



School Literacy Movement Enhancing Students' Writing Skills and Creative Thinking Skills

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ABSTRAK

Rendahnya keterampilan menulis siswa yang disebabkan karena kurangnya pengetahuan siswa dalam menulis. Selain itu guru juga mengalami kesulitan dalam menumbuhkan kreativitas siswa dalam menulis. Penelitian ini bertujuan menganalisis efektivitas gerakan literasi sekolah untuk meningkatkan keterampilan menulis dan kemampuan berpikir kreatif pada siswa. Subjek penelitian ini adalah berjumlah 24 siswa. Objek penelitian ini adalah keterampilan menulis dan kemampuan berpikir kreatif siswa setelah diterapkannya gerakan literasi sekolah. Penelitian ini dilaksanakan dalam beberapa siklus. Tiap siklus terdiri dari empat tahapan yaitu: Perencanaan, Pelaksanaan Tindakan, Observasi dan Evaluasi Tindakan, dan Refleksi. Metode pengumpulan data yang digunakan pada penelitian ini adalah metode tes. Metode analisis data menggunakan metode analisis statistik deskriptif kuantitatif. Berdasarkan hasil perhitungan didapatkan rata-rata

keterampilan menulis siswa pada siklus I sebesar 67,67, meningkat menjadi 78,67 pada siklus II. Sedangkan kemampuan berpikir kreatif siswa pada siklus I sebesar 63,33, meningkat menjadi 75,10 pada siklus II. Peningkatan keterampilan menulis dan kemampuan berpikir kreatif siswa dari siklus I ke siklus II berada pada kategori sedang. Dapat disimpulkan bahwa gerakan literasi sekolah secara efektif dapat meningkatkan keterampilan menulis dan kemampuan berpikir kreatif pada siswa.

ABSTRACT

The low of students' writing skills due to the lack of knowledge of students in writing. In addition, teachers also experience difficulties in fostering student creativity in writing. This study aimed to analyze the school literacy movement's effectiveness in improving students' writing skills and creative thinking skills. The subjects of this study were 24 students. This research's object is the students' writing skills and creative thinking skills after implementing the school literacy movement. This research was conducted in several cycles. Each cycle consists of four stages: Planning, Implementing Action, Observation and Evaluation of Actions, and Reflection. The data collection method used in this study is the test method. Methods of data analysis using quantitative descriptive statistical analysis methods. Based on the calculation results, students' average writing skills in the first cycle were 67.67, increasing to 78.67 in the second cycle. Students' creative thinking ability in the first cycle was 63.33, increasing to 75.10 in the second cycle. The improvement of students' writing skills and creative thinking abilities from cycle I to cycle II was in the medium category. It can be concluded that the school literacy movement can effectively improve students' writing skills and creative thinking skills.

1. Introduction

Language skills include four components, namely listening skills, speaking skills, reading skills, and writing skills (Nafi'ah, 2017; Rohika, Marhaeni, & Sutarna, 2014). The four skills are a unit, which is single chess. One of the important language skills for students to master is writing skills (Lutfia Firdausia, 2016; Wulansari, 2017). Among the four language skills, writing skills are the most difficult to master. Quite

difficult demands caused this. Writing skills require mastery of various linguistic and non-linguistic elements that will become the content of the essay.

The problem that occurs today is that many students do not have writing skills. This is reinforced by the results of a PISA survey in 2014, which stated that Indonesian students' writing skills were still in a low position, which was ranked 62 out of 72 (Jayanti & Ariawan, 2018). This problem was also found in one elementary school. Based on preliminary observations at SD Negeri 4 Kampung Baru, students faced several learning problems to write, especially in fourth-grade students. The first problem: the difficulty of students in determining writing ideas. Students feel that they collided with ideas, ideas, and inspirations that must be put in writing. The second problem: when students can determine ideas, students feel less confident about their abilities due to the lack of linguistic knowledge of students, including the selection/use of vocabulary, sentence structure, spelling, and punctuation used to express their ideas in writing. This problem causes the average scores of students' Indonesian language, especially those of writing skills, are still far from the minimum completeness criteria in SD Negeri 4 Kampung Baru.

The results of these preliminary observations were reinforced by the response of the fourth-grade homeroom teacher at SD Negeri 4 Kampung Baru. Based on the interview results, the fourth-grade homeroom teacher at SD Negeri 4 Kampung Baru stated that the students' writing skills' average score was 63, while the KKM determined at the school was 75. This was not only a problem for students, but also a problem for the teacher. The teacher also stated that he had difficulty fostering student creativity in writing. According to the teacher, learning to write is a difficult lesson for students because the teacher cannot foster students' confidence in expressing students' ideas in written form. The teacher also finds it difficult to guide students to develop their ideas. It is this problem that must be found a solution immediately so that students have writing skills as expected.

Learning to write in schools takes various forms. One of them is the skill of writing descriptions. This is following the basic competencies in the 2013 Curriculum applied in the fourth-grade elementary school of SD Negeri 4 Kampung Baru. The basic competency in question is "Presenting the text of adventure stories about the environment and natural resources independently in spoken and written Indonesian texts by selecting and sorting standard vocabulary".

Writing is a linguistic activity that plays an important role in the dynamics of human civilization. By writing, people can communicate, express ideas, and enrich their experiences (Pertwi, Sumarno, & Dwi, 2019; Tarigan, 2008). Through writing activities, people can also benefit from their development. Another thing that is no less important in education is that writing is an integral part of the entire learning process experienced by students while in school. Writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing skills can express ideas, opinions, and feelings to other parties through written language. (Abbas, 2006; Mansyur, 2016). Writing is a language skill needed to improve the quality of learning. With mastery of writing skills, students can express their thoughts and feelings after undergoing the learning process in various writings (Dewi, Kristiantari, & Ganing, 2019; Zainudin, 2014).

Writing skills are mechanistic skills. Writing skills cannot be mastered only through theory, but carried out through regular practice and practice, resulting in well-structured writing (Nurgiyantoro, 2001; J. Warsihna, 2016). Clarity of writing organization depends on good thinking, proper arrangement, and sentence structure (Hasani, 2005). Writing skills is the last sequence in the language learning process after listening, speaking, and reading skills. The same thing was also conveyed by Akhadiyah (2003: 2), who stated that writing is a very complex language skill. This is due to the involvement of various elements in writing. Writing not only involves linguistic elements but also non-linguistic elements, one of which is thinking. Thinking is a mental activity that a person experiences when faced with a problem or situation that must be solved. Through writing activities, it can be seen that a person's thinking process is pouring creative ideas. One of the thinking skills that can support students' writing skills is the ability to think creatively.

Creative thinking is divergent thinking that emphasizes the search for answers through freedom of thought spread in all directions to find various alternative answers to a problem. Creative thinking is the ability to make new combinations based on existing information data or elements, allowing multiple answers to a problem, reflecting flexibility and originality in thinking, and the ability to elaborate on ideas (Munandar, 2004; Putri, Munzir, & Abidin, 2019). Creative thinking uses a thought process to develop or find original, aesthetic, constructive ideas or results related to conceptual views and emphasize aspects of intuitive and rational thinking (Marliani, 2015). By having creative thinking skills, people will solve the problems faced and be creative in pouring their creative ideas into writing.

Implementing the School Literacy Movement is one of the activities considered relevant to solve students' writing problems. GLS is one of the movements initiated and developed by the Directorate General of Primary and Secondary Education, which is concerned about the low competence of Indonesian

students in mathematics, science, and reading. GLS is a comprehensive effort that involves all school members (teachers, students, parents) and the community as part of the education ecosystem (Salma & Mudzanatun, 2019; Suyono, Harsiati, & Wulandari, 2017). GLS strengthens the character development movement as outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015. One of the movement activities is "reading 15 minutes of non-learning books before learning time begins". This activity is carried out to foster students' reading interest and improve reading skills so that knowledge can be better mastered. Reading material contains ethical values in the form of local, national, and global wisdom that is conveyed according to the stages of development of students.

Basic literacy competencies should be instilled from an early age, namely from elementary school, then continued at a higher level of education to improve their ability to access information and knowledge. In addition, students can distinguish between useful and useless information. Literacy directs a person to understand messages that are manifested in various forms of text (oral, written, visual) (Tryanasari, Aprilia, & Cahya, 2017; J. Warsihna, 2016). By implementing GLS, students can improve their access to information so that students' insights and knowledge are more open (Izati, Wahyudi, & Sugiyarti, 2018; Suyono et al., 2017). GLS can train the thinking skills of students. Students who have broad insight will produce good thinking skills. This thinking ability is the basis for finding ideas through freedom of thought spread in all directions to find various alternatives to a problem. Thus, the problem of student difficulties in expressing ideas and ideas will be solved.

In addition, the application of GLS, especially in the habituation stage of reading non-learning activities for 15 minutes before learning time begins, can enrich students' vocabulary. The more vocabulary students master, the easier it will be for students to express their ideas. This reading habit trains students to be able to understand good language use. Brata (2011) states that "basically, when a person starts reading activities, indirectly he has learned to understand writing language rules, including punctuation, effective sentences, and word usage. In addition, reading someone will automatically gain insight into words that are new and not yet understood".

Starting from some of the opinions and problems described earlier, research will be carried out with the title "The Effectiveness of the School Literacy Movement to Improve Writing Skills and Creative Thinking Skills in Fourth Grade Students of SD Negeri 4 Kampung Baru for the 2020/2021 Academic Year". This study aimed to analyze the effectiveness of the school literacy movement to improve students' writing skills and creative thinking skills. It is hoped that the holding of this school literacy movement can improve writing skills and creative thinking in students.

2. Methodology

This study uses a classroom action research design (PTK), an examination of learning activities in the form of an action that is deliberately raised and occurs in a class simultaneously (Arikunto, 2008: 3). Following its characteristics, classroom action research (PTK) is carried out in stages and multicycles to obtain the best results to obtain valid data. The classroom action research cycle is carried out, as shown below.



Figure 1. Classroom Action Research Flow (Arikunto, 2008: 16)

Based on Figure 1, this research was carried out in several cycles. Each cycle consists of an action plan, action implementation, observation/evaluation, and reflection. This research was conducted at SD Negeri 4 Kampung Baru, which is located at Jalan Pulau Bali, Kelurahan Kampung Baru, Buleleng District. This research was conducted in the 2020/2021 school year for approximately eight months, from April to November 2021. The research subjects in this study were all fifth-grade students of SD Negeri 4 Kampung Baru, with 24 students. The research object is the writing skills and creative thinking skills of fourth-grade students of SD Negeri 4 Kampung Baru.

Data on students' writing skills were obtained using a writing skill test. Data on students' creative thinking abilities were obtained using a creative thinking test in the form of descriptions. After data on writing skills and data on students' creative thinking abilities were collected, data analysis was carried out using quantitative descriptive analysis by looking for the average, average, and five-scale conversion guidelines. To find the level of improvement in writing skills and think creatively from the initial cycle to the final cycle. It is done by looking for a normalized gains score. The results are converted to the criteria for increasing the gains score.

3. Findings and Discussion

The implementation of this research was carried out during the Covid 19 pandemic. However, researchers and homeroom teachers worked together to design the research as best as possible. The learning process carried out in this study uses social media assistance, such as Whatsapp and Google Meet. The research implementation in cycle I went quite well. Students are motivated to carry out literacy movements at home. Each student's learning schedule is assigned to read the book he likes for approximately 15 minutes. This aims to familiarize students with reading. After that, students are assigned to learn to write stories or material in the books they have read. By getting students used to writing, it is expected that students' writing skills will improve. To train students' creative thinking skills, students are given problems that must be answered. The problems given to students are open-ended so that it requires students' creativity to answer them.

The research results in the first cycle showed that: the average writing skill of the students was 67.67, which was in a sufficient category. Meanwhile, the mean of students' creative thinking skills was 63.33 in a sufficient category. This indicates that the criteria for the study's success have not been met, so the cycle continues to the second cycle. The obstacles that occur in the learning process in the first cycle are: 1) students are not used to learning online, 2) the difficulty of controlling the seriousness of students in reading and writing because students learn without being accompanied by a teacher, and 3) some students seem less enthusiastic about learning, this may be because students feel bored in learning which is dominated by online learning.

To overcome the obstacles that occurred in the first cycle, in the second cycle, the researcher, through the homeroom teacher's help, did not stop encouraging students either by giving words of calling the student directly. This causes students to feel cared for by the teacher to remain serious and motivated in learning. Furthermore, to overcome student boredom, students are given varied assignments every day, but these assignments still aim to develop students' writing skills and creative thinking abilities.

The efforts made in the second cycle turned out to have positive results. This is indicated by an increase in students' average writing skills by 78.67, which are in the good category, and the increase in students' writing skills from the first cycle to the second cycle is in the medium category. While the mean of students' creative thinking skills was 75.10 in the good category, and the increase in students' creative thinking abilities from the first cycle to the second cycle was in the medium category.

These results indicate that the criteria for completeness of writing skills and students' creative thinking skills are in the minimum category of "good" with the category of minimum increase of "moderate" has been fulfilled so that the research in the second cycle is declared successful and the cycle is stopped. An overview of the results of this study can be described on the histogram as follows.

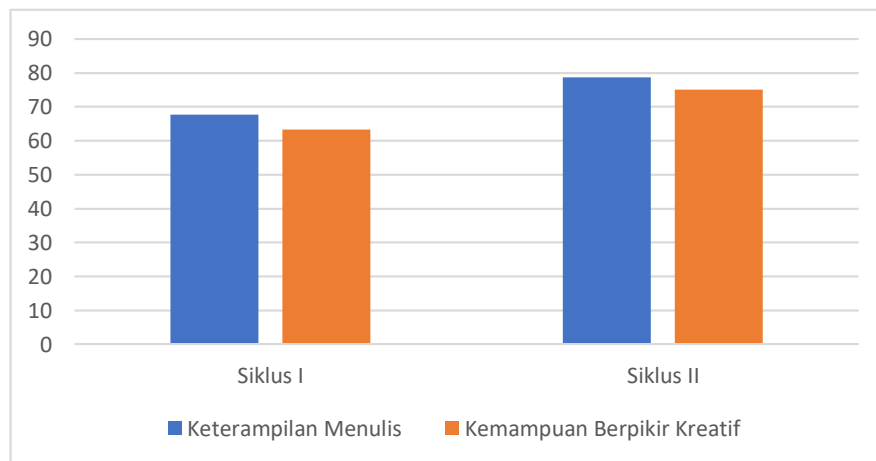


Figure 3. Histogram of Research Results

There was an increase in students' average writing skills and mean creative thinking abilities from the first cycle to the second cycle because students' awareness of literacy's importance began to emerge by accessing various sources of learning that could be done in various ways. The School Literacy Movement is truly beneficial for students. Students start reading on occasion. Reading material can be selected by students according to their interests and available reading materials. School literacy in the context of the School Literacy Movement is the ability to access, understand, and use something intelligently through various activities, including reading, seeing, listening, and speaking (Dharin, Aziz, & Waseso, 2020; Salma & Mudzanatun, 2019). Reading activities, students gain knowledge about reading content, paragraphs, sentence structure, word choices that can be used later in writing.

Producing writing is passed through several stages, the pre-writing stage, compiling a draft, revising, editing, and publishing. This is following the writing stages introduced by Tompkins et al. (2003), which states that the stages of writing include the prewriting stage, the drafting stage, the discussion stage to improve the writing result (revising), the stage of completing the writing (editing), and the stage of publishing the article (publishing). These stages help students to make it easier to produce an article. Writing is a skill that can be implemented by expressing ideas creatively (Syarifah & Rahmawati, 2020; Jaka Warsihna, 2016). Pouring creative ideas is needed by the ability to think creatively. Creative thinking helps children adapt to fast-paced changes. Creative thinking can help students develop creative thinking skills that can guide them to adapt to their living conditions and be very useful for life.

The results of this study are in line with the results of research conducted by Ramandanu (2019), which shows that the implementation of the school literacy movement (GLS) can foster students' interest in reading with the school literacy movement (GLS) program through the use of reading angles found in each class. Research conducted by Joyo (2018) also states that learning resources based on local wisdom affect student character outcomes and values. The use of texts from environmental observations near students affects students' literacy movements in writing and reading.

4. Conclusion

The school literacy movement is effective in improving writing skills in fourth-grade elementary school students. In addition, the school literacy movement is also effective in improving critical thinking skills in fourth-grade students of SD Negeri 4 Kampung Baru for the 2020/2022 academic year so that the school literacy movement can improve student learning outcomes.

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