



LEARNING MODEL BASED ON CREATIVITY DEVELOPMENT IN IMPROVING LITERATURE APPRECIATION ABILITY

MODEL PEMBELAJARAN BERBASIS PENGEMBANGAN KREATIVITAS DALAM MENINGKATKAN KEMAMPUAN APRESIASI SASTRA

Bambang Eko Hari Cahyono¹⁾, Indrya Mulyaningsih²⁾

¹Universitas PGRI Madiun, Jalan Setia Budi No.85, Kanigoro, Kec. Kartoharjo, Kota Madiun

²Institut Agama Islam Negeri Syekh Nurjati, Jalan Perjuangan By Pass Sunyaragi Kota Cirebon
email: ¹behc@unipma.ac.id, ²indrya.m@gmail.com

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Abstract

Learning literature in universities has not been able to increase creativity even though many models have been used. Therefore, this study aims to describe the effectiveness of the learning model based on creativity development in improving students' literary appreciation abilities. This quasi-experimental research uses a Quasi-experimental Design model of the Non-Equivalent Before-after Design. The population includes students of the Indonesian Language Education Study Program at the University of PGRI Madiun and STKIP PGRI Pacitan. Sample selection was done randomly. Data were collected through a short story appreciation ability test. Data analysis was carried out in two stages, namely the analysis prerequisite test stage and the data analysis stage. Data analysis used independent t-test. Based on the results of data analysis and discussion, it can be concluded that the learning model based on creativity development can improve students' ability to appreciate short stories. This enhancement has proven to be very effective. However, the application of this learning model needs to be supported by the environment, facilities, and curriculum.

Keyword: *creativity development, effectiveness, learning model, short story*

Abstrak

Pembelajaran sastra di perguruan tinggi belum mampu meningkatkan kreativitas meskipun telah banyak model yang digunakan. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan keefektifan model pembelajaran berbasis pengembangan kreativitas dalam meningkatkan kemampuan apresiasi sastra mahasiswa. Penelitian kuasi eksperimen ini menggunakan rancangan Quasi-experimental Design model Non-Equivalent Before-after Design. Populasi meliputi mahasiswa Program Studi Pendidikan Bahasa Indonesia di Universitas PGRI Madiun dan STKIP PGRI Pacitan. Pemilihan sampel dilakukan secara random. Data dikumpulkan melalui tes kemampuan apresiasi cerita pendek. Analisis data dilakukan melalui dua tahap, yaitu tahap uji prasyarat analisis dan tahap analisis data. Analisis data menggunakan t-tes independen. Berdasarkan hasil analisis data dan pembahasan dapat disimpulkan bahwa model pembelajaran berbasis pengembangan kreativitas dapat meningkatkan kemampuan apresiasi cerita pendek mahasiswa. Peningkatan ini terbukti sangat efektif. Namun demikian, penerapan model pembelajaran ini perlu didukung oleh lingkungan, sarana, dan kurikulum.

Keywords: *cerita pendek, keefektifan, model pembelajaran, pengembangan kreativitas*



1. INTRODUCTION

Education is an important factor in a person's life. The learning process in an education can be a person's capital to become better and successful. Good learning should be able to generate and foster creativity. Likewise in learning literature. As a reflection of the state of society, literary works can be a good study suggestion. However, literature learning in universities has not yet achieved this. Literature learning has not been able to grow and foster creativity.

Learning in higher education should aim so that students can enjoy, understand, and utilize literary works to develop their personality (Pathan, 2012), broaden their horizons of life, and increase their knowledge and language skills (Pardede, 2011; Tsang, Paran, & Lau, 2020). This is expected to foster student creativity considering that one of the critical success factors in life is creativity (Anwar, Shamim-ur-Rasool, & Haq, 2012; Sumaryanto, Kasse, & Putro, 2019). Creativity development can be done through short story learning (Khuzaemah, 2016). Short stories can explain things that are still abstract and difficult to understand more only, support memory, encourage teaching and learning situations to be fun (Cahyono & Mulyaningsih, 2020), and can streamline the time used in the learning process.

Creativity in short story learning is marked by the achievement of a good level of literary appreciation in students (Cahyono, Irawati, & Meydila, 2019). This is in line with the opinion of Livingston (2010) because basically every student has their own creativity. Therefore, learning is not about how to teach creativity, but how to understand, use, and develop that creativity. Short stories are proven to increase language creativity in children (Smogorzewska, 2014; Antonietti, Pizzigrilli, & Valenti, 2020).

In order for the learning objectives to be achieved, it needs to be supported by the selection of the right learning model. One of the models that can be used is short story learning based on creativity development. This model can develop student creativity. The way the short story learning model works is carried out through two activities, namely recreational and procreative activities (Cahyono, Irawati, & Meydila, 2019). Recreational activities emphasize aspects of fun, enjoyment, and a sense of fun in reading short stories. Procreation activities emphasize producing creative works. Appreciation activities at the recreational level are receptive, while at the procreation level they are productive. Learning short story appreciation at the procreation level is divided into two levels, namely response and production (Marion, Franck, & Todd, 2018). Learning activities at the response level include: (1) think-alouds, (2) retelling, and (3) free writing of short stories read.

Various studies related to writing short stories have indeed been carried out, for example learning to write short stories based on problems (Dewi & Sobari, 2018). Through the problems that exist in the surrounding environment, students are helped in producing short stories. In this case, the creativity that appears is limited to problems that are around. Android-based literary learning (Rohayati, 2018) and multimedia-based (Ulfa, 2017) only focuses on media in creating or producing literary works. Likewise, the environmental-based literature learning conducted by (Kasupardi, 2012) focuses on the environment as a trigger for ideas. Puspita's research (2020) shows that learning literature using guided techniques can help students in writing literary works. Likewise, the process approach (Halidjah, 2017) and mind mapping (Kusyani & Nurhayati, 2020) are proven to be able to improve students' skills in writing short stories. Based on these



various studies, there is no creativity-based literary learning model. Because this learning model is based on creativity, students can better appreciate the literary works they read.

2. METHODS

This research was conducted for 3 months at: (1) Indonesian Language and Literature Education Study Program, PGRI Madiun University, Jl. Setiabudi 85 Madiun and (2) Study Program of Indonesian Language and Literature Education STKIP PGRI Pacitan, Jl. Cut Nya' Dien 63 Pacitan. The type of experimental research used is a quasi-experimental research (quasi-experimental) with a Quasi-experimental Design model of the Non-Equivalent Before-after Design (Sugiyono, 2012). Testing the effectiveness of the model through experiments on two groups, namely the experimental group and the control group. This population consists of five study groups each, totaling 330 students. Sampling was done randomly and obtained two classes from the University of PGRI Madiun as an experimental group with 75 respondents and two classes from STKIP PGRI Pacitan as a control group with 66 respondents. The data collection technique used was a short story appreciation ability test for both groups. The experimental class was given treatment in the form of applying a short story learning model based on creativity development, while the control class used a conventional short story learning model.

After the instrument has been compiled, the instrument is tested first to get an instrument that can truly be accounted for in terms of validity and reliability. To measure the level of validity of the test items, concept validity, and empirical validity are used. The way to measure the validity of the concept is to first consult the essay test questions to experts by the field being tested. The question expert is Dr. Budhi Setiawan, M.Pd., who is a lecturer and head of the Indonesian Language and Literature Education Study Program, FKIP Sebelas Maret University, Surakarta. Based on the results of expert validation, it can be concluded that the test questions can be used with slight improvements, namely in spelling.

Empirical validity test is used to test the questions or items of each variable. The data tested were 66 respondents using SPSS 22.0. The test question is declared valid if it has a positive coefficient and has a significance value of 0.05 (= 5%). The analytical technique used to test the validity is the Pearson product moment correlation test, with reference to the item score with a total score. The results of the validity calculation show that all short story appreciation ability questions (10 test questions) are declared valid because they have a positive correlation value and the significance (p) is less than 0.005 or 5%. To measure the level of reliability of the essay test questions that have been prepared, the essay form test reliability formula is used. The calculation of the reliability level of the essay form of literary appreciation ability test questions produces a number of 0.93. This means that the short story appreciation test questions that are compiled are declared to be very reliable because they are greater than 0.70. Thus, the short story appreciation test questions compiled can be used to collect research data.

Research data analysis was carried out in two stages, namely the analysis prerequisite test stage and the data analysis stage. Prerequisite analysis test includes normality test, homogeneity test, and balance test. The normality test used the Kolmogorov-Smirnov test technique. Testing the homogeneity of population variance used Levene's Test at a significance level of $\alpha = 0.05$ (Ghozali, 2013). The data analysis technique was used to test the effectiveness of the short story



learning model based on creativity development, namely by using a two-average difference test or independent t-test.

The results of the homogeneity test of the data from the pretest of short story appreciation ability using Levene's Test, it is known that the significance value is 0.089. Because $p = 0.089 > 0.05$, then H_0 is accepted. So it can be concluded that the two variants are homogeneous, namely the variants of the experimental group and the control group are homogeneous or come from a homogeneous population. In addition, a significance value of 0.679 was also obtained. Because $p = 0.679 > 0.05$, then H_0 is accepted. So it can be concluded that the two variants come from a homogeneous population, namely the experimental group variant and the homogeneous control group.

3. RESULTS AND DISCUSSION

Before analyzing the data about the effectiveness of the short story learning model based on creativity development, a descriptive data analysis was carried out first. Descriptive data analysis is intended to make it easier to observe the statistical data that has been obtained based on statistical calculations. Descriptive analysis of the pretest and posttest data on the ability to appreciate short stories in the experimental group and the control group is described in Table 1.

Table 1. Data for the Difference in the Mean Score of the Pretest and Posttest Results of the Ability to Appreciate Short Stories in the Experimental and Control Group

<i>Independent Variable: Short Story Appreciation Ability</i>				
Short Story Learning Model	Mean Pretest	Mean Posttest	Difference	Increase (%)
Based on Creativity Development (Experimental)	47,63	71,72	24,09	50,58%
Conventional (Control)	45,43	54,81	9,38	20,65%

Based on Table 1, it can be explained that the average score of the pretest results of the short story appreciation ability of the control group and the experimental group showed almost the same score, namely the control group was 45.43 and the experimental group was 47.63. This shows that before the treatment, the short story appreciation abilities of the two groups were balanced. Post-test results after treatment showed an increase in the average score, namely in the control group of 54.81 and the experimental group of 71.72. The increase in the mean score of the control group was 20.65% and the experimental group was 50.63%. In other words, it can be concluded that the increase in the average score of the short story appreciation ability of the experimental group is much higher than the increase in the mean score of the control group.

Before data analysis using the two-mean difference test (independent t-test), prerequisite tests were performed, namely normality test, homogeneity test, and balance test. The normality test using the Kolmogorov-Smirnov test is known that the significant value of the pretest data on the ability to appreciate short stories in the experimental group is 0.842 and the post-test is 0.481. Because the significant value of the pretest and posttest data on short story appreciation ability is



greater than 0.05, it can be concluded that the pretest and posttest data on short story appreciation ability in the experimental group came from a normally distributed population. In addition, it is known that the significant value of the pretest data on the ability to appreciate short stories in the control group is 0.341 and the post-test is 0.343. Because the significant value of the pretest and posttest data on short story appreciation ability is greater than 0.05, it can be concluded that the pretest and posttest data on short story appreciation ability in the control group came from a normally distributed population.

The results of the homogeneity test of the data from the pretest of short story appreciation ability using Levene's Test, it is known that the significance value is 0.089. Because $p = 0.089 > 0.05$, then H_0 is accepted. So it can be concluded that the two variants are homogeneous, namely, the variants of the experimental group and the control group are homogeneous or come from a homogeneous population. In addition, a significance value of 0.679 was also obtained. Because $p = 0.679 > 0.05$, then H_0 is accepted. So it can be concluded that the two variants come from a homogeneous population, namely the experimental group variant and the homogeneous control group.

The results of the data balance test results from the pretest of the short story appreciation ability of the experimental group and the control group using the two-average difference test (independent states) it can be seen that the significance value of t-count is 1.225. Because $p = 1,225 < 0.05$, the data on the ability to appreciate short stories in the experimental group and the control group before being given treatment were in a balanced state.

Testing the effectiveness of the model was carried out by comparing the results of the post-test on the ability to appreciate short stories between the control group and the experimental group. The results of the two different tests mean the post-test results of short story appreciation ability in the experimental group and the control group, it is known that with a confidence level of 95%, $\alpha = 0.05$, and $df_2 (n-2)$ or $143-2 = 141$, t-table of 1.950. Based on data analysis with two-mean difference test (independent t-test), the coefficient of tcount is 9.317. Because $t\text{-count} > t\text{-table}$ ($9.317 > 1.950$) then H_0 is rejected, or it can be concluded that there is a difference in the average score of the post-test results on the ability to appreciate short stories in the experimental group and the control group.

Based on data analysis, it is known that there is no difference in the mean score of the pretest of short story appreciation ability between the experimental group and the control group. That is, before the treatment, the ability to appreciate short stories in the control group and the experimental group was balanced. Post-test data analysis after treatment showed that there was a difference in the average post-test results for the ability to appreciate short stories between the experimental group and the control group. There is an increase in the mean score, the experimental group is more significant than the control group. Thus, it can be concluded that the short story learning model based on creativity development is more effective than the conventional short story learning model in improving the short story appreciation ability of students of the Indonesian Language and Literature Education Study Program.

When compared to other models, the creativity-based learning model has advantages in terms of: (1) paying attention to individual student differences, (2) encouraging active student participation, (3) developing a reading and writing culture, (4) providing feedback and follow-



up, (5) linkage and integration, and (6) apply information and communication technology. In addition, the creativity-based learning model consists of two activities, namely: recreation and procreation. Recreational activists make students happy. Feelings of pleasure can help students enjoy learning. Because they enjoy, students can absorb various information obtained during learning. This is in line with the experimental findings conducted by (Ibnian, 2010).

This creativity development-based learning model is able to make students open up to new experiences such as those found in certain texts. Creative texts can help anyone to explore experiences and interpretations of a situation (Hebrews, 2010). Students get a lot of information from various texts written by other students. It is also a means to exchange ideas in the form of short stories. Therefore, in learning using this model, students are more focused on developing the ability to write short stories and creative writing skills, as well as training programs and creative writing workshops (Khatib & Mehrgan, 2012; Temizkan, 2013).

In addition to the freedom to think, students also have the freedom to express their views. Students are given the opportunity to express any views in their community. After two months of treatment, the results showed that students in the experimental group got better results than the control group. The freedom to appreciate and respond to story content makes students more confident (Venugopalan, 2019). Active student involvement during learning is also able to improve critical thinking skills (Lodge, et al., 2018; Marion, Franck, & Todd, 2018). The opportunity to respond to the work of other students shows that the lecturer acts as a facilitator, motivator, mover, mentor, and/or guide (Mulyaningsih et al., 2016).

This learning model also fosters a firm attitude of students in presenting their views. That is, students can defend the opinions that have been owned and conveyed. Even though these opinions differ from others, students remain firm in their stance and it shows self-confidence. This self-confidence can foster creativity. Students are not ashamed to have different ideas. Students are also accustomed to being in the midst of different ideas (Safajouee & Bardai, 2012). This difference can also help students to be responsible for the responses or opinions conveyed.

In addition to these advantages, this learning model also has limitations, namely environmental involvement, availability of facilities, and a supportive curriculum. This learning model is not effective if the environment does not support it. This means that a culture or culture should be built to respect different opinions. Today, the college environment still assumes that the same idea is better than a different one. People who have different ideas are actually considered abnormal or unusual (Forte-Celaya, Ibarra, & Glasserman-Morales, 2021). Therefore, education should begin to appreciate all the differences in the potential possessed by students and develop that potential.

The factor of availability of facilities for learning also influences the success of this creativity-based learning model. One of the suggestions in question is a representative space during learning (Kaufman & Kumar, 2018). That is, do not let the reading of the story actually disturb the class or other students. Adequate space can also affect the implementation of the discussion. So far, classes that are not soundproof actually interfere with other classes.

To this day, there is no creativity-based learning model. This means that universities have not implemented creativity development as one of their curricula (Davies et al., 2013). Learning is still oriented to knowledge and not skills. As we all know that creativity appears based on



skills. Therefore, this learning model based on creativity development has not been able to run optimally because it has not been stated in the curriculum.

4. CONCLUSION

In order to improve students' ability to appreciate literary works, it is necessary to apply a short story learning model based on creativity development. This is because students are given the opportunity to convey ideas or responses. Even though their ideas and responses are different from other students, they are trying to convey this so that they get used to the differences. Persisting in differences can foster self-confidence. It is this self-confidence that can bring out skills and creativity. Therefore, creativity-based learning models need to be supported and included in the curriculum in universities.

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