

The Impact of Reading Activity Before Lesson on Creative Thinking Skill

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Abstract: Creativity is one of the *skills* in the *core subject* of the 21st century. Thinking skills are related to language development. Language mastery can be obtained through reading. Reading involves the brain to think in understanding the contents of a reading. The more often you read, the more your students' thinking skills will be sharpened. With the knowledge that is owned will make students able to create new ideas. This study aims to analyze the impact of pre-lesson reading activities on students' creative thinking skills. The research approach used is a qualitative case study of single case study with the research subject of fifth-grade students of the Karangduwur 1 elementary school. Data collection techniques in the form of observation, interviews, and documentation. The data analysis technique used is using the flow analysis model. The results of the study stated that reading before the lesson is a form of initial literacy by getting students to read for 15 minutes before the lesson begins with various types of reading. Reading activities before lessons have an impact on several indicators in students' creative thinking skills, namely fluency 67%, 29% originality, 44% elaboration, 56% flexibility. This study concludes that reading activities before the lessons carried out continuously have an impact on students' creative thinking skills, especially in fluency.

Keywords: *creativity, creative thinking, reading*

INTRODUCTION

The life of the 21st century has undergone very significant changes from the previous century. We can feel these changes in various fields, including in terms of advanced technology, work, lifestyle, economy, education, and self-actualization. The changes that occur make every person expected to follow the development of 21st-century life that demands the importance of having quality human resources with a variety of skills. Triling & Fadel (2009) divides three types of skills that must be possessed in the 21st century that must be owned by each individual, namely life and career skills, learning and innovation skills (4Cs), and information, media, and technology skills.

Creativity is one skill in learning and innovation skills that need to be developed in the 21st century. Creativity is the ability of a person to give birth to something new, both in the form of ideas and works that are relatively different from what has been before (Supriadi, 2013: 136). Gralewski (2019) states that creative students are characterized by divergent thinking abilities, flexibility, independence in thinking, skills in finding problems, and elaboration abilities. Wang (2012) states that life is now faced with a variety of complex problems that require creative ability to solve them. This shows that the creativity possessed by individuals is not only limited to the fields of science and art but is related to daily problem-solving activities (Ritter & Mostert, 2016). Creative people always look at situations or problems in terms of different (see differently) and open in various ideas or opinions. Furthermore, Supriadi (2013) states that the survival of individuals in the face of daily life competition is won by people with creative thinking.

Creativity can develop life more easily and practically, for example by using a variety of technologies that exist in the 21st century. The perceived ease is a form of creativity in humans

that is manifested in innovative new things. Countries such as Japan, America, China, and Germany have developed countries that can compete internationally because they have creative and innovative human resources. However, in reality, there are still some countries that have low creative thinking skills. Research conducted by Wang (2012) states that students in Taiwan have a lower score of creative thinking compared to their math and science exam scores. Besides, an assessment by PISA in 2006 stated that the reading ability in the literacy of Taiwanese students still had not shown good results.

It is no different from Taiwan, in fact, the quality of human resources in Indonesia is also still behind other countries. Based on the results of the 2015 PISA study stated that Indonesia was ranked 69th out of 76 countries. This shows that the quality of education in Indonesia is still low. Although there has been an increase in scores from the results of the previous year, the thinking ability of Indonesian students is still relatively low compared to other countries. The low level of thinking skills includes high-level thinking skills, such as reasoning, analyzing, and evaluating. The process of reasoning and analyzing requires the ability of students who involve creative thinking skills.

Creative abilities possessed by each individual can be developed through learning. Education is one of the spaces that can be used to develop creativity possessed by students. This is reinforced by Law Number 20 of 2003 Article 3 concerning the National Education System. One of the educational goals described in Law is to develop the creative potential of students. The growing creativity of students will make it easier for them to live and have a career in 21st-century life.

Based on the field survey, there are elementary schools implementing literacy programs to improve creative thinking skills. Literacy is applied in the form of reading activities before the lesson. Before the lesson begins, students are invited to read various kinds of books that have been provided for 15 minutes. This activity is expected to be able to bridge the creative thinking skills possessed by students. Through this reading activity, knowledge is increasing so that later on it will be able to create new ideas in his life.

Thinking skills are related to language development (Piaget: 2002). Language mastery can be obtained through reading. Reading involves the brain to think in understanding the contents of a reading. The more often you read, the more your students' thinking skills will be sharpened. Besides, reading can increase knowledge and insight into things. With the knowledge that is owned will make someone able to create new ideas and look at things from various perspectives. Reading activities before lessons are routine activities that are carried out every day. If this reading habit is carried out continuously, it is hoped that students will improve their creative thinking skills. This is supported by Wang (2012) who states that creative ability is significant and positive elaboration correlates with the score of reading and writing in English.

Based on the above explanation, it is necessary to research the impact of reading activity before lesson on creative thinking skills. The purpose of the research that will be conducted is to find out how the implementation of reading activities before the lesson and to know the impact of pre-lesson reading activities on improving students' creative thinking skills.

METHOD

This study is a qualitative study with a single embedded case study strategy. The single case study in this study was only focused on one school, namely Karangduwur 1 elementary

school. The problems that will be examined are related to creative thinking skills through reading activities before lessons for students at Karangduwur 1 elementary school.

The research subjects used were fifth-grade students of Karangduwur 1 elementary school with a total of 27 students. Data collection techniques in this study are through observation, interviews, and documentation. Interview activities were conducted for students, principals, and fifth-grade teachers of Karangduwur 1 elementary school. The interviews used were semi-structured. The purpose of semi-structured interviews is to find problems more openly, where the parties invited to interview are asked for their opinions and ideas (Sugiyono, 2012: 320). Observation is carried out when carrying out reading activities before the lesson. While the documents used are the result of student work.

The data validity technique used is using source triangulation and technical triangulation. Source triangulation was used by researchers to check data obtained from principals, teachers, and students of Karangduwur 1 elementary school. Triangulation of this technique is used by researchers after getting the results of interviews which are then checked with the results of observation and documentation. In this study, the data analysis technique used is using analysis of flow models with stages of reduction, analysis, and conclusions.

RESULTS AND DISCUSSION

Implementation of reading activities before lessons

Reading activities before lessons are one form of initial literacy. As explained by Wiedarti, et al (2012) that initial literacy is the ability to hear, speak, read, write, and calculate related to the ability of analysis to take into account, perceive information, communicate, and describe information based on personal understanding and conclusions. According to Yilzi and Cetinkaya (2017), reading is a complex process that is influenced by several factors, one of which is the need for attention in reading to support fluency and reading comprehension. Fluency in reading includes three aspects, namely sentence reading, error search tasks, and word chains (Torppa, et al., 2017). Based on observations made, one of the primary schools in Kebumen district has implemented a pre-lesson reading activity namely SD Negeri 1 Karangduwur.

Each school has the policy to bring its students to be more qualified. Not only the principal but the participation of all educators and non-educators influence the skills of their students. Based on interviews conducted with the head of SD N 1 Karangduwur, he said that the school had several programs for developing the skills of its students. One of the programs implemented is literacy in the form of reading activities before the lesson. The school has been conducting reading before class since 2016. The implementation of reading activities before lessons is carried out based on the Minister of Education and Culture Regulation No. 23 of 2015 concerning the Growth of Character. In this case, the school becomes a comfortable place if students, teachers and education staff in schools familiarize positive attitudes and behavior as a reflection of Pancasila people who are noble and virtuous.

Reading activities before lessons are one form of implementation of the school literacy movement in the habituation stage. The habit of fun reading activities in the school ecosystem aims to foster interest in reading and for reading activities in the school community. This is supported by the opinion of Wiedarti, et al (2012) which explains that one way to foster interest in reading is to familiarize school people to read books for 15 minutes every day. The 15-minute reading activity is carried out before the lesson begins or

at other possible times. This activity is carried out until all school people grow, develop, and arrive at the stage of love/love to read.

The fifteen-minute reading activity at Karangduwur 1 elementary school has become a school program with the results of its achievements, namely literacy competitions held every National Awakening Day. Students are given the freedom to demonstrate as a result of their literacy activities. Here is the explanation from the Karangduwur 1 elementary school the activity read before school "reading activity before the lesson is one forms of literacy activities. So, students are accustomed to reading about 15 minutes before the lesson activities begin. Even if it's only 15 minutes if done seriously and continuously, students will get the benefits. In this activity, I told the teacher to take part in the class. The teacher accompanies and conditions students in the class. The reading material provided is free, can be in the form of stories, fairy tale, or other readings. Then students retell/make rhymes / make poems / make sermons related to religion. The results of this student creation will be displayed in the reading corner board of each class. The goal of this activity is the literacy competition conducted on National Awakening Day.

Reading activities before the lessons conducted at Karangduwur 1 elementary school were conducted for 15 minutes before the teaching and learning activities began. Class teachers have an important role in carrying out these activities. Based on interviews with fifth-grade teachers, he stated that in this activity he had to prepare everything. It starts with preparing students, arranging classes, controlling implementation, monitoring student progress, and assessing and analyzing student work results. The teacher provides various kinds of books, which can be in the form of fiction or nonfiction books. The reading material used in reading activities can be in the form of storybooks, encyclopedia book, magazines, newspapers, and readings on the reading corner walls. Before this activity begins the teacher first conditions students and gives enthusiasm to their students. During the implementation of the activity, the teacher assists students.

In general, there are provisions regarding the reading material used in this reading activity. This is based on the appeal of the Language Development and Cultivation Agency (2016) that in reading fifteen minutes before the class begins there are provisions of the books used which are positively charged non-learning books. These books can be magazines, storybooks, comics, novels and so on. Of the various types of books, students are given the freedom to choose the reading they like and without demands (Nopilda & Kristiawan, 2018). The type of reading used is reading the narrative. Narrative reading can be done with several forms of reading practices such as reading aloud, reading silently, reading together, reading the guide, and reading independently.

Besides that, concerning the habit of reading and writing before the lesson, the school has made a "sami sabu" program or one week one book. Every week students are allowed to read one book. The class teacher tells students to provide reading material that will be used for literacy. During the implementation of reading activities, the teacher accompanies students in the class so that the activities run conducive. After reading, students write the contents of the reading they have read. At the end of each week, the teacher corrects the results of the work and one of the students is asked to tell it in front of other students. However, the activities of one week a new book can be applied for high-grade students and The level of reading before this lesson is effective when the first semester of learning.

Implementation of reading activities in each school has its policies. As the results of research conducted by Wulandari (2017) which states that grounded activities (reading ten

minutes of books) are one of the activities that aim to foster students' love in reading. Each student brings a book from home that matches their reading ability. It does not attempt only from home, the student is allowed to borrow from the class or school library. It's just that the time used is 10 minutes after the Dhuha prayer.

Reading is not just voicing written symbols without questioning whether the spelled words/sentences are understood or not, but more than that. Reading activity is understanding the contents of ideas/ideas both express, implied even highlighted in the reading (Slamet: 2009). Thus, understanding becomes the product of reading that can be measured, not just physical behavior, voicing graphic symbols for hours while holding a book. The essence or essence of real reading is an understanding. Bergbauer and Staden (2018) suggest that in reading activities, a reader will carry and apply a repertoire of knowledge, skills, cognitive and metacognitive strategies during the reading activity.

Reading is a process that involves physical and mental activity (Nurhadi, 2016) in understanding the contents of ideas / ideas (Slamet, 2009) so as to get the message to be conveyed by the author (Tarigan, 2011) which involves collaboration between observing, understanding, and think about (Burhan, 1971). When viewed in terms of meaning and function, Dag (2017) defines that reading is a complicated process of interaction between physical and mental activities involving more than analyzing language codes or the process of deciphering a text. Reading knows no limits because it can be done anywhere, anytime, and by anyone. Based on the results of the research conducted, this is following the reading activities carried out at Karangduwur 1 elementary school. They applied reading activities before the lesson began for 15 minutes. This activity is one form of literacy held at the school. Reading activities before lessons have been applied in low and high class. For high-class students, the school has a sami sabu program, one week a book. The reading material provided is in the form of reading materials that are following the stages of development of students, educational material, and not hoaxes. The reading sources provided can come from a collection of storybooks, magazines, textbooks, newspapers, or reading material on the reading corner wall.

The series of activities in implementing reading activities before the lesson begins can be written as follows: first, the teacher tells students to prepare reading material. Second, the teacher conditions students and gives enthusiasm to their students. Third, the teacher monitors and guides students in carrying out these activities. Fourth, the teacher instructs students to present the contents of the reading they have read using their vocabulary. Fifth, the teacher evaluates and analyzes the development of student work. Sixth, the teacher and students discuss the readings. This activity is carried out every day with a span of 15 to 30 minutes.

The impact of pre-lesson reading activities on creative thinking skills

Reading activities have various benefits in everyday life. Everyone who does reading certainly has a reason why he needs to read the text. Furthermore, from the reading activity, the reader can take and feel the various benefits that are obtained. Rahim (2011) states that the benefits of reading are gaining knowledge and new insights that can increase intelligence. With the knowledge they have, they are better able to answer life's challenges in the future. The increasing insight and knowledge of someone will show that the more qualified he is so that he will be able to face every challenge of the 21st century today.

Creative thinking is one of the necessities of life in the 21st-century era. Therefore, early on students must be trained to have a creative mindset that is having unique ideas or ideas by looking at things from different perspectives. Chalkiadaki (2018) argues that creativity is a personal skill that includes curiosity, imagination, a sense of excitement and the ability to innovate. Creative thinking does not just appear. Kao (2016) further explained that creativity does not only consist of cognitive aspects but there are also non-cognitive aspects. The non-cognitive aspects described by Kao (2016) are in the form of personality domains that include five-factor models (FFM), which points out five primary domains of personality, neuroticism (N), extraversion (E), openness to experience (O), agreeableness (A), and conscientiousness (C). However, the dominant factors are extraversion (E) and openness to experience (O).

School is one place that can be used to shape the creative mindset of students. Based on interviews conducted with the head of Karangduwur 1 elementary school, he stated that Karangduwur 1 elementary school won second place in the school library field in the quality culture competition. Obtaining the champion caused by the creativity of their students. The results of the creativity were in the form of story writing, poetry, rhymes, report writing, and sticker making. All of that is the result of habituation to the literacy activities carried out in the school, namely by reading before the lesson. Even though it's only 15 minutes, it has many benefits for students. With students reading a lot, students' knowledge is increasingly increasing so they can foster creative thoughts. Membaca in the morning is still fresh in the condition it easier for students to understand what he had in his study. Thus, student knowledge will increase.

Reading involves thinking skills. Piaget (2002) argues that thinking skills are related to language development. Language mastery can be obtained through reading. Reading involves the brain to think in understanding the contents of a reading. The more often you read, the more your thinking skills are getting sharper. Besides, reading can increase knowledge and insight into things. With the knowledge that is owned will make someone able to create new ideas and look at things from various perspectives. Piaget further stated that children aged 7-10 years are in the concrete operational stage. At the stage of concrete operational development, students can remember and think logically and understand the concept of cause and effect. With the ability to remember and think logically, students can understand the contents of the reading well.

The more knowledge that students have will support their creative thinking skills. Students who have the habit of reading with all the knowledge they have can develop their ideas according to their level of imagination. This is reinforced by the results of interviews conducted with fifth-grade teachers as managers of reading activities before class lessons. He stated that with this activity, students' knowledge increased and students were free to develop ideas according to their level of imagination. Sometimes, the teacher does not expect the results of the ideas that the students have. Some students can develop each of their ideas using the words they make themselves. Besides, teachers also often help students in creating new ideas by providing stimuli to provoke their creative thinking patterns.

The impact of pre-lesson reading activities on students' creative thinking skills can also be seen from the documentation analysis of students' writing results after the reading is finished. Analysis of the results of writing is based on indicators of creative thinking. Researchers use indicators of creative thinking skills developed by Goff and Torrance (2002) which include fluency (fluency of ideas), originality (uniqueness of ideas),

elaboration ability (the breakdown of ideas), and flexibility (variations of ideas used to solve problems). The results of the analysis of the impact of pre-lesson reading activities on creative thinking skills of fifth-grade students of Karangduwur 1 Elementary School are as follows:

Table 1. Recapitulation of Results of Student Creative Thinking Analysis

Indicator	The number of students	%
Fluency	18	67
Originality	8	29
Elaboration	12	44
Flexibility	15	56

Based on the table above it can be explained that there are 18 students who have a level of fluency in generating ideas, 8 students who have a level of authenticity of ideas (originality), 12 students who have a level of elaboration, and 15 students who have variations of ideas in solving problems (flexibility). The table from the table shows that many creative thinking abilities are owned by students, namely the level of fluency as much as 67%, flexibility as much as 56%, elaboration of 44%, and originality of 29%.

Fluency is an indicator of creative thinking that is related to the ability to easily back up many ideas. The more ideas that are owned, the greater the opportunity to find better ideas. The fluency in creative thinking can be seen from several indicators that can spark many ideas, many answers, many problem solving, many questions smoothly; provide many ways or suggestions for doing various things, and always think of more than one answer. Analysis of fluency indicators as an impact of reading activities before the lesson that is seen from the many ideas that appear after students do reading activities. Based on the results of the analysis of documentation studies show that eighteen students were able to meet these indicators.

Flexibility refers to the ability to generate many ideas. Indirectly, flexibility shows the ease of obtaining certain information. The ability of flexibility in creative thinking can be seen from several indicators, namely generating ideas, answers, or questions that vary; see a problem from a different perspective; and the ability to change the way of thinking. Analysis of flexibility as an impact of reading activities before the lesson that is seen from how the ideas raised by students after reading before the lesson. Based on the results of the analysis of documentation studies show that fifteen students can meet these indicators of flexibility.

Elaboration refers to the extent to which a product can combine elements that are not the same/similar into a sophisticated and coherent whole (Munandar, 2014). The ability of elaboration in creative thinking skills can be seen from several indicators, namely being able to enrich and develop an idea or product; and adding or detailing in detail an object, idea, or situation so that it becomes more interesting. Elaboration analysis as an impact of reading activities before the lesson that researchers see from how students can develop the ideas they have. Based on the analysis of the documentation study shows that twelve students can meet the elaboration indicators.

Originality is the extent to which a product has renewal in terms of the new concepts involved. The ability of originality in creative thinking can be seen from several indicators that can give birth to new and unique expressions; think of unusual ways to express themselves; and able to make unusual combinations of parts or elements. Analysis of

originality as an impact of reading activities before the lesson that researchers look at the novelty of the ideas generated after reading activities. Based on the analysis of the documentation study shows that eight students can meet the originality indicators.

Based on the analysis of various data that has been presented, the reading activity before the lesson has an impact on some creative thinking skills indicators. This is also reinforced by the results of a study conducted by Wang (2012) which states that creative ability is significant and positive elaboration correlates with the score of reading and writing in English. Elaboration is the ability to develop, expand, perfect, and even apply ideas (Torrance, 2001). A positive attitude towards reading and writing has an impact on creative performance, and the number of hours spent on various reading and writing activities influences creativity in thinking. Reading activities before lessons are carried out continuously able to have an impact on students' creative thinking abilities. As knowledge increases, students become free in developing ideas according to their level of imagination.

CONCLUSIONS

Reading is a process that involves physical and mental activities in understanding the contents of ideas/ideas so that they get the message to be conveyed by the author which involves collaboration between the skills of observing, understanding, and thinking. Reading activities before lessons are one form of initial literacy in the form of reading activities carried out for 15 minutes before the lesson. The implementation of reading activities before the lesson includes: first, the teacher tells students to prepare reading material. Second, the teacher conditions students and gives enthusiasm to their students. Third, the teacher monitors and guides students in carrying out these activities. Fourth, the teacher instructs students to present the contents of the reading they have read using their vocabulary. Fifth, the teacher evaluates and analyzes the development of student work. Sixth, the teacher and students discuss the readings. Reading activities before lessons have an impact on improving students' creative thinking skills, especially in fluency. The order of creative thinking indicator of the percentage of the highest of fluency, flexibility, elaboration, and originality.

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