The Effectiveness of *E-Kreatif* in Improving Students' Creative Literacy through Indonesian Language Course

Riswanda Himawan [a, 1,] (iD), Pujiati Suyata [b, 2,] (iD), Yohanna Nirmalasari [c, 3,] (iD)

[a] Doctor, Pendidikan Bahasa Indonesia, Universitas Negeri Malang, Malang, Indonesia
[b] Pendidikan Bahasa dan Sastra Indonesia, Universitas Ahmad Dahlan, Yogyakarta, Indonesia
[c] Pendidikan Bahasa Mandarin, Universitas Machung, Malang, Indonesia
[1] riswandahimawan.2402119@students.um.ac.id ; [2] pujiati.suyata@mpuad.ac.id ;
[3] yohanna.nirmalasari@machung.ac.id.

ABSTRACT

The point of this study is to show the results of an experiment that was done to see how well *E-Kreatif*, a creative reading resource for the General Course of Indonesian Language, worked. The goal was to help students get better at creative reading. This research uses the Research and Development (R&D) research type according to Borg and Gall steps, including needs analysis, planning, development, product validity, revision, response test, revision, and final product. This article will focus on the description of the product effectiveness test. The experimental test in this study used a pre-test, post-test, control group design. The sample selection at this stage is based on two validities: the internal validity and the external validity. The research instruments used are product validity test instruments for experts, student response test instruments as a measure of product feasibility, and pretest and post-test instruments to test the effectiveness of creative e-books. We conducted the experimental test at the Faculty of Teacher Training and Education, Universitas Ahmad Dahlan. The product effectiveness test was carried out in 2 classes; the two classes were control and experimental, totaling 30 students: 15 control class students and 15 experimental class students. That's right, the post-test scores for the control and experimental classes were 0.001, which means that the null hypothesis (H0) is not true. This means that the students' creative literacy skills are very different after the treatment. Therefore, we can conclude that the developed teaching materials effectively enhance students' creative literacy skills.

Keywords: effectiveness, *E-Kreatif*, creative literacy, university students.

Corresponding Author:
Riswanda Himawan, Doctor Pendidikan Bahasa Indonesia, Universitas Negeri Malang
Email: riswandahimawan.2402119@students.um.ac.id

INTRODUCTION

The era of artificial intelligence requires people to move actively in understanding various kinds of information [1]. Era of artificial intelligence is becoming an era of more and more information circulation and requires careful public understanding [2]. The paradigm is closely related to reading. Reading is an activity or cognitive process that aims to find various

information contained in writing [3]. Reading is the link between thinking skills in the cognitive domain and linguistic skills, so reading is often associated with the process of thinking and imagining [4]. Reading is a process of perceiving messages in reading intellectually and emotionally [5]. Based on the opinion it can be seen that reading is not just understanding the content and meaning of reading, but there are intellectual and emotional processes.

Reading activities need to be familiarized, especially in the environment of students and college students [6]. Reading for students becomes a guide in understanding other courses [7]. In the lecture process, the focus of reading is usually studied through the General Indonesian Language Course. One of the reading skills taught to students through the course is creative reading skills [8].

Creative reading is a reading process that does not stop until the reading process is complete, creative reading has a follow-up, the follow-up is in the form of producing activities, presenting into writing, assembling, compiling, and making a product that begins with an understanding of the ideas expressed by the author through reading material [9]. There are 4 techniques in creative reading, namely reading carefully a text; examining the ideas expressed by the author in the text, comparing reading ideas, and applying these ideas to the process of producing text [10] . One of the goals of creative reading for students is to bring out the creative thinking process in students [11]. Creative reading is very important to be familiarized and taught in Indonesian language courses, through creative reading students are expected to be able to understand reading language skills, through reading students will be able to master other language skills through the creative writing process [12].

Based on initial observations made in one of the Indonesian language classes at a university in Yogyakarta, problems were found related to the learning process of critical reading. These problems lead to the use of teaching materials, which are not in accordance with the times, because the teaching materials presented are still only printed teaching materials, which of course, are still not in accordance with the characteristics of learning in the digital era. On the other hand, the textbooks currently used in creative courses still tend to contain less than optimal creative reading material so that they are considered less sharp in delivering students to the creative literacy process [13].

Teaching materials play an important role in achieving the success of learning objectives, through teaching materials lecturers and students are expected to be able to achieve learning indicators well, and of course will produce more meaningful learning [12]. In line with this, this research will try to develop a product in the form of teaching materials for critical reading in General Indonesian Language Course. There are several studies that are relevant and have been conducted first as a reference in comparing research data. The research has been done by [14]–[17] These studies have discussed how they relate to the effectiveness of educational products, particularly in language skills. These studies become a reference in analyzing research data. Some of the limitations of the research will be described in this research. In addition to contributing to the research, these studies also contribute to providing material contributions, theories related to creative reading.

Based on these problems, this study will try to examine the effectiveness of *E-Kreatif* products. This research is specifically designed to discuss the results of the effectiveness of the product in the form of teaching materials in Indonesian language courses on creative reading material to improve students' creative literacy [18]. Through this research, the problems described above are expected to get alternative solutions to be solved. The novelty in this research is shown from the product and the topic raised. The topic of creative reading is a topic that is currently needed in the midst of artificial intelligence problems in academia.

METHOD

This research is included in the type of development research. The method used for this research is implemented to create a product and can measure its effectiveness. In line with its purpose, as a guide in developing research products. This research refers to the Borg and Gall model. There are two main objectives, which are the procedures in developing this model.

These objectives are developing a product and knowing the response and effectiveness related to the developed product. Furthermore, the stages of development in this study were modified according to the needs. The modification of these steps, in this study, includes; information gathering, product planning and development, expert testing, first stage revision, response and effectiveness testing, second stage revision and final product. The research instruments used are product validity test instruments to experts, student response test instruments as a measure of product feasibility, pretest and post-test instruments to test the effectiveness of creative e-books.

This article will describe the results of the product effectiveness test conducted through experimental research stages. The experimental test in this study used a pre-test, post-test, control group design. The sample selection at this stage is based on two validities; internal validity; external validity. The experimental test was conducted at the Faculty of Teacher Training and Education, Ahmad Dahlan University. The product effectiveness test was carried out in 2 classes, the two classes were control and experimental classes, totalling 30 students with 15 control class students and 15 experimental class students.

The steps taken in this stage, namely, forming or selecting groups, namely comparison and control groups; providing *E-Kreatif* products to the experimental class, and conducting regular teaching to the control group, giving pretest and post-test questionnaires to both groups, estimating what will happen to each group, observe or measure the effects on the groups after the treatment ends, test the causality of 2 variables, namely the treatment variable and the impact variable, the experimental group receives a new treatment, a treatment under investigation, while the control group receives a different treatment or is treated as usual.

The results of the experimental test will be processed to obtain the results of the normality test, homogeneity test as a pre-requisite test of analysis, and t-test as a different test or comparison, some of which are carried out through the help of statistical programs. This experimental test can be seen from the treatment as follows; (a) two classes of students each use creative reading teaching materials which are research products and learning using textbooks commonly used in the lecture process; (b) as a step to determine creative literacy skills, both are given the same test.

At this stage of the experimental test, students were given pretest and post-test questionnaires to test their creative literacy skills in creative reading at General Indonesian Language Course. The scoring criteria refer to the holistic scale scoring guidelines in Table 1.

Table 1. Student Response Score Reference

Students' Answer Response in Working on Problems	SCORE
Students do not answer the question or the answer is not in accordance with the question being tested	0
Students only answer some aspects of the question correctly.	1
Students almost answer all aspects of the question correctly	2
Students answer all aspects completely and clearly	
	3

RESULTS AND DISCUSSION

Product Experiment Test Design

The analysis should address the research gap identified in the introduction, providing meaningful insights that advance the field. Qualitative data, such as interview results, should be presented and analyzed in narrative paragraphs to ensure depth and context. References cited in the introduction should not be duplicated in the discussion; instead, the discussion should draw comparisons and contrasts with previous studies to contextualize the findings and demonstrate their relevance. The product developed in this study is an e-book containing creative reading learning materials for students. This product is designed with various technological developments such as collaboration in reading materials that can be accessed through barcode.

Materials related to creative reading are available in this product. The evaluation given to prioritize high-level thinking in this product is done by producing a work from reading, in accordance with the definition of creative reading, namely reading that does not stop after the book is closed, meaning that there are still other processes after the reading activity is completed [9].

The product experimental test is used to determine how effective the product in the form of *E-Kreatif* is to improve students' creative literacy. The experimental test of the developed product was conducted on students in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Ahmad Dahlan University. The experimental test was conducted in two classes, consisting of the experimental class as the treatment class of the developed product, and the control class as a comparison for the experimental class, which of course was treated differently. The experimental test was conducted on 30 students. Consisting of 15 experimental class students, and 15 control class students.

Overall, the experimental test steps carried out in this study are as follows; (1) In the experimental class, activities were carried out to distribute pretest questionnaires to measure students' reading skills, before treatment; (2) conduct learning with *E-Kreatif* creative reading teaching materials as teaching materials in the experimental class; (2) conduct creative reading learning in the experimental class; (4) distribute post-test questionnaires to measure students' reading skills, after treatment.

In the control class, the stages carried out are as follows; (1) giving a pretest questionnaire to students to measure students' reading skills; (2) conducting regular learning, with teaching materials commonly used by lecturers in lectures; (3) distributing post-test questionnaires to measure students' reading skills, after learning. Next, after the test is carried out. The next step is to test the effectiveness of the product, based on the results of the pretest and post-test questionnaires in both experimental and control classes, through the help of the SPSS statistical program. The steps and results of these calculations are carried out by steps; (1) normality test to determine the distribution of data, whether normal or not; (2) homogeneity test; (3) effectiveness test conducted through T-test and Independent sample test [20].

Normality Testing Results

The results of the pretest and post-test data normality test can be seen through the Kolmogorov-Smirnov results table, which is available in the SPSS statistics program. The results of the pretest data normality test in the control class obtained a significance of $0.263 > 0.05$, while in the experimental class showed a significance of $0.156 > 0.05$. Then, the results of the post-test data normality test in the control class obtained a significance of $0.537 > 0.05$, while in the experimental class showed a significance of $0.175 > 0.05$. These results indicate

that the pretest and post-test data in the control and experimental classes are normally distributed. Based on these results, it can be seen that the data can proceed to the next step, namely the homogeneity test.

Homogenity Test

The results of the homogeneity test of pretest and post-test data. Homogeneity is often related to the variables within the group or sample. The results of the pretest data normality test in the control class obtained a significance of $0.181 > 0.05$, while in the experimental class showed a significance of $0.080 > 0.05$. Then, the results of the post-test data homogeneity test in the control class obtained a significance of $0.072 > 0.05$, while in the experimental class showed a significance of $0.173 > 0.05$. These results indicate that the pretest and post-test data in the control and experimental classes are homogeneous.

Effetiveness Test Results

The effectiveness test in the research entitled development of critical and creative reading electronic book based on project-based learning to improve students' critical thinking skills can be interpreted as a hypothesis test. Hypothesis testing in this study was carried out using t-test (independent sample t-test). The results of the independent sample t-test in this study can be explained in Table 2.

Table 2. Effectiveness Test Results Through SPSS Program

	t	df	Sig-(2-tailed)
Pair 1 Pre-Post (experimental group)	-.3071	7	.018
Pair 2 Pre-Post (control group)	2.785	7	.027

Based on the calculation results using the SPSS program above. It shows that the p-value = 0.018, so H0 is rejected. Based on the data, it can be said that the creative literacy skills of students in the experimental class, before and after using *E-Kreatif* are significantly different. Next, the p-value = 0.027, so H0 is rejected, thus showing the results that the critical thinking skills of students in the control class, before and after learning without treatment using the developed teaching materials, are significantly different.

Furthermore, an independent sample test was conducted which stated that the results of the pretest analysis of the control and experimental groups showed that the p-value = 0.376. This shows that the p-value> 0.05 so that H0 is accepted. Thus, it can be seen that, students' creative thinking skills before treatment between the experimental group and the control group are not significantly different.

The results of the post-test analysis between the control group and the experimental group, in this case after treatment, obtained a p-value of 0.001. The data shows that the p-value <0.05, so H0 is rejected. Thus, it can be concluded that students' creative literacy skills after treatment between the control group and the experimental group are significantly different.

Based on the data above, the significance of the data contained in the students' pretest between the control and experimental classes is not significantly different, so H0 is accepted. Then, based on the post-test results, it can be seen that the results are significantly different. From this description, there is a significant difference in influence in the application of products developed with teaching materials commonly used in learning. Furthermore, based on the results of the post-test mean difference test, it can be seen that the experimental group obtained a higher score than the control group. This shows that there is a significant difference in effectiveness. So, it can be seen that learning by using *E-Kreatif*, can improve students' creative

literacy skills, when compared to the lecture process that does not use *E-Kreatif* as teaching material in lectures.

In relation to this, the effectiveness of educational products refers to the successful application of the products developed [21]. The findings of this study are closely related and support the results of research conducted by (Mitchell, 2018) which states that the development of teaching materials is very important, because teaching materials can improve students' creative thinking skills. Product effectiveness in development research is the key to product success which is usually tested with the help of the SPSS program through a series of normality, homogeneity, and difference tests [20].

CONCLUSION

Reading activities need to be familiarized, especially in the environment of students and college students. Reading for students becomes a guide in understanding other courses. In the lecture process, the focus of reading is usually studied through the General Indonesian Language Course. One of the reading skills taught to students through the course is creative reading skills. The results of the product effectiveness test in the form of teaching materials with the title *E-Kreatif* are effectively used to improve students' creative literacy in Indonesian language courses on creative reading material. This is shown by the results of the post=test analysis between the control and experimental groups, in this case after the treatment obtained a p-value of 0.001. The data shows that the $p\text{-value} < 0.05$, so H0 is rejected. Thus, it can be concluded that the creative thinking skills, creative literacy of students after treatment between the control and experimental groups are significantly different. Recommendations given for future research are expected that the next research can present the results of the research as a whole, starting from the needs analysis, product development, to its effectiveness so that readers are able to understand the research flow as a whole.

CONFLICT OF INTEREST

Overall, there is no conflict of interest in this research, so the data presented, including theory, is not related to any significant element of interest. The interest in this research refers more to the researcher's concern about the lack of critical literacy ethics in the era of artificial intelligence, so the researcher is interested in examining the effectiveness of educational products related to critical literacy.

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AUTHORS

Riswanda Himawan, M.Pd.

The author is a student of the Indonesian Language Education Doctoral Program, Faculty of Letters, State University of Malang. Studies related to the learning of Indonesian language and literature have led her to successfully publish 50 articles since her undergraduate studies at FKIP UAD. Learning disciplines such as learning evaluation and Indonesian Language and Literature Education Research Methodology are the disciplines that will be pursued in her dissertation. The author can be contacted via email riswandahimawan.2402119@students.um.ac.id

Prof. Dr. Pujiati Suyata, M.Pd.

The author a professor who teaches in the Indonesian Language and Literature Education Study Program, FKIP, Ahmad Dahlan University. Email pujiati.suyata@mp.uad.ac.id

Yohana Nirmalasari, M.Pd.

The author is a lecturer of Indonesian language at Ma Chung University, Malang, East Java. In addition to being a teacher of Indonesian as a general subject, the author also teaches educational courses such as syllabus development, language learning theory, and development of teaching materials. Other activities carried out by the author are teaching Indonesian for Foreign Speakers. The author lives in Batu. The author's email is yohanna.nirmalasari@machung.ac.id .