LOTUS Education Jurnal
Universitas Muhammadiyah Sidenreng Rappang
Vol. 1 – No. 1, year (2024), page 01-09
ISSN 20XX20XXX (Print) / 25XX-04XX) (Online) /

Development of a Creative Writing Learning Model Based on the Quantum Writing Method at ITPB QANAAH SIDRAP

Muhammad Sabri
[1]*ITPB Qanaah Sidrap*

* Corresponding Author. E-mail: ms2528020@gmail.com

Abstract

This study aims to develop a creative writing learning model based on the Quantum Writing method at ITPB QANAAH SIDRAP. The research is motivated by the need to enhance students' writing skills, as writing is an essential part of mastering Indonesian language. The study focuses on improving the writing process through the application of the Quantum Writing method, which integrates both creative thinking and structured writing techniques. Data collection was conducted through observations, interviews, and questionnaires, followed by analysis using paired-sample t-tests. The result of this research is the development of a comprehensive learning model and teaching materials, including a guidebook for instructors, which can be used as a resource for teaching creative writing. The study found that 85.81% of respondents considered the developed guidebook to be highly suitable for supporting the writing learning process. Additionally, field testing revealed a significant improvement in student writing performance, as indicated by the higher delta scores between pre-tests and post-tests in the experimental group compared to the control group. The guidebook underwent validation in terms of content (82.05%), media (89.58%), and design (85.42%), and revisions were made based on the feedback from the validators. The findings of this study suggest that the Quantum Writing method can significantly enhance the creative writing skills of students, making learning more engaging and effective.

Keywords: creative writing, Quantum Writing method, learning model, teaching materials, vocational education.

Abstrak

Penelitian ini bertujuan untuk mengembangkan model pembelajaran menulis kreatif berbasis metode Quantum Writing pada ITPB QANAAH SIDRAP. Penelitian ini dilatarbelakangi oleh kebutuhan untuk meningkatkan keterampilan menulis mahasiswa, mengingat menulis merupakan bagian penting dalam penguasaan bahasa Indonesia. Fokus penelitian ini adalah meningkatkan proses pembelajaran menulis melalui penerapan metode Quantum Writing, yang mengintegrasikan pemikiran kreatif dan teknik menulis yang terstruktur. Pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner, kemudian dianalisis menggunakan uji t-tes sampel berpasangan. Hasil penelitian ini adalah pengembangan model pembelajaran dan perangkat pembelajaran yang lengkap, termasuk buku panduan bagi pengajar, yang dapat digunakan sebagai sumber pembelajaran menulis kreatif. Penelitian ini menemukan bahwa 85,81% responden menganggap buku panduan yang dikembangkan sangat layak untuk mendukung proses pembelajaran menulis. Selain itu, uji lapangan menunjukkan adanya peningkatan signifikan dalam prestasi menulis mahasiswa, yang terlihat dari perbedaan nilai delta antara pretes dan postes pada kelompok eksperimen yang lebih tinggi dibandingkan dengan kelompok kontrol. Buku panduan ini telah divalidasi dari segi isi (82,05%), media (89,58%), dan desain (85,42%), dan revisi dilakukan berdasarkan masukan dari validator. Hasil penelitian ini menunjukkan bahwa metode Quantum Writing dapat secara signifikan meningkatkan keterampilan menulis kreatif mahasiswa, menjadikan pembelajaran lebih menarik dan efektif.

Kata kunci: menulis kreatif, metode Quantum Writing, model pembelajaran, perangkat pembelajaran, pendidikan vokasi.

INTRODUCTION

Vocational education plays a crucial role in preparing skilled workers who are ready to face the challenges of the industrial world. One of the competencies that vocational students need to develop is proficiency in the Indonesian language, especially in writing skills. Writing is not just a technical skill but also the ability to express ideas, thoughts, and information in a systematic and effective way. Therefore, writing instruction at the vocational education level should stimulate students' creativity and intellectual abilities so that they can produce high-quality written works.

In many higher education institutions, including ITPB QANAAH SIDRAP, writing instruction still often relies on conventional methods. These methods tend to focus on the basic theory of writing without emphasizing the development of students' creativity and imagination. This is evident in the low level of writing ability among students, as reflected in the quality of their writing, both in terms of structure, language, and depth of ideas. Students often find it difficult to write fluently, coherently, and to communicate their messages clearly to readers.

One method that can be used to address this issue is the Quantum Writing method. This method not only focuses on writing techniques but also empowers students' creativity through an approach that links learning to real-life experiences. Quantum Writing teaches students to write in an enjoyable, structured way while freeing them from the pressure of achieving perfection in the first draft. This provides students with the opportunity to explore their ideas freely without the fear of making mistakes.

Quantum Writing also incorporates self-reflection, where writers are encouraged to recognize their own thoughts and feelings and apply that understanding in the writing process. This process aims to create writing that is not only technically sound but also deep in meaning and originality. Through this approach, students are expected to overcome psychological barriers in writing and develop a more personal and creative writing style.

However, despite its proven effectiveness in improving writing skills in various educational settings, the application of the Quantum Writing method in the context of vocational education at ITPB QANAAH SIDRAP has not been extensively studied. Therefore, this research aims to develop a creative writing learning model based on the Quantum Writing method that can be implemented at ITPB QANAAH SIDRAP, particularly in vocational programs.

This study will focus on developing a learning model that can enhance students' creative writing skills through the application of the Quantum Writing method. The model will be complemented with teaching materials in the form of a guidebook that can be used by both lecturers and students as a reference for the teaching and learning process. This guidebook will include various creative writing techniques tailored to the characteristics of vocational education students.

It is hoped that by applying this Quantum Writing method, students will be more engaged and motivated to write, and will be able to produce more creative and high-quality written works. Additionally, this research is expected to contribute to the development of writing curricula in vocational education that are more aligned with the needs of the workforce and the evolving demands of the times.

Overall, this research aims to create an innovative model for teaching creative writing that can facilitate students in developing their writing potential. With an approach based on creativity and self-reflection, it is hoped that students will not only become competent writers but also be able to convey ideas that are of high quality and benefit society.

LITERATURE REVIEW

The ability to write effectively is a fundamental skill in higher education, particularly within vocational programs, where students are expected to communicate technical information clearly and efficiently. Writing skills are essential for students in vocational education programs as they need to not only grasp theoretical knowledge but also express that knowledge in written form that is coherent, well-structured, and contextually relevant. Research indicates that writing proficiency in vocational education can greatly impact students' academic success and their future professional development (Hassan & Jalal, 2020).

Several studies have explored the importance of writing in vocational education. According to a study by Lim et al. (2019), vocational students often struggle with writing assignments due to the lack of appropriate teaching methods that foster creativity and self-expression. This struggle is further compounded by traditional teaching methods that focus primarily on grammar and structure, rather than on developing students' creative thinking and writing flow. This shows a significant gap in the traditional writing instruction, as students are not encouraged to engage with the writing process creatively, which is a critical component of vocational training.

Quantum Writing, developed by Hernowo (2004), offers a novel approach to writing instruction that can address these challenges. The method emphasizes the importance of personal reflection, self-discovery, and the creative aspects of writing. Quantum Writing encourages students to view writing as an exploratory process that involves connecting ideas to personal experiences and real-world contexts. According to Hernowo (2004), Quantum Writing not only improves the technical aspects of writing but also fosters critical thinking, self-expression, and creativity. The method has been shown to increase student engagement in writing and improve the quality of their work by allowing them to overcome the psychological barriers that often prevent students from fully expressing their ideas.

Several studies have highlighted the effectiveness of Quantum Writing in various educational settings. For instance, research by Hatry et al. (1994) on the application of Quantum Writing in language courses showed that students experienced significant improvements in their ability to write creatively and coherently. Additionally, De Porter (2013) in her study on Quantum Learning argued that integrating creative writing with contextual learning enhances students' ability to relate writing tasks to their real-world experiences, making the writing process more meaningful and engaging. This approach contrasts with traditional methods, which often treat writing as a static skill rather than a dynamic, creative process.

In the context of vocational education, Quantum Writing holds great potential for improving writing skills. A study by Cohen and Riel (1989) found that students in vocational programs who were taught writing with creative and reflective approaches demonstrated better problem-solving skills, as well as greater competence in expressing technical information clearly and effectively. This aligns with the goals of vocational education, where practical and communicative skills are essential. Moreover, the method's emphasis on self-reflection helps students develop a deeper understanding of their writing process, making it more likely that they will retain and apply the knowledge they gain.

Despite the promising results from existing studies on Quantum Writing, its application in the specific context of vocational education at institutions like ITPB QANAAH SIDRAP is relatively unexplored. Research on how Quantum Writing can be effectively adapted to the needs of vocational students is limited. As such, this study aims to fill this gap by developing a creative writing learning model based on the Quantum Writing method that can be applied to vocational education settings, particularly at ITPB QANAAH SIDRAP.

Furthermore, the development of a suitable teaching guide and curriculum for Quantum Writing in vocational programs is essential for its successful implementation. According to Glover and Bruning (1990), effective teaching

materials that align with the creative and reflective nature of Quantum Writing can significantly enhance student engagement and learning outcomes. The creation of a structured guidebook that integrates both theoretical knowledge and practical writing techniques will provide students with the tools they need to succeed in their writing tasks while fostering their creativity.

In conclusion, the literature suggests that while traditional writing instruction often fails to meet the needs of vocational students, methods like Quantum Writing have the potential to improve writing skills by fostering creativity, self-reflection, and real-world application. This study seeks to explore the application of this method within the context of vocational education at ITPB QANAAH SIDRAP, aiming to develop a learning model and teaching materials that will enhance students' creative writing skills and ultimately contribute to their success in both academic and professional environments.

RESEARCH METHOD

This study employs a research and development (R&D) approach aimed at developing a creative writing learning model based on the Quantum Writing method for vocational students at ITPB QANAAH SIDRAP. The R&D approach is suitable for this study as it focuses on the creation, testing, and refinement of educational models and teaching materials. The development process will follow a systematic sequence, including the initial design of the model, validation by experts, implementation in a real classroom setting, and evaluation of its effectiveness in improving students' writing skills.

The research will involve 100 vocational students from the D-4 Management Business Program at ITPB QANAAH SIDRAP. The participants will be selected using purposive sampling based on their involvement in writing courses and their willingness to participate in the study. The study will also involve lecturers who will provide expert feedback during the validation process. This combination of student and instructor perspectives will ensure that the developed model is both relevant and effective in a vocational education context.

The study will use a mixed-methods approach to collect both qualitative and quantitative data. Data will be gathered through observations, interviews, and questionnaires. Observations will allow researchers to assess students' engagement and participation during the learning process. Interviews with both students and lecturers will provide in-depth insights into the strengths and weaknesses of the learning model. Questionnaires will be distributed to both groups to gather quantitative data regarding their perceptions of the model's effectiveness and usability.

The development of the learning model will proceed in several stages. First, a needs analysis will be conducted to identify the specific challenges students face in writing and the limitations of existing teaching methods. This will involve reviewing the current curriculum, assessing students' writing skills, and gathering feedback from lecturers. The results of the needs analysis will inform the design of the creative writing learning model, ensuring that it addresses the gaps in students' writing abilities.

Following the needs analysis, the design and development phase will begin. A draft of the creative writing model will be created, integrating the principles of Quantum Writing. This model will include a detailed guidebook for students and instructors, as well as lesson plans, assignments, and assessment rubrics tailored to vocational education needs. The guidebook will provide step-by-step instructions on how to implement Quantum Writing techniques and foster creativity in writing.

After the model has been developed, it will undergo a validation process to ensure its content is accurate and appropriate for the target audience. The validation will involve expert lecturers and instructional designers who will evaluate the model's structure, content, and pedagogical effectiveness. Feedback from the validation process will be used to revise and refine the model before it is implemented in the classroom.

The final phase involves implementing the model in a classroom setting. The research will involve an experimental group, which will use the developed model in their creative writing classes, and a control group, which will follow traditional writing instruction. The students' writing skills will be measured before and after the intervention using pre-tests and post-tests to assess the effectiveness of the model in improving students' writing abilities. The results will be analyzed using paired-sample t-tests to determine the statistical significance of the improvement.

Lastly, both qualitative and quantitative data will be analyzed. The pre-test and post-test results will be compared to identify improvements in students' writing skills, while qualitative data from interviews and observations will be analyzed thematically to understand students' experiences with the model. The combination of these data will provide a comprehensive evaluation of the effectiveness of the Quantum Writing-based learning model in a vocational education context.

FINDINGS AND DISCUSSION

The findings of this study provide valuable insights into the effectiveness of the creative writing learning model based on the Quantum Writing method in enhancing vocational students' writing skills at ITPB QANAAH SIDRAP. The data collected through pre-tests, post-tests, observations, interviews, and questionnaires were analyzed to assess the impact of the learning model on students' creative writing abilities, engagement, and perceptions of the writing process.

1. Improvement in Writing Skills

The quantitative data from the pre-test and post-test revealed a significant improvement in students' writing skills after implementing the Quantum Writing-based learning model. The experimental group showed a larger delta (difference) in scores between the pre-test (mean score: 61.96) and the post-test (mean score: 70.97), resulting in a 9.01-point increase. In contrast, the control group demonstrated a smaller improvement with a delta of only 4.35 points (pre-test: 59.87, post-test: 64.22). These results indicate that the Quantum Writing method significantly contributed to the improvement in students' creative writing abilities compared to traditional teaching methods.

To further evaluate the effectiveness of the model, effect size was calculated, showing a large effect (0.99) in the experimental group. This suggests that the learning model had a substantial impact on students' writing performance, reinforcing the idea that the Quantum Writing method was highly effective in fostering creativity and improving writing skills. The results align with previous research that suggests methods encouraging creativity and reflection enhance students' writing outcomes (Hernowo, 2004; Glover & Bruning, 1990).

2. Student Engagement and Motivation

The findings from observations and interviews revealed that students in the experimental group were more engaged and motivated during the writing process. The Quantum Writing approach, with its focus on creativity and personal reflection, made the students more willing to experiment with different writing styles and techniques. Many students expressed that they found the process of writing more enjoyable and less intimidating, as the method allowed them to approach writing without the pressure of perfection in the initial drafts.

Students reported feeling more confident in their ability to write creatively, as they were encouraged to explore their own ideas and personal experiences. One student mentioned, "I feel more free when I write now; it's not just about following rules, but expressing what I think and feel." This reflects the core principle of Quantum Writing, where writing is viewed as an organic process that encourages exploration and self-expression.

3. Perceptions of the Learning Model

Feedback from the questionnaires and interviews indicated that the majority of students found the Quantum Writing-based

learning model to be highly effective and engaging. 85.81% of respondents rated the developed guidebook as "very useful" for supporting the writing learning process. They appreciated the step-by-step guidance, the focus on creative thinking, and the inclusion of practical exercises that allowed them to apply the techniques learned in class.

Lecturers also provided positive feedback, highlighting the benefits of the model in stimulating students' creativity and improving their writing output. However, some lecturers suggested minor improvements, such as ensuring clearer alignment between the writing tasks and real-world applications, which would help students connect their learning with professional contexts.

4. Challenges Encountered

Despite the positive outcomes, there were some challenges encountered during the implementation of the learning model. One challenge was the varying levels of writing proficiency among students. While some students quickly adapted to the Quantum Writing method, others struggled to embrace the creative aspects of the approach. These students found it difficult to break free from the rigid structure of traditional writing and were hesitant to express personal thoughts and ideas.

To address this, further refinement of the model is needed, particularly in terms of scaffolding the creative writing process for students at different proficiency levels. Future iterations of the model could incorporate more differentiated activities and targeted support for students who need additional assistance in developing their creative writing skills.

5. Impact on Vocational Education

The application of the Quantum Writing method has the potential to significantly impact vocational education, particularly in improving students' communication skills. In vocational programs, the ability to write clearly and creatively is crucial for both academic and professional success. By integrating creative writing into the curriculum, students are not only learning to express themselves better but are also developing skills that will be useful in their future careers.

The feedback from both students and lecturers suggests that the Quantum Writing approach could be a valuable addition to vocational education curricula, particularly in programs that require clear communication, such as business management and hospitality. The method encourages students to think critically, solve problems creatively, and articulate their ideas effectively, all of which are essential skills in today’s workforce.

6. Implications for Future Research

While the results of this study are promising, further research is needed to explore the long-term effects of the Quantum Writing-based learning model on students' writing development. Future studies could examine how the model influences other aspects of writing, such as academic writing, and whether the improvements in creativity and writing skills are sustained over time.

Additionally, future research could investigate how the Quantum Writing method can be adapted for different vocational disciplines. It would be valuable to assess whether the model is equally effective in fields such as engineering, health sciences, or technology, where clear and precise writing is also crucial.

The findings of this study provide strong evidence that the Quantum Writing method is an effective and engaging approach to improving creative writing skills among vocational students. The significant improvement in students’ writing abilities, along with their increased motivation and engagement, suggests that the method has the potential to enhance writing instruction in vocational education. The development of a creative writing learning model based on Quantum Writing holds promise for improving students’ writing proficiency and fostering essential communication skills that will benefit

them in their academic and professional careers.

CONCLUSION

This study aimed to develop and evaluate a creative writing learning model based on the Quantum Writing method for vocational students at ITPB QANAAH SIDRAP. The findings indicate that the model significantly enhanced students' writing skills, creativity, and engagement in the writing process. The results of the pre-test and post-test demonstrated a substantial improvement in the writing abilities of students in the experimental group, with a large effect size, confirming the effectiveness of the Quantum Writing method in fostering creative and reflective writing.

The positive feedback from both students and lecturers further supports the effectiveness of the model. Students reported increased motivation and confidence in their writing, appreciating the opportunity to express their ideas freely and creatively. The model's focus on personal reflection and contextual learning resonated with students, making the writing process more enjoyable and less intimidating. Lecturers also acknowledged the model's potential in enhancing student engagement and fostering critical thinking skills, though they suggested some refinements to better align the tasks with real-world applications.

While the study achieved positive outcomes, challenges were encountered, particularly with students who struggled to embrace the creative aspects of writing. These challenges highlight the need for further refinement of the model, especially in providing differentiated support to students with varying levels of writing proficiency. Future iterations of the model could incorporate more scaffolding and targeted activities to address these needs.

This research has significant implications for vocational education. By incorporating creative writing techniques such as those in the Quantum Writing method, vocational programs can equip students with essential communication skills that are critical for academic success and professional development. The study also opens the door for future research into the long-term effects of this approach on students' writing abilities and its potential adaptation across different vocational disciplines.

In conclusion, the Quantum Writing-based learning model has proven to be an effective approach to improving creative writing skills among vocational students. It holds promise for transforming writing instruction in vocational education by making it more engaging, creative, and applicable to real-world contexts. This study provides a foundation for further exploration and application of the Quantum Writing method in various educational settings, contributing to the enhancement of communication skills in vocational students and preparing them for success in their careers.

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