Brainstorming and Metaphor in Creativity of *Insya hurr* through Online Learning on Instagram Hashtags

Ade Destri Deviana [a,1], Lailatul Mubaarokah [b,2]

aSekolah Tinggi Ilmu Qur'an (STIQ) Amuntai, Indonesia
bSekolah Tinggi Ilmu Tarbiah (STIT) Al-Muslihun Tlogo Blitar, Indonesia

[1]ade.destri.d@gmail.com*, [2]lylaelmubaarok84@gmail.com

ARTICLE INFO

ABSTRACT

Creative thinking is one of the learning objectives proclaimed by the Indonesian government. Creativity includes four aspects, namely flexibility, originality, fluency and elaboration. The purpose of this study was to describe the implementation of these two patterns in learning *insya hurr* with Instagram hashtags. The research method used was descriptive qualitative of 98 active students (classes A, B, C) in semester II of the Department of Arabic Language Education STIQ Amuntai South Kalimantan for the period 2019-2020. The results of the study were the implementation of learning in 4 stages, namely: (1) the stage of brainstorming on creativity criteria on flexibility and originality by generating new ideas as story titles; (2) the brainstorming stage of fluency and elaboration creativity criteria with developing ideas into stories with the help of 5W1H and pictures; (3) metaphor on connect, relate, explore, and analyze with the review process; (4) metaphor the transform and experience with the publication and appreciation process (verbal and extrinsic motivation). Students could develop ideas that are varied and different from the writings of their peers, have the confidence to publish their own work with a good sentence structure. Students got motivation, support and direction for writing improvements because the lecturer in this pattern was the motivator and reviewer without giving an assessment in the form of numbers and without rejecting student ideas (all ideas are considered to be correct with improvements). In the process of implementing learning, students couldn't know the results of the achievements in the form of numbers.

Keywords	Brainstorming, Creativity, *Insya Hurr*, Metaphor, Online learning

مستخلص البحث

الإبداع (التفكير الإبداعي) من أهداف التعليم الذي تأكّده الحكومة في دولة إندونيسيا. احتوى الإبداع بأربعة جوانب وهي مرونة وأصالة وطلاقة وفصيلة. هدف البحث هو وصف النمطين في تعليم الإنشاء الحرّ بوصيلة برمجة *hashtag of instagram*. هذا البحث بمدخل الوصفى النوعي على ٩٨ طالبا نشطا (فصل أ، ب، ج) بالمرحلة الثانية بقسم تعليم اللغة العربية المعهد العالي لعلم القران (STIQ) أمونتاي كالمانتان الجنوبية في العام ٢٠١٩-٢٠٢٠. ونتيجة البحث هي أربع مراحل: (١) مرحلة العصف الذهني في الإبداع بمرونة وأصالة وفيها ظهور الفكرة المتنوعة المفرقة بكتابة أصدقاء الطلبة: (٢) مرحلة العصف الذهني في الإبداع بطلاقة وفصيلة وفيها تطوير الفكرة لكون نص الحكاية بمساعدة 5W1H والصور: (٣) والتفكير المجازي في الاتصال والربط والاستكشاف والتحليل بتصحيح الكتابة: (٤) والتفكير المجازي في التحويل والتجربة بالنشر والدافعة (الدافعة الشفهية والخارجي). الطلبة يتطوّر متنوعا وعندهم شقة في نشر الكتابة المنتاجة بالقواعد الجيدة. وهم يجيدون الدوافع من المحاضر والأصدقاء، ويجيدون دليل الحاضر لتصحيح كتابة نص الحكاية لأنه شيّق وخبير دون إطاء تقييم رقمي ودون رفض فكرة الطلبة (ظن كلها صحيح).

كلمات أساسية	العصف الذهني، التفكير المجازي، الإبداع، الإنشاء الحرّ، التعليم بعبر الإنترنت

INTRODUCTION

Ministry of Education (2003) states that thinking skills are skills that are developed through the educational process. There is a convergent thinking ability that directs individuals to think critically and has a divergent nature that directs individuals to think creatively. Thinking in the teaching and learning process has implications, namely: (1) to help students achieve mastery of abilities, educators use several methods and strategies, for example reciprocal teaching; (2) educators use a teaching approach in accordance with the objectives; (3) educators teach the material must be in context; (4) to avoid decontextualization, educators must enable students to solve real problems according to their 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. Thinking is a cognitive process, namely the ability to understand, analyze, criticize and reach conclusions based on inference or careful consideration (Khodijah, 2014). Creative thinking is often equated with creativity (Aziz, 2009). Creativity is the ability to work and produce something new (original, non-existent before) and appropriate (useful, fulfilling the expected work goals) and people who have this creativity are called creative people, namely people who are able to create something. The Researcher also works research to develop creative thinking in learning writing skill, there it shows The Teacher has important role as facilitator or instructor so that the students like the learning and enhancement of trust (Deviana et al., 2019).

Guildford (1959) states that there are four characteristics of creativity, namely: (1) sensitivity to problems; (2) fluency; (3) flexibility; and (4) authenticity. Torrence (1995) mentions three criteria for creativity, namely fluency, flexibility, and originality. Baer (1993) also mentions that there are four characteristics of creativity, namely: (a) fluency which is defined as fluency in words, express ideas, connect things, and express (Alzoubi et al., 2016; L. M. Rababah et al., 2013). This fluency refers to the ability to express many ideas; (b) Flexibility (Flexibility) as the ability to generate various ideas, more than one; (c) Originality (Originality) as the ability to generate unusual ideas; and (d) Elaboration (elaboration) as the ability to develop ideas and detail them in detail. Stated in their research results, that there are five factors inhibiting creativity in writing in foreign languages (observing English Foreign Language) in schools in (Rababah and Melhem, 2015), namely: (1) Inadequate vocabulary; (2) is incoherent or appropriate; (3) lack of attention or enthusiasm from educators; (4) no feedback (repetition); (5) lack of motivation. Educators who apply creativity in the classroom must: (1) have knowledge (2) have self-confidence (3) have a commitment to help students succeed (4) have variations (5) have

many strategies / techniques (6) dare to take risks and (6) reactive. From this, the learning strategy is a very basic thing to convey the teaching material in the teaching and learning process after the approaches and methods. Strategy in learning is a learning technique in the form of plans, rules, steps, and facilities in the teaching and learning process in the classroom to achieve learning objectives (Hamid et al., 2008).

Writing in learning Arabic has several levels, namely *imla* (dictation and correct writing system according to sentence structure based on *nahwu sharaf*), *insya* (writing fiction and facts), and kitabah (writing science and facts). Discussing insya, there are two types, namely *insya muwajjahah* and *insya hurr* (Al-Khuli, 2008). *Insya Muwajjah* is guided writing with a certain word structure, writing using simple grammar forms, for example: (1) forming sentences according to examples with other words; (2) restructuring paragraphs by changing the subject; (3) arranging random sentences into a paragraph; etc. *Insya hurr* is free writing, developing thoughts according to the choice of theme while still paying attention to the grammatical structures of both nahwu and shorof, for example: (1) telling experiences; (3) writing daily activities; (4) creating incident reports; etc. For students who are learning Arabic as a foreign language, namely students who do not speak Native Arabic, *insya* is differentiated as *insya muwajjahah* and *insya hurr* (Muradi, 2016). *Insya muwajjahah* is for beginner students, the lecturer assists students by providing vocabulary and sentence structure which is developed according to the theme that is also determined by the lecturer, arranging words into sentences, or arranging sentences into perfect paragraphs, practicing sentence structure in a sentence that has not been perfect arrangement yet, as conjunctions, *khabar muqaddam*, *inna, kaana*, to complex sentence structures such as *laisa, laa, nasab* letters, *jazm* letters and so on. *Insya muwajjahah* use structured textbooks and exercise books. *Insya hurr* is for advanced students, who have already understood well-structured sentence, have passed the previous *insya muwajjahah* lesson, in this lesson the lecturer becomes a guide for students to produce good written essays by determining the titles or sub-themes to be used in insya activities, student essay results will be corrected and the lecturer acts as a reviewer to be observed and given solutions for further improvements.

During the Covid pandemic, online learning (online) is compulsory for all school institutions in Indonesia. This government policy is to tackle the risk of exposure of students and educators to the covid-19 virus. In previous research, although 86% of students liked offline (offline) learning, this could not be realized because the situation was not possible, namely the end of June 2020, the people exposed to Covid-19 in South Kalimantan reached around 1,526 people, and the Indonesian population reached around 36,406 people (Deviana, 2020;

Purnamasari & Yahya, 2020). Continuous online learning is indeed a problem in the teaching and learning process, internet access that does not reach remote villages and weak connections in several sub-districts and villages, and internet payment fees that make some students unable to participate in the implementation of the teaching and learning process online. From that problems, educators always strive to improve innovation and creativity so that the learning process can run well, get balance, find the midpoint of some of the problems faced by trying to learn that is still fun, enjoyable, and achieved learning goals. Although online learning is breakthrough in Arabic language learning for era and post Covid-19 pandemic situation, this is a solution to without learning at class (Fauzi et al., 2020; Sa`diyah, 2020) This effort is in the form of using brainstorming and metaphor patterns in creativity in arranging tasks, *insya hurr*, through Instagram hashtags. Brainstorming is a technique of generating ideas or concepts that are free from assessment or evaluation. In this technique, criticism of ideas or concepts is avoided, concepts are written without editing, all ideas are accepted even though they are not of high quality, receiving contributions or input from others (Al-Khuli, 2008; Rababah & Melhem, 2015). Metaphor is a technique of changing a state of matter and meaning to another state. This technique has six steps with the acronym "create", namely connect, relate, explore, analyze, transform, experience: (1) Connect, which connects two or more different things as a comparison, either in the form of metaphor, analogy, story, legend, symbols, and hypotheses; (2) Relate, namely linking the differences of two or more ideas, observing them with experience (3) exploration, namely exploring similarities so that ideas and feelings arise; (4) analyze, which is to analyze the ideas that have been thought of; (5) transform, namely moving ideas into images, models, or objects and discovering new things; (6) experience, namely applying images, models, findings as context (Anwar, 2019; Sunito et al., 2013). Instagram is a social media that is used as a social networking service by sharing photos and videos and captions (explanatory sentences for these photos and videos, and can have hashtags (links to friends who follow their Instagram). This feature becomes a medium in the online learning process of creativity, *insya hurr* with brainstorming and metaphor patterns, although as a medium it is rarely used, based on research only 0.8% of Instagram is used as a learning medium, but in this study provides a different learning experience and overcome boredom in learning to use online media that is in great demand, namely WhatsApp (83%) and YouTube (15.5%) (Wargadinata, 2020). The selection of this feature is also because students often use Instagram as social media, then learning writing skill off Arabic needs media and technology make easy teach foreign language to non-native speakers (AlGhamdi, 2018; Li & Tong, 2019; Pimada et al., 2020). Thus, the purpose of this study is to describe the implementation of students *insya hurr*

by using brainstorming and metaphor patterns in creative task arrangement *insya hurr* through Instagram hashtags and their impact on students.

METHOD

This research used descriptive qualitative method to 98 active students from class A, B, and C Semester 2 majoring in Arabic Language Education, STIQ Amuntai South Kalimantan. The data collection technique used was direct observation with the researcher as an active participant (active participant) as the instructor of the *insya hurr* course in the class. The data collected was triangulated for data validity (Creswell, 2014). The data were in the form of brainstorming and metaphor patterns in *insya* learning with the development of student creativity through the collection of Instagram hashtag assignments that are practiced in 2 classes. Data analysis was performed using the model of Miles and Huberman with the steps of data collection, data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2009).

RESULTS & DISCUSSION

This research focuses on one theme, namely about daily activities in cities and villages (الأنشطة اليومية في المدينة والقرية) in 4 meetings (namely meetings 12 to 15). The learning objective is to be able to write Arabic stories in the form of paragraphs in descriptive or narratives according to observations and experiences of each student, using simple and complex sentence structures, namely the *jumlah ismiyyah* and *jumlah fi'liyyah*, *na'at man'ut, inna. and kaana, idhafah and the letters of jer*. In this *insya*, researchers require students to write using vowels, so that students know and understand carefully the position of words in sentences. The implementation of learning patterns for brainstorming and metaphor were:

First step of learning process

Teaching Process: brainstorming patterns with criteria for creativity, flexibility and originality. The lecturer directs students to create ideas/concepts, titles and sub-titles in composing stories with the theme "life in cities and villages (الأنشطة اليومية

في المدينة والقرية)". The concept of an idea will be immediately accepted if it is in accordance with the theme and is not the same as other students (new in nature) without rejecting and blaming (accepting all student concepts (ideas). Then ask students to use image media in telling stories. Then ask students to look for image according to their respective titles.

Learning Process: students are able to explore creativity on the criteria of flexibility and originality. Students look for concepts / ideas, can discuss with friends, lecturers, search on google, and reference books. Students find new ideas (originality) and temporary essay titles that are different from other students (flexibility). Then students look for pictures or make pictures according to the theme they choose (transform).

Second step of learning process

Teaching Process: brainstorming patterns with criteria for creativity fluency and elaboration. The lecturer directs students to write by paying attention to the correct sentence structure guidelines that have been previously studied (and also studied in the *nahwu* course), namely the nominal sentence, the verb sentence, *na'at man'ut, inna* and *kaana, idhafah* and letters of *jer*. The use of 5W1H (what, who, why, when, where, how) for the development of short stories (free essays) and found image.

Learning Process: Students are able to explore creativity on fluency and elaboration criteria. Students compile and answer questions about the use of 5W1H and pictures which are used as a medium of assistance (fluency). The answers are arranged into a story by connecting with the image media found with simple and complex sentence patterns (connection and experience). Students produce story texts (elaboration).

Third step of learning process

Teaching Process: metaphor patterns: connect, relate, explore, analyze. Lecturer receives and observes the text that students have compiled. Lecturers connect (compare the results of text with images), relate (link text with students' personal experiences), explore (observing the development of student creativity in *insya hurr* on the story), analyze (observe text according to the provisions of simple and complex sentence structures, conduct reviews).

Learning Process: Students are able to explore the creativity of metaphor patterns: connect, relate, explore, analyze. Students receive the results of lecturers' reviews to be revised. Students do connect (compare the results of lecturer's reviews with the previous text and then connect them with pictures), relate (correct the text according to the lecturer's direction and relate it to their experiences and pictures), explore (generate and develop ideas for text perfection), analyze (analyze again carefully revised text so that the text is ready for publication).

Fourth step of learning process

Teaching Process: metaphor, *insya hurr*: transformation, experience. The lecturer asks students to publish the final results of the story on Instagram social media with the hashtag, namely #kelasonlinevirtual as an assignment room

(transform), then observes the results by giving likes and comments on the published status (photos and text) according to the context without any assessment (evaluation), only giving praise of appreciation their work has been published without providing corrections or reviews of errors in writing (*experience*).

Learning Process: Students are able to explore the creativity of metaphor patterns: transform, experience. Students publish pictures and tech as the final result of student's creativity as assignments on Instagram social media with the agreed hashtag. (transform), students receive positive comments/responses in the form of motivation in the form of written remarks from lecturers on their status and respond to them, and also get good responses and praise from their peers (experience).

Figure 1: Students compile a story with pictures and 5W1H

Figure 1 describe the learning process on Instagram. It shows that learning *insya hurr* with the theme of daily activities in cities and villages (الأنشطة اليومية في المدينة والقرية). The students can create different and new concepts (ideas of thought) for each them. They can produce text (essays) with pictures and

questions (5W1H), namely what (ما), who (من), why (لماذا), when (متى), where (أين), how (كيف). Then, the Steps Learning show two pattern. first pattern is brainstorming. This pattern makes students are able to find and determine their own creative works, and students think that they are capable of completing work (assignments), compiling texts in a fluency and elaboration manner maximally. In this brainstorming pattern, lecturers are only reviewers who check their assignments by providing direction and input without criticism that kills students' creative works which can reduce their motivation (Hassoubah, 2004). Students who are not dominant or do not have the maximum writing ability are free to convey ideas without criticism, so that they can come up with various ideas and write anything (Ghanim, 2009). According to the theme that has been agreed upon, the writing is a process of their creativity from their own ideas or ideas obtained with the help of lecturers or friends, which are original and flexible (Aziz, 2009). In the process of compiling the text, students receive input from the lecturer, they assume that they get positive motivation from the lecturer, they have the opportunity to be able to correct their writing mistakes before the deadline for completing the story writing assignment ends. At the writing revision stage, the lecturer did not provide a numerical assessment (final evaluation), only provided notes for writing improvements. Brainstorming patterns like this are a solution to the delays in student creativity caused by lecturers who are considered not feedback, do not pay attention, and do not provide much motivation (Rababah & Melhem, 2015).

The Metaphor pattern leads students to think by connecting text and photo media that are compatible with meaning and condition (context) (connect and relate). The arrangement of sentences in the text is freed in the sentence structure as desired, but must be continuous. For example, students use a sentence structure with the verbal sentence, then the sentence begins with a verb, or with the nominal sentence, then the sentence begins with a noun (explore). Students correct the text according to the lecturers' suggestions After students think the text is perfect, students can ask for help from the lecturer to check their assignments again or they are sure that their assignments are correct and fit in the sentence structure or grammar or *nahwu sharaf* (Analyze). The Repairing sentence is important and students cannot disregard. We are not bore in this learning because without learn *nahwu sharaf* directly (Ardiansyah & Muhammad, 2020), also they can produce text correctly, appropriate description of text, and choose the appropriate words and sentences (Muradi, 2015). The next step is to implement and publish text on Instagram.
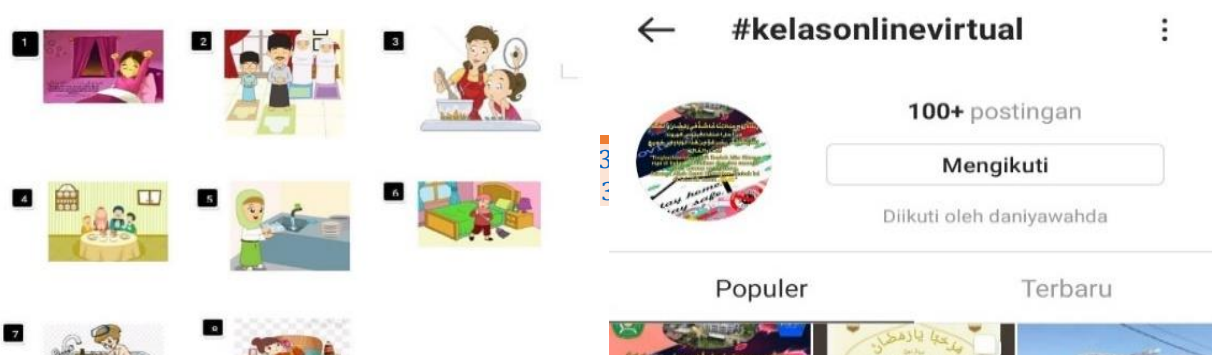

← **#kelasonlinevirtual** ⋮

100+ postingan

Mengikuti

Diikuti oleh daniyawahda

Populer   Terbaru

Figure 2: Publication result (story) with Instagram hashtag and as an assignment file storage room

Figure 2 shows students publish text on Instagram with the hashtag #kelasonlinevirtual and provide a lecturer tag for notification (transform). At this stage the lecturer will check the final results of student assignments easily because all assignments have been neatly collected in the hashtag room. Text publication aims to show that their writing creativity is worthy of being read by many people, this results based on result that said with Instagram, Students also gave positive perceptions such as increased thinking skills and an increase in the number of followers of their Instagram accounts (Bahruddin et al., 2021). Some of their friends responded in the form of positive comments and praise for their ability to make Arabic text in the comments column on Instagram, at this time, the lecturer also gave praise to each student publication and the final assessment was a number (experience) and a lecturer give comment of Instagrams comments coloum.
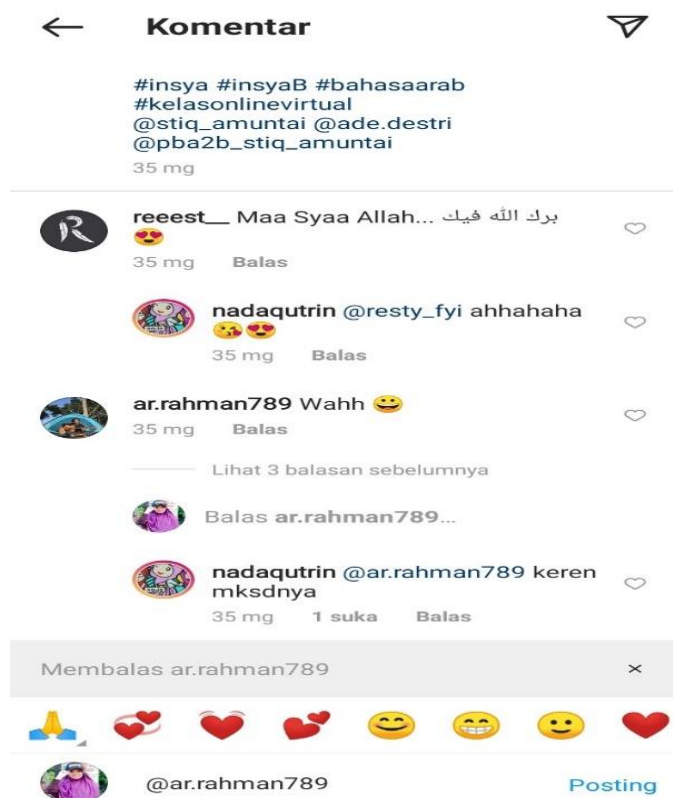
Figure 4: giving spontaneous comment of appreciation in the form of positive expressions in the Instagram comment column

Figure 4 shows Apart from lecturers, other friends will also give spontaneous positive comments (without engineering) on the results of the written stories in Arabic which are already good in terms of sentence structure, main idea arrangement, and titles. The final assessment is carried out by the lecturer in this session in the form of numbers on the assessment form not in the Instagram comment column (experience). These comments become verbal motivation for students and as extrinsic motivation that is needed by students besides intrinsic motivation (Rusady, 2018). The final achievement shows that of 98 students, 84% of students get excellent scores, 19% of students get good scores, and 7% of students get gradeless. The results of the evaluation in the form of this number indicate that the learning process with brainstorming and metaphor patterns can be re-applied to the next online learning process. The teacher can use the Instagram application as a media for learning Arabic and students can wisely utilize social media and they are strongly supports and motivates students to create and innovate in writing without being limited to place and time (Audina & Muassomah, 2020) The Implementation of learning process will be showed to Figure 5.
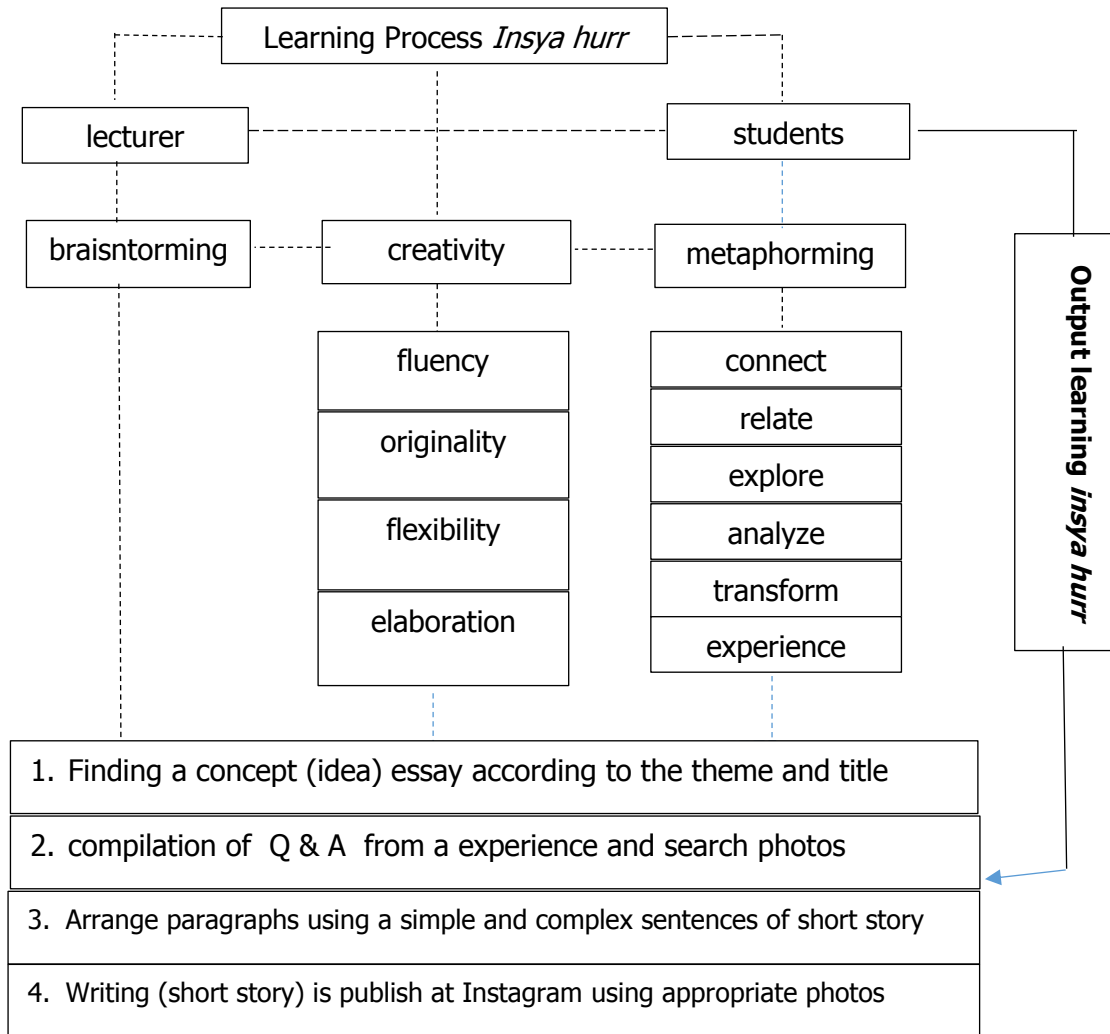
Figure 5: The systematic implementation of learning, _Insya hurr_, with Brainstorming and Metaphor Patterns in Creativity through Instagram hashtags

Figure 5 shows systematic implementation of learning process for _insya hurr_ material with brainstorming and metaphor Patterns together. These two patterns provide the development of creativity in students and produce new works. It is in accordance with the learning objectives and previous models or examples (Arni, 2019) as well as improve learning experiences and good communication between students and lecturers, as well as being able to be creative (Nurlaela, 2015) . Creativity is also able to develop their intuitions and use information and materials to generate or explain them with a thinker's perspective, and this is in accordance statement that leads to providing answers with various alternatives and solving problems using a combination of all thought processes. The implementation of learning like this is in line with the opinion that _insya hurr_ good practice includes the following six steps, namely (1) thinking; (2) brainstorming; (3) writing elements or drafting concepts;(4) conceptualization;

(5) recheck (repetition); (6) the result of the final writing (Al-Khuli, M. A, 2008; ALRababah & Rababah, 2018).

CONCLUSIONS

Brainstorming and metaphor patterns are carried out in the online teaching and learning process due to government policies in overcoming the spread of covid-19. Lecturers strive for learning in a fun atmosphere and achieve learning goals, with collaborative publications of text *insya hurr* as the final result on Instagram. This learning includes four aspects of creativity, namely flexibility, originality, fluency and elaboration, by generating new and different ideas for each student without any rejection and the impression of blaming the lecturers for the student's creativity process, lecturers as reviewers and motivators. *Insya hurr* text, students will go through a brainstorming pattern and a metaphor pattern: The first step is the stage of brainstorming on creativity criteria on flexibility and originality by generating new ideas as story titles that are not the same as other students. The second step is the brainstorming stage of fluency and elaboration creativity criteria with the development of ideas into stories with the help of 5W1H and pictures, students connect text with text titles, connecting with appropriate photo media. The third step is metaphor on connect, relate, explore, and analyze with the review process from the lecturer, then students perfect the text by analyzing and revising the text according to the lecturer's direction. The fourth step is the metaphor of transform and experience with the publication process, namely transforming photos and text that can be published on Instagram and giving the hashtag #kelasonlinevirtual, the results of the publication will get appreciation from lecturers and peers so as to increase motivation of the students.

ACKNOWLEDGMENT

BIBLIOGRAPHY

AlGhamdi, M. A. (2018). Arabic learners' preferences for Instagram English lessons. *English language teaching*, *11*(8), 103. https://doi.org/10.5539/elt.v11n8p103

Al-Khuli, M. A. (2008). *Strategi Pembelajaran Bahasa Arab*. Basan Publishing.

ALRababah, I., & Rababah, L. (2018). The use of brainstorming strategy among teachers of Arabic for speakers of other languages (ASOL) in writing classes. *International Journal of English Linguistics*, *9*(1), 15. https://doi.org/10.5539/ijel.v9n1p15

Alzoubi, A. M., Al Qudah, M. F., Albursan, I. S., Bakhiet, S. F., & Abduljabbar, A. S. (2016). The effect of creative thinking education in enhancing creative self-efficacy and cognitive motivation. *Journal of Educational and Developmental Psychology*, *6*(1), 117. https://doi.org/10.5539/jedp.v6n1p117

Anwar, B. (2019). Model pembelajaran metaphor. *Shaut al Arabiyyah*, *7*(1), 78. https://doi.org/10.24252/saa.v7i1.9915

Ardiansyah, A. A., & Muhammad, A. (2020). Implementation of integrative Arabic grammar (nahwu & sharaf) curriculum in islamic boarding school. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, *3*(3), 211–228. https://doi.org/10.22219/jiz.v3i3.13264

Arni, N. C. (2019). Profil berpikir metaforis siswa smp dalam memecahkan masalah matematika ditinjau dari gaya kognitif. *Jurnal Ilmiah Soulmath : Jurnal Edukasi Pendidikan Matematika*, *7*(2), 85. https://doi.org/10.25139/smj.v7i2.1520

Audina, N. A., & Muassomah, M. (2020). Instagram: Alternatif media dalam pengembangan maharah al-kitabah. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *8*(1), 77–90. https://doi.org/10.23971/altarib.v8i1.1986

Aziz, R. (2009). Pengaruh kegiatan synectics terhadap kemampuan menulis kreatif. *Gifted Review: Jurnal Keberbakatan Dan Kreativitas*, *3*(2), 1–14.

Bahruddin, U., Amrullah, A. M. K., & Audina, N. A. (2021). Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia/Kontruktivisme

dalam Perkuliahan Maharah Kalam Menggunakan Media Instagram: Implementasi, Problematika dan Persepsi Mahasiswa di Indonesia. *Arabiyatuna: Jurnal Bahasa Arab, 5*(1), 127–140. http://dx.doi.org/10.29240/jba.v5i1.2396

Creswell, J. W. (2014). *Research design pendekatan kualitatif, kuantitatif, dan. mixed*. Pustaka Pelajar.

Deviana, A. D. (2020). Al-Kafā'atu al-żātiyyatu ladā al- ṭalabati fī tanfiżi istirātījiyyāti ta'līmi isso (al-ta'līmi al-żātīy wa al-iyhāiyyati wa al-muţaşhili al-mubāsyiri). *al Mahāra: Jurnal Pendidikan Bahasa Arab, 6*(1), 119–132. https://doi.org/10.14421/almahara.2020.061.07

Deviana, A. D., Asri, F., & Rusuly, U. (2019). Relation between self-efficacy and creative thinking at writing skill learning. *Dinamika Ilmu, 19*(2), 197–210. https://doi.org/10.21093/di.v19i2.1553

Fauzi, M. F., Murdiono, M., Anindiati, I., Nada, A. L. I., Khakim, R. R., & Mauludiyah, L. (2020). Developing Arabic language instructional content in canvas lms for the era and post covid-19 pandemic. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature, 3*(3), 161–180. https://doi.org/10.22219/jiz.v3i3.15017

Ghanim, M. M. (2009). *Muqaddimah fi tadris al-tafkiir.* Dar Al-Tsaqafah Li An-Nasr wa At-Tauzii.

Hamid, M. A., Baharuddin, U., & Mustafa, B. (2008). *Pembelajaran bahasa Arab: pendekatan, metode, strategi, materi dan media*. UIN Malang Press.

Hassoubah, Z. I. (2004). *Developing Creative and crtical thingking skills* (B. Suryadi, Penerj.; 2004 ed.). Yayasan Nuansa Cendikia.

Khodijah, N. (2014). *Psikologi Pendidikan*. Rajawali Pers.

Li, J.-T., & Tong, F. (2019). Multimedia-assisted self-learning materials: The benefits of e-flashcards for vocabulary learning in Chinese as a foreign language. *Reading and Writing, 32*(5), 1175–1195. https://doi.org/10.1007/s11145-018-9906-x

Miles, M., & Huberman, A. M. (t.t.). *Analisis Data Kualitatif: Buku Sumber Tentang Metode-Metode Baru.* UI Press.

Muradi, A. (2015). *Pembelajaran menulis bahasa Arab dalam perspektif komunikatif,*. Kencana.

Nurlaela, L. (2015). *Developing creative thinking skills in learning at higher-educational institution of teacher:* 3rd UPI International Conference on Technical and Vocational Education and Training, Bandung, Indonesia. https://doi.org/10.2991/ictvet-14.2015.26

Purnamasari, D.M. & Yahya, A.N. (2020, June 21.). *UPDATE 21 Juni: Total Kasus Covid-19 di Indonesia Jadi 45.891, Tambah 862.* Kompas .Com. Diakses dari https://nasional.kompas.com/read/2020/06/21/15553501/update-21-juni-total-kasus-covid-19-di-indonesia-jadi-45891-tambah-862

Pimada, L. H., Toba, R., & Rasyidi, A. W. (2020). Learning of Imla' Using Flashcards on Writing Skill at Islamic Elementary School Level in Samarinda. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, *3*(1). https://doi.org/10.22219/jiz.v3i1.11682

Rababah, L. M., Mohamed, A. H., Jdaitaw, M. T., & Melhem, N. Z. B. (2013). The level of creativity in English writing among Jordanian secondary school students. *Arts and Design Studies*, *10*, 25–29. https://www.iiste.org/Journals/index.php/ADS/article/view/6094

Rababah, L., & Melhem, N. B. (2015). Investigation into strategies of creativity in EFL writing in Jordan. *Journal of Literature, Languages and Linguistics*, *3*(5), 14–25. https://www.iiste.org/Journals/index.php/ADS/article/view/6094

Rusady, A. T. (2018). Dawaafi'u At-thullaab fii Ta'allumi Al-Lughah Al-'Arabiyyah wa Daur Al-Mua'allim fii Tarqiyatiha. *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, *1*(1), 65–78. https://doi.org/10.22219/izdihar.v1i1.6563

Sa`diyah, H. (2020). Mahârah al-kitâbah bagi mahasiswa melalui update status pada media whatsapp. *AL-AFIDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya*, *3*(2), 23–37. https://doi.org/10.52266/al-afidah.v3i2.305

Sunito, I., Sukardjo, M., Syukur, R., & Latifah, U. (2013). *Metaphor beberapa strategi berpikir kreatif*. Indeks.

Wargadinata, W. W. (2020). Mediated Arabic language learning for arabic students of higher education in covid-19 situation. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature*, *3*(1). https://doi.org/10.22219/jiz.v3i1.11862