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Brainstorming and Methaporming Patterns in Creativity of Insya Hurr, Through Online Learning on Instagram hashtags

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ABSTRACT

Creativity (creative thinking) is one of the learning objectives proclaimed by the Indonesian government. Creativity includes four aspects, namely flexibility, originality, fluency and elaboration. Lecturers strive for learning in a fun and easily accessible atmosphere in achieving learning objectives even though the government requires online learning during covid-19 which is considered so burdensome and boring by many students. Among these efforts are the use of brainstorming and metaphorming patterns. The purpose of this study is to describe the implementation of these 2 patterns in learning insya 'hurr with Instagram hashtags. The research method used is descriptive qualitative on 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) metaphorming on connect, relate, explore, and analyze with the review process; (4) metaphorming the transform and experience with the publication and appreciation process (verbal and extrinsic motivation). Students can 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 get motivation, support and direction for writing improvements because the lecturer in this pattern is the motivator and reviewer without giving an assessment in the form of numbers and without rejecting student ideas (all ideas are considered correct with improvements). In the process of implementing learning, students cannot know the results of the achievements in the form of numbers.

Key words: Brainstorming, Metaphorming, Creativity, Insya Hurr, Online learning

الإبداع (التفكير الإبداعي) من أهداف التعليم الذي تأكده الحكومة في دولة إندونيسيا. احتوى الإبداع بأربعة جوانب وهي مرونة وأصالة وطلاقة وفصيلة. في التعليم محاضر وهو يحاوله بجو ممتع وتحقيق أهداف التعليم مع أن الحكومة تتطلب التعليم عبر الإنترنت (Online) طول Covid-19 وهذا يسبب الطلبة مرهقًا ومملًا. الحالة باستخدام نمطين أي العصف الذهني (*brainstorming*) والتفكير المجازي (*metaphorming*). هدف البحث هو وصف النمطين في تعليم الإنشاء الحرّ بوسيلة برمجة *hashtag of instagram*. هذا البحث بمدخل الوصفي النوعي على ٩٨ طالبًا نشطًا (فصل أ، ب، ج) بالمرحلة الثانية بقسم تعليم اللغة العربية المعهد العالي لعلم القرآن (STIQ) أمونتايا كالماتنان الجنوبية في العام ٢٠١٩-٢٠٢٠. ونتيجة البحث هي أربع مراحل: (١) مرحلة العصف الذهني في الإبداع بمرونة وأصالة وفيها ظهور الفكرة المتنوعة المفردة 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 يتطور متنوعا وعندهم شقة في نشر الكتابة المنتجة بالقواعد الجيدة. وهم يجيدون الدوافع من المحاضر والأصدقاء، ويجيدون دليل الحاضر لتصحيح كتابة نص الحكاية لأنه شيق وخبير دون إطاء تقييم رقمي ودون رفض فكرة الطلبة (ظن كلها صحيح).

المفردات الأساسية: العصف الذهني، التفكير المجازي، الإبداع، الإنشاء الحرّ، التعليم عبر 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.

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 (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. State 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) variations (5) have many strategies / techniques (6) dare to take risks and (6) relative. 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). *Inshā Muwajjah* is guided or 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) arrange random sentences into a paragraph; etc. *Inshā 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) create incident reports; etc. The division is *insya* by making it *muwajjahah* and *insha hurr* for students who are learning Arabic as a foreign language, namely students who do not speak Native Arabic (Muradi, 2016). *Inshā muwajjahah* 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 yet Perfect pattern arrangement be it conjunctions, *khobar muqaddam*, *inna*, *kaana*, to complex sentence structures such as *laisa*, *laa*, *nasab* letters, *jazm* letters and so on. *Inshā muwajjahah* use structured textbooks and exercise books. *Inshā hurr* for advanced students, who already understand sentence structure well, 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) was 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 the problem. Educators always strive to improve innovation and creativity so that the learning process can run well, balance, find the midpoint of some of the problems faced by trying to learn that is still fun, enjoyable, and achieves learning goals. This effort is in the form of using brainstorming and metaphorming 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, M. A, 2008; Rababah & Melhem, 2015). Metaphorming 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 (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, insha hurr with brainstorming and metaphorming 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 it is to provide 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. Thus, the purpose of this study is to describe the implementation of students 'insya' hurr by using brainstorming and metaphorming patterns in creative task arrangement insha hurr through Instagram hashtags and their impact on students.

METHOD

This research uses 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 uses direct observation with the researcher as an active participant (active participant) as the instructor of the insya 'course in the class. The data collected was triangulated for data validity (Creswell, 2014). The research data is in the form of brainstorming and metaphorming 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, 1992).

RESULT AND DISCUSS

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 descriptions or narratives according to observations / 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*, *idhofah* and the letters *jer*. In this *insha*, 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 metaphorming can be seen in the following table:

Tabel 1: Learning Process, Insyah 'Hurr, with Brainstorming and Metaphorming Patterns in Creativity through Instagram hashtags

NO	Teaching Process	Learning Process
1	<p>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 media according to their respective titles.</p>	<p>students are able to explore creativity on the criteria of flexibility and originality</p> <p>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).</p>

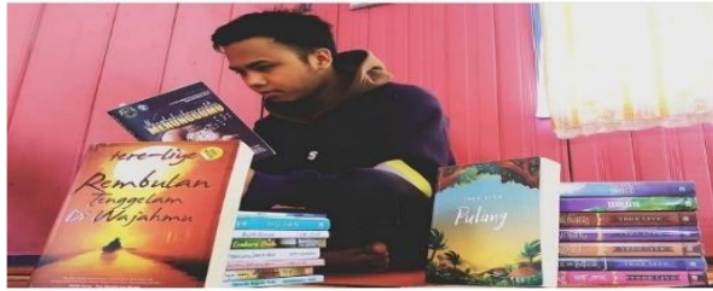
<p>2 brainstorming patterns with criteria for creativity fluency and elaboration</p> <p>The lecturer directs students to write by paying attention to the correct sentence structure guidelines that have been previously studied (and also studied in the nahwu course), namely the nominal sentence, the verb sentence, na'at man'ut, inna and kaana, idhofah and letters jer. The use of 5W1H (what, who, why, when, where, how) for the development of short stories (free essays) and found image media.</p>	<p>Students are able to explore creativity on fluency and elaboration criteria</p> <p>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).</p>
<p>3 metaphorming patterns: connect, relate, explore, analyze</p> <p>Lecturers receive and observe 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 insha hurr on the story), analyze (observe text according to the provisions of simple and complex sentence structures, conduct reviews).</p>	<p>Students are able to explore the creativity of metaphorming patterns: connect, relate, explore, analyze</p> <p>Students receive the results of lecturers' reviews to be revised. Students do connect (compare the results of lecturers' 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).</p>
<p>4 metaforming, insya hurr: transformation, experience</p> <p>The lecturer asks students to publish the final results of the story</p>	<p>Students are able to explore the creativity of metaphorming patterns: transform, experience</p>

on Instagram social media with the hashtag, #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*).

Students publish pictures and tech as the final result of student 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*).

6 Based on the results of the research above. It shows that learning insya hurr with the theme of daily activities in cities and villages (الأنشطة اليومية في المدينة والقرية) can create different and new concepts (ideas of thought) for each student. They can produce text (essays) help pictures and questions (5W1H), namely what (ما), who (من), why (لماذا), when (متى), where (أين), how (كيف).

The 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, 2014). 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).



Disukai oleh [srrabiatulawaliah_](#) dan 172 lainnya

ahmrdhni اسم : احمد رضاني

فصل : 2 ج

رقم : 10

أنظر إلى الشورة

السؤال :

1. ما هو يفعل في تلك الشورة ؟
Apa yang dia lakukan pada gambar tersebut ?
2. ما هو الكتاب الذي خيئة ؟
Buku apa yang kira-kira dia suka (sesuai gambar) ?
3. أين هو يقرأ الكتاب ؟
Dimana dia membaca buku ?
4. متى هو يقرأ الكتاب ؟
Kapan dia membaca buku ?
5. إذا أنت تحب القراءة, ما أجلك لخيئه ؟
Jika kamu menyukai membaca, apa alasanmu

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

The Metaphorming 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 verb 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 again 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 (Analyze). The next stage is to implement and 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.



Figure 2: Publication of the final result (story) with Instagram hashtag

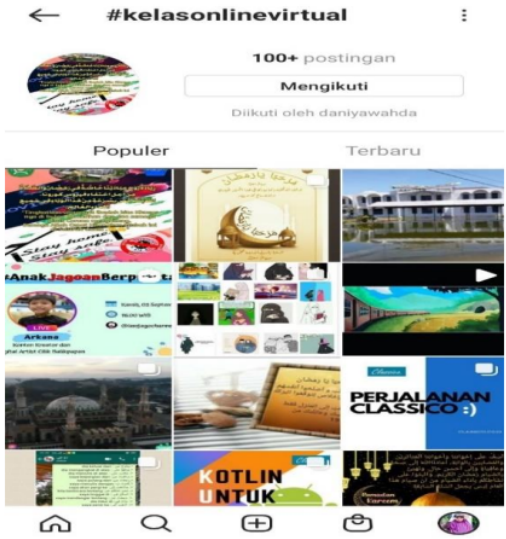


Figure 3: Instagram hashtag #kelasonlinevirtual as an assignment file storage room

Text publication aims to show that their writing creativity is worthy of being read by many people. 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). 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 grades less. The results of the evaluation in the form of this number indicate that the learning process with brainstorming and metaphoring patterns can be re-applied to the next online learning process.

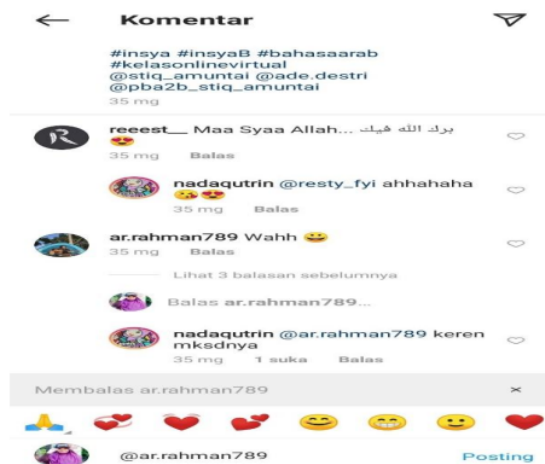


Figure 4: spontaneous giving of appreciation in the form of positive expressions in the Instagram comment column

These two patterns also provide the development of creativity in students and produce new works that are 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 with a 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).

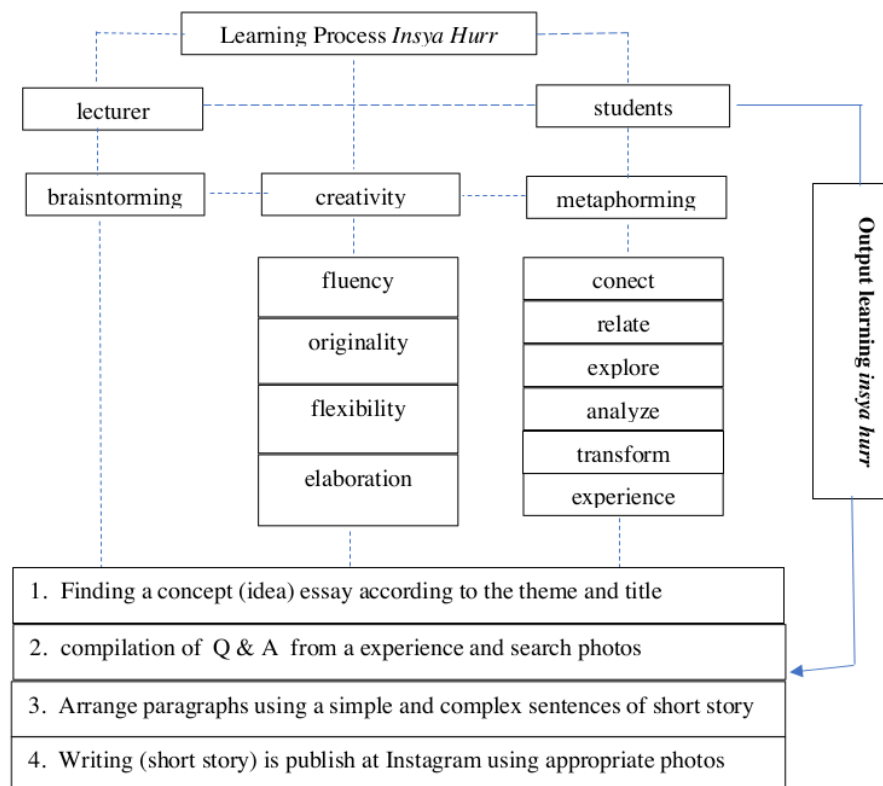


Figure 5: The systematic implementation of learning, Insya 'Hurr, with Brainstorming and Metaphorming Patterns in Creativity through Instagram hashtags

CONCLUSION

Brainstorming and metaphorming 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 insha 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. Insyahurr text, students will go through a brainstorming pattern and a metaphorming pattern:

The first stage 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 stage 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 stage is metaphorming 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 stage is the metaphorming 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 in these students.

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