



The Effectiveness of Experiential Seamless Learning to Improve Creative Thinking in Indonesian Language Subjects

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ABSTRACT

Objective: The purpose of this study was to increase creative thinking in Indonesian language learning by using the Experiential Seamless Learning model. **Method:** This research uses Branch's ADDIE model with 66 students as subjects. The data collection techniques used were questionnaires, and the data analysis technique employed was the independent samples t-test. **Results:** The effectiveness of the Experiential Seamless Learning model in enhancing students' creative thinking skills was evaluated, and quantitative data were collected. The t-test results showed a difference between classes using the Experiential Seamless Learning model and conventional classes. The difference lies in the acquisition of the average value of creative thinking skills in the Experiential Seamless Learning model class higher than the conventional class. **Novelty:** The Experiential Seamless Learning model in language learning, an original concept, offers the advantage of providing a fresh perspective on existing topics, specifically by combining two experiential theories and seamless learning. The novelty of new research results lies in their ability to make significant contributions to existing research fields, particularly in the application of learning in continuity, which can be achieved both formally and informally. Novelty with an interdisciplinary approach has the advantage of helping to solve more complex learning problems, especially in improving creative thinking. The research conducted was only limited to description text material, and the mobile seamless learning dimensions used were seven out of ten dimensions.

INTRODUCTION

One of the phenomena that occurred in the 21st-century education era is a significant change in perspective on the learning process. A perspective that suggests education no longer refers solely to factual knowledge but instead to the development of high-order thinking skills (HOTS) (Asyari et al., 2020). In facing this challenge, students are required to possess critical thinking skills, as well as analytical, creative, collaborative, and practical communication skills (Barus et al., 2023; Li, 2020). Therefore, learning is not only about memorizing facts but also about understanding, applying, and critically evaluating information (Polizzi, 2020). Responding to the phenomena and changes in the 21st-century education era that affect life, learning needs to have orientations that meet the demands of the times, one of which is to increase students' creativity (Hartati et al., 2022).

Creativity is one of the essential skills of creative thinking that must be developed in 21st-century education. Creativity in learning determines the quality of learning outcomes. The principles of learning are used as guidelines and references in order to Supporting the process of improving quality learning will reflect the efforts of educators and other stakeholders who care about education. Furthermore, the importance of

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