Exploration: Creative Thinking Skills in Writing Essays Media-Based Image Series

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A B S T R A K

Berpikir kreatif merupakan sebuah keterampilan penting dalam pembelajaran pada peserta didik. Peserta didik mampu berpikir kreatif dengan menunjukkan cara berpikir baru, berani menyusun pertanyaan serta dugaan jawaban, dan memberi gagasan baru. Penelitian ini bertujuan untuk menganalisis keterampilan berfikir kreatif dengan menggunakan media gambar seri. Penelitian ini menggunakan penelitian kualitatif deskriptif dengan model studi kasus. Subjek penelitian ini adalah siswa kelas III berjumlah 50 siswa. Analisis data dalam penelitian ini menggunakan teori miles dan Huberman. Metode penelitian ini menggunakan wawancara untuk menindaklanjuti temuan ini. Wawancara dilakukan untuk mengetahui permasalahan yang terjadi. Wawancara yang digunakan adalah wawancara terstruktur. Hasil penelitian secara keseluruhan, hasil keterampilan berfikir kreatif dalam menulis karangan dengan media gambar seri masih harus di evaluasi ulang. Siswa masih terlihat kesulitan menuangkan ide ke dalam tulisan berbasis narasi. Hal ini akan mengakibatkan pembelajaran menulis narasi menjadi terhambat. Terbukti lebih dari setengah jumlah sampel peserta didik masih tidak memenuhi ke empat aspek indikator berfikir kreatif, sehingga hal itu tentu akan menghambat proses belajar di kelas khususnya berkaitan dengan keterampilan menulis. Implikasi penelitian ini diharapkan seluruh stakeholder mampu menyadari pentingnya kemampuan berfikir kreatif sejak dini dengan melatih peserta didik dengan menggunakan media gambar seri atau yang lainnya.

A B S T R A C T

Creative thinking is an essential skill in learning for students. Students can think creatively by showing new ways of thinking, daring to compile questions and likely answers, and giving new ideas. In addition, this study aims to analyses creative thinking skills using a series of image media. This research uses descriptive qualitative research with a case study model. The subjects of this study were grade III students numbering 50 students. This research method uses interviews to follow up on these findings. Interviews were conducted to find out the problems that occurred. The interview used is structured. Data analyses in this study used the theory of Miles and Huberman. The results of the overall research and creative thinking skills in writing essays with series image media still have to be re-evaluated. The students seemed to have trouble getting ideas into narrative-based writing. This will result in learning to write narratives that are hampered. In general, it is proven that more than half of the sample numbers of students still do not meet the four aspects of creative thinking indicators, so it will undoubtedly hinder the learning process in the classroom, especially related to writing skills. This research implies that it is hoped that all stakeholders will be able to realize the importance of creative thinking skills early by training students using series image media or others.

1. INTRODUCTION

Education means that learning and learning are based not only on one educational institution but can also learn flexibly anywhere and anytime. Education for students must be pursued consciously and planned by educators in realizing a comfortable learning atmosphere to be able to develop the potential of students both from personality, intelligence, social and skills or prospects they have for themselves for the future of the nation and state (Anselmus, 2016; Anwar, 2015; Hendra, 2018). Writing skills are one aspect that students need to master to support the learning process at school. Writing skills require specific skills to be learned and constantly practiced (Capron Puozzo & Audrin, 2021; Purba, 2018). These types of skills are started in the early years of school (Güven & Yilmaz, 2020; Yildiz, C., & Guler Yildiz, 2021). In addition, this skill becomes a way to communicate using language as a medium. That way, students who master writing skills can express the results of their thoughts and ideas to achieve their goals.

The reality is that getting regular writing is not easy; often, individuals can tell stories but cannot write them in written form. This usually happens when making up students who cannot master Indonesian well. Punctuation errors and improper placement of vocabulary confused sentences (Rustan, E., & Subhan,

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2018; Septikasari & Frasandy, 2018). This happens because students have insufficient writing skills. This condition shows that the learning process in schools is still low, so students are not skilled in pouring thoughts into writing. Thus, the task that the teacher always gives will not be able to be adequately answered by students (Alawia, 2019; Saifudin et al., 2020). Initial observations were made at SD N 02 Selokaton, Karanganyar, students who could write narrative essays of 4 out of 50 students or 8% in the high category. Many learners write narratives, not in detail, such as not detailing an idea. Ideas have not been reported in sequence and do not include new and unique things. This is in line with research from previous studies that state writing learning is a process that students must curate to write well; and preliminary observations were also carried and out, the results showed that students were still low in not reaching the minimum completion criteria (KKM) (Rustan, E., & Subhan, 2018; Sidabutar, 2021; Siddik, 2018).

Writing skills require additional abilities, one of which is the ability to think creatively; besides that, the ability to think creatively is one of the skills needed in the 21st century (Gelen Assoc, 2018; Yildiz, C., & Guler Yildiz, 2021). Expressing creative thinking shows a process of being sensitive to knowledge and being able to communicate results. This is supported by previous studies who explains that creative thinking has a strong relationship related to individual development and thinking skills in an individual (Gu et al., 2019; Prasetyo, T., M.S & Fahrurrozi, 2021). Creative thinking shows that each individual has a sensitivity to the situation at hand; the situation needs to be sought to identify the existence of a problem and requires a solution in solving (Amelia & Pujiastuti, 2020; Fatmawati et al., 2022). The results from creative thinking are in the form of different perspectives on particular situations. Creativity can develop through creative thinking practice activities, and through writing narrative essays (Epçaçan, 2019; Swanzy-Impraim et al., 2022). The skill of writing narrative essays, in addition to being improved by creative thinking skills, can be enhanced through a series of images. The series image media is arranged separately and has events sorted by pattern. The meaning of events in the series image must be read first so that students can write down events correctly, in order, and systematically. The use of media is used to develop creative thinking skills through the analysis of information and lessons that are properly intended so that they can be transferred into a new context as a work product (Nurhayati & Rahardi, 2021; Ulu-Aslan & Baş, 2023). The practice indirectly stimulates students to think creatively to sequence events. Previous study argues that visual media can help link meanings and make information more relevant and easier to interpret (Dootson et al., 2021). The use of series image media in writing narrative essays is an effort and motivation of educators given to students for successful learning, especially writing skills.

Writing narrative essays based on media images series has created a stimulus in the form of several pictures of events to be written from general ideas that students do in everyday life and new and unique ideas so that students can be directed in writing narratives (Abdel Latif, 2022; Inggriyani & Fazriyah, 2017). The translation of abstract concepts in learners into tangible forms is created by using a series of image media in writing narrative essays. The role of visual media, such as picture series has an impact on students' analytical thinking processes, to trigger creative thinking in writing narratives (Birello & Pujolà, 2023; Sumaryanti, 2020). In the writing stage of a media-based narrative essay, the series can involve new and unique experiences, knowledge, and information written in detail and in order related to creative thinking skills that have been described in several indicators.The selection of media images in this series is adjusted to the learning objectives to be achieved. Not only that, the picture series meets the requirements of learning media, easy to see, simple, and structured so that it attracts students' attention more. This can influence and foster learning motivation, especially creative thinking skills in writing narratives. This research is essential to be researched as an effort by educators to improve creative thinking skills in writing for students in elementary school using series image media. In addition, this study aims to analyses creative thinking skills by using a series of image media to improve the writing skills of elementary school students' narrative essays and can be a choice for educators.

2. METHOD

This research uses descriptive qualitative research with a case study model. The research was conducted at SD N 02 Selokaton, Karanganyar, Surakarta, in Central Java. The subjects of this research are the students of class III, totaling 50 students in determining the location of the sample using purposive sampling, namely by considering the known reasons for the location (Sugiyono, 2017). The basis for selecting SD N 02 Selokaton, Karanganyar, was carried out because the school is a favorite school in the Karanganyar district and is considered representative of the entire population. Research subjects aged 8-10 years collecting data, the researcher used a tool, namely a media-based image series, and then strengthened interviews (structured) with educators and students. Then analyzed using an inductive model; This model is intended to clarify the process of reducing data to create meaning from the raw data that has been collected. These findings were obtained to interpret the basic information; The researchers

used interviews to follow up on these findings. Interviews were conducted to find out the problems that occurred. The interview used is the structured interview. In the end, the researcher also added observation as an essential source of data triangulation. Data validity was carried out with content, technical, and reference triangulation.

Data analyses in this study consisting of several stage including, 1) Data reduction (reducing selection and focusing) and changing the data obtained from field notes. In this study, the data were in the form of structured interviews and observations distributed to respondents. Then, a summary was made more easily accessible to analyze the data and proceed to the next step 2) Data display (displays compressed data organized from a collection of information so that it is possible to conclusions later. In this step, the researcher shows or displays the data according to the data that has been prepared). Obtained and presented sequentially 3) Drawing conclusions (after completing data reduction and displaying the data obtained, the researcher concludes the findings in the field based on the research problem (Miles, M. B., Huberman, A. M., & Saldaña, 2018). Creative thinking has four indicators (1) (fluency) refers to the number of ideas created when responding to commands; (2) (flexibility) There is a change in approach when responding to commands; (3) (originality) has the authenticity of the idea created in response to commands; (4) (elaboration) detailing the details of the topic when responding to commands (Ashriah et al., 2020; Siswono, 2018; Yildiz, C., & Guler Yildiz, 2021). The indicators of creative thinking skills can be seen in Table 1.

Table 1. Indicators of Creative Thinking Skills

Aspects of Creative Thinking Skills	Description
Think Fluency	Able to appropriately write down several ideas that vary from a predetermined series image.
	Able to detail answers based on 5W+1H from the topic of the series images given appropriately.
	Able to connect topics from multiple given series images appropriately.
	Able to write down several logically arranged ideas.
	Able to create narratives that are coherent (sentences are interconnected and solid) and cohesive (elements that connect paragraphs into the unity of the text) appropriately.
Think Flexibility	Able to provide various interpretations of the series image precisely.
	Able to pinpoint different writing patterns from several series of images.
	Able to appropriately write down ideas from a series of images related to the surrounding environment.
	Able to create a narrative essay with the meaning of the whole story regularly.
	Able to write narratives with effective sentences appropriately.
Think Originality	Able to provide new ideas other than those that have been determined correctly.
	Able to spark unique ideas from series images precisely.
	Able to make combinations of intrinsic elements of narrative essays appropriately.
	Able to write a narrative that has the main idea correctly.
	Able to make the content of the narrative consist of the linkage of the main idea and explanatory sentences appropriately.
Think Elaboration	Able to develop an idea from a series of images appropriately.
	Able to detail in detail a topic, idea, or situation precisely.
	Able to decipher an idea from a series of images in sequence.
	Able to show constructive and complex structures (consisting of SPOK) precisely.
	Able to write a narrative with the proper diction or words.

3. RESULT AND DISCUSSION

Result

Before answering the research questions, the researcher calculated based on the results obtained from the data collection tool; in this section, the researcher wants to present the research results that come from the interpretation of the raw data based on the results of observations that have been shared and interviews with students regarding the findings obtained for further exploration. Indicators think of fluency, flexibility, originality, and elaboration. Based on the results of observations of students' work and

interviews with students about creative thinking skills in writing narrative essays. The results showed that only 28 learners (56%) met the four aspects of creative thinking indicators, and 22 (44%) were in the low and medium categories. The results of the observations can be seen in Figure 1.
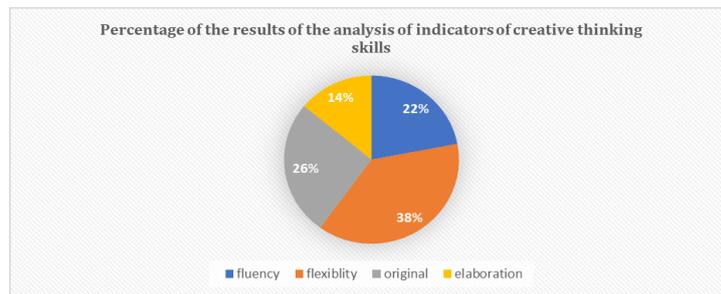

Figure 1. Percentage of the Results of the Analysis Indicators of Creative Thinking Skill

Based on Figure 1 after conducting the study, it was concluded that overall, only 28 students (56%) met the aspects of creative thinking skills: based on fluency; flexibility; originality; Elaboration. The summary of interview results obtained from students and parents who meet the critical thinking aspects. Base on interview some students' state love learning to read books at then write a diary and enjoy telling stories with parents about all things that they see, hear, and experience. It is reinforce is an open child who always tells stories about things from something new to unique in daily activities. Students is always doing assignments after school. At night, he learned material that had not yet been understood. Meanwhile, statements based on interviews with students and their parents do not meet the creative thinking aspect. Base on the interview student state that they do not like to write stories because it's hard to write many sentences and get bored when writing.. It is in line with interview result of parent that state it is very difficult to learn if there is no task and is not accompanied. Usually study only at night, because previously always played first. The way parents accompany children in learning is to continue to accompany them directly when the child is studying, and the child learns little by little so as not to get bored quickly.

Discussion

Creative thinking is an essential skill in learning for students. Students can think creatively by showing new ways of thinking, daring to compile questions and likely answers, and giving new ideas to generate innovative ideas. The education objectives expect students to be able to convey the results of thoughts to solve problems more strategically and uniquely (Prafitasari et al., 2021; Santoso & Wulandari, 2020). In addition, creative thinking skills become the competence needed to solve a pain in the era of globalization that is changing so fast, namely creativity (Kusadi et al., 2020; Meiarti, 2021). This study aims to analyse creative thinking skills by using a series of image media to improve the writing skills of narrative essays of students in elementary school. Based on the observations shown in Figure 1. The percentage of creative thinking skills writing narrative essays using series image media shows that 56% meet the four aspects of innovative thinking indicators and the rest are still unsatisfied. Starting with the fluency thinking indicator, only 22% of students meet the creative thinking aspect. This happens because when students are given series image media, students need to analyse the image in depth in terms of image continuity, so students do not relate events in the connectedness of sentences in paragraphs. But research shows that it is natural that most third graders do not show soft skills (Durnali et al., 2022; Pulkkinen et al., 2022). This demonstrates that the empowerment of writing skills is influenced by others. factors such as writing habits and exercises to improve the ability to write essays. The right time to train students is after rest; students produce original ideas. This is corroborated by research from (Dere, 2019; Larsen, 2022).

Then in the flexibility thinking indicator, it was found that only 38% met the aspects of the four elements of creative thinking. This is because students also have yet to take advantage of the freedom to see the surrounding environment in making stories; only a few students have included new or unique ideas that can be taken from the surrounding environment and daily life. This indicator is one of cognitive abilities' most common essential formats (Chasanah, 2019; Myszkowski & Storme, 2021). In accordance with previous research that state this skill is useful when learners are faced with challenging problems, difficulties in the problem-solving process they must adjust and must have strategic flexibility (Keleş & Yazgan, 2022). In addition, another indicator, namely thinking originality, shows the same thing. Only 26% meet the creative thinking aspect. This is because students do not involve in the natural environment, and the story needs to be written in detail. The interest of many students in the narrative still needs to be improved, as evidenced by students only describing images not thoroughly and being unable to choose

based on sentences in the series image media. This is in line with what happened in previous research showing that the mistakes made by learners are mainly in ideas and ideas that are not expanded and sentences that are written incorrectly (Rahayu et al., 2021).

The last indicator, thinking elaboration, shows that only 14% of students meet the creative thinking aspect. This is because students need to make connections between sentences and be integrated between paragraphs, so the narrative needs continuous unity. Then the learners need to compose a report with effective sentences. Descriptive sentences need to spell out the main idea in detail and precisely. It can be seen in the results of writing the essay that students still need to improve in choosing exemplary diction or words. Thinking elaboration is the last stage to produce detailed steps in the learning process or make a work plan (Ayyildiz & Yilmaz, 2021; Capron Puozzo & Audrin, 2021; Segundo Marcos et al., 2020). In fact, the ability to think elaboration is important to have because it is able to increase self-confidence in the division of student tasks (Priawasana et al., 2020; Rao et al., 2022).

Serial image media involves analyzing and solving problems from the pictures written in the narrative. The inclusion of everyday attitude experiences from pictures to a narrative by students. The use of serial image media motivates students more in growing imagination. Students with a high level of creative thinking skills will be able to write narrative texts well (Afandi et al., 2019; Ummah, 2021). This is important because the empowerment of creative thinking ability greatly contributes to students' cognitive learning outcomes. The implication of this research is contingent on adding insight and knowledge about the benchmarks of students' creative thinking ability using series image media. The factors causing the low ability to write in elementary schools become a consideration for teachers in providing learning effectively and efficiently. Other implications of this study imply that all stakeholders will be able to realize the importance of creative thinking skills from an early age by training students to use series or other image media. The limitation of this lies on limited research scope, therefore for further research is expected to reach more schools and use more complex data collection methods.

4. CONCLUSION

Overall, after researching narrative writing essays based on serial image media students have described and detailed ideas in sequence and involved new and unique ideas when writing narratives. The students needed help getting ideas into narrative-based writing. This will result in learning to write narratives that are hampered. The results of creative thinking skills in writing essays with series image media still must be re-evaluated. In general, it is proven that more than half of the sample number of students still need to meet the four aspects of creative thinking indicators, so it will undoubtedly hinder the learning process in the classroom, especially related to writing skills. These results certainly need to be followed up to correct the potential shortcomings of students' creative thinking skills from an early age.

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