



Elaboration Thinking and Fluency Thinking Aspects of Creative Thinking Skills in Writing Essays Media-Based Image Series

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Abstract. The existence of a 21st century learning paradigm that includes skills focused on 4C, one of which is creativity. The implementation of learning in the 21st century seeks to make students skilled in creative thinking. This study aims to analyze creative thinking skills in writing narrative essays through picture series media in elementary schools. This study is a descriptive qualitative study with a case study approach. The sample was determined by purposive sampling and snowball sampling techniques with certain considerations and objectives. This study uses content validity testing techniques and the instruments used are validated by experts then using technical triangulation and source triangulation. Research data were collected through interviews, observations and documentation which were then analyzed based on indicators. Analysis of creative thinking skills is carried out based on indicators on aspects of creative thinking skills. The aspects of Elaboration and Fluency thinking in creative thinking skills in writing narrative essays still need to be reviewed. Results like this can affect the learning process of writing narrative essays further. Creative thinking skills are also influenced by internal and external factors. 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, image series, elementary school.

1 Introductions

Efforts to foster the quality of human resources in Indonesia who are ready to face the challenges of 21st century competencies today through the implementation of education. The 21st century educational paradigm focuses on mastering a wide range of important skills. Skills needed in the 21st century focus on the 4Cs, including communication, collaboration, critical thinking and creativity [1]. One of the skills that is the main concern in dealing with increasingly complex problems is creativity in thinking. Creative thinking is a softskill important as a learning product. Creative thinking skills are the learning goal in all subjects, including Indonesian. Creativity in students will develop if they are involved in a new way of thinking, dare to give new

ideas, and have different thoughts (divergent thoughts), compiling questions and conjectures of answers. Students can show the level of creative thinking skills in the activity of writing narrative essays sourced from the arrangement of pictures. Creative thinking can be shown through aspects Elaboration and aspects Fluency which is in narrative writing. Aspects Fluency or smoothness in finding storytelling ideas consisting of varied ideas, details based on 5W+1H, continuous relationships between topics, presentation of logical ideas, and sentence arrangement in harmony and cohesive paragraph arrangement. Aspects Elaboration or detailing narrative ideas includes developing ideas, describing ideas in detail and in detail, choosing diction, and structuring sentences in a constructive and complex manner.

Many students are still lacking in detailing narrative essays based on 5W+1H on the aspect of Fluency thinking based on the narrative written. The narrative essays written by students are still lacking in describing various activities in writing narratives so that they seem monotonous. The ability to connect topics between sentences and paragraphs in the narrative is still not cohesive, but sentence writing contains logical ideas. The lack of the ability to detail topics, ideas, and situations in detail in narrative essays written by grade III students is included in the Elaboration thinking aspect. Students also still describe ideas randomly in writing narrative essays so that they do not have a sequential continuous relationship. Based on this aspect, students are able to develop ideas simply in writing narrative essays, but have not included unique ideas. Sentence writing has used a construction structure (consisting of Subject, Predicate, Object, and Description), but has not chosen the right diction. The initial data was supported by interviews with representatives of class III students as many as 3 students explaining that students had difficulties in describing the ideas of the narrative essays written. Grade III students are also difficult to detail ideas in writing writing essays. Based on the explanation that has been described above, in the process of learning creative thinking skills, there are still many students who are not optimal in writing narrative essays.

The purpose of education is to be able to train students to think creatively in solving problems that need to be solved and the skill of conveying thoughts [2]. Creative thinking appears if individuals have initial sensitivity to the situation they are facing, then problems in the situation can be identified and must be solved [3]. This is supported by [4] who explained that creative thinking has a strong relationship related to individual development and thinking skills in an individual. Creative thinking shows that each individual has sensitivity to the situation at hand, the situation needs to be sought to identify problems and require solutions in solving. This statement was reinforced by Weisberg in [5], creativity can also occur with a series of small stages derived from the initial idea that can be modified and elaborated more clearly. The emergence of creativity can be obtained from existing concepts and then changed in application to problems [6]. Based on this, students' creativity can solve problems and be skilled in communicating them [7].

Creativity has a big impact in daily life because it provides a new way. Creative thinking includes softskill which is important because it has an impact on the development of innovation. Creativity and innovation develop when students have the opportunity to get used to divergent thinking [8]. [9] adding that creative thinking is an

important skill acquired to adapt to rapid changes in globalization. The challenges of modern life that are full of uncertainty, high complexity and dynamics require the development of creative thinking skills in learning [10-11]. Creativity in creative thinking cannot arise without practice [12]. Therefore, efforts are needed to empower creative thinking in the learning process to familiarize students with creative thinking by daring to seek and find novelty [13].

The importance of communication is conveyed by [14] that students need to prepare for the future by being skilled in communication. Writing is a complex communication activity and needs to be learned and mastered for the next level. So it can be seen that writing is one of the most complex cognitive activities and involves many cognitive components. Writing activities are said to be complex because this activity is a manifestation of other language competencies [15]. The complexity of writing is due to the combination of writing and thinking activities as two activities that are carried out in tandem [16]. The complex nature of writing also shows the logical process of thinking to elaborate with effective language so that it can be enjoyed as a writing [17].

Narrative is also called storytelling [18]. Therefore, the most important element in the narrative is the element of action or action [19]. This is in accordance with one of the opinions [20] Suggesting that a narrative can be said to be like retelling in words the events that occurred. These words can be developed into sentences, then into paragraphs. The paragraph will be developed into a narrative essay. The form of writing in a narrative essay shows real events or fictitious events consisting of elements of the perpetrator, place and time of the incident [21]. The time series of events in the narrative essay is ordered according to the order of events [22]. Narrative is also known as a work in which various aspects of a series of stories that form meaning. The above opinion has been explained so that it can be synthesized that the narrative essay describes a story that has a series of events in the chronological order of events.

Writing a narrative essay describes the ability to write with the results of creative thinking and imagination development by the writer [23]. Moreover [24] explained that the writer also needs to have the ability to interpret ideas in written form so that it is easy for readers to understand. So the writer needs to have good creativity and come from himself. Writing a narrative essay also requires mastery of written language and oral elements because the two elements are interrelated and can help the writer in writing activities [25]. Therefore, the blessing in [26] stated that the role of narrative writing is very important for the development of Indonesia language skills in the learning process. So writing a narrative essay is the activity of sharing ideas from thoughts and feelings in the form of writing to tell an event systematically.

It is known that everything used in order to support students' learning is a learning medium. Cepy in [27], learning media is known as a container for the message of learning materials that will be conveyed towards the goals in the learning process can be achieved. According to [28], learning media is a means that has a function as a link between communicators and communicators in communicating. The opinion from Arsyad above can be known if the learning medium acts as an intermediary between communicators and communicators. A series of image media that provides an overview of an event or in its entirety. The completeness of the events in the series picture is presented in the form of a series of stories or events that are depicted in order. The story

is presented in the form of interconnected images and presents a complete story. The use of series pictures can train students to explain scenes in pictures. The images are sorted according to the storyline, then numbered so that they become a whole story [29].

Other benefits of using series image media by [17], including: (a) accelerating students in understanding the material; (b) make it easier for students to remember the names of objects, figures and activities seen; and (c) make it easier for students to understand the concepts in the material studied. The series of images can attract students' attention in understanding the material presented so that students can be motivated in the learning process [30]. [31] presenting visual information is very important to help in educational activities. The series of images can be used to help students find ideas in writing stories in sequence [32]. The use of serial image media can direct the attention center of students to observe the serial image. The activity of observing the series picture will make it easier for students to make sentences based on the picture to express the events in the series picture through writing. Then the sentences that have been made by students based on the series images can be assembled into a complete narrative.

Research related to creative thinking skills was conducted by [33] relate to the art of drama to develop creative and socio-emotional skills. The next research was conducted by [34] related to cooperative learning which contains reading and writing activities to review the level of creative thinking in students. In addition, the research carried out by [35] doing research on improving self-efficacy and creative self-efficacy to encourage creativity and learning in schools.

2 Method

Qualitative descriptive research methods are used in this study. This research was carried out by describing the variables studied in their entirety and thoroughly with descriptions and narrative sentences [36-37]. The presentation of research data is in the form of words, so it does not emphasize numbers. The single case study approach is applied to this research because the research involves only one environment and a specific period [37]. A strategy that focuses on one particular case intensively and in detail so as to develop in-depth knowledge of an object being studied.

This research was conducted at SD Negeri 02 Selokaton, Gondangrejo Karanganyar, Central Java. The subjects of this study include grade III students, classroom teachers, parent representatives and school principals. The subject of the research is determined through the purposive sampling with consideration of choosing a subject that is in accordance with the objectives of the research and then continuing Snowball sampling. With a small amount of sampling at first it will then increase like a rolling snowball [36].

The data collection technique of this research uses interviews and observations with respondents, class teachers, grade III students, parent representatives, and school principals, as well as documentation of the results of the work of writing students' narrative essays [36-39]. Data validity is carried out by content validity, technical triangulation,

and source triangulation. The content validity test technique used in this study, namely the use of instruments that can display the content of the required data and the instrument is validated by Expert. Triangulation techniques are 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 a data from various different data sources with the same technique. This technique compares and re-checks the data obtained from classroom teachers, grade III students, parent representatives, and school principals. From this comparison of data taken from different sources, if the results are the same, the data is valid.

The Miles and Huberman interactive analysis model contains the steps applied to this study as follows: 1) Data collection obtained from passive observation, structured interviews, and documentation analysis); 2) Data Reduction contains the process of selection, simplification, abstraction, and data transformation; 3) Data presentation is presented in an organized manner in the form of tables and descriptions so that data conclusions can be found; 4) Drawing conclusions is carried out by the researcher by trying to draw conclusions based on the findings of data that have been processed. Researchers in the research process are required to reduce subjectivity so as not to be impartial and understand the situation that occurs in the field [38]

3 Results and Analysis

The results of the observations analyzed in this study are the results of students' narrative writing. Then the student's narrative is analyzed based on indicators from the Elaboration and Fluency aspects. Based on the results of the observations above, creative thinking skills are detailed in 3 categories, namely high, medium, and low. The following observation results are based on the Elaboration and Fluency aspects of the narrative essay presentation:

Table 1. Results of the Analysis of Creative Thinking Skills in terms of Elaboration and Fluency Aspects.

It	Aspects	Category		
		Tall	Keep	Low
1.	Elaboration	28%	52%	20%
2.	Fluency	44%	32%	24%

3.1 Elaboration Aspect

Creative thinking skills have an Elaboration aspect that is related to the skill of detailing a series of events in detail and in a story. The Elaboration aspect has 5 indicators consisting of diction selection, writing sentence structures constructively and complexly, developing ideas, detailing a series of events in detail and sequence. Indicators of correct word selection can be shown by 5 students. Furthermore, the SPOK sentence structure writing indicators were presented as many as 44 out of 50 students. The number of students who succeeded in writing the development of ideas

was achieved as many as 39 people. Meanwhile, the indicator of narrating events in detail was presented by only 14 students, while the narration in sequence had been presented by 39 students.

The thinking aspect of Elaboration is categorized into 3 categories, namely high, medium, and low. The characteristics of students who are classified as high are obtaining perfect scores, namely 5 and 4 in their aspects; medium category, namely students who obtained peraspect scores of 3 and 2; and low categories, namely students who get scores of 1 and 0. The following are the details of the Elaboration thinking skills analysis:

Table 2. Results of Elaboration Aspect Analysis.

Categories Creative Thinking Skills	Number of Participants Who Meet the Aspects	Presented
Tall	14 students	28%
Keep	26 students	52%
Low	10 students	20%

3.1.1 High Category Elaboration Aspect

The level of creative thinking, especially the Elaboration aspect, is in the high category. This is known if students succeed in meeting the five indicators of the Elaboration aspect. So the score of the Elaboration aspect was obtained as many as 5 scores or was fulfilled perfectly. Students are able to develop picture ideas into several events, then the events are detailed and ordered according to the time of the event. In addition, students explained sentences with a construction and complex structure consisting of SPOK. Students have also been able to choose the right diction on the use of words in the narrative.

The following are the results of interviews with parents of students who are included in the high category of Elaboration aspects to be able to strengthen the observations above:

P : Do your children often tell you?

OT : Yes, Miss. My son often told me stories because he was closer to me than his father. My son felt more reluctant to tell stories and ask for help with his father.

P : How are children's learning activities at home?

OT : My son if the study time is uncertain, Miss. So he usually learns as he wants. Sometimes after school, she changes her clothes and then continues to study or do assignments, Miss. Sometimes, he also has to play first and then study in the afternoon, Miss. In the past, during the pandemic of learning from home, my son studied from morning to evening with Disambi (paused) playing, Miss. My son always takes the time to study every day, Miss.

So it can be seen if students often tell stories and seem to have a lot of vocabulary when telling a topic. Students also have a high awareness of learning and independence. Learning awareness from students is expressed by learning activities that are carried out every day on a regular basis. In addition to being aware of learning needs, students also often do independent learning.

3.1.2 Medium Category Elaboration Aspect

The grouping of Elaboration aspects of students' writing is categorized in a medium group for the per-aspect category. This medium category is because the score was achieved by 2 points. The achievement of these 2 scores was obtained from the presentation of 2 indicators of the Elaboration aspect in the students' story writing. The inclusion of these 2 indicators consists of writing construction and complex sentence structures and describing the story in sequence. The total indicators in the Elaboration aspect are 5 indicators. So there are 3 indicators that cannot be shown by students in writing. Indicators that do not appear in the students' stories include the development of ideas appropriately, the details of the sequence of events, and the selection of the right diction.

The results of parent interviews of students with aspects of Elaboration in the medium category were presented to strengthen observations related to Elaboration thinking skills:

P : Do your children often tell you?

OS : My son rarely tells me, Miss. Even so, my son is open to me if anything, Miss. Actually, he also talks a lot but often plays, Miss.

P : How are children's learning activities at home?

OS : Usually my child learns in the afternoon and sometimes in the afternoon, Miss. In the afternoon, he studied for half an hour, Miss. Then at night he was told to study by his father, at least reading, Miss. If there is an assignment, he will do the task with his father, Miss. If there is no task, they are usually given the task of multiplication and division from their father, Mom. My son often learns with his father not with me because I don't understand, Miss.

The description from the parents of the students shows that the students do not have many stories at home. Students are seen telling makeshift stories and important things to their parents. This shows that students do not have too much vocabulary. Therefore, students find it quite difficult to write many sentences to describe the events in the story. Then learning activities, especially reading, become activities that are not routinely carried out. The duration of the reading is also only 30 minutes or can be called a short time for activities that are rarely done. Students also do not have self-awareness and full responsibility for their learning activities. This can be seen if students are still asked to learn first by their parents. In addition, students still often do play activities instead of studying, especially reading storybooks.

3.1.3 Low Category Aspect of Elaboration

The student's narrative shows that the Elaboration aspect obtained a score of only 1 score. The achievement of 1 score is due to the fulfillment of the Elaboration aspect indicator is also shown as many as 1 indicator. The indicator of the Elaboration aspect that was successfully included in the student's narrative was the inclusion of a constructive and complex sentence structure. This construction and complex sentence structure consists of the Subject, Predicate, Object, and Description sections. Meanwhile, there are 4 indicators of the Elaboration aspect that are not presented by students in the story. The indicators that are not included to represent the Elaboration

aspect are the accuracy of diction selection, detailed and detailed story details, and the development of appropriate ideas. Thus, students' creative thinking skills, especially the Elaboration aspect, are included in the low group for the category of obtaining per-aspect scores.

The results of interviews with parents were presented to support the results of observations on Elaboration thinking skills:

P : Do your children often tell you?

OR : Often, Miss. Every day my son tells me, Miss. Usually the story is after I get home from work, Miss.

P : How are children's learning activities at home?

OR : Usually after maghrib then at 19.30 it is finished, Miss. Depending on the task, Miss. Suppose only 10 questions are solved immediately, Miss. If there are many tasks, it will be continued tomorrow, Miss. If there is no homework, he reads but only for a short time, Miss. He often plays because I am busy with labor work so that the only one who controls his simmer at home, Miss.

Students read books only by reading material books, not in the form of story books. In addition, the family environment with mothers who work full-time and is entrusted to only one family. Therefore, supervision from parents on children's learning is also lacking. Then students prefer to play rather than learning activities.

3.2 Fluency Aspect

The Fluency aspect of creative thinking skills shows fluency in finding many ideas in storytelling. There are 5 indicators contained in the Fleuncy aspect, including details of events based on 5W+1H, inter-topic relationships, writing ideas that are varied and logically arranged, and narrative writing in a coherent and cohesive manner. Many students managed to write a series of events based on 5W+1H, which was only 18 students. The indicator of sustainable relationships between topics was shown as many as 35 out of 50 students. The writing of varied ideas has been presented by 47 students in the presentation of narrative essays. Ideas arranged in logical events have been displayed in the narrative of 30 students. Then the indicators of coherent and cohesive narrative preparation were presented by 19 students.

Furthermore, the aspects of Fluency thinking are broken down into 3 categories, namely high, medium, and low. This category is based on the score obtained from each Fluency aspect indicator. The characteristics of students who are classified as high are obtaining perfect scores, namely 5 and 4 in their aspects; medium category, namely students who obtained peraspect scores of 3 and 2; and low categories, namely students who get scores of 1 and 0. The following are the categories of Fleuncy thinking skills analysis:

Table 3. Results of Fluency Aspect Analysis.

Categories Creative Thinking Skills	Number of Participants Who Meet the Aspects	Presented
Tall	22 students	44%

Categories Creative Thinking Skills	Number of Participants Who Meet the Aspects	Presented
Keep	16 students	32%
Low	12 students	24%

3.2.1 High Category Fluency Aspect

The story writing presented by the students shows the acquisition of a score of 4 points in the Fluency aspect. The achievement of 4 scores is due to the fulfillment of four indicators out of five indicators shown by the Fluency aspect. There is one indicator that is not fulfilled from the narrative prepared by students, namely making a narrative with cohesive paragraphs. Then four indicators that can be presented from the students' stories, including writing varied and logical ideas, detailed narratives based on 5W+1H, and relating different topics. The fulfillment of these four indicators resulted in the Fluency aspect being included in the high category.

The results of parent interviews from students with Fluency aspects in the medium category were presented to strengthen observations related to Fluency thinking skills:

P : Do your children often tell you?

OT : Very often, Miss. My son usually tells me right away, Miss.

P : How are children's learning activities at home?

OT : My son immediately did his homework after school, Miss. Usually my son changes clothes and eats lunch first and then does the assignment that day or the material that is not clear, Miss. My child's motivation is to learn first before you can play, Miss. In the afternoon, my son will go to study and usually if it is night at 20.00 WIB, he already feels sleepy, Miss.

The results of the interview with the students were supported by interview answers with parents. The student's parents stated that this student often told many things, especially about his friends. This shows that these students have openness about many events in their daily lives to their parents. Furthermore, students also have sensitivity to the surrounding environment, marked by students' preferences for learning outside the classroom. In addition, students have very good motivation shown by a principle, "learning must be completed, then you can play." A principle from students who have a high priority on learning activities. Then, students also have a great concern for the completion of learning responsibilities as students. These students are seen to have good time management because of the elaboration of time and daily activities from parents.

3.2.2 Medium Category Fluency Aspect

Creative thinking skills in the Fluency aspect contain indicators, namely writing varied ideas, storytelling guided by 5W+1H, related topics, logical idea writing, and coherent and cohesive story making. Then the Fluency aspect indicators presented only consist of topic relevance and variable idea writing. So the achievement of the score obtained from the Fluency aspect is 2 scores out of a total of 5 scores. The acquisition of these 2 scores in the grouping of per-aspect scores falls into the medium category. Thus, there

are 3 indicators that are not visible in the student's narrative, namely the details of the story sourced from 5W+1H, the writing of logical ideas, and the creation of narratives that are not coherent and cohesive.

The results of interviews with parents were presented to support the results of observations on Fluency thinking skills:

P : Do your children often tell you?

OS : He is one of the children who are open to telling stories, Miss. Even the little things about last night's dream were told, Miss.

P : How are children's learning activities at home?

OS : For the duration of the study time adjusted to the assignment, Mrs. Suppose there is an assignment, he immediately works after changing his uniform and eating from school, Miss. But if there is none, he usually immediately watches television and then plays MobileMiss. Then if the task is still there, it will be continued at night, Miss. If there is no more task, then I will direct him to read even if it is only 30 minutes/1 hour until he feels tired, Miss. The maxiMiss hours of study, usually at 20.30 he already feels sleepy, Miss. So, my son learns little by little, Miss.

The elaboration of the results of the interview with the student is then supported by an interview with the student's guardian. Statement of parents The students explained that communication in the family went smoothly. When students communicate with their parents, students seem to need to be encouraged to tell the events that have been experienced. Then book reading activities are only carried out with thematic books based on lessons at school, not diverse storybooks. In addition, reading activities are carried out irregularly and continuously. Furthermore, students also show that they often do play or entertainment activities with technological devices.

3.2.3 Low Category Fluency Aspects

The category grouping shows that the Fluency aspect of student's narrative is included in low description. The low category in the Fluency aspect is because the achievement of a score is only obtained by 1 score out of a total of 5 scores. The acquisition of 1 score is shown from the fulfillment of only 1 indicator in the Fluency aspect, which is that various ideas have been written in the narrative essay of student. Meanwhile, there are 4 indicators of the Fluency aspect that are not achieved by student. Indicators of the Fluency aspect that are not included in the writing of Student include writing ideas logically, compiling essays in a coherent and cohesive manner, connecting between topics, and details of events based on 5W+1H information.

The following are the results of interviews with parents of students who are included in the high category of Fluency to be able to strengthen the observations above:

P : Do your children often tell you?

OR : Yes, Miss. My son is chatty and likes to talk directly to me or his father, Miss.

P : How are children's learning activities at home?

OR : Depending on the task, if there is still time to do it in installments, but if it is collected tomorrow, it will be done immediately, Miss. Usually I ask for the afternoon after school, if the child wants to do it, I ask to do it in the afternoon after Maghrib, Miss. If asked to learn, my son is easy, Miss. The longest duration of learning is 1 hour

because they are bored and their children say many reasons, Miss. My son has to wait for him to learn, he does it himself first, then I will be justified if it is not true, Miss.

Interviews with parents of student above show that students do not have a high interest in Indonesian Language lessons, especially writing narratives. This is shown by the parents of Student stating that the students' interest lies in counting activities. Then children's cognitive learning activities are only fixated on assignments from school. Students do not do activities to learn to read storybooks at home. Then students quickly feel bored and unfocused when learning, thus interfering with quality cognitive learning outcomes. Therefore, the output of children's cognitive learning outcomes is not high so that they are unable to apply theory to daily life.

3.3 Student's Critical Thinking Skill

Factors that affect creative thinking skills show that there are 2 factors, namely internal and external factors. Internal factors start from the individual in question, while external factors come from outside the individual. Based on the above presentation, the internal factors shown from the students include interest, discipline, and experience. Meanwhile, the external factors seen in the description above describe such as economic factors, support, and parental motivation.

Internal factors that affect the level of creative thinking skills can start from interest. When students have an interest in something, there will be a feeling of pleasure in learning. If there is no interest, then the feelings caused are only sad and difficult. The discipline factor is an important factor because there is a commitment in striving for discipline. The firmness to continue to consistently strive is an important factor in achieving something that is intended. Experience factors include events that have been experienced that have an impact on sensitivity to the environment can increase. Then adding experience can increase the development of knowledge in individuals.

External factors that can affect creative thinking skills come from other people, or it can be said that they are not from within the individual concerned. The support and motivation factor from parents has an effect on children's development. Parental motivation can encourage children to take actions with a specific purpose, such as learning actions. So parental motivation can result in children being moved to take an action to achieve a goal. Then family economic factors can also affect the creative thinking skills of students. This can be seen if both parents are working full-time, then the attention and supervision of the child's learning development is not well maintained.

Creative thinking skills present creativity that contains complex intelligence, including information processing by involving the depth and speed of the information process [40]. Then the description of the factors that affect creative thinking skills above is strengthened by [41] explained the factors that affect creative thinking skills consisting of academic ability and confidence of students and the learning environment. Then added by [42] Putting forward factors that can affect creative thinking skills include psychological factors such as internal motivation and confidence, experience and knowledge that has been obtained, the influence of the social environment, learning environment, and the facilities provided. Based on this explanation, it can be known that factors that can affect creative thinking skills come from internal and external.

4 Conclusion

The thinking aspects of Elaboration and Fluency on creative thinking skills in writing narrative essays still need to be reviewed. This is evidenced by the fact that there are still many student samples in the medium and low categories in the aspects of Elaboration and Fluency. Results like this can affect the continuity of the narrative writing learning process. Then creative thinking skills are also influenced by internal factors and external factors. Internal factors are related to factors that start from the individual that are more influential than external factors. Meanwhile, external factors come from outside the individual or the surrounding environment. Thus, there needs to be a follow-up in an effort to improve students' creative thinking skills on an ongoing basis.

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