
Experience Based Learning Model in Developing Creativity Through Poetry Text Material in SMA/SMK

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Abstract: This study aims to develop an experience-based learning model in developing creativity through poetry text material in SMA/SMK. Experience-based learning models are often used by teachers to develop language skills through an appropriate material. Creativity is an ability that students need to navigate life in the millennial era. This ability needs to be combined with an experience-based learning model so that students' creativity in poetry is growing. This research uses a research and development method with the ADDIE model (Analysis Design Development Implementation Evaluate). The steps of this research consist of, needs analysis, designing learning models, developing learning models, product implementation. The method of collecting data in this study was by collecting data from the results of expert validation questionnaires and student assessment questionnaires. Data acquisition was analyzed descriptively by using a Likert scale. The results of the design of experience-based learning models in the development of creativity through poetry text material. The implementation of experiential learning models in the development of creativity through poetry text material in SMA/SMK as a whole received a positive response in the "Very Eligible" category for use as teaching material for Indonesian language subjects in poetry texts.

Keywords: Teaching Materials, Experience-Based Learning Model, Creativity in Writing Poetry Texts

1. Introduction

Literature lessons at school are still considered a difficult subject to learn. Especially learning literature related to the creativity of writing poetry. Literature is the result of human creative activity which is presented through the medium of language, both spoken and written. Literature is an invention or imaginative work that uses language as a medium of delivery. Literary work is the embodiment of life as a result of the writer's observation of the surrounding life which has been colored by the attitude of the author, his educational background, his beliefs, and so on [1].

Creativity is an ability that reflects fluency, flexibility, and originality in thinking as well as the ability to elaborate on an idea. Creativity is a talent that is potentially owned by everyone, can be identified and nurtured through proper education [2].

The experiential learning model contributes to students being able to express their creativity in learning, especially

Indonesian material about writing poetry. This learning model prioritizes strategies that must be created creatively and innovatively by the teacher so that students get direct experience.

Experience-based learning and creativity will play a role in exploring students' ideas as materials for writing poetry and guiding students to write them. A situation that represents part of the units of language expression can be done by writing. Writing is deriving or depicting graphic symbols describes a language that is understood by someone, so that other people can read the graphic symbols if they understand the language and the graphical representation [3].

Poetry is a distinctive literary genre. Characteristics of poetry include dense words, dense meaning, double meaning, rhyming, rhythmic and figure of speech or style of language. The uniqueness of the poem makes poetry a unique literary genre [4]. Poetry is a form of literary work that is embodied in beautiful and meaningful words [5]. Based on this understanding of poetry, it can be concluded that poetry is

one of the oldest forms of literary work because its works are very global.

In the 2013 Curriculum syllabus for Indonesian Language and Literature Subjects there are competency standards for writing old poetry and new poetry and of course we need solutions in how to teach this poetry writing material. This is because the results of observations by distributing questionnaires and interviews were conducted with students from six schools in the Indramayu Regency area, namely SMK NU Kaplongan, SMA Negeri 1 Krakeng, MA Negeri 2 Indramayu, SMK Negeri 1 Krakeng, MA Pringgabaya, SMA NU Kaplongan, showing that out of 100 respondents, the majority answered difficulties in writing poetry. As for the reasons for their difficulty in writing poetry, namely the lack of ideas to write poetry, difficulties find the right words, do not know what to write and minimal knowledge of poetry. Meanwhile they also answered that learning to write poetry by teachers did not provide innovation, motivation and provide imagination to students in writing poetry. On the one hand, the results of the interviews and the data on the acquisition of scores show that the students still have not mastered writing poetry. This can be seen from the majority of students who still get scores under the KKM when writing poetry.

It is hoped that from this background, the specific objectives of this study are as follows.

- 1) Describe the design of an experience-based learning model (experiential learning) in the development of creativity through poetry text material in SMK/SMA.
- 2) Explaining the results of the implementation of experiential learning models in developing students' creativity through poetry text material in SMK/SMA.

2. Theoretical Study

2.1. Model

The learning model has a syntax (certain sequence pattern) of a learning model is a pattern that describes the sequence of the overall stages which are generally accompanied by a series of learning activities. The syntax of a particular learning model clearly shows what activities the teacher or students should do. The syntax (sequence pattern) of a learning model is a pattern that describes the overall stages, which are generally accompanied by a series of learning activities. The syntax (sequence pattern) of a particular learning model shows clearly what activities the teacher or student should carry out. The syntax (sequence pattern) of various learning models has the same components.

The learning model is a method used to implement plans that have been prepared in real activities so that the goals that have been prepared in real activities so that the goals that have been prepared are achieved optimally [6].

Based on this opinion it can be stated that the learning model is the pattern of choice of teachers in designing appropriate and efficient to achieve the expected learning

objectives. The learning model is a procedure for organizing learning experiences to achieve certain learning objectives. Serves as a guide for learning designers and teachers in designing and implementing teaching and learning processes.

2.2. Experiential Learning

Real experience is considered as direct participation in activities that can evoke initial reactions, intuitive impressions, and emotional reactions [15]. Selection of the right learning model must be done in a way that achieves learning objectives that have an impact on improving learning outcomes students [16]. Given the importance of what students gain in learning, the experiential learning model is a learning model that prioritizes students' direct experience [17].

Experiential learning is a learning process, a process of making changes that utilize experience as a medium of learning or learning. Experiential learning focuses on the learning process carried out by each individual. Experiential learning is a learning process that is carried out by taking a process of reflection, and also taking a process of making meaning from real experience.

The experiential learning model is a holistic model of the learning process in which humans learn, grow and develop. The mention of the term experiential learning is done to emphasize that experience (experience) plays an important role in the learning process and distinguishes it from other learning theories such as cognitive learning theory or behaviorism. Experiential learning is an action to achieve something based on experience that continuously changes in order to increase the effectiveness of the learning outcomes themselves [7].

Experiential learning is learning that is done through reflection and also through a process of making meaning from direct experience. Experiential learning focuses on the learning process for each individual [8].

2.3. Creativity

Creativity is the ability to create something new, either really a new thing or a new idea that is obtained by connecting several existing things and making it something new. In addition, creativity is something that amazes us with new things, because creativity can make our bright ideas come true.

Creativity in learning to write poetry is important to highlight. The creativity of a poet in writing poetry will be seen in the results of his writings. The most important thing about poetry is that poets can emphasize and transcend the aesthetic field [9]. Not only aesthetics/beauty is expected from a poem, but the message and meaning written by the poet can be conveyed precisely to the reader. The poet must be able to write creatively, in order to transcend the realm of aesthetics and convey a message to the reader. Writing poetry by utilizing his creative talents, it is hoped that the poetry created will be unique and can convey the meaning contained precisely. Everyone has creative talents, but if this talent is

not nurtured it will not develop, it can even become a latent talent, which cannot be realized [10].

There are important things to highlight in the process of writing student poetry, namely the creative process of students in writing poetry texts and student creativity in poetry texts. Good poetry is creative poetry and is certainly capable of going beyond the realm of aesthetics. When a poem is important to study more deeply, of course the process of writing the poem is also important to examine and look at more deeply. The creative process of every poet is of course different, it is from this unique poet's creative process that quality poetry is finally born. The process of writing poetry or generally known as the creative process. The creative process is the ways in which a person writes poetry, starting from getting ideas to write, to becoming a complete poem. The writing process begins with efforts to discover things that have never been found by others. Therefore, the writing process is carried out creatively [11]. The teaching model refers to the fulfillment of four components namely, content or material, presentation systematics, language and graphics or display [14].

From the opinion of the experts above, it can be stated that the characteristics of creativity can be grouped into two categories, cognitive and non-cognitive. Cognitive characteristics include originality, flexibility, fluency, and elaboration. While the non-cognitive characteristics include motivation, attitude and creative creative personality. These two characteristics are equally important, intelligence that is not supported by a creative personality will not produce

anything.

2.4. Poetry Text

Literary work is the structure of word variations from an author which is transmitted to lovers of literature [18]. Literary work is the result of a person's imagination based on what he is feeling. In making literary works one is free to be creative and imaginative in order to produce the best literary works. A literary work is a creative process of an author towards the social reality of the author. The form of a literary work that gives rise to the use of language so as to create aesthetics is poetry [19]. Poetry is the overflow of the poet's heart which is poured into beautiful words to convey the feelings of the writer [20].

Poetry is a form of literary work from the results of the poet's expressions and feelings that are poured through writing, poetry expresses thoughts and feelings imaginatively and arranged by concentrating the power of language with its physical structure and inner structure. Poetry is expressing thoughts that evoke feelings, which stimulate the imagination of the five senses in a rhythmic arrangement. [12] Based on the experts above, poetry is a literary work that is poured in the form of writing that pays attention to the choice of words, the use of language, and rhyme in expressing thoughts through feelings that can stimulate the imagination of the reader's five senses.

Competency knowledge and competency skills of Indonesian SMA/SMK can be seen in the following table.

Table 1. Theory Learning to Write Poetry Specialization Curriculum Syllabus 2013.

BASIC COMPETENCE	
3.16. Identifying the mood, theme, and meaning of several poems contained in the poetry anthology that is heard or read.	4.16. Demonstrating (reading or musicalizing) a poem from an anthology of poetry or a collection of poems by paying attention to vocals, expressions and intonation (dynamic stress and stress)
3.17. Analyzing the building elements of poetry	4.17. Writing poetry by paying attention to its building elements (theme, diction, style of language, images, structure, facial expressions).

3. Research Methodology

The research method is a method or strategy in achieving research objectives. This research method will be used to collect, compile and analyze data. Therefore, in order for research to achieve predetermined goals, it should use appropriate research methods.

This research uses the Dick and Carry research and development method which uses the term ADDIE (Analysis, Design, Development, Implementation, and Evaluation). Thus, the research method used refers to the term used by Dick and Carry, namely ADDIE (Analysis, Design, Development, Implementation, and Evaluation).

ADDIE stands for Analysis, Design, Development or Production, Implementation or Delivery and Evaluation. According to the product development steps, this research and development model is more rational and more complete than the 4D model. This model has similarities with the database system development model that has been described

previously. The core activities at each stage of development are almost the same. Therefore, this model can be used for various forms of product development such as models, learning strategies, learning methods, media and teaching materials.

The ADDIE learning model (analysis, design, development, implementation, evaluation). The ADDIE model is a model that is considered more rational and more complete than other models [13]. Therefore, this model can be used for various forms of product development such as models, learning strategies, learning methods, media and teaching materials.

ADDIE appeared in the 1990s developed by Raiser and Mollenda. One of its functions is to serve as a guideline in building training program tools and infrastructure that are effective, dynamic and support the performance of the training itself. So that it can be said that the ADDIE model is a learning model that can be used as a guide to provide a systematic, effective and efficient learning process.

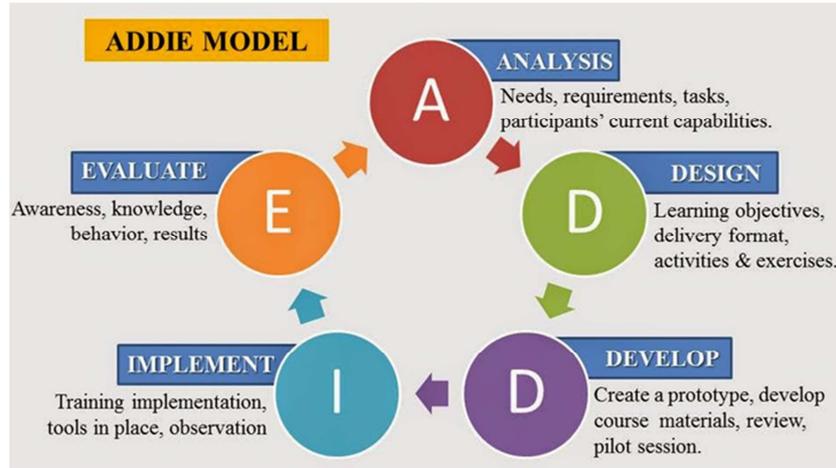
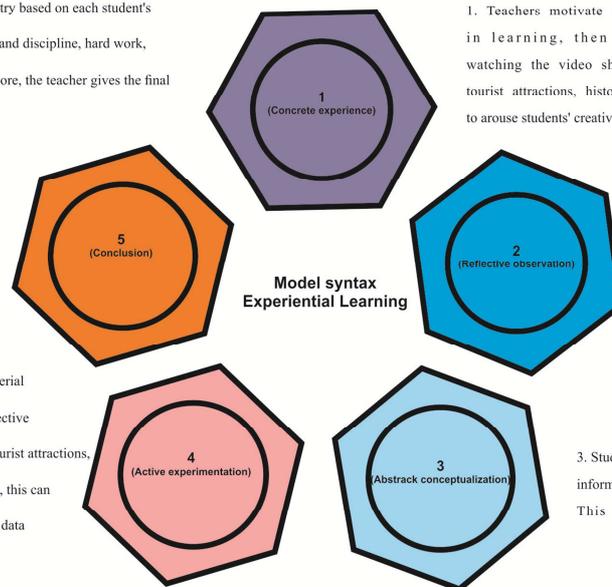


Figure 1. ADDIE Learning Design Steps.

4. Results and Discussion

4.1. Syntax of the Experience-Based Learning Model in Developing Creativity Through Pui Text Material

5. Students draw conclusions and revise the findings of the results of writing poetry texts about themes, diction, style of language to become poetry texts intact. Then take turns forward to read the work poetry based on each student's experience. It grows students' creativity in thinking and discipline, hard work, imaginative, independent and responsible. Furthermore, the teacher gives the final conclusion of the text of the poem.



1. Teachers motivate students to enthusiasm in learning, then students together watching the video shows (a mother figure, tourist attractions, historic sites, and/or mood) to arouse students' creativity in poetry text material.

2. Students identify problems from teaching materials conveyed by the teacher through audio-visual displays and/or text/reading. This can foster creativity students in thinking. Next, students ask important questions related information in the text of the poem. It can grow curious character. Then one of the text examples poetry selected based on the life experiences of each student and formulated in the form of a hypothesis.

3. Students are looking for answers to questions about information in poetry texts both orally and in writing. This fosters student creativity in learning.

4. Through group work, students discuss about the material of the text of the poem and write it based on their respective experiences examples of themes (figure of a mother, tourist attractions, places history, and/or mood) in the material poetry text, this can foster creativity students by exploring information and data in the text poetry heard or read.

Figure 2. Syntax of the experiential learning model.

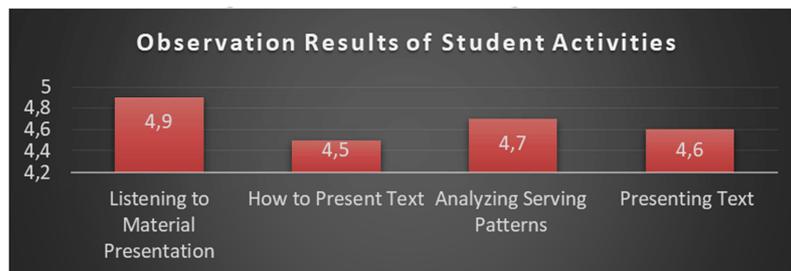


Figure 3. Chart of Student Activity Observation Results.

Based on the chart, when writing poetry texts, students play an active role in listening to the presentation of the

material in the form of identifying the atmosphere and themes in the poetry and the linguistic characteristics of the

poetry text so that they get a score of 4.9 after being rounded up with a very good category. In the activity of presenting poetry texts students were also more interactive asking about differences in the structure of poetry texts and the linguistic characteristics of poetic texts so that they obtained a score of 4.5 after being rounded up with a very good category. In the activity of analyzing the pattern of presentation of poetry texts, students actively analyze the sections that include themes, atmosphere and style of language so that they get a score of 4.7 after being rounded up with a very good category. In the activity of presenting poetry texts, students were very creative in pouring their ideas and ideas into the form of poetry texts by following the steps for making poetry texts so that they received a score of 4.6 after being rounded up with

a very good category. The average score of all aspects is 4.7 with a very good category.

Student Learning Outcomes After Implementation Using Experience-Based Learning Models (experiential learning) in the Development of Creativity Through Poetry Text Material.

The learning outcomes of the students referred to in this case are the results of the competency test in the learning model. This competency test is used by the authors as an assessment instrument for the ability to master the material of students while participating in learning activities. The purpose of the assessment of students' abilities is to find out the learning outcomes of students after testing the experience-based learning model in developing creativity in writing poetry texts.

4.2. Student Learning Outcomes After Implementation of Using an Experience-Based Learning Model in the Development of Creativity Through Poetry Text Material

Table 2. Student Learning Outcomes.

No	School	Class	Amount	Test Results	KKM	Ket
1	NU Kaplongan Vocational High School	X TKR 5	36	8,9	75	Very good
2	SMK N 1 Krangkeng	X TSM 1	34	8,7	75	Very good
3	MAN 2 Indramayu	X MIPA 2	32	8,5	75	Very good

Based on table 2 it is known that the value of the results of the implementation test gets an average value of 89 above the standard KKM value with a very good classification value. Based on the value classification, 28 students got a very good grade classification with a percentage of 70%, 8 students got

a good grade classification with a percentage of 30%. 0 students get a pretty good score classification with a percentage of 0%, 0 students get a bad grades classification with a percentage of 0%, students get a very bad grades classification with a percentage of 0%.

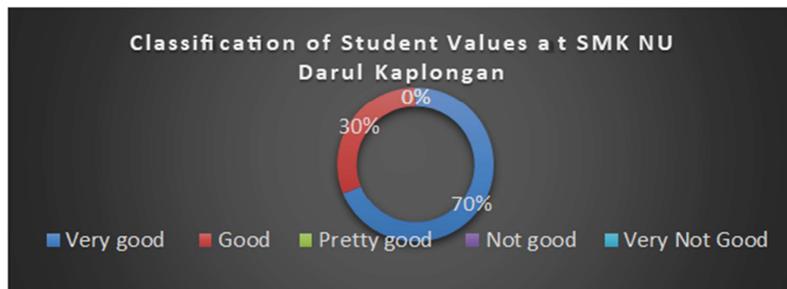


Figure 4. Classification Chart of Student Values at SMK NU Kaplongan.

Based on table 2. it is known that the value of the results of the implementation test gets an average value of 89 above the standard KKM value with a very good classification value. Based on the value classification, 24 students got a very good grade classification with a percentage of 70%, 10 students

got a good grade classification with a percentage of 30%. 0 students get a pretty good score classification with a percentage of 0%, 0 students get a bad grades classification with a percentage of 0%, students get a very bad grades classification with a percentage of 0%.

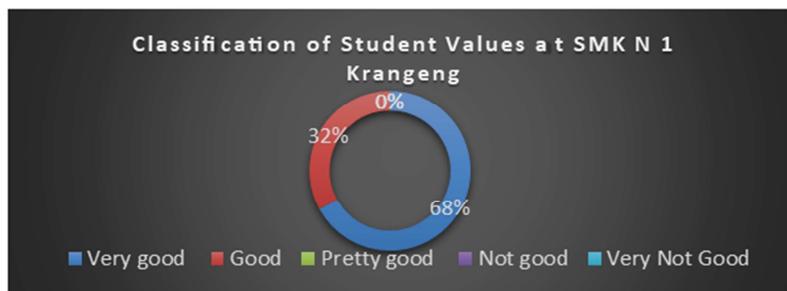


Figure 5. Classification Chart of Student Values at SMK N 1 Krangkeng.

Based on table 2 it is known that the value of the results of the implementation test gets an average value of 87 above the KKM standard with a very good classification value. Based on the value classification, 22 students got a very good grade classification with a percentage of 68%, 12 students got a

good grade classification with a percentage of 32%. 0 students get a pretty good score classification with a percentage of 0%, 0 students get a bad grades classification with a percentage of 0%, students get a very bad grades classification with a percentage of 0%.

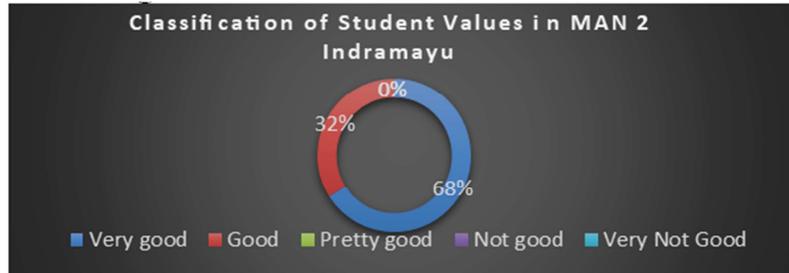


Figure 6 Classification Chart of Student Values in MAN 2 Indramayu.

Based on table 2 it is known that the value of the results of the implementation test gets an average value of 85 above the KKM standard with a very good classification value. Based on the value classification, 21 students got very good grades with a percentage of 68%, 11 students got good grades with a percentage of 32%. 0 students get a pretty good score classification with a percentage of 0%, 0 students get a bad grades classification with a percentage of 0%, students get a very bad grades classification with a percentage of 0%.

Results of Student Responses to the Implementation of

Experience-Based Learning Models in the Development of Creativity through Poetry Text Material.

After completing implementing the poetry text learning model in the development of creativity for students, the author then provides a questionnaire of students' responses to the implementation of experience-based learning models. The reason the author gave the questionnaire to the students was because it was to find out the students' responses to the experience-based learning model in the poetry text material that had been studied.

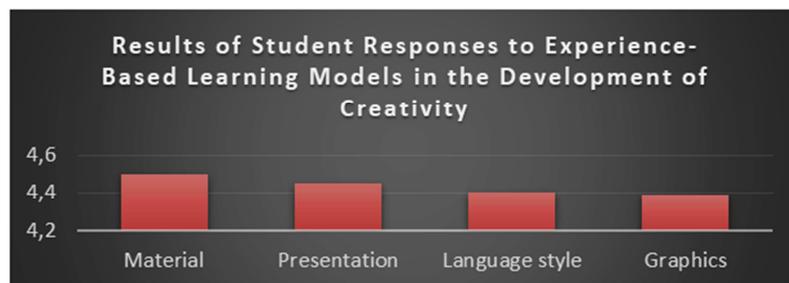


Figure 7. Chart of the results of student responses to experience-based learning models in the development of creativity in writing poetry texts.

Based on the chart above, it can be seen that students' responses to poetry text teaching materials in the material aspect received a score of 4.5 in the very good category. In the aspect of presenting the material, a score of 4.45 is obtained in the very good category. In the aspect of language style, a score of 4.4 is obtained in the very good category. In the graphical aspect, a score of 4.39 was obtained in the very good category.

5. Conclusion

Dari the results of research and discussion that has been done, it can be concluded as follows.

- 1) Design model of experience-based learning (experiential learning) in the development of creativity through poetry text material is a new learning model. So far, the learning model only finds something but does not develop student creativity. So, based on that needs

analysis experience-based learning (experiential learning) in the development of creativity through poetry text material very much needed in learning in high school / vocational / MA.

- 2) Model experience-based learning (experiential learning) in the development of creativity through poetry text material can be developed from the steps of the experience-based learning model associated with the development of creativity, so that it becomes a new learning syntax. So, to achieve the goal of learning poetry texts, that is by combining experience-based learning models with the development of creativity. Based on the model syntax validation data, in general the assessment of the two validators concluded that the syntax was a learning model experience-based learning (experiential learning) in the development of creativity through poetry text material developed is very feasible for teachers to use in learning.

3) u activitythe feasibility test involved six teachers as model users. The feasibility test is in the form of a questionnaire about the use of the model shows that the modeexperience-based learning (experiential learning) in the development of creativity through poetry text materialin SMA / SMK / MA is needed.

Meanwhile, the learning objectives questionnaire showed data from the six teachers giving an assessment that the learning objectives of poetry text above the KKM meant that it was very feasible to use.

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