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Hole Adventure Learning Media Development to Improve Students' Short Story Writing Skills

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ABSTRACT

This research examines the importance of competencies in the Pancasila Student Profile, especially creativity. Teachers can foster creative learning by designing innovative media that encourages students' creativity. The method used includes Research and Development (R&D) with Analysis, Design, Development, Implementation, and Evaluation (ADDIE) approach. The data was gathered through unstructured interviews, non-participant observation, a questionnaire, and an assessment, including pre-test and post-test. This research aims to (1) develop an audio-visual digital short story learning medium titled "Hole Adventure," (2) analyse its impact on improving creative writing skills. Based on this research, the implementation of the learning media towards 5th grade students of MIM Plus Suwaru Bandung in Tulungagung shows a significant improvement in creative writing skills. It resulted the value $p < 0.001$, indicating positive impact of using "Hole Adventure" media learning.

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1. INTRODUCTION

Indonesia is always trying to improve the quality of its education because education is one of the important elements in the effort to build a nation.[1] Teachers contribute to improving the quality of education through the learning process in the classroom. In learning activities, teachers need learning media to support the achievement of learning objectives.[2] Teachers can also develop more creative and innovative learning media that are in accordance with learning objectives. Creativity has an important role in the Merdeka Belajar Curriculum because it is one of the competencies listed in the Pancasila Learner Profile.[3]

Based on the results of research conducted by Hans Jellen from the University of Utah USA and Klaus Urban from the University of Hannover, Germany, student learning creativity in Indonesia is ranked the lowest compared to the Philippines, USA, UK, Germany, India, People's Republic of China, Cameroon, and Zulu.[4] Based on this, teachers need to train and develop students' creativity through learning in schools to improve the quality of education in Indonesia. One way to develop students' creativity can be done in creative writing learning. Teachers can develop students' creative writing skills by using adequate learning media.

However, in developing adequate learning media, teachers often experience difficulties due to the many demands that must be met both inside and outside of learning. Because of this factor, many teachers decide to utilize existing learning media because they feel it is more practical and cost-effective. This has an impact on students' creative writing skills, which are less than optimal. Based on the results of observations and interviews with researchers, the scores of 5th-grade students MIM Plus Suwaru Bandung in Tulungagung in Indonesian language subjects on narrative text writing material are still below

the Minimum Mastery Criteria. This problem occurs because teachers have not implemented learning media that can support learning creative writing.

To overcome the existing problems, the researcher developed an audio-visual-based digital short story learning media named “Hole Adventure”. The uniqueness of this learning media is that the text in this digital short story uses hollow sentences, which aim to provoke students' creativity in choosing words so that the short story is filled according to students' writing creativity. This digital short story is audio-visual based, with the hope that it can help students improve their creative writing skills by writing down their ideas, feelings, and emotions in a piece of writing.

Based on a series of facts and analysis that have been presented above, the research with the title “Development of Hole Adventure Learning Media to Improve Students' Creative Writing Skills” is important. This research aims to develop learning media using the ADDIE approach. The learning media that have been developed will be analyzed for the effect of their utilization in learning using quantitative analysis techniques in the form of correlational analysis.

2. METHOD

The method employed in this research utilizes the Research and Development model, incorporating the ADDIE approach. The data were gathered through unstructured interviews, non-participant observation, a questionnaire, and an assessment, including pre-tests and post-tests.

a. Analysis

The analysis stage is divided into two stages, namely the performance analysis and need analysis stages. Performance analysis was conducted to find gaps or problems that exist at MIM Plus Suwaru Bandung. A needs analysis is carried out to determine the right action so that the gaps in the performance analysis stage can be resolved.[5]

b. Design

The design stage is carried out by designing attractive learning media according to the results of the analysis. There are 3 main focuses at the design stage, namely material design, visual design, and audio design.

c. Development

The development stage is carried out by developing learning media based on the design that has been made at the design stage. The following is the learning media development stage.

1) Product Creation Phase

Product development begins with creating a story outline, developing it into a short story while determining the overlapping parts in the story, creating illustrations using the AI Art Generator application, and finishing with Ibis Paint X, selecting background music. The last is combining story elements, illustrations, and audio.

2) Validation Phase

Validation was carried out to assess the feasibility of pre-test and post-test (learning media) by material experts and media experts. To assess the feasibility of learning media that have been developed, researchers use Likert Scale guidelines.

Table 1. Validation Instrument Scoring Rules[6]

Quantitative Data	Score
Very Good	5
Good	4
Enough	3
Less	2
Very Less	1

The level of validity of learning media development can be measured using analysis techniques. The following is the formula used to see the feasibility of media.

$$P = \frac{\sum x}{\sum x_i} \times 100\%$$

Description:

P = feasibility percentage

$\sum x$ = total number of validator answer scores (real value)

$\sum x_i$ = highest total answer score (expected value)

100% = constant

The researcher also determines the qualifications of the feasibility level of learning media as a reference for justifying the results obtained.

Table 2. Learning Media Feasibility Level Qualification[7]

Percentage (%)	Qualification	Feasibility Criteria
84-100	Very Feasible	No Revision
68-83	Feasible	No Revision
52-67	Feasible Enough	Needs Revision
36-51	Less Feasible	Revision
20-35	Very Less Feasible	Revision

3) Revision Phase

This stage is done by improving the learning media. Learning media is improved according to suggestions from media experts, material experts, and teachers. This revision stage plays a big role in correcting the shortcomings of the learning media before it is tested.

d. Implementation

The implementation stage is carried out by conducting direct trials with students. The trial is divided into 3, namely small group trials, large group trials, and field trials. At the field trial stage, teachers were also tested. At this stage, the data collected will be tested through instrument testing, prerequisite testing, and hypothesis testing.

1) Instrument Test

The data to be analyzed is the data from the pre-test and post-test assessments. Instrument tests carried out are validity tests and reliability tests.

a) Validity Test

The provisions in the validity test are, if the calculated R value < R table, then the data is invalid, and if the calculated R value> R table, then the data is valid.[6]

b) Reability Test

The provisions in the reliability test are, if the Cronbach alpha value <0.6, then the data is not reliable, and if the Cronbach alpha value ≥ 0.6, then the data is reliable.[6]

2) Prerequisite Test

The data for this test was taken from the field trial scores. The prerequisite tests carried out are the normality test and the homogeneity test.

a) Normality Test

The provisions in the normality test are, if the sig value <0.05, then the data is abnormal, and if the sig value> 0.05, then the data is normal.[6]

b) Homogeneity Test

The provisions in the homogeneity test are, if the sign value <0.05, then the data is not the same / not homogeneous, and if the sign value> 0.05, then the data is the same/homogeneous.[6]

3) Hypothesis Test

The hypothesis test used is the Paired Sample T-Test. The provisions in this test are as follows:[6]

a) if the sig value > 0.05 then the result shows that “Hole Adventure” learning media is not effective as a learning media to improve students' creative writing skills

b) if the sig value <0.05, then the result shows that “Hole Adventure” learning media is effective as a learning media to improve students' creative writing skills.

e. Evaluation

The evaluation phase is conducted based on the implementation phase of the learning media. This assessment involves feedback from students and teachers during the use of the learning media.

3. RESULTS AND DISCUSSION

a) Results

1) Analysis

a) Performance Analysis

Based on interviews conducted by researchers with the 5th grade teacher, Mrs. Sabila Firdausita, S.Pd., researchers found gaps in Indonesian language learning material for writing narrative text. The following are the results of the gap analysis in learning Indonesian language material for writing narrative texts.

- Students' creative writing skills are less than optimal.

- There are still many mistakes in the short story texts produced by students, such as the diction chosen is not correct, the writing of punctuation and dialogue is incorrect.
- There is no interesting and adequate learning media to support learning to write creative short stories.

b) Need Analysis

- Curriculum Analysis

  The curriculum used is the Merdeka Belajar Curriculum. The Grade 5 Indonesian Learning Outcome for the Writing Element is that students write sentences in simple narrative texts with an opening, middle, and closing, including intrinsic elements such as dialogue to attract readers.

- Course Analysis

  The course focuses on writing narrative texts. By understanding the essential elements, proper punctuation in dialogues, and the writing process, students can produce a simple narrative that engages the reader.

- Media Learning Analysis

  The observations made by researchers in class 5 showed that students were less enthusiastic about learning because there was no engaging learning media. Additionally, teachers tend to rely more on LKS during lessons.

Based on the results of the performance and needs analysis conducted by the researcher, it can be concluded that there is a gap in class V of MIM Plus Suwaru Bandung in learning Indonesian language material on writing narrative texts. Writing narrative texts is part of the advanced writing skills that upper-grade students, namely grades 4, 5, and 6, are expected to have. To address this gap, students need to practice regularly to improve their creative writing skills. From this main problem, the researcher developed an innovation by creating engaging learning media that fifth-grade students can use to practice creative writing.

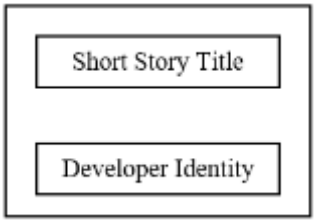
2) Design

a) Course Design

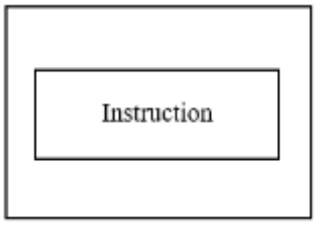
- Theme: friendship
- Point of view: first person “aku”
- Language style: simple language structure
- Characterization: there are male and female characters
- Plot:
  - Tokoh bersantai di padang rumput.
  - Tokoh melihat pusaran cahaya misterius dan tersedot ke dalamnya.
  - Tokon berada di tempat asing.
  - Tokoh bertemu makhluk misterius yang memberi petunjuk untuk pulang.
  - Tokoh melewati berbagai tantangan.
  - Tokoh saling bekerja sama melewati tantangan dan berhasil pulang.
- Setting:
  - Spatial: real world and fantasy world
  - Temporal: daytime
  - Atmosphere: mystery
- Mandate: unselfish and cooperate to solve the problem
- Grooves: forward flow
- Genre: fantasy

b) Visual Design

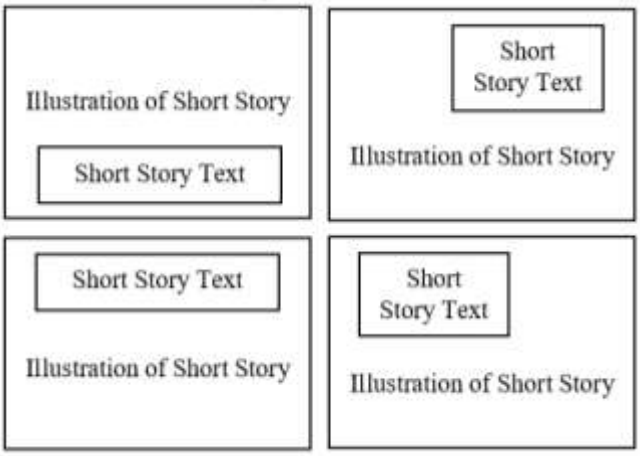
- Cover Slide



- Instruction Slide



- Short Story Illustration Slide



c) Audio Design

The audio acts as a background. The background used by researchers is fantasy genre music, according to the short story genre. The background will change in tandem with the storyline to create an emotional atmosphere that aligns with the evolving narrative. In developing the media, researchers will incorporate audio elements such as fantasy music, the sound of a light and strong wind, and the sound of birds chirping.

3) Development

a) Product Development

Development begins with creating a story outline. The following is a short story outline that has been made.

- Aku dan teman-temanku bersantai di padang rumput
- Kami melihat pusaran cahaya dan tersedot ke dalam
- Kami berada di tempat asing
- Kami bertemu makhluk misterius yang memberi kami petunjuk untuk pulang
- Kami melewati berbagai tantangan
- Kami bekerja sama dan berhasil pulang

The story framework was developed into a complete short story and had overlapping sections. Next, researchers created illustrations using the AI Art Generator app and finished them with Ibis Paint X.

Figure 1. Generate an Illustration using the AI Art Generator Application

Figure 2. Finishing an Illustration using the Ibis Paint Application

The next step was to find and select background music. The music chosen included “Beautiful World” by Andrii Yefymov, “The First Adventure” by Timohir Hristozov, ‘Wonderland’ by Henning Hansen, and “Empyrean” by Marc Aaron Jacobs. The final stage was to combine the short story elements, illustrations, and background music. This step was completed in Microsoft PowerPoint.

Figure 3. Cover Slide

Figure 4. Instruction Slide

Figure 5. Illustration of a Short Story

b) Validation

- Pre-test

Pre-test validation is conducted by course experts. The course expert is Dra. Siti Zumrotul Maulida, an instructor at Sayyid Ali Rahmatullah Tulungagung State

Islamic University. The results of the pre-test validation can be viewed in the following table.

Table 3. Pre-test Validation Results

No.	Validation Aspect	Total Indicators	Total Score	Percentage (%)
1.	Content feasibility	3	15	100
2.	Presentation feasibility	4	15	75
3.	Language	3	13	87
Jumlah		**10**	**43**	**262**
Rata-rata skor				**86**

The pre-test validation results show a percentage of 86% which indicates the qualification Very Feasible.

- Post-test (Hole Adventure Learning Media)

Post-test validation was carried out by course experts and media experts who are lecturers at Sayyid Ali Rahmatullah Tulungagung State Islamic University. The course expert is Dra. Siti Zumrotul Maulida, M.Pd.I. and the media expert is Mr. Hafidz Rosyidiana, M.Pd. The results of post-test validation can be seen in the following table.

Table 4. Course Expert Validation Results

No.	Validation Aspect	Total Indicators	Total Score	Percentage (%)
1.	Content feasibility	3	15	100
2.	Presentation feasibility	4	20	100
3.	Language	3	14	93
Total		**10**	**10**	**49**
Average score				**98**

Table 5. Media Expert Validation Results

No.	Validation Aspect	Total Indicators	Total Score	Percentage (%)
1.	Visual feasibility	5	16	64
2.	Audio feasibility	5	20	80
Total		**10**	**36**	**144**
Average score				**72**

Table 6. Post-test Validation Results

Validator	Total Score	Percentage	Criteria
Course Expert	49	98%	Very Feasible
Media Expert	36	72%	Feasible
Average	**42,5**	**85%**	**Very Feasible**

The post-test validation results show an average percentage of 85% which indicates the qualification Very Feasible.

c) Revision

Revisions were made based on feedback from material experts and media experts. Overall, the two components that were improved on this learning media were the font and the short story text box. The improvements made by researchers to the learning media are the shape of the font is made more attractive as well as enlarged and the text box whose shape is made diverse to be more attractive and transparent so as not to cover the illustration image. The following are the results of the revision of learning media.

Figure 6. Cover Slide

Figure 7. Instruction Slide

Figure 8. Illustration of a Short Story

4) Implementation

Implementation is divided into 3, namely a small group trial involving 10 students from class 5-B, a large group trial involving 19 students from class 5-A, and a field trial involving all students in classes 5-A and 5-B, totaling 38 students. At the field trial stage, teacher testing was also conducted.

a) Small Group Trial Results

Table 7. Pre-test Results of Small Group Trial

	A1	A1	A3	A4	A5	A6	A7	A8	A9	A10	Total Score	Score
AZF	4	4	4	5	5	5	5	5	5	5	**47**	**94**
DAPK	3	4	3	4	3	4	3	4	3	4	**35**	**70**
DB	4	4	3	3	4	3	4	3	4	4	**36**	**72**
HAN	5	5	4	3	4	4	4	4	4	3	**40**	**80**
MAF	3	3	1	2	2	2	2	2	3	2	**22**	**44**
MSA	3	3	2	2	3	3	2	3	2	2	**25**	**50**
NVA	4	4	3	3	4	3	4	3	3	3	**34**	**68**
RSR	4	4	3	4	4	3	3	4	4	3	**36**	**72**
SAW	5	5	3	5	5	5	5	5	3	4	**45**	**90**
TRA	5	5	3	4	4	3	3	4	3	3	**37**	**74**

Table 8. Post-test Results of Small Group Trial

	A1	A1	A3	A4	A5	A6	A7	A8	A9	A10	Total Score	Score
AA	5	4	3	3	5	4	4	5	3	3	**39**	**78**
AAJ	5	5	5	5	5	4	4	4	4	4	**45**	**90**
FSTM	3	3	1	2	2	2	2	2	2	2	**21**	**42**
IAWI	4	5	3	4	5	5	5	4	4	5	**44**	**88**
LSAW	5	4	3	3	5	4	4	4	3	3	**38**	**76**
MAF	5	5	4	4	5	4	4	4	4	3	**42**	**84**
NYK	4	3	4	3	4	3	4	3	2	3	**33**	**66**
SAA	4	4	3	4	4	4	4	4	3	4	**38**	**76**
ZAM	4	5	3	3	5	4	5	4	5	3	**41**	**82**
ZEP	5	5	4	5	5	5	5	5	4	4	**47**	**94**

b) Large Group Trial Results

Table 9. Post-test Results of Large Group Trial

	A1	A1	A3	A4	A5	A6	A7	A8	A9	A10	Total Score	Score
AFA	4	4	3	4	5	4	4	4	3	3	**38**	**76**
AZF	5	5	4	5	5	4	5	4	4	5	**46**	**92**
CRAF	4	4	3	4	4	4	4	4	4	3	**38**	**76**
DAPK	4	5	3	4	5	4	4	3	3	3	**38**	**76**
DB	5	5	3	5	5	5	5	5	5	4	**47**	**94**
HAN	5	5	4	4	5	4	4	5	4	5	**45**	**90**
KAN	5	4	3	4	5	4	3	4	3	3	**38**	**76**
KRF	4	5	3	3	5	4	4	4	3	3	**38**	**76**
MMF	4	5	3	4	5	3	4	4	4	3	**39**	**78**
MAF	4	4	3	4	5	4	4	4	3	3	**38**	**76**
MSA	4	5	3	4	5	4	3	4	3	3	**38**	**76**
NVA	5	5	3	4	5	4	4	4	3	4	**41**	**82**
NM	5	5	3	4	4	4	4	4	4	4	**41**	**82**
NDA	5	5	3	4	5	5	4	4	3	3	**41**	**82**
RSR	5	5	3	4	5	5	4	5	3	3	**42**	**84**
SAW	5	5	4	4	5	5	5	5	4	5	**47**	**94**
TAF	5	4	3	4	5	4	4	4	3	3	**39**	**78**
TRA	5	5	3	4	5	4	5	4	2	3	**40**	**80**
ZQA	5	4	4	4	4	4	4	4	3	3	**39**	**78**

c) Field Trial Results

Table 10. Pre-test Results of Field Trial

	A1	A1	A3	A4	A5	A6	A7	A8	A9	A10	Total Score	Score
AFA	3	3	3	4	4	3	3	3	3	3	**32**	**64**
AZF	5	5	4	5	5	5	5	5	4	4	**47**	**94**
CRAF	5	4	5	4	4	4	4	4	3	3	**40**	**80**
DAPK	4	4	3	4	4	3	3	4	3	3	**35**	**70**
DB	4	4	3	3	4	5	4	5	4	4	**40**	**80**
HAN	5	5	4	3	4	4	4	4	4	3	**40**	**80**
KAN	5	4	3	3	4	3	3	4	2	2	**33**	**66**
KRF	4	4	3	3	4	3	3	3	3	2	**32**	**64**
MMF	5	5	3	3	4	3	3	3	3	3	**35**	**70**
MAF	4	4	3	4	3	3	3	3	3	2	**32**	**64**
MSA	3	3	2	2	3	3	2	3	2	2	**25**	**50**
NVA	4	4	3	3	4	3	4	3	3	3	**34**	**68**
NM	4	4	3	4	4	3	4	3	3	3	**35**	**70**
NDA	4	4	3	3	3	3	3	3	2	2	**30**	**60**
RSR	4	4	3	4	4	3	3	4	4	3	**36**	**72**
SAW	5	5	3	5	5	5	5	5	3	4	**45**	**90**
TAF	4	3	3	3	3	3	4	4	3	3	**33**	**66**
TRA	5	5	3	4	4	4	4	4	3	3	**39**	**78**
ZQA	4	4	3	3	4	3	4	3	3	3	**34**	**68**
ADC	3	3	3	3	4	3	3	3	2	2	**29**	**58**
AA	3	3	3	3	4	3	3	4	3	3	**32**	**64**
ASS	4	4	3	4	5	3	4	3	2	4	**36**	**72**
AAJ	4	4	5	4	4	4	4	3	3	3	**38**	**76**
FSTM	3	4	3	4	4	3	4	3	3	3	**34**	**68**
GAE	4	4	3	4	4	4	4	4	3	3	**37**	**74**
HAP	3	4	3	4	4	3	4	3	3	3	**34**	**68**
IAWI	4	4	3	3	4	4	4	3	4	4	**37**	**74**
LSAW	4	3	3	3	3	3	3	3	3	3	**31**	**62**
MAN	3	3	3	4	4	3	4	3	3	3	**33**	**66**

MAF	5	5	5	4	4	3	4	3	4	3	**40**	**80**
MFAF	3	4	3	3	4	3	4	3	3	3	**33**	**66**
NYK	4	3	3	3	4	3	4	3	2	3	**32**	**64**
NAH	3	4	3	3	4	3	3	3	3	3	**32**	**64**
NNM	4	3	3	3	4	3	4	3	3	3	**33**	**66**
NAI	4	4	3	4	4	4	4	4	4	4	**39**	**78**
SAA	5	4	2	3	4	3	4	3	3	3	**34**	**68**
ZAM	4	4	3	3	4	3	4	3	3	3	**34**	**68**
ZEP	5	4	5	3	4	3	4	3	4	3	**38**	**76**

Table 11. Post-test Results of Field Trial

	A1	**A1**	**A3**	**A4**	**A5**	**A6**	**A7**	**A8**	**A9**	**A10**	**Total Score**	**Score**
AFA	5	4	3	4	5	4	4	5	3	3	**40**	**80**
AZF	5	5	4	5	5	5	5	5	4	5	**48**	**96**
CRAF	5	4	3	4	4	4	4	5	4	4	**41**	**82**
DAPK	5	5	3	4	5	4	4	5	3	3	**41**	**82**
DB	5	5	3	5	5	5	5	5	4	4	**46**	**92**
HAN	5	5	3	4	5	4	4	5	4	4	**43**	**86**
KAN	5	5	3	4	5	4	4	4	4	4	**42**	**84**
KRF	5	5	3	4	5	4	4	5	3	3	**41**	**82**
MMF	4	5	3	4	5	4	4	5	4	3	**41**	**82**
MAF	5	5	3	4	5	4	4	5	3	4	**42**	**84**
MSA	5	5	3	4	5	4	4	5	4	3	**42**	**84**
NVA	5	5	3	4	5	4	5	5	3	4	**43**	**86**
NM	5	5	3	4	5	4	5	4	4	4	**43**	**86**
NDA	5	5	3	4	5	5	5	5	3	3	**43**	**86**
RSR	5	5	3	4	5	5	4	5	3	3	**42**	**84**
SAW	5	5	4	4	5	5	5	5	5	5	**48**	**96**
TAF	5	4	3	4	5	4	4	5	3	3	**40**	**80**
TRA	5	5	3	4	5	4	5	4	2	3	**40**	**80**
ZQA	5	4	4	4	5	4	4	4	4	4	**42**	**84**
ADC	4	4	4	4	4	4	4	4	3	3	**38**	**76**
AA	5	4	3	4	5	5	4	5	4	4	**43**	**86**
ASS	5	4	3	4	5	4	4	5	4	4	**42**	**84**
AAJ	5	5	5	5	5	4	4	4	4	4	**45**	**90**
FSTM	3	4	3	4	5	5	4	5	3	4	**40**	**80**
GAE	5	5	3	4	5	5	4	5	3	4	**43**	**86**
HAP	5	5	4	4	5	5	4	5	3	3	**43**	**86**
IAWI	4	5	3	4	5	5	5	4	4	5	**44**	**88**
LSAW	5	4	3	5	5	5	4	5	4	3	**43**	**86**
MAN	5	5	4	5	5	4	4	4	4	3	**43**	**86**
MAF	5	5	4	4	5	4	5	4	4	3	**43**	**86**
MFAF	4	4	4	4	5	5	5	5	3	4	**43**	**86**
NYK	4	5	3	4	5	5	4	5	4	3	**42**	**84**
NAH	4	4	3	4	5	4	4	4	3	3	**38**	**76**
NNM	4	5	3	4	5	4	4	4	3	3	**39**	**78**
NAI	5	5	4	4	5	4	5	4	3	4	**43**	**86**
SAA	4	4	3	4	5	5	4	5	3	4	**41**	**82**
ZAM	4	5	3	4	5	4	5	4	5	4	**43**	**86**
ZEP	5	5	4	5	5	5	5	5	4	4	**47**	**94**

From the data above, researchers conducted statistical tests to see the effect of utilizing learning media on improving students' creative writing skills. Here are the results of the statistical test.

a) Validity Test

A validity test is conducted based on small group trial data. The following are the results of the validity test.

Table 12. Validity Test Results of Pre-Test

Assessment Number	R Value Count	R Table Value	*Sig*	Description
1.	0,701	0,63	0,024	Valid
2.	0,635	0,63	0,049	Valid
3.	0,845	0,63	0,002	Valid
4.	0,766	0,63	0,01	Valid
5.	0,861	0,63	0,001	Valid
6.	0,807	0,63	0,005	Valid
7.	0,861	0,63	0,001	Valid
8.	0,807	0,63	0,005	Valid
9.	0,769	0,63	0,009	Valid
10.	0,807	0,63	0,005	Valid

Table 13. Validity Test Results of Post-Test

Assessment Number	R Value Count	R Table Value	*Sig*	Description
1.	0,905	0,63	<0,001	Valid
2.	0,795	0,63	0,006	Valid
3.	0,79	0,63	0,007	Valid
4.	0,885	0,63	<0,001	Valid
5.	0,943	0,63	<0,001	Valid
6.	0,882	0,63	<0,001	Valid
7.	0,95	0,63	<0,001	Valid
8.	0,82	0,63	0,004	Valid
9.	0,69	0,63	0,027	Valid
10.	0,835	0,63	0,003	Valid

From the two tables above, it can be seen that the calculated R value is greater than the R table value of 0,63, so it can be concluded that the instrument is valid.

b) Reliability Test

A reliability test is conducted based on small group trial data. The following are the results of the reliability test.

Table 14. Reliability Test Results of Pre-Test

Reliability Statistics

Cronbach's Alpha	N of Items
.932	10

Table 15. Reability Test Results of Post-Test

Reliability Statistics

Cronbach's Alpha	N of Items
.956	10

From the two tables above, it can be seen that the Cronbach alpha greater than 0,6, so it can be concluded that the instrument is reliable.

c) Normality Test

A normality test is conducted based on field trial data. The following are the results of the normality test.

Table 16. Normality Test Result

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test	.153	38	.024	.946	38	.067
Post-test	.110	38	.200*	.980	38	.731

From the table above, it can be seen that the results of the normality test conducted by researchers obtained a pretest significance value of 0.067 and a posttest significance value of 0.731. Because the significance value is greater than 0.05, it can be concluded that the pretest and posttest data are normally distributed.

d) Homogeneity Test

A homogeneity test is conducted based on field trial data. The following are the results of the homogeneity test.

Table 17. Homogeneity Test Result

Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Post-test	Based on Mean	.010	1	36	.921
	Based on Median	.031	1	36	.861
	Based on Median and with adjusted df	.031	1	36.000	.861
	Based on trimmed mean	.000	1	36	1.000

From the table above, it can be seen that the results of the homogeneity test conducted by researchers obtained a significance value greater than 0.05. Based on these results, it can be concluded that the data taken by researchers is homogeneous.

e) Hypothesis Test

A hypothesis test is conducted based on field trial data. The following are the results of the hypothesis test.

Table 18. Hypothesis Test Result

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test V-A	71.2632	19	10.43947	2.39498
	Post-test V-A	85.0526	19	4.77812	1.09618
Pair 2	Pre-test V-B	69.0526	19	5.93926	1.36256
	Post-test V-B	84.5263	19	4.51379	1.03553

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test V-A – Post-test V-A	-1.37895E1	8.21637	1.88497	-17.74964	-9.82931	-7.316	18	.000
Pair 2	Pre-test V-B – Post-test V-B	-1.54737E1	4.80010	1.10122	-17.78726	-13.16011	-14.051	18	.000

The results of the Paired Sample T-Test test showed the mean value of the pretest and posttest of class V-A was 71.3 < 85, and the mean value of the pretest and posttest of class V-B was 69 < 84.5. Both samples also obtained a significance value <0.001. This data shows that there is a significant effect on the use of learning media.

5) Evaluation

Based on the implementation results, the students' average post-test score is higher than the average pre-test score. This indicates that the Hole Adventure learning media is effectively used to improve students' creative writing skills. The data from the teacher test results at the implementation stage also shows that the learning media qualification is very feasible. Thus, there are no improvements that need to be made because at the implementation stage, the learning media received positive responses, both from students and teachers.

Figure 9. QR Code of Hole Adventure Learning Media

b) Discussion

Hole Adventure learning media is developed to help students improve their creative writing skills. Hole Adventure learning media is an audio and visual-based digital short story that can help students improve their creative writing skills. Audio and visual-based learning media can significantly improve students' creative writing skills.[8] The use of image media can also able to improve creative writing skills.[9] In addition, picture media can also increase students' enthusiasm for learning.[10]

Hole Adventure learning media is developed using the ADDIE approach model because the ADDIE approach is a systematic framework for developing educational products.[6] The ADDIE approach was chosen because it is easy to understand and easy to use in developing learning media.

1) Analysis

The analysis in the ADDIE development model is divided into 2 stages, namely the performance analysis stage and the needs analysis stage.[5] The results of the analysis show that student scores are still below the KKM. The teacher is also only guided by the LKS so there is no adequate learning media for learning Indonesian language material on writing narrative text. The result of the analysis became the basis for the researcher to make a learning media design, “Hole Adventure” to improve students' creative writing skills.

2) Design

The design stage is divided into 3 main elements, namely the design of learning media material by creating a short story outline, the visual design of learning media by creating a short story illustration framework, and the audio design of learning media by deciding on fantasy-themed music as background music.

3) Development

The three main elements in the design stage were then developed into a short story, some illustrations of the short story, and fantasy genre background music. The learning media that have been developed are then subjected to a validation test by experts.[11] Validation from experts in the development of learning media “Hole Adventure” obtained an average score of 85% which indicates the qualification of “very feasible”.[7]

4) Implementation

Implementation was carried out with small group trials involving 10 students from class 5-B, large group trials involving 19 students from class 5-A, and field trials involving all students in classes 5-A and 5-B, totaling 38 students. At the field trial stage, teacher trials were also conducted. From the data on the results of the implementation of learning media, researchers analyzed the effect of utilizing learning media to improve students' creative writing skills. Researchers conducted statistical tests in the form of a Paired Sample T-Test. The test results showed the average value of the pre-test and post-test of class V-A was $71.3 < 85$, and the average value of the pre-test and post-test of class V-B was $69 < 84.5$. Both samples also obtained a significance value of <0.001. This means that there is a significant difference in the pre-test and post-test scores in classes V-A and V-B. From this data, it can be concluded that the researcher's hypothesis is accepted, and “Hole Adventure” learning media is effectively used in Indonesian language learning to improve students' creative writing skills.

5) Evaluation

From the development procedure that has been carried out, the researcher evaluates to obtain feedback on the product that has been developed. Judging from the product qualifications assessed by material experts and media experts, as well as the increase in student scores when using the product, it can be concluded that the learning media “Hole Adventure” is very feasible to be used to improve students' creative writing skills.

4. CONCLUSION

The researcher developed Hole Adventure learning media to improve the creative writing skills of grade V students through the ADDIE approach, namely analysis, design, development, implementation, and evaluation. In the analysis stage, the researcher finds the main problem to be addressed in the development research, and then the analysis is used as a guideline in designing the learning media in the design stage. The design that has been designed is then developed into Hole Adventure learning media, which is then validated and revised in order to become a better product when implemented. The implementation stage is the stage to collect the data needed to test the researcher's hypothesis. After the implementation, the learning media is evaluated to obtain feedback on the product.

The result of this development research is that there is a significant effect on students' creative writing skills. This can be seen from the difference in students' average scores before and after using the "Hole Adventure" learning media in class 5-A of 71.3 < 85 and class 5-B of 69 < 84.5. In addition to the significant mean scores, the result of the T-test for this study showed a significance value of <0.001. This shows that the utilization of Hole Adventure learning media can improve the creative writing skills of grade 5 students of MIM Plus Suwaru Bandung.

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