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The Influence Of The Synectic Learning Model On The Historical Imagination And Creativity Of Students

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Abstract
This study aims to determine the effect of the application of the synectic learning model of poetry writing on the ability of historical imagination and creativity of students. This research was motivated by the lack of observation of history lessons by students. History lessons are considered boring lessons because they seem to tend to memorize. In fact, most students assume that history lessons do not bring benefits for the future because the study is the past. This research uses quantitative methods of quasi-experimental design The design of the research design model to be used is Nonequivalent Control-Group Design or Pre-Test and Post-Test Control-Group Design. Non-equivalent means that there are two groups that have existed before without any influence or intervention from researchers. Based on the results of the paired sample t-test on the ability of historical imagination and creativity of students, a significance value of 0.000 is obtained smaller than 0.05 (0.000 < 0.05). Thus, based on the results of the paired sample t-test calculation, it can be concluded that the application of the synectic learning model (X) has an effect on increasing the ability of historical imagination (Y1) and creativity (Y2) of students. Meanwhile, based on the N-Gain score test, it shows that the average N-Gain score for the historical imagination ability of the experimental class with the application of the synectic model of poetry writing is 57.9281 or 58% (quite effective) and 56.2691 or 56% for creativity ability (quite effective). The results of quantitative analysis of the results of the postest and prettest that the application of the synectic learning model has an influence on increasing the ability of historical imagination and creativity of experimental class students (11 Social Studies 7) SMAN 1 Banjaran for the 2023/2024 academic year.
Key Word*: Synektic Learning Model, Historical Imagination, Creativity*

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I. Introduction

One of the competencies to be developed in learning history in students is the ability to have curiosity and imagination. This is in line with Daniels (1981, p. 49) who suggests that one of the uses of history learning is to be able to develop imaginative thinking skills. The ability to imagine must be mastered by students in order to be able to develop their thinking power as widely as possible. The use of imagination is important for students to hone students' abstraction skills, especially in history learning so that they are able to imagine events that have occurred in the past.

Vigotsky (1956) said that imagination is one of the capitals or characteristics of creativity. Of course, what students are writing is built by the power of their imagination based on the ability to think convergently or widen or divergent. If we refer to the Hemisphere Theory by Clark (1988) and Gowan (1989), humans according to their functions are divided into two hemispheres, namely the left hemisphere and the right hemisphere. The left hemisphere brain leads to convergent thinking, while the right hemisphere brain leads to divergent thinking. Creating and imagining becomes the task of the right hemisphere brain. To develop this ability requires the creation of learning in accordance with the function of the cerebral hemispheres, namely creative learning. To develop imaginative thinking skills requires the creation of creative learning. Creative history learning is learning that facilitates learners to develop historical imagination (Morris, 2009; Cooper, 2018) or historical imagination. Students are invited to imagine past experiences and take lessons about values that can be applied to the present. Departing from past and present experiences, students are also facilitated to imagine the role they can play in the period or period they will face (Supriatna, 2020, pp. 75-84). Students who can develop imagination about the past are not only intelligent but also creative.

Creative thinking in history learning is very important because in its implementation students are exposed to a lot of material and require students to be able to memorize, understand and have good memory. The ability to think creatively in history learning directs students to be able to think fluently and flexibly by presenting many alternative answers, providing various interpretations of an image, story or problem, being able to express their

ideas and making a conclusion or decision to solve a problem related to existing material (Guilford, 1959, p.70). Every human person is essentially outlined as having the basic potential to be creative. Children who are accustomed to doing creative actions will later grow into smart, tough, and resilient individuals (Prawira, p. 118) so that creativity is very necessary and needs to be developed in learning.

So far, history learning in schools is less attractive to students. History lessons are considered boring lessons because they seem to tend to "memorize". In fact, most students assume that history lessons do not bring benefits because the study is in the past. It has no meaningful contribution to the dynamics and development of the nation. Therefore, history lessons are only considered supplementary lessons, not to mention that these subjects are not UN-kan. Coupled with government policies that increasingly narrow the pace of history learning, namely by the smaller portion of history lesson hours in schools. It is not surprising that students' historical learning achievements also tend to be less satisfactory (Aman, 2011, p. 7).

According to Subakti (2010, p. 3) there are still many teachers using the conventional paradigm, namely the paradigm of "teachers explain students listening". Students are less involved in activities that can develop and hone their imagination. Students only listen to the teacher's explanation, take notes or memorize the material. This can happen due to the lack of use of media or varied models in the classroom. Even though in learning History the imagination of students must be raised. In addition, teachers who are too menoton and too comfortable with conventional learning that brings students into historical facts so as to make students bored and trigger a lack of student participation in the classroom. Several factors cause history learning to be considered boring.

In addition, the interest and level of historical awareness in students today is still not as expected. Students still consider that history is the past that is no longer relevant to the context of today's life. Moreover, students now belong to generation Z (born between 1996 – 2010) who have the characteristics of liking technology, flexible, smarter, and tolerant of cultural differences. They are also globally connected and networked in the virtual world. Nonetheless, this generation is a generation that likes instant culture and is less sensitive to the essence of privacy because it constantly uploads its life on social media. From the various events that accompany generation Z, many stereotypes emerge that are then attached to this generation, namely unruly, instantaneous, selfish, lazy, and less able to socialize with older people (Rastati, 2018, p. 87).

One identifiable weakness of generation Z in history learning is the lack of the ability to imagine, i.e. historical imagination. Though historical imagination has an important role to help students in reconstructing historical events based on existing facts and data. This less prominent ability of historical imagination is one of the problems that must be overcome. In reconstructing an event in the past, learners need imagination in their minds so that learners are able to imagine historical events that occurred (Wayudi and Ma'mur, 2020, p. 124).

Researchers have made direct observations in the learning process. History learning contains more conveyance of a number of historical facts. So many learners find it difficult to remember facts related to historical events or historical figures. Such delivery will certainly not produce imaginative ability as one of the characteristics of the ability to think creatively. Imagination and creativity are important in understanding a historical event. As Jackson (2005, p. 2) argues, imagining what the past was like, how, why and when people did certain things, is a central to being a historian. One can re-examine historical events with his imagination which of course is accompanied by existing facts. The facts can be assembled with the imagination of the writer.

The importance of paradigm change in today's boring history learning lies in students as individuals who have the potential to learn and develop independently, so the task of teachers should change from providing information to encouraging students to be able to process their own knowledge. Learning must be carried out that can train 21st century skills must be learner-centered learning, teamwork, and learning related to the context of students' daily lives.

The problems that arise in history learning need to be overcome by applying an interesting teaching model so that students can imagine and reconstruct a historical event According to Yulifar (2018, p. 233) teacher creativity is needed so that learning objectives can be maximally achieved through fun ways (edutainment), which includes three domains, namely knowledge, attitudes and skills. In this regard, it is necessary to design a learning that can make students reconstruct their own knowledge and imagine how an event as a whole, especially in history learning. Researchers focused on this study using the "synectic model of poetry making" to foster or improve the imagination and creativity of students.

One learning approach that meets the above criteria is the synectic teaching model. The synectic model is one of the learning models designed to develop creativity. Creativity only arises when a person is accustomed to the activity. Therefore, the synectic model is suitable for creating conditions that encourage the emergence of active and at the same time creative ways of learning.

The synectic model is one of the learning models designed to develop student creativity. This is in accordance with the opinion of William J.J. Gordon (Sumantri M, 1998/1999, p. 85) that synectics is based on four ideas that challenge the conventional view, namely about creativity. First, creativity is important in daily activities. Secondly, the creative process is not mysterious, but it can be explained and it is possible to train people directly

to enhance their creativity. Third, creative discovery is characterized by intellectual processes. Fourth, individual and group discovery is equal through creative thinking.

This model also powers students' imagination of the experience experienced to make it easier for them to compile the essay. The synectic model invites students to think creatively and use their imagination so that they are expected to write more creative and quality works. The synectic model is suitable for use in learning to write poetry because this model makes students creative in thinking. Because writing poetry requires high creativity of writers in order to produce interesting poetry texts.

II. Material And Methods

This research was conducted in history learning in grade 11 social studies at SMAN 1 Banjaran for the 2023/2024 academic year which is located at Jalan Ciapus No. 07 Banjaran Kab. Bandung, West Java starting from September – November 2023. This study took a sample of 39 students in class XI IPS 7 as an experimental class and 36 people in class XI IPS 8 as a control class.

Study Design:

The approach used in this study is a quantitative approach. Creswell (2008, p. 46) states that, quantitative research is a type of educational research in which the researcher decides what to study; ask specific, narrow questions, collects quantifiable data from participans; analysis these numbers using statistics; and conducts the inquiry in an unbiased, objective manner. "The research design that researchers used in this study was quasi experiment. In the context of research in schools, especially when you want to apply models, approaches, strategies, or learning methods in the classroom, participants are convenient (already formed naturally), such as: classes have been determined by the school, so the process of appointing participants is not carried out randomly (non-random assignment).

The research design model design to be used is Nonequivalent Control-Group Design or Pre-Test and Post-Test Control-Group Design. With simple random sampling techniques in the selection of research samples. Non-equivalent means that there are two groups that have existed before without any influence or intervention from researchers. The two groups may have different characteristics (Santoso, 2013, p. 45).

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Study Location: This research was carried out at SMA Negeri 1 Banjaran located on Jalan Ciapus No. 07 Banjaran, Bandung Regency, West Java and located in the Branch Office of the Education Office Region VIII of the West Java Provincial Education Office.

Study Duration: September 2023 to November 2023.

Sample size: The sample size was 39 students in the experimental class and 36 students in the control class.

Sample size calculation:

Sampling in this study will be carried out using a simple random sampling technique, namely taking sample members from the population is carried out randomly without paying attention to the strata in that population, because population members are considered homogeneous (Sugiyono, 2017, p. 120). Random sampling is not actually accidental or chance sampling, but rather sampling that makes chance a determining factor for sampling in the parent population. So that the results of randomly selected samples are not influenced by researcher bias (Ary et al. 2022, p. 198). The sample in this study is class 11 social studies. Class 11 IPS 7 was used as an experimental class and grade 11 IPS 8 was used as a control class. The total number of students in the study was 75 participans. For the experimental class and the control class, both were given material about the stages of historical research, but in the experimental class they were treated with a synectic learning model through making poetry and prose, the control class did not receive treatment, only given material about conventional historical research through lecture and question and answer methods.

Procedure methodology

The research procedure carried out in this study consists of several steps, the first is preliminary consisting of preliminary study and observation, then the preparation, then the implementation of research, after completing the research the next step is to analyze and prepare reports. While the research flow is a description of the flow diagram of the procedure carried out. The procedures to be carried out in this study are the stages of preliminary study, preparation, implementation and stage of analysis and preparation of reports.

1. Preliminary Study

Preliminary studies are carried out by collecting literature such as references, books related to research, previous research works that can be used as supporting sources in research. In addition, observations were made on high schools in Bandung Regency to get an idea of school conditions.

2. Preparatory Stage

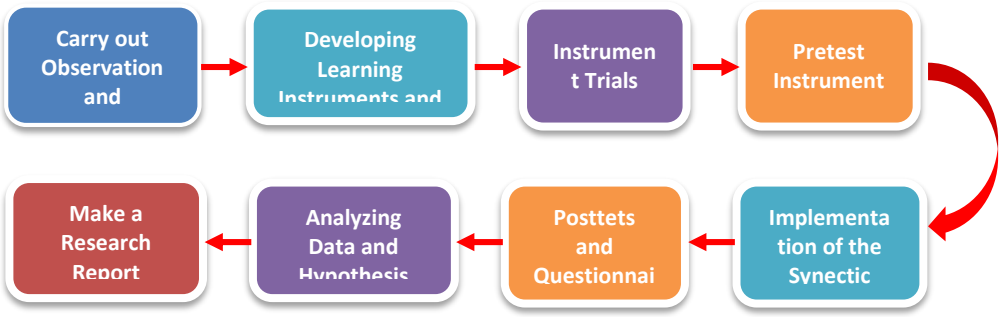
The preparatory stage is carried out by preparing for history learning by writing poetry and prose. Preparation for history learning is carried out by preparing a Learning Implementation Plan (RPP) in addition to other preparations is preparing instruments. In this stage, these instruments are tested to see validity, reliability, level of difficulty, and differentiating power so that these instruments can be used in research.

3. Implementation Phase

At the implementation stage, the study was carried out with five meetings, one meeting to give a pretest, three meetings to give treatment, and one meeting for the posttest. Pretest is carried out in experimental classes and control classes to determine the extent of students' initial abilities of historical imagination and creativity in learning history. Three meetings were conducted with the provision of treatment, namely synectic poetry writing and prose in history learning in experimental class students and conventional model learning in control class students. The fifth meeting was a posttest conducted to see the final ability of historical imagination and creativity of students after learning history using the synectic model of writing poetry and prose in experimental classes and learning conventional model history in control class students.

4. Analysis and Report Preparation Phase

The analysis stage was carried out by analyzing the pretest and posttest results between the two classes to determine the average pretest and posttest scores in the experimental class and the control class. The next process is with statistical tests. Statistical tests were carried out with free sample tests and non-free sample tests which aimed to determine the difference in the effect of learning implementation using the synectic model of poetry writing and prose in experimental classes and conventional model learning in control classes. After getting the analysis, the next process is to prepare a report with the findings during the research process.



Statistical analysis

Data was analyzed using SPSS for window version 2.5. N-Gain score testing is used to test improvements in learning outcomes. Normalized gain is an appropriate method for analyzing pretest and posttest results, and is a better indicator of the level of treatment effectiveness of posttest gain. The t test is performed after obtaining the output gain score data. This test is used to test / determine whether there is a significant influence of the Synectic model of poetry writing in history learning on historical imagination and creativity of students. The t-test is performed with the Analyze-Compare Means-Independent T-Test.

III. Result

The implementation of this quasi-experimental research involved two groups of students, namely the experimental group and the control group. The experimental group used a synectic learning model of poetry writing, namely in class XI Social Studies 7 with 39 students. The implementation of learning on Monday, October 23, 2023 for 2 hours of lessons with an allocation of 2 x 45 minutes (90 minutes) starts at 9.15 – 10.45 WIB. Meanwhile, the control group used a conventional model without a synectic learning model, namely in grade XI Social Studies 8 with a total of 36 students. The implementation of learning on Monday, October 23, 2023 for 2 hours of lessons with an allocation of 2 x 45 minutes starting at 10.45 – 12.05 WIB. The material presented was material on the strategy of resistance of the Indonesian nation against European colonialism (Dutch) until the early 20th century. The research data includes analysis of the skills of historical imagination and creativity of students in the classroom.

a. Normality Test

The normality test is performed to determine whether the distribution of data in a group of data or variables is normally distributed or not. The normality test is used as a condition for the use of parametric statistics, such as t test, anova, regression analysis, correlation analysis, and others.

The normality test used to determine the distribution of pretest and posttest result data is a normality test using the Kolmogorov-Smirnov test. This normality test was carried out on experimental class data and the control class included the initial test (pretest) and final test (posttest) of each group. The experimental class's pretest and posttest scores were based on learning outcomes using the poetry writing synectic model, while the control class's pretest and posttest scores used conventional learning models.

The basis for making decisions is as follows:.

1. If the Significance value > 0.05 then the data is normally distributed.
2. If the significant value < 0.05 then the data is not normally distributed.

The normality test that will be carried out is based on the results of the pretest and posttest historical imagination and creativity to find out whether the data is normally distributed or not as a condition for the hypothesis test. The following are the results of the pretest normality test and posttest historical imagination and creativity in the experimental class and control class.

Table 1 Descriptive Analysis of Pretest and Posttest Experimental Classes and Control Classes

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest *Historical Imajination* Eksperimen	39	40	85	65,13	12,112
Posttest *Historical Imajination* Eksperimen	39	70	95	85,08	6,175
Pretest *Historical Imajinaton* Kontrol	36	40	85	65,00	14,832
Posttest *Historical Imajination* Kontrol	36	60	87	73,42	8,188
Valid N (listwise)	36				

Table 2 Pretest and Posttest Normality Test Historical Imagination Experimental Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pretest Historical Eksperimen	,122	39	,152	,961	39	,192
	Posttest Historical Eksperimen	,105	39	,200*	,959	39	,162

Based on the table of pretest and posttest normality tests of historical imagination ability in the experimental class, it is known that the significance value is 0.152 for pretest results and 0.200 for posttest results on the Kolmogorov-Mirnov test of normality. Thus, the result is more than 0.05 (>00.5) which means the data is normally distributed.

Table 3 Normality Test Pretest and Posttest Creativity Experimental Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pretest Kreativitas Ekperimen	,102	39	,200*	,974	39	,506
	Posttest Kreativitas Eksperimen	,130	39	,094	,970	39	,383

Based on the table of pretest and posttest normality tests of creativity ability in the experimental class, it is known that the significance value is 0.200 for pretest results and 0.094 for posttest results on the Kolmogorov-Mirnov test of normality. Thus, the result is more than 0.05 (>00.5) which means the data is normally distributed.

Table 4 Pretest Normality Test and Posttest Historical Imagination Control Class

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pretest Historical Kontrol	,126	36	,158	,940	36	,051
	Posttest Historical Kontrol	,130	36	,129	,954	36	,135

Based on the table of pretest and posttest normality tests of historical imagination ability in the control class, it is known that the significance value is 0.158 for pretest results and 0.129 for posttest results on the Kolmogorov-Mirnov test of normality. Thus, the result is more than 0.05 (>00.5) which means the data is normally distributed.

Table 5 Control Class Creativity Pretest and Posttest Normality Test

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar	Pretest Historical Kontrol	,120	36	,200*	,941	36	,056
	Posttest Historical Kontrol	,100	36	,200*	,981	36	,783

Based on the table of pretest and posttest normality tests of creativity ability in the control class, it is known that the significance value is 0.200 for pretest results and 0.200 for posttest results on the Kolmogorov-Mirnov test of normality. Thus, the result is more than 0.05 (>00.5) which means the data is normally distributed. Researchers also tested the normality of data from the average value (historical imagination value + creativity score: 2) in the experimental class and control class and obtained the following results.

Table 6 Normality Test Results Total Pretest and Posttest Values Experimental Class and Control Class

Tests of Normality

	Class	Kolmogorov-Smirnov[a]		
		Statistic	df	Sig.
Hasil Belajar	Pretest Experiment	,082	39	,200*
	Posttest Experiment	,107	39	,200*
	Pretest Control	,082	36	,200*
	Posttest Control	,131	36	,119

This can also be seen through plot graphs which based on the output of the two plot graphs can be seen that the data is normally distributed. The plot of regression standardized residual always follows and approaches its diagonal line. Thus it can be concluded that the residual values are normally distributed. The graph reinforces the normality test results based on significance values.

b. Paired Test Sample T-Test

Researchers will test paired sample t-tests on pretest and postest data, historical abilities, imagination and creativity in experimental and control classes.

Table 7 Test Results of Paired Sample T-Test Ability Historical Imagination Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65,10	39	12,369	1,981
	Posttest	85,05	39	9,003	1,442

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-19,949	10,018	1,604	-23,196	-16,701	-12,435	38	,000

Judging from the average value (mean) there is an increase in the average pretest and posttest results on the historical imagination ability of the experimental class. The pretest average was 65.10 while the posttest average increased to 85.05. There is a significant increase so that it can be concluded that the application of the synectic model of poetry writing in the experimental class can increase the ability of historical imagination in terms of the average score.

Based on the results of the paired sample t-test, a significance value of 0.000 is obtained, meaning less than 0.05 (0.000 < 0.05) whose essence H0 is rejected and Ha is accepted. Thus, it can be concluded that there is an average difference between pretest and posttest results, which means that there is an influence of learning outcomes with synectic models on the historical imagination ability of students. Referring to the mean table, the effect of the application of the synectic model on the ability of historical imagination is quite significant.

Table 8 Test Results of Paired Sample T-Test Creativity Ability of Experimental Class

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	65,62	39	13,178	2,110
	Posttest	85,74	39	7,708	1,234

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-20,128	11,209	1,795	-23,762	-16,495	-11,214	38	,000

Judging from the average value (mean) there is an increase in the average pretest and posttest results on the historical imagination ability of the experimental class. The pretest average was 65.62 while the posttest average increased to 85.74. There is a significant increase so that it can be concluded that the application of the synectic model of poetry writing in the experimental class can increase creativity ability in terms of the average score.

Based on the results of the paired sample t-test, a significance value of 0.000 is obtained, meaning less than 0.05 (0.000 < 0.05) whose essence H0 is rejected and Ha is accepted. Thus, it can be concluded that there is an average difference between pretest and posttest results, which means that there is an influence of learning outcomes with synectic models on the creativity ability of students. Referring to the mean table, the effect of the application of the synectic model on the ability of creativity is quite significant.

c. Test N-Gain Score

Researchers conducted an N-Gain test on the ability of historical imagination and creativity of students based on pretest and posttest results in the experimental class. Based on the N-Gain test conducted using the SPSS for windows version 2.5 application, the following results were obtained.

Table 9 Table Description of N-Gain Test Results Historical Imagination Experimental Class and Control Class

Descriptives

	Kelas			Statistic	Std. Error
NGain_Persen	Historical Imajination Kelas Eksperimen	Mean		57,9281	3,29088
		95% Confidence Interval for Mean	Lower Bound	51,2661	
			Upper Bound	64,5902	
		5% Trimmed Mean		58,0801	
		Median		54,3478	
		Variance		422,367	
		Std. Deviation		20,55156	
		Minimum		20,83	
		Maximum		95,24	
		Range		74,40	
		Interquartile Range		36,38	
		Skewness		-,147	,378
		Kurtosis		-1,170	,741
	Historical Imajination Kelas Kontrol	Mean		17,0000	3,90072
		95% Confidence Interval for Mean	Lower Bound	9,0811	
			Upper Bound	24,9189	
		5% Trimmed Mean		18,0070	
		Median		19,8976	
		Variance		547,762	
		Std. Deviation		23,40432	
		Minimum		-45,45	
		Maximum		56,60	

		Range	102,06	
		Interquartile Range	33,06	
		Skewness	-,803	,393
		Kurtosis	,651	,768

Based on the calculation of the N-Gain score test, it shows that the average N-Gain score for the historical imagination ability of the experimental class with the application of the synectic model of poetry writing is 57.9281 or 58%. Based on the N-Gain effectiveness table, these results can be categorized as quite effective. With an N-Gain score of at least 21% and a maximum of 95%. Meanwhile, the average N-Gain score for the historical imagination ability of the control class with conventional models is 17.0000 or 17% which is included in the ineffective category. With an N-Gain score of at least -45% and a maximum of 57%.

Thus, it can be concluded that the use of the synectic model of poetry writing is quite effective in improving the historical imagination ability of students in history subjects in grade 11 Social Studies 7 SMAN 1 Banjaran for the 2023/2024 academic year. Meanwhile, the use of conventional models is not effective in improving students' historical imagination skills in history subjects in grade 11, Social Studies 8, SMAN 1, Banjaran for the 2023/2024 academic year.

Table 10 Table Description of N-Gain Test Results Creativity Experimental Class and Control Class

Descriptives					
	Kelas			Statistic	Std. Error
NGain_Persen	Historical Imajination Kelas Eksperimen	Mean		56,2691	3,53584
		95% Confidence Interval for Mean	Lower Bound	49,1111	
			Upper Bound	63,4270	
		5% Trimmed Mean		56,8459	
		Median		59,5238	
		Variance		487,585	
		Std. Deviation		22,08134	
		Minimum		,00	
		Maximum		100,00	
		Range		100,00	
		Interquartile Range		32,97	
		Skewness		-,389	,378
		Kurtosis		-,026	,741
	Historical Imajination Kelas Kontrol	Mean		14,1320	3,55016
		95% Confidence Interval for Mean	Lower Bound	6,9248	
			Upper Bound	21,3392	
		5% Trimmed Mean		14,2678	
		Median		15,1654	
		Variance		453,731	
		Std. Deviation		21,30095	
		Minimum		-32,26	
		Maximum		60,00	
		Range		92,26	
		Interquartile Range		29,54	
		Skewness		-,159	,393
		Kurtosis		-,010	,768

Based on the calculation results of the N-Gain score test, it shows that the average N-Gain score for the creativity ability of the experimental class with the application of the synectic model of poetry writing is 56.2691 or 56%. Based on the N-Gain effectiveness table, these results can be categorized as quite effective. With an N-Gain score of at least 0% and a maximum of 100%. Meanwhile, the average N-Gain score for the ability of historical imagination of the control class with conventional models is 14.1320 or 14% which is included in the ineffective category. With an N-Gain score of at least -32% and a maximum of 60%.

Thus, it can be concluded that the use of the synectic model of poetry writing is quite effective in increasing the creativity of students in history subjects in grade 11 Social Studies 7 SMAN 1 Banjaran for the 2023/2024 academic year. Meanwhile, the use of conventional models is not effective in increasing the creativity ability of students in history subjects in grade 11 Social Studies 7 SMAN 1 Banjaran for the 2023/2024 academic year.

IV. Discussion

The synectic learning model of poetry writing has a significant influence on increasing historical imagination and creativity in history learning in experimental class students (11 Social Studies 7). This is known based on the results of statistical analysis of paired sample t-test using SPSS for window version 2.5 application. The data analyzed are the value of the results of pretets and posttets historical imagination of experimental class students.

The synectic learning model has a different influence on increasing the historical imagination of students in the experimental class compared to the conventional model in the control class. Based on the comparison of the average score of pretest and postest results of historical imagination ability in the experimental class, it is known that the average pretest score is 65.10 and the average posttest score is 85.05. The increase was quite significant in increasing the completeness of learning of students with scores reaching KKM (≥75) as many as 33 students from 39 experimental class students or 84.61% who reached KKM. While in the control class, the average pretest score was 65.08 and the average posttest score was 73.50. The increase in scores has not been able to increase the completeness of student learning because the average posttest score is still below KKM (≥75).

The synectic learning model has a different influence on increasing the creativity of students in the experimental class compared to the conventional model in the control class. Based on the comparison of the average score of the pretest and postest results of creativity ability in the experimental class, it is known that the average pretest score is 65.62 and the average posttest score is 85.74. This increase is quite significant in increasing the completeness of learning of students with scores reaching KKM (≥75) as many as 35 students from 39 experimental class students or 89.74% who reach KKM. While in the control class, the average pretest score was 69.81 and the average posttest score was 74.92.

There is a strong relationship between the ability of historical imagination and the creativity ability of students in experimental classes that apply the synectic learning model of poetry writing. That is, if the ability of historical imagination increases, the ability of student creativity also increases, and vice versa. The strength of the relationship between the two dependent variables is known based on the Pearson correlation test which produces a significance value of 0.000 < 0.05. The significance value of less than 0.05 indicates that there is a correlation or relationship between the two variables (Y1 and Y2). The Pearson correlation value reaches 0.760 which indicates the level of correlation or strong relationship (in the range of 0.61 – 0.80).

V. Conclusion

Based on the results of the discussion, it can be concluded that synectic learning of poetry writing is very influential and able to increase the ability of historical imagination and creativity of experimental class students compared to control classes that apply conventional learning.

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