DEVELOPMENT OF EXPERIENTIAL LEARNING-BASED LEARNING MODULE TO IMPROVE CREATIVE THINKING ABILITY IN WRITING FREE POETRY CLASS IV OF STATE ELEMENTARY SCHOOL 166492, TEBING TINGGI CITY

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Abstract

This study aims to describe the level of feasibility and effectiveness of developing experiential learning-based learning modules in improving students creative thinking skills in writing free poetry. This research was conducted at the 166492 public elementary school, Tanjung Marulak Village, Tebingtinggi City, North Sumatra Province. The subjects of this study were all fourth grade students of State Elementary School 166492 Tebingtinggi City for the 2020/2021 academic year, totaling 50 students. This research method is Borg & Gall development research. The results showed (1) Based on the results of the validity of material experts 85.42%, design experts 94.23%, and linguists 94, 44%. From the results of the validation of the developed module, the module is included in the very good criteria and is declared valid and feasible to use; (2) The experiential learning-based learning module is categorized as practical because the module resulting from the students responses from trial I and trial II has increased; and (3) Based on the research results, the experiential learning-based learning module is said to be effective in learning with the assumption that students Indonesian values are higher when using the module.

Keywords: *Experiential Learning; Creative Thinking Ability; and Write Free Poetry*

A. Introduction

Indonesian language learning in elementary schools has competency standards that must be achieved in established Indonesian language skills so that Indonesian language skills can be described in order to train positive behavior and literary souls in students. There are 4 categories of language skills including listening, speaking and writing, these four categories are developed and taught through education. Of course, in practice, these four skills are interrelated with each other. When learning one language skill, several other language skills will also be involved. Of the four skills, writing skills are often considered as difficult skills for teachers to teach and students to learn. This skill is considered difficult because it requires a long process and involves a complex mind. It is not only limited to observing and then expressing through writing alone, but rather to arranging writing into a unified whole and having meaning.

This is in line with what was expressed by Tarigan (2013: 4) that "Writing skills will not come automatically, but must go through a lot of practice and practice." Therefore, writing skills must be taught and developed in the world of education. The development of these skills can be studied in full in Indonesian subjects. Basically, Indonesian language lessons aim to improve students understanding and ability in studying language and literature. Each skill has a close relationship with one another.

In line with that, Syarif (2013: 1) states that listening and reading skills include receptive abilities. While the ability to speak and write is called productive ability. The four skills have various kinds of problems experienced by students. In general, the problems that occur in language in elementary schools are aspects of writing skills. The low ability of

students in writing activities is seen, because students have not been able to express ideas, ideas, and feelings in written form. As stated by Ismail (2011: 9) that the Indonesian people are myopic in reading and paralyzed in writing. This means that in education, especially elementary school students from grade one to grade six have not been able to write independently with satisfactory results, including writing literature.

In learning literature, teachers must explore the potential and develop students creativity, so that they have the ability to write poetry and the ability to think creatively well. We need to know that the level of creativity of Indonesian children is at a low level. This is in line with Supriyadi's statement (2017: 85) which states that the level of creativity of Indonesian children is the lowest among children of their age from 8 other countries in a row from the highest to the lowest average test scores are the Philippines, the United States, England, Germany, India, China, Cameroon, Zulu, and finally Indonesia. as for the cause of the low creativity of Indonesian children is an environment that is less supportive to express their creativity, especially in the family and school environment. Therefore,

Creative thinking is included in the category of higher order thinking (Kurniawati et al., 2019). Creative thinking as the ability to see various possible solutions to a problem (Munandar, 2009: 53). The more and more various possible solutions to the problem given by a person, the more creative that person will be, but of course the possible solutions must be appropriate and correct according to the problem. The ability to think creatively is an important thing that everyone needs to have, with creative thinking a person can manifest himself through various works, either in the form of ideas, ideas or a product.(Kurniawati et al., 2019). Someone who has the ability to think creatively will become a person who

excels in life, not only in learning but also in society. The ability to think creatively is a tool that allows humans to improve their quality of life, especially in this era of development, the welfare and glory of our society and country depend on creative contributions, in the form of new ideas, new discoveries and new technologies from members of the community.

Studying poetry is a form of effort to increase students creativity and productivity so that students are able to produce creative works. However, before students are asked to produce creative works, of course the teacher must be able to build students interest and interest in studying and writing poetry literature (Doyin, 2014). Based on that interest, a teacher needs a learning module. Therefore, it is very important to develop learning modules that can improve students creative thinking skills in writing free poetry. If this is not done, it is not impossible that the learning patterns that have been running by the teacher will continue to be implemented, so that there is no increase in students creative thinking skills in writing poetry.

The development of learning modules if applied to poetry writing will be very useful if it is based on student experience. There is a saying that experience is the best teacher because from experience we can learn by ourselves. Therefore, the ability to write poetry can be developed based on experience (Raga et al., 2014). The experiences gained through listening, speaking, and reading can be visualized with written language. This experience-based learning approach is called experiential learning. Experiential learning is a learning process, a process of change that uses experience as a medium of learning or learning. This learning is done through reflection and also through a process of making meaning from direct experience. In this case is to write free poetry. Experiential learning focuses on the learning process for each individual.

B. Method

The type of this research is Research and Development with the learning design of the Borg & Gall development model. Borg & Gall (2007:775) suggested the following R & D steps: (1) Research and information collecting; (2) Planning; (3) Develop preliminary form of product; (4) Preliminary field testing; (5) Main product revision; (6) Main field testing; (7) Operational product revision; (8) Operational field testing; (9) Final product revision; and (10) Dissemination and implementation.

This research was conducted at the State Elementary School 166492 which is located at Jl. Ir. H. Djuanda Tanjung Marulak Village, Rambutan District, Tebingtinggi City, North Sumatra. The subjects in this study were all fourth grade students of the 166492 State Elementary School in Tebingtinggi City for the 2020/2021 academic year, totaling 50 students. While the object in this study is a learning module based on experiential learning. The data collection instrument in this development is in the form of an assessment instrument to assess the product that has been developed. In addition, a questionnaire was also given to students. Before the test was used, the test was first tested for validity, reliability, level of difficulty, and differentiating power of questions.

C. Finding and Discussion

1. Result

Product Trial Result Data Description

a) Learning Material Expert Validation Results Data

The results of the assessment of the learning material experts as a whole stated that the level of achievement of scores on the feasibility of

content and feasibility of presentation was 88.09 where the range was at the level of achievement of scores of 85-100 categorized as "Very Good". The results of the assessment of the material for writing free poetry and its relationship to my ideals in the environment around the student residence that was developed received several comments, including: (a) each material was shown KD, (b) student involvement was still in the form of practice questions, and suggestions is to improve according to the results of the discussion. The conclusion from the assessments, comments and suggestions by learning material experts is that the experiential learning-based learning module deserves to be tested in the field with revisions.

b) Learning Design Expert Validation Results Data

The results of the assessment by learning design experts which include aspects of physical appearance attractiveness, accuracy of design use, conformity of format, presentation with target characteristics, clarity of media instructions, clarity of material exposure, and conformity of evaluation with the material as a whole can be concluded that the level of score achievement is 85.42 where the range is at the level of achievement of a score of 85-100 categorized as "Very Good". The results of the assessment of the learning design in the development of the module received several comments, including: (a) the media made must be in accordance with the learning strategy/method/model, (b) each meeting must display KI, KD, indicators and learning objectives, (c) learning design includes initial, core, and closing activities, and the suggestion is to revise the learning module according to the comments.

c) Linguistic Expert Validation Result Data

The results of the assessment by language design experts covering aspects of the use of words or the use of language in making the module as a whole can be concluded that the level of achievement of the score of Language expert 1 is 77.77 where the range is at the level of achievement of a score of 75-84 categorized as "Good", and The achievement score of Language Expert 2 is 94.44 where the range is at the level of achievement score 85-100 categorized as "Very Good".

The results of the linguist 1's assessment of the content of the learning module material received several comments, including: (a) The language used is good, the display is also in accordance with the level of students who use it. (b) the animation should be improved because the animation used is less attractive (c) use real and appropriate images. (d) the layout of the media is not attractive, make it according to the needs of students. and the suggestion is that all data from the results of media expert reviews are used as a basis for revising in order to improve learning media content before being tested on students as users of development products.

The conclusion from the assessments, comments and suggestions by linguists that the experiential learning-based learning module deserves to be tested in the field with revisions, and the results of the linguist's assessment of the material in the development of experiential learning-based learning modules received several comments, including: (a) use spaces in words "school", (b) put a period in each sentence, (c) correct every word that requires the initial sentence to be capitalized. (d) use language that is easily understood by students. The conclusion from the assessments, comments and suggestions by linguists that the experiential learning-based learning module deserves to be tested in the field with

revisions.

d) Trial I

Individual trials were conducted in the fourth grade of the 165732 State Elementary School in Tebingtinggi City, which consisted of 25 students. The results of the first trial assessment and response to the development of experiential learning-based learning modules as a whole were 81.67%. Based on the assessment criteria, it is stated that the experiential learning-based learning module is in the "Very Good" category.

- **Trial Analysis I**

The first trial data analysis which includes aspects of media display and content of experiential learning-based learning modules on the theme of my ideals as a whole reached 81.67% included in the "Very Good" category. The results of the assessment and responses to the experiential learning-based learning module on trial 1 conducted by 25 students, showed that the developed module was feasible to use and there was a suggestion for improvement of reinforcement in the image so that students were more interested in learning.

From these improvements, it did not stop at trial I, development activities were continued in trial II with revisions. The weaknesses of the module in the first trial include images that are not in accordance with the child's wishes so that children's interest in learning is lacking so that there is no critical thinking attitude towards learning. Then the cover is less attractive so that there is no stimulus in starting learning, because students will be interested in what they see not what they hold.

- **Analysis of Student Learning Mastery Trial I**

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Mastery learning Trial I students can be calculated by the following formula:

$$PKK = \frac{\text{Banyak siswa yang Tuntas}}{\text{Banyak subjek penelitian}} \times 100\%$$

$$PKK = \frac{15}{25} \times 100\%$$

$$PKK = 60\%$$

Based on research data, there are 60% of students who have achieved KB 70%. After the students mastery in the individual and classical learning processes were analyzed, the results of the pre-test and post-test were calculated with a gain score.

$$g = \frac{S_{\text{post}} - S_{\text{pretest}}}{S_{\text{kor Maksimum}} - S_{\text{pretest}}}$$

$$g = \frac{70 - 61}{100 - 61}$$

$$g = 0.23$$

Criteria:	0.70 < <i>gs</i> 1.00	<i>high</i>
	0.30 < <i>gs</i> 0.70	<i>medium</i>
	0.00 < <i>gs</i> 0.30	<i>low</i>

Based on the gain score, the result is 0.23, so the gain score in trial 1, namely 25 people, is classified as low.

e) Trial II

The second trial was also conducted in grade IV of the 166492 State Elementary School, Tebingtinggi City, which consisted of 25 students, consisting of 10 students with high achievement, 10 students with moderate achievement, and 5 students with low achievement.

- **Trial Analysis II**

The data analysis of trial II which includes aspects of module display and experiential learning-based learning module material on the theme of my ideals as a whole achieved an increase from 88.1% to 91.9% included in the "Very Good" category.

- **Analysis of Student Learning Mastery Trial II**

The students learning completeness in the second trial can be calculated by the following formula:

$$PKK = \frac{\text{Banyak siswa yang Tuntas}}{\text{Banyak subjek penelitian}} \times 100\%$$

$$PKK = \frac{24}{25} \times 100\%$$

$$PKK = 96\%$$

Based on the classical learning completeness data above, there are 96% of students who have achieved KB 70%. After the students mastery in individual and classical learning is analyzed, the results of the pre test and post test are calculated with a gain score.

$$g = \frac{S_{Post} - S_{Pretest}}{Skor Maksimum - S_{Pretest}}$$

$$g = \frac{90 - 62}{100 - 62}$$

$$g = 0.73$$

Criteria:	0.70 < <i>gs</i> 1.00	<i>high</i>
	0.30 < <i>gs</i> 0.70	<i>medium</i>
	0.00 < <i>gs</i> 0.30	<i>low</i>

Based on the gain score, the results obtained are 0.73, so the gain score in the second trial is high.

- **Student Feasibility Test Questionnaire Analysis**

The questionnaire given during the learning process with the module has been completed. The results of filling out the questionnaire with the number of student responses as many as 25 students after using the experiential learning-based learning module developed in the classroom were calculated using the formula:

$$\text{PRS} = \frac{\sum A}{\sum B}$$

$$\text{PRS} = \frac{850}{1000} \times 100\%$$

$$\text{PRS} = 85\%$$

The average of all aspects of the assessment questionnaire items is 85% which is in good qualitative criteria. Thus, it can be concluded that: 1) the module developed is in accordance with what is needed by students and what is expected by researchers, 2) experiential learning-based learning module which in this case is declared effective in the learning process, especially in free poetry writing language lessons.

2. Discussion

The validity that is carried out at the validity test stage is theoretical validity, namely validity with experts and competent in their fields based on theoretical and logical considerations. There are 3 parts of the module that will be validated, namely material, design, and language. The modules developed need to be validated to obtain feasibility so that they are suitable for use in learning (Roselina, 2014). At the validation stage, the researcher conducted an assessment using discussion techniques by showing the initial design of the experiential learning-based learning module for free poetry writing to design experts, material

experts and linguists. In addition, researchers also provide validation sheets to validators in order to obtain theoretical validation results. The experts gave an assessment according to the validator sheet provided by the researcher.

The feasibility of the module tested on student I obtained a percentage result of 81.67% and in the second trial as many as 25 people the percentage result was 88.42% with a very good category and very feasible to use. Based on the assessment given by the validator and also the assessment given by students to the experiential learning-based learning module that was developed as well as the suggestions and input given by the experts, the experiential learning-based learning module developed is said to be valid and feasible to use in learning.

The effectiveness of the module is measured using the results of the pre-test and post-test at the beginning of learning and at the end of the learning activities that have been carried out. Based on the results of the pre test which amounted to 3 essay questions consisting of 25 students in the student pre test data shown in table 4.18 it can be seen that student learning outcomes are still low with an average of 71 with a standard deviation of 13.7 this is seen based on the minimum completeness criteria of the minimum completeness of the school for Indonesian subjects is 70.

At the end of the learning activities and have used the module, a post test is carried out to see student learning outcomes. Based on the results of the post-test carried out, it can be seen that the post-test results of students reached an average of 71 with a standard deviation of 13.7. Based on the reference for minimum school completeness for Indonesian subjects is 70, it can be seen that learning outcomes have increased and it can be said that student learning outcomes have reached

the minimum completeness criteria (KKM). Based on the results of the second test of students completeness in table 4.18, it can be seen that the average classical learning mastery data reached 90 students who had reached the $KB \geq 96\%$. After students mastery in individual and classical learning is analyzed, then the results of the pre test and post test are calculated with a gain score to assess the increase in the effectiveness of the model between before using and after using the results obtained 0.73 then the student gain score is high. Based on the results above that there is an increase from before and after using, in line with that in the journal.

Besides based on learning outcomes, the effectiveness of the media can also be seen with student response questionnaires using the student module who strongly agrees as much as 73.3% and students who agree with the module developed by the researcher. Based on student responses, it is concluded that the module developed is said to be effective. Based on the journal Naniek K (2015) it can be seen that children's enthusiasm can be seen from a student response questionnaire data.

Based on the description of learning outcomes and student responses above, it can be concluded that the experiential learning-based learning module developed can be said to be effective. Because it meets the criteria for completeness quality, namely the effectiveness and feasibility of experiential learning-based learning modules, it is said to be of high quality. In addition, from the research that researchers have done and based on research that has been done by previous researchers, it can be said that it is necessary to make a change in learning design, one of which is by developing experiential learning-based learning modules that can support the learning process so as to make students more active in the learning process.

Studying poetry is a form of effort to increase students creativity and productivity so that students are able to produce creative works (Selibauti, 2018). However, before students are asked to produce creative works, of course the teacher must be able to build students interest and interest in studying and writing poetry literary works (Sasmito, 2020). Based on that interest, a teacher needs a learning module. Therefore, it is very important to develop learning modules that can improve students creative thinking skills in writing free poetry. If this is not done, it is not impossible that the learning patterns that have been running by the teacher will continue to be implemented, so that there is no increase in students creative thinking skills in writing poetry.

D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. Based on the results of the validity of material experts 85.42%, design experts 94.23%, and linguists 94, 44%. From the results of the validation of the developed module, the module is included in the very good criteria and is declared valid and feasible to use.
2. The experiential learning-based learning module is categorized as practical because the module resulting from student responses from trial I and trial II has increased.
3. Based on the results of the research, the experiential learning-based learning module is said to be effective in learning with the assumption that students Indonesian values are higher when using the module.

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