



Mobile Learning Based-Creative Writing In Senior High School

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ABSTRAK

Dalam pembelajaran bahasa Indonesia, kemampuan menulis di sekolah menengah sangat dibutuhkan. Namun pada kenyataannya, kemampuan siswa menulis kreatif di sekolah menengah masih lemah. Beberapa penelitian menyebutkan bahwa peserta didik sekolah menengah belum mampu menulis kreatif dengan maksimal dan mereka kurang termotivasi dalam proses pembelajarannya. Berdasarkan hal di atas, perlunya solusi untuk mengatasi hal ini. Tujuan penelitian ini adalah mendeskripsikan analisis kebutuhan guru terhadap media pembelajaran berbasis mobile learning pada pembelajaran menulis kreatif di sekolah menengah sebagai upaya meningkatkan literasi guru dan siswa. Metode yang digunakan adalah metode survei. Sampel penelitian ini adalah 27 guru bahasa Indonesia. Teknik pengumpulan data yang digunakan adalah kuesioner dan wawancara. Teknik analisis data yang digunakan adalah teknik analisis kualitatif dan kuantitatif. Hasil penelitian menunjukkan sebagai berikut. Pertama, media yang akan dikembangkan harus sesuai dengan prinsip-prinsip pengembangan multimedia, karakteristik mobile learning, dan prinsip-prinsip pembelajaran menulis. Kedua, terdapat kekurangan media pembelajaran yang digunakan selama ini. Ketiga, guru di sekolah menengah di Palembang membutuhkan media pembelajaran berbasis mobile learning pada pembelajaran menulis kreatif.

ABSTRACT

In learning Indonesian, writing skills in high school are needed. However, in reality, secondary school students' creative writing abilities are still weak. Several studies state that high school students have yet to be able to write creatively optimally, and they are less motivated in the learning process. Based on the above, a solution is needed to overcome this. This study aims to describe the analysis of teacher needs for mobile learning-based learning media in creative writing learning in secondary schools to increase teacher and student literacy. The method used is the survey method. The sample of this research is 27 Indonesian language teachers. Data collection techniques used were questionnaires and interviews. The data analysis technique used is qualitative and quantitative analysis techniques. The results of the research show as follows. First, the media to be developed must comply with the principles of multimedia development, the characteristics of mobile learning, and the principles of learning to write. Second, there needs to be more learning media used so far. Third, teachers in secondary schools in Palembang need learning media based on mobile learning in learning creative writing.

1. INTRODUCTION

The development of technology and information in the era of the industrial revolution 4.0 has touched all aspects of life, including the world of education. Students born in this era are a generation that is closer to technology than previous generations because technology is the life and breath of children (Cilliers, 2017; Supiarza & Sarbeni, 2021). Therefore, the need for technology in learning cannot be denied together. Teachers must have readiness in ICT-based learning. Digital competence must be possessed by a teacher in this era (Firmadani, 2020; Guillén-Gámez et al., 2019; Imelda et al., 2019; Parnawati, Tantry & ulinuha, 2019). This is in accordance with the guidance of teachers in the 4.0 era, one of which is the ability to use technology (Kusmiarti & Hamzah, 2019; Richardson et al., 2021). This implies that teachers must be creative in integrating technology in the teaching and learning process. Teachers cannot lose to their students. We all know that students in the current era are a generation that is very close to technology. They need teachers who use technology in the teaching and learning process because it makes

it easier for students to learn (Ernalida, et al., 2021; Faisal, et al., 2020; Juniarti, et al., 2021; Khairunnisa, et al., 2022; Yundayani). Information technology (IT) penetration has made students increasingly computer literate (Gazali & Pransisca, 2021; Santoso & Lestari, 2019; Tovar Viera et al., 2020). This international phenomenon that can be felt today is the increase in the use of mobile devices such as mobile phones, iPads, smartphones, tablets, and others. The existence of this phenomenon should be a challenge for educational institutions to develop and improve the learning process. One example of its application is to make smartphones as mobile learning-based learning media that can provide opportunities for students to learn anywhere and anytime (Alsharida et al., 2021; Andriah & Amir, 2021; Nuryadi et al., 2020). The rise of mobile learning-based technology has an impact on various aspects of human life, especially in the field of education (Al-Adwan, et al., 2018; Ghani, et al., 2022; Imelda et al., 2019; Kuimova, et al., 2018). Whether at the elementary school, high school or middle school or college level, this technology can be used to teaching so that the learning process is maximized so that there is an increase in the quality of education. This is also supported by the phenomenon of mobile communication devices, especially mobile phones and internet quotas, which are cheaper and affordable for teachers and students.

One of them is in learning creative writing in high school. In learning Indonesian, writing skills in high school are needed (Agustina, 2021; Hidayah et al., 2020; Nuzulia, 2016). There are many types of creative writing that must be mastered by students, such as writing biographies, writing short stories, writing poetry, and so on. Moreover, in the 2013 curriculum, Indonesian language learning is text-based which directs students to be able to produce text-based writings. But in reality, the creative writing ability of students in high school is still weak (Faisal, 2022; Hikmatin, 2020; Sadeli, 2020). Several studies have stated that high school students have not been able to write creatively optimally and they are less motivated in the learning process (Dwinita, Rena. Yakob, 2019; Hudhana, 2019). This situation is reinforced by the results of the 2019 national exam data of the students' writing ability is still far from expectations, which is only 63.55% who master the writing ability. The problems above have an impact on the low literacy skills of students.

Dealing with the above, the need for a solution to overcome this. One of them is the availability of mobile learning-based learning media for creative writing lessons. Several studies report the effectiveness of using mobile learning applications in learning (Balqis, et al., 2021; Faqih, 2021; Putri, et al., 2020). Regarding to these four studies, it is known that creative writing learning outcomes can be improved by using mobile learning-based media. In the development of the media, the four previous studies have not been maximal in developing the content in their mobile learning. The applications used are still limited. Besides, there is no interaction space that is integrated in one medium. Based on the various studies above, the lack of maximum development of mobile learning in creative writing learning is the lack of needs analysis conducted by researchers. Needs analysis in research is the stage of developing learning media that must be carried out accurately. Needs analysis is a procedure to collect information about teachers' needs about learning media. This means a process of identifying and gathering information about students' needs in language learning. The information can be in the form of conditions between what students receive, conditions expected by students, and conditions students should receive in learning a language. In connection with the description above, this research aims to analyze the need for mobile learning-based learning media in creative writing learning in high schools throughout Palembang to improve teacher literacy skills.

2. METHOD

The method used in this research is a combined research (qualitative and quantitative research). This research is part of research and development, namely the research and information gathering stage. At this stage, information is collected to determine teacher needs in developing mobile learning media for creative writing learning in the city of Palembang (Wati & Wulansari, 2021). At this stage, the method used was the survey method. The stages in this study are shown in Figure 1. The population in this study were Indonesian secondary school teachers in the city of Palembang totaling 292 teachers. The research trial subjects involved in the research were 5 teachers. The sample of this study was represented by 27 Indonesian secondary school teachers in Palembang, consisting of 20 (74.1%) female teachers and 7 (25.9%) male teachers. Data collection techniques were undertaken through questionnaires and interviews. Questionnaires were distributed to 27 Indonesian language teachers in Palembang via the google form. here are 18 questions in the questionnaire consisting of five components used to obtain information on the teacher's needs for creative writing media based on mobile learning, indicators and competencies, presentation of material, activity features, evaluation, and exercises. The instrument grid in this study showed in Table 1.

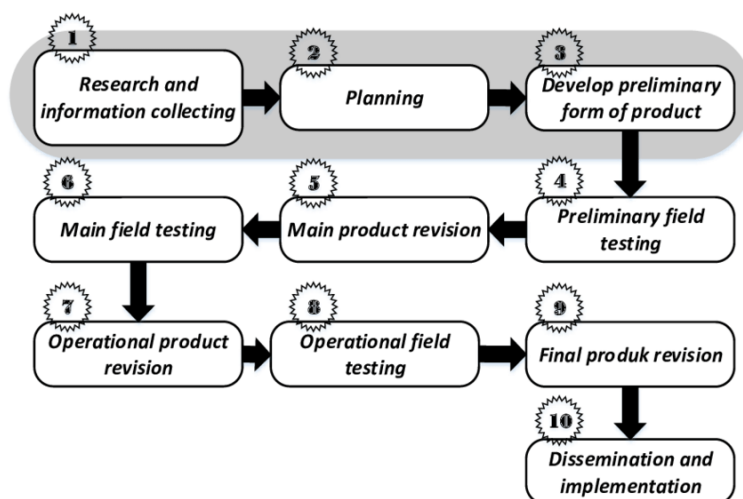


Figure 1. Research and Development Stages

Table 1. The Instrument Grid

Aspects	Indicators	Number of items
Learning indicators and competencies	The use of interesting media in the presentation of learning indicators and competencies	1
Presentation of material	a. Presentation of material in various multimedia	8
	b. Presentation of the material in the form of theory	1
	c. Presentation of the material in the form of examples	1
Activity features	a. Use of e-learning	1
	b. Use of online discussions	1
Evaluation, and exercises	The use of various learning evaluation media	3

Meanwhile, interviews were also conducted with three Indonesian language teachers. The instruments in this study have been validated by a team of experts. The data of this study were analyzed qualitatively and quantitatively. Interview data were analyzed qualitatively. Meanwhile, the results of the questionnaire were analyzed quantitatively. The questionnaire uses a Likert scale. The criteria used to analyze the needs of teachers showed in Table 2.

Table 2. Need Criteria

Average Percentage	Category
3.25—4.00	Strongly Needed (SN)
2.49—3.24	Needed (N)
1.73—2.48	Less Needed (LN)
1.00—1.72	Not Needed (NN)

3. RESULT AND DISCUSSION

Result

There are three components in conducting a needs analysis in this study, namely needs (necessities), deficiencies (lack), and needs (wants) (Macalister & Nation, 2019). Necessities mean what students should get in mobile learning-based learning media in creative writing learning. Lack is defined as the lack of learning media used today. Needs (wants) means information about what teachers need in the development of mobile learning-based creative writing learning media. The following will be described in detail. First, **Necessities**. The necessity in this study is to what students should get in mobile learning-based learning media in learning creative writing in Palembang high schools. In other words, necessity can also be interpreted as a mobile learning-based learning media in creative writing learning that is ideal for use. The results of the study show that there are 3 things that need to be considered in the

development of this learning media. First, it must fulfill the principles of multimedia development, namely the principle of multimedia, (2) the principle of spatial proximity, (3) the principle of time proximity, (4) the principle of coherence, (5) the principle of learning modalities, (6) the principle of redundancy, and (7) the principle of interactivity. (Meyer, 2009). Second, this learning media must be in accordance with the ideal mobile learning, namely learning can be done anywhere (spontaneously), mobile devices must be small and portable, can be used in blended learning, one mobile is used by one student (personal), interactive, collaborative, and interactive. informative (Ozdamlia & Cavus, 2011). Third, creative writing learning media must be in accordance with the principles of writing learning, namely the principle of writing learning, namely the practice of writing efficiently, relating to the writing approach (process and outcome approach), the writing learning process paying attention to the background of the reader, the writing learning process combining all skills language, the writing learning process is authentic, the learning process is related to the writing process, how to respond and correct students' writing, and writing conventions (Brown, 2011). Those things must be included in the development of mobile learning-based creative writing learning media in secondary schools.

The second component of needs analysis is lack. Lack refers to the lack of creative writing learning media used so far. Data were taken from questionnaires in the form of open-ended questions and interviews with two Indonesian teachers who teach creative writing lessons. Based on the results of the questionnaire, information was obtained, namely the material contained in the learning media was inadequate, there were no interesting animations and pictures in the media used now, the media was too monotonous, and the media used did not motivate students in learning. In addition, based on the results of interviews conducted with two teachers, it is known that the learning media used now has shortcomings, namely the material in the media is not optimal, the internet network is not supported, students do not understand how to use learning media, especially e-learning, there is no novelty. in the media used because it is only a different platform, and the media currently used does not have an assessment feature, especially for description questions.

The third component in needs analysis is needs. What meaningful needs are needed by teachers in developing mobile learning-based creative writing learning media. Here are the research results obtained. There are five components that are used to obtain information on teacher needs for creative writing media based on mobile learning, namely general, indicators and competencies, presentation of material, activity features, as well as evaluation and training. Here are the results of the researchers. The first component is general. This question collects data in general on the needs of mobile learning learning media. Teachers in secondary schools in Palembang are in dire need of mobile learning-based creative writing learning media with a very high average score of 3.67. This shows that teachers really need this learning media to be able to motivate students and be able to improve the quality of the process and results of creative writing learning. The following component is indicators and competencies. Based on data analysis, teachers really need indicators and competencies for learning creative writing presented with interesting animated videos. The average score in this section is very high, namely 3.70. The next component is the presentation of the material. In this section, the teachers were given 11 questions related to the type of presentation of the material needed in this media. The results showed in Table 3.

Table 3. Presentation of Material

No	Statement	Category
1.	The material is presented in the form of file (word/pdf)	3.22 N
2.	The material is presented in the form of learning video uploaded in youtube	3.63 SN
3.	The material presented is in the form of electronic book (E-book)	3.48 SN
4.	The material presented displays tips of writing short story/poem from the famous short story/poem author	3.74 SN
5.	The material presented in the form of game	3.37 SN
6.	The material presented in the form of link.	3.22 N
7.	The material presented in the form of video completed by animation.	3.96 SN
8.	The material presented in the form of interactive power point.	3.48 SN
9.	The material presented in the form of audio.	3.33 SN
10.	The material presented in the form of theories in writing poem or short story.	3.26 SN
11.	The material presented by displaying the examples of short story and poem.	3.81 SN
Average		3.50 SN

Dealing with the table above, the presentation of creative writing learning media based on mobile learning offered in the questionnaire is considered necessary and very necessary by the teachers. The average value for this component is also very high, namely, 3.50. Regarding to the table, it is also obtained information that teachers really need the material presented on YouTube, videos in the form of animations, e-books, interactive powerpoints, and audio. In addition, teachers really need creative writing tips from experts, presenting examples of writing and theories to the maximum. The results of the study also show that teachers need material that is presented in the form of pdf and links. The next component is the activity feature. In this case, the questionnaire wants to get data about the activity features needed in the developed learning media. In the questionnaire, two activity features are offered. The results showed in Table 4.

Table 4. Activity Features

No	Statement	Category
1.	Evaluation/practice in the form of attractive game	3.59 SN
2.	Evaluation/practice using online evaluation application (<i>kahoot</i> atau <i>worksheet</i>)	3.89 SN
3.	Evaluaiton/practice using E-Learning <i>Moodle Cloud</i>	3.30 SN
Average		3.58 SN

Seeing from the table above, it is known that the discussion feature via whatsapp and the Moodle e-learning feature are very much needed according to the teachers. The average value obtained for this component is 3.5 with the category of urgently needed. The last component in selecting the needs of teachers for the media to be developed is evaluation and training. There are three questions given to collect information. The results showed in Table 5.

Table 5. Evaluation and Exercise

No	Statement	Category
1.	There is whatsapp link for online discussion	3.41 SN
2.	There is link of <i>E-Learning Moodle Cloud</i>	3.59 SN
Average		3.5 SN

Regarding to the data above, it is indicated that the three applications offered in the development of this media are considered to be very needed, namely interesting games, online evaluation, and e-leaning Moodle. The average value is very high, which is 3.58. From the results of the interviews revealed, these applications are expected to make students' motivation in learning. However, it takes practice to use this app. Overall, if we describe the percentage of teacher needs for mobile learning-based creative writing learning media, showed in Figure 2.

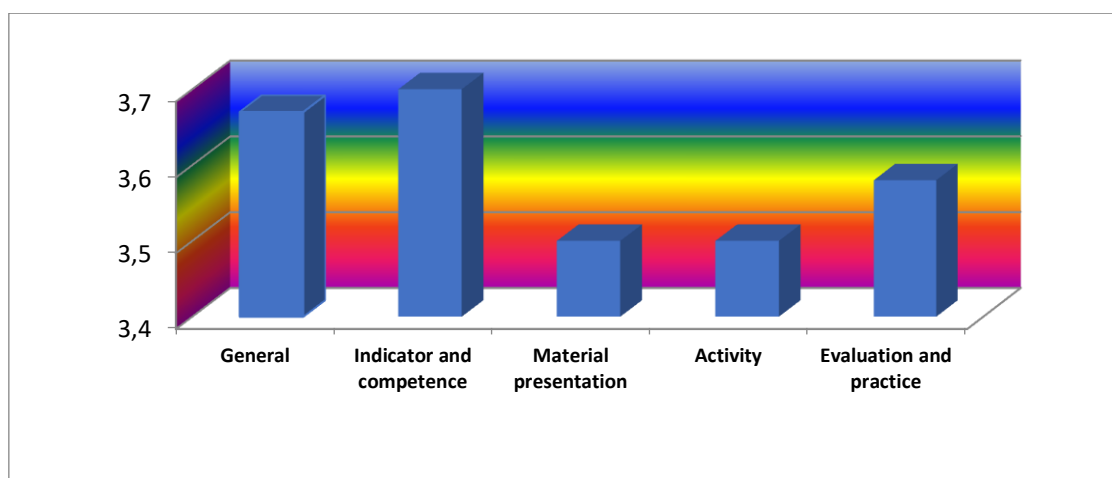


Figure 2. The percentage of Teacher Needs for Mobile Learning-Based Creative Writing Learning Media

Discussion

Dealing with the description of the research results above, it is known that technological learning is indeed needed by teachers to improve learning processes and outcomes, especially creative writing learning. This situation is driven by the rapid advancement of technology, especially in the field of education and the characteristics of learners in this era. Among students, mobile devices are a necessity for them to communicate. This makes students technology literate. This situation should be exploited for the purposes of educators. The development of media in this study is one of them by utilizing students' addiction to mobile devices. This is because the more students perceive m-learning as easy to use, the more likely they are to use it in their learning (Al-Adwan et al., 2018; Bidin & Ziden, 2013; Sigut et al., 2020). Several previous studies have proven it (Faisal et al., 2020; Faqih, 2021; Imelda et al., 2019). However, to develop m-learning is not as easy as imagined. It takes a complex stage for that. One of them is needs analysis. Needs analysis is indeed an important stage in the development of learning products and must be carried out optimally (Ernalida et al., 2021; Juniarti et al., 2021). This will determine the quality of the products that have been developed. In this study, using three components to select the teacher's need for mobile learning-based creative writing media, namely the necessities, lack, and wants. The information obtained from these three components is used to design learning products, namely creative writing learning media before various trials are carried out in this development research.

Dealing with the research results obtained informants that in the development of this media, there are three things that must be considered by the designer so that the resulting media can be effective. First are the principles of multimedia development. This principle must be known by media designers because this media is different from other media and its use is also different. Furthermore, the application of these principles will minimize the ineffectiveness of a multimedia (Gebreyohannes et al., 2016; Meyer, 2009; Nugraha & Wahyono, 2019). Second, the media developed must adapt to the characteristics of mobile learning. Mobile learning has a unique character and is the main attraction of this media. Mobile learning provides many benefits for teachers and students if it is designed according to its characteristics. This leads to the efficiency and effectiveness of this media when used and has an impact on high user satisfaction (Jabar & Ahmad, 2018; MIHAIL-VADUVA, 2019). The third is to pay attention to the principles of learning to write. Writing skills are very unique and require a process or stages. Thus, these principles must be accommodated in this learning media. The results of the study also have indicated that there are deficiencies in the learning media used today. Basically, this is due to the limitations of teachers in designing appropriate media for this era. The demand for teachers to have digital competence in the current learning era is indeed appropriate (Guillén-Gámez et al., 2019; Nopriyanti & Sudira, 2015). Students currently have characteristics, addicted to technology. The life and breath of the current generation is technology (Cilliers, 2017; Zamili, 2020). Thus, information about these deficiencies can be valuable information when designing media.

Regarding to research, it is obtained that information on the needs of teachers in the development of creative writing learning media uses mobile learning. In general, it is known that teachers really need the use of learning technology in the presentation, both materials, activities, and evaluations and exercises that are designed to the maximum. Technology is able to make learning interesting and able to motivate students in learning (Firmadani, 2020; Kiryakova et al., 2018; Mohammad, 2018; Zahwa, 2022). Furthermore, this learning media must accommodate the stages of writing skills in the form of pre-writing, writing, and post-writing. It aims to get good writing. Responding to the results of this needs analysis, the updates that will be designed in this media are as follows. First, the use of various software, such as Adobe Flash, Adobe Animate, XAMPP, Wordpress, Java Script, Powtoon and Canva. Of the six software, the combination of Adobe Animate and Powtoon is the more effective software for creating interactive multimedia based on mobile learning. Second, this media will present directly creative writers who are able to motivate by providing tips for successful writing creative writings. Third, this media is equipped with creative writing electronic books. Fourth, this media is equipped with a creative writing assessment instrument. Fifth, in this media there are interactive features such as providing interaction space with teachers and other students so that learning is more communicative. Sixth, in this media there are reference sites and animated videos that attract students' attention during the teaching and learning process. The limitation of this research is that the learning videos contained in the media can be played if connected to the YouTube application. Therefore, future research can include videos in the application without using other applications.

4. CONCLUSION

Dealing with the results of the research and discussion, it can be concluded that mobile learning-based writing learning media for creative writing learning is very much needed by high school teachers in

the city of Palembang. Teachers need the following things. First, learning media uses the latest learning technology, both in presenting material, activities, and evaluations and exercises. Second, this learning media must contain the stages of writing. Third, the presentation of material in this media is maximal. Fourth, writing examples are needed.

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