

Research Article

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The Influence of Text-Based Learning and Independent Study Habits of Class VI Students at SDIT Generasi Muslim Cendekia (2023/2024) on Fiction Text Writing Skills

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Abstract: This research aims to describe Text-Based Learning and Independent Study Habits of Class VI Students at SDIT Generasi Muslim Cendekia (2023/2024) regarding Fiction Text Writing Skills. This research is quantitative research, which can be interpreted as a type of research activity whose specifications are systematic, planned, and structured. Data analysis techniques in quantitative research use statistics. So, this research uses statistical inference. The results of the research hypothesis are accepted or there is a very strong influence on text-based learning on the skills of writing fiction texts in class VI at SDIT Generasi Muslim Cendekia. The hypothesis is rejected or there is no influence on text-based learning, independent study habits on fiction text writing skills in class VI at SDIT Generasi Muslim Cendekia. There is a very strong influence after implementing text-based learning on the skills of writing fiction texts in class VI at SDIT Generasi Muslim Cendekia. Increasing their knowledge through studying texts, especially the closest culture in the region of origin with the aim of being able to use it as a way to preserve the uniqueness of the region, can also be used as something of value for tourism, especially in the Central Lombok region.

Keywords: leadership strategy, quality of graduates, tourism industry

Introduction

The characteristics of elementary school students are still early childhood (Santoso, 2019: 88). This early childhood period is a short period but is a very important period for a person's life. Therefore, at this time all the potential that children have needs to be encouraged so that they will develop optimally. Santoso (2019: 89) states that in late childhood and elementary school children, namely ages 6 to 12 years, have developmental tasks including mental development, language development, social development, emotional development and moral development. It is very important for us to know these five developments and to be mutually sustainable. Some of the developments that are important to develop are intellectual development, namely from the age of 6-12 years,

children can already react to cognitive intellectual stimuli such as reading, writing and calculating.

In line with this, Santoso (2019: 91) explains that language development includes all ways of communication, where thoughts and feelings are expressed in written, verbal, gesture or movement using words, sound sentences, symbols, pictures or paintings. Therefore, Tarigan (2018: 1) states that there are four language skills that students must master are listening skills, speaking skills, reading skills and writing skills. These four skills are essentially one unit, a single chess. Writing skills as one aspect of the four language skills have an important role in human life. Writing is a language activity that is quite complex because when writing it involves various elements that must be applied at once. By writing we can express thoughts or feelings to other people, with writing that can be read by readers.

In the 2013 curriculum, it is explained that the placement of language is a source of knowledge (Mahsun, 2014: 94). The role of language as an Indonesian language learning paradigm in the 2013 curriculum is oriented towards text-based learning, as can be seen in the formulation of basic competencies for the substance of Indonesian where the type of text taught in basic education is direct text. However, the obstacle is the learning model that is not student-oriented, so that students feel bored and tired of following the learning process. Even though students' writing activities are attempted in a calm and comfortable atmosphere so that ideas can flow, therefore a learning model is needed that can arouse students' interest and enthusiasm for writing.

Apart from that, based on preliminary observations regarding the results of writing skills of class VI students at SDIT Generasi Muslim Cendekia with a total of 39 students, a completion percentage of 41% was obtained with a Minimum Completeness Criteria (KKM) of 70. The reality in the field was also found, that there were still many students who had not able to express thoughts and ideas in written form, in this regard, writing learning needs to move from the conventional model which is based on assumptions (knowledge can be transferred completely from the teacher's mind to the student's mind) to text-based learning where in this learning students are guided and a text model is introduced according to the type of text that will be studied in the teaching and learning process. Writing skills certainly require appropriate, effective approaches, methods, techniques and learning models to obtain the expected results. One of the approaches that can be applied is the application of the Project Based Learning (PjBL) method with a text-based learning approach model. Text-based learning is a language unit with a complete thinking structure and is implemented through complex stages.

Students' independent learning habits are students' way of learning on their own initiative to achieve the expected goals either with the help of others or without the help of others. Saputri (2019: 2) states that indicators of the ability to learn independently are (1) Making a lesson schedule and commitment to its implementation. (2) Make a daily note of learning activities. (3) Initiative. (4) Never give up. (5) Reflection. From the application of these approach models, it can later be developed to improve writing skills, especially fiction text writing skills. The skill of writing fictional texts is writing that contains imaginary stories that are deliberately created by relying on the power of imagination, the truth of which does not need to be found out. Students' fiction text writing skills are obtained after following the Indonesian language teaching and learning process, aspects of writing fiction texts. The results obtained are in the form of finished grades from students' fiction texts. Rahmatillah (2014: 82-84) states that the assessment criteria for writing fiction texts include: (1) suitability of the theme and content of the fiction text, (2) message, (3) background or setting, (4) plot, (5) character, (6)) language style, (7) point of view.

First, Dayu (2017) mentions weaknessesThe independent variable used requires good care and storage so that the media can last a long time or be long-lasting, while the advantage lies in the independent variable being very easy to use because it can clarify and enlarge the story in an image. Second,Agittara (2019), the independent variable still imitates what is directed by the teacher or its unique characteristic lies in imitation. But it has its own advantagesbased on the characteristics of children who like to imitate and are created by teachers. Third,Saputri (2019), is based on knowledge to determine the existence of a correlation between two independent variables. The advantage is that it is easy to understand and easy to implement. Fourth, Dewi (2019),The weakness is that it can only be used

for language learning and not other subjects, but the advantage is that the choice of this model is very targeted because in this way the model can be adapted to the development of thinking.

Fifth, Sulistyorini (2021), its weaknesses can only be used per individual or small group, namely only up to 4-5 people. However, the advantages are that it can present learning material in the form of words, sentences and images, can be equipped with colors so that it attracts more students' attention, is easy to make and the price is cheap, easy to carry anywhere, and can increase student learning activities. Another advantage of flipbooks is that they help improve students' mastery of abstract things or events that cannot be presented in class. Sixth, Komalasari (2022), the weakness is that there is no significant difference when applying the media to the control class. The advantage lies in the activity model where students are more active in expressing ideas but have not yet reached their maximum. Seventh, Nurjuwita (2023) has a weakness, namely that when implementing it, students must understand the use of the media and the advantage is that the media is easy to understand because it is coherent.

Literature Review

Text Based Learning

Mahsun (2014: 1) states that text is a unit of language used as an expression of a social activity, both orally and in writing, with a complete thinking structure. Then, Erianto (2011: 9) explains that text is all forms of language, not only words printed on a sheet of paper, but also all types of communication expressions, speech, music, pictures, sound effects, images, and so on. The ultimate goal of learning texts is to enable students to understand and be able to use texts in accordance with the social purposes of the texts they study. To achieve this competency, considering that text is the smallest language unit

with a complete thinking structure (meaning), text learning must be carried out in complex stages.

Students' Independent Study Habits

Saputri (2019: 2), states that "Study habits are learning behavior that has been ingrained over a relatively long time so that it characterizes the activities carried out". Saputri (2019: 2), states that "Study habits are the process of forming habits or improving existing habits." Another opinion, according to Saputri (2019: 3), states that "Learning aims to gain knowledge, attitudes, skills and skills, the methods used will become habits".

Writing skills

Writing skills are one type of language skill that students must master. Many experts have put forward the meaning of writing. In Abbas' opinion (2006: 125), writing skills are the ability to express ideas, opinions and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling.

Fiction Text

Mahsun stated (2014: 1), text is a unit of language used as an expression of a social activity both orally and in writing with a complete thinking structure. In line with this opinion, Mahsun (2014: 1) stated that text is a verbal expression of a social activity. However, Erianto (2011: 9) says that text is all forms of language, not only words printed on sheets of paper, but also all types of communication expressions, speech, music, pictures, sound effects, images, and so on.

Method

Types of Research

This research is quantitative research, which can be interpreted as a type of research activity whose specifications are systematically

planned and clearly structured from the start until the creation of the research design. The type of research used in this research is experimental research.

Sugiyono (2022: 110) states that experimental research is a type of quantitative research that is very strong in measuring cause and effect relationships. Experimental research can be interpreted as a research method used to find the effect of certain treatments on others under controlled conditions.

Research design

In this research, research design is the desired pattern or form of research. Design provides researchers with a clearer guide in conducting their research. Design is an absolute requirement so that we can predict what activities will be carried out in the research in the form of the variables used and the form of relationship between variables.

Method of collecting data

Data collection methods are the methods used by researchers to collect data (Arikunto, 2002: 102). In an effort to collect accurate data about the variables to be studied, four types of techniques can be used, namely documentation, observation, questionnaires, and fiction text writing tests.

Data analysis technique

Data analysis techniques in quantitative research use statistics. So, this research uses statistical inference. Inference statistics is a part of statistics that studies the interpretation and drawing of generally applicable conclusions from available data. In quantitative research, data analysis is an activity after data from all respondents or other data sources has been collected. Activities in data analysis are grouping data based on variables and types of respondents, tabulating data based on variables from all

respondents, presenting data for each variable studied, carrying out calculations to test the hypotheses that have been proposed.

Results and Discussion

Test Results: Presentation of Fiction Text Writing Skills

Based on the results of calculations using the formula above, the percentage results for the implementation of fiction text writing skills are obtained as follows:

Table 1. Test Results for the Percentage of Fiction Text Writing Skills

No	Aspect	Percentage	Criteria
1	Match the theme to the content	67.5%	Strong
2	Mandate	55%	Currently
3	Background or setting	70%	Strong
4	Channel	60%	Strong
5	Character	60%	Strong
6	Language style	40%	Currently
7	Viewpoint	60%	Strong

Based on the results of calculating the percentage of fiction text writing skills in the table above, in the language style aspect there is a percentage value of 40% with moderate criteria, in the message there is a percentage value of 55% with medium criteria, plot has a presentation value of 60% with strong criteria, character has a percentage value of 60% with strong criteria, point of view has a percentage value of 60% with strong criteria, suitability of theme and content has a value of 67.5% with strong criteria, and background or setting has a value of 70% with strong criteria.

Normality test

The value of text-based learning and students' independent study habits was obtained from the results of the experimental class and control class questionnaire scores. The data was then tested for normality, the results of the normality test can be seen in the following table:

Table 2. Normality Test Results of Text-Based Learning Questionnaire Data and Students' Independent Study Habits in the Experimental Class

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residuals		
N		20
Normal Parameters, b	Mean	,0000000
	Std. Deviation	10.01272816
Most Extreme Differences	Absolute	,210
	Positive	,210
	Negative	-117
Statistical Tests		,210
Asymp.Sig.(2-tailed)		.021c

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Liliefors Significanca Correction.

Table 3. Normality Test Results of Text-Based Learning Questionnaire Data on Students' Independent Study Habits in the Control Class

One-Sample Kolmogorov-Smirnov Test

Unstandardized Residuals		
N		19
Normal Parameters, b	Mean	,0000000
	Std. Deviation	7.66873871

Most Extreme Differences	Absolute	,153
	Positive	,148
	Negative	-,153
Statistical Tests		,153
Asymp.Sig.(2-tailed)		,200cd

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Liliefors Sigbificance Correlation.
- d. This is lower bound of the true significance

Referring to table 4.3 above, the results of the normality test analysis of student data from the experimental class obtained a significance value of 0.021. So, the Sig value is > 0.05 and the control class results in a significance value of 0.200. So, the Sig value is > 0.05. It can be concluded that both data are normally distributed because the significance value is greater than 0.05 (Sig>0.05), meaning that Ho is accepted.

Homogeneity Test

To find out whether the data obtained is homogeneous or not, the homogeneity of the data is tested for Fiction Text Writing Skills through text-based learning and students' independent study habits, namely as follows:

Table 4. Results of Homogeneity Test of Writing Skills Data with Text-Based Learning Questionnaire and Students' Independent Study Habits

Test of Homogeneity of Variance

		<i>Levene Statistics</i>	df1	df2	Sig.
Fiction Text Writing Skills	<i>Based on Mean</i>	2,594	1	37	.116
	<i>Based on Median</i>	1,234	1	37	,274

Based on Median and with adjusted df	1,234	1	35,618	,274
Based on trimmed mean	2,517	1	37	.121

Based on the results of the homogeneity test in the table above, it can be seen that the results of the homogeneity test for both experimental and control classes obtained a significant value (Sig) Based on Mean of $0.116 > 0.05$, so it can be concluded that the experimental class and control class for both data Homogeneous means H_0 is accepted.

Hypothesis Test (t-test)

Data that is normally distributed and has homogeneous variance will then be tested for the hypothesis using the independent sample t-test. The results of hypothesis testing in both class groups are as follows:

Table 5. Hypothesis Test Results (t Test) Data on Text Writing Skills Fiction with Text-Based Learning Questionnaires and Students' Independent Study Habits

Class	N	Average	Sig
Experiment	20	82.35	0.892
Control	19	75.97	

Examining the table above, it can be concluded that the t test value of fiction text writing skills obtained a significance value of $0.892 > 0.05$ (Sig > 0.05), then H_0 was rejected, so H_a was accepted, meaning the hypothesis was accepted or there was an influence of text-based learning and Students' independent study habits

towards writing fiction text skills in class VI at SDIT Generasi Muslim Cendekia.

Mark Average Fiction Text Writing Skills for Experiment Class and Control Class

All 39 students in class VI were asked to answer questions about fiction text writing skills. A recapitulation of the average score of students' fiction text writing skills in each indicator for the experimental class and control class as a whole can be seen in the table below:

Table 6. Recapitulation of Average Fiction Text Writing Skills for Experiment Class Students

No	Aspect	Percentage	Criteria
1	Match the theme to the content	67.5	Strong
2	Mandate	55	Currently
3	Background or setting	70	Strong
4	Channel	60	Strong
5	Character	60	Strong
6	Language style	40	Currently
7	Viewpoint	60	Strong

Based on the average value of students' fiction text writing skills in the table above, each aspect obtained student responses with strong criteria, student responses in accordance with theme and content received an average value of 67.5, background or setting received an average value of 70, plot, character and point of view get an average score of 60, message gets an average score of 50 and language style gets a score of 40.

Table 7. Recapitulation of Average Fiction Text Writing Skills for Control Class Students

No	Aspect	Percentage	Criteria
1	Match the theme to the content	73.68	Strong
2	Mandate	23.68	Low
3	Background or setting	65.78	Strong
4	Channel	52.63	Currently
5	Character	57.89	Currently
6	Language style	39.31	Low
7	Viewpoint	50.52	Currently

Based on the average value of students' fiction text writing skills in the table above, each aspect obtained student responses with strong criteria, student responses in accordance with theme and content received an average value of 73.68, background or setting obtained an average value of 65.78, plot gets an average value of 52.63, character gets an average value of 57.89, point of view gets an average value of 50.52, language style gets an average value of 39.31 and mandate obtained a score of 23.68.

Conclusion

Based on the results of the research and discussion in the previous chapter, it can be concluded as follows:

1. Text-based learning and independent study habits of students in the experimental class group with an average score of 82.35 with a sigequal to $0.892 > 0.05$ (Sig>0.05), then Ho is rejected so Ha is accepted. This means that the hypothesis is accepted or there is a very strong influence on text-based learning on class VI fiction text writing skills at SDIT Generasi Muslim Cendekia.
2. Text-based learning and independent study habits of students in the control class group

with an average score of 75.97 with a sigequal to $0.006 < 0.05$ (Sig<0.05), then Ho is accepted so Ha is rejected. This means that the hypothesis is rejected or there is no influence on text-based learning, independent study habits on fiction text writing skills in class VI at SDIT Generasi Muslim Cendekia.

3. There is a significant difference between before and after the implementation of text-based learning, namely from the initial test score with a completeness score of 49% and after its implementation, a completeness score of 82.35% was obtained, a very much increase from the initial test results in the very strong category. This means that there is a very strong influence after implementing text-based learning on Class VI fiction text writing skills at SDIT Generasi Muslim Cendekia.
4. Students can increase their knowledge through studying texts, especially the closest culture in their region of origin with the aim that it can be used as a way to preserve the uniqueness of the region and can also be used as something of value for tourism, especially in the Central Lombok region. Apart from that, maintain good independent study habits so that we can obtain knowledge that can make us students who have strong education and knowledge, especially to maintain cultural tourism in Central Lombok.

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