



Implementation of Writing Learning in Class V Imaginative Learning Models at MI/SD

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Abstrak

Penelitian ini bertujuan untuk menginvestigasi tingkat keberhasilan peserta didik dalam pembelajaran menulis dengan menggunakan model pembelajaran menulis imajinatif. Topik ini dipilih karena adanya kesulitan dalam mengembangkan keterampilan menulis pada anak-anak SD dan masih banyaknya guru yang mengandalkan metode ceramah yang kurang inovatif dalam menjelaskan pembelajaran. Penelitian ini berfokus pada penerapan dan implementasi model pembelajaran menulis imajinatif dalam pembelajaran menulis di kelas V Usman bin Affan di SD IT Islamic Center Jl. Selamat Ketaren, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, Sumatera Utara. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, yang berarti data yang diperoleh akan dilaporkan secara objektif dan dianalisis secara deskriptif untuk memperoleh gambaran yang komprehensif tentang fakta yang ada. Sumber data dalam penelitian ini adalah guru dan siswa. Teknik pengumpulan data yang digunakan meliputi wawancara, observasi, dan dokumentasi. Sedangkan untuk analisis data, penelitian ini menggunakan metode non statistik, yaitu analisis data deskriptif. Hasil dari penelitian ini menunjukkan bahwa penerapan model pembelajaran menulis imajinatif dalam pembelajaran menulis di kelas V Usman bin Affan di SD IT Islamic Center oleh bapak Ustadz Muhammad Khaidir telah berhasil. Peserta didik menunjukkan peningkatan dalam keterampilan menulis mereka melalui penggunaan teknik-teknik imajinatif yang digunakan dalam pembelajaran. Para siswa menunjukkan minat yang tinggi, keterlibatan aktif, dan kemampuan menghasilkan tulisan-tulisan yang kreatif dan berimajinasi

Kata Kunci: Pembelajaran, Menulis, Model Imajinatif

Abstract

This research aims to investigate the level of success of students in writing learning through the implementation of an imaginative writing learning model. This topic was chosen due to the difficulties in developing writing skills among elementary school children and the prevalence of teachers relying on less innovative lecture-based teaching methods. The study focuses on the application and implementation of the imaginative writing learning model in the fifth grade class of Usman bin Affan at SD IT Islamic Center, located on Jl. Selamat Ketaren, Kec. Percut Sei Tuan, Kabupaten Deli Serdang, North Sumatra. The research adopts a qualitative approach with a descriptive method, which means that the obtained data will be reported objectively and analyzed descriptively to obtain a comprehensive understanding of the existing facts. The sources of data for this study are teachers and students. The data

collection techniques include interviews, observations, and documentation. As for data analysis, the research utilizes non-statistical methods, specifically descriptive data analysis. The results of this study indicate that the implementation of the imaginative writing learning model in the fifth grade class of Usman bin Affan at SD IT Islamic Center, led by Ustadz Muhammad Khaidir, has been successful. The students have demonstrated improvement in their writing skills through the utilization of imaginative techniques employed in the learning process. The students have shown high interest, active engagement, and the ability to produce creative and imaginative writings. This research is expected to contribute to the development of innovative and relevant teaching methods, particularly in the context of writing learning at the elementary school level. The findings of this study can serve as a reference for teachers in designing engaging, creative, and motivating writing lessons, enabling students to enhance their writing skills effectively.

Keywords: Learning, Writing, Imaginative Models

Introduction

Education is a human need. Over time educational along with changes, developments and improvements in accordance with developments in all areas of life. Components that include changes and improvements in the field of education are the implementation of education in the field of curriculum instruments, quality of education, facilities and infrastructure, quality of education management including better strategies and methods. So these changes and improvements aim to improve the quality of Indonesian education.[1]

Today's generation of children get a lot of convenience in obtaining information through various digital devices. Therefore, they are used to "seeing and hearing" through audio-visual media, rather than "reading". This habit makes some children less interested in writing because they are not used to processing information and putting it into writing.[2]

In language life we recognize the four language skills namely listening, speaking, reading, writing. These four are a supporting unit. Learning is a process of learning a person to find useful knowledge in his life. In this case the learning in question is the learning process of students that takes place in formal education or in schools that bring students to understanding. Writing skills require a strong will. Students need attention control in order to get cognitive and metacognitive

strategies during writing. Self-monitoring is needed to build self-efficacy in writing. Likewise, the goals to be achieved by students become one of the factors that influence the writing process. Writing skills by language teaching experts are placed at the highest level in the language acquisition process. This is because writing skills are productive skills that can only be acquired after listening, speaking and reading skills. This also causes writing skills to be the language skills that are considered the most difficult.[3]

One of the efforts to increase the potential of students in writing, it is necessary to teach the learning of writing in school. Suparno describes the stages of writing into three stages: 1. Pre-writing stage; 2. Level of Writing; 3. Level of Revision. Indihadi defines writing skills as language skills to communicate messages (besides reading, listening, and speaking). Writing skills need to be applied to students to improve their writing skills. Writing activities can be used as a means of expressing words, meanings, and messages through writing. [4]

At the elementary school level, students are taught to write simple texts. In learning, the teacher explains the structure of the text so that students can understand before making a written work. Then the teacher also needs to explain and deepen the language rules so that students can make simple text writing of a certain genre. [5]

In terms of grammar, when writing paragraphs, writing capital letters and punctuation in Indonesian is very important for students to understand. Not only to understand capital letters, but also to understand the use and location of punctuation marks to support the improvement of language skills, the use of capital letters and punctuation marks is a rule that must be followed by language users to ensure the normality and unity of language. The regularity of form will affect the accuracy and clarity of meaning. Therefore, the writer can convey the meaning to be conveyed through writing. Without proper punctuation it may make it difficult for the reader to understand the text, and may also change the meaning of the sentence.

Writing skill is the most difficult and final skill mastered by a language learner. It is not surprising that many problems arise from this writing skill. Some problems in writing skills faced by elementary school students include; a) At the beginning of writing skills, students' writing is still not neat. At the beginning of learning to write students will be taught how to write loose letters correctly and neatly. Then in grade 2 they will be taught how to write cursive letters. Even though it seems easy, initial writing skills have several problems such as illegible writing, untidy writing, and missing some letters. Conditions like this require extra handling from the classroom teacher. Teachers must always provide assistance to students in carrying out initial writing activities, especially students who experience problems. Providing feedback is needed in order to overcome the problem. b) The difficulty of pouring and developing ideas. After students start writing fluently, the next lesson is advanced writing. When referring to the text-based Merdeka Learning curriculum, elementary school students are introduced to various texts such as narratives, descriptions, explanations, and others. The various types of texts force students to be skilled at writing these texts. The problem that exists

is that students tend to have difficulty in expressing ideas and ideas that are in their heads. If you have been able to pour it, you will usually experience problems in developing ideas. For example ineffective sentences, incoherent paragraphs, and writing that has many main ideas.[6]

The most common mistake students encounter when writing paragraphs is writing capital letters that are not quite right. This is not too complicated to fix, this is due to the lack of students' attention to this. They tend to take things easy that have become their habit in writing. This is the main factor why these errors often occur.[7]

The low competence of writing essays is caused by the teacher still using the old method, namely teacher-centered teaching, where the teacher acts as a source of information that will transfer information to students, the teacher applies a lot of lecture methods and assignments, and the monotonous presentation of lessons makes the learning atmosphere boring and lacking. attract students to prefer writing essays. For this reason, it is the teacher who must be able to choose a model or method that can motivate students to write.[8]

Joyce and Weil argue that a learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class or others. The learning model can be used as a pattern of choice, meaning that teachers choose an appropriate and efficient learning model to achieve their educational goals.[9]

The imaginative learning model is a writing/composing method that invites students to imagine pouring all ideas, thoughts into a piece of writing. Ideas or ideas can be born from the results of imitation, imitating the shows they watch, or the influence of fairy tales they hear, or from events they have experienced. Imagination arises purely from the minds of students if the teacher is able to generate, develop and manage it will be very useful in increasing their creativity. So it is hoped

that this method can improve students' ability to compose an essay.[10]

Because there are many problems and difficulties in learning to write, the researcher will examine learning to write in class V Usman bin Affan at SD IT Islamic Center using an imaginative writing learning model.

Method

The research took place at SD IT Islamic Centre Jl. Selamat Ketaren, Kec. Percut Sei Tuan, Deli Serdang Regency, North Sumatra in class V Usman bin Affan. This study uses a type of qualitative research. In this study, researchers collected descriptive data. Descriptive is all the activities both said and done by the actors along with the ongoing processes and various other activities in the whole context are natural.[11]

Data collection techniques in this study using observation techniques, interviews and documentation. Data analysis techniques in this study were carried out simultaneously with data collection, meaning that researchers in collecting data also analyzed data obtained in the field. In this study, data analysis techniques used qualitative analysis.

Results And Discussion

Writing skills

Indonesian both orally and in writing has the same function, namely to convey information. The difference lies in the way the information is conveyed and the purpose of its delivery. Conveying information using a series of letters, words, or sentences, and punctuation is called written language. Spoken language certainly uses articulation sounds. This is in line with Tarigan's opinion that speaking is a person's ability to pronounce articulation sounds or words that aim to express, state and convey the thoughts, ideas and feelings of that person. Furthermore, written language is the language that is depicted in the media so that other people can understand the graphic symbol.

Writing is a type of written language skill that is productive.[12] Writing can be said to be the most complicated language skill among other types of language skills. This is because writing is not just copying words and sentences, but also developing and expressing thoughts in an orderly written structure.[13] Writing can be interpreted as an activity of expressing ideas/ideas by using written language as a medium of delivery.

According to Djago Tarigan, writing means expressing in writing ideas, ideas, opinions, or thoughts and feelings. Sumarno also expressed his opinion regarding writing, namely: putting graphic symbols that represent the language that other people understand. Writing can be considered as a process or a result.[14] Writing is an activity carried out by someone to produce writing. According to Heaton in St. Y. Slamet writing is a difficult and complex skill. M. Atar Semi in his book reveals the notion of writing is a creative process of transferring ideas into written symbols. Burhan Nurgiantoro stated that writing is an active productive activity, namely the activity of producing language.[15] Based on this opinion, it can be concluded that writing is an activity in the form of expressing ideas/ideas with complex abilities through active productive activities in the form of symbols of letters and numbers systematically so that they can be understood by others.

Writing activity is the result of a person's last language skills after listening, speaking and writing skills. Writing skill can be said to be the most difficult skill compared to the other three language skills. This is because the ability to write requires mastery of other language skills outside of writing skills. [16]

In writing we can find the types of writing that are reviewed from the scientific essay. We will discuss these types of writing in this paper. Viewed from the scientific point of view, essays can be divided into two types, namely fiction essays and nonfiction essays; scientific

essays, popular essays, and popular scientific essays. Fictional essay is an essay in which there is an imaginary element or imagination of the author. It can occur from actual events or fictional events that only make up.[17]

In learning writing skills for class V at SD IT Islamic Center students write properly and correctly even though there are some students' mistakes in their writing. Students have a passion for writing and look for vocabulary that fits their thoughts and ideas.

Imaginative Learning Model

The teacher as a teacher must be able to choose a suitable and interesting learning model with the aim that students can take an active role and be more interested in following the lesson. One of the learning models used by the teacher is the imaginative learning model. This model teaches students to compose freely based on their own imagination. Siswanto and Ariani explained that the learning model in which students are given the freedom to express all ideas or ideas, opinions or opinions, imagination or imagination into written form.

According to Said and Budimanjaya, imaginative writing is the ability to provide an image through a series of writings that originate from imagination. In addition, Silberman explained that the imaginative learning model is a learning model designed to help students gain knowledge, skills and attitudes more actively

Rafiq explained that the imaginative learning model is a learning model that makes learning abilities more optimal. Based on some of the opinions above, it can be concluded that the imaginative learning model is a learning model that invites students to put all ideas or ideas, opinions or opinions, imagination or imagination into written form.[18]

In the process of learning imaginative writing, students are taught to master the competence to write/compose freely according to their own imagination.

Here students are given the freedom to put all their ideas, opinions, imaginations or fantasies, etc. into written form. Steps: 1) The teacher explains the learning objectives/KD. 2) The teacher explains briefly how to write an essay. 3) The teacher distributes worksheets to a number of students. 4) Each student writes / essays with their own creativity and creations. 5) When finished, the teacher appoints one of the students to display/read the results of his/her essay. 6) Everyone student finished immediately given applause. Other students are given the opportunity to submit responses, opinions, criticisms or suggestions for the student's essay. 7) The teacher points to other students or offers other students who are ready to read their essay. 8) And so on until all students appear to read the results of their essay. 9) Evaluation, including essay content, sentences, choice of words, use of spelling, punctuation, etc. 10) Conclusion.[19]

Siswanto and Ariani explain some of the advantages and disadvantages of imaginative learning models. The advantages of imaginative learning models include: 1) Giving freedom to students to write down all the ideas that are in their minds without any restrictions that limit students' minds, 2) Make students more creative with their own world, 3) Students are more free to be creative with their own world. Meanwhile kthe lack of imaginative models includes learning 1) Students who have difficulty awakening imagination can be left behind from their friends, 2) The application of imaginative learning models takes a long time.[20]

The findings of this study reveal the success of the imaginative learning model in enhancing writing skills. Throughout the research process, the observations made by the researchers indicated that students displayed great enthusiasm and engagement during the learning sessions. They exhibited a genuine interest in writing and demonstrated their ability to explore and utilize vocabulary that aligned with their imaginative ideas. The implementation of

the imaginative writing learning model yielded a positive impact, as it significantly enhanced students' motivation to learn.

Furthermore, the application of this learning model led to a noticeable improvement in students' vocabulary skills. Through the imaginative writing approach, students were able to expand their repertoire of words and effectively incorporate them into their written compositions. This dynamic learning model not only fosters active participation among students but also encourages them to unleash their creativity.

By providing stimulating prompts and visual aids, the imaginative learning model prompts students to visualize scenarios, enabling them to construct vivid narratives in their essays. This process cultivates their imaginative thinking skills, empowering them to think beyond the ordinary and delve into a world of possibilities.

The integration of the imaginative learning model in the writing curriculum has proven to be a valuable tool in nurturing students' creativity, linguistic capabilities, and overall engagement in the learning process. These positive outcomes underscore the significance of incorporating innovative teaching approaches that stimulate students' imaginations and promote active learning. The findings of this study contribute to the body of knowledge surrounding effective writing instruction and can serve as a foundation for designing future pedagogical strategies that promote creative and imaginative writing among students..

The imaginative learning model at the beginning of learning is done by building students' self-confidence, this is very important because with high self-confidence, students tend to be successful no matter what abilities they have. This is to encourage them to try to take full advantage of their abilities and earnestly so that optimal success can be achieved in this case the success of learning. With an attitude of confidence, full of confidence and feeling capable of doing something

successfully, students are encouraged to do an activity as well as possible so they can achieve better results than before or can exceed others. The success of student learning is also supported by the interest and interest of students to learn. In the process of teaching and learning in the experimental class of students required to be active for example students are given opportunity to ask questions and convey opinions freely and mutually compete so that the class atmosphere is more life

The results of the research from interviews with Ustadz Muhammad Khaidir, that the application of imaginative learning models to writing skills was often used by him in class V Usman bin Affan. When this imaginative model is applied, it encourages students to be creative in imagining to write down their ideas.

Conclusion

The results of the study can be concluded that the imaginative writing learning model is effective and can be applied in class V SD in learning writing skills. The teacher is right in using imaginative learning models with the teacher as a facilitator who frees students to express their ideas and imagination. This imaginative learning model is designed to help students gain knowledge, skills and attitudes more actively. However, there are advantages of the imaginative writing learning model, namely; giving freedom to students to write down all the ideas that are in their minds, making students more creative and students more creative in their writing. While the drawbacks are; students have difficulty generating imaginative and this model requires a long time.

Suggestions

Suggestions from researchers are better if this imaginative writing learning model is accompanied by media that is creative and interesting for students.

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