



Learning from Covid-19 Pandemic: Lecturers' Perceptions on Creative Writing in Universities

Mohammad Ilyas

Mulawarman University of Samarinda, Indonesia

e-mail: milyas1010@gmail.com

Abstract

The purpose of this study is to describe in depth three major themes, namely: lecturers' strategies to improve the student's competence in creative writing, the ability to cite in creative writing, and student's ability to argue in creative writing learning. The method used is qualitative research with a phenomenological approach, equipped with a literature study of the latest texts that are relevant to the research theme. Based on the results of data analysis and discussion, it can be concluded that first, the lecturer's strategy in teaching creative writing is carried out by developing ideas starting from prewriting to improving students' creative writing. Second, the majority of students have been able to do citations correctly by using citation technologies such as Mendeley, Zotero, and Endnote, paraphrasing, and selecting important ideas. Third, students have been able to describe high-level reasoning in improving the quality of their writing so that it is more useful for the development of science and technology as well as improving human welfare. Creative writing can be trained when students take research methodology courses, proposal seminars, and creative writing training.

Keywords: argumentation, creative writing, citation, idea development

A. Introduction

In each of their activities, the majority of students in every day no less than four to five thousand words written through their smart judge, only the writing form is free, unscientific, and does not use good writing rules that can be a useful paper for students. development of science and technology. In universities, especially in the language course, they are always trained on how to write creatively that is scientific and technological that

can help solve the problems of human life on earth, towards a high level of welfare. Various writings that have been made by students while working on course assignments from lecturers, mostly use the copy-paste method from electronic search engines. Finally, students are only able to search, copy paste, and assemble, without being able to create new sentences that are creatively composed by themselves through the process of paraphrasing.

This weakness was felt by Ma'ruf & Fitria (2021), all lecturers, both at home and abroad. This can be overcome, when the lecturer in every assignment is associated with the ability to write creatively, namely writing in his own language style, and not copying the work of others. The results of research conducted by Caruth (2018) show that the creative writing ability of undergraduate students is only 24%, meaning that the majority of them have not been able to write creatively as much as 76%. Research result Astuti & Isharijadi, (2019) mentioned that the creative writing ability of students in the social group program (44.6%) was lower than that of the students of the science group study program (55.4%).

The above conditions are caused by the low intensity of lecturers in giving creative writing assignments to students (15.2%), the number of tasks that have nothing to do with creative writing 32.1%), and many tasks that can be done only by copying and pasting from the machine. searchers on the internet (39.8%), do not use problem-solving methods (12.9%) (Gardner et al., 2018). The ability of undergraduate students to complete the final project is 22.1% less than 6 months, between 6-12 months 65.5%, and more than 12 months as much as 12.4%. The above conditions are even more concerning because almost half of them 48.3% are assisted by their closest people such as brothers, friends, and services (Wahyudi, 2019).

Lecturers in conducting research should always involve students (Caruth, 2018). Recent studies reveal that students should also be involved in the scientific publication process (Astuti & Isharijadi, 2019). With these two processes, students have empirical experience in the research process, compilation of results, and publications (Astuti & Isharijadi, 2019).

Ma'ruf & Fitria (2021) claim that the students still need to be continuously trained to write creatively in accordance with IMRAD procedures (introduction, methodology, result, and discussion) students must always be reminded so that the process of developing creative, integrated, and structured writing can be carried out properly (Gardner et al., 2018). The students can improve the motivation and writing competencies in collaborative writing task (Talib & Cheung, 2017). The number of universities in Indonesia is 3,200, but their publication performance is still low and the citation index is still minimal, because the number of publications is not published in reputable journals (Wahyudi, 2019).

Scopus data recorded that Indonesian scientific publications at the ASEAN level for 2018 only reached 33,953, but for 2019 Indonesia fell at 28,374 below Malaysia which reached 28,404. (Astuti, 2019). In quantity, although accredited journals have increased, the quality of student scientific publications is in fact still in the 3rd to 6th

position (Republika, 2019). In order for citations to increase, the quality and indexation of the journal must be good, so that everyone can read and cite it (Djrisbang, 2018).

Rakedzon & Baram-Tsabari (2017), students are future scientists must be able to write creatively well, which can be published in reputable journals. Pangesti (2017) creative writing requires a mind mapping strategy and is useful as a student character education builder. To improve the quality of writing, it is necessary to use references with an open journal system (OJS) (Astuti & Isharijadi (2019). Wahyuningsih et al. (2021) recommend using the Mendeley app. Rosa et al. (2019) students must be creative in writing by utilizing the Mendeley application, and OJS. Widyartono, Dawud, & Harsiati (2019) to improve writing creativity can be done with blended learning.

Currently, students' writing quality is still low (Fauzan et al., 2020) because students are lazy to participate in various trainings and creative writing competitions. They are also lazy to use e-library as a source of inspiration/creative ideas. Worse still, students prefer to copy and paste when doing assignments than to compose sentences in their own language, and paraphrase (Saad, 2020). The problems raised in this study are about how the learning process is carried out by lecturers in learning creative writing, strategies to improve student competence in creative writing, and student absorption in creative writing. The research novelty is shown on the topic of strategies to improve creative writing that are presented by lecturers to students so that students' competence in creative writing increases.

Research questions are formulated as follows:

1. What is the strategy to improve students' competence in creative writing learning?
2. How are the citation skills of the students in creative writing?
3. How is the use of argumentation in creative writing?

B. Literature Review

1. Creative Writing

Creative writing is a strategy that is difficult for students to do, because it requires imagination that must be developed by students. Students who have low imagination will have difficulty (Edwards, 1951). Guilford (1966), distinguishing several types of creative writing, such as originality, this writing is really from the imagination of the students themselves. Style flexibility is a mixture of originality and readability. Meanwhile, the elaboration technique is an easier technique because it only elaborates on the work of others. Good creative writing and can attract readers (Turkben, 2019).

The writer's inner condition is needed when writing creatively, as well as the writer must be able to present the writer's inner state, the content of the story must be different from the content of the existing story. This is where the need to build a creative mentality and skills to produce writings that are different from previous writings (Turkben, 2019). Rustan (2017) explains several criteria for creative writing, namely: (1) creative writing learning conditions must be properly prepared, (2) creative ideas must be prepared by students, (3) program planning and model design in creative writing must be prepared as

ideal as possible, (4) it is necessary to conduct a feasibility study on a creativity-based model, and (5) creative writing must be assessed by several experts so that there is a second opinion. Requirements to improve creative writing skills require a calm inner atmosphere, conducive writing environment conditions, lecturers who are able to direct students with creative ideas, often deal with nature and humans, need high-quality reading materials (Barbot et al., 2012).

Creative scientific works need systematic methods and their contents can be scientifically justified (Hamilton, 1992). The key aspects of creative scientific work are having novelty that is useful for the development of science and can meet the needs of various disciplines (Gupta & Manning, 2011). Some of the benefits of creative scientific writing (Winarto et al., 2016), that is; 1) can be an inspiration for readers effectively; 2) can stimulate the development of new creativity; 3) improve the intellectual of many people; 4) broaden the horizons of science from its originality; 5) as a reference for further creative research; 6) reduce plagiarism; and 7) can practice combining readings from various literary sources.

The systematics of writing creative scientific papers consists of five stages (Wcg, 2008), starting from planning, disclosure, analysis, drawing conclusions, and recommendations. Another opinion reveals that, creative research when it is purely the result of one's own thoughts but is useful for others (Malmfors et al., 2003). The study investigated the approach to creative writing skills, starting from word choice, syntax, and cohesion (Wilson et al., 2017). Creative writing can be seen from the ability of students to express ideas based on research activities (Cahyani, 2010). Creative writing is more difficult than other writing (Hardiyanto, 2020). The essential indicator in creative writing is original ideas from personal thoughts that have never been expressed (Yuniawan, 2014). Creative writing is the result of students' authentic thinking (Sudrajat, 2016).

2. Quality of Students' writing

Students' creative work must meet scientific principles and scientific ethics (Van Dalen & Henkens, 2001). Creative scientific work can be measured by novelty, benefits for science, rigorous methodology; 4) purely independent work; and 5) receive input from experts. An important aspect in determining the creativity of writing scientific papers is topic innovation of their own choice, not someone else's choice (Harper, 2008). Studies conducted Slamet (2006) found that there was a positive relationship between methodological ability and creativity in the quality of article writing.

Creative writing can be seen from the writing exercises assigned by the lecturer (Noermanzah & Suryadi, 2020). The most important thing in creative writing is the sharpness of students' understanding of the basic concepts of the material written. Students in developing their ideas or thinking ideas into scientific writings must have their own characteristics in the scientific papers they make. (Herawati, 2021).

The potential for students to copy and paste in creative writing can be overcome by checking plagiarism with various software (Sutarto et al., 2020). Students during the pandemic, have difficulty practicing independently without guidance from lecturers in

creative writing (Mohammed et al., 2020). With the COVID-19 pandemic, lecturers are worried that students in creative writing do not increase their creative abilities because of the urge to finish quickly by looking at other people's work on the internet (Skar et al., 2021). With such high student competence, it is hoped that the results of students' creative work can be realized (Reimers et al., 2020).

The literature reveals that creative writing is very beneficial for students after entering the world of work (Huber et al., 2020). Creative writing skills are very useful for students, not only when writing papers, scripts, and other assignments (Bacha, 2002). Research conducted by Darazi, Saad, & Adil (2021) found that the creative writing assessment model based on indicators of motivation, teaching quality, self-confidence and class climate had a positive effect on students' writing motivation. Slamet et al. (2019) students' ability in developing creative writing models will depend on the skills and exercises carried out by students. According to Arroyo González et al., (2021), Scientific writing skills can be done by practicing regularly (Suprihatin et al., 2020). Superior and quality creative writing results will show the performance of students and lecturers (Supriyadi, 2021). Recent studies conducted Prihandoko (2021) revealed that to improve the creative writing performance carried out by students, lecturers need to use various methods such as problem solving, role playing, and others.

C. Research Methodology

1. Design Research

Qualitative research method with a phenomenological approach to obtain empirical data on creative writing activities by focusing on Idea Development, Citation and Writing Thesis Statements in order to improve the quality of student journal articles. According to Creswell (2009), The phenomenological approach tries to explain the meaning of concepts or phenomena of experience based on the awareness that occurs in participants. This approach is used because it is supported by empirical facts based on initial observations that; (1) research data is latent data including student behavior patterns in making creative writings; (2) in terms of depth, this research reveals students' experiences in creative writing in the form of developing ideas, citations, and writing thesis statements, and (3) the focus of the research is on how student experiences can shape meaning. The research location is at Mulawarman University, East Kalimantan, Indonesia.

2. Research Informants

Research informants are lecturers for research methods courses, research proposal seminars, and thesis supervisors at Mulawarman University, Indonesia. Participants in the observations and interviews consisted of 40 students (18 female students and 22 male students). The reason for taking samples of 8th semester students is because students have attended research methods courses, proposal seminars, have attended scientific writing training organized by the campus, and have been guided by thesis.

3. Data and Sources Data

The data used in this study are primary data and secondary data. Primary data is data that researchers get directly from the main source. While secondary data is data collected by researchers from data sources that are already available both online and research documents/notes. Collecting data using observation methods, semi-structured interviews, and literature studies (Basrowi & Utami, 2020). Observations were carried out directly on campus by collecting data in the form of objects about the perception of lecturers in charge of research methodology courses, proposal seminars, and thesis supervisors as well as lecturers who held creative writing training, related to scientific writing. Interviews were conducted after the course learning had been carried out. Interviews were also conducted with two heads of study programs and the dean.

4. Data Analysis Techniques

In phenomenological research, there are systematic structured data analysis methods developed by Moustakas (1994). The steps of phenomenological data analysis start from determining the subject under study and the actual context of a phenomenon. This study investigates the phenomenon of the quality of student journal articles. After that, collect field data, especially those obtained from the experience of participants and make field notes to describe (Basrowi & Maunnah, 2019). The next step is to take important statements for data analysis that has taken place since the beginning of the study, reduce data, and triangulate data so that a conclusion can be drawn from the description of the phenomenon that is actually being carried out. To obtain valid data, the researchers used triangulation techniques. Triangulation is a data analysis approach that synthesizes data from various information sources that have been determined by researchers (Basrowi & Utami, 2019).

C. Findings and Discussion

1. Strategies in the Teaching Creative Writing

The first finding is about the strategies used by lecturers in learning creative writing at Mulawarman University. The findings reveal that the creative writing learning method can be done in many ways through several stages.

First, the initial stage or called prewriting where students are able to generate ideas, select ideas, delete some irrelevant ideas, and play with ideas that can inspire imagination. Each student develops ideas by thinking about something in a certain space. Prewritten results are usually still drafts that are messy, and have not dived into the core idea to be developed.

For most students, being messy and not caring about logic, patterns, or final shapes is a freedom. That is the purpose of pre-writing scientific articles; be as free as possible in generating ideas. Generally, for students who are troubled by the absence, prewriting can be called pre-planning, as a tool to generate ideas and data that can help create essay drafts. On the other hand, prewriting is an idea incubation stage to generate ideas and capture thoughts by writing.

- (1) "Creative writing ideas can be done by prewriting either on used paper, on cellphones, in notes, in diaries, or on computers, although the results are still messy, irregular, but more or less have flowed to one intended destination. The pre-written form can be in the form of freelance writing, looking for main ideas, and producing drafts of free writing that have not flowed perfectly. Sometimes, the writing is still cut off, unfinished, and does not have a convincing conclusion. Pre-writing can also be in the form of ideas responding to other people's writings, or in the form of doing assignments from lecturers with developments here and there."

The data above is in accordance with the findings Hamilton (1992) which states that developing ideas in creative writing can be done by free writing. Free writing can help students identify subjects that interest students. Hamilton (1992) Creative writing is very dependent on the ideas possessed by students. This idea will guide students in developing their interests.

Second, is to deposit prewriting in the form of the idea to be re-read, tidy up and improve the flow of scientific thinking.

- (2) "In making writing to realize creative ideas, students write on paper, on cellphones, on laptops that need to be stored for a while, then reread so that the wording can be improved, the content of ideas can be improved too, style Language can be developed, and punctuation can be corrected."

The second step of prewriting is to settle the writing for a while, followed by the second step, namely rereading to add creative ideas, improving sentence coherence, improving language style, punctuation, and word-by-word sequences by choosing good diction. Pre-writing stage has been considered very significant as it enhances writing performance in that learners can have discussions with the teacher and/or their peers (Hung & Van, 2018). Some other studies suggest to use Padlet (Affendi et al., 2020) and online collaborative (Huang et al., 2021) in teaching prewriting to facilitate the students' writing performance.

Third, combine the main ideas with one another, so that a new big idea emerges as a combination of two or more themes to be studied.

- (3) "Students can also do brainstorming by connecting one theme to another so as to produce meaningful creative writing. Thus, at the final stage, a proposition emerges as the end point of a creative writing that is beneficial for the development of science and technology."

The data above is in line with opinion Jabri et al. (2021) explained that it is very important to produce good quality creative writing, students must practice without getting bored, writing at every opportunity, and formulating and connecting one theme to another, so that it is scientifically charged.

- (4) "To stimulate the ability to issue creative ideas, so that they are able to assemble one theme with another, students must preserve the culture of reading and writing at every opportunity, the more linguistics, the easier it is for creative ideas to

emerge. In addition, in creative writing, writing ideas must be in accordance with interests and talents, so that students are not bored, but comfortable with the theme of the writing they make.”

So, prewriting will be better when students always practice writing in a contextual, programmed, and well-scheduled manner so that they can stimulate creative ideas, through the process of making drafts of freelance writing, depositing, rereading, improving diction, improving sentence structure patterns, punctuation, and connecting one theme to another to form a proposition.

2. Citation Skills in Creative Writing

The findings of the second study revealed that citations in creative writing are very important, because good citations will be able to improve the quality of writing. Without citations, the writing will be monotonous, lacking in weight, and seem shallow in meaning.

- (5) “Creative writing requires developing the ability to perform citation techniques. Citation capability is highly dependent on the technology used. Creative ideas from other people combined with other writers' creative ideas can improve the quality of writing. Using software and applications such as Mendeley, Zotero, and Endnote, creative writing can be optimized to improve the quality of student articles.”

The data above shows the need to use good citation techniques supported by citation technology such as Mendeley, Zotero, endnote, and others in order to improve the quality of creative writing, and be able to appreciate the work of others. Other people who have struggled to write well, will feel appreciated by other writers when their work is well cited..

- (6) “Citation is a mandatory step that must be taken by students while learning to write creatively. With citations, students can indicate who the author was referred to, when it was written, where it has been published, in what volume, number and page, can provide comparisons of research ideas outlined in previous studies; can help strengthen the idea being carried out, and can describe the quality of the scientific work made. Without citations, ideas seem dry, meaningless and low in use”

The data above shows that the strategy to improve creative writing skills is by doing citations using various software applications that are already available. Various advantages of doing citations with technology or applications that cannot be achieved when only using manual citations as there is no technology. The owner of the manuscript will know, how many people have citation, who has citation, and in what year the citation was carried out, all of which can be seen on the Google Scholar owner of each article.

The results of this study are in line with the research of Baethge et al., (2019) which states, it is time for the author to use citation technology, not like in the past when there was no modern citation technology. Some studies show the importance and the utilization of the reference manager in writing (Ariyanti & Fitriana, 2020; Effendi & Susanti, 2021; Nurjanah & Saptanto, 2021).

The second step to improve the quality of creative writing is paraphrasing.

- (7) "In taking other people's ideas, sentences, concepts, and writings, it is necessary to paraphrase. Paraphrase is the rewriting of other people's concepts, ideas and sentences without changing their meaning. This is where creative writing becomes stronger, because it is supported by other researchers who have paraphrased it as well as possible. Without paraphrasing means copy-pasting, so the similarity level is high."

The data above is in accordance with the opinion Sari et al., (2021) that in essence, doing paraphrase when doing citations as a step for developing creative writing is only as a comparison and as an effort to prevent plagiarism. The similarity rate of writing will be small, maybe less than 15% or 10% or even less than 10%.

The third step is to improve creative scientific writing skills by selecting and identifying important quotes (Wang et al., 2020).

- (8) "The ability to choose which quotations are important and unimportant is the responsibility of creative scientific writers. Creative writing will not develop if it is not able to distinguish between important and unimportant sentences. All important sentences need to be cited properly, so that the weight of creative writing compiled by students becomes more scientific, capable of developing technology and information and is useful for improving human welfare.."

Based on the observations that have been made, the culture of creative writing in order to improve the quality of student writing at Mulawarman University is considered quite good because the lecturers have taught and provided an understanding of the importance of citing, paraphrasing and choosing important and unimportant quotes. Most of the students have attended various scientific article writing trainings, attended research methodology courses, attended proposal seminars, and followed data collection procedures objectively, and wrote reports creatively. The students interviewed stated that they understood how to do citations and the benefits of doing citations with the technology or software used.

- (9) "With sophisticated citation technology, students can compare their own ideas with those of previous authors who discussed similar themes. Students usually don't necessarily accept other people's ideas but always want to be different through their creativity. By doing citations, student research becomes solid, and of high quality. In doing citations, you must be able to choose important and unimportant concepts, and be able to do prephrases."

The three aspects above are strategies to improve students' creative writing skills, starting from doing citations, paraphrasing, and choosing important and unimportant citations.

The results of the study above are in accordance with the findings Nurisani et al., (2019) who found that creative ideas do not come from imitating the work of others, but by using many citations, the writing will be more weighty, full of ideas, and suitable to be

used in answering problems in society. In essence, the writing of innovative works deserves to be continuously developed.

So it can be concluded that there are three steps that lecturers can take to improve students' creative writing skills, which include the ability to use a citation machine, paraphrase, and make a selection of important and unimportant citations.

3. Use of Argumentation in Creative Writing

The third finding reveals that the use of arguments in creative writing can increase student creativity. This is because the use of arguments in creative writing can help students in building and presenting strong reasoning. The ability to use strong arguments in creative writing is needed to build a strong thesis statement so that it reflects the students' creativity which is really high. The arguments that are built must focus on actually being able to provide answers to who, where, when, why and how (5W + 1 H). Therefore, the process of building arguments in creative writing must collaborate with matters relating to 5W + 1 H so that it is useful in the development of science and technology which in turn can improve human welfare.

- (10) "The ability of students to build strong arguments will provide great benefits for the development of science, because it includes reasoning that can be accepted logically, and uses high scientific thinking rules because methodologically it is able to answer 5W + 1H. The use of high reasoning shows that; (a) the author has mastered the material object and formal object, (b) the author understands a particular field of expertise; (c) the writer is able to emphasize the purpose of his creative writing; and (e) able to distinguish which ones are informative and which are persuasive."

Based on the results of the study of documentation and interviews with lecturers of research methods courses, the scores obtained by students are quite good. Although there are some students who have quality articles that do not meet the quality standards set in the academic guidelines with an assessment score of <75 the category is quite good. The assessment score is based on three main aspects, namely Idea Development, Citation and Writing Thesis Statement. (See table 1)

Table 1. Assessment Guidelines

Assessment Predicate		
95 - 100	= A+ = 4	Very good
86 - 89	= B = 3	Well
76 - 85	= C = 2	Pretty good
65 - 75	= D = 1	Not good enough
0 - 64	= E = 0	Very less

Source: Mulawarman University academic manual

The students' creative writing scores are as follows:

Table 2. The Value of Creative Writing Students

No	Value	Total of student	%
1	A	23	57,5
2	B	7	17,5
3	C	5	12,5
4	D	4	1,0
5	E	1	0,25
	total	40	100

Based on table 2, it can be seen that the value of students in creative writing is very good, namely the number of students who are able to write creatively as many as 23 participants or equivalent to 57.5%, both as many as 7 participants or equivalent to 17.5%, enough as many as 5 people or equivalent with 12.5%, less by 4 participants or equivalent to 1%, and very less by 1 participant or equivalent to 0.25%. It is hoped that the use of prewriting, deposition, improvement of writing, punctuation, flow of thought, use of citations, and good use of reasoning, will be able to increase student creativity. Data 11.

(11) "The creative writing skills of students are relatively good, because the majority have gotten an A grade, but there are still some students who need to be improved in terms of writing quality both in developing ideas, using relevant and up-to-date source citations, using reasoning in thesis statements. When all these aspects can be improved undoubtedly, the quality and creativity of student writing can be improved."

Creativity in writing student works must be able to generate new knowledge that comes from three core activities: first, idea development through prewriting, deposition, rewriting through improvement of writing, punctuation, flow of thinking, and the use of good diction, will be able to increase student creativity in producing papers.

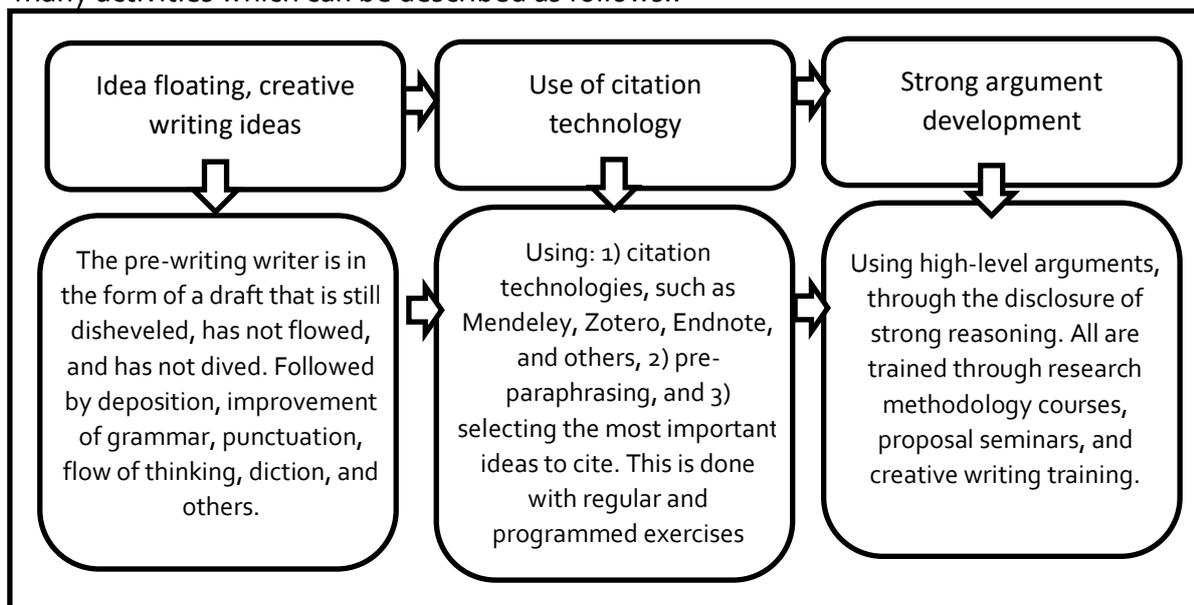
Second, the use of technological means in conducting citations will be able to improve the quality of student writing, as well as be able to increase student creativity both in selecting relevant sources, paraphrasing, and selecting important parts. The three things above will also provide its own meaning for improving the quality of creative writing produced by students.

Previous studies explained that students' creative writings must be critical, sharp, reasoning strong, and analyzed in depth (Harper, 2008). Creative writing learning through research method courses, proposal seminars and scientific writing training can broaden students' understanding horizons in improving the quality of their creative writings (Slamet, 2006). Novelty of written works is an aspect that must always be echoed by lecturers who support research methodology courses, proposal seminars, and creative writing training implementers that must be carried out regularly. That, as a manic necessity, requires the quality of his creative writing to be better (Sovacool et al., 2018).

Likewise, the novelty of this research is compared to previous research, that in creating and improving creative writing skills, students are accompanied by lecturers for

research methodology courses, proposal seminars, and lecturers for implementing creative writing training, they cannot rely on regular practice without using appropriate citation technology. good, as previous research stated by Astuti & Isharijadi (2019) dan Wahyuningsih et al. (2021).

However, to improve the quality of creative writing carried out by students, it is necessary to take steps and a long series of three major activities, each of which consists of many activities which can be described as follows:



Source: results of qualitative data analysis

Three major steps, starting from developing ideas, to conducting arguments made by students will be able to improve the quality of students' creative writings (Rosa et al., 2019). The entire learning process carried out by lecturers is always student-centered, through high-level creative thinking methods, problem solving and role playing. Creative writing may build the student's development (Hoey, 2020). Utilising creative writing methods in qualitative research can raise otherwise hidden voices and experiences that may be difficult to express through the academic language (Martin et al., 2021). A teacher has ample opportunities to help students in developing creativity through their classroom sessions, assessments and testing (Hussain & Hussain, 2018). It can be taught using a machine in the loop (Clark et al., 2018), reader's digest magazines (Mustapha & Paramasivam, 2018), an outdoor learning experience (Neville et al., 2021), the RAFT Strategy (Al-Mahdawi & Al-Smadi, 2019), or using brainstorming and problem solving for developing efl creative writing skills (Atef, 2021).

D. Conclusion

From the results of the study, it can be concluded that according to the lecturer's perception, improving students' creative writing skills can be carried out in three major

stages, namely starting from the development of ideas which include prewriting activities, deposition of ideas, improvement of ideas, improvement of thinking flow, improvement of punctuation marks, improvement of language selection. diction), and other grammatical improvements. The second is by using the existing citation technology, by continuing to paraphrase, and selecting important quotes, not taking the whole thing. Third, develop an in-depth argumentation through the description of the reasoning of an article so that it is more scientifically charged in order to improve human welfare. Students' creative writing abilities vary widely, all of which depend on students' interests and talents, as well as regular and programmed training assisted by lecturers of research methodology courses, proposal seminars, and creative writing training organized by the university. Creative writing will be achieved and mastered by students when lecturers are able to use higher order thinking methods, problem solving, and role playing..

BIBLIOGRAPHY

- Al-Mahdawi, N. J., & Al-Smadi, O. M. (2019). The Potential of RAFT Strategy for Improving Jordanian EFL Students' Creative Writing. *Lublin Studies in Modern Languages and Literature*, 43(4). <https://doi.org/10.17951/lsmll.2019.43.4.105-113>
- Affendi, F. R., Noah, J. B., Arif, F. K. M., & Yunus, M. (2020). *Advantages Of Integrating Padlet As A Pre- Writing Strategy*. 9(03), 3
- Ariyanti, A., & Fitriana, R. (2020, February 24). EFL Students Perception on Mendeley Reference Manager in Thesis Writing. *Proceedings of the 1st International Conference on Business, Law And Pedagogy, ICBLP 2019*, 13-15 February 2019, Sidoarjo, Indonesia. <https://eudl.eu/doi/10.4108/eai.16-10-2019.163223>
- Arroyo González, R., Fernández-Lancho, E., & Maldonado Jurado, J. A. (2021). Learning effect in a multilingual web-based argumentative writing instruction model, called ecm, on metacognition, rhetorical moves and self-efficacy for scientific purposes. *Mathematics*, 9(17), 1–24. <https://doi.org/10.3390/math9172119>
- Astuti, E., & Isharijadi, I. (2019). Pengenalan Open Journal System (OJS) untuk Publikasi Ilmiah Mahasiswa. *Jurnal Pengabdian Pada Masyarakat*, 4(4), 409–414. <https://doi.org/10.30653/002.201944.189>
- Astuti, I. (2019). Naiknya Jumlah Publikasi Ilmiah belum Diimbangi Kualitas Isi. *MediaIndonesia.Com*. Retrieved from <https://mediaindonesia.com/humaniora/273714/naiknya-jumlah-publikasi-ilmiah-belum-diimbangi-kualitas-isi>
- Atef, M. A., E. (2021). *Using Brainstorming and Problem Solving for Developing EFL Creative Writing Skills among Preparatory Stage*, 136(32)
- Bacha, N. N. (2002). Developing learners' academic writing skills in higher education: A study for educational reform. *Language and Education*, 16(3), 161–177. <https://doi.org/10.1080/09500780208666826>
- Baethge, C., Goldbeck-Wood, S., & Mertens, S. (2019). SANRA—a scale for the quality assessment of narrative review articles. *Research Integrity and Peer Review*, 4(1), 2–8. <https://doi.org/10.1186/s41073-019-0064-8>

- Barbot, B., Tan, M., Randi, J., Santa-Donato, G., & Grigorenko, E. L. (2012). Essential skills for creative writing: Integrating multiple domain-specific perspectives. *Thinking Skills and Creativity*, 7(3), 209–223. <https://doi.org/10.1016/j.tsc.2012.04.006>
- Basrowi, & Utami, P. (2020). Building Strategic Planning Models Based on Digital Technology in the Sharia Capital Market? *Journal of Advanced Research in Law and Economics*, 11(3), 747–754. [https://doi.org/https://doi.org/10.14505/jarle.v11.3\(49\).06](https://doi.org/https://doi.org/10.14505/jarle.v11.3(49).06)
- Basrowi & Utami, P. (2019) Legal Protection To Consumers of Financial Technology in Indonesia. *Journal of Advanced Research in Law and Economics*, Volume IX Issue 4(43), Summer 2019. <http://journals.aserspublishing.eu/jarle/index>
- Basrowi & Maunnah, B. (2019) The Challenge of Indonesian Post Migrant Worker's Welfare, *JARLE*, Vol 10 Issue 4(42) [https://doi.org/10.14505/jarle.v10.4\(42\).07](https://doi.org/10.14505/jarle.v10.4(42).07)
- Cahyani, I. (2010). Peningkatan Kemampuan Menulis Makalah Melalui Model Pembelajaran Berbasis Penelitian pada Mata Kuliah Umum Bahasa Indonesia. *Sosiohumanika: Jurnal Pendidikan Sains Sosial Dan Kemanusiaan*, 3(2), 175–192. Retrieved from <http://mindamas-journals.com/index.php/sosiohumanika/article/view/411>
- Caruth, G. D. (2018). Student Engagement, Retention, and Motivation: Assessing Academic Success in Today's College Students. *Participatory Educational Research*, 5(1), 17–30. <https://doi.org/10.17275/per.18.4.5.1>
- Clark, E., Ross, A. S., Tan, C., Ji, Y., & Smith, N. A. (2018). Creative Writing with a Machine in the Loop: Case Studies on Slogans and Stories. *23rd International Conference on Intelligent User Interfaces*, 329–340. <https://doi.org/10.1145/3172944.3172983>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods*. Sage Publications (Vol. 8). Thousand Oaks, California: Sage Publication, Inc.
- Darazi, M. A., Saad, I., & Adil, S. (2021). Key Factors Influencing Creative Writing Skill: Students' Perceptions In An Elt Context At Higher Education Level. *Pakistan Journal of Educational Research*, 4(3), 36–75. <https://doi.org/https://doi.org/10.52337/pjer.v4i3.258>
- Darmalaksana, W., & Busro., B. (2021). Akselerasi Publikasi Ilmiah Mahasiswa: Studi Kasus WPAJ HMJ IAT UIN Sunan Gunung Djati Bandung. *IJoIS: Indonesian Journal of Islamic Studies*, 2(2), 139–157.
- Djrisbang. (2018). Sinta Award 2018. *Direktorat Jenderal Penguatan Riset Dan Pengembangan*, pp. 2017–2019. Retrieved from <https://risbang.ristekdikti.go.id/publikasi/berita-kegiatan/sinta-award-2018-2/>
- Edwards, V. E. (1951). Book Review: A Guide to Creative Writing. *Journalism Quarterly*, 28(2), 266–267. <https://doi.org/10.1177/107769905102800220>
- Effendi, M. M., & Susanti, R. D. (2021). Utilization Of the Mendeley Application as Reference Manager For High School Teachers. *ABDIMAS: Jurnal Pengabdian Masyarakat*, 4(2), Article 2. <https://doi.org/10.35568/abdimas.v4i2.1128>
- Fauzan, U., Aulya, S. F., & Noor, W. N. (2020). Writing Error Analysis in Exposition Text of the EFL Junior High School Students. *Indonesian Journal of EFL and Linguistics*, 5(2), 517–533

- Gardner, S. A., Salto, L. M., Riggs, M. L., Casiano, C. A., & De Leon, M. (2018). Supporting the writing productivity of biomedical graduate students: An integrated, structured writing intervention. *CBE Life Sciences Education*, 17(3). <https://doi.org/10.1187/cbe.16-12-0350>
- Guilford, J. P. (1966). Measurement and Creativity. *Theory Into Practice*, 5(4), 185–189. <https://doi.org/10.1080/00405846609542023>
- Gupta, S., & Manning, C. (2011). Analyzing the Dynamics of Research by Extracting Key Aspects of Scientific Papers. *Proceedings of 5th International Joint Conference on Natural Language Processing*, 1–9. Retrieved from <papers2://publication/uuid/6492A1E9-C692-49B8-A9C6-AAFEE4309A5C>
- Hardiyanto, F. E. (2020). Model Penilaian Produktif Mata Kuliah Menulis Berbasis Nilai Humanis. *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 9(1), 66–70. <https://doi.org/10.15294/jpbsi.v9i1.38686>
- Hamilton, C. W. (1992). How to write and publish scientific papers: Scribing information for pharmacists. *American Journal of Hospital Pharmacy*, 49(10), 2477–2484. <https://doi.org/10.1093/ajhp/49.10.2477>
- Harper, G. (2008). Creative writing: Words as practice-led research. *Journal of Visual Art Practice*, 7(2), 161–171. https://doi.org/10.1386/jvap.7.2.161_1
- Herawati, H. (2021). Learners as Story Writers: Creative Writing Practices in English as a Foreign Language Learning in Indonesia. *Education in the Asia-Pacific Region*, 57, 71–87. https://doi.org/10.1007/978-981-16-0057-9_5
- Hoey, K. (2020). Building Student Development Through Creative Writing Workshops. *All Theses and Dissertations*. <https://dune.une.edu/theses/324>
- Huang, X., Liu, X., Hu, Y., & Liu, Q. (2021). The Effect of Online Collaborative Prewriting via DingTalk Group on EFL Learners' Writing Anxiety and Writing Performance. In W. Jia, Y. Tang, R. S. T. Lee, M. Herzog, H. Zhang, T. Hao, & T. Wang (Eds.), *Emerging Technologies for Education* (pp. 48–60). Springer International Publishing. https://doi.org/10.1007/978-3-030-92836-0_5
- Huber, M. M., Leach-López, M. A., Lee, E., & Mafi, S. L. (2020). Improving accounting student writing skills using writing circles. *Journal of Accounting Education*, 53, 100694. <https://doi.org/10.1016/j.jaccedu.2020.100694>
- Hussain, S., & Hussain, S. (2018). *Developing creative writing among prospective journalists and writers*. *Developing creative writing among prospective journalists and writers*, 15(1), Article 1
- Hung, B. P., & Van, L. T. (2018). Depicting and Outlining as Pre-Writing Strategies: Experimental Results and Learners' Opinions. *International Journal of Instruction*, 11(2), 451–464
- Jabri, U., Inggis, B., & Enrekang, U. M. (2021). Dampak Peer Review dan Lecturer Corrective Feedback pada Kinerja Penulisan Artikel Ilmiah Mahasiswa, 5(2), 579–592.
- Ma'ruf, M. H., & Fitria, T. N. (2021). Pelatihan Penulisan Artikel Ilmiah dari Skripsi dan Tesis Untuk Mahasiswa Serta Cara Publikasinya ke Jurnal Nasional. *Jurnal ABDAYA : Pengabdian Dan Pemberdayaan Masyarakat*, 1(1), 6–13.

- Malmfors, B., Garnsworthy, P., & Grossman, M. (2003). *Writing and presenting scientific papers*. Englewood Cliffs, N.J.: Nottingham University Press. <https://doi.org/10.1006/anbo.2001.1384>
- Martin, A., Tarnanen, M., & Tynjälä, P. (2021). Narratives of professional development in a teachers' creative writing group. *New Writing*, 18(4), 480–495. <https://doi.org/10.1080/14790726.2021.1900274>
- Mohammed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during Coronavirus pandemic: the current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, 5(3), 1–11. <https://doi.org/10.1007/s41062-020-00326-7>
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, California: Sage publications.
- Mustapha, W. Z. W., & Paramasivam, S. (2018). Propagating Critical Reading And Creative Writing Literacy Using Reader's Digest Magazines. *AICLL: Annual International Conference On Language And Literature*, 1(1), Article 1. <https://doi.org/10.30743/aicll.v1i1.41>
- Neville, I. A., Petrass, L. A., & Ben, F. (2021). The impact of an outdoor learning experience on the development of English creative writing skills: An action research case study of year 7 and 8 secondary school students in Australia. *Journal of Adventure Education and Outdoor Learning*, 1–14. <https://doi.org/10.1080/14729679.2021.1983445>
- Noermanzah, N., & Suryadi, S. (2020). Improving Students' Ability to Analyze Discourse through the Moodle-based Blended Learning Method. *English Review: Journal of English Education*, 9(1), 81–94. Retrieved from <https://journal.uniku.ac.id/index.php/ERJEE>
- Nova Wahyudi. (2019). Publikasi Ilmiah belum Dibarengi Kualitas Sumber. *MediaIndonesia.Com*. Retrieved from <https://mediaindonesia.com/humaniora/273758/publikasi-ilmiah-belum-dibarengi-kualitas>
- Nurisani, R., Wulandari, E. R., & Sundari, Y. (2019). Perilaku Penggunaan Aplikasi Sitasi Mahasiswa (Studi Kasus di Program Studi Pascasarjana Fikom Unpad 2018). *Pustabiblia: Journal of Library and Information Science*, 3(1), 74. <https://doi.org/10.18326/pustabiblia.v3i1.74-88>
- Nurjanah, R. L., & Saptanto, D. D. (2021). Pengenalan aplikasi reference manager kepada mahasiswa stmik bina patria magelang. *Jurnal Bakti Humaniora*, 1(2), Article 2. <https://doi.org/10.35473/jbh.v1i2.1316>
- Pangesti, M. dan F. (2017). Pengembangan Gagasan Dalam Kemampuan Menulis Artikel Ilmiah Dengan Strategi Mind Mapping Sebagai Pembangun Pendidikan Karakter Mahasiswa. In *Prosiding SENASGABUD (Seminar Nasional Lembaga Kebudayaan)* (pp. 107–117). Retrieved from <http://research-report.umm.ac.id/index.php/SENASGABUD>
- Pratiwi, D. I., Prasetya, H. W., & Atmaja, D. S. (2022). Pelatihan Aplikasi Mendeley sebagai Instrumen Citation dan Reference Manager Artikel Ilmiah bagi Akademisi di Kota Madiun. *Jurnal Pengabdian UNDIKMA*, 3(2), 250–260.

- <https://doi.org/10.33394/jpu.v3i2.5502>
- Prihandoko, L. A. (2021). Students' Writing Self-Efficacy, Writers' Block, and Academic Writing Performance: An Empirical Study in Eastern Indonesian Students, *13*(December).
- Rakedzon, T., & Baram-Tsabari, A. (2017). To make a long story short: A rubric for assessing graduate students' academic and popular science writing skills. *Assessing Writing*, *32*, 28–42. <https://doi.org/10.1016/j.asw.2016.12.004>
- Reimers, F., Schleicher, A., Saavedra, J., & Tuominen, S. (2020). Supporting the continuation of teaching and learning during the COVID-19 pandemic. Annotated resources for online learning. *Oecd*, pp. 1–38. Retrieved from <https://www.oecd.org/education/Supporting-the-continuation-of-teaching-and-learning-during-the-COVID-19-pandemic.pdf>
- Republika. (2019). Publikasi Ilmiah Tak Sebanding Jumlah Dosen dan Mahasiswa. *Republika.Co.Id*, p. 1. Retrieved from <https://www.republika.co.id/berita/q1kggl284/publikasi-ilmiah-tak-sebanding-jumlah-dosen-dan-mahasiswa>
- Rokhayati Rosa, A. T., Rostini, D., & Yoseptry, S. R. (2019). Teachers' Creativity and Innovation Model in Writing Scientific Works through Intensive Training, *203*(Iclick 2018), 357–362. <https://doi.org/10.2991/iclick-18.2019.75>
- Rustan, E. (2017). Learning Creative Writing Model Based on Neurolinguistic Programming. *Ijlecr - International Journal of Language Education and Culture Review*, *3*(2), 26–42. <https://doi.org/10.21009/ijlecr.032.03>
- Saad, I. T. (2020). Problems Faced By Postgraduate Students In Developing Their Writing Skills. *Journals Eduction for Girls*, *2*(27), 5–42. <https://doi.org/10.36327/0829-014-027-019>
- Sari, N. P., Adam, L. N., & Atambua, K. (2021). Mendeley Dalam Melakukan Penulisan Sitasi Dan Referensi, *4*, 586–591.
- Skar, G. B. U., Graham, S., & Huebner, A. (2021). Learning Loss During the COVID-19 Pandemic and the Impact of Emergency Remote Instruction on First Grade Students' Writing: A Natural Experiment. *Journal of Educational Psychology*. <https://doi.org/10.1037/edu0000701>
- Slamet, A. (2006). Faktor-Faktor Yang Berpengaruh Terhadap Kualitas Penulisan Skripsi Mahasiswa. *Dinamika Pendidikan*, *1*(1), 1–27. <https://doi.org/10.15294/dp.v1i1.464>
- Slamet, S. Y., Winarni, R., & Hartono. (2019). Active learning in scientific writing skill using Indonesian textbook based on character education. *Journal of Physics: Conference Series*, *1339*(1). <https://doi.org/10.1088/1742-6596/1339/1/012070>
- Sovacool, B. K., Axsen, J., & Sorrell, S. (2018). Promoting novelty, rigor, and style in energy social science: Towards codes of practice for appropriate methods and research design. *Energy Research and Social Science*, *45*(November 2017), 12–42. <https://doi.org/10.1016/j.erss.2018.07.007>
- Sudrajat, D. (2016). Portofolio: Sebuah Model Penilaian Dalam Kurikulum Berbasis Kompetensi FKIP Universitas Kutai Kartanegara. *Jurnal Intelegensia*, *1*(2), 1–9.

- Suprihatin, D., Winarni, R., Wardani, N. E., & Saddhono, K. (2020). Internalization of Local Wisdom in Scientific Writing with Scientific Approach. In *Proceedings of the 4th International Conference on Learning Innovation and Quality Education* (pp. 1–4). <https://doi.org/https://dl.acm.org/doi/abs/10.1145/3452144.3452175>
- Supriyadi. (2021). Developing The Participative and Collaborative Scientific Writing Materials to Develop The Students' Social and Emotional Intelligence. *Technium Social Sciences Journal*, 25(2), 840–846.
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129. <https://doi.org/10.29210/147800>
- Talib, T., & Cheung, Y. L. (2017). *Collaborative Writing in Classroom Instruction: A Synthesis of Recent Research*. 15
- Turkben, T. (2019). The effects of creative writing practices on the writing skills of students learning Turkish as a second language. *Eurasian Journal of Educational Research*, 2019(83), 183–208. <https://doi.org/10.14689/ejer.2019.83.9>
- Van Dalen, H. P., & Henkens, K. (2001). What makes a scientific article influential? The case of demographers. *Scientometrics*, 50(3), 455–482. <https://doi.org/10.1023/A:1010510831718>
- Wahyuningsih, B. Y., Sugianto, R., & Wardiningsih, R. (2021). Pelatihan Penggunaan Aplikasi Mendeley Secara Online bagi Mahasiswa untuk Penyusunan Daftar Pustaka Karya Ilmiah. *Pandawa*, 3(1), 21–33. Retrieved from <http://research-report.umm.ac.id/index.php/SENASGABUD>
- Wang, M., Zhang, J., Jiao, S., Zhang, X., Zhu, N., & Chen, G. (2020). Important citation identification by exploiting the syntactic and contextual information of citations. *Scientometrics*, 125(3), 2109–2129. <https://doi.org/10.1007/s11192-020-03677-1>
- Wcg, P. (2008). Basic structure and types of scientific papers. *Singapore Med Journal*, 49(7), 522–524.
- Widyartono, D., Dawud, D., & Harsiati, T. (2019). A learning model of writing scientific articles for non-native speakers based on blended learning. *Elementary Education Online*, 18(3), 8–14. <https://doi.org/10.17051/ilkonline.2019.612185>
- Wilson, J., Roscoe, R., & Ahmed, Y. (2017). Automated formative writing assessment using a levels of language framework. *Assessing Writing*, 34(August), 16–36. <https://doi.org/10.1016/j.asw.2017.08.002>
- Winarto, Y. T., Suhardiyanto, T., & Choesin, E. M. (2016). *Karya Tulis Ilmiah Sosial: Menyiapkan, Menulis, dan Mencermatinnya*. Yogyakarta: Yayasan Pustaka Obor Indonesia
- Yuniawan, T. (2014). Performance Evaluation Model in The Teaching and Learning of Reading Culture Loving Character Education-Based Narrative Texts. *Jurnal Pendidikan Karakter*, IV(1), 61–72.