



Advanced Education Based on Effective Learning Book Guide Motivative to Improve Ability to Write Short Stories

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Receive: 11/10/2023

Accepted: 15/12/2023

Published: 01/03/2024

Abstract

This research focused on entrepreneurship education-based learning within motivation guidebook. The purpose of the research was to determine the effectiveness of the entrepreneurship education-based learning within motivation guidebook on students' short stories writing skills. This research was a quantitative type of research. It was conducted to students of grade XI in SMA Negeri 6 Sidrap. Data collection method was a short stories writing test. Data analysis was conducted by t-test formula to determine whether there was an improvement before and after the treatment. The results of the research indicated that value of t_{count} was 6.62 and on 5% significance, $n = 30$, $t_{table} = 1.68$. The t_{count} was higher than t_{table} , meaning that H_a was acceptable. Thus, the learning of entrepreneurship education-based short story writing within motivation guidebook was effective to develop short story writing skills.

Keywords : *guidebook, short stories writing skills, entrepreneurship, motivation*

Abstrak

Penelitian ini fokus pada pembelajaran berbasis pendidikan kewirausahaan dengan buku panduan motivasi. Tujuan penelitian adalah untuk mengetahui efektivitas pembelajaran berbasis pendidikan kewirausahaan dengan buku panduan motivasi terhadap keterampilan menulis cerpen siswa. Penelitian ini merupakan jenis penelitian kuantitatif. Penelitian ini dilakukan pada siswa kelas XI SMA Negeri 6 Sidrap. Metode pengumpulan data yang digunakan adalah tes menulis cerpen. Analisis data dilakukan dengan rumus uji t untuk mengetahui ada tidaknya perbaikan sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan nilai t hitung sebesar 6,62 dan pada signifikansi 5% $n = 30$, $t_{tabel} = 1,68$. Nilai t hitung lebih besar dari t tabel, artinya H_a diterima. Dengan demikian, pembelajaran menulis cerpen berbasis pendidikan kewirausahaan dengan buku panduan motivasi efektif untuk mengembangkan keterampilan menulis cerpen.

Kata Kunci : *buku panduan, keterampilan menulis cerpen, kewirausahaan, motivasi*

Introduction

The demands of the global information era require every human being to have the ability to think critical, creative, logical, systematic besides have commendable character, like responsibility, disciplined, diligent and productive (Darmasyah, 2010). The abilities that every human being has is the essence of Indonesian Language and Literature Education in schools so learning Indonesian as required in the educational curriculum, plays a very important role strategic in quality improvement source Power man Indonesia.

Teacher as companion process learning Of course just must proficient in identify problems and find solutions to problems (Chatib, 2011). One of the ways overcome problem learning is with use media learning Which has customized with problem Which currently happen in process learning (contextual).

Appreciation to learning Which pleasant Of course just translated varies by teacher. The work system that applies is to change the mindset of students, to act in a more positive direction (Tarigan, 1993). Turning participants' mindsets upside down educate to eye lesson Which considered boring, No interesting, And hard to learning, for example lesson literature practical write story short

Which considered difficult. Students' annoyance increases when they encounter difficulties in various competence. As a result, they No Want to try, resigned, even reject lesson the. Circumstances Which range This need get solution Which up to date And variative. Solution the can generated from various problem Which has experienced para writer short story Which success, para expert learning Which own guidelines theoretical about process learning, Teacher as perpetrator Which always observe process learning to write short stories, and students as learning actors (Hanifah, 2010).

Motivational guidebooks contain forms of graphic media. Understanding graphic media is a means that acts as a channel for messages from the sender of the message to the recipient message. Process Work media the depend on symbols, stripes, picture, nor point Which nature visual. Media type This only capable arrested by sense vision (Wena, 2011, p. 116). The manual falls into the category of symbolic units-sound symbols that function when read by students. Motivation is a process provides encouragement, direction, and persistence of behavior. That is, behavior that has motivation is behavior Which full energy, direction, And long-lasting (Duncan, 2005).

A series description to book guide motivational in learning writing short stories based on entrepreneurship education indicates that the media this has several advantages. Learning guidebook that matches the content expected capable reduce burden participant educate in examine fill book guide (Shancez, 2003) . Matter the capable happen, Because media audio standby help read the contents of the manual. Motivational language contained in the media learning is Language Which chosen by para respondents (Pintrich, 1996). Excellence on application principle entrepreneurship Also indicated capable give motivation For optimization achievement success (Petkova, 2008). Point success In the learning process, students are able to write short stories well, interesting, and worth selling. Therefore, a series of deep learning media concepts book and audio forms combined with entrepreneurial principles are the right media in learning process to write stories short.

METHOD STUDY

The method used in the research is experimental research with aims For know effectiveness learning charged education entrepreneurship help book guide motivational in increase ability write story short.

The population in the study were class XI students of SMA Negeri 6

Sidrap. Method collection data use instrument test ability write story short. Score Writing short stories for students is determined by the building blocks of the story. Change towards increasing learning abilities using motivational guidebooks help audio in learning write story short charged education Entrepreneurship is determined based on the results before learning and after learning write story short. A number of aspect evaluation, that is theme And mandate; background; diction And language style; author's point of view; characters and characterization; flow, and integration of elements builder story short (Pourkalhor, 2013).

Observation data in learning activities assisted by a motivational guidebook charged education entrepreneurship to para respondents Also need analyzed. Data Observations include students' reactions after using the motivational guidebook entrepreneurship education and students' abilities which are realized in writing tests story short. Reaction participant educate realized in form notes special, while the test results are realized in the form of a short story essay . Identify the story short Which Good be measured use details criteria story short Which Good. Level

The success of learning to write short stories in the first stage can be identified through scores obtained by students. The students' scores reached an average of 80 that process learning the succeed with Good. Technique analysis data Which used in hypothesis testing using the *t-test formula* to determine whether there is enhancement results before treatment and after treatment.

RESULTS STUDY AND DISCUSSION

Students' skills in the learning process using writing books short story Which charged entrepreneurship categorized as succeed. Two process Which has carried out in a short story writing trial test, they were able to complete 76% of 30 amount participant educate with value average 80.2. Percentage This very encouraging.

The increase in writing skills is the result of liberation efforts flavor tense And stressed, so that participant educate capable expression in process Skills imagination. Description about effectiveness the described in recording learning And results application book write short story Which charged entrepreneurship story writing skills short.

Students' abilities are tested in 7 (seven) aspects that appear in the process pre-learning and post-learning. Grade levels and categories are a

reflection which is semi-concrete to measure students' abilities in the writing process short story. Based on the identification of written results, the development of abilities can be seen in tables and diagrams following.

Development Which significant on all element write, show success And accuracy book write short story Which charged entrepreneurship in learning to write short stories. The meaning and atmosphere created by the media able to multiply students' writing abilities in a guided manner. Ability writing themes increased from 58.30% to 82.70%. Or change within categories Good. Background writing ability increased from 55.30% to 73% or changed in the good category. The ability to write diction and language style increased from 41% become 61% or changed in category Good. Ability write corner look readers in short stories increased sharply from 47.70% to 79% or changed significantly good category. The ability to write characters increased from 53.30% to 82% or changed in the very good category. Plot writing ability increased from 62, 80% to 82.8% or changed to the very good category. Coherent writing ability building elements increased rapidly, from 53% to 83.30% or changed significantly category Very good.

Enhancement ability the supported from ability participant educate has increased a lot. Based on the following table, students which has increased or have passed (achieved more from 76) as follows.

Participant educate Which No complete in write story short in test pre-learning amounted to 28 students, while only around 2 participants completed it educate. After students experience the learning process with the help of writing books short story Which charged entrepreneurship Skills write story short, results mark shows an increase in student completeness. Students who complete or have mark more from 75 as big as 23 participant educate, whereas participant educate Which No complete as many as 7 students. This is illustrated in the graph of increasing completeness Skills writing story following short.

In this research, the data analysis used is the t test, namely to test the effectiveness of audio-assisted motivational guidebooks in learning to write stories short based on entrepreneurship education for class XI Science 1 students at SMA Negeri 6 Sidrap.

Based on the t test calculations, the results were obtained t_{hitung} then consult the table at the 5% significance level with $db = N - 1 = 30 -$

$1 = 29$, namely of 1.68. Thus it is obtained that $t_{hitung} \geq t_{tabel}$ at a significance level of 5%. So h_0 Which sounds "Book guide motivational Which help audio Which based entrepreneurship education is not effective in learning to write short stories" rejected, which means that h_a which reads "Motivational guidebook with audio assistance based on entrepreneurship education is not effective in learning to write short stories on student class XI IPA 1 SMA Negeri 6 Sidrap" accepted

Effectiveness book write short story Which charged entrepreneurship in process learning is an achievement in the development of audio media combined with elements of entrepreneurial principles. Short story writing skills learning activities Entrepreneurship in reality requires intensive guidance, for produce work literature Which attractive, harmonious, and right.

How to view learning outcomes based on the short story writing book application Which charged entrepreneurship caused from a number of indication, that is (1) nuances principle entrepreneurship increase resilience Study; (2) ~~6,7~~ process listen effective in material learning process; (3) impressive material creates long-term memories; (4) creating a humanist

atmosphere in the learning process; and
(5) the role of teacher mentoring perfect
function book write short stories Which
entrepreneurial content.

CONCLUSION

The research results show that
learning contains book entrepreneurship
guide motivational effective in develop
Skills write short story, researcher can
give suggestion that is learning help
book guide motivational can used For all
material, whereas For study more carry
on, book guide motivational Can
developed with help audio or videos.

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