Rahma et. al. (2023) and Sajdah et. al. (2022), literary works can cultivate creativity and positive imagination in their readers. Sari et al. (2022) and Shofa et. al. (2021) explained in their research that literary work is properly used to generate ideas and in-depth thinking based on life experiences and hopes for a better life.

2. Structure of References

Badi'ah et. al. (2022), found in experimental research conducted that the use of pop-up media for the treatment of anxiety levels in children aged 6–12 who will undergo general surgery shows a positive improvement.

Susalti et. al (2021), in his research that linked children with emotional mental problems using pop-up media, obtained results that therapy using pop-up media influenced children's mental problems. Combining pop-up play therapy with other therapies in a structured way can have a positive impact and provide reinforcement to the child.

Jusuf (2023) in explaining in his research that writing therapy can function educational, preventive, curative and rehabilitative especially expressive, reflective, and creative writing therapies can help improve health.

3. Research Methodology

The method used in this research uses a qualitative method with a narrative approach. Data on this study is obtained from the results of observations and interviews at RT.2/RW.5, Ng Pastal Rejo, Ngembalrejo, Kec. Bae, Sacred District, Central Java 59322. Data gathering techniques use observation techniques, interview techniques, and documentation techniques. Observation techniques are used to obtain information about the situation in the field related to the characteristics of mental disability and the process of poetry therapy on the field. Interviews are used for obtaining information about expectations, desires, difficulties, and the poetic therapy process carried out on the ground. Data analysis uses reduction techniques, data presentation techniques, and verification or summary techniques. Reduction techniques are used to obtain data that corresponds to poetic therapy for mental disabilities. Data presentation techniques were used to separate and group data according to the analysis of poetic therapy for mental disabilities.

4. Result and Discussion

The results and discussions on this study are divided into two parts: first, to know the pattern of poetry therapy according to the characteristics of mental disability in the Holy District. Second, to learn about the use of media pop-up books for poetry therapy for mental disabilities in the holy district.

a. Poetry therapy patterns according to the characteristics of mental disabilities in the Kudus Regency

Poetry therapy for mental disabilities is carried out gradually, according to the use of the media and the themes agreed upon during the process of writing poetry. In this study, the poetic therapy pattern is done gradually, from the first stage to the seventh stage of each poetic treatment.

The first phase, poetic therapy, is conducted to provide space for expression of the soul based on thought, thought settlement, past experience, and past problems to be written as a hope of a better life. The poetry therapy process is aimed at giving open space to express hope for life and the desire to be healthy, as well as living together in society. The content of the poem corresponds to the hope of a better life than before. The second stage, the introduction of poetry (read poetry), is carried out through the process of reading poetry so as to acquire imagination based on the poetry read by the researcher. Through the process of poetry recognition through poetry reading steps, the diction recorded in the memory of a person with a person with a mental disability becomes the inspiration when writing poetry, which requires the choice of words and according to the theme of the poem. Based on the research carried out by the researchers through the introduction of poems, when reading poetry performed, the disability is seen observing carefully and giving appreciation of spirit and growing confidence to pour out the expression of the soul of writing poems. The third stage, the step of writing poetry,

is done based on the sequence of the poetry writing process, starting from the identification of the problem written as well as the background of the events that arose when the poem was written. The diction used to write poetry by a mentally disabled person is a diction that is used in everyday life. Technically, the step of writing a poem starts with writing lines after lines in the poem until writing the appropriate poem title for the contents of the poem.

The fourth phase is the use of audio based on the theme of the poem to provide an atmosphere appropriate to the subject of poetry writing. Audio is used to give incentives and accelerate the emergence of ideas based on imagination built through the process of simming and repeating past events to be written in poetry. Poetry therapy, through the use of audio media, is effectively used and able to create the atmosphere according to the thinking and expectations of people with mental disabilities when pouring ideas as well as thoughts into poetry literature. The fifth phase, accompanying the writing soul expressions in the poetry works, is carried out from the process of recognizing poetry, the process of writing poems, to the process of mastering poems. Through the step of the introduction of this poem, the mentally disabled acquire a reflection of the work of poetry that has ever been produced in the past and have an image of the past state and hope for the future. During the process of writing poetry, the disabled gained support to pour out ideas, hopes, thoughts, and knowledge they possessed. The results of the mental imagery carried out by the mentally disabled were submitted to the researchers to obtain a picture of relevance to the idea that mental disability had when starting the process of writing poetry.

Through this step of reflection, works of poetry about mental disabilities are given appreciation and support to obtain a better life. The result of the work of the poetry of the mental disabilities that emerges from the experience of the past life is carried out through the process of deepening through the poetic therapy to acquire positive values in life. Reading poetry gives confidence and earns appreciation for the work that has been done. Syafii et. al. (2022); Susanto, Patria, and others (2021) described in their research that the self-confidence that arises after being awarded the appreciation of the work that he has done is able to be displayed to the maximum, both by himself and by others. Zamroni et al. (2023) and ZuliYanti et al. (2021) suggested in their research that a person's activity in learning will generate a sense of self-confidence that has an impact on improving learning understanding as well as learning outcomes.

b. Use of Pop Up Book Media for Poetry Therapy for Mental Disabilities in the Kudus Regency

The learning media in this research used pop-up book media to perform poetry therapy for mental disabilities at Muria Jaya Mental Disability Social Service (RPSDM) at RT.2/RW.5, Ngembalrejo, Kec. Bae, Kudus Regency, Central Java 59322. The use of pop-up book media in this study is used through the identification of several stages. The first stage of pop-up book media identification for poetry therapy for mental disabilities is carried out through the need for pop-up books in the field as the media therapy of poetry. Pop-up books are created with the input of experts by making stories that can generate positive imagination as well as not generate conflicts that can create new problems, so that the imagination is not focused on doing poetry therapy. Purnaningtyas et. al. (2020); Utaminingsih et al. (2022); and Ulfah et al. (2021), in their research, suggested that learning media have an important role in facilitating learning as well as making learning more interesting and can increase the activity in learning.

The second stage of creating a media pop-up book as a media poetry therapy for mental disabilities is carried out in accordance with the results of observations and interviews in the field related to the need for a media pop-up book in poetry therapy. Wibowo et. al. (2024) and Widiastuti et. al. (2022) submitted in their research that the learning process using media can provide new learning experiences so that creativity in learning can be increased and the communication that occurs in learning affects learning outcomes.

The third phase, the use of pop-up book media for poetry therapy for mental disabilities in this study, was carried out through the process of identification of pop-up book media, telling stories using media pop-up books, identifying media usage, and targeted use of media pop-up books on mental disabilities.

5. Conclusions and Recommendations

The media in the poetry therapy process is a factor that helps to create an atmosphere, build imagination, and facilitate the writing of poetry as a result of the thoughts, feelings, and expectations conveyed by mental disabilities in poetry. The content or message written by the mental disability in literary works contains experiences, events, and past circumstances that influence the poetic therapeutic process so that the works produced have values and hopes for a better life than before. These are the hopes that inspire and give the dreams of positive energy so affecting health that keeps improving over time.

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