



Strategy for Developing Creative Thinking Skills in Learning to Write Poetry for Junior High School Students

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Abstract: This study aims to describe the strategy for developing creative thinking skills and the functions and benefits of developing creative thinking skills in learning to write poetry for junior high school students. The method used was a descriptive method with a qualitative approach. Data collection was carried out using interviews and questionnaires. The informants in the study were 12 Indonesian Language and Literature learning teachers in the East Java region, including Kediri, Gresik, Malang, Madura, Jombang, Banyuwangi, Lamongan, Kalimantan. The data analysis technique used was discourse analysis, which analyzed oral and written answer sentences. Based on the data, it can be concluded that the learning strategies for writing poetry carried out by teachers were diverse, including word picking, word-priming strategies, word chat cards, cooperative learning (roulette writing), modeling, photos/events that have been experienced, objects, directly seeing things, pictures, word clusters, a combination of models, one event one poem, one picture one poem, ATM, Student Teams Achievement Division (STAD), keyword strategies, one event one poem, word collections, and experiences. From the method used by the teacher, it turned out that it could improve creative thinking skills based on the stages of creative thinking proposed by Torrance, including fluency, flexibility, originality, and detail in choosing themes, diction/word choice, rhymes, typography, imagery, mandate, and the cohesion of stanzas.

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Introduction

Creative thinking skills in education are recognized as essential 21st-century skills. To prepare children for a fast-changing world, a teacher needs to develop creative thinking skills for students. Creative thinking is a person's ability to process, generate, try, and evaluate new and useful ideas. According to Osborn (1958), creative thinking is the ability to visualize, predict, and create ideas in two ways: learning and thinking. Kupers et al. (2019) stated that creative thinking skills in students can be developed through several methods and ways. Gu et al. (2019) argue that teachers can develop creative thinking skills through two ways of creative thinking, namely divergent thinking, and convergent thinking. Divergent thinking is finding many possible solutions by looking into different directions. In contrast, convergent thinking is the ability to look in all directions to produce one correct solution. Both divergent thinking and convergent thinking are essential for creative solutions to emerge.

Creative thinking skills can be considered as mental activities related to sensitivity to problems, considering new information and unusual ideas with an open mind, and making connections in solving a problem in a new way, and producing something new. One of the main competencies in creative thinking, according to Torrance (1977), is divergent products,



including fluent, flexible, original, and elaborate thinking. According to Adam & Mujib (2020), a person's ability to think fluently will provide various thoughts about things that have yet to be understood. Meanwhile, flexible thinking will help students provide several alternative ideas or problem-solving thoughts. Arvianto & Ardhana (2020) suggested that students can use the importance of original thinking to find unusual ideas, different thoughts, and rarely given by others. According to Sugiyanto & Masykuri (2018), students' elaboration skills can specify various ideas or expand the ideas produced. Creative thinking skills are expected to enable students to become modern humans who are mentally flexible to survive and compete to face challenges in the 21st century. Dariman (2019) states that teachers should strive to innovate and adjust learning according to the demands of the 21st century. One way to innovate is to develop strategies for learning to develop 21st-century skills, one of which is creative thinking skills.

Creative thinking skills in writing poetry are new ways of seeing and doing something with four aspects: fluency, flexibility, originality, and elaboration. Meanwhile, Munandar (2012) suggests that the characteristics of creative thinking ability related to cognition are seen in fluent thinking, flexible thinking, original thinking, elaboration, and assessment skills. Creative thinking skills developed in learning to write poetry are adjusted to the stages of creative thinking in the form of fluency, flexibility, originality, and detail in choosing themes, diction, rhyme, imagery, typography, tone, rhythm, message, and editing.

Meanwhile, writing skills are part of other language skills, namely listening/viewing, reading, speaking/presenting. *Writing* is a skill that is quite complex compared to other skills. Pane (2021) argues that writing skills are language and literary skills that need to be taught to students. With writing activities, it is hoped that students can express their ideas well. Writing skills are complex skills that students have to master. This skill is inseparable from developing other language skills. According to Dalman (2018), writing skills are a process that converts thoughts/ideas/feelings into symbols/signs/meaningful writing. Poetry writing skills between students have differences in speed/ability, which is influenced by several factors. The factors may include family and community environment factor. Meanwhile, Tamaya et al. (2018) said that writing is a valuable medium related to creative thinking skills. Without a careful thinking process, the ideas expressed will not be meaningful or easily understood by others.

The problem arises when it comes to the classroom situation. It seems that divergent thinking is considered less critical. In many classrooms, classroom norms remain structured, and people focus on standardized tests (Beghetto, 2007, 2010; Runco, 1993). Therefore, a person's creative capacity combines and interacts with these four aspects, and individual differences will affect their creative performance. In that sense, it is necessary to nurture an individual's creative potential in all these aspects, i.e., from a comprehensive approach. As a result, students are generally taught to find one correct solution to a problem instead of being challenged to explore freely, and to think creatively. Further creative thinking skills, according to Torrance (1977), refer more to the skill of thinking fluently, flexibly, originally, and detailed in understanding the problem and finding a solution. Problems related to teacher assumptions and teaching strategies in developing creative thinking skills also occur in learning to write poetry. Widyartono et al. (2023) stated that teachers must be able to formulate learning outcomes that their students will achieve. Teachers should also be able to teach, guide, direct, and train students to develop poetry writing skills optimally and creative thinking skills. In line with that, Azizah et al. (2016) stated that teachers must prepare learning models and strategies to help students in poetry writing. Learning models and



strategies can help students pour their ideas into writing, for example, by giving steps that students must take in learning to write.

Meanwhile, writing skill is one of the skills that should be developed in the classroom. Teachers must properly oversee this skill for future life skills. Writing poetry, of course, cannot be just writing. Creative talent must be utilized by everyone who wants to write good poems. Everyone possesses a creative talent. Creative talents in every human being can be improved. Everyone has a creative talent, but if it is not nurtured, the talent will not develop, it can even become a hidden talent which cannot be realized (Pratiwi et al., 2016; Adawiah et al., 2018). In line with that, Kleppe & Sorby (2018) suggest that poetry offers teachers a range of texts that can support different learning styles and help students find joy in learning. Moreover, poetry has its characteristics compared to other literary works. Therefore, there are many types of poem such old Malay poems (*pantun, sonnet, talibun, gurindam*). There are also contemporary poems, concrete poems, and other forms of poems (Siswanto, 2008). The ability to write also requires a strategy that can foster self-confidence and overcome students' obstacles in developing their poetry writing skills (Gusman, et al., 2021; Muna, et al., 2021). Therefore, adequate learning resources are needed to facilitate students in developing their ability to write poetry.

Writing poetry also requires students' creative thinking skills to develop their ideas and ideas in writing. Students' work can be considered creative if it fulfils the stages of creative thinking that Torrance (1977) has found. There are four stages of thinking: fluency, flexibility, originality, and detail in choosing themes, diction/word choice, rhymes, typography, imagery, message, and the cohesion of stanzas to form a complete poem. These four must be integrated and taught in learning to write poetry.

Several studies are relevant to this research. First, research on learning strategies for writing poetry has been conducted by Ekasari et al. (2014), with the results of the research showing a learning process, improvement, and behavior change in a positive direction. Second, research conducted by Purbarani et al. (2019) showed that this reflective poetry writing learning strategy was developed by combining two thinking processes: the reflective and creative processes of writing poetry. The reflective thinking process includes four stages, namely (1) the presence and recognition of problems and situations, (2) clarification of problems, (3) construction, testing, and modification of hypotheses, and (4) taking action following the existing situation and runs sequentially as a repetitive cycle and is applied in the creative process of writing poetry. The fourth stage includes the creative process of writing poetry consisting of (1) the stage of extracting and generating ideas, (2) the stage of contemplating ideas, (3) the stage of pouring ideas, (4) the stage of correction and revision, and (5) the stage of introspection. Each strategy used by teachers in developing poetry writing skills will vary according to educational background, provision of facilities and infrastructure. Third, research conducted by Ristiani (2020) with the results of the study that the One Event One work learning technique in learning poetry, students can increase their creativity in writing poetry. Finally, Jusslin & Höglund (2021) tried integrating writing learning strategies with dance and poetry reading. It turns out that this dance integration can potentially deepen and expand meaning in reading and writing poetry.

There are similarities and differences between this research and previous research. The similarities in these studies are both describing and discussing the importance of strategies in learning to write poetry. Meanwhile, the difference lies in the strategy used to learn to write poetry. The previous research used the Thinking Plus strategy and the Reflective strategy. In contrast, this research examines the creative thinking strategies



proposed by Torrance (1977) including fluency, fluency, flexibility, originality, and detail in choosing themes, diction/word choice, rhymes, typography, imagery, mandate, and cohesion of stanzas. Based on this explanation, this research is fundamental to do. This research aims to describe a poetry writing learning strategy that develops creative thinking skills. In addition, it describes the functions and benefits of these strategies to improve students' creative thinking skills in learning to write that junior high school students have carried out.

Research Method

The method of research used was descriptive with a qualitative approach. The data obtained were in the form of qualitative data. The data came from interviews and questionnaires given to 12 Indonesian Language and Literature learning teachers in the East Java region, including Kediri, Gresik, Malang, Madura, Jombang, Banyuwangi, Lamongan, Kalimantan in the form of question sentences, answer sentences, and nonverbal data. The data analysis technique used was discourse analysis, which analysed oral and written answer sentences.

Results and Discussion

Teacher Strategies for Developing Creative Thinking Skills in Writing Poetry

There are various strategies in developing creative thinking skills in writing poetry carried out by teachers. The following will present the results of this study in the table as follows.

Table 1. Teacher Interview Instrument on the Use of Poetry Writing Strategies

No.	Strategy Type	Strategy Effectiveness	Improving Creativity
1.	Pick a word	Yes	Yes
2.	Word lure strategy	Yes, students are happy and it is easier	Yes
3.	Our chat card	Quite effective in creativity because it triggers critical thinking with clear boundaries in answering the questions on the cards in the form of poetry.	Yes
4.	Cooperative Learning (Roulette Writing)	Yes, because fellow students can exchange ideas and share inspiration	Yes
5.	Modeling, photos/experienced events, objects, direct viewing of objects, drawings	Yes, because students are more focused in imagining.	Yes
6.	Word Cluster	Yes, because students are more focused in imagining.	May
7.	The combination of these Models	Yes	Yes
8.	Keyword strategy, modelling, one event one poem, <i>one picture one poem</i> , ATM.	Yes, because it can inspire students to create poems without copy and paste, even though the poems created are still not perfect. At least students dare to try themselves.	Yes
9.	Student Teams	Yes, it can increase the liveliness of learning in the	Yes



	Achievement Division (STAD)	classroom, learning to write poetry becomes more fun, and improve students' ability to write poetry.	
10.	Keyword strategy and poetry modelling	Yes, it happens that the keyword strategy and poetry modeling can make students understand more, be motivated and understand how to write poetry even though the results are not optimal	Yes
11.	Using a single event	Yes, because exploring the events experienced by the students themselves really helps to come up with ideas	Yes
12.	Poetry modelling strategy, word collection, experience	Yes, because students can easily develop poems from their experiences, then collect words, and unite them into poems.	Yes

From the data, it can be explained that some teachers used several strategies in learning to write poetry, but some only used the same strategy in learning. From the data, it can be concluded that teachers who tried various strategies try to utilize different strategies considering the problems in learning to write poetry still often occur, such as students having difficulty finding ideas, difficulty choosing interesting diction, difficulty developing ideas well, the lack of motivation in learning, and other problems. At the same time, teachers who only chose the same strategy in learning to write poetry showed that with only one poetry writing strategy, students can already follow the learning process of writing poetry well and show maximum results in learning.

Functions & Benefits of Poetry Writing Strategy in Improving Creative Thinking Skills

Table 2. Data on Students' Creative Thinking Skills in Writing Poetry

No.	Creative Thinking Skills			
	Fluency	Flexibility	Originality	Elaboration
1.	Yes	Yes	Original	Yes
2.	Yes	Yes	90 % Original	Yes
3.	No.	No	Very original because it won't be on the internet. Learning without gadgets, focusing on answering card questions with the form of poetry and then check the plagiarism with the application that the teacher has.	Yes
4.	Yes	May	Very original	Yes
5.	Yes	Yes	With that strategy, authenticity is more assured, as students include the media used.	Yes
6.	Yes	Yes	Word selection and array writing are done at the madrassa. Originality can be guaranteed.	May
7.	Yes	Yes	Sometimes still carried away by the model / example.	Yes
8.	May	Yes	Some students are able to create poems using the techniques applied by the teacher in learning. However, there are also many who still struggle to be fluent in writing poetry. Some were secretly trying to plagiarize.	Yes
9.	Yes	May	The originality or originality of the poems produced by my students can be measured by the congruence between the language style, the use of words, and the ideas expressed in the poems with their own personal	May



			experiences and ideas.	
10.	Yes	Yes	The resulting poem is quite interesting although simple according to his imagination.	No
11.	Yes	Yes	Original to their minds because it is based on their own experiences.	Yes
12.	Yes	Yes	Out of 157 students, 1 student of questionable authenticity was detected	Yes

Discussion

Teachers' strategies for developing creative thinking skills in poetry writing

Creative thinking skills in writing poetry can be done with a variety of appropriate strategies. Teachers must design learning strategies for writing poetry that can improve creative thinking skills. Al-Tabany (2017) revealed that an effective teacher is a teacher who finds ways and always tries to get students involved appropriately in learning, without any coercion, negative attitudes, and punishment, so that learning can motivate students to excel. Mahmud & Idham (2017) state that the strategy is a method used by the teacher to facilitate the presentation of material to students so that learning objectives can be achieved. Selection of the right strategy should pay attention to the suitability of the material, students, situation, and goals achieved. The right strategy in learning will determine the quality of learning.

The data showed that the application of strategies in learning to write poetry was almost 100% using strategies that are considered appropriate for students. Teachers who used various strategies in learning to write were four teachers, with a percentage of 33.3%, while teachers who only used one strategy were eight people, with a percentage of 66.7%. Teachers who used various strategies tried to utilize those strategies for several reasons: (1) the previous strategy had not been able to overcome difficulties in learning to write poetry, (2) boredom does not occur in learning, and (3) learning is expected to be more optimal. According to Purbarani et al. (2019), the application of learning strategies for writing poetry that has yet to be varied will make students feel bored and reluctant to take part in learning to write poetry. The data above also found that teaching poetry writing can be done outside the classroom. However, from a follow-up interview with one of the teachers, he had given a writing assignment during Outing Class which was conducted in an outdoor activity with a natural background. With the theme of nature, students could pour their ideas about nature into poems quite well.

Teaching poetry writing can be done with a variety of strategies. The variety of strategies used by teachers affects the results achieved in learning. Problems arise if the strategy used by the teacher is unable to treat the problems that occur in the classroom. In fact, it cannot develop students' creativity in writing poetry. In this case, students' creative thinking skills in writing poetry still need to improve. The teacher's strategy can be carried out using two strategies: during and after class hours. Students play with language and writing, quizzes, and creating or turning stories into poems during the class. The strategy is that after class time, students can write daily, make board bulletins, or make clippings, all of which are directed so that students enjoy writing. High grader writing exercises can be implemented through pictures, experiences, proverbs, and poems.

The selection of strategies for learning to write poetry is a must for a teacher. However, teachers may not giving students writing assignments if those students are taught how to write good poetry. In learning to write poetry, teachers must not only teach about the theory of poetry, but also guide the students to write poems. According to Siswanto (2021), the main problem in learning to write poems is that teachers only teach theory about poetry



but do not directly invite students to write poems. In this case, a teacher needs to realize that learning to write poetry requires opportunities for students to write. Furthermore, Siswanto also offers a learning model for writing poetry using the definition model. The definition model is a model of writing poetry by giving a definition or meaning to something. The keyword used in this model is the word “*is/are*”. Purbarani et al. (2019) also offer a strategy for learning to write poetry that can be done with a reflective strategy, which is to raise the experiences that students live in real life. Students' real experiences will be directly involved in the creative process of writing poetry, considering that the source of writing does not come from life experiences that are experienced, felt, and lived. It is appropriate that the learning carried out in the classroom must be contextualized with the real experiences experienced by students. Al-Tabany (2017) stated that learning should provide concrete experiences with experiences that are meaningful to students.

Functions & Benefits of Poetry Writing Strategy in Improving Creative Thinking Skills

The functions and benefits of strategies in learning can be seen in the data in Table 2, which showed that students' creative thinking skills categorized in the four stages of creative thinking skills (Torrance, 1977) include fluency, flexibility, originality, and detail in writing poetry. The average student's creative thinking skills in writing poetry reached a percentage of 84.25% in the good category. It shows that the creative thinking skills of writing poetry by using the strategy chosen by the teacher has brought the impact of bringing learning to write poetry to be better and optimal.

The creative thinking skills are described, including the four stages. First, fluency in writing poetry reached 83%, showing success with a very good category. Second, the percentage of students' flexibility in writing poetry reached 75%, with a good category. Third, the percentage of students' originality in writing poetry reached 96%, with a very good category. Finally, the percentage of students detailing in writing poetry was stated at 83%, with a very good category. Fluency, flexibility, originality, and detail in learning to write poetry are the main characteristics to strengthen students' creative thinking skills.

The function and benefits of strategies in learning are inseparable. The strategy used by the teacher was able to improve students' creative thinking skills. Students' creative thinking skills are one part of the super skills that must be taught to students in addition to creative thinking, collaboration, and communicative skills. According to Priyatni & As'ari (2019), teachers are one of many sources of information, considering that virtual media has replaced their role. Teachers in today's digital era support students to validate, synthesize, utilize, communicate, collaborate, and solve problems with information. Teachers' skills to carry out their role also require 4C skills, namely critical thinking, creative thinking, collaboration, and communication skills. How can a teacher teach creative thinking skills if the teacher does not have these creative thinking skills? Similarly, students must be able to write poetry well, but teachers are not or are reluctant to write well.

According to Munandar (2012), the characteristics of creative thinking ability related to cognition are seen in fluent thinking, flexible thinking, and original thinking, elaboration, and assessment skills. In line with that, Alabbasi et al. (2022) argued that creativity is an essential skill in today's digital and changing era, and an important step to improve creativity is to identify students' creative strengths and relative weaknesses. Thus, the functions and benefits of strategies used by teachers in learning to write poetry have an impact on students' creative thinking skills, including fluency, flexibility, originality, and detail in choosing themes, diction/word choice, rhymes, typography, imagery, mandate, and the cohesion of stanzas.



Conclusion

Based on the research results, this study has two important conclusions. First, the learning strategies for writing poetry carried out by teachers were very diverse in type, namely word picking, word lure strategy, our chat card, Cooperative Learning (Roulette Writing), modeling, photos/events that have been experienced, objects, directly seeing objects, pictures, Word Cluster, a combination of several models, one event one poem, one picture one poem, ATM, Student Teams Achievement Division (STAD), keyword strategy, one event one poem, word collection, and experience. Second, the strategy used by the teacher was able to improve creative thinking skills in learning to write poetry junior high school students, which is very important to improve. There is a suitability of the stages of creative thinking proposed by Torrance (1977), including fluency, flexibility, originality, and detail in choosing themes, diction/word choice, rhymes, typography, imagery, message, and cohesion of stanzas.

Recommendation

From the results of this study, it is recommended that teachers should use a more varied strategy in teaching the students to learn to write poetry in order to develop their creative thinking skills. It is also recommended to have follow-up studies in order to conduct research and development activities related to teaching materials that can develop creative thinking skills and meet students' needs in regard with different learning styles, interests, talents, and potentials that teachers need.

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