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## Development of Teaching Materials for Writing Short Story Texts Based on the KBM (Community Can Write) Application by Asma Nadia and Isa Alamsyah in Creative Thinking Skills for Junior High School Students

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**Abstract:** This study aims to develop and evaluate a short story writing instructional material based on the "Komunitas Bisa Menulis" (KBM) application using the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. This instructional material is designed to improve students' short story writing skills and creative thinking through an interactive technology-based approach. The development process involved analyzing the needs of students and teachers, designing technology-based content, and testing by subject matter and media experts. The implementation was carried out in several pilot classes using both online and offline methods, and evaluation was conducted using *sebelum tes* and *setelah tes* to measure students' skill improvement. The results of the trial showed a significant improvement in students' short story writing skills (35%) and creative thinking skills (40%). This study provides evidence that the instructional material based on the KBM application is effective in enhancing students' short story writing and creative thinking skills.

**Keyword:** Instructional Material, Short Story Writing, Creative Thinking, Application, Educational Technology, ADDIE Model

### INTRODUCTION

Writing is one of the skills that students must have. Writing is more than just a process of expressing thoughts and a way of communicating only through writing. However, writing is a means to express all desires and feelings of the heart both in difficult and difficult times. happy times. In addition, the world of education needs to develop writing skills to train students' critical thinking. In connection with the implementation of the 2013 curriculum, writing is an important learning skill for students, so writing learning must be improved.

Writing skills are one of the main focuses in the Merdeka Curriculum, especially for students. Teachers have a responsibility to help students develop their ability to write short stories by paying attention to the right structure and language. To achieve this goal, teachers need to use a variety of creative and effective teaching techniques. This is in line with the

National Education System Law Number 20 of 2013, which emphasizes the role of teachers in creating a dynamic and interactive learning atmosphere.

Teachers are required to continuously develop their professional skills in order to improve the quality of education. One way to achieve this is by designing innovative learning tools that support the teaching and learning process. Thus, teachers have a key role in helping students master writing skills through continuous practice and creative teaching approaches. According to the National Education System Law Number 20 of 2013, before stepping into the front of the class, the role of teachers is to create creativity, by creating a dynamic and interactive teaching atmosphere and developing professional skills to improve education. It is explained that it requires a lot of effort. Quality education. For this reason, teachers are required to create learning tools that support the teaching and learning process.

“The process of learning writing skills is the same as the process of learning speaking skills.” The difference is, speaking requires listening first, while writing requires reading. “The more you read and the more you imitate what you read, the better your writing skills will be. In other words, writing skills can be acquired by reading many books. In other words, it is impossible to write without reading first (Wiyanto, 2004: 1-3).” The KBM application, an innovative digital writing platform, is a brilliant collaboration between Isa Alamsyah and Asma Nadia, two prominent figures in the world of Indonesian literacy. This platform has become the spearhead in the development of short story writing skills in the country, providing a dynamic and interactive forum for writers from various backgrounds and skill levels.

With features specifically designed to support the creative process of short story writing, the KBM App serves not only as a place to pour out ideas, but also as a community that encourages continuous growth and learning. Through a structured feedback system, virtual workshops, and access to rich writing resources, the app has helped thousands of aspiring writers find their voices, while also facilitating experienced writers to continue honing their skills. The presence of the KBM App has significantly enriched Indonesia's digital literary landscape, encouraging the emergence of a new wave of talented short story writers whose works can now be enjoyed by readers across the country, while strengthening Indonesia's position on the global literacy map.

The presence of the KBM App is real proof that when given the right platform and support, Indonesia's creative talents can develop and shine. This application is not only a place to write, but has also transformed into a community that encourages the growth of literacy and creativity in the country. By teaching writing skills, students are expected to improve their skills. However, until now, writing learning has not been improved properly. Students and teachers emphasize more on learning theoretical content, so that students can excel in the national final exam (Santoso, 2002, p. 14). Students are given a lot of information about Indonesian spelling and grammar, but are not given writing practice, so that the writing skills of children in Indonesia have declined. The following data shows the interest in writing short stories for Indonesian children in 2023:

**Table 1.1 Data on children's short story writing skills**

Student Education	Data
SD	4,9%
SMP	5,6%
SMA	7,3%

Through table 1.1, it can be seen that children's writing skills in Indonesia in 2023 are still low compared to other countries in Asia. This is because most students consider language writing skills to be difficult to do, because writing learning is less considered by each school so that interest in students' short story writing skills does not increase. Many students still find it difficult to express their creative thoughts in writing, both non-fiction and non-fiction.

Writing fiction or nonfiction essays rooted in the author's imagination is one approach to teaching short story writing that is often overlooked in conventional educational curricula. This process involves complexities that go far beyond simply writing down stories or facts. Many students face significant difficulties in expressing their abstract ideas and imaginative concepts into coherent and compelling written form. These barriers are not limited to the technical aspects of writing, but also include psychological barriers such as fear of criticism or lack of confidence in exploring their own creativity. To overcome these challenges, a more holistic, learner-centered pedagogical approach is needed. Instructors must be prepared to invest substantial time and energy in guiding each learner through this highly personal creative process. This may involve intensive brainstorming sessions, in-depth individual feedback, and even long-term mentoring to help students develop their unique narrative voices.

This skill is not only important in learning Indonesian language and literature, but also plays a role in developing students' creative thinking skills, imagination, and self-expression. However, everyday reality shows that learning to write short stories in junior high schools still faces various obstacles that hinder the achievement of these competencies. However, everyday reality shows that learning to write short stories in junior high schools often experiences various obstacles. "The lack of effective media, minimal mastery of innovative learning strategies by teachers, and low interest and motivation of students in writing are challenges that must be overcome. As a result, students' short story writing skills and creative thinking skills have not developed optimally.

The problem in the learning process is that many students come to class after recess and do not take notes on what the teacher says because there are no notes. So when students are not encouraged to apply creative thinking, this will reduce their interest in writing short stories, because in developing short story writing, students will always be required to create interesting stories to read. In addition, the problem of junior high school students in writing short stories is facilitated by technological developments, with easy internet access, students prefer to search the internet rather than write by thinking about their own stories in writing short stories. When this happens in the long term, it will reduce the quality of students' creative thinking skills. Also seen from the structure of learning to write short stories gradually, students are given the basics of how to write short stories properly and correctly, however, in implementing this there are obstacles when writing short stories, namely the tendency of junior high school students to read and the lack of development of ideas in writing short stories.

"To overcome these problems, real efforts are needed to develop effective and innovative short story writing media." One alternative that can be considered is the development of media based on the KBM (Komunitas Bisa Menulis) application. This application is a digital platform that facilitates a community of novice writers to learn, practice, and develop writing skills independently and collaboratively. Henny Suwartinah (2019) in her research stated that the development of short story text media is very important to help students understand the structure and elements of short stories. She recommends the use of interactive multimedia-based media that combines text, images, videos, and games. Rini Fatmawati (2023) suggests the development of short story text media that is integrated with other skills such as reading, listening, and speaking. This will provide more holistic and meaningful learning. The latest research by Agus Sholeh (2024) recorded short story text media based on educational games. This media presents material in the form of interesting games and challenges students' creativity in writing short stories.

"This research aims to develop a short story writing media based on the KBM (Komunitas Bisa Menulis) application in order to improve the creative thinking skills of junior high school students by developing the ADDIE theory. The ADDIE theory focuses on the development of training programs, one of which is a training program. The ADDIE concept can be used to create development-oriented courses, namely educational programs that emphasize that education must be student-centered, creative, authentic, and motivating. The advantages of the

ADDIE model can be seen from its systematic workflow. Each step is related to the previous step and increases data. So with this, the development of the media developed is expected to provide an interesting, interactive, and contextual learning experience for students, as well as facilitate the development of short story writing skills and creative thinking skills in an integrated manner.

This research is very important because it will help create digital educational resources that are in accordance with the needs and characteristics of students in the Industrial Revolution 4.0 era. This research data can also be a guide for educators and practitioners in everyday life in producing creative and imaginative short stories and supporting the development of students' creative thinking skills in general.

"This research aims to develop a short story writing media based on the KBM (Komunitas Bisa Menulis) application for junior high school students. The media that is collected is expected to provide a solution to the problem of low short story writing skills and become an alternative innovative learning media in improving student learning data."

## **METHOD**

The technique used in this research is Research and Development (R&D) with a qualitative and quantitative approach. This approach was chosen to develop effective media while evaluating its impact on students' creative thinking skills. The R&D technique involves several stages, namely needs analysis, planning, initial product development, field trials, product revision, and dissemination. A qualitative approach is used to dig up in-depth data on the media development process and students' responses to its use. Meanwhile, a quantitative approach is applied to measure the improvement of students' creative thinking skills through tests and questionnaires before and after using the media (Creswell & Creswell, 2020)."

## **RESULTS AND DISCUSSION**

### **Media Development Process Description**

The short story writing media based on the KBM application was developed using the ADDIE model consisting of five stages: analysis, design, development, implementation, and evaluation. The analysis stage begins with identifying the needs of students and teachers for media through observation and interviews. It was found that students had difficulty in developing story ideas and understanding the structure of short stories, while teachers felt that the existing media was less effective. At the design stage, the material was prepared with a technological approach that involved gradual exercises, examples of inspiring short stories, and interactive features such as discussion forums and automatic feedback. In the development stage, the media was tested by material and media experts to ensure its feasibility and effectiveness. At the implementation stage, the media was applied in a trial class with online and offline learning techniques. Evaluation was carried out using pre-tests and post-tests to measure improvements in students' short story writing and creative thinking skills. Feedback from students and teachers was used for further improvement.

### **Teacher and Student Needs Analysis**

The data from the student and teacher needs analysis shows that the majority of students have access to technology and need interactive learning media that can improve their short story writing skills. As many as 80% of students stated that they are interested in using technology-based learning applications, while 80% of teachers expressed difficulties in developing student creativity with conventional learning media. Students are more motivated when using technology-based media, and teachers want media that is flexible and can be adjusted to individual student needs. This data leads to the development of application-based media that can provide creative exercises and direct feedback, which is considered to improve students' writing and creative thinking skills.

## Media Validation

The media validation process was carried out by material experts, media experts, and education practitioners to ensure that the media met high quality standards. Validation data showed that the media had a high level of feasibility with an average score of 87.5%. Validation by material experts assessed the completeness, depth, and suitability of the material to the curriculum, indicating that the media fully supports the achievement of basic competencies. On the other hand, validation by media experts showed that the application had a responsive and easy-to-use interface design, with an average score of 87.3%. Education practitioners also gave a positive assessment of the effectiveness of the media in improving students' writing skills and active student involvement in learning.

## Product Revision

Product revision was conducted through feedback from validators, focusing on adjusting the difficulty level of the exercises, improving the automatic feedback feature, and refining the application interface. This revision aims to make the media more effective in helping students understand the short story writing process and improve their creative thinking skills. With improvements to the narrative structure and improvements to the interactive features, this media is expected to facilitate more dynamic and in-depth learning for students.

## Trial Data

The media trial was conducted in two stages, namely a limited trial on 30 students and a broad trial on 100 students. The test data showed a significant increase in students' short story writing and creative thinking skills. An average increase of 35% for short story writing skills and 40% for creative thinking skills showed the effectiveness of this media. The t-test data showed a strong significance increase ( $p < 0.05$ ), which proved that the KBM application had a positive impact on the development of students' skills. Students' responses to the media were also very positive, with 85% of students stating that this media was easy to understand and interesting, and helped them develop creative ideas.

## The Influence of Media on Students' Reading Interests

The implementation of KBM-based media has a significant impact on students' reading interests. Students who were previously less interested in reading now access additional reading materials available in the application more often. With the integration of writing and reading activities, students become more active in enriching their insights, which in turn improves their writing skills. Teachers also reported an increase in reading interest among students who used this media, indicating the application's ability to support student literacy. Pengaruh Penggunaan Media terhadap Keterampilan Berpikir Kritis

Learning-based media also helps students develop critical thinking skills. The process of writing short stories involves not only creativity but also analysis of plot, character, and style. The reflection and discussion features in the application allow students to evaluate their story ideas in more depth, which has a positive impact on their critical thinking skills. With a problem-based approach, students are invited to explore new ideas, evaluate, and develop logical arguments in their short stories.

## The Role of Teachers in Supporting the Implementation of Digital Media

Teachers play an important role in the implementation of learning-based media. As facilitators, teachers not only teach the material but also provide in-depth guidance and direct feedback to students. Teacher training is essential to ensure that they can optimize the use of applications in learning and adjust teaching techniques to students' needs. Teachers must also ensure that the use of technology does not reduce direct interaction with students, which remains an important part of the learning process.



### **Challenges and Solutions in Implementing Digital Media**

Some challenges in implementing this media include limited internet access in some areas and resistance to the use of new technologies. To overcome these challenges, intensive training is needed for teachers and the provision of adequate devices for students. In addition, to ensure that all students can access this media, the development of learning modules that can be accessed offline is an effective solution.

### **Gap Analysis between Student Needs and Existing Media**

The analysis shows that there is a gap between student needs, such as difficulty in developing short story ideas and the need for direct feedback, with conventional media that do not provide interactive features or instant feedback. KBM-based media is designed to address this gap by providing features that are more in line with student needs, such as interactive exercises and automatic feedback systems.

### **CONCLUSION**

Through research data that has been conducted on the development of short story writing media based on the KBM (Komunitas Bisa Menulis) application, it can be concluded that this media is developed with a systematic approach and shows high effectiveness in improving short story writing skills and creative thinking skills of junior high school students. Analysis data shows that junior high school students have a need for media that is not only oriented towards improving short story writing skills, but is also able to develop creative thinking skills. Students tend to be more motivated in learning that uses a technology-based approach, especially those that provide interactive and collaborative features.

Media development was carried out using the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) development model. Validation data by experts showed that the developed media had a high level of feasibility, with a score of 87.5%. This shows that the media meets the pedagogical, content, and technical feasibility criteria for use in learning to write short stories. This media is designed by considering aspects of interactivity, accessibility, and effectiveness in improving short story writing skills. The features available in the KBM application, such as module-based writing exercises, automatic feedback, and creative thinking stimulation, are designed to facilitate a more effective and interesting learning process for students.

Media implementation data shows that the use of the KBM application in learning to write short stories has a significant positive impact. Through evaluation data, there was an increase in students' short story writing skills by 35%. In addition, the use of media based on the KBM application also contributed to an increase in students' creative thinking skills by 40%. This shows that a technology-based approach can be an effective alternative in teaching short story writing at the junior high school level. The main advantage of this media is the use of interactive technology that allows students to develop short story writing skills more independently and innovatively. In addition, the automatic feedback feature in the KBM application provides benefits in gradually improving the quality of students' writing.

However, the limitations found in this research are the dependence on internet access, which is not evenly distributed in some areas, so it can hinder the optimization of media use for certain students. Through this research data, it can be concluded that the media for writing short story texts based on the KBM application has been developed with a systematic approach and has shown high effectiveness in improving short story writing skills and creative thinking skills of junior high school students. Therefore, this media can be recommended as an alternative innovative learning media in writing learning at the junior high school level.

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