

Learning Strategies For Writing Stories Based On Creative Thinking Onforeign Arabic Speakers

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ABSTRACT

A learning strategy is a technique consisting of plans, steps, and tools within the teaching and learning process to achieve learning objectives. The learning strategy for writing stories, or "Insya" in Arabic, was developed based on creative thinking. One of the subjects taught in Insya' is a modern Islamic boarding school based high school. Al-Husnayain Islamic Senior High School, Panyabungan, Mandailing Natal, is no exception. This study aims to determine the insya' learning strategy based on creative thinking for non-native Arabic speakers at Al-Husnayain Islamic Senior High School. The research method used is descriptive qualitative with case study on class XI IPA 1 even semester SMA IT al-Husnayaian academic year 2022-2023. The number of students is 29 people. The results of the study describe the learning strategies contained in the lesson plan. Creative thinking in the classroom runs well and appropriately. These creative thinking patterns are brainstorming, shemapping, metaphoring, and partial thinking diagrams.

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Introduction

The Ministry of National Education (Pemerintah, 2013) states that thinking skills are skills developed through the educational process. Thinking skills can be convergent, which leads individuals to think critically, or divergent, which leads individuals to think creatively (Setyanto et al., 2022).

According to (Ruyani, I., Ali, H., & Us, 2022) Thinking in the teaching and learning process has the following implications: (1) to help students achieve mastery of skills, educators use several methods and strategies, for example reciprocal teaching; (2) educators use a teaching approach that is in accordance with the objectives; (3) educators teach material that is in accordance with the context; (4) to avoid decontextualization, educators must enable students to overcome real problems in accordance with the objectives; (5) students classify problems into categories, make hypotheses, draw conclusions, conduct analysis, and solve problems; and (6) educators have an important role in increasing understanding in the teaching and learning process.

One of the subjects taught in Insyah is a modern Islamic boarding school based high school. God willing which means "to compose" is part of Arabic writing skills. Arabic in Indonesia is an optional and compulsory foreign language offered in schools and universities. In Insyah learning, educators teach students to compose using Arabic with their imagination in the form of sentences or paragraphs, as well as to use Arabic grammatical structures correctly, based on the rules of nahwu as the syntactic structure and the rules of sharaf as the morphological structure..

To present the thinking process in Insyah learning, researchers want an Insyah learning strategy with creative thinking patterns in the teaching and learning process in the classroom.

1. Creative Thinking

Individuals are social beings created by God with the ability to think, known as cognitive abilities. An individual's ability to think always develops with increasing experience and knowledge gained through curiosity and learning. The word "think" comes from the word "pikir" (thought) with the prefix "ber-". The definition of "think" in the Indonesian dictionary (Pembinaan Bahasa, 2023) is reason, memory, and imagination. (Kuswana, 2013) defines thinking as the use of reason to consider and decide something, to weigh things up in memory. According to Arends in (Nurmaliah, 2009) thinking is a process involving mental operations such as induction, deduction, classification, and reasoning. According to him, thinking is also the ability to analyze, criticize, and reach conclusions based on inference or careful consideration. According to (Arnyana, 2008) thinking is a cognitive process and mental activity to acquire knowledge.

Lilia Sari in line with Richard Paul in (Ling, 2012) argues that there are two components of thinking, namely basic thinking processes and complex thinking processes. Basic thinking or rational thinking processes are mental processes from simple to complex with activities. memorize, imagine, grouping, generalizing, comparing, evaluating, analyzing, synthesizing, deducting, and concluding. Complex thinking is a high-level thinking process that is grouped into problem solving, decision making, critical thinking, and creative thinking. Ashman Conway (1997) in (Sismulyasih, 2015) states that there are six types of thinking skills, namely metacognition, critical thinking, creative thinking, cognitive processes, core thinking skills, and understanding the role of knowledge content.

One of the thinking skills included in the learning process is creative thinking. Creative thinking is a component of the thinking process by finding or developing ideas, aesthetics, constructively related to views, concepts, determining aspects of intuitive and rational thinking, especially in using information and materials to bring up or explain them with the original perspective of the thinker. Creative thinking which is part of this higher-order thinking, according to Guilford (1959) in (Aziz, 2009) is a divergent thinking ability that tends to provide answers with various alternatives, and is different from critical thinking ability that converges with a tendency to want a single, most correct answer. (Hamid et al., 2008) states that creative thinking is the activity of solving problems by using a combination of all thought processes.

Creative thinking is often equated with creativity (Rababah et al., 2013). Creativity according to Sternberg and Lubart in (Sunito, 2013) is the ability to work and produce something new (original, never existed before) and appropriate (useful, fulfilling the expected work goals) and people who have this creativity are called creative people.

Creativity can be grouped into P Four's Creativity, namely person, process, press, and product (Eysenk, 1993; Simonton, 2003; Salsedo, 2006) in (Aziz, 2009). Creativity in the person group is creativity focused on individuals who have abilities or skills or talents so they are called creative individuals. Creativity in the process group is creativity focused on the thinking process so that it gives rise to creative ideas, creates new ideas to solve problems, and involves something that already exists by connecting existing and new experiences. Creativity in the Press group is creativity focused on the encouragement of the internal and external individuals. Internal encouragement is in the form of a desire to create something creatively and external encouragement is in the form of a social and psychological environment in the form of experience and an environment that values new, unique, imaginative, and innovative things. Creativity in the product is creativity focused on something produced by individuals, creating something new or updating what already exists appropriately.

Guildford (1959) mentioned four characteristics of creativity, namely: (1) sensitivity to problems; (2) fluency; (3) flexibility; and (4) originality. Torrence (1995) in Rababah et al. (2013) mentioned three criteria for creativity: (1) fluency, flexibility, and originality. Baer (1993) also mentioned four characteristics of creativity, namely: (1) fluency; (2) flexibility; (3) originality; and (4) elaboration.

- a) Fluency, defined as fluency in words. Expressing ideas, connecting things, and expressing oneself. This fluency refers to the ability to express a multitude of ideas.
- b) Flexibility as the ability to produce varied ideas, more than one.
- c) Originality as the ability to produce unusual ideas,
- d) Elaboration is the ability to develop ideas and elaborate them in detail.

2. Learning Insha'

Insha' or composing is part of writing skills in Arabic. Language processes almost simultaneously with the thinking process because language processes begin with the thinking process (Chaer, 2009) or language initiates the thinking process (Purwanto, 2011). In psychology, language is the involvement of meaningful coding and production. Language involves active reception and understanding through decoding language output (Ling, 2012) can be expressed through language symbols to have meaning. From this explanation, it shows that language skills can be active-receptive, namely in the ability to read and listen, and active-productive in the ability to write and speak.

Insha' comes from the Arabic word إنشاء, meaning to compose. Insha' is one of the writing skills in Arabic language learning. Arabic in Indonesia is an elective and compulsory foreign language subject. For example, at the Al-Husnayain Panyabungan Integrated Islamic Senior High School in Mandailing Natal, Arabic is a compulsory subject in all majors. (only science and social science majors). Arabic at this school is divided into the subjects Tamrin Lughah (Beginner's Arabic), Arabic (General Arabic), Nahwu (Syntax), Shorof (Morphology), Insha' (Composing), Mutholaah (Reading Books), Mahfuzhat (Arabic Words of Wisdom), and Khot (Writing Calligraphy) (Husnayain, 2015).

Insha' as a writing skill in the form of sentences and paragraphs that are arranged according to their grammatical structure, namely based on the rules of nahwu as a syntactic structure and the rules of sharof as a morphological structure, also expressed the meaning and feelings of a person. Hunna al-Fakhri describes the definition of Insha' as a person's expression of his thoughts and feelings by using certain words in sentences. (1971., المصري) defines Insha' as the science of knowing how to convey meaning and arrange it with

appropriate expressions in their place. *Insya'* is a person's ability to express and arrange main ideas, feelings, understanding by using good, appropriate, structured, correct grammatical structure of *nahwu* and *shorof* in the form of sentences and paragraphs.

(Putri, 2015) is divided into two types, namely *Insya'* Muwajjah (guided writing) and *Insya'* Hurr (Free Writing). *Insya'* Muwajjah is guided or guided writing with a certain word structure, writing using simple grammatical forms (Hamid, Baharuddin, Mustofa, 2008: 55), for example: (1) forming sentences according to examples with other words; (2) rearranging paragraphs by changing the subject; (3) arranging random sentences into a paragraph; and so on. *Insya'* hurr is free writing, developing thoughts according to the chosen theme while still paying attention to grammatical structures, both *nahwu* and *shorof* (Hamid et al., 2008) for example: (1) telling experiences; (3) writing daily activities; (4) making event reports; and so on.

In this discussion, the *Insya'* referred to is *Insya'* hurr, based on the *Insya'* learning syllabus for class XI semester. Even number Al-Husnayain Integrated Islamic Senior High School, Panyabungan, Mandailing Natal Academic Year 2022-2023 and in the ACTFL Proficiency Guidelines 2011 in (Murtadho, 2012) which states that learning writing skills at the Senior High School level is at the "Middle Elementary" level, namely the subject themes include activities and school, the ability to describe, detail with verb structures indicating the present, summarizing with the provisions of general themes in the form of paragraphs and following applicable grammar, as well as using good and correct vocabulary.

3. Pattern Think Creative in Learning Strategies *Insya'*

(Rababah & Melhem, 2014) stated in their research results that there are five factors inhibiting creativity in writing in a foreign language (observing English Foreign Language) in schools in Jordan, namely: (1) Inadequate vocabulary; (2) not coherent or appropriate; (3) lack of attention or enthusiasm from educators; (4) no feedback (repetition); (5) lack of motivation. Richard (2013: 12-17) stated that educators who apply creativity in the classroom must: (1) have knowledge (2) have confidence (3) have a commitment to help students succeed (4) variation (5) have many strategies/techniques (6) dare to take risks and (6) be relativistic.

From the statement above, learning strategies or techniques are very basic things in the teaching and learning process after the approach and method. Strategy in learning is a learning technique in the form of plans, rules, steps, and tools in the teaching and learning process in the classroom to achieve learning objectives (Hamid et al., 2008). (Al-Khuli, 2008) states that the practice of *Insya'* hurr can be done in six steps, namely: (1) thinking; (2) brainstorming; (3) writing elements or compiling concepts; (4) concept analysis; (5) checking again (repetition); (6) final writing.

Some creative thinking patterns that can be used in writing skills learning strategies, including *Insya'*, are:

a) Brainstorming (Al-Khuli, 2008) is a technique for generating ideas or concepts free from judgment or evaluation. This technique avoids criticism of ideas or concepts, concepts are written without editing, all ideas are accepted even if they are not of high quality, and contributions or input from others are welcomed.

b) Shemap (Hassoubah, 2004) is a technique for generating new thoughts with six steps included in the acronym "shemap", namely: (1) speculation; (2) hypothesis; (3) expansion; (4) modification; (5) analogy; (6) prediction.

c) Spatial thinking diagrams (Hassoubah, 2004) are a thinking technique that transforms ideas written in prose into non-prose. This technique transforms ideas, concepts, and descriptions of themes into diagrams for easier memorization.

d) Metaphoring (Sunito, 2013) is a technique for changing a material state and meaning to another state. This technique has six steps with the acronym "create" namely connect, relate, explore, analyze, transform, experience: (1) Connect, namely connecting two or more different things as a comparison, whether in the form of metaphors, analogies, stories, legends, symbols, and hypotheses; (2) Relate, namely linking the differences of two or more ideas, observing them with experience; (3) explore, namely exploring similarities so that ideas and feelings emerge; (4) analyze, namely analyzing ideas that have been thought of; (5) transform, namely transferring ideas into images, models, or objects and discovering new things; (6) experience, namely applying images, models, discoveries as context.

Method

This study uses a descriptive qualitative method in the form of a case study of 29 students of class XI IPA 1 Semester 2 of SMA IT al-Husnayain Panyabubgan MAndailing Natal. The data collection technique used direct observation with the researcher as an active participant as the teacher teaching Insyah' in the class. The collected data was triangulated for data validity (Creswell, 2014). The research data were in the form of Insyah' learning strategies using creative thinking patterns practiced in the class. Data analysis was carried out using the (Miles et al., 2019) with the steps of data collection, data reduction, data presentation, and drawing conclusions.

Results and Discussion

In using the Insyah' learning strategy in class XI Science 1, Even Semester of the Academic Year 2022-2023, the teacher designs a Learning Implementation Plan (RPP) for each meeting in class (documentation of learning devices Insyah' year 2022-2023).

This research only focuses on one subject with the theme of al-'amal (العمل) which is delivered in four (4) meetings. The RPP lists the Competency Standards (SK), Basic Competencies (KD), and Indicators which can be seen in the following table:

A. Competency standards Compose an essay about Allah
B. Basic competencies 1. Translating (ترجمة الإندونيسية عن الحكاية عن العمل) ثلاث قطط 2. Expressing ideas about (الحكاية عن) ثلاث قطط 3. Knowing about Allah SWT 4. Composing by arranging paragraphs into a story about الحكاية الأرنب
C. Indicator 1. Translate the essay well about العمل 2. Applying Arabic language to essays 3. Compose an essay with the main idea 4. Enriching vocabulary about العمل 5. Making a conclusion from the story about العمل

The learning methods used are direct methods, eclectic methods and translation methods. Evaluation or assessment of students' composition includes: (1) creative thinking characteristics which include fluency, flexibility, originality, and elaboration; (2) grammatical structure (grammar) according to indicators (Arnyana, 2008).

The implementation of the lesson plan in the classroom proceeded smoothly and

appropriately. The time allocated for each meeting was 2 x 40 minutes. Next, the researcher explained the implementation of the lesson plan, including teacher feedback and student responses based on direct classroom observations (Sismulyasih, 2015).

1. Brainstorming Patterns

The brainstorming pattern guides students in generating ideas/concepts for titles and sub-titles in writing a story with the theme "my experience(Dardjowidjojo, 2005)." In searching for concepts/ideas, students can discuss with their peers and the teacher. Students' concepts/ideas are accepted by the teacher without any blame(Kuswana, 2013). The concepts/ideas are developed into a story of two to three paragraphs. The implementation steps are shown in the following table:

Activity (Teacher Feed)	Time Allocation (Minute)	Life skill aspects that are developed (Student Response)
1. Introduction : Apperception and Motivation ○ Greeting and starting the lesson with basmalah ○ Knowing student attendance ○ Providing apperception/material that is related to the material being taught and providing motivation. ○ Convey the competencies of the material to be taught	10	○ Students are able to describe the material in general terms.
2. Core activities Exploration and Elaboration (Brainstorming Pattern) ○ The teacher asks students to tell about their holidays in groups (one group of four students)	10	○ Students tell their group members about their vacation by exchanging stories.
○ The teacher asks students to compile a concept from the story with the help of 5W1H questions to be made into a composition containing a title and sub-contents.	10	○ Students develop a concept regarding their holiday "العمل" (activities) in the form of a title and sub-contents.
○ The teacher invites students to discuss with him and his friends about the students' concepts/ideas.	5	○ Students receive responses, suggestions, input from teachers and friends.
○ The teacher delivers new vocabulary and repeats	5	
	25	○ Students understand and use new vocabulary in compositions

vocabulary that has been given. ○ The teacher checks the concept/idea and asks students to write it in 2-3 paragraphs with verbs showing past tense (fiil madhi)		○ Students write essays with concepts/ideas that have been approved by the teacher (the teacher does not blame the concepts/ideas created by students)
3. Closing activities. confirmation ○ The teacher asks students to collect stories about "العمل" for correction by focusing on the concept/idea of the title and subtitles and the use of past referring verbs (Fiil Madhi) ○ Close the lesson by reading the hamdalah and saying greetings	15	○ students collect stories about "العمل" ○ Students receive back the essays that have been corrected by the teacher.

2. Shemap Pattern

The shemap pattern guides students to generate new ideas through six steps: speculation, hypothesis, expansion, modification, analogy, and prediction (Richard, 2013). In the speculation step, students begin to make assumptions about the content of the story presented by the teacher in Arabic. "ثلاث قطع" and understand the meaning of new vocabulary. In the hypothesis, expansion and modification steps, students can write their opinions about the story in one to two paragraphs with agreed grammar, namely using present tense verb (fiil mudhori). Modification stage, students can compare with other situations (Chaer, 2009). Analogy stage, students can write a mandate and conclude the story. The implementation steps can be seen in the following table:

Activity (Teacher Feed)	Time Allocation (Minute)	Life skill aspects that are developed (Student Response)
1. Introduction : ○ Greeting and starting the lesson with basmalah ○ Knowing student attendance and providing motivation ○ Reviewing previous lessons by explaining the results of corrections to students' essays	15	○ Students understand the errors in the composition and how to write it correctly. ○ Students are able to describe the material in general terms.

○ Conveying the competencies of the material to be taught by reminding people about present tense demonstrative verbs (Fiil Mudhori)	10	○ Students understand the story being shared and begin to speculate.
2. Core activities (Shemap Pattern) Writing Preparation ○ Speculation Stage:The teacher asks students to listen to the description of the teacher's writing (to save time, the teacher can use an LCD screen, or writing that has been prepared on cardboard, or on cards that will be distributed to each student's desk) with the title ثلاث قطط (Three Cats)	10	○ Students understand new vocabulary and ask about vocabulary they don't understand.
○ The teacher provides new vocabulary contained in the writing ثلاث قطط and helps students remember vocabulary they already know.	10	○ Student representatives convey their opinions on the hypotheses they have made.
○ Hypothesis Stage:The teacher asks for opinions regarding the content of the writing and writes their opinions on the blackboard	25	○ Students write their opinions in 1-2 paragraphs using mudhori verbs.
Writing Activities ○ Expansion Stage:The teacher asks students to organize their opinions in writing and connect them to one situation (1-2 paragraphs)		○ Students can connect, compare, and compare with predetermined situations.
○ Modification stage:The teacher asks students to use present tense demonstrative verbs (Fiil Mudhori)		○ Students write the wisdom/message contained in the writing ثلاث قطط and conclude.
○ Analogy stage:The teacher asks students to connect and compare		

with certain situations that the students have determined. ○ Prediction Stage: The teacher asks students to estimate the wisdom/message that can be taken from the text and draw conclusions.		
3. Closing activities. ○ The teacher asks students to collect their writing ○ The teacher asks two or more students to write down the wisdom and conclusions they wrote on the board. ○ The teacher corrects and provides input and suggestions on the students' writing on the whiteboard. ○ Close the lesson by reading the hamdalah and saying greetings	10	○ Students can learn several messages, conclusions about الحكاية (ثلاث قطط) and know the correct spelling.

3. Metaphoring Pattern

The Metaphoring pattern directs students to transform one state of matter and meaning into another. This technique has six steps: connecting, relating, eliciting, analyzing, transferring, and applying.

At the connecting stage, students are directed to remember about العوامل الجوازم والنواصب في الجملة. At the emergence stage, students write sentences using Arabic and العوامل الجوازم والنواصب في الجملة. At the stage of relating, students can arrange the sentences into sentence structures according to their wishes, namely with the structure of the number of fi'ilayah (sentences that begin with verbs) or the number of ismiyah (sentences that begin with nouns), and translate them into Indonesian (Arnyana, 2008). At the analysis stage, students observe the similarities and differences of the answers and find the correct spelling of العوامل الجوازم والنواصب في الجملة. In the transfer stage, students create sentences that contain concepts/ideas in the form of a coherent story in a random order. In the implementation stage, students exchange tasks and respond to each other's work by arranging the sentences into a coherent story (Sismulyasih, 2015). The implementation steps are shown in the following table:

Activity	Allocation Time (Minute)	Life skill aspects that are developed
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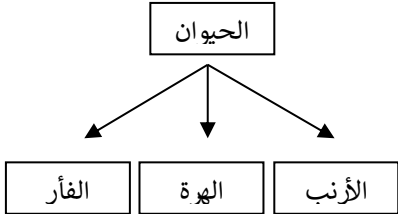
1. Introduction : (Metaphoring Pattern)) ○ Greeting and starting the lesson with basmalah ○ Knowing student attendance ○ Connect Stage: Connecting the previous meeting material with the current material, namely present tense demonstrative verbs (fiil Mudhori) and introducing letters that can precede them, namely the letters that indicate them and the letters that determine them (العوامل الجوازم والنواصب في الجملة) such as أن، لن، لا، لم، etc. using cards as the medium. 2. Core activities ○ The teacher writes 2-3 sentences in Indonesian on the board and asks them to translate by practicing (العوامل الجوازم والنواصب في الجملة) ○ Relate Stage: The teacher asks several students to write their answers on the board (selecting students who work on the sentence structure of the number of Islamic nouns and the number of Islamic nouns) ○ Analyze Stage: The teacher invites students to analyze and observe the similarities and differences in the answers and find the correct spelling. ○ Transform Stage: the teacher asks students to form groups (two people in one group) and make sentences that have a sequence of events/incidents using (العوامل الجوازم والنواصب في الجملة) randomly 1-6 sentences without harakat/lines. ○ Experience Stage: The teacher asks one group to exchange their writing with	15 10 10 10 10 15	○ Students are able to describe the material in general terms. ○ Students know about Islam and Islam. ○ Students write translations using (العوامل الجوازم والنواصب في الجملة) and free sentence structure (Number of ismiyah or number of fi'liyah) ○ Students write their answers on the board in the form of sentences about the number of Islamic nouns and the number of Islamic nouns. ○ Students analyze and observe the similarities and differences of the answers and find the correct spelling. ○ Students write 1-6 sentences that have a random story sequence. ○ Students arrange random sentences into complete paragraphs from other groups.
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another group. The group that receives their friend's writing has the task of arranging the sentences into a complete paragraph.		
3. Closing activities. confirmation ○ The teacher asks the group to return the writing and answers to the group that has the writing. ○ The teacher asks the group that has written to correct the answers of the other groups from their writing. ○ The teacher helps to correct by going around to each group. ○ The teacher asks for the correction results to be collected as an evaluation. ○ The teacher closes the lesson by reading the hamdalah and saying greetings	10	○ Students return their writing and answers to the group that has the writing. ○ Students correct answers from other groups ○ Students know and can know the correct writing of العوامل الجوازم والنواصب في الجملة in sentences and paragraphs

4. Partial thinking diagram pattern

The partial thinking diagram pattern guides students to create ideas/concepts for titles and subtitles in composing stories by thinking in a way that transforms written ideas into diagrams to make them easier to remember. Students are trained to compose paragraphs into stories about Godby first creating a concept/idea. The concept goes from general to specific. From title to sub-sub title. The following is the implementation in class, contained in the table:

Activity	Time (Minute)	Life skill aspects that are developed
1. Introduction : Apperception and Motivation ○ Greeting and starting the lesson with basmalah ○ Knowing student attendance ○ Providing apperception/material that is related to the material being taught and providing motivation. ○ Delivering competencies from the material to be taught about creating concepts with summaries in	15	○ Students are able to describe the material in general terms.

the form of diagrams about the story الحكاية الأرنب using card media (bithoqoh) 2. Core activities (Partial Thinking Diagram Pattern) ○ The teacher asks students to form groups ○ The teacher explains about the use of the bithoqoh that is shared ○ The teacher asks students to arrange the paragraphs in bithoqoh into one story. ○ The teacher asks students to summarize and conclude the story using the diagram provided. For example:  <pre> graph TD A[الحيوان] --> B[الفأر] A --> C[الهرة] A --> D[الأرنب] </pre>	15 15 15	○ Students understand how to use bithoqoh and know about the steps for composing an essay. ○ Students write and arrange sentences into paragraphs ○ Students make a summary in the form of a partial diagram and conclude about الحكاية الأرنب
3. Closing activities. confirmation ○ The teacher asks students to collect and correct students' answers. ○ The teacher asks several students to provide answers in the form of sentences in paragraphs, summaries in the form of diagrams, and conclusions. ○ Close the lesson by reading the hamdalah and saying greetings	20	○ Students know the correct answer ○ Students can create partial diagrams ○ Sisawa can conclude about الحكاية الأرنب

Conclusion

Insyah's learning strategy with creative thinking patterns in class XI IPA 1Al-Husnayain IT High School, Panyabungan, Mandailing Natal even year 2022-2023, starting with the teacher creating a Learning Implementation Plan (RPP) for each meeting. This strategy is implemented in the subject with the theme al-'amal (العمل) in 4 meetings with a time allocation of 2 hours x 40 minutes for each meeting. The creative thinking patterns used in Insyiah's learning are brainstorming patterns, shemap patterns, metaphoring patterns, and spatial thinking diagram patterns.

The only obstacle was the time allocation, which sometimes shifted to accommodate classroom conditions, so that not all students' Insyah assignments could be corrected in class. The suggestion for future researchers is to conduct focused research on the effectiveness of these creative thinking patterns in Insyah learning strategies and kitabah (writing skills) learning.

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