Creativity Development Oriented Poetry Text Learning Model

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ABSTRACT

This research aims to: (1) produce a discovery learning model that can develop the creativity of SMP/MT students in learning poetry texts and (2) determine valid and practical criteria for the discovery learning model being developed. This study uses research and development methods with the ADDIE model (analysis, design, development, implementation, and evaluation). The steps of this research consisted of needs analysis, learning model design, learning model development, product implementation, and product evaluation. Data were collected through interviews, questionnaires, expert validation,z and student assessment. The data obtained were descriptively analyzed using a Likert scale. The research results obtained are as follows: (1) The product developed in this research is the Discovery Learning model using picture sketches that can develop the creativity of SMP/MT students in learning poetry texts. (2) The learning model development is classified as "Valid" with an assessment of 80%, the RPP is in the "Very Valid" category with a result of 91.2%, the LKS is in the "Very Valid" category with a result assessment of 83.92%, and the Learning Outcomes Test is in the category "Very Valid" with an assessment result of 92.77%. (3) The development of this learning model meets the practical need of teachers with an assessment of 84.23%. In addition , based on the results of teacher observations during the implementation process, 19 of the 21 planned activities were implemented by teachers and students. (4) Based on the paired sample test, the Sig value is known. (2-tailed) is 0.000 < 0.005, so it can be concluded that there is an average difference between the post-test and pre-test results, which means that there is an influence of the sketch drawing learning model on students' learning abilities. develops students' creativity in school.

Keywords:Models, Discovery Learning, Poetry, Creativity

I.   INTRODUCTION

The Indonesian language skills taught in schools cover four areas: speaking, reading, listening, and writing. Each skill has a very intense relationship with a person's linguistic thought process that reflects his ideas. Learning Indonesian in school is expected to improve these four skills.

Writing skills are one aspect of language skills that are needed to express ideas, thoughts, and feelings through essays, both fiction and non-fiction. In fact, human life cannot be separated from writing. Therefore, writing skills must be taught to students as novice writers (Rofi'uddin and Zuhdi, 1999: 342).

One of the materials in Indonesian language subjects related to writing skills is poetry. According to Mihardja (2012), poetry is an art performed by writing and contains elements of beauty in the use of language. Writing poetry is a basic competency that is part of the literary competency standards for class VIII. Students are expected to be able to express their thoughts, ideas, and feelings in the form of poetry. Through writing, students can convey ideas/opinions about an event or problem. In addition, writing refers to expressing feelings, thoughts, and desires in a written form. In writing, it is necessary to choose a language that can represent feelings, thoughts, and desires, but in teaching Indonesian, the material that students find difficult is writing, especially writing poetry. Until now, teaching poetry writing at Madrasah Tsanawiyah Ma'arif Sukaslamet has not received much attention.

mAdrasah Tsanawiyah Ma'arif Sukaslamet since the 2014 academic year using the 2013 curriculum. The 2013 curriculum requires teachers to use learning models that make students active and interesting. However, in implementing learning, teachers still use several learning models and have not yet optimized their process skills.

However, in the learning process, there are several problems, for example, indicators during the process; as learning progresses, students are less focused on the teacher's explanation. Learning should involve students in the learning process, such as observing surrounding phenomena, asking questions about things that are not yet understood, collecting and processing information, and communicating it. Therefore, a model is needed for active learning, namely discovery learning.

Many students experienced difficulties in writing poetry. Many poems created by students are considered less creative, because they do not contain figurative words, connotations, symbols, or imagery. This is because students do not understand the material being taught. Apart from that, students' lack of ability to express ideas in poetry and confusion when arranging words when writing poetry means that students need more time to write a poem. This shows that it is necessary to provide learning activities that can increase students' creativity in writing poetry so that these factors can be overcome.

The aforementioned problems require a solution. The expected solution is to increase students' creativity in writing poetry. Therefore, learning about innovation is required. This innovation can take the form of a learning model. One learning model that is considered appropriate and can foster students' creativity in studying poetry, especially their ability to write poetic texts, is the discovery learning model.

A learning model is a conceptual framework and systematic procedure for grouping learning experiences to achieve the objectives of a particular learning and functions as a guide for teaching designers and teachers in carrying out teaching and learning activities. Thus, this learning model exists so that teaching and learning activities are arranged systematically and can achieve their objectives (Majid, 2013: 3).

The discovery learning model is a learning model that involves students learning to recognize problems and solutions, search for relevant information, develop solution strategies, and implement the chosen strategy. The knowledge gained by students will be long remembered, and concepts will be easier to apply to new situations and improve students' reasoning (Nurdin & Andriantoni, 2016:212).

The discovery learning model emphasizes the importance of understanding the structure or important ideas of a scientific discipline through the active involvement of students in the learning process; in discovery learning, students are encouraged to learn largely through their own active involvement with concepts and principles; teachers encourage students to have experience and carry out experiments that allow them to discover principles for themselves (Hosnan, 2014: 280-281).

According to Sa'ud (2018), creating literary works using the discovery learning model can help students develop innovation and create creativity. This is in accordance with research conducted by Robiyadin, Supendi, and Firdaus entitled The Effect of Discovery Learning on the Ability to Write Poetry of Class VIII Students at MTs Negeri 2 Sukabumi. The results of this study show that there is a significant increase from the initial test average of 76 to 82.

In additiont, research conducted by Sari Mustikaningsih in 2017 with the title Application of Discovery Learning Strategies to Increase Class VIII Students' Learning Creativity in Integrated Social Sciences Subjects at MTSN 1 Surakarta in the 2016/2017 Academic Year showed an increase in student learning creativity in Integrated Social Sciences learning. can be seen from the indicators, namely: 1) having a great sense of knowledge before the action (29.16%) and at the end of the action (83.33%); 2) providing ideas and suggestions for a problem before the action (20.83%) and at the end of the action (87.50%); 3) able to express opinions spontaneously and not be shy before the action (37.50%) and at the end of the action (83.33%); 4) have your own opinion and not be influenced by others before the action (25.00%) and at the end of the action (87.50%); and 5) able to propose thoughts and problem- solving ideas' that were different from other people before the action (29.16%) and at the end of the action (83.33%). Therefore, it was concluded that the use of the Discovery

Learning strategy can increase student learning creativity in the Integrated Social Sciences subject for students in class VIII.PK.3 MTs N Surakarta 1.

The application of the discovery learning model can stimulate students to learn more independently, actively, and creatively to find and share information from what they obtain. This is in accordance with the poetry-writing material, which encourages students to be creative in expressing their ideas and thoughts into work. Therefore, the author is interested in conducting research on the development of a discovery learning model using sketches and including systematic learning steps oriented towards developing creativity.

II.   RESEARCH METHODS

This research uses the Research and Development research method, which is often referred to as R&D. Research and Development is a method used to produce new product designs, test the effectiveness of existing products, and develop and create new products (Sugiyono, 2019: 26). According to Sukmadinata (2012:165), R&D is a process or step to develop a new product or improve an existing product, which can be accounted for. These products do not always take the form of objects or hardware, such as modules, books, and learning aids in the classroom or laboratory, but can also be software, such as computer programs for data processing, learning in library or laboratory classes, educational models, and learning, training, guidance, evaluation, and management.

The product developed in this research is a Discovery Learning model that use sketch images. The learning tools that will be used are learning implementation plans (RPP), Student Worksheets (LKS), and learning result test sheets, which serve as references in the learning implementation process.

The Research and Development (R&D) method in this research uses the ADDIE development model developed by the Robert Maribe Branch, which includes Analysis, Design, Development, Implementation and Evaluation.

III.   RESULTS AND DISCUSSION

Developing a Learning Model Using Image Sketches Produces an Effective Learning Model

This research began with the problem of developing a discovery-learning model oriented towards developing student creativity. The learning tools developed included lesson plans, worksheets, and learning outcome tests. Apart from that, instruments used in the research were also developed, namely learning management instruments, teacher and student activity instruments in learning, student response instruments, and learning outcome instruments.

To develop this learning tool, researchers used the ADDIE development model, which consists of five stages. The first stage is analysis, resulting in an analysis of student learning styles, topic/material analysis, task analysis, and specific learning objectives/indicators. In the second design stage, a Learning Implementation Plan (RPP), Student Worksheet (LKS), and Learning Outcomes Test (THB) were produced. The researchers wrote lesson plans, worksheets, and THB with intensive guidance from supervisors. All suggestions and guidance from supervisors are used as a basis for improving RPPs, LKS, and THB so that RPPs, LKS, and THB are obtained and are ready to be validated. The third stage is development, in which the lesson plan learning tools are validated by validators. The results from the validator were revised, resulting in valid RPPs, LKS, and THB.

The fourth stage is implementation, and the valid lesson plans, worksheets, and THB are tested on Class VIII students at MTs Ma'arif Sukaslamet. The implementation of learning in this trial was conducted using a classroom action, step-by-step approach. During the learning activities, observations were made of student responses to learning activities and student creativity during the learning process. In the fifth stage, the implementation results are evaluated to identify deficiencies and find solutions to overcome these deficiencies until a valid and practical learning model is developed.

The resulting learning tools can be applied well in the classroom, as shown by the teacher's ability to carry out learning management at 84.23%, which is categorized as very practical. Thus, these tools can be used in learning processes.

Based on this research, the discovery learning process using drawing sketches oriented towards developing student creativity produces effective learning. This was demonstrated by the achievent of complete learning. All students had a learning completeness score above KKM 70, with the lowest score being 72.

Based on Table 4.17, it can be concluded that student creativity during learning increases with increasing student activity, and student learning outcomes also increase. The poetry results made students better than before the development of the discovery learning model. The development of a discovery learning model using sketches makes it easier for students to express ideas that are still in their minds. By using sketches, it becomes easier for students to express their thoughts and ideas in a concept that is then written into a poem.

In addition, the discovery learning process, which uses drawing sketches oriented towards developing students' creativity, causes students to feel happy and interested in following the learning model. This was shown by the response of students who said they were happy to follow the discovery learning model with 26 students or 93% of the 28 students who felt happy during the learning process and were interested in participating in the learning process again which would be carried out next.

Students are more active and creative in learning

The division into heterogeneous groups allows students who experience difficulties to ask other students who are smarter, so that the difficulties they face are immediately resolved. In this way, the peer teaching process occurs. A heterogeneous group consisting of seven students has different responsibilities; therefore, each member tries to master the material related to their responsibilities. If you have difficulty completing an assignment, you can ask other students in the group, because all assignments are the responsibility of the group. Each student felt responsible for the success of the group. As a result, each member attempts to master the material through peer-to-peer teaching activities. Thus, peer teaching may occur. This is in accordance with Lie (2002:43) who says that heterogeneous groups provide opportunities to teach (peer tutoring) and support each other.

In the discussion stage, students who had the same task gathered into one group to discuss the results they had produced in the previous stage. They attempted to find the most accurate solution to the existing problem. It is common for them to have different opinions on how to resolve existing problems. However, they can still control themselves to defend their arguments by asking the teacher to explain the solutions they produce. The role of the teacher in this problem is as a facilitator, and the students are guided to find the correct solution.

In the transmission stage, students who experience difficulties in solving problems outside their responsibilities can ask students who are experts in solving these problems. Students who are experts explain to other members so that all group members master the solution to the existing problem. Each group is expected to be able to transmit/communicate the results obtained to its group members.

After the discussion and assignments were completed, each group presented the results of their discussions. The results of the discussion were presented in front of the class, which allowed students to actively participate in learning activities. During the presentation, there was a question-and-answer session between student groups. If the group of students presented cannot answer questions from other students, then students from other groups who have answers can answer the questions. However, if not all students can answer the question, the teacher will answer the question. Each student's answer was checked for correctness by a teacher. If there is an incorrect or missing answer, the teacher will immediately tell you the correct answer.

After the discussion process, the students worked on the worksheet provided. The stages of working on the student worksheets were guided by the teacher. While working on the worksheet, students were allowed to ask questions if there was something they did not understand. When working on the worksheet, students looked enthusiastic and actively asked the teacher. When sketching

pictures, students are allowed to be outside the classroom for 30 minutes to help them in the creative thinking process to sketch pictures of what they are thinking and feeling. Some students were not affected by noisy classroom conditions, and some needed peace in the process.

Drawing sketches were used to facilitate students' creative thinking processes. Using picture sketches, what students think and feel, which are still ideas that cannot be seen, can be poured into picture sketches that students can see. By turning ideas and thoughts into real things in sketches, it will be easier for students to turn them into words that are strung together to form poetry.

Based on student responses, 93% of students said that they could understand the commands given by the teacher during the learning process, 75% understood explanations or suggestions from the teacher, 82% understood the material during the learning process, 89% carried out tasks in group discussions well, 82% carried out tasks to express ideas or present the results of their work well, and 93% felt happy with the lesson you were taking part in and wanted to take part in the next lesson; thus, students were motivated to follow the existing learning process. Students showed the amount of motivation through high learning activities. This can be seen from the research results that show an increase in student creativity both in the learning process and in terms of learning outcomes in the form of poetry produced by students.

Developing a Discovery Learning Model Using Image Sketches Can Develop Student Creativity

In this study, student creativity was measured based on students' attitudes towards learning and the results of poetry created by students. Based on students' affective attitudes towards learning, the results of the observations indicate that students are becoming more creative on a daily basis. Student creativity can be seen from the way students complete worksheets, student collaboration in groups, presentations, and answers given during question-and-answer presentations.

Apart from this, students' creativity in learning poetry texts can also be seen in the poetry they create. to determine the development of students' creativity in learning poetry, a pretest and posttest were held. For the pretest score, the average learning result or mean was 79.39, whereas for the posttest score, the average learning result value was 88.93. The number of respondents or students was 28. For Std values. The deviation (standard deviation) in the pre-test was 9.158 and post-test was 7.883, respectively. Finally, is the standard deviation. The mean error for the Pre Test was 1.731 and the post-test was 1.490, respectively.

Because the average score on the post-test was greater than that on the pre-test ($88.93 > 79.39$), this means that descriptively, there is a difference in the average learning outcomes between the pre-test and post-test. Based on the paired-sample test output table above, the Sig value is known. (2-tailed) is $0.000 < 0.005$, Ho is rejected, and Ha is accepted. So it can be concluded that there is an average difference between the post-test results and the pre-test results, which means that there is an influence of the learning model using drawing sketches which can develop students' creativity at school.

Syntax for developing a learning model using sketch images

The syntax for developing a Discovery Learning model (Discovery Learning) is a work step that encourages students to investigate for themselves, build on past experiences and knowledge, and use intuition, imagination, and creativity to search for new information. The syntax for developing a discovery-learning model using sketches consists of seven steps.

1. *Stimulation*(stimulation/providing stimulation)
2. *Problem statement (statement/identification of the problem)*
3. *Data collection*(Data collection)
4. *Data Processing*(Data processing)
5. *Sketch*(Sketching)
6. *Verification (Proof)*
7. *Generalization*(draw conclusions/generalization)

IV.   CONCLUSION

Based on the results of the development of the discovery learning model in learning poetry texts that are oriented towards developing student creativity which has been implemented, it can be concluded as follows:

1. The results of the development of the discovery learning model include the development of a discovery learning model that uses sketches to develop student creativity. Learning models are developed in the form of learning model designs, Learning Implementation Plans (RPP), Student Worksheets (LKS), and Learning Outcome Tests (THB) adapted to children's interests and conditions at school.

2. Based on the scores obtained using a formula and grouped into categories, the learning model is classified as "Valid" with an assessment result of 70%, RPP is in the "Valid" category with a result of 74%, LKS is in the "Valid" category with an assessment result of 73%, and The Learning Results Test is in the "Valid" category with an assessment result of 68%.

3. Based on the results of assessments and observations, the results obtained were very practical for the teacher, with a result of 84.23%. In addition, according to the results of the student questionnaire, the discovery learning model developed met the criteria of being very practical, and based on the results of teacher observations, 19 of the 21 planned activities could be carried out by teachers and students.

4. Based on the paired sample test, the Sig value is known. (2-tailed) is $0.000 < 0.005$, so it can be concluded that there is an average difference between the post-test and pre-test results, which means that there is an influence of the learning model using drawing sketches that can develop students' creativity at school.

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