

ASPECTS OF ORIGINALITY THINKING AND FLEXIBILITY THINKING IN TERMS OF CREATIVE THINKING SKILLS IN WRITING NARRATIVE ESSAYS

1st Nidya Ayu Oktavia¹, 2nd Suharno², 3rd Kartika Chrysti Suryandari³
{nidyaoktavia@student.uns.ac.id¹, suharno.52@gmail.com², kartika@fkip.uns.ac.id³}

Postgraduate Program Elementary Teacher of Education, Sebelas Maret University^{1,2,3}

Abstract. The 21st-century learning paradigm includes skills that focus on the 4Cs, one of which is creativity. The current learning implementation seeks to make students skilled at creative thinking. This study aims to analyze aspects of originality thinking and flexibility thinking on creative thinking skills in writing narrative essays. This research is a descriptive qualitative research with a case study approach. This study used a content validity test technique then used technique triangulation and source triangulation. Research data were collected through interviews, observation, and documentation then analyzed based on indicators of originality thinking and flexibility thinking. The results of this study indicated that half of the students did not meet several indicators for both aspects. The implications of this research are expected to provide an understanding of the importance of creative thinking skills and efforts to continuously improve them for all stakeholders.

Keywords: creative thinking, narrative essay, elementary school.

INTRODUCTION

Efforts to grow the quality of human resources in Indonesia to be ready to face competency challenges in the 21st century are currently in the form of education. The focus of 21st century education focuses on mastering various important skills. The skills needed in the 21st century focus on 4C, including communication, collaboration, critical thinking, and creativity (Kembara, Rozak, & Hadian, 2019). One of the skills that is the subject of attention in dealing with increasingly complex problems is creative thinking. Creativity grows from creative thinking skills possessed.

Sourced from facts on the ground, efforts in dealing with the 21st century, especially writing narrative essays for students, have proven to be not optimal. This is evidenced by the results of initial observations on the results of students' work in writing narrative essays. Less optimal learning to write narrative essays is shown by students who are not optimal in pouring and outlining writing in narrative form. The details of the narrative composition are not carried out in detail and coherently. Students also have not included new and unique ideas in the writing they have made. The emergence of this problem causes the need to analyze creative thinking skills in writing narrative essays, especially aspects of originality and flexibility thinking.

Creative thinking is a form of dynamic thinking that involves creating brilliant ideas in finding solutions to problems (Ati MZ, Rusijono, & Suryanti, 2021; Siswono, 2018). Based on this statement, creative thinking is known as a learning product which definitely comes from the learning process. Student creativity can develop if new ways of thinking are involved, dare to give new ideas, have divergent thinking, compose questions and guess answers. Therefore, creative thinking skills are an important component that plays a role in determining the success of students in learning. Creative thinking skills are learning objectives in all subjects, including Indonesian.

Indonesian language learning wants to equip students with the ability to present text in writing. The way of conveying information in writing in written language is defined as writing activities (Dalman, 2015). So writing is the main basis and has an important role in language learning activities and other learning (Rukayah, 2013). Information conveyed in written form is a complex creative process in linking words, sentences and paragraphs. Writing information involves creative thinking skills including in making a narrative. Narrative essays are essays containing human stories about an event that are arranged systematically by paying attention to the time sequence (Dalman, 2015). The creative process in writing narrative essays shows the process for designing ideas and generating ideas that are relatively new and effective. This creativity has a big impact on everyday life because it generates new ways. Creative thinking is an important soft skill because it has an impact on the development of innovation in outlining narrative essays.

Conveying ideas to others in the form of writing can be broken down by connecting with creative thinking skills. Based on the background above, this study aims to analyze creative thinking skills in writing narrative essays in class III students. Writing narrative essays can identify the level of creative thinking skills in students.

Another meaning of skill can be referred to as deed. This agrees with Desmita (2013) who explained that skills in the form of actions to complete work smoothly and accompanied by accuracy. Reber in Syah (2014) states that skills are a person's high-level ability that involves complex motors doing deeds neatly, quickly, and precisely to achieve certain results. Work can be completed quickly, easily, smoothly and meet accuracy due to skills. Thus, skills show the ability or ability to solve problems quickly and precisely.

Creative thinking is seen if the individual has an initial sensitivity to the situation at hand, then the problems in the situation can be identified and must be solved (Ndiung & Jediut, 2021; Prasetyo, M.S, & Fahrurrozi, 2021). Yildiz, C., & Yildiz (2021) suggests that creative thinking shows a process of being sensitive to knowledge, then it is changed in the application to the problem and can communicate results. The results obtained from creative thinking are in the form of different perspectives on certain situations. Learners will thrive if they engage in new ways of thinking, dare to give new ideas, have different thoughts, compile questions and alleged answers. Active learning, recognizing patterns, combining information & making decisions. Therefore, creative thinking skills are included in higher-order thinking skills that require the combined function of several cognitive processes (Zhuang; & et al, 2020). Creative thinking can create creativity (Layyina, Agustini, & Indana, 2021).

The ability to think creatively shows that each individual has 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. The results obtained from creative thinking are in the form of different perspectives on certain situations. This explains if creative thinking skills are seen in tenacious efforts in solving problems, having standards to achieve, and generating new ways of achieving these standards (Agustiana, Agustini, Ibrahim, & Tika, 2020). This creative thinking skill is useful in training students to have problem-solving skills in everyday life (Inayah et al dalam Suryaningsih & Nisa, 2021). Creative thinking skills are one of the skills needed in the 21st century.

Runco & Jaeger in Henriksen; & et al (2021) explain if the process and set of capacities to design ideas and generate relatively new and effective ideas is known as the process of creativity. This creativity has a big impact in everyday life because it provides a new way (Rivas, 2017). Miller & Dumford in Bunterm; et al (2018) stated that creative thinking including *soft skills* is important because it has an impact on the development of innovation. Creative thinking skills in learning Indonesian need to be applied. The above description can be synthesized that creative thinking skills are defined as new thinking and generate ideas in a problem solving. The resulting idea can be a solution to the problem. Creative thinking skills have several indicators that must be achieved, including *flexibility (flexibility)* there is a change in approach when responding to commands and *originality (originality)* has new and unique ideas in responding to commands (Silver in Siswono, 2018; Torrance in Wojciehowski, M., & Ernst, 2018). The aspect of flexibility contains various interpretations, different writing patterns, relation to the environment, determination of the meaning of the story, and effective sentences. The originality aspect contains new ideas, unique ideas, and combinations of intrinsic elements, and has main ideas and

explanatory sentences. These creative thinking skills can be developed in Indonesian subjects in elementary school.

The creative thinking process becomes the basic skill in conveying information in writing in language learning. Information submitted in writing is a creative process of relating words, sentences, and paragraphs in a complex manner. Writing information involves creative thinking skills. Writing is referred to as a form of communication indirectly. The importance of communication is conveyed by Bilbao, J.; et al (2019) that students need to prepare for the future skillfully in communication. Writing is a complex communication activity and needs to be learned and mastered for the next level. This is reinforced by Olive in Sarica, H. C., & Usluel (2016) who state that writing is one of the most complex cognitive activities and involves many cognitive components. The various opinions described above can be synthesized if writing is an indirect communication activity to convey the results of thoughts, feelings, and ideas derived from knowledge, experience, and observation in written language.

Creativity makes a big impact in everyday life because it provides new ways. Ati MZ, Rusijono, & Suryanti (2021) describe creative thinking skills that can help solve problems and find alternative solutions to problems. Creative thinking is an important soft skill because it has an impact on the development of innovation. Creativity and innovation will develop when students have the opportunity to get used to divergent thinking. Gencer & Gonen in Meiarti (2021) added that creative thinking is an important skill to acquire in order to adapt to the rapid changes of globalization. The challenges of modern life which are full of uncertainty, high complexity and dynamics require the development of creative thinking skills in learning (Seyiholu & Kartal in Kirana, Anggraeni, & Diana, 2021; Medriati & Risdianto, 2020). Creativity in creative thinking cannot arise without process and practice (Ashriah, Muis, & Arsal, 2020). So efforts to empower creative thinking are needed in the learning process to familiarize students with creative thinking by daring to seek and find novelty (Alacapinar in Ati MZ, Rusijono, & Suryanti (2021). Creative thinking is very important in determining the success of problem-solving in learning (Kusadi, Sriartha, & Kertih, 2020). Efforts that can be made in empowering creative thinking skills are through education (Ati MZ et al., 2021: 2686; Meiarti, 2021). Therefore, creative thinking skills in learning Indonesian need to be applied, one on narrative essay material.

Writing activities contain activities to express ideas from thoughts in writing (Rahmatiah, 2021). Therefore, writing and thinking are two activities that are carried out in tandem (Hilmini, 2021). The origin of writing from the results of thoughts contains knowledge, experience or observations contained in the form of writing. Writing that results from writing has a message or meaning to be conveyed (Pandini, 2020). Writing is a complex communication activity and needs to be learned and mastered for the next level. Then it can be known if writing is one of the most complex cognitive activities and involves many cognitive components. The complex nature of writing also shows the thought process of logically deciphering with effective language so that it can be enjoyed into a piece of writing.

Narrative essays are a variety of discourses with the process of events following the opinion of Slamet (2013). This is under Rebecca in Susilawati (2017) who argues that narratives reveal a series of logical and chronological events caused by a factor. So it is known that the narrative essay explains the process by which the event occurred and the reasons for the event to occur (Morgan, 2017). Narration is also called storytelling or storytelling (Kippin; et al, 2021). This is following one of Purba (2018) opinions suggesting that narratives can be said to be like retelling in words of the events that occurred. These words can be developed into sentences, then into paragraphs. The paragraph will be developed into a narrative essay. Narration is also known as a work in which there are various aspects of the series of stories that make up meaningful writing. The form of writing in the narrative essay shows that real or fictional events consist of elements of the perpetrator, place, and time of the incident (Rulviana, 2020). The time series of events in the narrative essay is sorted according to the order of events (Siregar, Ramadhani, & Fakhrudin, 2021).

Writing narrative essays explains the ability to write with the results of creative thinking and imagination development by the author (Sugiarti & Kesi, 2021). In addition, Yuliana (2020) explained that writers also need to have the ability to interpret ideas in written form so that they are easily understood by readers. Then the author needs to have good creativity and come from

himself. Writing narrative essays also requires mastery of written language elements and spoken elements because the two elements are interrelated and can help writers in writing activities (Fatimah & As'ad, 2020). Therefore, Restu in Sukma & Amalia (2021) stated that the role of narrative writing is very important for the development of Indonesian language skills in the learning process.

It can be known that the narrative essay describes a story that has a series of events in the time sequence of events. Narrative essays have stories systematically containing the experiences of actors from various time dimensions. The description of several opinions has been presented so that a conclusion is taken when writing a narrative essay, namely the activity of sharing ideas from thoughts and feelings in the form of writing to tell an event systematically.

Research related to creative thinking skills conducted by Gregoriou (2019) on imaginative, innovative, and questioning thinking was obtained through an examination of narratives from the results of museum visits. Another research, conducted by Ulu (2019), relates to the creative writing of grade IV students in narrative text writing skills changed significantly by gender variables, keeping a diary, the mother's educational background, the father's educational background, and the number of books. Another study carried out by Alfonso-Benlliure, Teruel, & Fields (2021) deals with the art of drama to develop creative and socio-emotional skills. Subsequent research conducted by Marcos, Fernández, González, & Phillips-Silver (2020) deals with cooperative learning that contains reading and writing activities to review the level of creative thinking in learners. In addition, research carried out by Puozzo & Audrin (2021) conducted research on improving self-efficacy and *creative self-efficacy* to encourage creativity and learning in schools.

RESEARCH METHOD

This research was conducted at SD Negeri 02 Selokaton, Gondangrejo, Karanganyar, Central Java. The research method in this study is descriptive qualitative by describing the variables studied as a whole and thoroughly with narrative descriptions and sentences (Sugiyono, 2017; Ulfatin, 2015). Descriptive qualitative research methods often use the term instrument that emphasizes the nature of the natural setting in its data collection (*natural setting*). The researcher in his research did not interfere with the subject under study and did not change or manipulate the behavior. The researcher and the subject do not cooperate, the subject under study can carry out activities that are usually carried out in the classroom, and the researcher does not change or manipulate the symptoms of the research subject being observed so that the research subject can carry out activities as usual.

This research approach is a single case study because this study only involves one specific environment and period (Ulfatin, 2015). A strategy that focuses attention on one particular case intensively and in detail. This case study is carried out with the aim of maintaining the integrity of the object under study and developing a deep knowledge regarding an object under study.

The data obtained are in the form of primary data and secondary data. Primary data in this study were the results of interviews with class teachers, class III students, and parents representatives. Secondary data obtained from research subjects was obtained through other parties indirectly. Data acquisition is usually in the form of documentation or reports of data that is already available. The data was obtained from class teacher report data. The data sources for this study were class teachers and third-grade students at SD Negeri 02 Selokaton, Gondangrejo. The research subjects were determined through a purposive sampling technique by selecting subjects that were in accordance with the objectives of the study then followed by snowball sampling by taking a small number of samples at first and then increasing in number (Sugiyono, 2017).

The data collection technique for this study used interviews and observations with class teacher respondents and third-grade students, as well as the study of documents or documentation of the work of students writing narrative essays (Saebani, 2008; Sugiyono, 2017; Sujarweni, 2014; Ulfatin, 2015). Data validity was carried out by content validity, technical triangulation, and source triangulation. The content validity test technique was used in this study, namely the use of an instrument that can describe the required data content, and the instrument was validated by an

expert. Technical triangulation is the use of different data collection techniques to test the validity of data from the same data. Meanwhile, source triangulation is used to test the correctness of data from different data sources using the same technique. This technique compares and re-checks data obtained from class teachers, class III students, parent representatives, and school principals. From this comparison of data taken from different sources, if the results are the same then the data is valid.

The steps used in this study were Miles and Huberman's interactive analysis model, containing the following steps: 1) Data Collection (obtaining data from passive observations, structured interviews, and documentation analysis); 2) Data Reduction (the process of selecting, simplifying, abstracting, and transforming data); 3) Data Presentation (data is presented in an organized manner in the form of tables and descriptions so that data conclusions can be found); 4) Conclusion Drawing (researchers take conclusions based on the findings of data that have been processed). Researchers in the research process is required to reduce subjectivity in order to be impartial and understand the situation that occurs in the field (Saebani, 2008).

RESULT AND ANALYSIS

The results of the data acquisition come from the observation of the results of the work of students in writing narrative essays. Furthermore, the paper is analyzed based on indicators from the aspects of originality and flexibility. The following observations are based on aspects of originality and flexibility of the learner's narrative:

Table 1. The results of the Analysis of Creative Thinking Skills in terms of Aspects of Originality and Flexibility.

Aspects	Number of Participants Who Meet the Aspects	Percentage
Thinking <i>Originality</i>	26 out of 50 learners	41%
Thinking <i>Flexibility</i>	38 out of 50 learners	59%

1.1 Aspects of Originality

Originality thinking skills in students are demonstrated by narrative essays that provide new and unique ideas other than what has been determined. The originality aspect of creative thinking in writing narrative essays describes 5 indicators, namely students write down new ideas other than those that have been determined correctly, describe unique ideas correctly, make combinations of intrinsic elements of narrative essays correctly, write down the main ideas correctly, and outline Explanatory sentences related to the main idea. Students have included new ideas appropriately in narrative writing. There are 40 out of 50 students have written new ideas beyond the ideas that have been set. Students include unique ideas in the narrative with the suitability of the story. There were 36 students who were able to describe unique ideas precisely and tastefully with the storyline. Students make combinations of intrinsic elements of narrative essays such as themes, characters, characterizations, settings, plots, and messages appropriately. Based on the results of observations, only 22 students were able to write down the intrinsic elements of the story correctly. Then students write down the main ideas that match the theme of the story. There were more than half of the students wrote down the main ideas as many as 40 students. Students are able to include appropriate explanatory sentences related to the main idea. A total of 20 students were able to describe the story with explanatory sentences in accordance with the main ideas made. Then the percentage of 41% obtained originality thinking skills.

The thinking aspect of originality is categorized into 3 categories, namely high, medium, and low. This category is sourced from the earned score of each indicator. Here is a detailed analysis of originality thinking skills:

Table 2. Results of Originality Aspect Analysis.

Creative Thinking Skills Categories	Number of Participants Who Meet the Aspects	Percentage
Tall	26 learners	52%
Keep	17 learners	34%
Low	7 learners	14%

The selection of samples used as informants *purposively* is based on the opinions of teachers/homeroom teachers in class IV who pay attention to the abilities of students related to aspects of originality and flexibility. The characteristics of students who are classified as high categories are obtaining perfect scores of 5 and 4 peraspeknya; the medium category is students who obtain a score of 3 and 2, and the low category is students who score 1 and 0. Here's an explanation of each category:

1.1.1 High Categories of Aspects of Originality

Students with a high category in the aspect of originality have original written works derived from new and unique thoughts well. In the writing that has been made, students can include new ideas, such as in the story "It's Time for Adventure". The development idea of a map given to a group of learners for cruising activities with a group of children scattered in search of a path to the final destination seems a unique idea. The addition of a rope search in the bag to cross a river without a bridge is a new idea beyond the terms of the story. In the narrative, there is the inclusion of a combination of intrinsic elements with each other. The content of the story remains a related theme. Naira mentions many characters with simple depictions of waktak. The chosen plot is a forward flow by telling the process of camping in the forest, carrying out exploration activities, to completing the last challenge, namely crossing the river.

The setting in which the story is mentioned in the narrative, such as the mention of a camping place, which is in the forest. The time mentioned in the story is one day. The atmosphere is described with a sense of pleasure shown by singing along. Delivering a mandate about great teamwork. The point of view used in the story is a third-person point of view that positions the author as a storyteller.

The inclusion of the main idea in the narrative corresponds to the content of the story. There are 2 main ideas written, namely the main idea in paragraph 1 is written, "One day, Stevan and friends want to go camping in the forest" and the main idea in paragraph 2 is They also met on the river, their last task must be to cross the river". The elaboration of the main idea is carried out using explanatory sentences. Explanatory sentences are written according to the main idea that has been written, such as the first paragraph telling the beginning of a camping story associated with children's adventure activities. The second paragraph is about the activity of crossing the river and is explained by "how did a group of children cross the river?" until they made it through.

The following are the results of interviews with subject students and parents to be able to strengthen the above observations:

Naira : I love learning to read books at home, then write stories of daily activities. The reason for often reading storybooks is because they can feel and enter the story, then the mind can imagine the events being read.

Eka as a parent: Because my activities are carried out at home, I always monitor children's learning at home, establish communication related to stories, activities, and learning at school. I schedule children to repeat learning at school, relearn difficult materials, and do assignments. I always monitor the child's learning development, creating a comfortable environment for the child

by making the room calm and providing food for snacks while studying. Then as a parent, it always motivates children to continue to strive for learning. Naira likes to tell verbally from something simple and various things encountered every day, such as stories about her friends, seeing an event, and asking about things that have been encountered earlier. The inhibiting factor is that I have a toddler but my father and I tried our best and overcame obstacles with solutions in accompanying Naira in learning.

Based on interviews with learners that interest in reading storybooks and writing stories can influence the narrative that has been written can be linked in daily activities that have been experienced and include the ideas found in the reading. Parents of students also explained that oral storytelling activities in daily life and habituation to learning form and train children's interest in stories and creative thinking skills, especially to be classified as high with a score of 5.

1.1.2. Medium Categories Aspects of Originality

Learners in the moderate category on the aspect of originality do not meet the 5 indicators as a whole. Learners do not write down new ideas and all their ideas are written according to what has been determined. Unique ideas that can be gleaned from everyday events are also not included in the narrative. Writing is not associated with the daily events of students so it seems monotonous. Students only write down existing ideas without developing ideas through new or unique ideas.

The students' writings seem to still contain the content of the story that adjusts to the theme of the story. The mention of the character in the narrative has been seen by mentioning the character's name. Then characterization to show representation is shown indirectly. The depiction of the character's character is not visible in detail. It can be seen in the sentence, "Nadia and her friends are looking at the map. After that, they continued their journey until there was a river". The character appears to be discussing with a friend but is not spelled out the detailed decision of the discussion activity. The selected pipeline is a forward pipeline by combining several events in a row. The point of view is written in the third person as the narrator.

The message conveyed indirectly in the storytelling of events in the narrative. The obvious moral message is teamwork, but the message of helping each other is not explained in more detail. The time setting is directly mentioned at the beginning of the paragraph. The setting of the place only contains the river, it doesn't explain where the adventure activities are carried out. The setting of the atmosphere is not visible in the narrative. The writing does not contain a description of the feelings or atmosphere experienced by the characters in the story. So the combination of intrinsic elements is not written in full, there are several elements that are not included in the narrative. Writing the main idea has been included in two paragraphs. The main idea is in accordance with the specified idea. The description of the explanatory sentence has a relationship with the main idea even though it is not fully detailed.

The results of interviews with students and parents are presented in order to strengthen observations related to originality thinking skills:

Jack : I like studying sports, I like Indonesian quite a bit. I also quite like reading story books. The reason I don't really like reading story books is because sometimes I feel bored.

Galuh as parents Jack: Communication between children and us as walking parents is still good, but parents cannot fully accompany children because both parents work. Children often tell stories when their parents are not working. Communication between children and parents goes well when they are at home. Children's interests are more centered on non-academic activities such as sports activities, less like academic learning activities. Monitoring of children's learning development is carried out if parents have time outside working hours. Children's learning places are carried out in the room and children often study only at night. We, as parents, continue to motivate our children to study diligently academically even though there are obstacles. The inhibiting factor is that both parents work so they cannot fully monitor children's activities.

Based on observations and interviews that have been conducted, students have no interest in writing narrative essays. Students do not write down new ideas and unique ideas in writing stories. The completeness of the intrinsic elements is not combined as a whole and is not detailed. Another factor is that parents do not routinely monitor children's learning development due to busy work.

Thus, students are not often conditioned to a lot of practice in learning. This condition results in students' creative thinking skills, especially the originality aspect which gets a score of 2 or is included in the moderate category.

1.1.3. Low Categories Aspects of Originality

Achievement in the low category in the aspect of originality is caused by students not being able to fulfill the 5 indicators properly. Students do not write down new ideas in making narratives. Students only write down the ideas that have been provided before. Students do not interpret in depth so there is no development of the ideas that have been given. Unique ideas are not included in narrative writing. This can be seen if students do not involve everyday knowledge and experiences in stories. Narrative writing is only done by following some predetermined ideas.

Writing the main idea does not reflect the contents of the explanatory sentence. Then the explanatory sentence also does not describe events related to the main idea. Writing between main ideas and explanatory sentences does not become a unitary and fixed meaning in a story. Explanatory sentences do not support the elaboration of the main idea, and vice versa. The main idea does not show the main idea that is the core of a paragraph.

Students do not write down the combination of intrinsic elements as a whole. The theme of the story is in accordance with the elaboration of the narrative being told. The narrative contains characters but does not describe characterizations. Character traits are not explained and are not described in the stories that are made. Then students only tell an event without giving a moral message that can be taken from a story. The role of students is positioned only as a person who tells the story or a third person. The plot chosen by the students is the forward plot but is not told in detail from previous events to other events. The narration does not show the setting in which events occur in the story. The location setting only mentions the river without including other places as a compliment. The description of the atmosphere in the story is not written down so the reader cannot picture the feelings of the characters mentioned.

The results of interviews with students and parents are presented to support the results of observations on originality thinking skills:

Dhimas: I like learning to count, but I don't like reading and writing stories because there are too many writings, I prefer counting.

Erlin as his parents Dhimas: Communication with family members, especially with children, is going well in my opinion. How communicate with children is done by first asking questions to children. Children are quite open in telling events that have been experienced, especially at school about friends, teachers, and also their lessons. I accompany the children to study when there is no overtime at home, and if there is work being done, I also supervise the children's studies. Children study for a maximum of one hour so that children cannot stand to study too long. My child's learning system is at home in a little way according to the time of collecting assignments. Where children study in the family room without turning on the television while the child is studying. As a mother, I continue to monitor children's learning progress and guide children to repeat difficult material. The motivation that I give to children is giving gifts if the child succeeds in achieving satisfactory learning. The inhibiting factors in accompanying children to study if there is overtime work at home, I can only monitor, and my concentration is divided in accompanying.

Based on the interviews and observations that have been made, students do not like reading or writing stories, students are interested in counting activities. Parents said that children do not really like learning and easily experience boredom in learning so students play a lot. Writing practice is not much done by students. Students do not include events that have been experienced in writing. The scripted narrative doesn't pay attention to new ideas and unique ideas to include. Many intrinsic elements are not explained in the writing of the story, only a small part. The connection between the story, main ideas, and explanatory sentences does not have a fixed unity of story meaning. So students get an acquisition score of 0 or enter into the low category on the aspect of originality which affects creative thinking skills when writing narrative essays.

Originality thinking skills affect divergent thinking. Divergent thinking seeks to solve problems in different ways without regard to the boundaries created by knowledge. Decisions based on divergent thinking will focus on unique responses and new solutions in solving problems related to aspects of originality (Chen, Chang, & Wu, 2020). Divergent thinking activities and originality thinking skills have a relationship with cognitive intelligence involving creativity. Creative thinking is important and beneficial in trying to find a solution as a problem-solving in an unconventional way such as by generating new ideas (Li, 2022).

1.2. Aspects of Flexibility

Students' flexible thinking skills are demonstrated by students' various narrative essays in expressing ideas in writing. In the aspect of flexibility in creative thinking in writing narrative essays, there are 5 indicators, including students being able to provide various interpretations of ideas that have been determined correctly, being able to show different patterns from ideas that have been set correctly, being able to write related information in the environment around the right way, make narrative essays with fixed story meanings, and write narratives with effective sentences correctly. Students are able to provide various interpretations of well-defined ideas. There were 45 students out of 50 students were able to provide various interpretations correctly. Students are able to show patterns that are different from ideas that have been determined to reach almost all students are able to do well. The observation results showed that 47 out of 50 students were able to show different writing patterns correctly. Writing information by students related to the surrounding environment is able to describe almost the total number of students. There 46 out of 50 students who could write down relevant information in the surrounding environment correctly. The narrative with the determination of the meaning of the whole story can be achieved by 38 students. However, the inclusion of effective sentences does not reach half of the total number of students. Effective sentences included in the narrative were only carried out by 5 students. Then flexibility thinking skills can be categorized as good or with a percentage of 59%.

Furthermore, the aspects of thinking flexibility are broken down into 3 categories, namely high, medium, and low. This category is based on the score obtained from each indicator of the flexibility aspect. The following is a category of analysis of flexibility thinking skills:

Table 3. Results of Flexibility Aspect Analysis.

Creative Thinking Skills Categories	Number of Participants Who Meet the Aspects	Percentage
Tall	38 learners	76%
Keep	9 learners	18%
Low	3 learners	6%

1.2.2. High Categories of Aspects of Flexibility

Students included in the high category provide various interpretations of the ideas that have been determined but still form a coherent determination of the meaning of the story. Based on the narration that has been made, students write various sentences derived from the interpretation of the specified idea. The description of the idea is told in various events in detail. The events presented in detail can be seen in several sentences, "They brought a map so they knew the way to go. Then Udin and his friends discussed the path to take. It can be seen that the students described the activities of Udin and his friends after obtaining the map.

Students can describe different writing patterns from the ideas given. Sentences written have different writing patterns but still, have one story meaning. Sentences are written by explaining each other even though they have different writing patterns. Inclusion of ideas related to the surrounding environment, seen in the statement "Just a few minutes, they have seen the river. Udin made a bridge out of ropes so his friends could cross the river." The students realized that there was no bridge on the river, so they decided to write down the events of making ropes to solve a problem that occurred.

Narrative writing with a fixed meaning of the whole story is indicated by the absence of writing sentences outside of the ideas given. The linkage of the story is presented from the

beginning of the paragraph to the end of the paragraph. The main idea is explained in a connected manner with an explanatory sentence. Effective sentence construction is also seen in this aspect of flexibility. Many students do not write sentences effectively. This can be seen in the sentence "Then they finished discussing, they left". The sentence to be effective should be "After they finished discussing, they left". The choice of words after is more appropriate and coherent with the sentences before and after it. Furthermore, there is the sentence "The next day, they are happy while singing" can be replaced with "The next day, they wake up feeling happy then gather to sing a song together." There is an ongoing explanation to describe events clearly and create effective sentences.

The following describes the results of interviews with students and parents regarding flexibility thinking skills:

Berwyn : I like writing lessons because from writing I can express what I have thought.

Kiswanto as a parent: Because his mother works until the afternoon and I only work until noon, I keep trying to communicate with my children. My mother and I often divided the tasks. During the day, I accompany them to study, then at night, the children are accompanied by their mother. As parents, we always want to be friends with the children's stories at home, for example, when eating together, we have some time to listen to children's stories. Then the child's study area is conditioned outside the bedroom, so parents can supervise the children's activities. During the day, the television is not turned on, the television is turned on if it is in the afternoon or after the children have finished studying. We also monitor the development of material that is understood and not understood by children. We keep on motivating the children to keep trying to be better people every day. Inhibiting factors are always there but continue to seek and overcome them for the smooth learning of children. Berwyn has a quiet nature but with his parents, he can tell a lot of stories and has an interest in writing about the things he encounters.

Based on observations and interviews, a study schedule that is arranged on a daily basis will shape children's study habits. Parental support is very influential on children's cognitive development. Students have an interest in writing and are not afraid to write down various things they encounter. Students also continue to practice and adhere to their study time. Collaboration between parents and children also influences the development of creative thinking in children, one of which is related to the flexibility aspect which shows a score of 4.

1.2.3. Medium Categories Aspects of Flexibility

The Flexibility aspect in the moderate category shows that students do not meet the five indicators described. Judging from the narratives that have been made by students, various interpretations have been developed and described in several sentences. So the story written has the impression of not being monotonous. The interpretation of the predetermined idea forms a coherent story from the beginning to the end of the story. In the narrative, adventure activities are told, then connected with camping, walking along the road using a map, and crossing the river until it is successfully until it returns to its final destination. Explanations between sentences are interconnected and explain each other even though they don't look detailed. This can be seen in the incident of crossing the river, the process and ways of crossing the river were not explained by the figures involved.

The pattern of writing between sentences looks different. Writing sentence patterns adapted to the plot of the story. It can be seen in these two sentences, "Budi and his friends looked at the map containing the adventure path in the forest to find out the way" and "Budi and his friends have reached the last post, but have to pass through a rocky river." Based on the two sentences, it can be seen that they two sentences have different sentence structures. The first sentence contains activities related to an object and its purpose is stated. Furthermore, the second sentence discusses the character's activities related to a place and the next activity that must be carried out.

Ideas associated with the surrounding environment have been written in the narrative. This is evidenced by the sentence, "Budi and his friends have to be careful when crossing the river because there are lots of rocks and it's slippery." Students mention the background of the place and

the condition of the river. The inclusion of a picture of the state of the river in the story shows if students have associated it with the surrounding environment along with how to handle a problem.

The narratives have been written with various interpretations but some ideas are not explained in detail so that the meaning of the whole story is not fixed. This is proven by the exposure of the activity of crossing the river carefully, then there is the activity of the figures arriving at their destination. The mention of the two events is written without any connecting sentences that explain the condition of the transition from the previous event to the next event. So the meaning of the whole story cannot be combined to form a unity of meaning.

Sentences written by students are not effective because they are too convoluted. This is shown in the sentence, "Budi and his friends have reached their destination and they are very happy to have reached their destination". The sentence should be, "Budi and friends have arrived at their destination and are happy." The two sentences have the same meaning but in writing the second sentence is more effective.

The following are the results of interviews with students and parents as a reinforcement for the observations of written narrative essays:

Novella : I like sports more, but I like writing quite a lot. I do writing activities because I can tell anything through writing. But sometimes I feel bored when I write a lot of stories.

Puji as a parent Novella : My child is a typical child who rarely tells stories, but once he does, he will tell a lot of things. Sometimes I get stories about my child from friends. My son prefers to play outdoors. Then my child rarely talks about the difficult subject matter, but at night I sometimes ask about assignments and material that has been studied at school. The interactions that occur in my family are often carried out at dinner gatherings in front of the television. As for the place to study, children often study in the living room and I accompany them to study if my child has difficulty learning.

Based on interviews and observations that have been made, it is known that students do not have a great interest in telling stories orally or in writing. Communication carried out by students and parents do not seem to run smoothly. The habit of learning from students from their parents is also not carried out optimally, so students are not interested in learning subject matter from school. Students are more interested in outdoor activities than learning to write narrative essays. The motivation and monitoring provided by parents were also not carried out in full so students did not do a lot of practice, especially in developing creative thinking skills from this aspect of flexibility. It is known from the results of writing narratives from flexibility thinking skills, students get a score of 3 or are included in the medium category.

1.2.4. Low Categories Aspects of Flexibility

Students with a low category on creative thinking skills, especially the flexibility aspect, are caused by not all indicators being fulfilled properly. Students have connected the ideas given with the surrounding environment. This can be seen in the story states, "They changed their clothes after crossing a small river. The previous clothes were wet because they were exposed to water." The storyteller tells when there is a river in the surroundings. Then the students tell if the clothes used turn wet because they are exposed to river water when passing through a sentence that includes events that will occur in the river environment.

Explanations of predetermined ideas do not create various interpretations so the writing seems monotonous and boring when read. Students do not detail the events in the narrative. The interpretation of the ideas given is not carried out in-depth and in detail, it only describes the ideas in a simple way. This is proven in the statement, "For that, they changed their clothes after returning to the camping site. They are very happy. It can be seen if the feeling of pleasure in the statement is not explained the cause of the pleasure. Then the idea for writing is not written in a different sentence pattern. So sentences are not written in various ways, such as rewriting from existing ideas.

Furthermore, the structure of the sentence written does not meet the construction and complex sentence structure. This can be seen in the sentence, "Ria walked camping around looking for a way to read a map". Sentences are written with many activities and predicates so that the structure

of the sentence becomes uncoordinated and ineffective. Writing these uncoordinated sentences also results in the meaning of the whole story being unstable. Writing that is not made coherently and is not related to each other can cause a different story meaning. The previous sentence does not explain the next sentence and shows the opposite meaning in terms of the content of the story.

Based on observations followed by interviews with students and parents, it can be seen in the statement below:

April : The learning activities that I like are telling stories and writing because they feel so much fun. But when writing, I find it difficult to write a story in a few sentences.

Andiningsih as a parent: Communication between parents and children goes well, I usually talk to my children after I come home from school. When the children have come home from playing, I often try to invite communication with the children in the afternoon, usually done on the front porch of the house. My child is open and tells about various things that have been encountered. My son's favorite activity is just reading. The duration of my child's study is usually 1 hour at the most, done at night. If there is no assignment, my child only learns to read briefly. Then my child often watches television and plays. Learning assistance to children, I often explain how to do it, then the children will continue working on the next questions.

Based on the interviews and observations of the results of narrative writing, it can be seen that students have an interest in writing narratives but students experience difficulties in explaining the sentences in the story. Students find it difficult to make connections between sentences and between paragraphs in the unity of the meaning of the story correctly. The way of writing these students only writes sentences that come to mind without arranging them into sentences with good and proper arrangement. Then the duration of learning is still not optimal because it affects the number of exercises carried out by students. Students are also easily distracted from concentrating on activities other than studying. Parents and children's assistance in the learning development of students is not carried out optimally. This can be seen in the statements of parents who do not fully monitor when students study at home. Thus, the development of creative thinking skills in students from the aspect of flexibility does not fulfill all indicators or obtain a score of 1 which is included in the low category grouping.

Creativity includes complex intelligence which includes information processing by involving the level of depth and speed of processing that information (Mumford & England, 2022). Creative thinking has aspects of flexibility related to the ability to solve problems in different ways, generate various ideas flexibly, and respond quickly. Flexibility shows the production of ideas that provide many possibilities for creative thinking (Chang et al., 2022).

These findings are reinforced by the results of interviews related to factors that influence creative thinking skills, namely factors originating from students. When students are given ideas to compose narrative essays, students do not analyze ideas in depth so that in terms of continuity of ideas between sentences and between paragraphs. Students also have not taken advantage of the freedom to see the surrounding environment in making stories, it can be seen that several students have included new ideas or unique ideas that have not been taken from their surroundings and everyday life. The interest of many students in narratives is also lacking, it is proven that students only describe ideas, not as a whole.

The next factor comes from structured interviews with teachers, factors influencing creative thinking skills are students not making connections between sentences and not integrating between paragraphs so that the narrative does not have a continuous unity. Then many students do not compose narratives with effective sentences. Explanatory sentences do not describe the main idea in detail and precisely. As seen in the results of narrative writing, there is no relationship between ideas and explanatory sentences.

This research hopes to provide students with additional knowledge and insights about creative thinking skills in writing narratives, especially aspects of originality and flexibility, influencing factors, and problems that occur. It is hoped that this research can be used as a reference to examine more deeply related originality and flexibility aspects of creative thinking skills in writing narrative essays. The implications of this research can find out the obstacles faced by students in

writing narrative essays. The constraints experienced by students indicate the need for support from stakeholders including the family in developing creative thinking skills.

CONCLUSION

The results of originality and flexibility thinking skills on aspects of creative thinking in writing narrative essays still need to be reviewed. This is evidenced by the presence of half of the total sample of students who fall into the medium and low categories on the indicators of originality and flexibility aspects. This result results in the process of learning to write narratives which can be hampered. Thus, there is a need for follow-up in efforts to improve students' creative thinking skills in a sustainable manner.

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