

## Learning Maf'ul Muthlaq With Arabic Poetry Writing Strategies To Improve Students' Creative Thinking Skills

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### Abstract

This study is motivated by the low creative thinking skills of students in applying the grammatical rules of *Maf'ul Muthlaq* in writing and speaking in Arabic and their low cognitive skills in understanding *Maf'ul Muthlaq* learning materials. These deficiencies result from the application of grammar teaching strategies limited to giving lectures, explanations, presentations, and examples. None of them allows students to think creatively, which leads to high cognitive skills. This fact is based on the experience of the researchers in teaching Arabic grammar and writing skills courses. This study aims to apply the poem-writing strategy using Canva in the *Tathbiq Nahwi Tsanawi* course and assess its effectiveness in increasing students' creative thinking skills in using *Maf'ul Muthlaq*. This study utilizes an experimental method with the one-shot case study design to assess the effectiveness of this strategy in improving the students' creative thinking skills. The result of this study are: (1) Learning procedur with this strategy is giving example from the lecturer, in the form of Arabic poems containing Maf'ul Muthlaq, presented in Canva design; Students observe these examples; Each student creates an Arabic poem containing Maf'ul Muthlaq and presents it in Canva design; Each student uploads their poem on Instagram; Tagging the lecturer's Instagram account; and The lecturer provides feedback on the poems on the students' Instagram accounts and (2) This study indicate that the implementation of the poem-writing strategy using Canva can improve the students' creative thinking skills in learning *Maf'ul Muthlaq* to a high level.

**Keywords:** Poem-Writing Strategy; Canva; Creative Thinking Skills; Cognitive Skills; *Maf'ul Muthlaq*

### INTRODUCTION

In learning Arabic grammar, *Maf'ul Muthlaq* (cognate object) is one of the compulsory topics in the *Tathbiq Nahwi Tsanawi* course taught in the fourth semester of the Arabic Language Education Study Program (PSPBA) at the State University of Malang (UM). *Maf'ul Muthlaq* is a compulsory topic because it is one of the crucial syntactic functions required to create well-formed sentences. The language produced by college students studying Arabic as a foreign language is considered of good quality if they comply with the correct grammatical rules orally and in writing. Their ability to speak or write in Arabic with correct grammatical rules is not enough to indicate their mastery of that matter. They need to show an adequate level of linguistic creativity,

meaning that they can apply the grammatical rules in a variety of sentences and topics; thus, the resulting utterances vary greatly.

Based on our experience in teaching, observing, and examining the assignments of students in learning to write and speak in Arabic, as well as Arabic syntax, we conclude that they rarely use *Maf'ul Muthlaq* in sentences. In terms of their ability to use *Maf'ul Muthlaq* in speaking and writing in Arabic, 50% of students have been able to use it correctly, 25% of students have been able to use it correctly but not consistently, and 25% of students have not been able to use it correctly. It indicates that there is still room for improvement in their cognitive ability. Furthermore, their linguistic creativity can be observed in the topics of the sentences they produce. Unfortunately, most of them have low creativity in producing sentences that contain *Maf'ul Muthlaq*. The examples of sentences they produce are still limited to certain word choices found in books and exemplified by lecturers. Besides, the topics of the sentences they produce are still limited to simple everyday life topics representing a low level of artistic, academic, cultural, and creative values. In terms of creativity, the examples of *Maf'ul Muthlaq* in the sentences they produce remain limited to *Maf'ul Muthlaq Litaukiidil Fi'li* (to emphasize an action). In fact, based on its function in a sentence, there are three types of *Maf'ul Muthlaq*, namely *Maf'ul Muthlaq Litaukiidil Fi'li*, *Maf'ul Muthlaq Li'adadil Fi'li* (to explain the number of times the action occurred), and *Maf'ul Muthlaq Linau'il Fi'li* (to explain the manner of an action). Besides, based on the form, there are two types of *Maf'ul Muthlaq*, namely: *Maf'ul Muthlaq Lafdzi* (which is derived from the same word as the verb) and *Maf'ul Muthlaq Ma'nawi Lafdzi* (which is not derived from the same word as the verb but has the same meaning). These deficiencies indicate that students' creative thinking skills in using *Maf'ul Muthlaq* must be improved as it indicates High Order Thinking Skills (HOTS), which serve as benchmarks for education in the Industry 4.0 and Society 5.0 eras. High Order Thinking Skills require memorization and recalling skills and other higher-order skills, such as creative and critical thinking (Budiarta et al., 2018).

Studies related to creative thinking skills have become a distinct trend in the field of education in the Industry 4.0 and Society 5.0 eras because a person needs a smart and genius brain and an accurate strategy that results from their creative and critical thinking skills to win countless competitions in life. Besides, in the field of education, several studies have shown that learning that is oriented toward improving creative thinking skills has become a rising trend (Rhosalia, 2016), (Siswono, 2005), (Puspitasari, 2017), (West, 2019).

One of the applicable efforts for lecturers in dealing with the above problems is implementing learning strategies suitable to the characteristics of the learning materials and the students, as well as following recent technological developments because low creative thinking skills can result from low levels of creativity in learning strategies the lecturers apply. After reviewing the characteristics of the learning materials and the students, as well as following recent technological developments, the researchers who submitted this proposal, who also works as lecturers, offer a solution outlined in this proposal in the form of implementing relevant learning strategies to overcome the aforementioned problems, namely the implementation of a poem-writing strategy using Canva to improve students' creative thinking and cognitive skills. The poem-writing strategy is considered relevant to increasing students' creative thinking skills because,

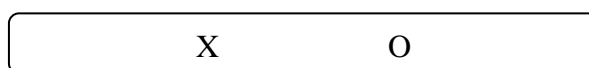
through poems, students can express their ideas and feelings according to certain conditions and contexts. In addition, through poems, students can produce written works with a variety of language styles. This is in line with the characteristic of poems, which, in their creation processes, require emotive effects that influence literary works by making them more beautiful and memorable. These effects are achievable through the utilization of language styles, rhymes, punctuations, writing methods, and so on (Fransori, 2017). In contrast, asking students to make sentences and analyze the grammar alone will prevent them from thinking creatively. Based on their experiences in the field when teaching Arabic grammar, the authors use this strategy more often. The same thing happened in other classes according to students and the Semester Learning Plan (Rencana Perkuliahan Semester or RPS) designed by the Arabic grammar lecturers.

As we know, implementing a strategy without suitable media can reduce its effectiveness of the strategy. The implementation of a learning strategy must be accompanied by the utilization of appropriate media for maximum results. In this study, the researchers chose Canva, a design application that provides many templates for creating attractive product display designs, such as posters, cards, brochures, etc., as the medium. This application is accessible and downloadable on the internet. Such an application is very relevant for students as the millennial generation as it is available for laptops, computers, and Android phones. Several studies have shown that Canva is widely used in implementing learning strategies in the field of education in the current era, and the results indicate a high level of effectiveness in learning (Leryan et al., 2018), (Maiti & Bidinger, 1981), (Rahayu & Budiyo, 2018).

The implementation of the poem-writing strategy using Canva is assumed to increase students' creative thinking skills as it allows them to express their ideas and feelings through the poems written and designed using beautiful and attractive templates in Canva, in which students hone their ability to process ideas and compose sentences as well as their creativity in creating attractive designs with pictures, color compositions, and other trinkets that match the message of their poems. In addition, such a learning process indirectly promotes their cognitive skills because they will inevitably think about how to express the message of their poems in correct sentences and according to the grammatical rules being taught. Learning something by practicing and experiencing it directly can produce an unforgettable experience in their memories as students. For these reasons, it is crucial to conduct this study entitled "The Implementation of a Poem-Writing Strategy Using Canva to Improve the Creative Thinking Skills of the Arabic Language Education Study Program Students in Learning *Maf'ul Muthlaq*."

## METHOD

This study utilizes an experimental method with a one-shot case study design. Subjects in a one-shot case study only consist of a treatment group without a control group. In this kind of experimental study, a pretest (an initial test before giving treatment) is not necessary. This study design was chosen because it suits the needs of the researchers who also work as lecturers for this course. The researchers certainly have a lot of experience related to the subtleties of their students' abilities; thus, a pretest is considered unnecessary. According to Sugiyono (2008), this study design can be described as follows:



Description: X: Treatment given (independent variable) O: Observation (dependent variable)

This picture illustrates that a class/group is given treatment, the results of which are then assessed to determine the level of effectiveness. The subjects consisted of 14 first-year undergraduate students of the Arabic Language Education study program offering C of the 2021/2022 academic year who were taking the *Tathbiq Nahwi Tsanawi* course. This study uses project tests and questionnaires for data collection. The instrument used was the project test instructions to write a poem containing *Maf'ul Muthlaq* with an attractive design using Canva. This project test was chosen because, according to Worthington (2013), students' creative thinking skills can be assessed by exploring their works that represent their creative thinking processes (Umar & Abdullah, 2020). The questionnaire was utilized to assess the level of their creative thinking skills. The researchers developed the questionnaire based on several aspects of creative thinking skills, according to Munandar (2009), by adjusting the project's characteristics to write a poem containing *Maf'ul Muthlaq* using Canva. According to Munandar, there are four aspects of creative thinking skills, namely fluency, originality, flexibility, and elaboration (Fitrina et al., 2016). Meanwhile, the questionnaire items were developed based on the operational definition of each aspect by adjusting the project test instructions to write a poem containing *Maf'ul Muthlaq* using Canva. Scoring in the questionnaire utilized the Likert scale ranging from 1 to 4. The following is the questionnaire developed by the researchers to assess students' creative thinking skills.

**Table 1. Questionnaire to Assess Students' Creative Thinking Skills**

Assessed Aspect	Indicator	Score
Fluency	Able to produce correct examples of 6 types of <i>Maf'ul Muthlaq</i>	4
	Able to produce correct examples of 5 types of <i>Maf'ul Muthlaq</i>	3
	Able to produce correct examples of 3 or 4 types of <i>Maf'ul Muthlaq</i>	2
	Able to produce correct examples of 1 or 2 types of <i>Maf'ul Muthlaq</i>	1
Originality	Able to produce highly unique/innovative examples of each type of <i>Maf'ul Muthlaq</i>	4
	Able to produce unique/innovative examples of each type of <i>Maf'ul Muthlaq</i>	3
	Able to produce moderately unique/innovative examples of each type of <i>Maf'ul Muthlaq</i>	2
	Able to produce nonunique/uninnovative examples of each type of <i>Maf'ul Muthlaq</i>	1
Flexibility	Able to provide correct alternative examples more than the targeted number	4
	Able to provide half-right alternative examples more than the targeted number	3
	Able to provide incorrect alternative examples more than the targeted number	2
	Unable to provide alternative examples more than the targeted number	1
Elaboration	Able to develop 3 sentences or more in the presented examples	4
	Able to develop 2 sentences or more in the presented examples	3
	Able to develop 1 sentence or more in the presented examples	2
	Unable to develop any sentences in the presented examples	1

Data were analyzed using descriptive analysis techniques and percentage formulas, then grouped based on the criteria proposed by Sari (2012), as shown in the following table (Sari & Angreni, 2018).

**Table 2. Criteria for Students' Creative Thinking Skills**

%	Criteria for Creative Thinking Skills
81-100	Very high
61-80	High
41-60	Moderate
21-40	Low
1-20	Very low

The formula for the percentage of students' creative thinking skills is as follows.

$$\text{Creative Thinking Skills} = \frac{\text{Total score obtained}}{\text{Maximum total score}} \times 100\%$$

## RESULTS AND DISCUSSION

The study shows the level of students' creative thinking skills observed from four aspects, namely fluency, originality, flexibility, and elaboration. These four aspects were obtained from an assessment or measurement of the student project results consisting of 14 poems containing *Maf'ul Muthlaq* made with Canva, the details of which are as follows:



Poem 1



Poem 2



Poem 3



Poem 4



Poem 5



Poem 6

The following are the results of assessing students' creative thinking skills based on an assessment of the 14 poems using the questionnaire in Table 2 above.

**Table 3. Students' Creative Thinking Skills in Learning *Maf'ul Muthlaq***

Poem Order/ Student	Scores of Each Aspect & Indicator				Average
	Fluency: Ability to produce correct examples of each type of <i>Maf'ul Muthlaq</i>	Originality Ability to produce unique/innovative examples of each type of <i>Maf'ul Muthlaq</i>	Flexibility Ability to provide alternative examples more than the targeted number	Elaboration Ability to develop sentences in the presented examples	
1	2	4	1	2	2.25
2	3	4	4	3	3.5
3	2	4	4	2	3
4	4	4	4	3	3.75
5	1	4	1	3	2.25
6	3	4	3	4	3.5
7	4	4	1	4	3.25
8	4	4	2	2	3
9	3	1	4	3	2.75
10	4	4	4	4	4
11	3	4	2	4	3.25
12	3	4	4	4	3.75
13	3	4	1	3	2.75
14	3	4	1	4	3
Total	42	53	36	45	
Percentage	75	94.7	64.2	80.3	

The final results of assessing students' creative thinking skills based on these four aspects are as follows.

**Table 4. Final Results of Assessing Students' Creative Thinking Skills in *Maf'ul Muthlaq***

No.	Aspects of Creative Thinking Skills	Average Score	Criteria
1	Fluency	75	High
2	Originality	94.7	Very high
3	Flexibility	64.2	High
4	Elaboration	80.3	High
<b>Average Percentage of Students' Creative Thinking Skills</b>		<b>78.55</b>	<b>High</b>

The above table illustrates that in studying *Maf'ul Muthlaq* with the poem-writing strategy using Canva, students have high or good creative thinking skills with an average score of 78.55. In more detail, the students have a high level of fluency with an average score of 75, indicated by their ability to provide correct examples of each type of *Maf'ul Muthlaq*. They also have a very high level of originality, with an average score of 94.7, shown by their ability to present unique/innovative examples of each type of *Maf'ul Muthlaq*. They also have a high level of flexibility, with an average score of 64.2, indicated by their ability to provide more alternative examples than the targeted number. Finally, they also have a high level of elaboration with an average score of 80.3, indicated by their ability to develop sentences in the presented examples. The results of this assessment prove that the poem-writing strategy using Canva can improve students' creative thinking skills in learning Arabic grammar, especially *Maf'ul Muthlaq*.

The above description shows students' creative thinking skills in learning *Maf'ul Muthlaq* with the poem-writing strategy using Canva based on their respective indicators, which include the following.

#### **Fluency**

Ideational fluency reflects the ability to answer and express opinions, ideas, or ideas quickly and precisely. Someone with high ideational fluency can generate many ideas relevant to the problem they face in a short time (Puspitasari, 2017). An indicator of students' fluency level in creative thinking is their ability to present correct examples of each type of *Maf'ul Muthlaq*. The students were asked to apply six of the seven existing types of *Maf'ul Muthlaq*, namely *Maf'ul Muthlaq li Ta'kidil Fi'li*, *Maf'ul Muthlaq li Nau'il Fi'li*, *Maf'ul Muthlaq li 'Adadil Fi'li*, *Maf'ul Muthlaq li Niyabatil Fi'li*, *Maf'ul Muthlaq Lafdzi*, and *Maf'ul Muthlaq Ma'nawi*, in a poem writing project using Canva.

Table 3 shows that 4 students have a very high level of fluency in presenting examples of the 6 types of *Maf'ul Muthlaq* correctly, precisely, and without any errors; 7 students have a high level of fluency; 2 students have a moderate level of fluency; and only 1 student has a low level of fluency. Overall, students are able to apply the rules of *Maf'ul Muthlaq* properly in the poem writing project using Canva.

In addition to these quantitative data, the students' ideational fluency can also be observed in their poems above. The authors of poems 4, 7, 8, and 10 were able to express their feelings through their poems with sentences containing all types of *Maf'ul Muthlaq* specified in the Test Project instructions. In more detail, in poem 4, students are able to present correct examples of the 6 types of *Maf'ul Muthlaq* as follows:

1. تركت بيتي تركا
2. عائلي كلها أيضا



3. أذهب من مسقط رأسي سفرا
4. أشعر بالحزن حزنا شديدا
5. أقوي قلبي ونيتي مرات عديدة

Sentence 1 contains *Maf'ul Muthlaq li Ta'kidil Fi'li* as well as *Maf'ul Muthlaq Lafdzi*; sentence 2 contains *Maf'ul Muthlaq li Niyabatil Fi'li*; sentence 3 contains *Maf'ul Muthlaq Ma'nawi*; sentence 4 contains *Maf'ul Muthlaq li Nau'il Fi'li*; and sentence 5 contains *Maf'ul Muthlaq li 'Adadil Fi'li*. The author can produce these five sentences correctly and precisely without any errors.

From these sentences, it can be concluded that overall, students already have a high level of fluency in creative thinking. It shows that (1) through the poetry-writing strategy using Canva, students are able to learn how to express their feelings and ideas through poetry, design and write in Arabic, and apply Arabic grammar rules, especially *Maf'ul Muthlaq*; (2) Students are able to apply *Maf'ul Muthlaq* well thanks to the poem-writing strategy using Canva; and (3) The poem-writing strategy using Canva can expedite students' creative thinking processes to explore examples of all types of *Maf'ul Muthlaq* in their poems; thus, their poems have diverse vocabularies and sentence patterns.

### Originality

Originality in thinking indicates the ability to express unique, innovative, and original ideas from one's own mind and the ability to see new correlations or combinations of various elements (Puspitasari, 2017). An indicator of students' originality level in creative thinking is their ability to present unique or creative examples of *Maf'ul Muthlaq*. According to the researchers, an example is considered creative or unique when it is different from the usual in terms of quantity and quality.

Table 3 illustrates that 13 students (almost 100 percent of them) have a very high level of originality. Only one student has a low level of originality, meaning that the examples he/she presented in his/her poem were not unique/creative enough. In addition to these quantitative data, the students' originality can also be observed in their poems above. In the above poems, the students are able to present examples of *Maf'ul Muthlaq* in a broader context and various themes. Students are able to present examples of *Maf'ul Muthlaq* under the theme of the value of honesty in poem 1; pet in poem 2; romance in poems 3 and 5; struggle in poem 4; hopes and dreams in poems 6, 11, and 13; praises poems 7 and 8; serenity in poem 10; affection in poem 12; and friendship in poem 14.

Such an ability is an extraordinary achievement to be proud of as it doesn't usually happen or appear in the assignments they submit. So far, when they are given the assignment to apply Arabic grammatical rules in written sentences, most of them make sentences with simple contexts and are related to daily activities, such as going to campus, doing activities at home, going to the market, playing, recreation, hobby, profession, favorite food and drink, and so on. In addition, the students' originality level in creative thinking can be observed in the vocabulary they decided to use in their poems. In all of these poems, it appears that they can explore unusual vocabulary, such as عميق, يتطور, يمطر, فِكر, قلق, يتمنى, جما, etc. In the assignments they submit, they usually use



limited, uncreative, and repetitive vocabulary, such as *يذهب, يأكل, جميل, جامعة, سوق*, *كبير*, etc.; thus, the sentences they produce seem monotonous and boring to the reader and do not reflect the level of adult thinking skills.

Based on the above explanation, it can be concluded that the poem-writing strategy using Canva can help improve the students' thinking skills, allowing them to produce creative, unique, interesting, and different examples of sentences. This may result from (1) the implementation of the poem-writing strategy as it provides broader opportunities for the students to write freely and express their ideas and feelings; (2) the utilization of design creation through Canva, which allows students to be creative and open their thinking horizons creatively and uniquely because working with design can evoke positive feelings such as beauty, kindness, honesty, gentleness, optimism, compassion, love, courage, honesty, and so on; (3) the students' comprehensive understanding of the concept of *Maf'ul Muthlaq*.

### Flexibility

Flexibility in thinking implies the ability to provide diverse ideas and opinions (Puspitasari, 2017). An indicator of students' flexibility level in creative thinking is their ability to provide more alternative examples than the targeted number. Based on the project test instructions, the students were asked to present one example for each type of *Maf'ul Muthlaq*. If they were able to provide more than one example for each, this would improve the quality of their poems and prove that they have a comprehensive understanding of *Maf'ul Muthlaq*.

Table 3 depicts that 6 students have a very high level of flexibility; 5 students have a high level of flexibility; 3 students have a moderate level of flexibility, and 5 students have a low level of flexibility. The students, on average, get a lower flexibility score than the other three aspects of creative thinking skills, even close to moderate. Their average scores are good enough, but there is a lot of room for improvement.

In addition to these quantitative data, the students' flexibility can also be observed in poems 2, 3, 4, 6, 9, 10, and 12. As an example, we will analyze poems 2 and 3. In poem 2, the author can provide other alternative examples of *Maf'ul Muthlaq li Nau'il Fi'li*, namely:

1. أكل أكلا كثيرا
2. جرى القطن جري الرياضي

In poem 3, the author can also provide other alternative examples of *Maf'ul Muthlaq li Nau'il Fi'li*, namely:

1. ثم تمطر السماء إمطارا غزيرا
2. صاح القلب والمغيب صيحة واحدة
3. اجتهدت في حمها اجتهدا شديدا

This relatively high level of flexibility is influenced by the student's ability to understand the concept of *Maf'ul Muthlaq* and the implementation of the poem-writing strategy using Canva, as in the aspects of fluency and originality above.

### Elaboration

Elaboration in creative thinking demonstrates the ability to develop, elaborate, enrich, or expand ideas that no one else has thought of (Puspitasari, 2017). An indicator of students' elaboration level in creative thinking is their ability to develop sentences in the presented examples. Developing a sentence here means expanding it by adding complementary elements to make it more complex. The more sentences they develop, the higher the level of their creative thinking. In addition, the sentences they developed showed more innovation and variety in the examples they made.

Table 3 presents that 6 students have a very high level of elaboration in presenting examples of *Maf'ul Muthlaq*; 5 students have a high level of elaboration; 3 students have a moderate level of elaboration; and none of them has a low level of elaboration. In addition to these quantitative data, the students' elaboration skills can also be observed in poems 2, 4, 5, 6, 7, 9, 10, 11, 12, 13, and 14. As an example, we will analyze poems 5, 7, 10, and 12. In poem 5, the author can develop the examples of sentences containing *Maf'ul Muthlaq* أنظرك نظرا ظاهرا على وجهك with the following parable clause, namely كمشرق القمر على السماء منيرا. Thus, the first sentence becomes broader, richer in meaning, and more robust in conveying the author's message. In poem 7, the author can develop the examples of sentences containing *Maf'ul Muthlaq* تنير التي تطوف الأرض with the following adjective clause, namely الأوقات إضاءة في الظلام. In poem 10, the author can also develop the examples of sentences containing *Maf'ul Muthlaq* لا يجعلني أشعر بأقروه قراءات عديدة with the following adjective clause, namely بالملل. Thus, these sentences become more beautiful and touching for the readers. Meanwhile, in poem 12, the author develops many sentences, namely:

1. تحييني حبا من قلب عميق
2. وأحبك حبا جما كحبك إياي
3. أدعوك دعوات كل صلواتي

The author uses a Jar Majrur to develop the first sentence, a parable clause for the second sentence, and a complementary element, namely *Maf'ul Fih*, for the third sentence. That way, poem 12 is more beautiful, poetic, feelingful, meaningful, heart-touching, and memorable.

### CONCLUSIONS

Based on the results of the research and the discussion above, it can be concluded that: (1) the Implementation of the poem-writing strategy using Canva can improve students' creative thinking skills in learning Arabic grammar, in this case, *Maf'ul Muthlaq*; (2) the students have moderate to high levels of creative thinking skills with an average score of 78.55; and (3) the students have a high level of fluency, a very high level of originality, a high level of flexibility, and a high level of elaboration with an average score of 75, 94.7, 64.2, and 80.3, respectively. This study is very beneficial in improving university-level Arabic language learning, especially in improving the quality

of learning in the *Tathbiq Nahwi Tsanawi* course. This study contributes to improving students' creative thinking skills in learning *Maf'ul Muthlaq*. The results of this study prove that implementing the poem-writing strategy using Canva can improve students' creative thinking skills in learning *Maf'ul Muthlaq*. Besides, this study further strengthens the idea that the utilization of suitable learning strategies and media can help improve students' creative thinking and cognitive skills.

The researchers suggest that: (1) similar studies should be followed up with additional variables; (2) similar studies should be conducted using other strategies and media to improve students' creative thinking skills; (3) the results of such a study need to be published in journals with a higher Science and Technology Index, or, if possible, in Scopus indexed journals; and (4) lecturers and teachers should utilize varied, innovative, and creative learning strategies and media to improve the quality of students' learning outcomes in terms of their cognitive, affective, and psychomotor skills.

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