

**DESIGNING CREATIVE THINKING SKILL-INFUSED AND
MICROLEARNING-BASED ENGLISH LEARNING
MATERIALS OF WRITING FOR 10TH GRADERS OF SENIOR
HIGH SCHOOL**



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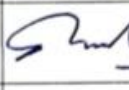
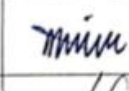
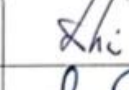


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DANIA YOLANDA

ABSTRAK

Dania Yolanda. 2023. Perancangan Bahan Ajar Bahasa Inggris Berbasis Microlearning Berintegrasi Keterampilan Berpikir Kreatif pada Materi Menulis untuk Siswa Kelas X SMA. Sebuah Skripsi. Jakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Ada banyak kegiatan dan aktivitas untuk mengekspresikan atau menunjukkan keterampilan berpikir kreatif. Salah satunya dapat diekspresikan dalam materi menulis. Diketahui bahwa, saat ini materi menulis yang disajikan kepada siswa sekolah menengah tidak banyak memunculkan keterampilan berpikir kreatif. Materi menulis yang disajikan juga tidak dikembangkan, tanpa menggunakan teknologi saat dan hanya menggunakan kertas sebagai alat yang digunakan, padahal penggunaan pembelajaran mikro dapat dikaitkan dengan materi menulis. Untuk menjembatani kesenjangan tersebut, tujuan dari penelitian ini adalah untuk mengembangkan materi menulis bahasa Inggris dalam bentuk naskah dan Learning Object Material (LOM) yang bermuatan keterampilan berpikir kreatif dan berbasis microlearning untuk siswa kelas sepuluh. Analisis kebutuhan, desain, evaluasi desain, dan revisi desain merupakan empat langkah dari metode Design and Development Research (DDR) yang dimodifikasi dari Richey & Klein (2007) yang digunakan dalam penelitian ini. Temuan penelitian ini mengungkapkan bahwa pertama, menemukan bahwa buku teks yang digunakan oleh siswa kelas sepuluh untuk menulis tidak menanamkan keterampilan berpikir kreatif dan pembelajaran mikro, data ini dianalisis menggunakan dua instrumen yang dimodifikasi dengan keterampilan berpikir kreatif dan deskriptor pembelajaran mikro. Kedua, prosedur perancangan materi pembelajaran bahasa Inggris untuk menulis yang bermuatan keterampilan berpikir kreatif berbasis microlearning dikembangkan dalam enam langkah. Ketiga, hasil produk dari penelitian ini adalah sebuah prototipe materi pembelajaran mikro untuk membaca dengan menggunakan berbagai jenis media seperti video, mind mapping, papan tulis digital, QR Codes dan Padlet. Keempat, uji keterbacaan dan validitas produk prototipe melibatkan para ahli dan mahasiswa. Berdasarkan hasil evaluasi, para ahli dan siswa yang menilai produk tersebut layak digunakan, maka produk prototipe dapat digunakan. Oleh karena itu, pengembang materi dan guru harus menekankan aspek pembelajaran mikro dan keterampilan berpikir kreatif dalam materi pembelajaran untuk meningkatkan pengalaman belajar menulis bahasa Inggris siswa.

Kata kunci: Pembelajaran Mikro, Berpikir Kreatif, dan Keterampilan Menulis, dan Materi Pembelajaran

ABSTRACT

Dania Yolanda. 2023. Designing Creative Thinking Skills-Infused Microlearning-Based English Learning Material of Writing for 10th Graders Senior High School Students. A Thesis. Jakarta: English Language Education Study Program, Faculty of Language and Arts, Universitas Negeri Jakarta.

There are many activities and activities to express or demonstrate creative thinking skills. One of them can be expressed in writing materials. It is known that, currently, writing materials presented to high school students do not bring up many creative thinking skills. The writing material presented is also not developed, without using technology when and only using paper as a tool used, even though the use of microlearning can be associated with writing material. To bridge the gap, the purpose of this research is to develop English writing materials in the form of scripts and Learning Object Material (LOM) infused with creative thinking skills and microlearning-based for tenth grade students. Needs analysis, design, design evaluation, and design revision are the four steps of the Design and Development Research (DDR) method modified from Richey & Klein (2007) used in this study. This study findings revealed that first, found that the textbooks used by tenth grade students for writing did not infuse creative thinking skills and microlearning, this data was analysed using two modified instruments with creative thinking skills and microlearning descriptors. Second, procedures of designing creative thinking skills infused microlearning-based learning material for Writing were developed in six steps. Third, the result of products of this study is set a prototype microlearning material for writing using different types of media such as video, mind mapping, whiteboard digital, QR Codes and Padlet. Fourth, the readability and validity of the prototype product involved experts and students. Based on the evaluation, experts and students who rated the product as appropriate, the result is that prototype product can be used. Therefore, materials developers and teacher should emphasize microlearning aspects and creative thinking skills in learning materials to improve students' writing English learning experiences.

Keyword: Microlearning, Creative Thinking, Writing Skill, and Learning Object Material

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