



The Influence of Creative Problem-Solving Learning Model of the Skills and Interest in Writing Pantungs of Class V Students SD Inpress Samat

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Abstract

The Influence of Creative Problem Solving Learning Models on Skills and Interests in Writing Pantun Students of Class V SD Inpres Samata, Gowa Regency. Thesis of the Department of Basic Education, Graduate Program, University of Muhammadiyah Makassar. Advisor 1 by Andi Sukri Syamsuri, and supervisor II by Muhammad Akhir. This study aims to determine the effect of the *Creative Problem Solving* learning model on the skills and interest in writing poetry for fifth grade students at SD Inpres Samata, Gowa Regency. The type of experimental research used was *Quasi Experimental Research with Non-Equivalent Control Group Design*. The sample of this study was the fifth grade students of SD Inpres Samata, totaling 59 students. Data collection techniques in the form of observation, documentation, and tests. The results of the research based on hypothesis testing about the effect of *creative problem solving learning models* on students' poetry writing skills in the control and experimental class *posttest using the independent sample t test* obtained a significant value = 0.007 smaller than 0.05 so that it can be stated that the *creative problem solving model* affects the students' poetry writing skills. The results of the *hypothesis test* show that the students who get the most interest in writing questionnaires are in the learning category with a percentage of 42.3%, indicating that SD Inpres Samata students have high writing interest. Then the results of hypothesis testing using the *manova test with multivariate tests*, obtained a significant value = 0.000 which is smaller than 0.05. So it can be concluded that the *creative problem solving learning model* has an effect on the skills and interest in writing rhymes of students in the Inpres Samata Elementary School cluster.

Keywords : *Creative Problem Solving Model*, Skills, Interest in Writing Poems.

Introduction

Learning a language is essentially learning communication. Indonesian language education is one of the important aspects that need to be taught to students in schools. Permendiknas No. 22 of 2006, Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students get to know themselves, their culture, and the cultures of others, express ideas and feelings, participate in communities that use the language, and discover and use their analytical and imaginative abilities. So these subjects are then given since they are still in elementary school because students are expected to be able to master, understand and be able to implement language skills such as listening, speaking, reading and writing.

Writing skills are language skills that are in the last order in addition to listening, speaking and reading skills. Writing according to McCrimmon (St. Y. Slamet, 2008: 141) is an activity to explore thoughts and feelings about a subject, choose things to write, determine how to write them so that readers can understand them easily and clearly.

The command to write is contained in the Qur'an surah Al-Qalam verses 1-3 which reads:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (١) مَا أَنْتَ بِمَجْنُونٍ (٢) وَإِنَّ لَكَ لَأَجْرًا غَيْرَ

مُنُونٍ (٣)

Meaning: Nun, for the sake of sayings and what they write thanks to the blessings of your Lord, you (Muhammad) are by no means crazy. And verily for you is a great reward that will never fail.

t to students, it is still often found that there is a lack of students in writing, especially writing rhymes. Pantun is a type of literature.

Pantun is a type of composition in the form of poetry that has certain characteristics, and pantun is an old poem that is strongly tied to the final rhyme/rhyme and the rhythm between the

Good writing skills cannot be obtained scientifically but through a learning process. The more students practice or study in the right way, the students' writing skills will also increase. In addition to practicing in writing, writers must also be skilled in utilizing word choice, vocabulary, sentence structure, paragraph development, and language logic in writing, so that the results of their writing will be of high quality (Doyin, 2009: 12). The learning process is certainly never separated from the learning media, just like the process of learning to write. In addition to the learning media provided by the teacher, it is better to take an approach so that students can understand the learning material and learning objectives.

Writing is a productive and expressive activity (Tarigan, 2008: 3). Through writing, students learn to convey the ideas that are in their minds. The ability to write is also one of the language skills that has an important role in life. Through writing a person can express ideas or ideas to achieve his goals. Writing is a way of expressing thoughts or feelings in written form. Through writing activities, a person can express ideas or express his feelings in the form of written language. Therefore, it is natural in learning Indonesian in elementary schools, writing is one of the language skills that is highly emphasized. Even since the beginning of elementary school students have been taught how to write well.

How is the description of students' poetry writing skills through the *Creative problem solving learning model for class V of the Inpres Samata Elementary School, Gowa Regency?* solving the skills and interest in writing rhymes for fifth grade students of the Inpres Samata Elementary School, Gowa Regency?

Even though learning to write has been taught

lines in the stanza. According to Kosasih (2012: 125) pantun is an old poem that has the following provisions: 1) consists of four lines, 2) each line consists of 8-12 syllables, 3) the first two lines are

called sampiran and the next two lines are called sampiran. the content of the rhyme, 4) the rhyme is concerned with the final rhyme with the abab pattern.

As a literary work, children's rhymes have the same characteristics as in the previous poems, although they are still in a simple form. In the rhyme, the aspects covered include the determination of diction and spelling, and finally the novelty of the theme. However, in children's rhymes, not always all the building elements are included. However, this is understandable, due to the limitations and experience of children who in this case are elementary school students.

There are several factors that become obstacles in learning to write, one of which is limited ideas and difficulties in expressing ideas in the writings that students have. Teachers often have difficulty choosing the right learning model. So that sometimes learning to write does not have a place in the hearts of students. In general, teachers still need improvements in the 2013 curriculum learning, especially in the learning model used in the learning process.

In learning Indonesian, the learning model is required to be interesting and strived to increase students' understanding. To achieve learning objectives, a conceptual framework is needed that describes systematic procedures for organizing student learning experiences, and is also useful as a guide for learning designers and teachers to organize and carry out learning activities. Joyce and Weil (in Abhimanyu, 2008: 2-4). For this reason, in achieving the desired learning objectives, a model is needed that is able to facilitate students in understanding the material provided.

The reality in the field in the learning process most teachers only use conventional learning models so that students are still less active in learning. Learning is only centered on the teacher without involving students in the learning. In connection with this, the researcher has interviewed one of the class teachers at SD Inpres Samata, according to him, in writing rhymes, the

learning model applied is only a lecture model without involving students in the learning, so most of the students find it difficult to complete the given exercises.

As for the problem in the class in learning to write rhymes, namely the rhymes made by students do not match the existing writing criteria. From the initial data obtained, the researcher took the VA class which amounted to 30 students because the average value of completeness in writing rhymes in the VA class was still very low. And what is meant by inappropriate writing criteria is that in writing the poem it is known that the first two lines in the poem are called sampiran and the next two lines are called the contents of the pantun, in this case most students do not understand what exactly is meant by sampiran and the contents so that the rhyme is made does not meet the intended criteria.

Based on the results of initial observations using interview techniques, the teacher in the class said that the learning outcomes obtained from writing rhymes were more students whose scores had not reached the KKM compared to students whose scores had reached the KKM, because students felt less interested or lacked interest in learning. students caused by the method used by the teacher in learning is not interesting. From these problems, the researcher will apply a model that is expected to be able to improve student learning outcomes in rhyme writing material. The model that will be used in learning the rhyme is the *Creative problem solving model*.

Creative problem solving learning model is suitable for use in teaching writing poetry. *Creative problem solving* model is a solution in learning where the activity presents a challenge and opportunity in designing a method or strategy to answer or resolve and solve the problem Bakharuddin (2014: 274). In this case the selection of *creative problem solving models* as a solution to existing problems because through this model the results of student work that meet the criteria will be displayed so that other students can see and observe it in turns. By using *creative problem*

solving learning models students can be actively involved in learning activities, because when there are new things that students get that are different from other students, there will be multi-way interactions to correct each other. So that this model can make students active in the learning process.

In applying the *creative problem solving model*, it makes learning interesting and students become active both mentally and psychologically towards the lesson. With the advantages of the creative problem solving model, the model can be used for learning by discussing writing rhymes.

To prove whether the Creative problem solving learning model has an effect on students' poetry writing skills and interests as described above, the authors are encouraged to carry out a study entitled The Effect of Creative Problem Solving Learning Models on Skills and Interests in Writing Pantun Students in Grade V Elementary School. Inpres Samata Gowa Regency.

Research methods

This type of research is a *Quasi-Experimental* Research or *Quasi-Experimental* Research, with the assumption that this study cannot fully control the variables that will affect the results of the study. The approach used in this research is a quantitative approach. Quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing the established hypothesis (Sugiyono, 2017: 8). The population and sample The population that will be used as a source in this study is all elementary school education units in the Sumba Opu District for the 2021/2022 academic year and the number of samples

and population in this study is 59 students, consisting of 30 students as the experimental class and 29 students as control class

The experimental method is a research method used to determine the effect of the variables applied in the research. In this study, the nonequivalent control group design experimental method was used (Sugiyono, 2017: 79). Effect of treatment (O2-O1)-(O4-O3). This study has a control group and an experimental group. Both groups will be equally given a pretest to see the initial conditions of the two groups. Furthermore, one group is selected to apply a method and media. Then a posttest was conducted to see the effect of the method applied in one group.

The research will be carried out at SD Inpres Samata, Gowa Regency. The research implementation time is in the odd semester of the 2022/2023 academic year. Data collection was only carried out in 3 meetings. This is because experimental research should be carried out in a relatively short time to reduce the risk of lack of research validity caused by research threats (Krathwohl, 2004: 547).

In this study, researchers used several techniques in data collection such as documentation and measurement techniques in the form of test results write poetry.

1) Documentation

Riduwan (2010: 58) states that the documentation technique is intended to obtain data directly from the research site, including regulations, relevant books, activity reports, documentary films, photographs and data relevant to research. Meanwhile, Arikunto (2010: 201) suggests that the sources used to pay attention to the object under study are of 3 kinds, namely

paper or people, places and writings. This first source (writing) is hereinafter referred to as documentation or written items.

2) Test

Arikunto (2010: 193) suggests that the test is a series of exercises or questions and other tools used to measure intelligence knowledge, skills, abilities or talents possessed by groups or individuals.

Research Results and Discussion

a. Descriptive Test

ts are in the appendix. The description of the initial value data or pretest in the control and experimental classes is shown in the following table:

re-test

The following is presented in tabular form regarding the initial overview

he control class:

The results of the descriptive analysis that will be described in this study consist of the fifth grade rhyme writing skills, both pre-test and post-test. The initial grades achieved by the students were used to assess the initial ability to write rhymes in the experimental class and the control class which were then used to conduct an experimental research. The pretest scores of the control and experimental class

1. Poetry Writing Skills P

skills for both the experimental class and t

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | mean | Std. Deviation | Variance |
|--|----|-------|---------|---------|---------|---------|----------------|----------|
| Control Class Pretest (Valid N listwise) | 29 | 40.00 | 60.00 | 90.00 | 1200.00 | 70.5882 | 10,88037 | 118,382 |

Table 4.4 Description of *pretest data* for control class students

The data is obtained by processing data using the SPSS Version 24 program. The overall score obtained by students is 1200, the average score obtained or the

mean is 70.5882 , the standard deviation is 10.88037, the variance is 118.382, the minimum score is 60 and maximum score of 90.

Descriptive Statistics

| | N | Range | Minimum | Maximum | Sum | mean | Std. Deviation | Variance |
|---|----|-------|---------|---------|---------|---------|----------------|----------|
| Experiment Class Pretest (Valid N listwise) | 30 | 40.00 | 60.00 | 100000 | 1370.00 | 72.1053 | 9.76328 | 95,322 |

Table 4.5 Description of the experimental class students' pretest data

Based on the data obtained, the overall score obtained by students is 1370, the average score obtained or the mean is 72.1053 standard deviation is 9.76328, the variance is 95.332, the minimum score is 60 and the maximum score is 100 . Writing skills are grouped into four categories, so the frequency and percentage distributions are obtained as follows:

| No | Score | Category | F | (%) |
|--------------------|--------|-----------|----|--------|
| Control Class | | | | |
| 1 | 86-100 | Very high | 1 | 3.5% |
| 2 | 76-85 | Height | 3 | 10.35% |
| 3 | 60-75 | Low | 15 | 51.75% |
| 4 | 0-59 | Very low | 10 | 34.48% |
| Experimental class | | | | |
| 1 | 86-100 | Very high | 4 | 13.33% |
| 2 | 76-85 | Height | 5 | 16.67% |
| 3 | 60-75 | Low | 13 | 43.34% |
| 4 | 0-59 | Very low | 8 | 26.27% |

Table 4.6 Distribution of Frequency and Percentage Word Writing Skills

Pre Test Experiment Class And Control Class

Table 4.6 shows that of the 29 control class students, 10 students got very low category (34.48%), medium category 15 student (3.5 %). While the experimental class showed that from 30 students, 8 students got very low category (26.27%), medium category 13 students (43.34%), high category 5 students (16.67%), and very high category 4 students (13.33%). From the results of the pre-test, it was found that in the control class there were 10 students who got very low scores with a percentage (34.48%) or incomplete, then in the experimental class there were 8 students who got very low scores with percentage points (26.27%) or incomplete.

students (51.75%), high category 3 students (10.35%), and very high category 1 s

Interest in writing data was obtained from filling in the questionnaire given to students with a score of 65-99 respondents. The highest score obtained by the respondents was 99 and the lowest score was 65. The data obtained were analyzed descriptively to obtain a general picture of the students' interest in writing. For more details regarding the distribution of the frequency and percentage of students' interest in writing at SD Inpres Samata, see table 4.10

2. Interest in writing student poems

| Category | interval | Frequency | Percentage |
|---------------|----------|-----------|------------|
| very interest | 95 | 20 | 33.9% |

| | | | |
|-------------------|-------|----|-------|
| Interested | 87-95 | 25 | 42.3% |
| quite interested | 80-87 | 9 | 15.4% |
| not interested | 72-80 | 5 | 8.4% |
| very uninterested | 65-72 | 0 | 0% |
| Total | | 59 | 100% |

Table 4.10 Distribution of Frequency and Percentage of Writing Interests in Inpres Samata Elementary School Students

Based on the table above, there are four categories of writing interest categories, namely very high, high, medium, low and very low . The results above show that the students of SD Inpres Samata have a high interest in writing. Based on the table above, the frequency of the variable interest in writing shows that the students who get the most interest in writing questionnaires are in the learning category with a percentage of 42.3%, indicating that the students of SD Inpres Samata have a high interest in writing. Students who have an interest category and are quite interested show good responses to several aspects of writing interest. For example, students will be happy with Indonesian lessons because the material is presented in an interesting

way. This means that students are interested in learning Indonesian language .

b. Analysis Prerequisite Test

1) Normality Test Results of Student Learning Outcomes

Based on the results of the calculation of learning outcomes data obtained by students in the control and experimental classes after receiving different treatments, the average value of the control class was 77.05 with a sample of 29 and the experimental class was 87.36 with a sample of 30. In this study, the normality test The data was carried out using the Lilliefors Significance Correction test in the SPSS version 24 program. The results of the calculation of the normality test for student learning outcomes are in tables 1.1 d and 1.2

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|---------------|---------------------------------|----|------|--------------|----|------|
| | Statistics | df | Sig. | Statistics | df | Sig. |
| Control Class | ,188 | 29 | ,111 | ,925 | 17 | ,183 |

a. Lilliefors Significance Correction

Table 1.1 Normality test results for control class students

Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|--------------------|---------------------------------|----|------|--------------|----|------|
| | Statistics | df | Sig. | Statistics | df | Sig. |
| Experiment Results | ,192 | 30 | ,062 | ,880 | 19 | ,022 |

a. Lilliefors Significance Correction

Based on the table, the significance value obtained in the control class is 0.111 while 0.062

the significance value is obtained in the experimental class. Assess the significance of student learning outcomes in the control class more

than 0.05 ($0.111 > 0.05$) and the experimental class more than 0.05 ($0.062 > 0.05$). The data is said to be normally distributed if the significance value of the two data is > 0.05 . The significance value of the normality test was obtained more than 0.05. So the

control and experimental class samples are normally distributed.

2) Homogeneity Test Results of Student Learning Outcomes

Here are the results of the homogeneity test of student learning outcomes

Test of Homogeneity of Variances
RESULTS

| Levene Statistics | df1 | df2 | Sig. |
|-------------------|-----|-----|------|
| ,289 | 1 | 34 | ,594 |

Table 1.2 The results of the homogeneity test of student learning outcomes

Table 1.2 shows that the significance in the table is 0.594. The significance value is greater than 0.05 (0.594), so it can be concluded that the data on the learning outcomes of the control and experimental class students are declared homogeneous.

3) Hypothesis testing

After the data is declared to be normally distributed and homogeneous, the next step is hypothesis testing using the SPSS Version 24

program , using the *independent-sample t-test technique* .

Testing the differences in *creative problem solving models* on learning outcomes using the *independent sample t test* using SPSS 24. This test was conducted to determine whether or not there were differences in learning outcomes obtained in the two classes. The following are the results of the *independent sample t test* in table 1.3.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|-----------------------|----------------------------|---|------|------------------------------|--------|-----------------|-----------------|-----------------------|---|----------|
| | | F | Sig. | T | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| H A S I L | Equal variances assumed | ,289 | ,594 | 2,875 | 34 | ,007 | 10,30960 | 3,58533 | 3,02333 | 17,59586 |
| | Equal variances not summed | | | 2,850 | 31,706 | ,008 | 10,30960 | 3,61746 | 2,93838 | 17,68082 |

Table 1.3 Hypothesis test results student learning outcomes

Testing hypothesis 3 to determine the effect of the *creative problem solving model* on skills and interest in writing rhymes was carried out using the *Manova test with the help of the SPSS version 24 application*.

Manova Test Hypothesis 3

| <i>Multivariate Tests^a</i> | | | | |
|---------------------------------------|---------------------------|--------------|-----------------------|-------------|
| <i>Effect</i> | | <i>Value</i> | <i>F</i> | <i>Sig.</i> |
| <i>Intercept</i> | <i>Pillai's Trace</i> | .887 | 3463.537 ^b | .000 |
| | <i>Wilks' Lambda</i> | .007 | 3463.537 ^b | .000 |
| | <i>Hotelling's Trace</i> | 138.708 | 3463.537 ^b | .000 |
| | <i>Roy's Largest Root</i> | 138.708 | 3463.537 ^b | .000 |
| <i>Kelas</i> | <i>Pillai's Trace</i> | .457 | 42.372 ^b | .000 |
| | <i>Wilks' Lambda</i> | .453 | 52.272 ^b | .000 |
| | <i>Hotelling's Trace</i> | 1.743 | 52.272 ^b | .000 |
| | <i>Roy's Largest Root</i> | 1.743 | 52.272 ^b | .000 |
| a. Design: Intercept + Kelas | | | | |
| b. Exact statistic | | | | |

The basis for decision making, if the significance value is less than 0.05, it can be stated that there is an influence of the *creative problem solving model* on skills and interest in writing rhymes. The significance value obtained from the *manova test* is 0.00, which is smaller than 0.05. Therefore, it can be stated that there is an influence of the *creative problem solving model* on the skills and interest in writing rhymes.

Conclusion

Based on the results of observations in research that has been carried out both in the control class and in the experimental class, the data obtained shows that the *creative problem solving learning model* has an effect on the writing skills of the fifth grade students of the Inpres Samata Elementary School, Gowa Regency. This is based on the average score obtained by students in the *posttest* of the experimental class, which is 87.36, which is higher than the average score of the *posttest* of the control class, which is 77.05. Furthermore, the results of hypothesis testing using *an independent sample t test* where the value of *sig 2 tailed* is smaller than 0.05 (*sig 2 tailed* 0.007 < 0.05) so that H_0 is rejected and H_1 is accepted. *creative problem solving learning models* affect the writing skills of fifth grade students in the SD Inpres Samata group, Gowa Regency. This is based on the results of research that has been carried out, the results of the calculation of student writing

interest data in learning Indonesian with the number of respondents as many as 59 students, it can be seen that for the calculation of the total score of student questionnaire results, namely 42.30% interest category From the category of Students' Writing Interests with the Application of the *Creative Problem Solving Model* This shows that most students have an interest in writing in Indonesian language learning at SD Inpres Samata. Furthermore, the results of hypothesis testing using *an independent sample t test* where the value of *sig 2 tailed* is smaller than 0.05 (*sig 2 tailed* 0.000 < 0.05) so that H_0 is rejected and H_1 is accepted. namely the skills and interest in writing rhymes so that it can be concluded that the *Creative Problem Solving model* affects the skills and interest in writing rhymes for the fifth grade at SD Inpres Samata, Gowa Regency. This can be seen from the results of the *MANOVA test* in the *multivariate test* table which shows that the *sig* value obtained is 0.000 less than 0.05.

Based on the conclusions that have been explained that it is proven that the *creative problem solving model* has an effect on the students' poetry writing skills in class V, so there are some suggestions given by the researchers, namely as follows. Teachers are expected to start using models that do not make students bored, for example, those used in this study are *creative problem solving models* in certain learning, from the results of research on Indonesian language learning in rhyme writing material, it shows that

creative problem solving models affect skills and interests. write.

The teacher must first be able to understand to students the procedures for implementing creative problem solving models so that learning is in accordance with what has been planned. Students should first pay attention to the steps that have been conveyed by the teacher, so that the learning process can take place as previously planned and run well. Apart from that, students are expected to be able to play an active role in learning so that the predetermined learning objectives can be achieved optimally. And for further researchers, this research can be used as a reference for further research that is still related to the application of *creative problem solving learning models*.

Thank-you note

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