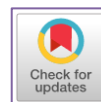


Enhancing students' poetry writing creativity and learning motivation through RADEC-based learning modules



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Abstract: Poetry writing instruction in elementary schools still faces several challenges, particularly the low levels of students' creativity and learning motivation due to the limited availability of systematic instructional materials that support the creative process. The purpose of this study is to produce a valid, effective, and tested RADEC-based module in improving students' creativity in poetry writing and their learning motivation. This study used an R&D approach with the ADDIE model. The participants included fifth-grade elementary school students, teachers, and expert validators. Data were collected through interviews, tests, questionnaires, and documentation studies. The results indicate that the developed module falls into the "very feasible" category based on expert validation. The implementation of the module showed an improvement in students' poetry writing creativity, with the average pretest score increasing from 40.4 to 78.8 and an N-gain of 0.67 (moderate). Students' learning motivation also increased from 54.2 to 83.4, with an N-gain of 0.65 (moderate). In addition, teacher and student responses were categorized as very positive, indicating that the module is practical and effective for classroom use. Therefore, the RADEC-based learning module is proven to be effective in enhancing elementary school students' creativity in poetry writing and their learning motivation.

Keywords: Learning Module; RADEC Learning Model; Creativity; Poetry Writing; Learning Motivation.

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INTRODUCTION

The Kurikulum Merdeka is a learning approach that emphasizes flexibility, competency-based development, and the cultivation of creative thinking skills through student-centered learning, providing autonomy for schools and teachers to adapt materials and methods according to students' needs and characteristics while promoting the concept of independent learning so that students can explore, discover solutions, and develop contextual literacy and numeracy skills. Consequently, learning does not focus solely on academic achievement but also on thinking skills that are relevant to everyday life. In this context, Indonesian language learning as a core subject plays an important role in improving literacy competence, including language proficiency, literary appreciation, and creative thinking skills needed both in the learning process and in the world of work because language education forms a strong foundation for social, community, and professional life (Sunendar et al., 2024).

Indonesian language learning in the context of the Kurikulum Merdeka has a strategic role in improving students' literacy skills. It does not only focus on the mastery of language skills but also on the development of creative thinking abilities and an appreciation of literary works (Bachtiar & Sihes, 2016). Language and literary literacy serve as an important foundation for students' academic success and character development.

Literary learning in elementary school functions as a means of developing students' imagination, aesthetic sensitivity, and reflective abilities. Through literature, students can understand life values while expressing their ideas and feelings creatively (Harti et al., 2022). Each literary work is unique because it is the result of individual expression, so literary learning provides space for students to develop their perspectives and creativity (Muyassaroh, 2021).

Poetry is a form of literature taught in elementary schools because it plays a vital role in developing students' imagination and creativity. Students can express their ideas and feelings through poetry in a unique and aesthetically meaningful way. Choi (2021) argues that poetry plays a role in developing creativity through the stimulation of imagination, curiosity, and the satisfaction of self-expression, meanwhile Matalon (2020) explains that poetry is a spoken or written work used to express feelings, emotions, or ideas through various expressive forms such as rhyme and figurative language.

Writing poetry becomes an important skill in Indonesian language learning because it involves processes of creative thinking and self-expression. Through writing poetry, students are trained to transform their experiences, imagination, and feelings into meaningful works (Fauzan et al., 2022; Kangasharju et al., 2022). Kristiantari et al. (2023) state that writing poetry develops students' creative thinking, creativity, and language skills.

Creativity is the ability to generate ideas that are original, valuable, and relevant. It is viewed not only as a final product but also as a dynamic thinking process that involves the exploration and development of ideas (Griffith, 2021; van der Schyff et al., 2018). Creativity in poetry writing learning is reflected in students' ability to select diction, construct imagery, and compose expressions that carry aesthetic value (Turahmat et al., 2023).

In addition to creativity, learning motivation is an important factor that influences students' engagement and success in learning to write poetry. Learning motivation can encourage students to be more active, persistent, and confident in expressing their creative ideas (Filgona et al., 2020). Ryan and Deci (2020) emphasize that intrinsic motivation plays a significant role in improving the quality of learning and students' learning outcomes.

However, the reality of poetry writing instruction in elementary schools shows that there are still problems, such as students' relatively low ability to write poetry. Students often experience difficulties in generating ideas and developing them into poems. This condition indicates that the learning process is still not running optimally. This is partly caused by the use of inappropriate teaching strategies, the dominance of lecture-based methods, and inadequate classroom management that fails to facilitate active student engagement. Teacher-centered learning tends to make students passive and provides limited opportunities for them to develop creativity (Muktadir & Ariffiando, 2020). As a result, students' potential to express their feelings and develop creativity has not been optimally facilitated. If this condition continues to be ignored, it will not only

result in low poetry writing ability and creative thinking skills but also reduce students' learning motivation in poetry writing activities (Mukhlis & Herianingtyas, 2021).

These conditions indicate that teachers in poetry writing instruction need instructional tools that can systematically guide students' active engagement in generating ideas, developing them, and expressing them creatively. Therefore, teaching materials in the form of modules are considered a relevant alternative solution, as they can be designed to guide students through stages of thinking, creating, and reflecting independently in accordance with their characteristics. Well-designed teaching materials function not only as sources of content but also as learning guides that can direct students through stages of thinking, creating, and reflecting independently (Winarni et al., 2021). Bugge and Siddiq (2021) emphasize that innovative teaching materials play an important role in creating meaningful learning and in supporting the development of students' creativity and learning motivation.

One relevant alternative instructional material to address these needs is a learning module developed based on a learning model such as RADEC. The RADEC model is designed to actively engage students through the stages of read, answer, discuss, explain, and create, thereby making the learning process more structured and student-centered (Sopandi, 2017; Sopandi et al., 2021). The RADEC learning model also encourages students to actively engage in the learning process and to comprehensively master concepts, skills, and attitudes (Lestari et al., 2022).

Several previous studies have shown that the RADEC model is able to increase student engagement and their learning outcomes (Asmara et al., 2022; Rahmadona et al., 2024; Septinaningrum et al., 2020; Sukardi et al., 2022). Other research shows that the use of textbooks or learning modules can significantly improve students' creative writing skills, as seen from higher post-test scores compared to pre-test results (Winarni et al., 2021). However, studies that specifically integrate the RADEC model into the form of learning modules for poetry writing instruction in elementary schools are still very limited. Furthermore, research that simultaneously examines its impact on students' poetry writing creativity and learning motivation remains scarce. Therefore, it is necessary to develop RADEC-based learning modules that not only focus on cognitive aspects but also facilitate the creative process and comprehensively enhance students' learning motivation.

Based on this alignment, this study aims to produce a RADEC-based learning module that meets the criteria of validity, practicality, and effectiveness to enhance elementary school students' creativity in writing poetry and their learning motivation. The developed module is expected to not only help students understand the concepts and elements of poetry but also support the gradual creative process and encourage the growth of learning motivation. The results of this study are expected to provide theoretical contributions to the development of Indonesian language learning as well as practical contributions for teachers in designing creative and student-centered literature learning.

METHODS

This research applies a Research and Development (R&D) approach which aims to produce a learning module based on the RADEC model in an effort to increase the creativity of elementary school students in writing poetry and their learning motivation. The module development process followed the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation (Branch, 2009;

Risal et al., 2023). The ADDIE model was chosen because it has systematic and flexible stages and allows continuous evaluation and revision at each stage of development, ensuring that the resulting product is more effective and aligned with learning needs.

The participants in this study included teachers, students, and experts involved in the development and evaluation of the module. The research subjects were fifth-grade students of SD Negeri Margacinta, located in North Sumedang District, Sumedang Regency, who participated in the pilot phase. Furthermore, SD Negeri Sukanyiru, located in Wado District, Sumedang Regency, was involved in the needs analysis phase to strengthen the description of poetry writing instruction in elementary schools and served as the site for implementing the learning module to test its effectiveness in improving students' creativity in writing poetry and their learning motivation. The expert validators consisted of subject matter experts, learning experts, and teachers who assessed the feasibility of the developed learning module.

Data collection was conducted using several techniques in this study. Interviews were used during the needs analysis stage to obtain information related to learning issues and gaps in teacher performance in developing poetry writing teaching materials. The interview participants were fifth-grade elementary school teachers who taught the Indonesian language subject, and the results were used as the basis for formulating the specifications of the learning module. The interviews were structured based on a guideline that covered several aspects, as presented in Table 1.

Table 1. Interview Guideline

Aspect	Focus Description
Poetry writing learning conditions	Exploring the implementation of poetry writing instruction in the classroom, including learning activities and student engagement
Availability and use of teaching materials	Identifying the types of teaching materials used and how they are utilized in instruction
Teachers' difficulties in developing teaching materials	Examining the challenges faced by teachers in designing or developing poetry writing teaching materials
Students' difficulties in writing poetry	Identifying the obstacles experienced by students in the poetry writing process
Instructional strategies or methods	Exploring the methods, models, or strategies used by teachers in teaching poetry writing
Needs and expectations for teaching materials	Identifying teachers' needs and expectations for ideal teaching materials to support learning

The test is used to measure students' creativity in writing poetry based on creativity indicators. This is a performance-based test in the form of a written essay that requires students to compose a poem. The test consists of a pretest and posttest to determine initial creativity levels and their improvement after using the learning module.

Table 2. Dimensions and Indicators of the Poetry Writing Creativity Variable

Variable	Dimension	Indicator
Poetry Writing Creativity	Fluency	Ability to express ideas smoothly through coherent and well-structured lines and stanzas.
	Flexibility	Ability to use varied diction, figurative language, or connotative words appropriately to express ideas.
	Originality	Ability to generate original ideas, themes, and content without imitating given examples.
	Elaboration	Ability to develop ideas in detail by strengthening imagery, mood, and thematic unity.

(adapted from Ristiani, 2020)

A documentation study was conducted by examining syllabi, lesson plans, textbooks, worksheets, modules, and other teaching resources used by teachers in poetry

writing instruction. This technique aims to identify the characteristics of the teaching materials used and the extent to which they support creativity in poetry writing instruction.

Validation sheets were used to assess the feasibility of the developed learning module. The validation was conducted by subject-matter experts, learning experts, and education practitioners who evaluated aspects of content suitability, alignment with the RADEC model, presentation, language use, and the feasibility of implementation in learning.

Questionnaires were used to analyze students' needs, measure learning motivation, and identify teachers' and students' responses to the use of the learning module. The questionnaire data were utilized as the basis for evaluating and refining the module to ensure its alignment with users' needs. Learning motivation indicators are presented in the Table 3.

Table 3. Indicators of Learning Motivation Variable

Variable	Indicator	Item Numbers
Learning Motivation	Duration of students' engagement in optimally utilizing time for poetry writing learning activities	1,2,3,4
	Frequency of students' participation in poetry writing learning activities	5,6,7,8
	Students' persistence in achieving poetry writing learning goals despite encountering difficulties	9,10,11,12
	Students' dedication and willingness to make efforts to learn and complete poetry writing tasks	13,14,15,16
	Students' level of aspiration regarding the outcomes expected from poetry writing activities	17,18,19,20
	Level of achievement qualification of the poetry products created in terms of quality, quantity, and alignment with students' expectations	21,22,23,24

(adapted from Makmun, 2022)

Data analysis in this study was conducted using both qualitative and quantitative approaches in accordance with the types of data obtained. The data obtained from interviews and documentation were analyzed qualitatively through the processes of data reduction, data display, and conclusion drawing (Miles et al., 2014). Expert validation data were analyzed by calculating the average score, which was then converted into percentages and interpreted based on the feasibility criteria of the learning module (Riduwan, 2018).

Table 4. Conversion of Learning Module Feasibility Levels

Achievement Level	Qualification
81% – 100%	Very Feasible
61% – 80%	Feasible
41% – 60%	Less Feasible
0% – 40%	Not Feasible

Table 5. N-Gain Score Categories

Range	Category
N-Gain \geq 0.70	High
$0.30 \leq$ N-Gain < 0.70	Medium
N-Gain < 0.30	Low

Data on poetry writing creativity and learning motivation were analyzed by comparing pretest and posttest scores and calculating the Normalized Gain (N-Gain). The improvement categories were determined based on Hake (1999).

Teacher and student response data were analyzed using percentage calculations and interpreted based on response categories (Alyusfitri et al., 2024; Lukitawati, 2014).

Table 6. Categories of Teacher and Student Responses

Response Percentage	Category
$\geq 85\%$	Very Positive
$70\% \leq \text{Score} < 85\%$	Positive
$50\% \leq \text{Score} < 70\%$	Less Positive
$< 50\%$	Not Positive

The research procedure was conducted based on the ADDIE model stages. The analysis stage was conducted to identify problems in poetry writing instruction and the need for teaching materials. The design stage included the formulation of learning objectives, the organization of content, and the design of learning activities in accordance with the RADEC syntax. The development stage involved the preparation of the module and validation by experts, followed by product revision. The implementation stage was conducted by applying the learning module to fifth-grade students at SD Negeri Sukanyiru as the implementation school. The evaluation stage aimed to assess the feasibility, practicality, effectiveness, and user responses to the developed learning module.

RESULT AND DISCUSSION

Result

Analysis

The analysis results indicate that teachers' ability to develop poetry writing teaching materials is not yet optimal. Although teachers have attempted to prepare teaching materials independently, the materials produced remain simple, lack systematic organization, and do not fully meet the principles of instructional material development. This is supported by interview findings that reveal teachers' limited competence in developing complete teaching materials. One teacher stated: *"I am not yet able to develop complete and well-structured teaching materials as they should be."*

In addition, in classroom practice, teachers still rely heavily on government-issued textbooks and rarely develop additional learning materials. The teacher also stated: *"In my daily teaching, I mostly rely on the government textbook."*

These limitations are caused by several factors, such as a lack of training, habitual reliance on available resources, and limited time. This is reflected in the teacher's statement: *"I have never received specific training on how to develop teaching materials, time is also a constraint."*

These findings indicate a gap between the expected competencies and the actual conditions in the field.

The analysis of teaching materials through document study shows that the Grade V Indonesian language textbook is available and used in learning; however, the poetry writing content remains limited, covering only acrostic poetry with minimal explanation. Lesson plans (RPP) are also available, but they have not integrated learning strategies that support creative poetry writing skills and remain conventional in nature. In addition, poetry writing worksheets (LKPD) are not yet available, and teachers have

not developed independent modules or teaching materials. As a result, learning still depends on textbooks and does not sufficiently support the development of students' creativity.

The results of the needs analysis indicate that students' ability in writing poetry is still relatively low, particularly in expressing feelings, emotions, and messages. This finding is supported by interview data, as the teacher stated: *"The difficulty is that students still struggle to express feelings, emotions, and messages in their poems."*

In addition, the teaching materials used are limited to the Kurikulum Merdeka textbook, which is considered insufficient. The teacher explained: *"The student textbook is not very helpful because it only explains how to write poetry without providing examples of how to make the poems more meaningful."*

In terms of instructional practice, the teaching strategy tends to rely on lecture-based and one-way methods, which limit students' opportunities to develop their creativity. As the teacher noted: *"I choose the lecture method because it is practical, but it is not very effective for teaching poetry."*

Based on these conditions, the teacher emphasized the need for additional teaching materials that include explanations of poetic elements, examples of creative poems, and step-by-step writing guidance. The teacher stated: *"The required teaching materials include explanations of poetic elements and examples of creative poems."*

Furthermore, the teacher also expects teaching materials that can help students develop ideas more broadly and creatively. This is reflected in the following statement: *"It is very necessary so that students can explore more interesting ideas in writing poetry."*

Meanwhile, the analysis of students' needs shows that all students rely solely on the textbook without additional reading materials. Most students consider writing poetry to be a fairly difficult activity, especially in determining ideas or themes and selecting appropriate diction. Students prefer learning through discussion or group work and express the need for teaching materials that provide step-by-step guidance for writing poetry, exercises, explanations of poetic elements, and examples of poems. These findings emphasize the need to develop innovative and well-structured teaching materials that are aligned with the needs and characteristics of elementary school students.

Design

The design of the RADEC-based learning module began with the formulation of learning objectives that refer to the Indonesian Language Learning Outcomes for Phase C as well as the results of the needs analysis of fifth-grade elementary school students. The learning objectives were focused on developing creativity and learning motivation in writing poetry, including the ability to identify poetic elements, use vocabulary with denotative, connotative, and figurative meanings, express ideas and feelings based on experience or imagination, and produce poetry creatively. The learning materials were organized systematically for three meetings, covering the introduction of poetry concepts and elements, understanding inner elements and types of children's poetry, and step-by-step procedures for writing poetry so that students are able to apply the concepts creatively.

The learning procedures were designed based on the RADEC syntax to promote active, collaborative, and student-centered learning. Each meeting consisted of structured pre-learning, core, and closing activities, with emphasis on reading, answering questions, discussing, presenting results, and creating poetry. To assess the feasibility

and effectiveness of the module, instruments used included expert validation questionnaires, a rubric for assessing creativity in poetry writing in the pretest and posttest, and learning motivation questionnaires administered before and after instruction.

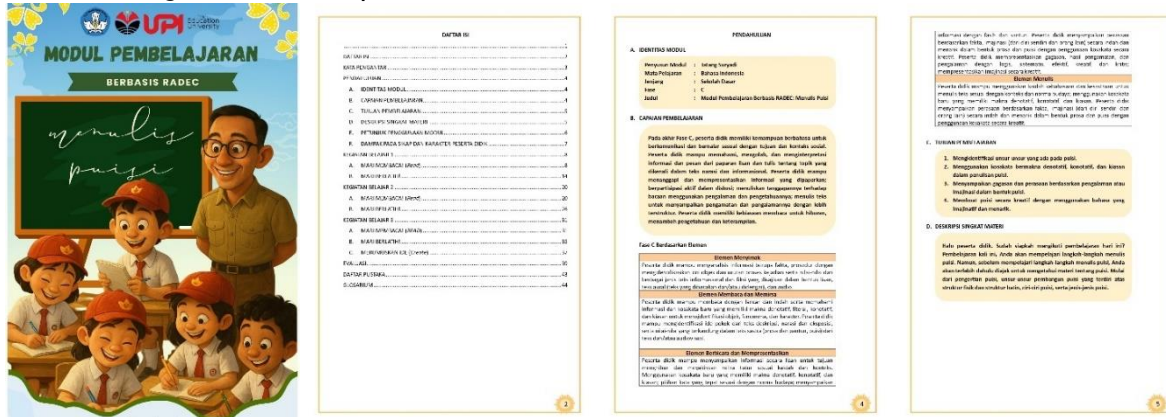


Figure 1. RADEC-Based Learning Module Design Display

Development

The feasibility of the RADEC-based learning module was evaluated through validation by a content expert, a practitioner, and a learning expert. The results of the content expert validation showed a total score of 76 out of a maximum score of 80, with a feasibility percentage of 95%, which falls into the *very feasible* category. The evaluation covered material relevance, depth and clarity of content, language use, relevance to the development of poetry writing creativity, and the module's ability to promote students' learning motivation. The content expert suggested simplifying the visual design of the module to help students focus more effectively on the learning materials.

The practitioner validation, conducted by an experienced elementary school teacher in Indonesian language instruction, resulted in a score of 84 out of a maximum score of 88, with a feasibility percentage of 96.5%, categorized as *very feasible*. The module was considered relevant to poetry writing instruction, beneficial, and effective for classroom implementation. The practitioner recommended improving the group agreement worksheet by adding guiding questions and answer columns to facilitate more structured student discussions.

The learning expert validation yielded a score of 83 out of a maximum score of 88, with a feasibility percentage of 94.3%, which also falls into the *very feasible* category. The module was deemed appropriate for elementary school students' characteristics, to have clear learning objectives and activities, and to implement the RADEC stages systematically. The main suggestion from the learning expert focused on the *Create* stage, recommending that students be encouraged to develop their own ideas independently before using ideas provided by the teacher, in order to foster originality and creative thinking.

Table 7. Recapitulation of RADEC-Based Learning Module Validation Results

No.	Validator	Obtained Score	Maximum Score	Feasibility Percentage	Category
1.	Content Expert	76	80	95,0%	Very Feasible
2.	Practitioner	84	88	96,5%	Very Feasible
3.	Learning Expert	83	88	94,3%	Very Feasible

The results of the limited trial involving 16 fifth-grade students indicated that the average score of poetry writing creativity increased from 50.4 to 82.8, while the average learning motivation score increased from 61.8 to 87.7. With N-gain values in the

moderate category, the RADEC-based learning module was considered sufficiently effective for implementation in elementary school poetry writing instruction.

Implementation

The implementation of the RADEC-based learning module in fifth-grade poetry writing instruction, conducted over three meetings, demonstrated the systematic execution of all RADEC stages. The Read and Answer stages played an important role in building students' learning readiness through initial understanding of poetry concepts, which contributed to the quality of classroom discussions. The Discuss and Explain stages facilitated students in collaboratively constructing understanding, clarifying concepts, and expressing ideas orally in a more structured and confident manner.

The Create stage gives students the opportunity to develop ideas for their writing based on their understanding of how to write poetry. Students use the worksheets provided in the learning module, which are specifically designed to guide independent idea exploration and facilitate this process. The following figure shows an example of the student worksheet used in the Create stage.

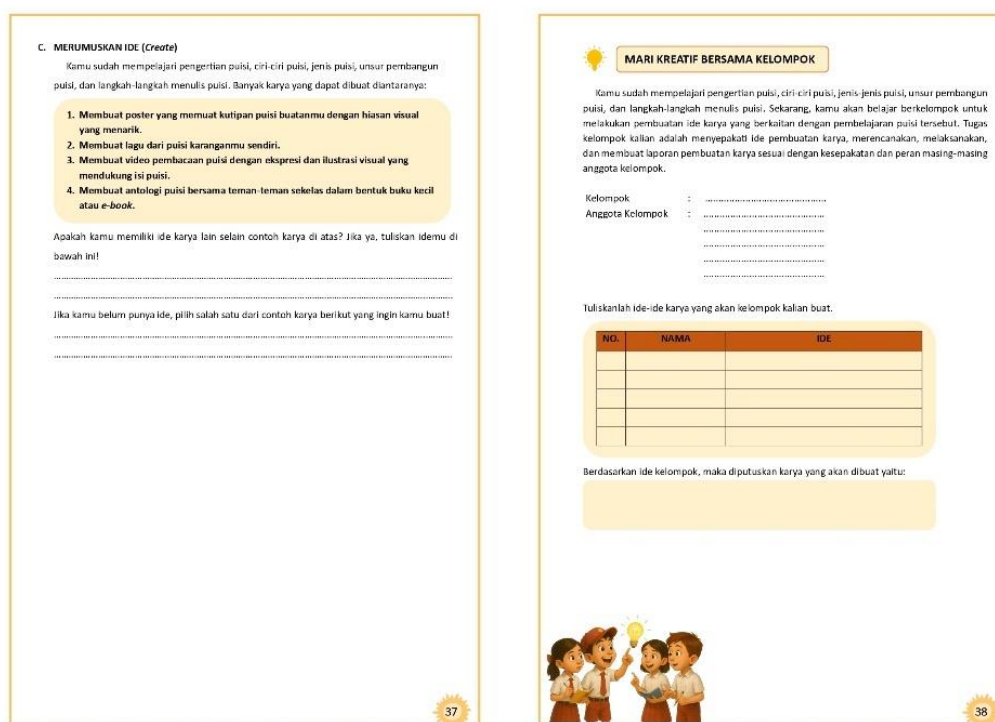


Figure 2. Student Worksheet in the Create Stage

At the Create stage, students demonstrated creative thinking skills in designing project ideas based on their understanding of poetry writing. A total of 65 percent of students were able to develop ideas independently, either through modifying examples or generating original ideas, while the remaining 35 percent still followed the examples provided by the teacher. The variety of ideas produced included visual, narrative, and digital works, indicating that the Create stage provides an effective space for the development of students' creativity. Overall, the implementation of the RADEC based module supports meaningful poetry writing instruction and aligns with the goal of developing creativity among elementary school students.

Poetry writing creativity was measured through pretests and posttests covering the aspects of fluency, flexibility, originality, and elaboration. The pretest results indicated

that students' initial abilities were in the low to moderate category, with an average score of 40.4. Most students experienced difficulties in generating ideas, varying language use, presenting original ideas, and developing poetic details.

After the implementation of the RADEC-based module, the posttest results showed a notable improvement as the average score rose to 78.8. Improvements were observed across all aspects of poetry writing creativity. The N-gain analysis revealed an average value of 0.67, which falls into the moderate category, with 38.46% of students achieving high improvement and 61.54% showing moderate improvement. Based on learning effectiveness criteria, these findings indicate that the RADEC-based module has a moderate level of effectiveness in enhancing students' creativity in writing poetry.

Table 8. Results of Poetry Writing Creativity during Implementation

Variable	Pretest Average	Posttest Average	N-gain	Category
Poetry Writing Creativity	40.4	78.8	0.67	Moderate

Students' learning motivation also increased after the module was implemented. The average motivation score rose from 54.2 before instruction to 83.4 after instruction. The N-gain value for learning motivation was 0.65, categorized as moderate, with 35% of students showing high improvement and 65% demonstrating moderate improvement. These results suggest that RADEC-based learning enhances student engagement and interest in poetry writing activities.

Table 9. Results of Learning Motivation during Implementation

Variable	Before	After	N-gain	Category
Learning Motivation	54.2	83.4	0.65	Moderate

The quantitative findings were reinforced by interview results showing increased persistence, dedication, and aspirations among students. Most students were willing to spend more time writing and revising their poems, reduce leisure time, and strive to produce higher-quality poetic works, both in terms of aesthetic value and academic achievement. Overall, the implementation of the RADEC-based learning module supports meaningful poetry writing instruction and aligns with the goal of fostering creativity and learning motivation among elementary school students.

Evaluation

The evaluation process was carried out to determine the quality and effectiveness of the RADEC-based learning module after it had been implemented with students. This evaluation was carried out by collecting data from teacher and student responses as the direct users of the module.

The results of the evaluation of the RADEC based learning module, based on the teacher response questionnaire, indicated a very positive response with a total score of 35 or 97.2%. Teachers perceived that the module provides clear instructions, is easy to use, aligns with the curriculum, and is effective in enhancing students' creativity, motivation, engagement, and collaboration in poetry writing instruction. Nevertheless, teachers also highlighted the need to simplify some word choices to make them easier for students to understand.

Student responses to the RADEC based learning module also showed very positive results, with an average percentage of 95.2%. Students perceived the module as interesting, easy to follow, and aligned with their learning needs. The module was considered capable of enhancing enjoyment, understanding, creativity, self-confidence,

and ease in writing poetry. These findings show that the module was highly accepted by students and effectively supports the teaching of poetry writing in elementary schools.

Table 10. Results of Student Response Questionnaire

No.	Indicator	Percentage
1.	The effect of the learning module on students' enjoyment of writing poetry	93.3%
2.	The effect of the module on students' understanding of poetry writing	96.2%
3.	The support of the learning module in developing creativity	90.4%
4.	Ease of following the instructions in the learning module	98.1%
5.	The effect of the learning module on students' self confidence in writing poetry	91.3%
6.	Ease of writing poetry	97.1%
7.	The suitability of the module to students' learning needs	100%

Discussion

Development of a RADEC-Based Learning Module

The RADEC-based learning module developed in this study is needs-oriented and systematically structured to address the limited availability of poetry writing teaching materials in elementary schools. This aligns with Kosasih (2021), who emphasized the importance of developing modules through systematic stages to produce quality teaching materials. Research findings indicate that teachers' ability to develop materials is still limited, and the use of less varied teaching materials has not optimally encouraged student creativity, as also noted by Winarni et al. (2021). This situation highlights the importance of teacher professionalism in enhancing the quality of learning (Bugge & Siddiq, 2021). Therefore, a structured module equipped with guided activities is a relevant solution to support poetry writing learning.

Based on these conditions, this module is designed to provide a complete and structured learning component, including learning objectives, systematic materials, guided worksheets, and creativity-based assessment instruments. The content is structured progressively across three sessions: an introduction to poetry, exploration of elements, and writing practice, aimed at helping students build understanding gradually. This is in line with Kelana and Pratama (2019) who emphasized the importance of systematically arranged teaching materials in supporting learning. Furthermore, the writing stages integrated into the module also align with Ahyar (2019) who emphasized that writing poetry is a creative process that requires systematic steps.

The main characteristic of this module lies in the integration of RADEC syntax, which encourages active, student-centered, and collaborative learning. Through these stages, students not only gain an understanding of concepts but also participate in constructing knowledge and generating ideas independently. This aligns with Nugraha (2021) view that literary learning can develop creative thinking. Furthermore, Umayra (2017) and (Dipupu & Masie, 2020) emphasize that literary learning is closely related to the exploration of ideas and the development of imagination. Therefore, the use of structured worksheets in the create stage is crucial to help students explore and develop ideas more independently. This finding is also supported by Prachagool (2021) and Choi (2021), who stated that literary experiences through poetry play a role in expanding imagination, stimulating curiosity, and developing students' creativity.

The quality of the developed module is supported by validation results from experts and practitioners, which indicate that the module is highly suitable in terms of content relevance, instructional design, and suitability to student characteristics. Improvements

made based on feedback, such as simplifying visual elements and refining the worksheet structure, have also increased the clarity and ease of use of the module. This aligns with the views of Cahyadi (2019) and Kelana & Pratama (2019), who that teaching materials should be organized in accordance with learning objectives, student characteristics, and the strategies used. Furthermore, this module has fulfilled its primary function as an independent learning tool (Wahyuningtyas & Trisnawati, 2021) and reflects the characteristics of a good module, such as being self-instructional, adaptive, self-contained, user-friendly, and stand-alone (Arum & Wahyudi, 2016; Kosasih, 2021).

User feedback indicates that this module is practical and effective for use in the classroom. Teachers found it helpful in facilitating learning and increasing student engagement, while students found it engaging, easy to understand, and supportive of the poetry writing learning process. These findings align with Rahmadani & Bungawati (2023) who stated that teaching materials are designed to facilitate understanding while encouraging student creativity. Furthermore, motivated students are generally more active and confident when taking part in learning activities (Arifin et al., 2020). Therefore, this module serves not only as a teacher's aids but also as a tool to facilitate student understanding (Nurhikmah et al., 2022).

Overall, the RADEC-based learning module can be described as a comprehensive, well-structured, and user-friendly learning product that effectively addresses gaps in existing teaching materials and supports the development of students' creative poetry writing skills in elementary schools.

Creativity in Writing Poetry and Students' Learning Motivation

The findings indicate that the implementation of the RADEC module enhances students' creativity in poetry writing and their learning motivation. In the Read and Answer stage, students independently read poetry materials and answer questions before classroom instruction. This activity promotes learner autonomy and cognitive readiness in line with the characteristics of the module (Arum & Wahyudi, 2016; Kosasih, 2021). This stage also aligns with the RADEC framework, which emphasizes independent learning and hands-on experience in reading literary works (Djuanda, 2014; HS & Suprpto, 2018; Sopandi et al., 2021; Sopandi & Handayani, 2019).

The Discuss and Explain stages are carried out through classroom group discussions and student presentations. Discussions serve to build knowledge collaboratively, clarify concepts, exchange ideas, and strengthen collective understanding of literary works (Nugraha, 2021; Sopandi et al., 2021). The Explain stage provides students with opportunities to express their understanding of literature through explanations and responses to other groups' presentations. This aligns with literature learning that emphasizes the experience of comprehending, interpreting, and appreciating texts (HS & Suprpto, 2018). Through presentations, students convey their analysis of poems and demonstrate the ability to internalize and express meaning personally (Bachtiar & Sihes, 2016), while literature learning also allows students to respond to works in ways they find engaging (Djuanda, 2014).

The Create stage provides students with opportunities to actualize their learning through creative processes. This stage represents a shift from understanding concepts to producing original works in accordance with the characteristics of RADEC (Sopandi, 2017). Analysis results show that the majority of students (65%) are able to generate ideas independently. These findings confirm that RADEC fosters creativity and freedom

of expression through exploration and the creation of diverse works (Alsitova et al., 2024; Usmeldi & Amini, 2022). The process also reflects the ability to produce relevant new ideas and generate unique concepts (Yuningsih et al., 2022; Zhang et al., 2023). The learning environment supports freedom of expression (Atiku & Anane-Simon, 2021), which is important for the development of creativity from early education (Webster, 2020), enabling students to grow as creative learners (Umaya, 2017).

The pretest results indicate that students' creativity in poetry writing was still at a low level across all aspects. In terms of fluency, students had difficulty developing ideas in a coherent and flowing manner, resulting in poems that tended to be short and less cohesive. These findings align with Pudjiati et al. (2024) and Mukhlis & Herianingtyas (2021), who stated that students often face obstacles in freely generating and developing ideas. Limited vocabulary and word choice also affected the fluency of poetry writing (Nurussaadah et al., 2024).

After the implementation of the RADEC-based learning module, the posttest results showed an improvement in poetry writing creativity across all aspects. Students were able to write poems with more coherent and flowing ideas (fluency), use figurative language and connotative diction more accurately (flexibility), present more original and diverse ideas (originality), and develop poem content more deeply with stronger imagery and mood (elaboration). These findings support the views of Usmeldi & Amini (2022) and Alsitova et al. (2024), that creativity can be developed through learning that provides opportunities for idea exploration, freedom of expression, and meaningful creative processes. Furthermore, results align with Sopandi et al. (2021), who emphasized that RADEC-based learning enables students to develop ideas independently and creatively.

Before using the RADEC module, students' learning motivation in poetry writing was low because they had difficulty understanding the writing steps, lacked confidence, and were insufficiently encouraged to participate actively. As stated by Sardiman, students' learning motivation can decrease due to various factors, such as teaching methods that are less engaging or do not meet students' needs, as well as the emergence of feelings of inadequacy when facing certain subjects (Fajri et al., 2021).

After the implementation of the module, students' learning motivation increased significantly. This improvement indicates a positive change in students' engagement, interest, and active participation. This aligns with the views of Khairani et al. (2020), who stated that learning motivation is an effort to modify students' learning behaviors to achieve more optimal outcomes. In addition, Pohan et al. (2020) emphasized that high motivation encourages active and participatory learning processes.

The interview results reinforced the quantitative findings and indicated that the RADEC module increased students' motivation, making them more serious, actively engaged in writing, practicing, and revising poems both at school and at home. This phenomenon aligns with the views of Khairani et al. (2020) and Pohan et al. (2020), who stated that learning motivation plays a crucial role in promoting active participation and achieving optimal learning outcomes. Students' diligence, persistence, and aspiration in writing poems reflect both intrinsic and extrinsic drives to achieve success (Kholifah et al., 2020; Lao et al., 2021). Their willingness to revise poems and reduce playtime provides evidence of motivation that contributes to improving the quality of students' poetry (Wulandari et al., 2020).

CONCLUSION

Based on the research findings, the RADEC-based learning module has been shown to be valid, practical, and effective in enhancing fifth-grade elementary students' creativity in poetry writing as well as their learning motivation. This module facilitates students in gradually understanding the concepts and elements of poetry, developing original ideas, using diction and figurative language appropriately, and expressing thoughts and emotions creatively through poetry. The improvement in creativity is evident in the aspects of fluency, flexibility, originality, and elaboration, while learning motivation increases through active engagement, persistence, and students' aspirations in poetry writing activities. These findings confirm that the implementation of the RADEC-based module supports active, collaborative, and student-centered literature learning, aligning with the goal of developing a module to enhance both poetry writing creativity and students' learning motivation.

The results of this study have several important implications for Indonesian language instruction in elementary schools. The development of the RADEC-based module demonstrates that systematic, interactive, and student-centered instructional materials can enhance both creativity in poetry writing and learning motivation. This underscores the need for teachers to utilize modules or learning materials that promote active engagement and the development of creative thinking, so that learning not only focuses on mastering the content but also on fostering students' expressive and imaginative abilities.

As a recommendation, teachers are encouraged to integrate the RADEC module regularly into literature learning by utilizing each stage to guide students in writing poetry in a structured and gradual manner. Educational developers may also adapt this module for other educational levels and enrich its content with a variety of themes, types of poetry, and creative media to make it more engaging. Future studies are suggested to investigate the long-term impact of RADEC-based modules on students' creative writing skills across various literary genres and grade levels, as well as to explore the integration of digital technology to further improve student engagement and creativity.

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