

Development Of Synectic Learning Model To Improve Explanation Text Writing Ability

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Abstract. The results showed that (1) developing a synectic learning model using a 4D model (2) a product in the form of a synectic learning model that had been developed with nine. The results of material validation by material experts, namely with a score of 3.25 or 81.25% categorized as "good" and design validation with a score of 3.64 or 91% categorized as "very good" (3) the effectiveness of developing synectic models on explanatory text material is effectively used so as to improve student learning outcomes with an average score of 65.37 at the pretest. After being implemented, the average value becomes 77.77, meaning that it reaches the KKM, which is 76. Student motivation in a limited group with a percentage score of 89.89% and activities in learning get a percentage score of 80%. Learning motivation in the group was expanded with a score of 89.90% and student activity with a percentage score of 91.33%.

Keywords: research and development, synectic model, explanatory text

1. Introduction

The learning model in the classroom has many variations. However, not all learning models are suitable for teaching text-producing skills and not all models are suitable for all grade levels. One of the learning models designed for writing skills is the synectic model. The synectic learning model has a characteristic that emphasizes higher-order thinking processes. The relationship between creativity and the synectic process can lead to a creative process leading to awareness and developing real capacities for individuals and groups [1].

Synectics model is one of the models that belong to the personal family or personal models in the form of non-directive teaching, awareness training, conceptual systems, and class meetings. It is intended to create a teaching model oriented to individual self-development that focuses on individual psychology and creativity development through self-actualization, mental health, and creativity development. In addition, the synectic model can also be said as one of the efforts made to encourage the creativity of students.

The synectic model is one of the learning models designed to develop students' creativity. The synectic model is based on four ideas that challenge conventional views, namely about creativity [2]. First, creativity is important in daily activities. Second, the creative process is not mysterious, but it can be explained and it is possible to directly train people to increase their creativity. Third, creative findings are characterized by intellectual processes. Fourth, individual and group discovery is the same through creative thinking.

Gordon emphasizes creativity as part of his daily activities and leisure life. The model is designed to improve problem-solving skills, creative expression/expression, empathy, and insight into social relationships. For most people creativity is associated with art, whereas in science the emphasis is on discovery. Synectic is a teaching and learning pattern designed to train students to develop (1) creative problem solving skills, and (2) personal creativity." The synectic model is also suitable for developing sympathy, and the ability to make insight into social relationships[3].

Explanatory text is one of the text genre materials in Indonesian language learning. Explanatory text is an essay that contains complete explanations of a topic related to various phenomena, both natural phenomena and social phenomena that occur in everyday life [4].

2. Theoretical Basis

2.1 Synectic Learning Model

This synectic learning model was first introduced and tested by William J.J. Gordon to improve company performance through personal development that interacts with competent personalities. [5] Synectic model is oriented towards personal development and individual uniqueness, preferably emphasizing the process of helping individuals in shaping and organizing a unique reality. Another advantage of this model is that it shows a lot of emotional life in students.

[6] We need to empathize because maybe we are too forced to use a "logical" solution that requires us to look at other, more creative possibilities. Synectics is designed to guide students to develop thoughts and ideas to describe things logically. In this case, synectics is applied to help students develop "fresh" ways of thinking (not just logical, but can develop empathy for a conflict that occurs).

2.2 Advantages and Disadvantages of Synectic Learning Model

[7] Synectic learning model has advantages, including:

This model is useful because it is to develop a new understanding in students about a problem so that they are aware of how to behave in certain situations.

This model is useful because it can develop clarity of understanding and internalization in students about new material.

This model can develop creative thinking processes, both for students and for teachers.

This model is implemented in an atmosphere of intellectual freedom and security of dignity among students.

This model helps students find new ways of thinking in solving a problem.

In addition to the advantages described above, the synectic learning model also has the following disadvantages:

This learning model is difficult to implement for teachers and students who are used to implementing conventional learning patterns because this model focuses on reflective and imaginative thinking. In activities that occur in certain situations, there will be a possibility that students lack mastery of facts and procedures in carrying out skills.

This model requires teachers to be able to position themselves as initiators and mentors, but many teachers certainly do not have this.

It takes quite a long time because students have to respond step by step to these learning steps.

Synectic Model Syntax Before Development	Synectic Model Syntax After Development
The first stage Describe the current state The teacher asks the students to describe the situation or topic they see today	The first stage "Idea generation" Students explore ideas by remembering and rethinking the things that happen around them.
Second stage "Direct analogy" (1) Students put forward a direct analogy of one selected, developed.	Second stage "Direct analogy I" Students make connections about what they observe by exploring more deeply.
The third stage "Personal analogy" Students "become" the analogy they selected in the second phase (personal analogy)	The third stage "Personal analogy" Students describe the events/objects they observe.
Fourth stage "Condensed conflict" Based on the second and third phases, students raise conflicts (conflicts) and one is selected to be raised as a topic (conflict suppression stage).	Fourth stage "Mapping and discussion" Students are grouped based on the selected ideas then between students in groups give each other suggestions.
Fifth stage "Direct analogy" (2) Students develop and select another direct analogy based on the conflict in stage four.	Fifth stage "Idea screening" Students filter the ideas needed to create a text outline
Sixth stage "Reviewing the task that should be" The teacher asks students to review the actual task and problem using the analogy of the final solution so that it enters as a synectic experience.	Sixth stage "Solid conflict" Each student makes a text framework based on the analogy that has been made. Seventh stage "Direct analogy 2" Students add other analogies to enrich the content of the text and develop it into a full text.

	Eighth stage “Text writing” Students produce a complete explanatory text by paying attention to the structure and linguistic features.
	Ninth stage “Editing and publishing” Students revise and refine their writing then present it in front of the class

2.3 Explanation Text

Explanatory text is one of the text genre materials in Indonesian language learning. Explanatory text is an essay that contains complete explanations of a topic related to various phenomena, both natural phenomena and social phenomena that occur in everyday life [8].

[9] explanatory text is a text that explains the relationship of events or the process of something happening (in full). In relation to the text genre, explanation is a text that explains a process or event about the origin, process, or development of a phenomenon that can be natural, social, or cultural.

In connection with the above, explanatory text is also a text that contains an explanation of processes related to natural, social, scientific, cultural, and other phenomena. The explanatory text comes from the author's questions regarding 'why' and 'how' a phenomenon occurs [10].

3. Research and Methods

The research used is the type of research development or Research and Development (R & D). Research and development model or Research and development (R & D) is a research model used to produce certain products and test the effectiveness of these products. The development research model used in this study is the 4-D model. Abbreviation for Define, Design, Develop, and Disseminate.

4. Result and Discussion

The synectic learning model that has been developed in this study is then implemented to test the effectiveness of the synectic learning model in the explanatory text. At the implementation stage, it was carried out at XI IA 5 SMA Negeri 1 Tanjungbalai. Prior to implementation, students were given a pretest to see the effectiveness of the synectic learning model in the explanatory text, after that the synectic learning model was implemented in the explanatory text and at the end of the lesson a posttest was given. The results of the data obtained for the pretest and posttest can be seen in table 4.16 below:

Student code	Value	
	Pretest	Posttest

S-01	56	73
S-02	67	79
S-03	79	86
S-04	78	87
S-05	74	81
S-06	79	84
S-07	61	68
S-08	61	79
S-09	70	78
S-10	68	82
S-11	56	84
S-12	66	78
S-13	51	73
S-14	68	76
S-15	73	82
S-16	51	77
S-17	77	90
S-18	61	76
S-19	67	86
S-20	55	70
S-21	60	82
S-22	68	76
S-23	55	79
S-24	67	73
S-25	52	68
S-26	51	67
S-27	72	71
S-28	77	82
S-29	73	73
S-30	68	73
Total score	1961	2333
Average	65,37	77,77
High Value	79	90
Lows value	51	67

Based on the results of the pretest and posttest scores of the explanatory text writing both before and after the implementation of the synectic learning model in the explanatory text, the average score obtained by students at the time of the pretest was 65.37 and the post-test average was 77.77. The lowest pretest score was 51 and the highest score was 79, while at the posttest the lowest score was 67 and the highest score was 90. At the time of the pretest the student's score had not yet reached the KKM, which was 76 while the average score of students was still 65.37. However, after the implementation of the synectic learning model in the explanatory text class XI IA 5 SMA Negeri 1 Tanjungbalai, the average student score was 77.77 past the KKM score of 76, then the synectic learning model in the explanatory text was effectively used in the explanatory text in class XI IA 5 SMA Negeri 1 Tanjungbalai.

4.1 Description of Pretest Data on Learning Outcomes Before Using Synectic Learning Model in Explanatory Text

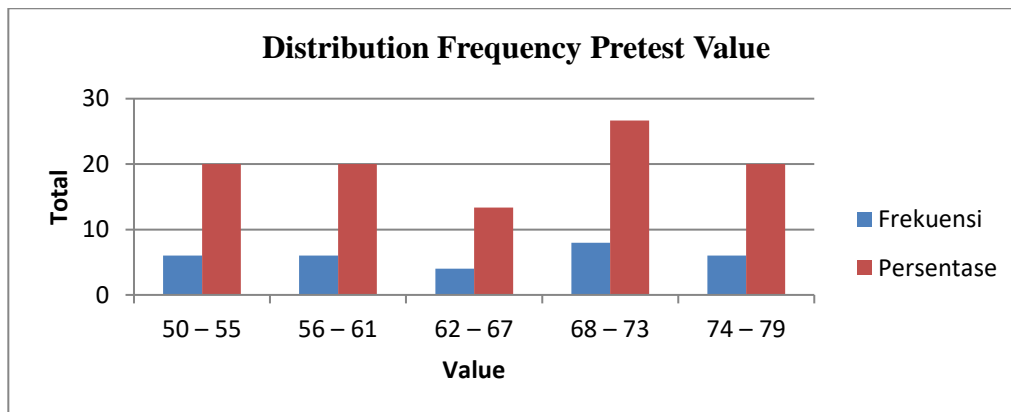
Based on the pretest score obtained before the implementation of the synectic learning model in the explanatory text, it was 65.37. The assessment of the writing of the explanatory text is seen from several indicators consisting of the content of the explanatory text, the organization of the writing of the explanatory text, vocabulary, language use, and mechanics.

Determination of the distribution of pretest scores before the implementation of the synectic learning model in the explanatory text is presented in table 4.17:

Frequency Distribution of Student Pretest Results on Explanatory Text Materials Before Using Synectic Learning Models on Explanatory Texts

Interval	Frequency	Percentage
50 – 55	6	20%
56 – 61	6	20%
62 – 67	4	13.33%
68 – 73	8	26.67%
74 – 79	6	20%

Based on the frequency distribution table of the pretest scores, it can be seen that students scored 50-66 totaling 6 people or 20%, scores 56-61 totaling 6 people or 20%, scores 62-67 totaling 4 people or 13.33%, scores 68-73 totaling 8 people or 26.67%, and a score of 74 -79 totaling 6 people or 20%, and For clarity, the frequency distribution table in the pretest can be described in the form of a histogram in Figure 4.4:



4.2 Description of Post-test Result Data Learning Outcome Values After Using Synectic Learning Model in Explanatory Text

After the implementation of the synectic learning model in the explanatory text, the student's value has increased. Students get a score of 77.77, which means that the value has increased from the pretest score. Assessment of explanatory text writing based on the content of the explanatory text, the organization of the explanatory text writing, vocabulary, language use, mechanics

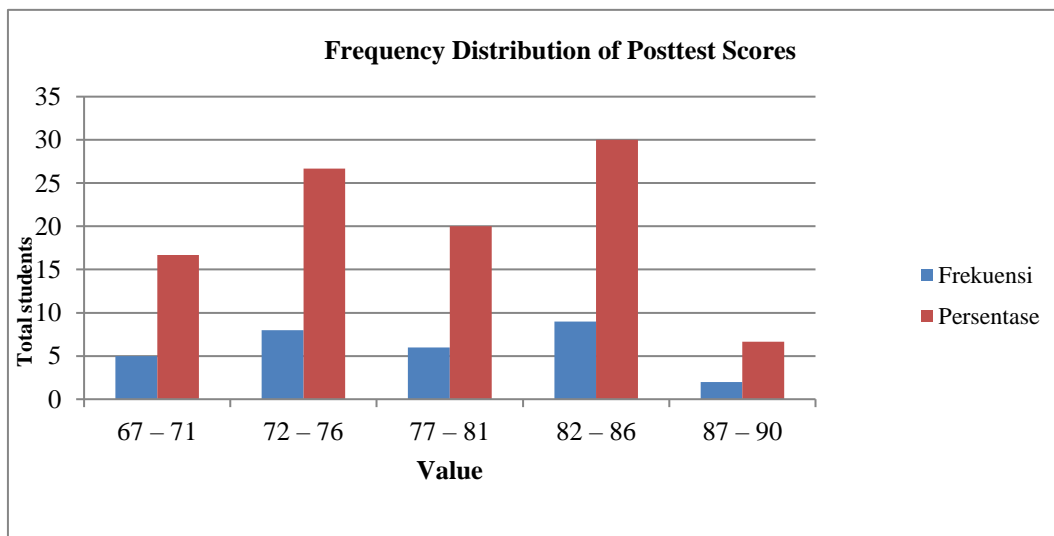
The implementation of the synectic learning model is very effective in improving student learning outcomes in writing explanatory texts seen from the content of the text is very good and perfect because students are able to understand and develop ideas from existing facts according to the problems that occur, based on the organization of the text are able to express ideas using development patterns explanatory text, supported in a clear, concise, systematic, and coherent manner, from vocabulary it is also good because the use of vocabulary is accurate, the use and selection of causal or chronological conjunctions is effective, uses the right type of words, uses the appropriate language barrel, the use of language is also good it can be seen from the effective construction of complex and simplex sentences, a few mistakes about sentence elements, sentence types, numerals, word order/functions, particles, pronouns, and prepositions, and mechanics, which shows mastery of EBI and paragraphs.

The results of the posttest data obtained by students after using the development of synectic learning models in explanatory text learning have a frequency distribution that can be seen in table 4.18:

Frequency Distribution of Student Pretest Results on Explanatory Text Materials Before Using Synectic Learning Models on Explanatory Texts

Interval	Frequency	Percentage
67 – 71	5	16.67%
72 – 76	8	26.67%
77 – 81	6	20%
82 – 86	9	30%
87 – 90	2	6.67%

Based on the frequency distribution table of the pretest scores, it can be seen that students scored 67 – 71 totaling 5 people or 16.67%, scores 72-76 totaling 8 people or 26.67%, scores 77 – 81 totaling 6 or 20%, scores 82 – 86 totaling 9 people or 30% and 87 90 totaling 2 people or 6.67% For clarity, the frequency distribution table in the pretest can be described in the form of a histogram in Figure 4.5:



Based on the results of research and discussion in research on the development of synectic learning models to improve the ability to write explanatory texts in class XI students of SMA Negeri 1 Tanjungbalai as follows:

The process of developing a synectic learning model improves the ability to write explanatory texts in class XI students of SMA Negeri 1 Tanjungbalai using the 4D development model (Define, Design, Develop, and Disseminate) or (definition, design, development and dissemination). Based on the initial stage or the definition of students who gave responses as much as 83.33% needed a learning model to improve the ability to write explanatory texts and 2 teachers or 100% needed a synectic learning model in explanatory text learning.

The product designed is a synectic learning model that has been developed with nine syntaxes, namely idea generation, direct analogy I, personal analogy, mapping and discussion, filtering ideas, solid conflict, direct analogy II, text writing, editing and publishing. The feasibility of developing a synectic learning model is seen from the feasibility of the material and design. The results of material validation have a score of 3.25 or 81.25% categorized as "very good" and the results of design validation have a score of 3.64 or 91% categorized as "very good", so that the development of synectic learning models in learning to write explanatory texts is feasible to be used in learning explanatory texts for students. class XI SMA Negeri 1 Tanjungbalai.

The effectiveness of developing synectic learning models on explanatory text material is effectively used in learning. Based on the results of a limited trial in class XI IA 5 with a total of 12 students, student motivation in a limited group with a percentage score of 89.89% and student activity in learning with the synectic model obtained a percentage score of 80%. Learning motivation in the group was expanded with a score of 89.90% and student activity with a percentage score of 91.33%. The implementation of the development of the synectic learning model to improve the ability to write explanatory texts for students of class XI IA 5 SMA Negeri 1 Tanjungbalai has increased. Student learning outcomes at the time of the pretest had an average score of 65.37 students, after the implementation of the synectic learning model on the explanatory text material, the average value of students was 77.77 at the time of post-test past the KKM score of 76.

5. Conclusion

This learning model provides convenience in delivering material so that the learning process carried out seems to be more interesting and fun for students. In addition, the implementation of the development of a synectic learning model to improve the ability to write explanatory texts for students of class XI IA 5 SMA Negeri 1 Tanjungbalai has increased. The synectic learning model

developed can be used as an alternative learning so that teachers and students understand the learning material, especially in the explanatory text material.

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