The Effect of The Synectics Learning Model on Students' Ability to Write Short Stories at Grade VII MTs Pondok Pesantren Al-Muktariah Sungai Dua

Robianna Harahap ✉, Rina Devianty

Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

Article Info

Abstract

This study was motivated by the low ability of students in writing short stories, which was generally limited to simple ideas, incoherent plots, and a lack of conflict exploration. The learning model applied by teachers was still conventional and less effective in encouraging students' creativity. The purpose of this study was to investigate the effect of the synectics learning model on students' ability to write short stories at grade VII MTs Pondok Pesantren Al-Muktariah Sungai Dua. This research employed a quasi-experimental method with a pretest-post test control group design. The subjects were two classes, with the experimental class taught using the synectics model and the control class taught using a conventional model. The instrument was a short story writing test analyzed through normality, homogeneity, and independent t-test. The results showed that both groups had relatively similar initial abilities, but after treatment there was a significant difference with t = 4.989; p = 0.000. The mean posttest score of the experimental group (76.70) was higher than the control group (67.73). The conclusion is that the synectics learning model has a significant effect on improving students' short story writing ability. This finding reinforces the theory that analogy and conflict exploration in synectics effectively stimulate creativity, enrich narrative ideas, and enhance students' motivation to write.

INTRODUCTION

Writing is one of the four language skills that students must learn. Writing is used in language skills activities to convey words and form cohesive and cohesive sentences (Sukirman, 2020). Writing skills are crucial in everyday life related to writing. Skills such as writing have a purpose. Writing short stories is one of the most important language skills in learning Indonesian. Through writing short stories, students can express their experiences, feelings, and ideas in a coherent and communicative form. Therefore, developing short story writing skills is one aspect that needs attention in the world of education (Prawiyogi, 2025).

However, in reality, at the Al-Mukhtariah Islamic Boarding School in Sungai Dua, many students still experience difficulties in writing short stories. These difficulties include a lack of ideas to develop, an inability to construct a coherent storyline, and a lack of understanding of the intrinsic elements of short stories such as theme, plot, characters, setting, point of view, and moral. These obstacles cause students' writing to tend to be less creative, less interesting, and contain many errors in terms of language and structure. Some factors that cause low short story writing skills include conventional learning methods, a lack of stimulus in exploring imagination, and the minimal application of learning strategies that can increase students' creativity. Short stories as a form of learning to write literary works also play an important role in developing students' literacy skills, especially to increase creativity in writing. Students can learn various basic aspects of literary writing, such as designing a storyline, developing characters, creating conflict, and compiling a story setting (Maulani & Devianty, 2025).

Conventional lecture and practice methods used in learning are often ineffective in stimulating students to express their ideas innovatively. As a result, many students consider writing short stories a difficult and boring task. Furthermore, low interest in reading among students is another contributing factor to poor short story writing skills (Puspasari Dewi et al.,

2025). Reading is a key way to enrich vocabulary, understand narrative structure, and gain inspiration for writing (Bangsawan, 2023). Students who rarely read often experience difficulty in constructing engaging stories with a logical flow. A lack of reading materials that align with students' interests also hinders their writing skills (Nurkholidah & Widiyarti, 2018).

In an effort to overcome these problems, a learning strategy is needed that can stimulate students' creativity and imagination in writing short stories. One learning model that can be used is the synectic learning model. The synectic model was first initiated by William Gorden in 1961. This model focuses on developing students' creativity by connecting unusual concepts or forming analogies to stimulate more imaginative thinking. The synectic learning model is designed to help students connect different experiences or concepts in order to produce new, innovative ideas (Karwati, 2012). One of the characteristics of learning that uses the synectic model is that it provides opportunities for students to express all the ideas and thoughts that are in their minds without paying attention to grammar.

The synectic learning model has se"eral'stages that can assist students in writing short stories. These stages include warming up, exploring direct analogies, exploring personal analogies, exploring conflict, and exploring the real world (re-examination of reality). With this approach, students will more easily understand how to develop a storyline, create unique characters, and construct compelling conflicts in their short stories. The application of the synectic learning model in short story writing lessons is expected to have a positive impact on the development of students' writing skills. With this model, students not only learn writing theory but are also given the opportunity to actively and creatively practice developing their stories. Furthermore, the synectic learning model can also increase students' motivation to write, as they become more engaged in the interactive and enjoyable learning process.

Several previous studies have shown that the synectic learning model can improve students' creative thinking skills in various

subjects, including in language learning, including the following: research conducted by Sarifah Umi Nurseha (2022) entitled "The Effectiveness of Applying the Synectic Model in Learning Short Story Writing Skills for Class XI of Tana Tidung's Leading Integrated State Senior High School". This study shows that students have a fairly high increase in learning outcomes by using the synectic model compared to not using the synectic model (Nurseha, 2022).

Further research was conducted by Arini Vika Sari (2024) entitled "Application of the Synectic Model to Improve Students' Ability in Writing Mini Fiction". This study resulted that before using the synectic model, an average score of 63% was obtained with a sufficient category, while after using the synectic model, an average score of 81.76 was obtained with a good category. This shows that the synectic model influences students' grades in the learning process (Sari, 2024). Another study was also conducted by Sun Suntini & Figiati Indra Dewi (2020) entitled "Using the Synectic Model to Improve Students' Ability in Writing Short Stories. This study proves that the synectic model used is effective in improving students' learning to write short stories (Suntini & Dewi, 2020).

The novelty of this research rationally lies In its specific focus on improving short story writing skills through the synectic learning model in seventh-grade MTs students in an Islamic boarding school environment. Although the synectic model has been used in other contexts such as writing poetry or mini-texts at different educational levels, its application to short story writing at the MTs level has not been widely studied. In addition, the use of quantitative methods combined with qualitative data (observation, questionnaires, interviews) makes this research approach more in-depth and relevant to describe the model's effectiveness as a whole.

This research has significant implications for education, particularly in developing creative writing skills among students. By understanding how the synectic learning model can improve short story writing skills, teachers can more easily select appropriate learning strategies to implement in the classroom. Furthermore, the results of this study are expected to serve as a reference for schools and other educational institutions in improving the quality of Indonesian language learning, particularly in the creative writing aspect.

Overall, this research is expected to make a significant contribution to improving the effectiveness of short story writing instruction and serve as a reference for teachers in selecting more innovative learning strategies tailored to student characteristics. This way, students will not only gain better writing skills but also develop their imagination and creativity in expressing their ideas in engaging and high-quality writing.

METHODOLOGY

This study used a quantitative approach with a quasi-experimental design (Sugiyono, 2019). The research design used was a pre-test and post-test control group design, in which there were two groups: an experimental group given learning with a synectic model and a control group using conventional methods.

The population in this study was all 99 seventh-grade students at the Al-Mukhtariah Islamic Boarding School in Sungai Dua. The sample was determined using a purposive sampling technique, selecting two classes with relatively similar academic abilities. The sample consisted of 33 students in class VIII A. The research instruments used in this study included: (a) Short story writing test: Conducted before (pre-test) and after (post-test) the treatment. (b) Observation: to observe student activity during the lesson. (c) Questionnaires were used to determine students' responses to synectic learning. (d) Interviews: conducted with several students and teachers to support the research findings (Sujarsimi Arikunto, 2010). Data collection techniques were collected through the following stages: (a) Pre-test to measure students' initial ability in writing short stories. (b) Application of the synectic learning model to the experimental group over several meetings. (c) Post-test after the learning intervention was completed. (d) Collection of observational data,

questionnaires, and interviews to support quantitative findings.

The analysis techniques used were: (a) Normality Test: To ensure the data is normally distributed. (b) Homogeneity Test: To determine the equality of variance between the two groups. (c) Independent Sample t-Test: To determine whether there is a significant difference between the pre-test and post-test results in the experimental and control groups. (d) Qualitative descriptive analysis of interview and observation results (Nafisatur, 2024). The results of this study are expected to provide insight into the extent to which the synectic learning model influences students' short story writing skills and serve as a reference for teachers in selecting more effective and innovative learning strategies.

RESULTS AND DISCUSSION

This study aims to determine the effect of the synectic learning model on the short story writing skills of seventh-grade students at MTs Pondok Pesantren Al-Muktariah Sungai Dua. Research data were obtained through short story writing tests (pretest and posttest), observation, questionnaires, and interviews. Data analysis included descriptive statistics, prerequisite tests (normality and homogeneity), and hypothesis testing.

Descriptive Statistics

Descriptive statistics were used to visualize students' short story writing abilities before and after the treatment. The results of the average score calculations can be seen in Table 1 below:

Table 1. Average Pretest and Posttest Scores

Group	Pretest	Posttest
Experimen	62.24	76.70
Control	58.55	67.73

Table 1 shows that the average scores of both groups increased after the learning process. However, the experimental group experienced a greater increase, with a difference of 14.46 points, while the control group only increased by 9.18 points. This indicates the effect of the treatment, namely the use of the synectic model, in learning to write short stories.

Normality and Homogeneity Test

Before conducting a hypothesis test using a t-test, the prerequisite analysis tests must first be met, namely the normality test and the homogeneity test. The normality test aims to determine whether the pretest and posttest scores from the experimental and control groups are normally distributed. Normally distributed data is one of the requirements for using parametric analysis.

In this study, the normality test was conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests through the SPSS version 25 program. The basis for decision making is if the significance value (Sig.) is greater than 0.05, then the data is normally distributed. Conversely, if the significance value is less than or equal to 0.05, then the data is not normally distributed. The results of the data normality test are presented in Table 2 below:

Table 2. Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_eksperimen	.081	33	.200[*]	.983	33	.859
Posttest_eksperimen	.079	33	.200[*]	.973	33	.566
Pretest_kontrol	.066	33	.200[*]	.982	33	.853
Posttest_kontrol	.103	33	.200[*]	.977	33	.706
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Based on the results of the normality test in Table 2, it is known that all variables have a significant value (Sig. Shapiro-Wilk) greater than 0.05. The significance value of the Experimental Pretest is 0.859, the Experimental Posttest is 0.566, the Control Pretest is 0.853, and the Control Posttest is 0.706. This indicates that the data in both groups, both before and after treatment, are normally distributed.

Once the research data is known to be normally distributed, the next step is to conduct a homogeneity test. The homogeneity test aims to determine whether the data variances between groups (experimental and control) are equal. In this study, the homogeneity test was conducted using Levene's Test for Equality of Variances in SPSS version 25.

The basis for decision making is if the significance value (Sig.) is greater than 0.05, then the variance of the two groups is declared homogeneous. Conversely, if the significance value is less than or equal to 0.05, then the variance is declared inhomogeneous. The results of the data homogeneity test are presented in Table 2 below:

Table 3. Normality Test Results

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2.000	1	130	.160
	Based on Median	2.051	1	130	.155
	Based on Median and with adjusted df	2.051	1	127.673	.155
	Based on trimmed mean	2.007	1	130	.159

Based on the homogeneity test results shown in Table 3, a significance value of 0.160 (>0.05) was obtained. This indicates that the variance between the experimental and control groups is homogeneous. Thus, the second requirement for parametric analysis has been met, allowing hypothesis testing to proceed using the independent t-test.

After the prerequisite tests (normality and homogeneity) were fulfilled, an independent t-test was carried out to determine whether there was a difference in the average ability to write short stories between the experimental group and the control group after being given treatment.

The basis for decision making is:

If the significance value (Sig. 2-tailed) $\leq$ 0.05 → there is a significant difference.

If the significance value (Sig. 2-tailed) > 0.05 → there is no significant difference.

The results of the independent t-test are presented in Table 4 below:

Table 4. Independent t-Test Results of Short Story Writing Ability

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
							Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)			Lower	Upper
Nilai	Equal variances assumed	2.000	.160	4.989	130	.000	7.303	1.464	4.407	10.199
	Equal variances not assumed			4.989	126.779	.000	7.303	1.464	4.406	10.200

Based on Table 1, the t-value was 4.989 with a significance of 0.000 (<0.05), which means there is a significant difference between the experimental and control groups in short story writing ability. The average difference was 7.303 points with a 95% confidence interval ranging from 4.407 to 10.199, so it can be confirmed that the synectic learning model has a real influence on improving students' short story writing ability.

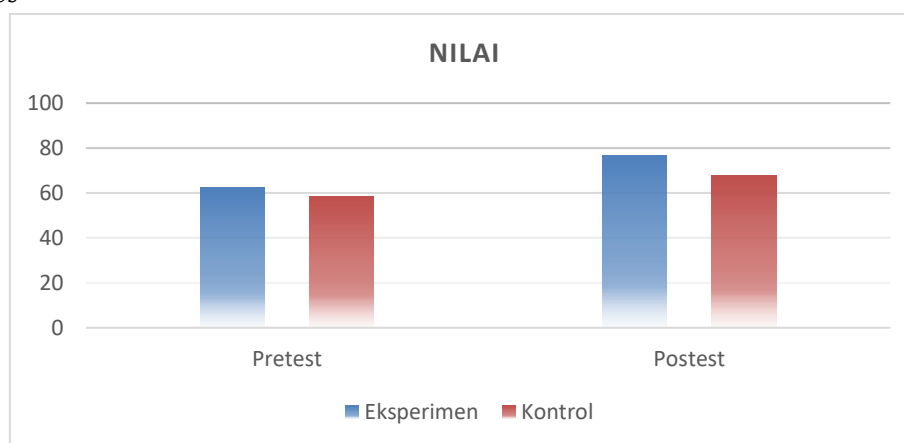**Figure 1.** Comparison of the Average Pretest and Posttest Scores of the Experimental and Control Groups

Figure 1 shows that the improvement in scores in the experimental group was higher than in the control group. This indicates that learning using the synectic model is more effective in developing short story writing skills. Theoretically, the results of this study align with Karwati's (2012) opinion, which states that the synectic model emphasizes the use of analogies to develop creative thinking. In the context of learning to write short stories, analogies help students generate ideas, develop plots, and construct story conflicts in a more varied way. Observations and questionnaire results also indicate that students are more motivated, confident, and enthusiastic when writing using the synectic model compared to conventional learning.

This research also aligns with the findings of Nurseha (2022) and Sari (2024), which demonstrated the effectiveness of the synectic model in improving fiction writing skills. However, this study focused more on MTs (Islamic Junior High School) students, thus expanding the empirical evidence that the synectic model is relevant for use at various levels of education. Thus, it can be concluded that the synectic learning model contributes significantly to improving students' short story writing skills. The practical implication of these results is that Indonesian language teachers are encouraged to integrate the synectic model into creative writing lessons, as it not only enhances students' cognitive aspects but also fosters their motivation and courage to create.

CONCLUSION

Based on the research results, it can be concluded that the synectic learning model has a significant effect on the short story writing ability of seventh grade students of MTs Pondok Pesantren Al-Muktariah Sungai Dua. The initial short story writing ability of students in the experimental and control groups was relatively equal, but after being given treatment, the experimental group showed a higher increase than the control group. This is indicated by a significant difference in the average posttest score with a significance level of 0.000, so that the research hypothesis is proven and the research objectives are achieved.

These findings reinforce the theory that analogy-based learning and conflict exploration, as offered in the synectics model, can stimulate creativity, enrich story ideas, and facilitate students' development of narrative plots. Thus, this research broadens the understanding that synectics is not only effective for advanced creative learning but is also relevant for MTs students developing foundational writing skills. The practical implication of this research is that Indonesian language teachers can use the synectics model as an alternative creative writing learning strategy. In addition to improving writing quality, this model has also been shown to motivate students and build their courage to express their ideas. Further research is recommended to expand the implementation context to other school levels and over a longer period of time, so that the effectiveness of the synectics model can be more comprehensively and sustainably confirmed.

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