DEVELOPING LEARNING MATERIALS OF PEACEFUL SHORT STORY WRITING TO INCREASE THE STUDENTS' CREATIVITY FOR THE ELEVENTH GRADERS OF SENIOR HIGH SCHOOL

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ABSTRACT

Abstract: Peace-loving short stories have a great opportunity in boosting a tolerant character for the nation's next generation. This character is very important to be developed in response to the lack of tolerance in the current era of information disclosure. This mechanism is carried out by integrating the load of tolerance characters in learning to write short stories. Through learning to write short stories, students can show a tolerant attitude in developing story ideas, characters, characterizations, conflicts, and storylines. This study aims to develop peaceful short story text teaching materials to strengthen the peace-loving character. Apart from internalizing the peace-loving character, creativity also needs to be trained in students to prepare them for the time being. Creativity is a basic skill needed by the students to be ready to compete in the 21st century. This research uses the research design and development model of Borg & Gall. Based on the validation test, this teaching material is categorized as valid and suitable for use. The form of assignment in this teaching material is also systematically designed to train aspects of creativity which include originality, elaboration, and flexibility. Efforts are also made to develop stories in this teaching material to expose the peace-loving character. The aspects of peace-loving character that are exposed in this teaching material include tolerance, empathy, sympathy, equality, and altruism.

Keywords: Learning materials, short stories, peace love, creativity

INTRODUCTION

Research and development of teaching materials is very important to conduct because teaching materials are a major component in the process of teaching and learning activities. All learning contents are inserted in teaching materials. Thus, to instill an understanding and purify a skill, the teaching materials are able to accommodate these things. This function can explain the importance of using teaching materials in the teaching and learning process. Prastowo (2015: 17) states that teaching materials contain all important components of learning that are arranged systematically, which displays a complete figure of the competencies that will be mastered by students. The competence of writing short stories is one of the teaching materials that really need teaching materials. Apart from the reason for the high difficulty level of the material, the short story text also contains character education values. This potential must be maximally processed through the process of developing teaching materials.

The content written in the short story text is able to reconstruct students' attitudes and personalities. This is in line with the goals of education in Indonesia. Noor (2011: 38) explains that literature can form characters effectively because the values and moral messages contained in literary works are not conveyed directly, but through stories and metaphors in them. The values contained in these literary works can be reflected by students and unconsciously shape their attitudes and personalities. The potential of literature as forming this character must be used as a means of instilling a positive character for students, namely the character of peace-loving.

In the current era of information disclosure, intolerant behavior is being confronted not only by ordinary people, but also by policy holders and other important figures. In the context of the current prevalence of intolerance, literature can be used as a medium for character learning through modeling behavior, mindsets and culture as reflected in literary works (Noor, 2011: 38). Various mass media have revealed a lot of intolerant behavior carried out by the community due to factors of differences in beliefs, race, ethnicity, status, and understanding. Even this behavior is also shown by officials and public figures in this country (Muqoyyidin, 12:27; Wijaya, 2013: 175; Chotim, 2011: 24). This phenomenon can be overcome through learning to write peace-loving short stories. Through this learning, efforts to reconstruct attitudes of tolerance, empathy, sympathy, equality, and altruism are enhanced. Learning short stories with a content of peace-loving can provide a clear picture of tolerance and harmony in national life.

In addition to the aspect of cultivating a peace-loving character, the development of the times through the 4.0 industrial revolution requires a necessity so that the learning method is directed to prepare students to be able to have fun in this 21st century. The need for creativity and high innovation is part of the main skills in the 21st century (Dewi, 2015: 2; Sofwan, 2016: 271; Komara, 2018: 1). Creativity can be trained intensively through learning short story texts with activities of imagining, creating, and exploring an event to be converted into a story. Moreover, the close relationship and influence between creativity training and critical thinking skills can have an impact on improving students' cognitive abilities (Insyasiska, et al, 2015: 9)

Eleventh graders are categorized as middle adolescents, who have a developmental task of having a critical and creative mindset in interpreting and responding to social phenomena in society (Sapuutro, 2017: 25; Jannah, 2016: 243). As a follow-up to these expectations, learning must be able to stimulate students to critically respond to various social phenomena. A critical mindset will make them wise in responding to differences and maturing in acting in a diverse society. This critical thinking habit can be realized through short story appreciation learning. Short story appreciation equips students to understand literature as a representation of life. Aminudin (2013: 34) states that literature can provide benefits in obtaining information related to the values of life.

In the midst of rampant issues of radicalism and separatism, educational institutions must be the pioneers to create a generation that is tolerant, innovative, and still has a peace-loving character. Research on the development of teaching materials for writing short stories is important as a vehicle for the formation of a golden generation of peace-loving and creative Indonesians. Through the development of peaceful short story text teaching materials, national character and the formation of creativity can be integrated into a meaningful learning cycle. This character infusion can reconstruct students' attitudes and personalities as important aspects of educational goals in Indonesia (Kosim, 2011: 85; Kurniawan, 2015: 41; Kristiawan, 2016: 13).

THEORETICAL FRAMEWORK

There are two topics discussed in this section, namely (1) the formation of peace-loving characters through short stories and (2) the formation of creativity in learning. Each of these subsections is presented as follows:

National Character Formation through Peaceful Short Stories

The flow of modernization in the millennial era has made many changes in people's lives. These changes tend to lead to a moral and moral crisis. This has become the forerunner of intolerant behavior carried out by society. This crisis has spread to various lines of society. Almost all elements of the nation also feel about it. Whether we realize it or not, these negative actions have weakened the character of the nation's children, so that the noble values and wisdom of life attitudes have become barren. Today's children are very prone to utter oral language and body language which tends to be reduced by harsh and vulgar expressions. Ethical values are increasingly fading among their groups. This arises due to the problem of a moral crisis. Noor (2011: 44) reinforces that in a condition of a moral crisis in society, this can be overcome by building characters. In the school environment, this character development can be done through language and literature teaching. That means teaching literature has character. Such character values such as honesty, sacrifice, democracy, tolerance, politeness are often found in literary works.

Literature learning also has a role in helping the development of children's socialization in the social environment. The behavior of the characters reveals various thoughts about how to work on these emotions. Through life in literary works, children can see a reflection of life in the real world. This picture can be a provision for children to behave in real life. Literature provides modeling of how a character responds to various conflicts. Cultivating an attitude of tolerance can be done by selecting literature that represents the tolerant life practiced by characters in the literary work. This can be captured by children through literary learning (Suryaman, 2010: 15; Wulandari, 2015: 63). Education through literature also prepares children to have several life skills. These life skills include having faith, being aware, carrying out obligations, respecting each other, and providing a sense of security in social life with various cultures and religions (Siswanto, 2013: 153).

Literary works that are prospective to be used as moral learning to develop national character are short stories. Short stories are narrative essays that are included in the type of prose fiction. Aminudin (2013: 66) explains that the term prose fiction has the meaning of a story carried out by certain actors with certain roles, settings, stages and sequences of stories that are based on the author's imagination so that they form a story. Ramet (2007: 31) describes that there are several components in creating a fictional character, namely the creation of a realistic character, conflict, setting, and dialogue. These components can be processed to expose peace-loving behavior, so as to create the peace-loving short stories.

Peace-loving short stories are narrative texts that focus more on issues or themes regarding peace and harmony. Peace-loving short stories are a product of integration between the concept of literary learning and the concept of multicultural education. Language and literature learning that is integrated with multicultural education has several urgencies (Mahfud, 2011: 75). First, in language and literature learning, the position of multicultural education comes up as the alternative solution or resolution of conflicts. Second, multicultural education is expected to be able to prevent the uprooting of cultural roots in the nation's generation. Third, multicultural education learning is able to instill democratic values so that children are more required to have an attitude of tolerance.

The main focus of peaceful short stories is on the concept of harmony in life. Based on the analysis of short stories with the theme of peace, the value of peace love can be categorized into tolerance, equality, altruism, empathy, and sympathy. This short story construction adopts the social

harmony and ethical theory. This construction can explain the principle of harmony. There are two principles to create harmonious conditions, namely the principle of harmony and the principle of respect (Suseno, 2003: 67)

Forming Creativity in Learning

Creativity can be shaped through learning. In addition, creativity can be shaped through the application of the inquiry approach, brainstorming techniques, awarding, and through the use of various media (Kenedi, 2017: 337). Creativity can be improved through the application of integrated learning based on multiple intelligences (Asmiwati, 2017: 145-164). Both studies show that learning methods can have an effect on increasing creativity. Thus, the learning formulation contained in teaching materials can also stimulate the emergence of students' creativity. Indeed, creativity is considered as an insignificant aspect to learn (Badran, 2007:573; Kozlov&Shemshurina, 2018: 93).

The formulation of teaching materials that are constructed to be able to stimulate the creativity of students has four principles. This principle is based on four skills related to creativity, namely fluency, originality, elaboration, and flexibility (Alacapinar, 2013: 247-266; Shally et al, 2015: 20; Weisberg, 2006: 74)

The first principle is fluency. Shally et al (2015: 20) stated that fluency is a characteristic needed to generate ideas. This principle can be done by encouraging students to come up with various ideas with exercises that accommodate a variety of possible answers. The second principle, namely originality. This principle can be realized by providing assignments or exercises that ask students to convey new ideas or creative solutions. The third principle, namely elaboration. It can be done by assigning students to explore ideas or imagination from their knowledge. The fourth principle, namely flexibility. It can be done through assignments that produce various ideas from different points of view.

RESEARCH METHOD

The research model used in this research is the Borg & Gall procedural model development research which is then adjusted to the conditions and limitations of the study. The procedural model is a descriptive model that describes the flow or procedural stages that must be followed to produce a certain product (Setyosari, 2010: 200). The stages of this product development research consist of (1) pre-development research, (2) planning, (3) developing the initial product format, (4) validation testing, (5) product revision, (6) field try-out.

The first stage of pre-development is explained as follows: (1) conducting the theoretical framework about short story writing (2) scrutinizing the learning materials in the process of teaching and learning activities, and (3) interviewing the teacher related to the materials which are going to be used in short story writing. The second stage deals with the planning of the development by constructing the outline including the theoretical framework, namely the creativity Alacapinar, 2013:247—266; Shalleydkk, 2015: 20; Weisberg, 2006: 74), creative writing (Ramet, 2007: 31), and life harmony concept to construct the peace love (Suseno, 2003:67). Specifically, the outlines are portrayed as follows.

Theoretical Framework		
Construct of Creativity	Creative Writing	Theme Construct of Peace Love

Originality, Flexibility, Fluency, and Elaboration	1. Creating the characters 2. Creating conflict 3. Creating the setting and mood 4. Creating realistic dialogs	Tolerance, equality, altruism, empathy, sympathy

Table 1 Theoretical Framework

The next stage is developing the first product. The first product development is conducted by developing the learning strategies and assignment format in each unit. The learning strategies deals with the construct of creativity and theory of creating the fictional characters as shown in the following table.

Learning Strategies in Peace-Love Themed Story Writing		
Learning Cycles	**Learning Activities**	**Character Integration**
1. Being able to grab the ideas and theme of the original stories	Students are trained to explore ideas variously and uniquely.	The character of tolerance in the development of the story
2. Flexibility of the characters development and characterization	Students are trained to find out the various ideas related to the characters and characterization.	The character of empathy and sympathy related to characters and characterization of the story
3. Elaboration of setting, conflict, and plot	Students are trained to develop ideas in setting, conflict and plot.	Equality and altruism in the development of conflict and plot

Tabel 2. Learning Strategies in Peace-Love Themed Story Writing

The exercise and assignment in this particular learning material is presented into three different units. Each unit is systematically designed to foster the students' creativity and strengthen the character of peace love by exposing the actions of peace love which are then integrated in the intrinsic parts of the story. Specifically, the format of the assignment is presented as follows.

Structures of Learning Materials	
Chapter	**Format of Assignment**
1. Tolerance in Religion Diversity	Modelling short story Activity 1. Being able to explore short story ideas Exercise 1. Finding the events Exercise 2. Transforming the events into short story ideas Exercise 3. Exploring the story ideas Exercise 4. Finding out the unique part of the story Exercise 5. Imagining to create a unique idea

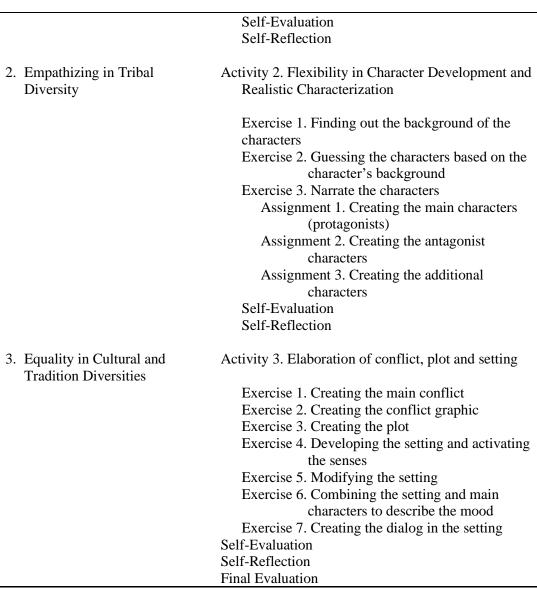|	
	Self-Evaluation Self-Reflection
2. Empathizing in Tribal Diversity	Activity 2. Flexibility in Character Development and Realistic Characterization
	Exercise 1. Finding out the background of the characters
	Exercise 2. Guessing the characters based on the character's background
	Exercise 3. Narrate the characters
	Assignment 1. Creating the main characters (protagonists)
	Assignment 2. Creating the antagonist characters
	Assignment 3. Creating the additional characters
	Self-Evaluation Self-Reflection
3. Equality in Cultural and Tradition Diversities	Activity 3. Elaboration of conflict, plot and setting
	Exercise 1. Creating the main conflict
	Exercise 2. Creating the conflict graphic
	Exercise 3. Creating the plot
	Exercise 4. Developing the setting and activating the senses
	Exercise 5. Modifying the setting
	Exercise 6. Combining the setting and main characters to describe the mood
	Exercise 7. Creating the dialog in the setting
	Self-Evaluation Self-Reflection Final Evaluation

Table 3. Structures of Learning Materials

The next stage is validation. The validation is established by two lecturers who have the expertise in materials development of literary work. Based on the validation results, it is revealed that revision is conducted on some parts which need to be improved. The last stage is field try out. The field try out is carried out by the Indonesian teacher and the eleventh graders.

The data and the type of the data in this current research is categorized into two forms, namely qualitative and quantitative data. The qualitative data is in the form of comments, critics, and suggestions which are written on the evaluation feedback of the materials. The quantitative data are gained from the scores given by the expert validators, practitioners and students as well. The instrument used in the current study is categorized into two forms, namely the instrument for pre-development and instrument for post-development. The pre-development instrument consists of analysis of the matrix and interview guidelines. Meanwhile, the post-development instrument used the questionnaires.

The data analysis in this research are divided into two parts, namely qualitative and quantitative analysis. The qualitative analysis is employed to analyze the verbal data. The steps in conducting the qualitative analysis is collecting the data, data transcription, selecting, analyzing, and conclusion drawing as the bases to further develop the learning materials. Meanwhile, the quantitative

analysis is used to analyze the numerical data. This is accomplished in the product try out employing the average technique.
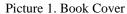
FINDINGS AND DISCUSSIONS

The results of this current research consist of four elaborations. First, the results of pre-development research. Second, the product descriptions. Third, the results of the field try out. The fourth, the product revision. The following parts describe each finding.

In the stage of pre-development, the research is conducted in two steps, namely the interview and observation. The interview is carried out by the teacher and students. The teacher's interview is meant to collect the information about experience and obstacles in the short story writing. This interview is conducted to the Indonesian Teacher of Surya Buana Islamic Senior High School, namely FifinEndria, M.Pd. From the interview, it was revealed that there is no integration of peace love characters on the teaching of writing short stories. The teaching and learning process only focus on the competences of short story without any integrations. In addition, the teacher only uses the book from the government as the teaching resources. However, from the students' interview, it was revealed that the school doesn't provide sufficient learning materials and there is no variety in teaching methods. The teacher mainly focuses on the course-book and assignment is given without any intensive trainings and explanations.

In the stage of pre-development, the researcher also conducts the course-book evaluation to gain the ideas of short stories being learned by the students. From this particular evaluation, it was revealed that the teaching of short story writing doesn't integrate any kinds of peace love characters. Besides, the exposure of the exercise doesn't sufficiently trigger the students to enhance their creativity skills. To come up as the solution, the materials development is aimed at boosting the characters of peace love and developing the students' creativity as well.

The next stage is developing the product. In this phase of development, the researcher develops the overall contents and assignments. The materials development starts with developing the outlines, constructing the overall contents and revising the product. This type of learning materials consists of the basic competence 4.9 of constructing short stories by integrating elements of short story production. Furthermore, this particular learning material consists of modeling text development, assignments, evaluation rubric, and self-reflection. The following is the example of the product being developed.

Picture 1. Book Cover   Picture 2. Example of Learning Materials

The subsequent step deals with the product validation. The validation is conducted by two lecturers whose expertise is in materials development and fully experienced in the

teaching of literary works. Based on the validation test, this particular product is categorized into valid and is applicable for classroom use, which has the validity score of 96%. Specifically, the results of the product validation are elaborated as follows.

Results of Product Validation from Experts of Literary Teaching	
Aspects	Percentage of Validity
1. Content suitability	98%
2. Language Components	96%
3. Skills application of writing stories	100%
4. Layout and design	96%
Results of Product Validation from Experts of Materials Development	
1. Complete presentation of the materials	96%
2. Technique of presentation	93%
3. Layout and design	96%
Product Try-out from teacher	95%
Product Try-out from students	96%

Table 4. Results of Product Try-out

CONCLUSIONS AND SUGGESTIONS

Developing the learning materials of peace-love themed story writing is aimed at stimulating the students' creativity. This comes up as the solution to overcome the widespread of intolerance among the society. In addition, this type of learning materials meet the challenge of the 21st century which demands the creativity as the main skills to possess. Furthermore, this type of learning materials explore some themes related to tolerance, equality, altruism, empathy and sympathy. Based on the product validation, this particular type of learning materials is considered valid and applicable for classroom use.

Suggestions are given based on two different aspects, namely the product users and further research development. Suggestions for the product users are mainly addressed to Indonesian language teacher. Surely, the role of the teacher is paramount in controlling the students and guiding them in completing the assignment. In addition, the teacher can help the students overcome the learning difficulties and provide them with solutions to complete the tasks. Moreover, the suggestions dealing with the further research development relate to the needs for deeper evaluation in terms of the effectiveness of the learning materials which are meant to boost the students' creativity.

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