Implementation of the Glasser Model with the Help of Animation Media Based on Local Wisdom to Improve the Writing Skills of Uhnp Indonesian Language Education Program Students

Marlina Agkris Tambunan [1], Jumaria Sirait [2], Immanuel Silitonga[3]

marlinatambunan71@gmail.com[1]
jumariasirait@gmail.com[2]
immanuel814@gmail.com[3]
[1,2,3]Ilmu Pendidikan, Universitas HKBP Nommensen Pematangsiantar, Sumatra Utara

Abstract

This research was prepared with the aim of improving the writing skills of students in the Indonesian Language Education Study Program, UHNP using the Glasser model with the help of animation media based on local wisdom. This type of research is Classroom Action Research (PTK), where the teacher is the implementer of the learning while the researcher is the observer. This research design uses the Kemmis and Mc model. Taggart. This research was carried out in the even semester of the 2023/2024 academic year, namely in March. The subjects of this research were students from the Indonesian language education study program, consisting of 20 students. The object of research is students' writing skills. Data collection techniques use tests and observation. Data were analyzed descriptively and presented in table form. The results of the research showed that there was an increase in students' writing skills, the average writing skills score in the first cycle of the first meeting was 65.45 and the second meeting was 68.05. In cycle II the average value of speaking skills for the first meeting was 70.65 and for the second meeting was 89.5. This means that improving learning outcomes by using the Glasser model with the help of animation media based on local wisdom can improve the skills of students in the Indonesian Language Education Study Program.

Keywords: *Glasser Model; Animation Media; Writing skills*

Introduction

Education is the basis for a person to develop themselves. This is because education is an activity that has a specific aim or objective which is directed at developing the potential that humans have both as humans and as a society to the fullest. One of human self-development is the ability to communicate or speak language (Nurkholis 2013). Communicating or speaking is done through learning activities carried out at every level of education (Tambunan and Hutabarat 2022). The language used is Indonesian.

The main essence of learning Indonesian is learning to communicate. Learning Indonesian language skills consists of four, namely listening, reading, speaking and writing (Anna 2016). By having Indonesian language skills, students are expected to become an intelligent, critical and creative generation.

One of the language skills that must be mastered is writing skills. This is an important language skill for generations to have. This is in line with Harum's opinion in his research which states that writing skills have a very important role in everyday life and this is also a requirement for being involved in various fields or activities. Students are directed to be able to communicate using written language by expressing ideas or thoughts coherently according to the context (Puspitasari, Rustono, and Bakti 2014). However, there is one thing that most Indonesian Language Education Study Program students do not have, namely that they are not skilled in writing when the lecturer gives a writing topic. The results of observations made at the study program showed that only 5-10% of students were skilled at writing. Apart from that, there are two factors that cause the low level of students' writing skills. first, external factors, the use of regional languages which are always used in everyday life both in the family and environment. Second, internal factors, learning approaches, models, media, or learning resources used. These two factors greatly influence the application of learning with maximum results. Moreover, currently modern and inspiring learning technology creates reliable lecturers and also increases student achievement. This is in accordance with Simanjuntak's opinion, which states that the use of current technology can produce student achievement and improve the learning experience in concrete directions created by the teacher himself, such as using teaching aids, e-learning media, and other facilities (Simanjuntak, Endaryono, and Balyan 2020). Unlimited

use of technology as a movement and relationship between humans and machines causing everything to be infinite.

This era will transform various human activities to be entirely technology-based, including in the fields of science, technology, and education (Marpaung and Rosmen 2022). With the open flow of information and communication, the development of mixed learning patterns requires technology in the use of existing hardware and software. Lecturers are required to have expertise regarding lecture material, pedagogical competence in the form of knowledge about student characteristics, learning theories, models, media, assessments and learning outcomes (Pada 2020). This is a challenge for lecturers to realize that students in the 21st century (digital era) bring different experiences and expectations to the 20th century. Therefore, interest and motivation to learn need to be developed and the form of learning facilities for students is certainly different. The learning and interaction models practiced by lecturers are also different. Students need more creative lecturers.

The learning system in the technological era requires all parties, especially educators and students, to be technologically literate (Isma et al. 2022). The era of technology has also made today's students more intensive in using gadgets or other technology. Technology is a tool for students to find various things they need anytime and anywhere as long as it is still supported. This is also in accordance with Unik's opinion which states that technology with all its advantages is able to provide fast and unlimited access to information so that students can obtain learning materials easily (Salsabila et al. 2021). Educational achievements in this technological era are strongly supported by educators. Educators in this technological era create an atmosphere that is close to technology. Anything becomes easy with the help of technology. Therefore, educators act as agents in the use of technology to prepare better quality students in the future. Teachers must be able to take their role appropriately in order to remain the person needed to design the learning that takes place in the classroom (Masrifah 2001). This is important because educators can maximize their teaching or design of learning by utilizing internet technology. Educators are expected to be able to shape students' personalities by utilizing internet technology. All parties in the world of education are expected to have the ability and skills to improve digital literacy, including educators, students and an adaptive society, accommodating to student needs, both in terms of materials, models, techniques, media and an attractive learning atmosphere.

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Therefore, lecturers must be able to adapt themselves to the technological era so as to create a learning atmosphere that attracts students' attention. Based on the statement above, the researcher attempted provide a solution by implementing a digital-based glassier model with the help of animation media as a learning medium which is considered capable of improving writing skills (Saragih, Tambunan, and Situmorang 2022). With animation media, lecturers can help students learn more about interesting features that can be used easily and interestingly in mastering learning. Apart from that, this application means that books are not the only learning resource that can be used.

Method

There are two types of research, namely qualitative and quantitative research. The type of research that will be applied in this research is quantitative research because the data that will be processed relates to numbers that can be calculated mathematically with statistical calculations using the SPSS program. This research is based on the hunch of positivism used to research certain populations or samples.

This type of research is experimental research with a Quasi Experimental type of research. Quasi Experimental Design or quasi-experiment is research without a comparison class or control class. The experimental design used was one group pre-test post-test. This is measured using a pre-test which is carried out before treatment and a post-test which is carried out after being given treatment.

Based on the data obtained from the results of the learning process as well as the learning outcome data obtained by students in cycle I and cycle II, the research results are described as follows:

Result

This section is the main part of the article the results of research and is usually the longest part of an article. The results of the research presented in this section are the result of a clean process of data analysis such as statistical calculations and testing process or other processes for the achievement of its research. State the findings of the research concisely.

Based on the data obtained from the results of the learning process as well as the learning outcome data obtained by students in cycle I and cycle II, the research results are described as follows:

Table 1. *Student Writing Skill Scores in Cycle I and Cycle II*

Description	Values Cycle I		Values Cycle II	
	Meeting I	Meeting II	Meeting I	Meeting II
Total Value	1966	2680	2732	3019
Mean	54,61	74,44	75,88	83,86
Min	55	55	64	80
Max	76	80	85	96
Completed KKM	16 people		36 people	
Average Per Cycle	64,52		79,87	
Completion Percentage	40%		100%	

From table 1 above, in cycle I, the average writing skill score for the first meeting was 54.61 and for the second meeting was 74.44. Even though it looks classic there is an increase and for this reason it is necessary to improve learning in cycle II in order to achieve indicators of learning completeness. In cycle II the average value of writing skills for the first meeting was 75.88 and for the second meeting was 83.86.
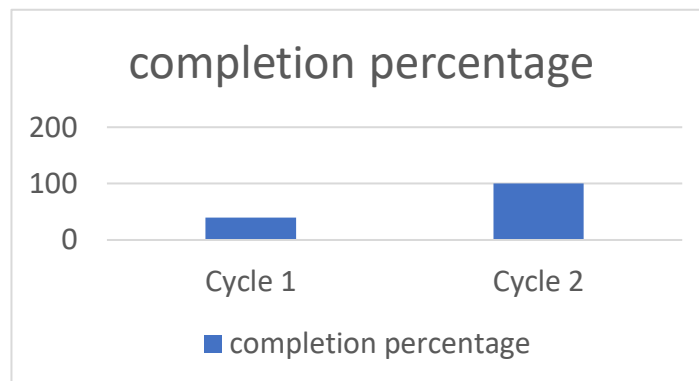
Figure 1. *Increase in Completeness of Learning Outcomes*

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In the graph above, you can see the increase in writing skills from the percentage of completion in cycle I and cycle II. The initial condition of the first cycle of 36 students, 16 of them had improved with a percentage of 40%, and there were 16 students who were still below the KKM 70 with a percentage of 40%. Then the researchers carried out cycle II of 36 students, 36 of whom had achieved a KKM of 70 with a percentage of 100%.

Discussion

Based on the results of the research explained above, the application of the Glasser learning model with the help of animation media based on local wisdom appears to have succeeded in improving students' ability to write. The use of learning technology is a solution that can help students' problems in getting ideas, suggestions or inspiration for writing. Lecturers and students do not have to spend time outside of class which is considered less effective in learning due to various shortcomings and supervision from educators.

However, this can be simplified by using animated learning media based on the local wisdom of Pematang Siantar. Students will gain direct experience with objects used as writing material. Everything will be contained in the media without increasing students' time in visiting places and can also save costs. Even though it is through the media, it is as if students are immersed in the field in the form of tourist attractions, typical food, ulos, typical drinks/food from Pematang Siantar and its surroundings. This will make it easier for students to describe what they have seen, felt and heard. Students' writing ideas also emerge with this media so that students' writing skills can improve.

With this research, lecturers can change learning models that may be difficult with various challenges and time that must be faced. However, with today's technology, everything will be easier to learn and accessible to students. Apart from that, students are also more accustomed to paying attention to things close to themselves or around them to use as writing so that difficulty finding ideas in writing is no longer a significant reason.

Conclusions

The results of the research showed that there was an increase in students' writing skills, the average writing skills score in the first cycle of the first meeting was 54.61 and the second meeting was 74.44. In cycle II the average value of

speaking skills for the first meeting was 75.88 and for the second meeting was 83.86. This means that improving learning outcomes by using the Glasser model with the help of animation media based on local wisdom can improve the skills of students in the Indonesian Language Education Study Program.

This research can be a reference for educators in learning, especially in using learning media that is close to students. Learning models that may require a lot of time and money can be helped by using learning media.

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