
**BENGKEL SASTRA LEARNING MODEL
AS AN INNOVATIVE EFFORT TO DEVELOP STUDENTS' WRITING
CREATIVITY**

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Abstract

Bengkel sastra is a new literature in the teaching of literature. Therefore, the teaching of literature and guerrilla struggle is required to overhaul the old model that has latched onto the minds of students. At the very least, the circumstances that need to be instilled in them is that through the *Bengkel sastra*, both lecturers and students, will be given literary exercise, find information, articulate, and create works of creative literature. This study is a quantitative study which aims to pilot the effectiveness of a learning model. The benefit of this research is to create a learning model in creative literary writing. To achieve that goal, the method used in this research is Research and Development (RD) of Gall and Borg (2003). The design of this study is ideal to use in the field of social science and language because these areas are to adapt a variety of human behavior, language learning, and language and behavior. The results of a qualitative approach is used to measure the writing ability of students. Quantitative data were analyzed using statistical analysis techniques, namely t-test, while the qualitative data were analyzed using descriptive analysis techniques. Specific target to be achieved in this research is the creation of a learning model that models Literary Workshop for Indonesian students study programs in various universities in Palembang with the following specifications: (1) learning objectives in accordance with the curriculum 2013; (2) it can be done with or without the lecturer; and (3) to develop creative writing skills for students. The activities undertaken include (1) the observation of teaching and learning activities in the classroom quasi - experiment; (2) the selection of short stories into teaching materials; (3) the preparation of the learning model; (4) testing the model of learning; (5) evaluation of the test results; and (6) a revised model of learning.

Keywords: model, *bengkel sastra*, creativity, innovative, writing.

INTRODUCTION

Writing skill is one aspect that needs to be owned by the students for their ideas or ideas that they have and can be trained to be more intelligent, daring, critically, and creatively deal with an existing problem. With the skills, students can express various forms of writing. This is similar expressed by Jonah (2009:29) writing skills to improve intelligence, develop a willingness and ability to gather information.

Teaching writing in the past ten years is still oriented to conventional learning. In its application is largely dominated by the lecturer. Writing is expressing an idea in mind and a sense of ideas through language. Continued practice in writing is intense exercise in the creation of language used as a medium of literary works. The activation of this language creation (writing) is not biased at all, but it must be done intensely and continuously (Heru, 2012:12).

Such conditions do not support an increase in the quality of education, especially the quality of teaching in Indonesian universities. One of the lecturers' efforts to achieve success in the learning process is the selection of appropriate methods. Consistent with this opinion, Sagala (2005:174) states that teachers should be able to use the models and teaching approaches that can ensure successful

learning as planned. Teaching methods can function optimally, if aligned with the learning materials, student, teaching goals, and the skills to use it.

In the process of language teaching, the development dimension of creativity is very important and can be implemented through a variety of speaking activities. Creativity is an important thing and become one of the characteristics of quality human. Jojo (2009:17) says that the creativity that allows people to improve their quality of life. To achieve the necessary attitudes and behaviors fostered creative from an early age. Enhance creativity is an integral part of various activities for gifted programs. Creativity should permeate the whole curriculum and classroom climate through factors such as the acceptance of individual uniqueness, open ended questions and the possibility of making a choice. An interesting approach in developing creativity has been designed by Gordon with the name of a literary workshop.

DISCUSSION

Writing is a process of writing that contains the ideas. Many are doing it spontaneously, but also there are many times held the correction and rewriting. A work, article, for example, can be written in about an hour, but it could also just finished days (Komaidi , 2007:6). Writing is an activity that requires a process of steps that must be carried out in the finish .

Therefore, in outline the steps to write it is divided into three stages, namely planning, writing drafts, and improve the draft. Each step described above can still portions smaller. Writing plan includes determining the topics to be discussed, the determination of purpose writing, create huge lines to be written, and the collection of materials. Writing a draft covers the topic development issues into paragraphs. Then, make improvements rudimentary draft posts.

Alwasilah (2005:138) argues that the process of writing involves literacy principles such as building a field of knowledge, modeling of text, joint construction, and independent learning. Learning approach in the process of writing can be considered a cutting-edge approach that is particularly relevant to the role of writing in an academic context. Implementation offers a number of alternative activities, such as small discussion

(conferencing), the response of peers (peer teaching), draft double (multiple drafts), and collaboration. Process approach in teaching writing refers to the process of writing, which consists of five stages (Graves , 1991), which is the stage of selecting a topic, drafting, repair or revision, correction experiment is mold, and publishing. Here is the steps given Cooper (1993:415-427) regarding its implementation.

(1) Topic Selection Stage: Students should be convinced that he was really able to do that. The steps that can help students is as follows. First, ask students to enroll subjects who wanted to write. Second, give the opportunity to students to add to the list of desired topics. Third, give students the opportunity to select one of the topics for the first paper.

(2) Preparation of Draft Stage: drafting process includes two steps of activities, including planning and development arrangements. Learning models can be designed as follows. First, give examples essay topic, purpose, and who the readers. Second, after the student has completed its work, give an understanding that what he had done was an initial plan to write.

(3) Stage of Revision or Improvement: The role of the lecturer is to help students learn to appreciate the importance of a systematic revision. Having obtained the revised guidance, the students began to revise his writing, check each of the points listed in the revised checklist, discuss problems, and seek resolution. students are invited to try to express their ideas better.



(4) Phase of Correction Matter Experiment (Editing): This stage takes place after students made repairs. At this stage the student checking sentence structure, writing spelling, and punctuation. The clues can be developed in the form of a check list.

(5) Stage of Showcase: In a professional context, this stage is called the stage of issuance of 'publishing'. At this stage the final paper or essay that has been edited together and then selected for subsequent display on a bulletin board or classroom display.

Based on the stages, it is clear that the measures proposed by the experts were almost the same. The only difference is the order in which they are used. After conducting observations and review of the materials read, the writers think that the most relevant measures for this study is the steps described by Alwasilah (2005) and Cooper (1993).

Learning aspects of writing including the ability to use language. The goal is that the student (1) is able to convey information orally and in writing in accordance with the contexts and circumstances; (2) able to express ideas, opinions, experiences, and messages orally and in writing; (3) able to express feelings verbally and in writing clearly; (4) environmentally sensitive and able to express them in a bouquet of both prose and poetry; and (5) have a penchant for writing to increase the knowledge and use it in their daily activities. The purpose is expected to improve the ability to think, reason, and broaden their horizons.

According to Joyce, Weil, and Calhoun (2000:135) all contain elements of teaching models following models: (1) sequence of events (syntax), (2) social systems (social systems), (3) reaction principle, (4) support system, and (5) the impact of instructional and broadcaster (instructional and nurturant effects). In this case also a literary workshop learning model should include all these elements.

Basically teaching model is a pattern or plan that can be used to form a curriculum for selecting teaching materials and to guide the teacher in action is in line with the opinion class. Hal Joyce, Weil and Calhoun (2000) follows, " a pattern or plan, wich can be used to shape a curriculum or courseto select Intructionalmaterials, and to your teacher's actions. " this formula shows the presence of elements of the builder of a model as a characteristic of every model of teaching, namely: 1) the orientation of the model, 2) a model of teaching, and 3) application models.

Models literature workshop as a learning model to develop creative thinking ability of students. This model does not require any equipment, other than paper or whiteboard to record ideas. The first step is to formulate the problem written on the board so that all can see it. The next activity takes place in a class led by lecturer or in small groups led by students. There are generally three types of analogy as the basis for a literary workshop, namely: (1) personal analogy, (2) direct analogy, and (3) compressed conflict. Likewise some have argued that there are three types of analogies used in literature -based workshop sinectic, namely fantasy analogy, direct analogy, and personal analogy (Jojo, 2002: 284). The most common analogy used is a fantasy. In fantasy analogy, a student looking for an ideal solution to a problem, including solutions that strange or unusual. Lecturers may ask students to think about how to move heavy tools in the school yard. Students can fantasize analogy such small creatures lifted the instrument, using an elephant or a giant balloon. As in brainstorming, all ideas welcome, nothing is criticized, and the student to continue the idea of another student. After producing a number of fantasy ideas, the lecturer asked the students to evaluate and analyze practical ideas to determine which can be applied in practice.

Another analogy is a form of direct analogy. Here the students are asked to find a parallel problem situations in real life situations, such as how to move heavy furniture into classroom. The problem can be aligned with the real-life animal how to take them. The main diff between direct

analogy and fantasy analogy is that the analogy can be entirely fictional, whereas the direct analogy of the problem associated with real life. Moreover, in direct analogy to all ideas welcome students then reviewed the possibility of its application in practice.

Personal analogy requires students to put themselves in the role of the problem itself. For example, " if I was a swing on the playground and want to move to another place, what would I do ? I will swing away and height until I can reach a high tree branch, then swing my release with shaking branches (like Tarzan) came to the place I want."

This process was developed based on the assumption psychology of creativity. This is in line with the view of Gordon (1961: 1-6 , in the Joyce and Weil, 1996:17), namely " The specific processes of sinectics are developed from a set of Assumptions about the psychology of creativity". There are three psychology assumptions of creativity as follows.(a) Raising awareness to the creative process as well as to help develop real creativity, to enhance the creative capacity , both individuals and groups can not directly. (b) the emotional component is more important than the intellectual component , creativity is the development of new mental patterns. (c) Element emotional and irrational elements must be understood by the faculty to improve the likelihood of success in problem-solving situations. There are two strategies of this model of learning is learning strategies to create something new and learning strategies to use against something unfamiliar.

Strategy of literature Workshop I: Creating something new, First stage: Describe the actual conditions at that time. Lecturers expect students were able to describe a situation or topic as seen at the time. Second Stage: The direct analogy, the students filed a direct analogy, choose one, and explain further. Third stage: direct analogy, students do analogies as they choose in the second stage. The fourth stage: compressed conflict, students create a description in stages I and II, and developed a compressed conflict, and choose one. Stage Five: The direct analogy, students develop and select other direct analogy based compressed. The sixth stage: a trial of the original task lecturer asked the students to review the original task and use analogies or enter the last and literary workshop experience.Strategy Workshop Literature II: Something strange. First Stage: Substantive input Lecturer inform new topic. Stage Two: Direct Analogy Lecturer filed a direct analogy and ask students to describe the analogy. Third Stage: Personal Analogy, lecturers ask students to make a personal analogy. Stage Four: Comparing Analogies, Students identify and Explaining the same grains in the material being discussed and a direct analogy. Stage Five: Explaining the differences, students explain wrong and different analogies. Sixth stage: students explain the original topic in its own language. stage seven: Raising a New Analogies, Students provide their own analogy and explain the similarities and the differences.

This research uses both strategies because there are excellent to develop creative abilities in writing. Joyce& Weil (1996:257) argues that the learning strategy adopted in this model includes seven stages, namely: (1) substantive input, (2) a direct analogy, (3) personal analogy, (4) comparing the analogy, (5) explain the differences, (6) exploration, and (7) and raises a new analogy. The application of learning strategies workshop can be described as follows:

The first stage: Substantive input. Lecturer showed a picture to the students and they were given a few minutes to understand the picture. The second stage: Direct Analogy. Lecturer explain and ask questions to the students that can motivate students to express their ideas in writing. Students write down as many ideas on each notebook. The third stage: Personal Analogy. The students make their own arrangements based on the image. The fourth stage: Comparing analogy. The students bring their concepts to the classroom early and form small discussion groups. The fifth stage: Explain the differences. The students held a class discussion, they each read each group and provide feedback on

these writings . Sixth Stage : Exploration. After obtaining feedback on their initial concept, the students are ready to write the final text, taking into account the revised guidelines. Stage seven: Raising a New Analogy. Once the final document is completed and revised, the students work in pairs to edit their work .

There are two kinds of impact workshop learning literature, namely the direct impact of learning (instructional effects), which improves the ability of creativity in general and in the course. The impact of the learning accompanist (nurturant effect) is to improve the quality of learning and mastery of the more productive and cohesive groups (Joyce & Weil, 2000:257).

The following diagram presents the literature workshop models and diagrams as a comparison of conventional models. Furthermore, differences in the two models is more clarified as shown in the following table .

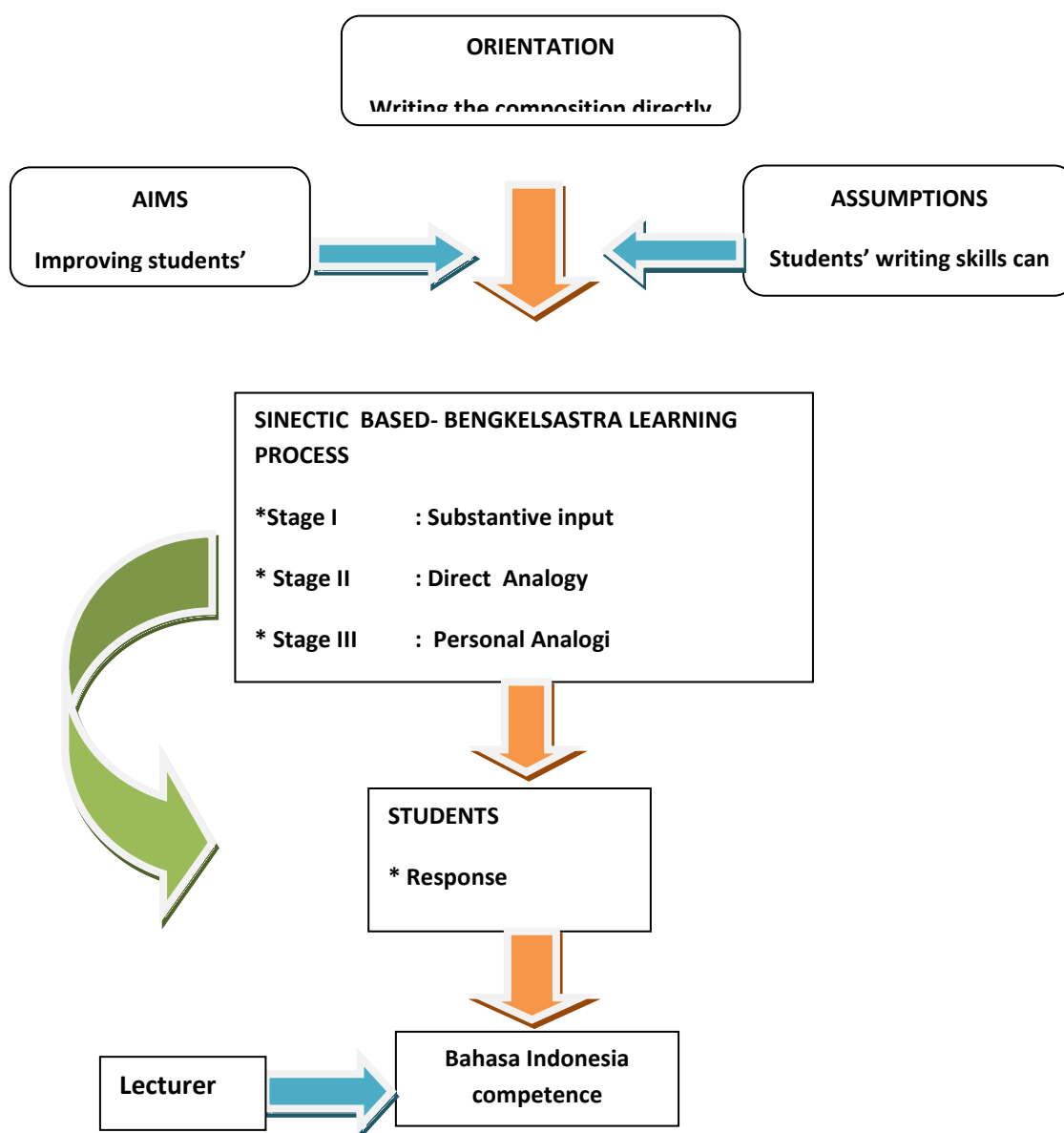


Diagram 1: Models of Learning Writing Workshop literature in Indonesian

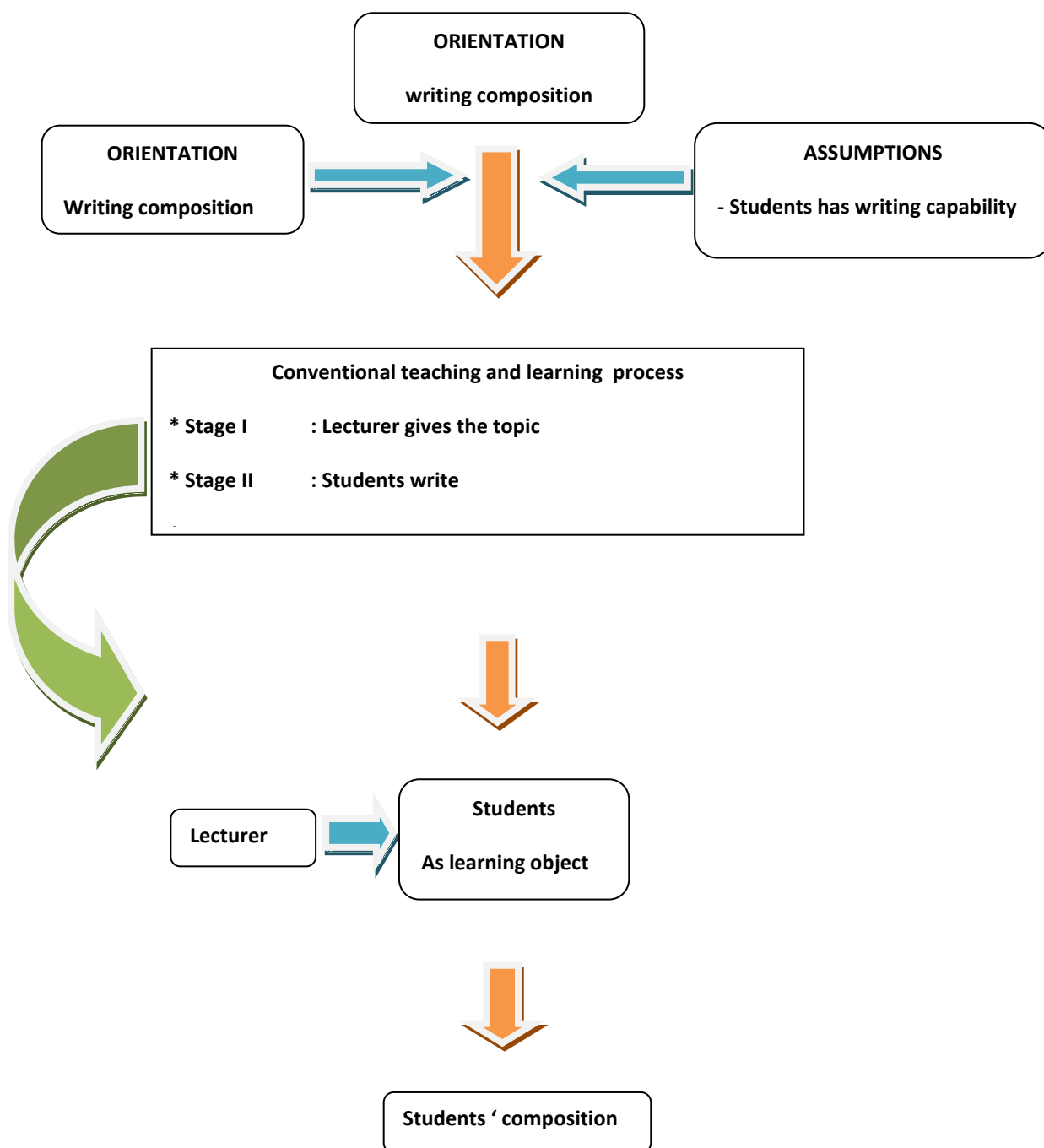


Figure 2 : Conventional Models of Learning Writing in Indonesian

Instructional impact of this model is to facilitate students in the formation of concepts so that students can develop writing skills. This can happen because the Literature Workshop emphasizes the process. The impact of this model is a student broadcaster can think logically, include feelings, connect new experiences with the personal, and work closely argued response.

The differences between Conventional Model and Literature Workshop Model can be explained as follows.

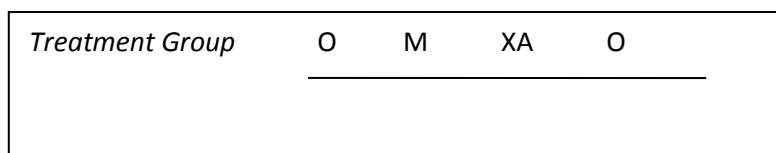
Conventional models	Literature Workshop Model
1. Lecture Oriented. 2. Students as learning objects. 3. Learning activities occur at a particular time and place. 4. Students learn more individually by receiving, recording, and memorizing the course material. 5. Ability acquired through exercises . 6. Only certain people have the creativity . 7. Lectures are theoretical and abstract . 8. The final goal is the mastery of the course material . 9. The success of the course is usually only measured by the test results . 10. Lecturer is a determinant of the course of the lecture.	1. Lecturer as facilitator . 2. Students as a subject of study . 3. The lecture lasted anywhere. 4. Students learn through group activities such as group work, discussion, mutual acceptance, and giving . 5. Ability based on experience to develop student creativity. 6. Each individual can develop creativity 7. Associated with real-life learning. 8. The final goal is the ability to think through the process of connecting the experience with reality to enhance creativity. 9. Success criteria determined by the process and outcome study. 10. Students are responsible for monitoring and developing their respective classes.

RESEARCH METHODS

This study uses research and development of Gall and Borg (2003). There are three stages of research pursued, namely: 1) the study of literature and field studies whose results form the basis for planning the development of the model, 2) the development of the model through limited testing and refinement of the model results do larger trials in the form of repeated cycles, and 3) the model validation test results to identify the advantages of the model development using experimental design.

The method used to test the final product of nuanced quantitative models using quasi-experimental design. The design used is a pretest - posttest Matching Only Control Group

(Fraenkel& Wallen,1993:243). The study design is illustrated by Fraenkel&Wallen as the following diagram.



Description :

O = initial measurement (pretest) and final measurement (posttest)

M = Matching subjects for the control class and experimental class

XA = Treatment classroom experiment

XB = Treatment classroom control

In accordance with the opinion of Fraenkel and Wallen (1993:24) the matching is the subject of the study subjects were not assigned randomly but by matching subjects that were in the experimental group with the control group in the study variables. This matching is done to ensure that the two groups equivalent and homogeneous in these variables. Members from each matched pair is then assigned into experimental and control groups mechanically. In other words, the experimental group and the control group was obtained after the students were given a pre-test treatment related to the dependent variable. Here are the results of homogeneity test of the two groups based on their pre-test scores, which is based on the test without two homogeneous groups to the level of 0.02. It means that the two groups can be said to be homogeneous with 97.1 % confidence level . This means that both groups can be used as the control group and the experimental group in the study with a 95% confidence level .

Test of Homogeneity of Variances

Skor Prates Kedua Kelompok

Levene Statistic	df1	df2	Sig.
4.962	1	66	.029

Data Collection

The data got in this study, namely (1) the prior knowledge of students,(2) implementation of data treatment, and (3) student learning achievement data. Initial capability data got including student writing skills and knowledge of writing. The technique done with the pre-test data collection. Instruments to collect writing capability data of the form command to write the essay based on readings, while instruments to collect data on the knowledge of the form to write an objective test questions that measure cognitive aspects. This initial capability data monitored as controlled variable, the point to see the extent to which the knowledge and ability to write experimental group and control group before treatment was given.

Initial Capabilities Instrument Students

The instrument is divided into two: Early Writing Skills Ability Instruments (Instrument 1) Initial Capabilities and Instruments Knowledge About Writing (Instrument 2).

Problems of knowledge about writing consists of two parts, namely the instructions and answer sheets. At the time of written instructions provided for the writing and aspects that should be



considered in writing. These aspects include the type of writing, content, organization, use of spelling and punctuation. On the answer sheet, in addition provided space for writing essays, filling column also provided student personal data, such as full name, faculty, and the date in the upper right .For Instrument 2, each grain items tested before used as a research instrument .

Treatment for Instrument Implementation

The instrument is divided into two, namely the Instrument 7 and 5. Instruments7 was used to monitor the implementation of the treatment. The instrument was developed in the form of sheets of observations using a rating scale. This instrument consists of two parts, ie the scale of activity and quality descriptors. In the field descriptor refers to the flow model of learning to write with the Literature Workshop Model; and field quality scale consists of numbers 1 to 5 which shows the quality of the implementation .

Instruments 5 in the form of self-assessment questionnaire used to supplement the data on the implementation of the treatment instrument .

Treatment Instrument

Implementation Phase of Learning Writing Workshop with literary models

The first stage: Lecturer show some pictures to all the students and they were given a few minutes to understand the picture.

The second stage: Lecturer explain and ask questions to the students that can motivate students to express their ideas in writing . Students write down as many ideas on each notebook.

The third stage: The students make their own arrangements based on the image. The students write down the ideas that were quickly collected.

The fourth stage: The students bring their initial concept and form small discussion groups .

Each student reads each group and provide feedback on these writings.

The fifth stage: The students held a class discussion , they each read each group and provide feedback on these writings .

The sixth stage: After obtaining feedback on their initial concept , the students are ready to write the final text , taking into account the revised guidelines .

Stage Seven: Once the final draft is completed and revised , the students work in pairs - pairs to edit their work.

DISCUSSION OF RESULTS

Differences in Student Writing Ability Class and Class Control Experiment

The differences of students' writing skills at University of Muhammadiyah Palembang in the experimental group and the control group was significant. The findings are based on t-test results that indicates a difference between the ability to write a class that implements the Workshop Literature model class and that implements the conventional learning model. It can be concluded that the workshop model can help students develop writing skills.

The differences of writing skills can be found based on the measurement of the initial ability of students to write, which is an average of 61.74 into 75.41 after treatment with Literary Workshop Model. Therefore, it can be said that the ability to write before treatment models Literary Workshop was low, while the ability to write after treatment increased Literature Workshop Model. The increase of students' writing skills showed that the model based on the Literature Workshop can be inductive reasoning quality. This is in line with the findings of Joyce, et al. (2000) that the model improves the quality of student writing.

Machine Learning Model Effectiveness Literature

To measure the effectiveness of a literary workshop in quasi-experimental group used two forms of the test is the t-test and test gain. Based on the data analysis it can be concluded that effective literary workshop learning model used in quasi-experimental group. The effectiveness of the model is in line with the findings of Joyce, et al. (2000:138) that the exercises are done independently which is the contribution of the inductive logic model as a foundation for the preparation of the model can improve the effectiveness of the Literature Workshop. The conclusion is supported by a discussion of the quality of the learning process of literary workshop T-test is the first measurement is carried out to identify the effectiveness of the model is to prove that the Literature Workshop level of significance of the difference between the ability to write a class with a quasi-experimental control class. The results obtained from these measurements is a significant difference between the ability of the end of writing students at the University of Muhammadiyah Palembang in quasi-experimental class (learning model workshop literature) and control classes (conventional learning models).

Based on t-test showed that the total score writing skills gain experiment group (13.29) was higher than in the control group (9.09). Further test found a significant difference to the confidence level of 95 % (ie the value of $t = 3.345$ and 0.001 significance level) in this case, it can be concluded that the model is more effective than the Literature Workshop conventional models to improve student writing skills. Meanwhile, other measurements to identify the effectiveness of the model is to test the gain Literature Workshop.



CONCLUSION

In this case it can be concluded that the model is more effective than a literary workshop conventional models to improve student writing skills. Meanwhile, measurements, to identify the effectiveness of the model is a literary workshop gain test. Based on the gain test, it can be concluded that the model of literary workshop is effective. This is evident by the increase or development of writing skills as measured by comparing the difference in gain between the pretest and post-test .

Both measurements above reinforced by the quality of teaching writing workshop model literature in which the effectiveness of the model validation has a high level.

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