



Fostering Students' Creativity in Academic Writing at Islamic Junior High School Koto Tuo, West Pasaman

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Abstract: The current study aimed at 1) developing a portfolio-based learning model at *Madrasah Tsanawiyah*, and 2) testing the validity, practicality, and effectiveness of the developed learning model. The design of the study was Research and Development (R&D) using a 4-D model (defines, design, develop, and disseminate). Teachers' books, students' workbooks, a learning model, and validity, reliability, and practicality test were designed to support the implementation of the learning model to the teaching and learning process in the classroom. The qualitative data were collected through observation, interviews, and field notes, while the quantitative data were obtained from test and questionnaires. The data then were used to develop a final portfolio-based learning model. The findings revealed that 1) the learning instruments of portfolio-based learning model such as teachers' book, students' workbook, the learning manual could be adopted to implement the model; 2) the learning model was valid, practical and effective. The learning model triggered students' engagement to study academic writing. It is concluded that the development of a portfolio-based learning model motivated students to study academic writing. Therefore, using a portfolio-based learning model was recommended to discuss further in different research.

Keywords: Learning model; portfolio; academic writing.

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INTRODUCTION

In Indonesia, issues about academic writing have often been highlighted (Emilia & Hamied, 2015). It is said that the quality standard of Indonesian academic writing is low, based on a survey funded by UNESCO, Indonesia has always been unable to join the global competition (Rahayu, 2013).

Some indicators are underlying the previous judgment. The numbers of

publications published by Indonesia are lower than Malaysia's and Pakistan's. Research done by SC Imago, Indonesia was on 64 out of 234 (Kompas.com, n.d.). Within 12 years, Indonesia can only publish 9.149 documents. While other Asian countries are increasing their numbers of publications, Indonesia's are decreasing. (Kompas.com, 2019). It is assumed that the lack of process-based learning is one of the reasons why Indonesian academics are not well-motivated to write academic writing (Fannies, 2016).

Many Indonesian people that are not accustomed to academic writing is assumed to be one of the triggering factors causing Indonesia's rank behind other countries. People in Indonesia are not well-motivated to compose academic writing making Indonesia unable to join the global competition. Compared to the number of publications published by Singapore and Malaysia, Indonesia's publications are less. Education institutions in Indonesia should be responsible for taking care of this phenomenon. (Sindonews.com, 2019)

Academic writing is a significant part of Education. It covers series of thinking processes that when academic writing is embedded as a habitual action, people will find life solutions as how they find answers to their writings, even they can discover new useful insights for mankind. (Gopee & Deane, 2013). Education institutions are expected to develop academic writing as it is a part of academic institutions.

Academic writing as a culture in education should be done to students as soon as possible since the skill is related to learning reading and writing. Without academic writing, students' brilliant ideas cannot be transferred to society. (Ariyanti, 2016). Students who like academic writing will obtain knowledge and new insights that they can use to support their life. They are full of ideas to overcome different life problems, both personal and social. (Kuteeva, 2011).

The learning process should trigger students to compose more scientific writing. Often, the learning model used in the classroom is not appropriate. Many teachers ignore learning principles that can boost their students' learning engagement. (Gay, 2013). Therefore, they can deal with their problems. Although it may seem that the teaching process is well-conducted, which is perhaps reflected from the lesson plan, and the materials are given within the scheduled time, yet they are not the absolute measurement that can indicate the education has been successfully implemented, results are about the what processes the students have been into. (Clark, 2012).

To run optimal learning processes, it is necessary to design appropriate learning models. (Bakkenes et al., 2010). It is significant to decide which learning model is going to be used in a subject because different subject offers different learning experiences that students have to gain through the learning process. (Burdick & Sandlin, 2013).

Therefore, motivation and creativity-oriented learning models should be designed to improve students' sensitivity towards social phenomena surrounding them. (Shcherbakov et al., 2017). The learning model should shift the 'result-oriented' paradigm into a 'process-oriented' paradigm. Thus, teachers are demanded to be capable of selecting and designing learning materials. (Rahman et al., 2019). Teachers may develop a model from various learning sources. (Cropley & Cropley, 2010)

Theoretically, one of the learning models which is claimed to be innovative is a portfolio-based learning model. (Tawiland & Amin, 2013) It is believed that this model can motivate students more to write scientifically. It also provides them with social skills. It helps students to be more active and engaged during the learning process. (Obeiah & Bataineh, 2016).

The learning model builds students' character because they are given more field projects which require them to be more responsible for what they have been assigned. (Chen et al., 2015) The portfolio-based learning model instills students' awareness that they can develop their skills to construct logical arguments and improve their creativity, thus, they grow a positive attitude and being active and productive during the learning process. (Jinshi, 2017)

The current study was conducted to students at Madrasah Tsanawiyah. It was assumed that the students already could understand the learning model given, that they could manage to perform a field project within their environment. Students at this level of education have already had communication ability and basic social skills to communicate. Theoretically, participative

learning can help students to finish their task that their knowledge is actively constructed. (Fernando & Marikar, 2017).

The research formulation was based on how a portfolio-based learning model was developed to be a valid, practical, and effective learning model that could be used to support building students' creativity in academic writing at Madrasah Tsanawiyah Sjech Ibrahim Koto Tuo Kumpulan Kabupaten Pasaman. It aimed at producing a valid, practical, and effective portfolio-based learning model at Madrasah Tsanawiyah.

Portfolio Learning Model

Model is defined as an object or concept used to present something (Pierce et al., 2017). Model is a pattern, style, example, reference, a variation of something which is going to be produced. (Pustaka, 2019). In the study, the model refers to a pattern or a learning process that is made and used to succeed in the teaching and learning process. (Trianto, 2007). It is the conceptual framework where the activities are based on. Model can be said a pattern used to design curriculum, present learning materials, organize students, and select both media and methods for learning. (Bovill & Bulley, 2010). Moreover, it is also known as a general pattern of learning attitude managed to gain the expected learning objectives. (Rusman, 2012).

Developing a learning model is naturally meant to improve students' creativity during the learning process. (Daryanto, 2013). A model describes the highest level of learning which contains learning orientation philosophy used to select and design learning strategies, methods, skills, and student activities. Referring to the previous definitions of a model, it is concluded that a learning model is a blueprint designed for teaching to obtain expected learning objectives.

Learning is a process transferring knowledge which done using the imposition method aiming at giving insights to the students. Gagne defines the term as an

'instruction' that he says as "a set of events embedded in purposeful activities that facilitate learning". Therefore, it is a set of activities to support the learning process. (Sanjaya, 2010).

There are four learning patterns. First, a pattern that has teachers and students learn without learning aids. This pattern relies on teachers' ability in remembering and presenting learning materials to the students. Second, a pattern that is equipped with learning aid. Third, a pattern that has learning media. This pattern takes a deep consideration that it is impossible to make teachers as the only learning sources. Fourth, a pattern that permits teachers and students to have a distanced learning process. The pattern relies on different learning media. (Endedijk & Vermunt, 2013).

The nature of the learning process is to obtain learning objectives. Learning objectives are expected targets gained during the learning process. Learning objectives should refer to the national learning objective and national development objectives. It starts with general and specific objectives, the objectives are categorized, accumulated, and synergized to make students reach what they intended.

Instruction is an accumulation of teaching and learning concepts. It emphasizes the development of students' activities. The concepts are seen as a system, in which students' components, learning aims, and materials to gain the objectives, facilities, procedures, and learning media should be well-prepared. It is understood that instruction is a process that is intentionally designed to create individual learning activities. Furthermore, it is an external process made to support individual learning internally. Through the process, it is expected that students can own the expected competencies.

In general, a portfolio is a collection of students' works that can describe their learning progress from time to time. The evidence of portfolio differs into four categories: a) the artifact; what they students make or do during the learning process in the

classroom, b) reproduction; what the students make outside of the class, c) attestation; a statement made based on the observation done by teachers about students, d) production: the product that is meant to be a portfolio.

A portfolio can also be defined as a collection of students' works that describes students' progress or achievement within a certain area of study. The collection covers students' participation in selecting the content of the portfolio, references to make a selection, criteria used as considerations, and events experienced by the students as a way to reflect themselves. Substantially, students' portfolios can be seen as a compilation of students' writing, interpretation, and students' activities in class or outside the class. The documents are systematically recorded, thus they can be used to check the students' skills and achievement. (Chen et al., 2015)

Based on the previous explanation, it is concluded that the portfolio includes documents that describe students' best efforts in doing their tasks. It can be in form of written form or activities that are chronologically ordered containing information about what students take as their main considerations to present their products, describing how they think, supported by relevance data. Portfolio-based learning is learning that emphasizes students' ability to search and find answers during the lesson.

Portfolio-based learning is the best collection of students' works. It helps to improve students' achievement because the model lets the students interact with their peers and their society, and teachers are assigned to organize learning materials in form of a portfolio, therefore, students understand and perform the task in their portfolio. (Lam, 2014).

Teachers can design the structure of the portfolio group and portfolio group assignments that make students study and evaluate themselves and their peers. They can understand learning materials better. Portfolio-based learning lets students' study more about knowledge and improves their

skills. It activates both students' internal and external conditions.

Students' internal condition is arising from students' memory, while the external condition is the aspect designed or set to conduct the learning process. By implementing a portfolio-based learning model, it is expected that students can achieve their learning outcomes which consist of intellectual skill, cognitive strategy, verbal information, motor skill, and attitude. The portfolio-based learning model trains students to think and have social skills such as skills to state their opinions, respond to advice, work in a team, and have loyalty.

The Portfolio-learning model gives a wide opportunity to the students to explore their knowledge, students can learn from their environment, from media, and any other learning resources. This model also provides a chance for students and teachers to discuss since they all are prepared to present their portfolio in a class presentation.

Besides, students may exchange information, experiences, opinions, problem solutions in a formal way that it helps them to improve their communication skill, which later, influences their achievement. This model can develop students' potentials in many ways relating to their cognitive, affective, and psychomotor aspects. It boosts their motivation to study better.

The portfolio-based learning model improves students' motivation and achievement and promotes active, creative, and participative learning. It also gives significant implications to teachers' professional aspects as a facilitator, director-motivator, mediator, and reconstructed. Teachers are trained to equip students to have a social life, social skill, and social participation.

Fajar, says the advantages of the portfolio-based learning model. They are 1) students practice to combine principles and concepts that they get from teachers' explanation or textbooks and then implement it in their daily life, 2) students can look for

information outside of the class; from the internet, different reading passages, TV, or experts' shares, 4) students can make decisions referring to the concepts learned previously, and 5) students can formulate steps that they are going to take to solve a problem. (Arni, 2005). Budimansyah, states that the portfolio-based learning model gives students opportunities to learn process-based materials, such as 1) identifying problems, 2) gathering information, 3) analyzing problems solutions, 4) proposing a possible solution, 5) showing case, 6) making plans. (Budimansyah, 2002).

Therefore, the portfolio-based learning model provides various learning sources and gives wide opportunities for students to choose the learning resources that can help them to deal with social phenomena. It is in line with one of the principles of competency-based curriculum development that is to place students as a center of development. It helps students to be more independent, has the capabilities in collaborating, help others, and make observations and evaluations as a reflection to develop their knowledge.

The Nature of Academic Writing

Academic writing is a writing activity that is not a fiction or imagination. Yet, it contains some scientific underlying theories following certain guidelines, agreed by scientific conversions. Academic writing is a product that belongs to a field of science. By making scientific writing, ideas, thoughts, and findings are shared and communicated to others. Academic writing can also be a way to solve scientific problems by collecting data, facts, and referring to theories and scientific methods to find solutions for the problems. Academic writing is made based on the result of the observations or reviews toward a certain field of study, arranged by referring to scientific methods and considering writing ethics.

Academic writing contains scientific components that its writers should follow. It has certain ethics codes. The ethic codes are the norms of academic writing. Writers' integrity should be a concern for any

academic writer. Writers should acknowledge the sources or references that they use in their writing. Including others' ideas or opinions in the writing without acknowledging the owner can be included as academic dishonest which is commonly known as plagiarism.

Academic writing cannot be separated from referencing, quoting since they are parts of knowledge development. What should be avoided is referencing or quoting others' ideas dishonestly. They should be explained whether the quotes are fully-quoted, partly-quoted, modified or developed

Academic writing is a scientific work containing some objectives. One of them is a medium to practice sharing thoughts or observations findings in form of academic writing composed systematically based on scientific methods. This activity is seen as a way to grow scientific work ethic among students, therefore, when they are adults or taking higher education or work, they will not be the consumers of knowledge only, but they also can be the producers of the knowledge. Academic writing is expected to be a medium of knowledge transformation between school and society or people who are interested in reading it.

Academic writing trains students to have basic skills to research a proper way and systematically since high schools. It can also help them to develop the students' reading skills effectively. Furthermore, it is effective to teach students to synthesize information and knowledge that they gather from various learning sources. Moreover, it is useful to help students improve their management skills in organizing data and facts systematically. Students experience that it feels content to be knowledgeable.

The Relevancy of Portfolio-Based Learning Model and Academic Writing

The portfolio-based learning model emphasized the process that students have to get through. It does not only focus on the results that the students have to obtain. Students are prepared with skills to search and find their learning sources. The students also

study to develop their social skills by working together with their team during the learning process. It is expected that through a portfolio-based learning model, students can make an effort to find answers to their academic problems, and they can grow to be more responsible in learning. Building students' characteristics are one of the significant processes that the portfolio-based learning model concerns about. The students are trained to do their responsibilities and then present their work in front of their peers and teachers. They have to have well-prepared performances, which they only can get from doing their task as well as possible.

The portfolio-based learning model is relevant to the study of academic writing because, in academic writing, students should be active in finding and collecting data and information to compose good academic writing. The portfolio-based learning model has steps that students have to follow started from the searching, collection, finding information, data, and facts that they need to complete their portfolios. The students also report their work as writers report their compositions.

Students in the portfolio-based learning model, in the practice, an interaction occurs between students and their peers, students, and teachers. Teachers organize the learning materials and exercises in form of portfolios and students understand and do the task in form of a portfolio also, which they can do within their group. Moreover, students can also interact with the society since they also need to look for data they can get by commuting, observing, and doing interviews with society.

The portfolio-based learning model also helps students to develop their personality and attitude, to be responsible for the tasks given during the learning process. The portfolio-based learning model can be in form of presentations or documents, yet the students are trained to present what they do in front of the public. The collections of notes and documents made by the students are parts of their learning achievements.

The expectations obtained from the portfolio-based learning model are the learning outcomes which are divided into five groups; intellectual skill, cognitive strategy, verbal information, motor skill, and attitude. The portfolio-based learning model trains students to be skillful in thinking and in social life such as the ability to state opinions, to respond feedback and advice from others, to work in a team, to be loyal, to be selfless, and arrogant. The portfolio-based learning model requires a solid team to reach the expected objectives.

The effects of the portfolio-learning model implementation are students given various chances to exchange information, experience, formally share opinions and solutions. This learning model is seen as an alternate medium to improve students' communication skills since they are let to explore their knowledge and what they already know. The model opens a wide opportunity for the students to make products in form of a portfolio which resulted from discussions with their friends, teachers, society, and data, information, facts they obtained on their own. They can find what they need from any available media. This activity triggers them to present what they get in form of academic writing. Thus, portfolio-based learning and academic writing are relevant.

METHOD

The design of the study was Research and Development. Research and development is a systematical study to design, develop, evaluate programs, process, and learning outcomes that should meet the criteria and be effective internally. (Penuel et al., 2011). The model used in the study was the 4-D model. Phases of 4D-Models are; define, design, develop, and disseminate. (Gorbi Irawan et al., 2018).

The study was limited to a certain level; it was to grade IX MTS Koto Tuo and the subject was *Budaya Alam Minangkabau*. (Minangkabau Cultures). (Kamal et al., 2019). The scheme of the research and development study is described in the following figure:

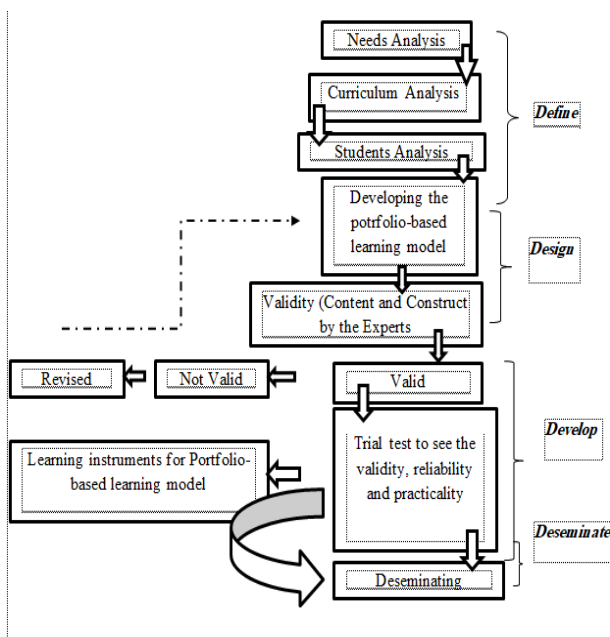


Figure 1. Desain of Research

The test was meant to obtain the degree of validity, practicality, and effectiveness of the learning instruments made. The test was done to trial subjects that were chosen based on certain considerations. The trial subjects were grade IX students MTS Koto Tuo Pasaman. The considerations in choosing the subjects were: 1) the school was one of the oldest Madrasah in Pasaman, 2) the school was appointed by the Ministry of Education as one of the schools that has integrity.

Data obtained from the trials test were evaluations of the products accumulated from learning evaluations. There were two data used; qualitative. Which were analyzed using logical validity (Gilbert et al., 2014), and quantitative data that emphasized on the characteristic test analysis (Knezek & Christensen, 2014). Qualitative data collected from the result of the discussion, observations, interviews with students and teachers, and field notes. Quantitative data were obtained from questionnaires and observation sheets. The instruments used in the research were validating sheets, observation sheets, interviews, evaluation sheets, students' response questionnaires, and evaluation sheets. The observation sheet used was adopted and developed by Abidin. (Abidin, 2012).

Data obtained from various research instruments were analyzed descriptively, qualitatively, and quantitatively. They were used to identify the learning developed whether or not it was valid, practical, and effective. To measure the instruments' validity, the criteria were divided into categories; Very Valid (3,50-4,00), Valid (3,00-3,49), Less Valid (2,00-2,99) and not valid (1,00-1,99) as how described by Widjayanti (2008-58). The analysis of the practicality referred to descriptive statistics set within categories; 3,50-4,00 (Very Practical), 3,00-3,49 (Practical), 2,00-3,49 (adequate), dan 1,00-1,99 (Not practical). (Joshi et al., 2015).

RESEARCH FINDINGS

Portfolio-based learning development is an effort to grow students' motivation to write academic writing since early by adopting the 4-D model (define, design, develop, and disseminate). The research showed that the model as to how it was validated by the experts was in the Very Valid category; seen from the aspect of learning instruments, the score obtained was 3,52 and the learning materials' score was 3,53. Referring to the two scores, it could be said that the development of a portfolio-based learning model was appropriate to be used in the classroom. The steps managed and set could help and assist teachers to facilitate students to do different learning activities.

Similar scores were also obtained from the expertise, it was 3.60 which was in the Very Valid category. From all aspects observed, the content validity score was 3.7, the language was 3,60, presentation 3,60 dan graphs was 3,50. The practicality test was done to see the degree of learning instruments practicality, as well as the learning materials developed. To measure the validity of the syllabus used, interviews wich the teachers was conducted.

Furthermore, the practicality of learning instruments was done by observing its implementation in the learning process recorded in observation sheets. While the practicality of learning materials used was

measured by questionnaires distributed to teachers and responses from students were recorded by having interviews to support the data. In general, the teachers believed that the learning instruments developed were helpful and could support the teaching and learning process using a portfolio-based learning model. It was claimed that the learning model was an innovation for education.

The effectiveness of the portfolio-based learning model could be seen from the observations done to the students. The students were found to be motivated, performing hard work because the activities set directly related to their daily lives. The observation results were organized in Students' Worksheet, and the score obtained was 82 which indicated that the learning model was effective to be implemented.

During the learning process, students did various activities, thus, they could reach the expected learning outcomes. Their motivation to study was better. They were more confident, improving the logical thinking process, creative which they showed after being learned using the portfolio-based learning model. The result indicated that the model was effective to be used.

The learning model developed was valid since it met the predefined criteria. According to Plomp, the characteristic of valid products is that the state of the art knowledge. (Plomp & Nieveen, 2007). The model developed in this study, implemented at MTS Koto Tuo has met the criteria mentioned by Plomp seen from both aspects; content validity and construct validity.

Seen from the aspect of materials development, the product was said to be practical if students and teachers could use them conveniently. (Plomp & Nieveen, 2007). Therefore, the portfolio-based learning model implemented at MTS Koto Tuo also met the criteria of practicality as the results of data analysis.

Furthermore, to see and evaluate the effectiveness of a developed learning model, the product should be able to bridge the

students to reach the instructional objectives, to have attractive learning experiences involving students work actively during the process and supported by appropriate learning facilities. The portfolio-based learning model developed and then implemented at MTs Koto Tuo met the definition stated by Firman. Thus, it is possible to say that the portfolio-based learning model was effective to be used as one of the media for teaching and learning.

In general, portfolio-based learning requires students to search and dig a lot of literature. Thus, students are required to read and study. Without reading and being active in searching for literature, teachers and students will not be able to implement portfolio-based learning optimally. Literature and portfolio are two inseparable aspects.

For this reason, teachers and students are required to be more observant and more active in exploring various kinds of literature according to the material being learned. Furthermore, schools must facilitate teachers and students in developing literacy, both by providing an adequate library in terms of book quantity and location conditions. Besides, in this era of 4.0, schools are required to facilitate online libraries by providing internet facilities for all people in the school environment; either in the form of e-Library or subscribing to electronic journals or magazines.

CONCLUSION AND RECOMMENDATION

Based on the development and trial test toward the learning instruments made in the study, it is concluded that the development of a portfolio-based learning model is very valid. Based on the evaluation given by the expertise, the score obtained is 3,52 which indicates that the model is effective to be used. Research findings showed that the model has met the criteria of evaluation in product development including logical consistency between the products (as how experts expect) and the products (as how it occurs during the implementation). The practicality test score shows that the product is practical since the score obtained is 3,60.

The practicality development of the product can also be seen from the observation done during the implementation. They are students' responses, teachers' responds, and interviews. While the effectivity of the use of the product is concluded based on the observation towards students who are found to be motivated and confident to study and follow the activities. Students get what they are expected to get. The students' motivation is better. Their performances including their confident, thinking skills, creativity are found to be well-improved after being taught using a portfolio-based learning model. The portfolio-based learning model is effective to be used.

The portfolio-based learning model is relevant to the effort of growing students' motivation to write academic writing since early because the steps in doing a portfolio-based learning model are similar to steps in academic writing. They are looking for information needed, finding various sources, and recording the data in notes, are responsible for what has been done. During the process, students know themselves better when they do academic writing.

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