

**IMPLEMENTING CREATIVE WRITING FOR DEVELOPING BASIC
LITERACY SKILLS AT ISLAMIC BOARDING SCHOOL MAMBAUL**

HIKMAH PONOROGO

THESIS



By

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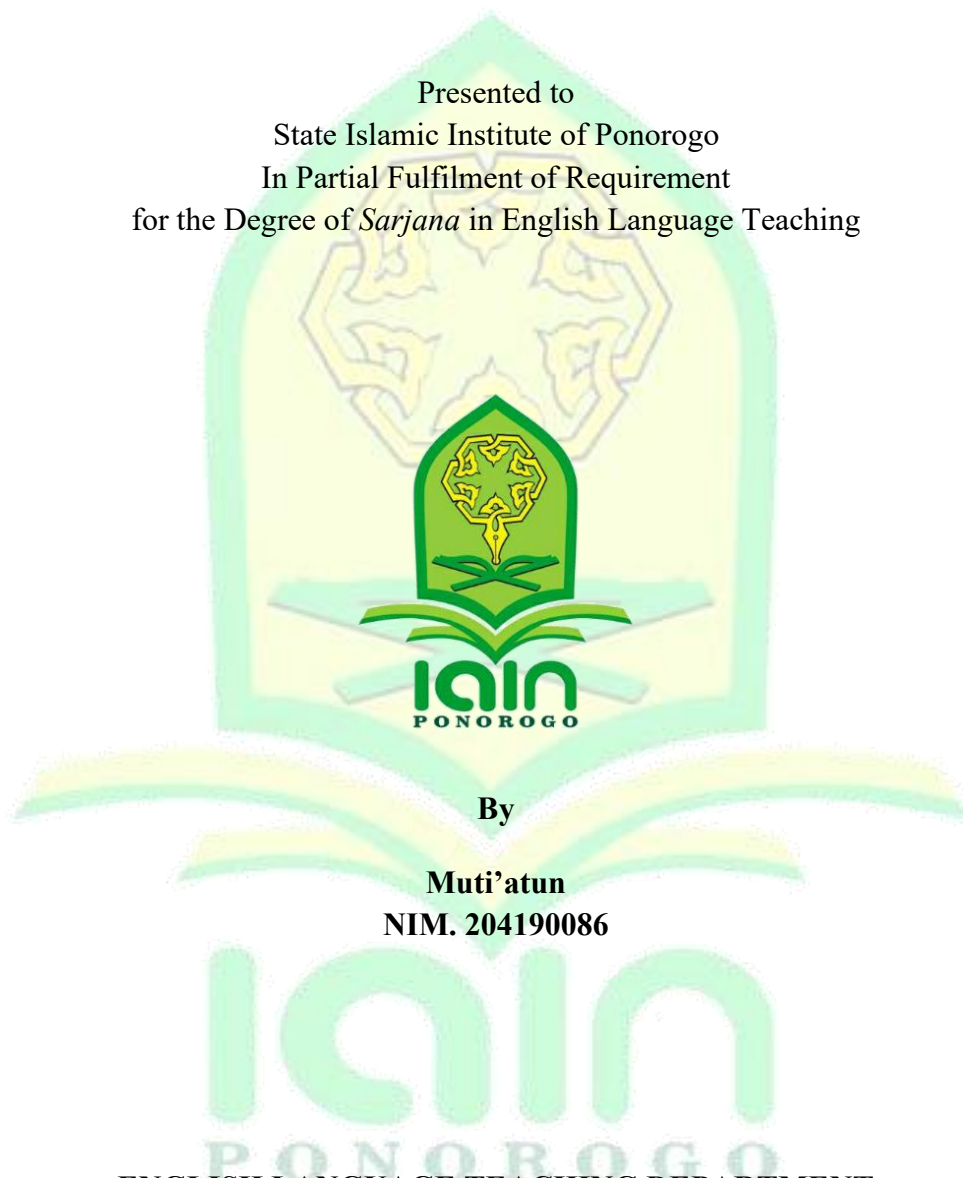
**ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF PONOROGO**

2023

**IMPLEMENTING CREATIVE WRITING FOR DEVELOPING BASIC LITERACY
SKILLS AT ISLAMIC BOARDING SCHOOL MAMBAUL HIKMAH PONOROGO**

THESIS

Presented to
State Islamic Institute of Ponorogo
In Partial Fulfilment of Requirement
for the Degree of *Sarjana* in English Language Teaching



By

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ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
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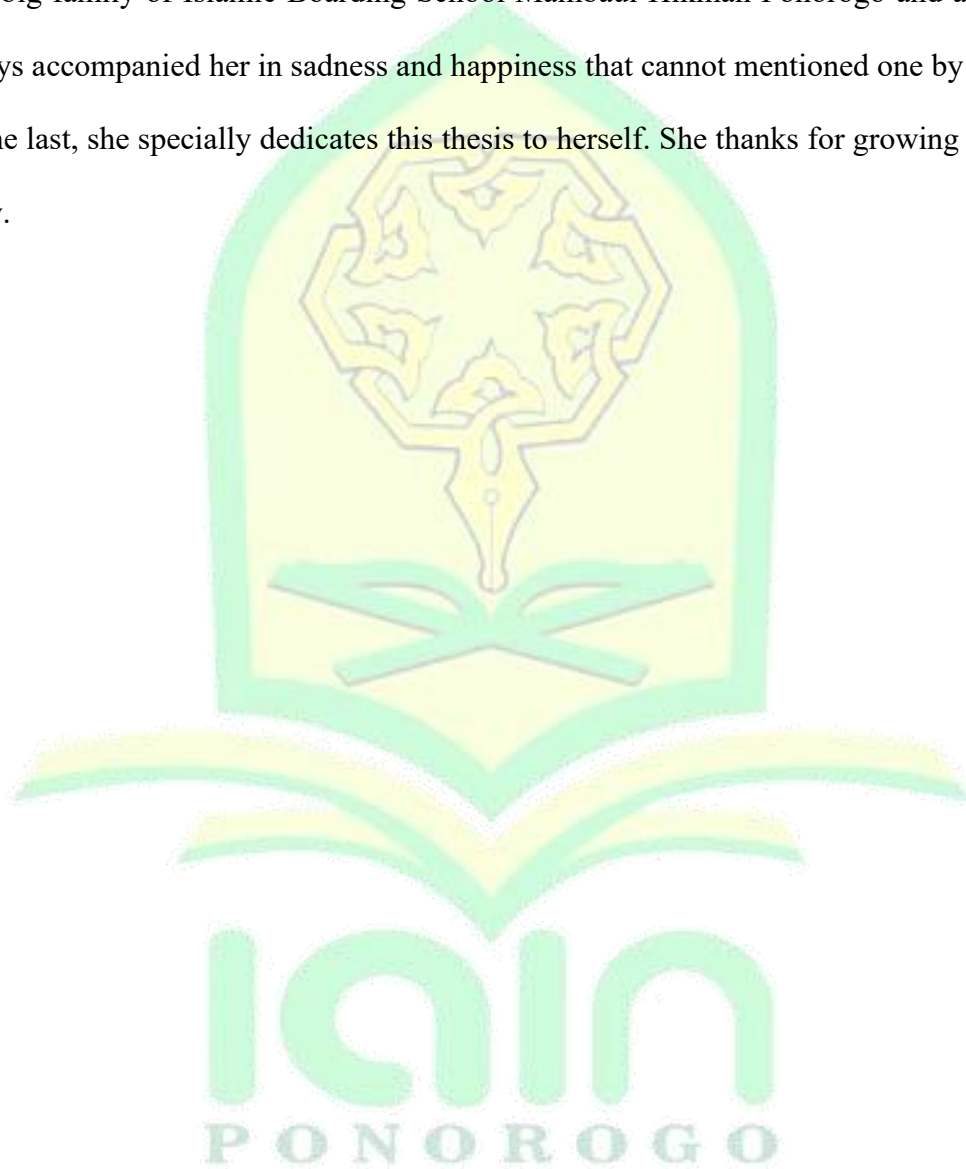
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DEDICATION

She dedicates this undergraduate thesis to her beloved parents and her brother who has given their whole love for taking care, teaching her, and support her education process.

Then, she dedicates her thesis to all of family for their support and pray. And also give big thanks to big family of Islamic Boarding School Mambaul Hikmah Ponorogo and all of friends who always accompanied her in sadness and happiness that cannot mentioned one by one.

The last, she specially dedicates this thesis to herself. She thanks for growing better every single day.



MOTTO

"إِنْ لَمْ تَكُنْ وَلَدَ الْمُلُوكِ وَلَا وَلَدَ الْعُلَمَاءِ الْكِبَارِ، فَارْتَبِ فِي الْكِتَابَةِ تُخَلِّدَكَ بِمَنْزِلَةِ أَهْلِ الْعِلْمِ وَالْحِكْمَةِ"

"If you are not a prince or a great scholar, then write so that you may be known as a learned and wise person."

Al-Ghazali¹



¹ Al-Ghazali. *Ihya' 'Ulum al-Din*. Beirut: Dar al-Ma'rifa, 1996. Page 10.

ABSTRACT

Muti'atun. 2023. *Implementing Creative Writing for Developing Basic Literacy Skills at Islamic Boarding School Mambaul Hikmah Ponorogo.* **Thesis.** English Language Teaching Department, Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Ponorogo. Advisor, Dr. Ahmadi, M.Ag.

Keywords: *Creative Writing, Basic Literacy Skills, Pesantren.*

Creative writing can be an effective method to improve basic literacy skills in Indonesia, as it can be tailored to different cultural and linguistic contexts, both in formal and non-formal education settings such as *pesantren*. Writing skills pose a challenge for *kiai* (Islamic scholars) and *pesantren* students, but it is important to produce literary works that reflect their experiences and views on the environment and society.

The study focuses on literacy activities that support creative writing for santri Islamic Boarding Mambaul Hikmah Ponorogo. Furthermore, it would likely to investigate how creative writing can be used as a tool to improve basic literacy skills among students at Islamic Boarding Mambaul Hikmah Ponorogo. It also aims to investigate the advantages of creative writing to improving the basic literacy skills of Santri Islamic Boarding School Mambaul Hikmah Ponorogo.

The research study uses qualitative research methods to investigate the successful implementation of creative writing in Islamic Boarding School Mambaul Hikmah Ponorogo for developing basic literacy skills of students. The study uses multiple data collection techniques including observations, interviews, documentation, and autoethnography. The data was obtained through direct observation of literacy activities at Islamic Boarding School Mambaul Hikmah Ponorogo, interviews with the caretakers of Islamic Boarding School Mambaul Hikmah Ponorogo and selected students using purposive sampling technique, and documenting the results of observations and interviews. The research data was then processed using the Miles and Huberman model, which includes data reduction, data display, and drawing conclusions.

Based on the analysis results, it was found that (1) Islamic Boarding School Mambaul Hikmah Ponorogo has effectively implemented creative writing activities to enhance the basic literacy skills of the students. The literacy activities include outbound/nature contemplation, holiday assignments, OSMAH, SABTU, and EPIS. (2) In implementing creative writing for the students, the process includes preparation, planning, incubation, beginning, flowing, silence reservoir, breakthrough, and finish line. Furthermore, Islamic Boarding School Mambaul Hikmah Ponorogo also applies literacy principles such as literacy involves interpretation, literacy involves collaboration, literacy involves cultural knowledge, literacy involves problem-solving, literacy involves reflection and self-introspection, and literacy involves language usage. (3) By implementing creative writing, it can develop the students' literacy skills in areas such as reading and writing literacy, digital literacy, tourism literacy, cultural and citizenship literacy, religious literacy, library literacy, and science literacy. Creative writing activities also provide benefits to the students, such as improving language proficiency, developing a balance between the right and left brain, building self-confidence, enhancing reading abilities, and making the students more productive. The results of these creative writing activities include some students participating in writing competitions and producing works such as poems, articles, essays, short narratives, and short stories.

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On this occasion with great humility, the researcher would like to thank to all of those who help and give a guidance, so that this thesis can be finished on time. Thus, the deepest gratitude and the warmest thank would be presented to:

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3. Dr. Dhinuk Puspita Kirana, M.Pd., as the Head of English Language Teaching Department of IAIN Ponorogo;
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However, the researcher realizes that this thesis is far from being perfect. Thus, critique, comment, and suggestion are expected to arrange the study better.

Hopefully, this thesis can be useful for all reader and give beneficial for who want to obtain information related to moral value and students character building.

Ponorogo, June 19th, 2023

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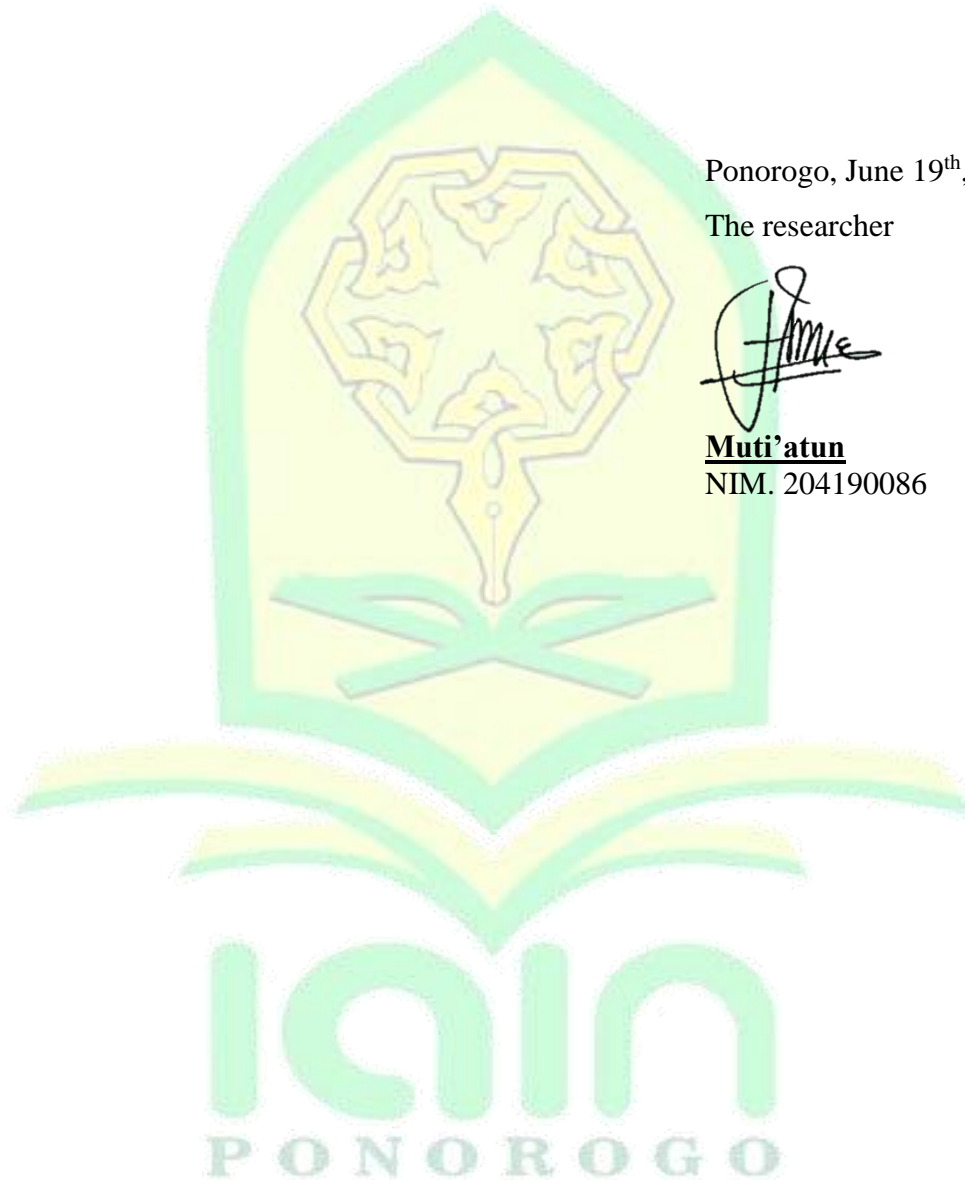


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CHAPTER I INTRODUCTION

A. Background of the Study

Writing is an essential part of basic literacy skills. By developing strong writing skills, individuals are better able to communicate, as writing allows individuals to communicate their thoughts, ideas, and perspective with other. In addition, the individual can adopt different ways to make their writing more fun by adding more puns and creative intelligence². Through writing, individuals are able to express themselves and creativity in unique and meaningful ways. Developing these skills through creative writing can help individuals becoming more effective learners and problem solvers³. Starting to write is difficult for some reason. Everyone has different strengths and weaknesses, and some people may struggle with writing for a variety of reasons such as: 1) lack of confidence, 2) difficulty generating ideas, 3) grammar and spelling, 4) organization and structure, 5) time management⁴. Writing is kind of difficult skills that can be developed with practice and consistency. Therefore, people can start writing by using creative writing types.

Creative writing is a type of writing that expresses ideas and thoughts imaginatively. In a very broad sense, creative writing is defined by Harmer, who defines the term creative writing as a type of writing that suggests imaginative tasks and creativity such as writing poems, stories, and plays⁵. Lihua suggests that creative writing is associated with the production of literary compositions-such as poetry, plays, and fiction, as well as

² P. Harsini, "Creative Writing and Its Influence in the Generation of Language Skills – A Creative Approach," *Journal of Critical Reviews* 7, no. 04 (February 1, 2020): 186.

³ Gillie Bolton, *Write Yourself: Creative Writing and Personal Development* (London: Jessica Kingsley Publisher, 2011): 19.

⁴ Tri Nurilah Febriani, "'Writing Is Challenging': Factors Contributing to Undergraduate Students' Difficulties in Writing English Essays," *Erudita: Journal of English Language Teaching* 2, no. 1 (May 31, 2022): 85.

⁵ Harmer J., *The Practice of English Language Teaching*, 3rd ed (England: Pearson Education Limited, 2001): 10.

personal writing, such as personal journals or diaries, autobiographies, and memoirs⁶. In detail, there are several genres that are associated with creative writing: poetry; short stories; novels, including Westerns, romances, science fiction, detective stories, mysteries, fantasy, etc.; stage play scripts; film and television screenings; and lyrics. Other genres that do not belong to this type: magazine articles, newspaper feature stories, essays, biographies, advertisements, card greetings, books or articles on the history of science, etc.⁷

Concerning the creative writing process, Morley suggests seven methods of creative writing as follows: a) *Preparation*, which includes active reading, imitation, research, play, and reflection, b) *Planning*, include research, but can also include other factors, especially acts of premeditations. For example, brainstorming, c) *Incubation*, which creates an incoming wave of the subconscious that washes over the pages that will be written, d) *Beginning*, which starts from rewriting some of these into sentences or lines of meaning and start the forward stagger into writing, e) *Flowing*, which involves maintaining a steady flow of work, including mechanical word count, putting in the hours, and writing quickly and uninhibitedly, f) *Silence reservoir*, which involves giving to the self the time to recover eloquence through silence, g) *Breakthroughs and finish lines*, whereby sufficient fluency through practice can create an artistic breakthroughs and leaps while writing one particular piece, such as a poem or short story⁸.

Studies have shown that creative writing can improve a variety of literacy skills, including reading comprehension, vocabulary, and written expression. A study by Rabia Eser and Hayrettin Ayaz found that creative writing activities significantly increase verbal

⁶ Lihua L, *Using Creative Writing as a Pre-Class Activity in the EFL Classroom.*, In J. Mukundan (Ed.), *Creative Writing in EFL/ESL Classrooms II* (Petaling Jaya, Malaysia: Pearson Longman, 2006): 56.

⁷ Indah Damayanti, "Literary Theory and Creative Writing, a Blended Space for Producing Literary Works," *LINGUIST: Journal of Linguistics and Language Teaching* 3, no. 1 (2016): 4.

⁸ David Morley, *The Cambridge Introduction to Creative Writing*, 1st ed. (New York: Cambridge University Press, 2007), 125.

creativity and provide positive development within the scope of grammar rules. It also allows students to express themselves more comfortably, decide on more creative and appropriate title for the text, used more varied vocabulary, and ensure fluency of words and thoughts⁹. In addition, there are several types of creative writing that can help beginners to start writing in easier way. As stated by Wendy Burt and Thomas in the book entitled *The Everything Creative Writing Book* second edition, creative writing encompasses a wide variety of styles and forms including fiction, poetry, screenwriting, creative non-fiction, playwriting¹⁰.

Moreover, creative writing will be very useful for students, such as college students, as their basic exercise to practice writing skills in academic writing. Creative writing can definitely help college students develop critical thinking skills because writing creatively requires a great deal of analysis, interpretation, and evaluation¹¹. Another research shown that creative writing can be a powerful tool for psychologists, as it can help individuals to explore their emotions, develop empathy and understanding for others, and find new ways to approach problems and challenges. As stated by Hunt and Sampson in Morley, some writers find creative writing as therapeutic practice and some teachers also believe that writing is kind of powerful aid to various types of therapy, from the treatment of depression to social rehabilitation¹². For these reasons, creative writing can be applied by all education level including elementary schools, junior and senior high school, college students, and adults. Creative writing has many impacts for self-development and mastering some skills that might be useful for individual's daily life.

⁹ Rabia Eser and Hayrettin Ayaz, "The Effects of Creative Writing Activities on Narrative Text Writing Skills and Advanced Reading Awareness," *Research in Pedagogy* 11, no. 2 (2021): 653.

¹⁰ Wendy Burt and Thomas, *The Everything Creative Writing Book: All You Need to Craft Well-Written and Marketable Stories, Screenplays, Blogs, and More.*, 2nd ed. (Avon: Karen Cooper, 2010): 13.

¹¹ Ali Odeh Hammoud Alidmat and Mohamed Ayed Ayassrah, "Development of Critical Thinking Skills through Writing Tasks: Challenges Facing Maritime English Students at Aqaba College, AlBalqa Applied University, Jordan," *International Journal of Higher Education* 6, no. 3 (May 22, 2017): 83–84.

¹² Morley, *The Cambridge Introduction to Creative Writing*, 3.

In the context of intellectual tradition, a nation is said to be civilized or cultured when it is able to use writing for social communication and scientific knowledge. This means that a literate culture is one that uses a writing system in the creation of literature, and is able to record scientific knowledge¹³. Creative writing can be a particularly effective method for improving basic literacy skills in Indonesia, as it can be adapted to suit different cultural and linguistic contexts. By incorporating local themes and cultural references into creative writing activities, educators can help to engage students and make learning more meaningful and relevant. Creative writing can be an effective method and valuable tool for developing basic literacy skills in Indonesia's education sector both in formal and non-formal education, such as *pesantren*.

Many researchers have focused their studies on formal educational institutions such as schools or universities when discussing literacy culture. However, there is still limited research that specifically targets Islamic boarding schools (*pondok pesantren*). The literacy culture within *pesantren* has deep roots in the history of Islamic dissemination in Indonesia. Unfortunately, it has been rarely studied as the term "literacy" is often considered to be associated only with education in general, such as at universities and schools. However, according to Suharso and Sarbini, *pesantren* is recognized as a special educational institution in the archipelago that greatly values literacy culture¹⁴.

The literacy culture in Islamic boarding schools (*pesantren*) emerged due to cultural, social, political, and intellectual struggles. *Pesantren* embodies a literacy spirit rooted in Islamic education that emphasizes humanization. This means that *pesantren*

¹³ Wulandari, "Budaya Literasi *Pesantren* dalam Karya Sastra: Pendidikan Literasi di *Pondok pesantren* Sains Salman Assalam Cirebon," *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora* 9, no. 1 (February 5, 2023): 187.

¹⁴ Zaini Tamin Ar et al., "Menakar Budaya Literasi di *Pesantren*; Signifikansi dan Relevansi Metode Programme for International Student Assessment," *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam* 13, no. 01 (October 8, 2021): 1793.

prioritizes the teaching of ethical morals and carries out its educational function with an inclusive paradigm. Consequently, literacy has unconsciously become ingrained in education within *pesantren*, even though the main literature mainly focuses on religious matters. The development of literacy culture has shifted from religious texts to texts with social-economic themes, especially those related to life skills¹⁵.

In this era of the Fourth Industrial Revolution, the ability to think, communicate, and master knowledge is crucial for students (*santri*). These abilities constitute the "educational spirit" of *santri* in *pesantren*. Moreover, considering the rapid pace of educational development and the deluge of information through various media, including print media, audiovisuals, and social media, the ability to read and write literacy is highly important. With adequate and solid literacy skills, *santri* as individuals, communities, and/or nations are less likely to be swayed by the influx of diverse information bombarding them¹⁶.

The thinking process enables materials to be easily understood as they possess clear structures and relationships among them. The processed material through the thinking process is then communicated to others through oral discourse (during learning sessions) or written discourse (through written assignments). These oral and written discourses can contain students' ideas, information, data, facts, expert opinions, research findings, and theories that students have absorbed from various sources¹⁷. *Santri* who are accustomed to comprehending and producing oral and written discourses as the final outcome of literacy

¹⁵ Zaini Tamin Ar et al., "Menakar Budaya Literasi di Pesantren; Signifikansi dan Relevansi Metode Programme for International Student Assessment," *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam* 13, no. 01 (October 8, 2021): 1786.

¹⁶ *Ibid*, 1786–87.

¹⁷ Melanie Wallendorf, "Literally Literacy: Table 1," *Journal of Consumer Research* 27, no. 4 (March 2001):

activities will be able to understand and delve into the substance of subject matter in a more comprehensive manner.

The literacy culture of the Islamic boarding school (*pondok pesantren*) is a process of habituation to reading and writing within the boarding school environment. This literacy culture is commanded by the Quran, as stated in Surah Al-Alaq verses 1-5 and Surah Al-Qalam verse 2¹⁸. The definition of literacy in this context is the ability of *kiai/ustadz/pondok pesantren* to access Islamic literature (knowledge) and subsequently engage in critical-analytical selection and evaluation to discover new theories. Ultimately, this enables them to narrate the information or knowledge acquired in the form of literary works such as poetry, novels, dramas, and others. In recent years, many *pesantren* have recognized the importance of promoting literacy skills among their students and have made efforts to incorporate literacy education into their curriculum. One of *pesantren* which promote literacy skills among their students/*santri* is Islamic Boarding School Mambaul Hikmah Ponorogo.

Islamic Boarding School Mambaul Hikmah Ponorogo is a traditional Islamic boarding school located in Ponorogo, Indonesia. The school provides a comprehensive Islamic education and offers a variety of academic programs, especially in religious field including literacy and creative writing courses. At Islamic Boarding School Mambaul Hikmah Ponorogo, *santri* have the opportunity to participate in various creative writing activities, such as poetry writing, short story writing, and journaling. These activities are designed to help *santri* develop their writing skills, express their thoughts and feelings, and explore their creativity¹⁹. By engaging in creative writing activities, *santri* can improve their writing skills, boost their motivation to write, and cultivate a lifelong love for reading

¹⁸ Ibid.

¹⁹ Look appendix 03/O/09-I/2023 of observation transcript.

and writing. This can be seen from the participation of the students (*santri*) in poetry and article writing competitions, as well as the assignments given by the caregivers in the form of poetry, short narratives, short stories, daily journals, and articles²⁰.

The ability to write is a challenge for *kiai* (Islamic scholars) and students at *pesantrens* (Islamic boarding schools). The *pesantren* tradition, which focuses on reading and understanding the yellow book without vowels, means that students have not been taught to express their ideas and concerns in writing. However, writing skills are essential in producing literary works such as poems, short stories, or novels that can reflect their experiences and views of their environment and society. Therefore, *pesantrens* need to pay attention to and facilitate their students to learn to write and develop their writing skills to produce constructive and inspiring works²¹.

In *pesantren*, creative writing can be an effective tool for *dakwah* because it allows *santri* to convey Islamic messages in a way that is engaging, memorable, and relatable. By developing their writing skills and using their creativity to explore Islamic themes and values, students can inspire others to learn more about Islam and to live their lives in accordance with Islamic principles. Literacy and writing have played a significant role in developing and disseminating knowledge of religion, science, and literary works in Islam. Throughout Islamic history, many Muslim scholars, intellectuals, and thinkers devoted their lives to writing and spreading knowledge about religion, science, philosophy, and literature²².

²⁰ Look appendix 06/D/03 IV/2023 of documentation transcript.

²¹ Wulandari Wulandari, "Budaya Literasi *Pesantren* dalam Karya Sastra: Pendidikan Literasi di *Pondok pesantren Sains Salman Assalam Cirebon*," *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora* 9, no. 1 (February 5, 2023): 188.

²² Zaini Tamin Ar et al., "Menakar Budaya Literasi di *Pesantren*; Signifikansi dan Relevansi Metode Programme for International Student Assessment," *FIKROTUNA: Jurnal Pendidikan dan Manajemen Islam* 13, no. 01 (October 8, 2021): 134.

Through literacy, the Muslim community can learn and understand the teachings of their religion, deepen their understanding of the Quran, Hadith, and Islamic history. Furthermore, literacy enables them to read and study the scientific, philosophical, and literary works of Muslims that have inspired Islamic civilization for centuries. There are many *kiai* or ulama who produce writings by observing the issues in society, contemplating on them, and expressing the results of their contemplation and reflection in the form of literary works. Among them are Buya Syakur Yasin (Head of Islamic Boarding School Candang Pinggan, Indramayu), Ahmad Tohari (*Santri*, Novelist, Short Story Writer, and Essayist), K.H.D. Zawawi Imron (Chairman of the Board of Islamic Boarding School Ilmu Giri, Yogyakarta), Emha Ainun Najib (Cultural Figure, Author, Poet), and K.H. Ahmad Mustofa Bisri or better known as Gus Mus (Head of Islamic Boarding School Roudlatut Thalibin, Rembang, Central Java)²³.

Through creative writing, *santri* can develop their communication and writing skills while also conveying Islamic values and principles in a creative and engaging way. Here are some ways in which creative writing can be used as a tool for dakwah which is implemented at Islamic Boarding School Mambaul Hikmah Ponorogo: fiction and poetry, reflective writing, non-fiction writing, creative non-fiction²⁴. Creative writing is the focus of this research, because through creative writing, Islamic boarding school students (*santri*) can produce literary works that are constructive reading material. Through creative writing, literary works such as novels, short stories, and poetry, *santri* are able to absorb new knowledge easily and enjoyably. This is because in creative writing, a literary work can contain stories or fables that have elements of entertainment, imagination, and many moral messages that can be taken. Creative writing is also able to refresh the mind after a complex

²³ Wulandari, "Budaya Literasi Pesantren Dalam Karya Sastra," 188.

²⁴ Look appendix 03/O/09-I/2023 of observation transcript.

thinking process, express one's feelings, become an entertainer and a balance in learning activities, and affect the behavior and habits of *santri* in their daily lives²⁵.

Literacy and writing skills are also important in the modern era dominated by information and communication technology. In this increasingly connected world, the ability to read, write, and comprehend complex information is crucial for actively participating in a knowledge-based society. Creativity and critical thinking, developed through literacy and writing, are also important in facing the challenges of this era. In a complex and diverse society, the ability to think critically helps an individual analyze information, understand different perspectives, and make rational and responsible decisions. In the context of human life in general, literacy and writing are important because they are tools to access knowledge, communicate, and participate in social, cultural, political, and economic activities²⁶. Through literacy, students of Islamic Boarding School Mambaul Hikmah Ponorogo are expected to acquire knowledge about the broader world, enhance communication skills, develop creativity, and gain critical thinking abilities.

According to the background research, researcher is interested in analyzing and identifying the implementation of creative writing at Islamic Boarding School Mambaul Hikmah Ponorogo. Based on the researcher's interest to analyze and identify how is the implementation of creative writing as a tool can develop basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo, it can be inferred that the study aims to provide an in-depth understanding of how the *pesantren* implements creative writing activities to improve students' basic literacy skills. Therefore, the researcher conducted this

²⁵ Look appendix 07/W/03-04/2023 of interview transcript.

²⁶ Kemendikbud, *Materi Pendukung Literasi Baca Tulis* (Jakarta: Kemendikbud, 2017), 6.

study entitled “*Implementing Creative Writing for Developing Basic Literacy Skills at Islamic Boarding School Mambaul Hikmah Ponorogo*”.

B. Research Focus

The research focused on the implementing creative writing for developing basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo Pasar Pon and would likely be to investigate how creative writing can be used as a tool to improve basic literacy skills among students at the *pesantren*. The study could also investigate the process of creative writing and the factors that may influence the effectiveness of the program, such as students' attitudes towards writing and their motivation to improve their basic literacy skills.

C. Statement of the Problems

Based on the background of the study above, this research proposes the main problems as follows:

1. How are the literacy activities of writing at Islamic Boarding School Mambaul Hikmah Ponorogo?
2. How is the implementation of creative writing to improve basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo?
3. What are the benefits of creative writing toward basic literacy skills of Santri Islamic Boarding School Mambaul Hikmah Ponorogo?

D. Objectives of the Study

The object of this study that represents what the researcher wants to accomplish is described as follows:

1. To analyze the literacy activities at Islamic Boarding School Mambaul Hikmah Ponorogo.

2. To identify the implementation of creative writing to improve basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo.
3. To identify the benefits of creative writing toward basic literacy skills of Santri Islamic Boarding School Mambaul Hikmah Ponorogo.

E. Significances of the Study

In this thesis proposal, the researcher hopes that this thesis proposal will have some significance for readers in the following ways:

1. Theoretically, the study could have significant implications for Islamic education in Indonesia and beyond, as it may provide insights into alternative teaching methods that can enhance students' basic literacy skills in Islamic schools. It may also contribute to the existing literature on creative writing and literacy development in education, particularly in the context of Islamic education. This research can be an effort and motivation to raise awareness of literacy, especially for learners at all levels of education. Furthermore, this study is also intended to be a reference for conducting further research on similar topics.
2. Practically, this study has potential benefits for different groups:
 - a. For teachers, this research is intended to support literacy movements in Indonesia for all education levels, formal and non-formal, such as boarding schools/*pesantren*. Teachers can also use the creative writing method to develop students' basic literacy skills. The study on developing basic literacy skills through creative writing at Islamic Boarding School Mambaul Hikmah Ponorogo has the potential to improve the quality of Islamic education and enhance the pedagogical practices of teachers.
 - b. For students, this study can provide guidance and insights on how to effectively develop basic literacy skills through creative writing. It can also contribute to the broader field of qualitative research by providing insights into the experiences and

perspectives of students/*santri*, teachers, and *pesantren* administrators on the effectiveness of creative writing as a tool for improving basic literacy skills. This study is hoped to be useful, especially for *santri* and generally for students. Through creative writing, they can improve their literacy skills and other skills such as digital literacy, technology literacy, numeracy literacy, and more. Students can start building their literacy skills from basics and continually practice them in daily life.

- c. For other researchers, this study can be used as a reference for studying literacy skills. The study can contribute to the development of a culturally relevant approach to literacy education in *pesantren* settings.
- d. For researcher, this study is intended to increase the researcher's knowledge and fulfill one of the requirements for obtaining an undergraduate degree at the English Department Faculty of Tarbiyah and Teacher Training in the State Islamic Institute of Ponorogo.

F. Organization of the Thesis

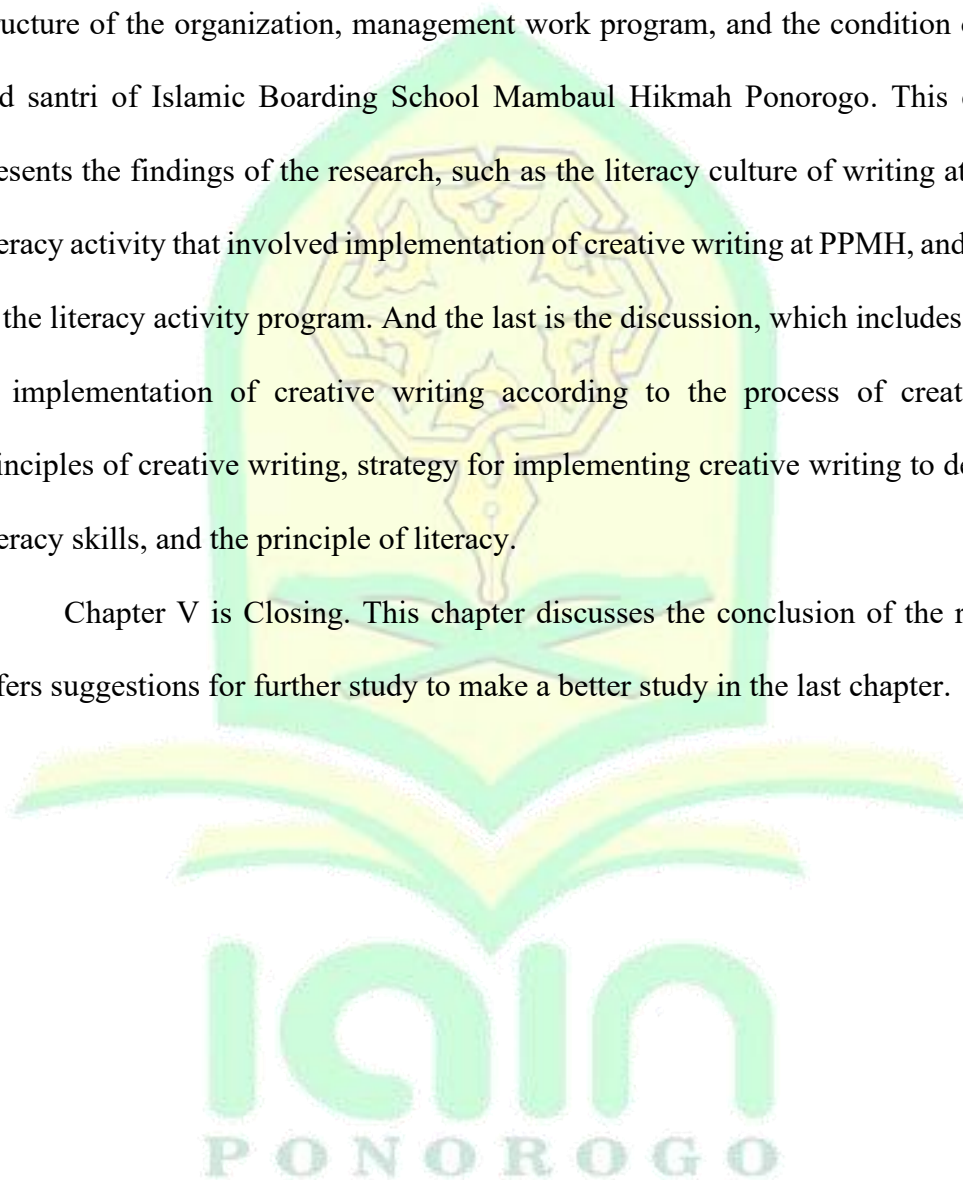
The researcher divides this research into five chapters. The organization of the study is to make the readers know and understand the content of the analysis efficiently. Chapter I is Introduction that consists of the background of the study, research focus, statement of the problems, objectives of the study, significances of the research, and the organization of the study.

Chapter II is Theoretical Background, which describes the research focused on the same issue but remains different. It explains the theory based on literacy skills, writing, and creative writing. Previous similar research findings also follow those theories.

Chapter III is Research Methods, which comprises research design, researcher's role, research setting, data and data source, data collection procedure, data analysis technique, and checking the validity of findings.

Chapter IV is Research Findings and Discussion. This chapter is important because it explains the research findings and discussions that present the common data sets that are going to appear, such as the history of Islamic Boarding School Mambaul Hikmah Ponorogo, vision and mission of Islamic Boarding School Mambaul Hikmah Ponorogo, geographical location of Islamic Boarding School Mambaul Hikmah Ponorogo, the structure of the organization, management work program, and the condition of educators and santri of Islamic Boarding School Mambaul Hikmah Ponorogo. This chapter also presents the findings of the research, such as the literacy culture of writing at PPMH, the literacy activity that involved implementation of creative writing at PPMH, and the benefits of the literacy activity program. And the last is the discussion, which includes the analysis of implementation of creative writing according to the process of creative writing, principles of creative writing, strategy for implementing creative writing to develop basic literacy skills, and the principle of literacy.

Chapter V is Closing. This chapter discusses the conclusion of the research and offers suggestions for further study to make a better study in the last chapter.



CHAPTER II

THEORETICAL BACKGROUND

A. Theoretical Framework

1. The Concept of Creative Writing

a. Definition of Creative Writing

The word creative writing is defined in many different ways. The following statements are some of the definitions of Collins Dictionary for this term: "the ability to create", "imaginative", "productive", "characterized by expressiveness and originality". Creative writing is writing that expresses ideas and thoughts imaginatively. The authors express their feelings and emotions instead of simply conveying facts. Therefore, it is not only solid writing skills that are required to become a great creative writer, but also the ability to use life experiences, feelings, emotions, thoughts, opinions, imagination, and spirituality to create vivid visuals and compelling stories for readers²⁷.

Creative writing is a type of writing that expresses ideas and thoughts imaginatively. In a very broad sense, creative writing is defined by Harmer who states the term creative writing is a type of writing that suggests imaginative tasks and creativity such as writing poems, stories, and plays²⁸. Lihua added that creative writing is associated with the production of literary compositions-such as poetry, plays, and fiction - as well as personal writing-such as personal journals or diaries, autobiographies, and memoirs²⁹. In detail, there are several features that share creative genres: poetry, short stories, novels (including Westerns, romances,

²⁷ Indah Damayanti, "Literary Theory and Creative Writing, a Blended Space for Producing Literary Works," *LINGUIST: Journal of Linguistics and Language Teaching* 3, no. 1 (2016), 4.

²⁸ Harmer J., *The Practice of English Language Teaching*, 328.

²⁹ Christine Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks," *Indonesian Journal of English Language Teaching* 10, no. 2 (2015): 71.

science fiction, detective stories, mysteries, fantasy, etc.), stage play scripts, film and television screenings, and lyrics. Other genres that do not belong to this type: magazine articles, newspaper feature stories, essays, biographies, advertisements, card greetings, books or articles on the history of science, etc.³⁰.

The Cambridge Dictionary defines creative writing as writing that displays imagination or invention. Creative and artistic writing uses words to convey emotions or feelings. Writers has to resort to self-invented imaginary scenarios. Instead of being limited to academic or technical subjects, which avoid first-person voices and emotions, creative writing uses elements such as character development, plot, and word-of-mouth lyrics to share the author's emotions with the reader. Academic writing differs in its main purpose because it does not allow the author to share emotions³¹. Creative writing requires writers to dig deeper into their imaginations, often associated with fictional characters in alternate realities. Creative writing comes from somewhere deep in the writer's mind and feelings; from the part of the mind and soul that writers have access to.

Widodo, Budi, and Wijayanti, as quoted by Rahma Fitriani, also define creative writing as an expressive and creative way to convey multi-semiotic meanings³². Creative writing is usually applied in the classroom as a basic way of writing because it uses the experience and personal opinions of students in producing a written work. It is a creative act of self-discovering. In other words, writing is an act of personal exploration, so it needs to start from personal writing.

³⁰ Damayanti, "Literary Theory and Creative Writing, a Blended Space for Producing Literary Works," 5.

³¹ Valenzuela Austin, Bryanna Licciardi, and Amy Fredrickson, "Creative Writing Examples & Styles | What Is Creative Writing? - Video & Lesson Transcript," study.com, September 27, 2021, <https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>. Accessed on February 02, 2023, 17:19:18.

³² Rahmah Fithriani, "Poetry Writing in EFL Classrooms: Learning from Indonesian Students' Strategies," *KnE Social Sciences*, March 11, 2021, 62.

It can be concluded that personal writing in this context is to write about or use one's own experiences, questions, amazements, opinions, and also emotions in the past and present³³.

According to the definition above, it can be concluded that creative writing is a kind of writing that expresses feelings, emotions, ideas, and thoughts in imaginative and creative way, in a form of tasks and creativity such as writing poems, stories, and plays.

b. Classification of Creative Writing Genres

The creative writing genres are classified by David Starkey in the following manner:

- 1) Poetry: This genre of creative writing is characterized by its use of language, imagery, and sound to convey emotions and meaning. Poetry can take many forms, including sonnets, haiku, free verse, and more.
- 2) Fiction: This genre of creative writing encompasses a range of forms, including short stories, novellas, and novels. Fiction is characterized by its use of plot, character, and setting to tell a story.
- 3) Creative nonfiction: This genre of creative writing uses literary techniques, such as vivid descriptions and narrative structure, to convey real-life events and experiences. Examples include memoirs, personal essays, and travel writing.

³³ Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks."

- 4) Drama: This genre of creative writing focuses on writing plays, screenplays, or scripts for theater, television, or film. It involves developing characters, dialogues, and settings for a particular performance³⁴.

Starkey provides detailed explanations of each genre, including the elements that distinguish them from one another. He also includes examples of different works within each genre to help readers understand the genre's characteristics better. Overall, Starkey's classification of creative writing genres is similar to other experts in the field, such as Janet Burroway, and provides a useful framework for understanding the different types of creative writing.

The classification of creative writing genres by Michael Dean Clark, et al. is presented as follows:

1. Poetry: This genre of creative writing uses language to create a musical or rhythmic effect, often with an emphasis on imagery and emotion. It can take many forms, including sonnets, ballads, free verse, and more.
2. Fiction: This genre of creative writing involves creating characters, plot, setting, and dialogue to tell a story. It can take many forms, including short stories, novellas, and novels, and can be categorized further into genres such as science fiction, mystery, romance, and more.
3. Creative nonfiction: This genre of creative writing uses literary techniques such as plot, character development, and setting to tell true stories or convey real-life experiences. It can take many forms, including memoirs, personal essays, literary journalism, and more.

³⁴ David Starkey, *Creative Writing: Four Genres in Brief*, 3rd ed. (New York: Bedford/St. Martin's, 2012), 39.

4. Drama: This genre of creative writing involves creating a script for a performance, such as a play, screenplay, or teleplay. It includes elements such as plot, character development, dialogue, and stage directions.
5. Screenwriting: This subgenre of drama is focused specifically on writing scripts for film or television, which requires additional skills such as creating visual descriptions and pacing.
6. New media: This genre of creative writing involves using digital technology to create multimedia works, such as interactive fiction, digital storytelling, and video game writing³⁵.

Clark, et al. provide detailed explanations of each genre and subgenre, including the conventions and techniques that are commonly used within each type. They also provide practical exercises and prompts to help writers develop their skills in each genre. In the last, Clark, et al.'s classification of creative writing genres is a comprehensive and contemporary approach that recognizes the evolving landscape of creative writing in the digital age.

There are many ways to convey human experience using words. This is the pleasure of the craft. Here are some of the most common classification of creative writing genres and their common forms.

1. Autobiography/memoir-narrative writing based on the author's memories.
2. Flash Fiction-offers characters and plot very briefly, with a word count of six to a thousand words.
3. Works of narrative fiction typically the novel, usually with a word count of eighty thousand to one hundred thousand words.

³⁵ Michael Dean Clark, Trent Hergenrader, and Joseph Rein, *The Creative Writing Guidebook: A Six-Part Guide to Writing Fiction and Nonfiction* (London: Bloomsbury Publishing, 2016): 178.

4. Novella is a narrative prose of shorter length, with a word count of ten thousand to forty thousand words.
5. Play is a dramatic work consisting mainly of dialogues intended for theatrical performance.
6. Poetry uses the aesthetic and often rhythmic qualities of language to convey meaning. Poetry may not follow a narrative structure.
7. Screenplay is a written work of a screenwriter intended for film, television or video games.
8. Short stories are prose fiction is usually read in one sitting, between five thousand and ten thousand words³⁶.

c. Principles of Creative Writing

Hanauer formulated a set of principles that guide the teaching of creative writing using the core of experiential learning. He believed that writing instructions designed around these principles would make the learner a context for his own language use and learning. In addition, they will direct the process of written language directed by the expressive needs of the author. One of the writing instructions designed using these principles is creative writing. Core learning experiences include individual learners, personal experience, history, and social contextualization. The four concepts are explained, among others, as follows:

- 1) Autographic writing aims to analyze and understand oneself using memory, imagination and personal experience;

³⁶ Austin, Licciardi, and Fredrickson, "Creative Writing Examples & Styles | What Is Creative Writing?", September 27, 2021, <https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>. Accessed on February 02, 2023, 17:19:18

- 2) Emotional writing facilitates student writing methods that stimulate and elicit the emotional response of writers and readers and support the expression of personal feelings;
- 3) Personal insights provide reflective mechanisms that contribute to a deeper understanding and appreciation of personal experience; and
- 4) Authentic public access places writing in a social process of expressing personal views, understandings, and emotions to others that are important to writers both inside and outside the classroom³⁷.

Creative writing is not limited to artists; there are principles of creative writing;

- a. An expert writer must first be an expert reader. Students in creative writing classes should be aware of the basic techniques of literary expression, including narrative, genre, and aesthetic strategies.
- b. Creative writers must become more self-aware, craft-consciousness, and self-critical. The students have to learn to revise. Just as important as learning how to write is the ability to evaluate and rewrite.
- c. Students should realize that creative writing is never merely descriptive or imaginative. Creative writing also involves ideas, themes, questions, and arguments³⁸.

d. Process of Creative Writing

Concerning the creative writing process, Morley suggests seven methods of creative writing as follows:

- 1) Preparation.

³⁷ Rahmah Fithriani, "Poetry Writing in EFL Classrooms: Learning from Indonesian Students' Strategies," 62.

³⁸ Damayanti, "Literary Theory and Creative Writing, a Blended Space for Producing Literary Works," 6.

The creative process begins with preparation, which includes active reading, imitation, research, play, and reflection. This also includes time to complete the project, deciding exactly what to do, and knowing ways to help achieve it, including knowing history and other factual data for fiction and creative non-fiction. At this stage, motivation, discipline and knowledge will continue to be a guide in creative writing.

2) Planning.

Planning of this type can include research but can also include other factors, especially acts of premeditations. For the example is using brainstorming. The use of brainstorming games is to group ideas and images for later use. A creative non-fiction writer usually starts with a subject, not a structure, and makes a choice; research for the subject, and conduct interviews and archive and search the internet.

3) Incubation.

Incubation stage overlap with planning and preparation. Incubation creates an incoming wave of the subconscious that washes over the pages that will be written.

4) Beginning.

This stage begins from rewriting some of these into sentences or lines of meaning and start the forward stagger into writing. The most difficult of all the writing process is getting started on a new piece of writing. It can be solved by started writing use freewriting and free-associating sentences until some patterns emerge that begin to intrigue such as the plot outline; character sketches; description; a hackneyed
sestina.

5) Flowing.

Flowing is to maintain a steady flow of work, even a mechanical word count, putting in the hours, and writing quickly and uninhibitedly. This is in line with statement of John Steinbeck that in creative writing there is no need to correct or rewrite. When in the process of writing feel difficulty, then the necessary step is to improvise.

6) Silence reservoir

Silence reservoir is giving to the self the time to recover eloquence through silence. And continuously, it would find that the reservoir fills quickly, and words and phrases rise.

7) Breakthroughs and finish lines.

By given sufficient fluency through practice, it can create an artistic breakthroughs and leaps while writing one particular piece, such as a poem or short story.³⁹

e. Benefits of Creative Writing

According to Maley at Christine Manara, she gives reasons of benefits to use creative writing in language classes:

- 1) Creative writing helps language development at all levels: grammar, vocabulary, phonology and discourse;
- 2) Creative Writing fosters' playfulness' (language play). It encourages learners to play creatively with the language;
- 3) This cheerfulness encourages learners to take risks with the language, explore, experiment and manipulate the language;
- 4) Creative writing encourages the use of learner's right and left brains in a balanced way;

³⁹ Morley, *The Cambridge Introduction to Creative Writing*, 125.

- 5) Creative writing develops self-confidence and self-esteem which leads to increased motivation;
- 6) Creative writing becomes more creative reading: by entering into the text creation process, learners intuitively understand how the text works, and this makes it easier for learners to read.
- 7) Creative writing helps improve expository writing: by helping learners develop their individual voice, their writing becomes more expressive⁴⁰.

2. The Concept of Basic Literacy Skills

a. Definition of Basic Literacy Skills

The term literacy generally refers to reading and writing skills, meaning that one who has mastered reading and writing skills in a language. Those who are literate are viewed as literally those who can read and write or are exempt from illiteracy⁴¹. Nevertheless, the ability to read a person is generally better than the ability to write, even other language skills that precede both from the standpoint of his or her ending and mastery are that of listening and speaking. According to Kern, as quoted by Abu Maskur, literacy is defined in a narrow way as the ability to read and write, including reading and appreciation of literature and the rendering of it. Kern defined literacy as the ability to think and learn a lifetime to survive in social and cultural environments. Mc Kenn and Robinson claim that literacy is a medium for individuals to interact with their social environment, particularly with their writing ability⁴².

⁴⁰ Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks," 72.

⁴¹ Abdul Muhith, "Pembelajaran Literasi Membaca di Pondok Pesantren Sidogiri Kraton Pasuruan," *Journal of Islamic Education Research* 1, no. 01 (December 31, 2019): 37.

⁴² Abu Maskur, "Penguatan Budaya Literasi di Pesantren," *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam* 2, no. 01 (July 31, 2019): 3.

In a broad term the definition of literacy was defined by Skolverket where literacy was covered numbers, characters, symbols and images, and how students link all of these to writing. This is also involved various activities in connection with writing and reading⁴³. Jean E. Spencer in *The Encyclopedia Americana* also describe literacy comprehensively. According to Spencer, literacy is the ability to read and write, which is the gateway (for any person, community or institution) to achieve the predicate of being an educated (human being, community, nation)⁴⁴. Furthermore, according to Clay and Ferguson in Kemendikbud, *basic literacy* is the ability to listen, to speak, to read, to write, and to count (counting) involves the ability of analysis to calculate (calculating), to reconcile information (perceiving), to communicate, and to illustrate information (drawing) based on understanding and drawing personal conclusions⁴⁵.

Nowadays, literacy is no longer understood only as individual transformation, but it is also become a social transformation. Poor literacy levels are highly correlated to poverty, both in an economic sense and in a broader sense. Literacy helps to enhance the ability of individuals, families, and communities to access health, education, and economics and politics. The Prague declaration of 2003 also mentions how one communicates in a society. Literacy is also meaningful of practices and social relationships related to knowledge, language, and culture. The UNESCO declaration also states that literacy of linked information is also

⁴³ Skolverket, *Basic Literacy* (Stockholm: Swedish National Agency for Education, 2016), 8.

⁴⁴ Taslim Syahlan et al., "Pendampingan *Santri* untuk Membangun Tradisi Literasi di *Pondok pesantren Al-Mubarak Mranggen Demak*," *DIMAS* 19, no. 1 (2019): 51.

⁴⁵ Uswatun Hasanah and Mirdat Silitonga, *Implementasi Gerakan Literasi Sekolah di Sekolah Dasar*, 1st ed. (Jakarta: Pusat Penelitian Kebijakan, Badan Penelitian dan Pengembangan dan Perbukuan, Kementerian Pendidikan dan Kebudayaan, 2020), 11.

related to the ability to multiply, evaluate, effectively and organize, use and communicate information to address problems⁴⁶.

These abilities need to belong to each individual as a condition for participating in the information community, and they are part of a basic human right to a lifetime of learning. Moreover, Mohd. Asnorhisham & Abdul Rahim state that literacy is also known as emphasizing literacy or literacy on student's ability to read, write, listen, and speak as well as understand speech or writing⁴⁷.

Furthermore, according to Hasanah & Silitonga, the emphasis should be on improving basic literacy skills, such as literacy reading, literacy numeracy, science literacy, digital literacy, financial literacy and cultural literacy and citizenship⁴⁸. Then the Ministry of Education and Culture stated that literacy activities were carried out to improve reading skills so that knowledge could be mastered better. Reading and writing are important in the 21st century. By reading and writing, someone can understand a learning concept in the form of written text, and can increase knowledge, add insight and increase self-potential. In this modern era, literacy skills need to be possessed by every individual as a requirement to participate in an information society, and it is a fundamental human right that concerns lifelong learning⁴⁹.

From the above definition of basic literacy that has been described above, it can be concluded that basic literacy is the ability to listen, speak, read, write, and count. In basic literacy, the ability to listen, speak, read, write, and count is related

⁴⁶ UNESCO, "Literacy," June 22, 2020, <https://uis.unesco.org/node/3079547>. Accessed on February 09, 2023, 14:55:33.

⁴⁷ Mohd Asnorhisham Adam and Abdul Rahim Hamdan, "Impak Pendekatan Pengajaran Kolaboratif terhadap Penguasaan Standard Asas Menulis Literasi Bahasa Melayu Tahap Satu," in *International Conference Proceedings*, 2018, 126–30.

⁴⁸ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 13.

⁴⁹ Kemendikbud, *Materi Pendukung Literasi Baca Tulis*, 5.

to the analytical ability to calculating, perceiving, communicating, and drawing information based on personal understanding and inference.

b. The Principles of Literacy

According to Kern (2000) there are seven principles of literacy education as follows:

1) Literacy involves interpretations

The author/speaker and the reader/listener participate in the act of interpretation, they are: the author/ speaker interprets the world (events, experiences, ideas, feelings, etc.), and the reader/ listener then interprets the interpretation of the author/ speaker in the form of his own conception of the world.

2) Literacy involves collaboration

There is cooperation between the two parties, they are the writer/speaker and the reader/listener. Cooperation is meant in an effort to achieve a common understanding. The writer / speaker decides what to write/ say or what not to write/ say based on their understanding of the reader/ listener. While the reader / listener devotes their motivation, knowledge, and experience in order to make the author's text meaningful.

3) Literacy involves convention

People's reading and writing or listening and speaking is determined by cultural conventions (not universal) that develop through use and are modified for individual purposes. The convention here includes the rules of both spoken and written language.

4) Literacy involves cultural knowledge

Reading and writing or listening and speaking function within certain systems of attitudes, beliefs, habits, ideals, and values. So that people who are at risk of being misunderstood by people who are inside the cultural system.

5) Literacy involves problem solving

Because words are always attached to the linguistic context and the situation that surrounds them, the act of listening, speaking, reading, and writing involves trying to imagine the relationships between words, phrases, sentences, units of meaning, text, and the world. This effort to imagine, think, consider is a form of problem solving.

6) Literacy involves reflection and self-reflection

The reader / listener and the writer/speaker think about language and its relationships with the world and themselves. Once they are in a communication situation, they think about what they have read, heard, or written, how to express their thoughts, and why to communicate them.

7) Literacy involves the use of language.

Literacy is not limited to language systems (oral/written) but requires knowledge of how the language is used in both oral and written contexts to create a discourse⁵⁰.

While the purposes of literacy according to the United Nations are: a) Making significant progress in meeting the learning needs of adolescents and adults, increasing literacy rates by 50% and achieving gender equality, b) Allows learners to achieve a level of mastery in reading and life skills, c) Creating a sustainable and expanded literacy environment, d.) Improve the quality of life⁵¹. In addition, Adriansyah et.al also explained that the purposes

⁵⁰ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 16.

⁵¹ UNESCO, "Literacy," June 22, 2020, <https://uis.unesco.org/node/3079547>. Accessed on February 09, 2023, 14:55:33.

of literacy include fostering a love of writing in students, developing students' writing skills, and fostering student's creativity in writing. So that through learning to write should be able to develop the character of students, as well as must be done through the provision of a series of activities that require students to show their character during learning. Through various challenging activities, students are expected to be able to actively work hard so that unconsciously they have also tried to build a positive character during learning⁵².

c. Types of Basic Literacy Skills

According to the Ministry of Education and culture, there are 6 Basic Literacies used nationally as follows:

- 1) Literacy read write, is the ability to understand the content of written texts, both implied and expressed, to develop knowledge and potential such as reading, writing, searching, finding, processing, and understanding information to analyze, respond to, and use written texts to achieve goals, develop understanding and potential, and to participate in social environments.
- 2) Numeracy literacy, is the ability to use a variety of numbers and symbols related to mathematics include: a) the ability to obtain, interpret, use, and communicate a variety of numbers and mathematical symbols to solve practical problems in a variety of contexts of everyday life; b) the ability to analyze information displayed in various forms (graphs, tables, charts, etc.) to make a decision.
- 3) Science literacy, is the ability to understand natural and social phenomena around and make the right decisions scientifically including being able to identify questions, gain new knowledge, explain scientific phenomena, and

⁵² Adriansyah et al., "Multiliterasi Penerapan Menulis," *Jurnal Pendidikan Dan Konseling* 4, no. 1 (2022): 62.

draw conclusions based on facts, understand the characteristics of science, build awareness of how science and technology shape the natural, intellectual and cultural environment, and increase willingness to engage and care in science-related issues.

- 4) Digital literacy, the ability to use digital media ethically and responsibly to obtain information and communication. In addition, it also has the ability to use digital media, communication tools, or networks in finding, evaluating, using, creating Information, and utilizing it in a healthy, wise, intelligent, careful, precise, and law-abiding manner in order to foster communication and interaction in everyday life.
- 5) Financial literacy, is the ability and understanding to apply: (a) understanding of concepts and risks, (b) skills, and (c) motivation and understanding in order to make effective decisions in a financial context to improve financial well-being, both individual and social, and to be able to participate in the community environment.
- 6) Cultural literacy and citizenship, is the ability to understand and behave towards Indonesian culture as a national identity and understand the rights and obligations as citizens⁵³.

d. Strategy to Build Basic Literacy Skills

As cited by Tumiarti, UNESCO also explained some strategic recommendations to create a literate environment as follows:

- 1) Promoting and ensuring freedom of expression and communication.

⁵³ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 13–14.

- 2) Widening access to tools for expression and communication, such as newspapers, radios, televisions, and information and communication technologies.
- 3) Supporting individuals and communities in building capacities for the production and management of local content, and for textual expression and communication in conjunction with the visual arts, music, story-telling, dance, and theatre as well as electronic communication.
- 4) Establishing and supporting community libraries.
- 5) Pursuing multilingual and multi-cultural policies, especially in education.
- 6) Forging multi-ministerial collaboration as integral parts of policies and programs relating to social, economic, and cultural development.
- 7) Co-operating with and supporting the growth of industries that contribute to literate environments such as those in the private sector involved in publishing, the mass media and the information and communication technology industry.
- 8) Engaging community-based groups, families and individuals, civil-society organizations, universities and research institutes, the mass media and the private sector in providing input into actions undertaken for creating a literate environment⁵⁴.

3. The Concept of *Pesantren*

a. Definition of *Pesantren*

The definition of *Pesantren* has been widely explained by experts. One of them is Zamakhsyari Dhofier who stated that *pondok pesantren* consists of two words, they are “*pondok*” and “*pesantren*”. The term *pondok* derived from Arabic فندق (read: *funduq*) which means lodging, boarding house, or homestead, this was

⁵⁴ Tumiarti, “Hubungan Gerakan Literasi Sekolah terhadap Kemampuan Membaca Dan Menulis Siswa di Sekolah Ber’KTSP’ dan Ber’K13’” (Purwokerto, Universitas Muhammadiyah Purwokerto, 2018), 14–15.

because *pondok* served as a simple shelter for students/*santri* who far away from home. While the term *pesantren* derived from word *santri* which added prefix “*pe-*” and suffix “*-an*” in Indonesian grammatical, then forms the word *pesantrian* or *pesantren*⁵⁵. Another term of *pesantren* is Islamic boarding school which has a similar definition as places of education and teaching that emphasize Islamic religious instruction and are supported by dormitories as permanent residences for students⁵⁶. Thus, it can be concluded that the boarding school is a place or institution of Islamic education for students who want to learn about Islam.

Pesantren is one of the oldest religious educational institutions in Indonesia. Bruinessen has explicitly explained that *Pondok pesantren* is a typical international-oriented Islamic educational institution run by Indonesian tradition because the learning process of the *Kitab Kuning* uses Arabic as the medium of instruction⁵⁷. The education system in *pesantren* usually uses learning that concerns in religious teaching from a *kiai* to *santri* in the individual system. Nowadays, in globalization and modernization era, *pesantren* has undergone modernization but still maintained the tradition of teaching so that it became a distinctive feature that distinguishes it from the formal education system in this country⁵⁸.

⁵⁵ Achmad Muchaddam Fahham, *Pendidikan Pesantren: Pola Pengasuhan, Pembentukan Karakter, dan Perlindungan Anak*, 2nd ed. (Jakarta: Publica Institute Jakarta, 2020): 1.

⁵⁶ Hardianto, Eddy Setyanto, and Ayu Wulandari, “Management of Students in Islamic Boarding Schools,” *International E-Journal of Educational Studies* 6, no. 12 (October 29, 2022): 124.

⁵⁷ Angga Teguh Prastyo, Isna Nurul Inayati, and Universitas Islam Raden Rahmat, “Implementasi Budaya Literasi Digital untuk Memperkuat Moderasi Beragama bagi *Santri* (Studi Kasus di Mahad UIN Maulana Malik Ibrahim Malang),” *INCARE: International Journal of Educational Resources* 2, no. 6 (2022): 670.

⁵⁸ Ismi Qomariyatul Majidah and Kayyis Fithri Ajhuri, “Membangun Kreativitas *Santri* melalui Literasi: Upaya Peningkatan Potensi dan Bakat *Santri Pondok pesantren Al Iman*,” *Prodimas: Prosiding Pengabdian Masyarakat* 1 (2022): 278.

b. Elements of *Pesantren*

Generally, the education system in *pesantren* consists of several elements such as boarding house, mosque, *santri*, *kiai*, and other elements that express the character of *pesantren* education, which is the teaching of classical Islamic kitab⁵⁹.

1) Boarding House/Pondok

Pondok or dormitory is a residence for students/*santri* in the *pesantren* education environment. The boarding house or *pondok* commonly consists of several rooms. Boarding houses, in general, have a variety of activities designed to organize the activities of students in the dormitory after they follow the classical learning process in the classrooms.

2) Mosque

The mosque is the second element which has main role in *pesantren* education system and serves as a center of teaching in the *pesantren*. In daily life, the mosque has a function as a place to pray and engage in religious activities, such as praying five times a day together, reading the Holy Al-Qur'an, serving as a center of religious studies, teaching *Kitab Kuning*, etc. In addition, the mosque is also a place where *kiai* conveys religious advice to add religious insight and improve the quality of the spirituality of the *santri*.

3) Santri

Santri is the term for students who gain knowledge in *pesantren*. They are also the main element in the *pesantren* education system. There are two types of students in the *pesantren* education system: the first are the *santri mukim*, who are students who live in the *pesantren* and attend all activities in the *pesantren*

⁵⁹ Fahham, *Pendidikan Pesantren: Pola Pengasuhan, Pembentukan Karakter, Dan Perlindungan Anak*, 4.

for 24 hours, and the second are the *santri kalong*, who do not live in boarding schools and only attend some activities in the *pesantren*.

4) Kiai

In the *pesantren*, a *kiai* is commonly the owner of the *pesantren*. The main role of the *kiai* in the *pesantren* is as an educator and a teacher who trains and teaches religious materials in the *pesantren*. Therefore, it can be said that the *kiai* is a determining element of the back and forth of a *pesantren*.

5) Teaching Classical Kitab

In traditional education system of *pesantren*, Islamic classical kitab is commonly referred to as *Kitab Kuning*. In general, these books are understood as Arabic religious books, using the Arabic script, produced by scholars and other Muslim thinkers in the past, especially from the Middle East. The books of classical Islam consist of a variety of knowledge or fields such as Arabic grammar: *nahwu*, (*syntax*), *sorof* (*morphology*); *fiqih*; *ushul fiqh*; *hadith*; *tafsir*; *tawhid*, *sufism and morality*, Islamic history (*tarikh*) and *balagah* (Arabic expression style)⁶⁰.

c. Literacy Culture and Literacy Movement in *Pesantren*

1) Literacy Culture in *Pesantren*

Pesantren and literacy culture are a unity that cannot be separated from each other. *Pesantren* culture basically describes how literacy activities have been applied. In traditional *pesantren*, there are practices such as *sorogan*, *maknani*, *bandongan*, and others. It is reinforced by the fact that the concept of literacy has been described in the Holy Qur'an, specifically in Surah Al-'Alaq verses one to five. These verses contain a

⁶⁰ Fahham, *Pendidikan Pesantren: Pola Pengasuhan, Pembentukan Karakter, Dan Perlindungan Anak*, 4.

command to humans to learn by reading, both the Holy Qur'an (qauliyah) and the universe (kauniyah), with the purpose of realizing their duties as servants of God and caliphs on Earth. Furthermore, the command to write is also found in the term Qalam in the fourth and fifth verses of Surah Al-'Alaq, as well as in the letter Al-Qalam, which was among the first letters revealed to Prophet Muhammad SAW.

The basic literacy education that has become the hallmark of *pesantren* is the learning method used in studying *Kitab Kuning*, which includes *maknani*, *sorogan*, *bandongan*, discussion (*syawir*), and memorization (*muhafadhoh*).

a) Learning *Kitab Kuning*

- i. *Sorogan*, is one of the *Kitab Kuning* learning methods commonly used in boarding schools. *Sorogan* can be defined as a learning method where the students read the kitab while the teacher listens to them⁶¹.
- ii. *Bandongan*, is a method of learning *Kitab Kuning*, where the teacher reads to the students, but in a broad scope (public lecture). Then, the *santri* fill or interpret their respective books based on what the teacher has read. After reading and interpreting the book, the teacher explains the purpose of what has been read to the students.
- iii. *Syawir*, can be interpreted as a system of learning together. *Syawir* comes from the word “*musyawarah*” which means solving problems about a chapter together.

b) *Muhafadzoh*/memorize

⁶¹ Lailatul Fitriyah, Marlina Marlina, and Suryani Suryani, “Pendidikan Literasi pada Pembelajaran *Kitab Kuning* di Pondok pesantren Nurul Huda Sukaraja,” *Titian Ilmu: Jurnal Ilmiah Multi Sciences* 11, no. 1 (January 24, 2019): 24.

Generally, *santri* use *muhafadzoh* to memorize subject matter in the form *syair* or *nadhom*. This method is used by students to memorizing texts *nadhom* such as *Kitab Al-Imriti*, *Alfiyah*, *Tasrib*, *Aqidatul Layman*, *Jawahirul Kalamiah* and so on.

c) *Khitobah*

Khitobah is one of the methods of mental learning that is manifested in public speaking activities (speeches). This activity is usually carried out with the format of students taking turns to be the host, speaker, and so forth. This provides an initial training to students on how to master the stage, develop mental strength, and have the confidence to speak in the community.

d) *Muthola'ah*

Muthola'ah can be defined as the review of the subject matter in the class or the content of *Kitab Kuning*.⁶²

Literacy culture in *pesantren* can be developed through several approaches of the following, namely (1) directing literacy-based activities for students, (2) selecting and preparing literacy-based learning materials, (3) examining students' literacy works, (4) guiding literacy-based scientific communication systems, and (5) integrating literacy programs with national curricula and the vision and mission of *pesantren*. Literacy is very important for students because their literacy skills will affect the success of their learning and their lives. Good literacy can help students understand spoken and written language. Additionally, literacy can also sharpen students'

⁶² Machsun Rifauddin, Novi Nur Ariyanti, and Bagas Aldi Pratama, "Pembinaan Literasi di *Pondok pesantren* sebagai Bekal *Santri* Hidup Bermasyarakat," *Jurnal Perpustakaan dan Ilmu Komunikasi* 1, no. 2 (2020): 104-5.

critical thinking abilities. Therefore, the level of students' literacy will determine their position in the future⁶³.

2) Literacy Movement of *Pesantren*

The *pesantren* literacy movement is a participatory activity involving *pesantren* residents, academics, publishers, mass media, society (public figures who can serve as examples, the business world, etc.), and stakeholders under the Ministry of Religious Affairs. *Pesantren* literacy refers to the ability of *kiai/ustadz/pesantren* to obtain and comprehend knowledge from Islamic literature and to be able to perform critical-analytical selection, assessment, and discovery of new theories related to that knowledge. The goal of the *pesantren* literacy culture is for students (*santri*) to develop habits of critical thinking through the process of reading and writing, so that they can produce literary works such as poetry, novels, dramas, and others that can convey the information or knowledge they have acquired. With this ability in *pesantren* literacy, it is hoped that students can gain a deeper understanding of Islamic teachings and produce works that are beneficial to society⁶⁴.

The *pesantren* literacy movement is a social movement with collaborative support from various elements. Efforts to make it happen come in the form of habituation to reading for learners. This habituation is done through a 15-minute reading activity (where the teacher reads the book and the students read silently, adjusted to the context or target of the

⁶³ Wulandari, "Budaya Literasi Pesantren dalam Karya Sastra: Pendidikan Literasi di Pondok Pesantren Sains Salman Assalam Cirebon," *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora* 9, no. 1 (February 5, 2023): 191.

⁶⁴ Wulandari, "Budaya Literasi *Pesantren* dalam Karya Sastra: Pendidikan Literasi di *Pondok pesantren* Sains Salman Assalam Cirebon," *Jurnal Alwatzikhoebillah : Kajian Islam, Pendidikan, Ekonomi, Humaniora* 9, no. 1 (February 5, 2023): 187.

pesantren). Once the habituation to reading is established, it can then be directed towards the stage of development and learning. Activities can vary and involve a combination of receptive and productive skills development⁶⁵.

The Pesantren Literacy Movement in Indonesia is a growing trend that aims to promote literacy and education among *pesantren* communities. *Pesantren* are traditional Islamic boarding schools in Indonesia that have played a significant role in shaping the country's culture and religion. The study conducted by Muhammad Amin, Moh. Zamroni, and Nurul Qomariyah examines the Pesantren Literacy Movement in Indonesia, using Pondok Pesantren Darul Ulum Lirboyo Kediri as a case study. The authors analyze the role of *pesantren* in promoting literacy and education among students, as well as the challenges and opportunities faced by the movement. The study concludes that the Pesantren Literacy Movement has the potential to improve literacy rates and educational outcomes in Indonesia, but more support and resources are needed to ensure its sustainability.⁶⁶

B. Previous Research Findings

In this previous study, the researcher confirms the findings of previous research conducted by other researchers. Several similar studies have been conducted to explore efforts in building literacy skills through reading, writing, and other methods.

The first previous study conducted by Herlina titled "*The Creativity of Writing among Santri in Pesantren (A Literacy Study in Annuqayah Pesantren)*" in 2019. This

⁶⁵ Muhith, "Pembelajaran Literasi Membaca di *Pondok pesantren* Sidogiri Kraton Pasuruan," 37.

⁶⁶ Muhammad Amin, Moh. Zamroni, and Nurul Qomariyah, "*Pesantren* Literacy Movement in Indonesia: A Case Study of *Pondok pesantren* Darul Ulum Lirboyo Kediri," *International Journal of Humanities and Social Science Research* 7, no. 1 (2019): 45-46.

research was motivated by the problem of intellectual backwardness in Indonesia, characterized by the proliferation of hoax and radicalism issues. The study aimed to address this by building literacy skills and fostering creative motivation, particularly through writing literacy in Annuqayah *Pesantren*. It employed a qualitative approach using the phenomenological method. Research data was obtained through observation, documentation, and interviews. Data analysis involved data reduction, data presentation, drawing conclusions, verification, and data validity testing. The results of this research are as follows: 1) literacy skills can be developed through a process influenced by factors such as students' interests, *pesantren* facilities, social environment, the presence of a library, and the *pesantren's* literacy program; 2) the genealogy process of the birth of literacy culture is targeted at the previous *kiai* who had a tradition of creation in *pesantren*, which resulted in the development of new character traits among the *santri*, such as being skilled, creative, competitive, and problem-solving; 3) the creativity of the *santri* is demonstrated through their written works, totaling 215 works of 8 types of writing, including poetry, short stories, feature stories, essays, reviews, articles, and opinions⁶⁷.

Based on the research "Creativity in Writing of Islamic Boarding School Students (Literacy Study at Annuqayah Islamic Boarding School)," there are similarities and differences with this study. The similarity lies in both studies focusing on the development of students' literacy skills. The difference lies in the approach to the implementation of writing literacy. In this study, literacy activities are implemented through habituation and regular practice as programmed at Islamic Boarding School Mambaul Hikmah Ponorogo in Pasar Pon, Ponorogo. Additionally, the results of the creative writing activities are not limited to fiction literature but also include scientific and journalistic writing.

⁶⁷ Herlina, "Kreativitas Menulis *Santri* Di *Pesantren* (Studi Literasi Di *Pesantren* Annuqayah)" (Yogyakarta, Universitas Islam Negeri Sunan Kalijaga Yogyakarta, 2019).

Another relevant previous research finding that can be considered is from Ainun Mardhiah's thesis at Muhammadiyah University of Makassar, titled "*The Use of Literacy Text Approach to Improve Writing Ability at The First Grade of SMA Muhammadiyah Limbung.*" This research focused on using the literacy text approach to enhance students' writing ability. The study employed Classroom Action Research (CAR) consisting of two cycles, cycle 1 and cycle 2, which were closely related activities. The results showed progress in students' scores, from 7.6% in cycle 1 to 8.5% in cycle 2, indicating an improvement in their writing ability through the use of the literacy text approach⁶⁸.

From the second research, it can be concluded that there is a similarity in the research focus, which is the development of literacy aimed at improving writing skills. However, the difference lies in the approach used for literacy implementation. In the previous study, a text approach was used, whereas in this study, not only the text approach but also habituation, experience, and regular training through various literacy activities are employed.

A similar study that can be considered is Lilik Rahayu's thesis at the State Islamic Institute of Ponorogo, entitled "*Upaya Peningkatan Program Literasi di Perpustakaan SD Muhammadiyah Terpadu Ponorogo.*" This study aimed to explore the application of literacy programs in the library of Integrated Elementary School Muhammadiyah Ponorogo and the efforts made by the library to enhance literacy programs. The research used a qualitative approach with a case study design. The findings of the study were as follows: 1) the literacy programs applied in the Integrated Elementary School Muhammadiyah Ponorogo were in accordance with the students' characteristics and the valid curriculum, enabling the school to keep up with modern developments and improve students' quality. Teaching literacy to young learners from an early age is crucial to achieve

⁶⁸ Ainun Mardhiah, "The Use of Literacy Text Approach to Improve Writing Ability at the First Grade of SMA Muhammadiyah Limbung" (Makassar, Universitas Muhammadiyah Makassar, 2020).

optimal outcomes; 2) efforts to enhance literacy came from the school and the library of Integrated Elementary School Muhammadiyah Ponorogo through various activities and adequate facilities to support literacy activities. The library developed programs such as reading day activities, providing rewards, and maintaining a well-organized library⁶⁹.

In the third research, there is a difference in the research subjects. In this study, the subjects are students whose basis is university students. Additionally, the writing literacy activities are not limited to the library but also include other literacy activities such as outbound activities, writing training, and assignments.

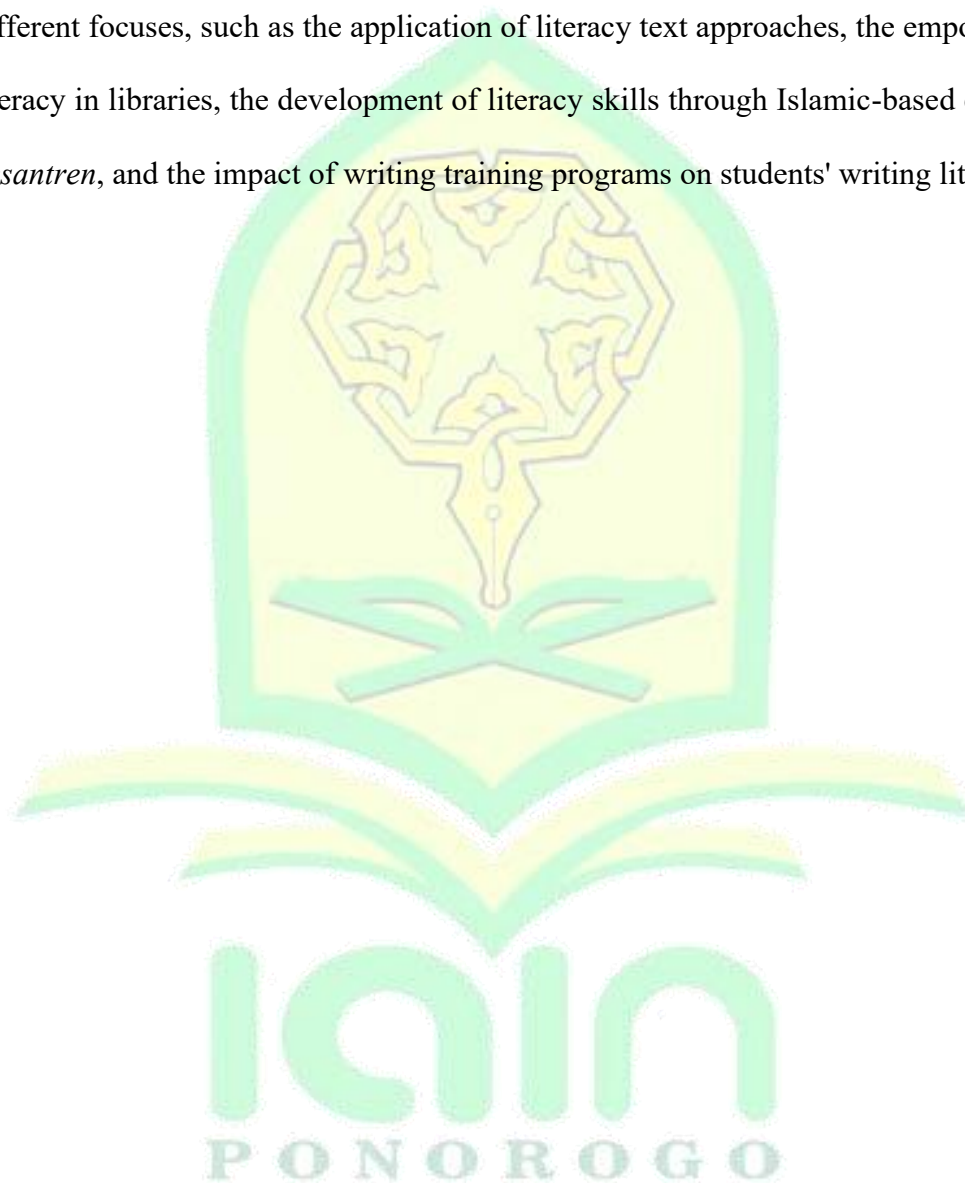
The last study was conducted by Asmaul Husna from Islamic State University Ar-Raniry with the title "*Dampak Program Pelatihan Penulisan terhadap Literasi Menulis Siswa di Perpustakaan SMPN 6 Banda Aceh*" ("*The Impact of Writing Training Program on Students' Writing Literacy at SMPN 6 Banda Aceh*"). The researcher focused on analyzing the impact of the writing training program on students' writing skills at SMPN 6 Banda Aceh. She used qualitative research methods and collected data through interviews and document analysis. The results showed that the writing training program had an impact on students, as evidenced by the creation of an anthology entitled "Satu Hari yang Indah" ("A Beautiful Day"). The training program was attended by 28 students from SMPN 6 Banda Aceh from February to April 2022, with 8 meetings. By participating in the training program and creating the anthology, it motivated the students to write more⁷⁰.

In the last research, there is a similarity in terms of developing writing literacy through writing training. However, the difference lies in the duration of the training. It is not limited to a one-time training session but has become a regular agenda as programmed at Islamic Boarding School Mambaul Hikmah Ponorogo in Pasar Pon, Ponorogo.

⁶⁹ Lilik Rahayu, "Upaya Peningkatan Program Literasi Di Perpustakaan SD Muhammadiyah Terpadu Ponorogo" (Ponorogo, Institut Agama Islam Negeri Ponorogo, 2018).

⁷⁰ Asmaul Husna, "Dampak Program Pelatihan Penulisan Terhadap Literasi Menulis Siswa Di Perpustakaan SMPN 6 Banda Aceh" (Banda Aceh, Univeritas Islam Negeri Ar-Raniry, 2022).

Based on several previous studies that have been presented, it can be observed that there are differences and similarities between this study and the previous studies. The similarity lies in the efforts to improve basic literacy skills through literacy programs and sustainable initiatives. However, the difference is that this study focuses on creative writing activities as a means to develop basic literacy skills, whereas previous studies have different focuses, such as the application of literacy text approaches, the empowerment of literacy in libraries, the development of literacy skills through Islamic-based education in *pesantren*, and the impact of writing training programs on students' writing literacy.



CHAPTER III

RESEARCH METHODS

A. Research Design

Related to this study, the researcher conducted the study using a qualitative method. According to Creswell, qualitative research is a means of exploring and understanding how individuals or groups ascribe to a social or human problem⁷¹. Qualitative research is a type of research that seeks to understand social phenomena and explore human behavior through the collection and analysis of non-numerical data, such as interviews, observations, and textual analysis. The research process involves emerging questions and procedures, with data typically collected in the participant's setting. Data analysis is done inductively, building from specific particulars to general themes, and the researcher interprets the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a research approach that honors an inductive style, focuses on individual meaning, and acknowledges the importance of capturing the complexity of a situation⁷².

From those state above, qualitative research is an appropriate method for this study, as it allows the researcher to analyze human behavior and explore the motives behind it. Understanding the phenomena experienced by research subjects, such as behavior, perceptions, motives, actions, etc., in a holistic and descriptive manner using words and language within a specific natural environment, is the goal of qualitative research, employing a range of natural techniques. The researcher utilized this approach to examine the implementation of creative writing for developing basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo. To gather data, the researcher employed

⁷¹ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 3rd ed. (London: SAGE Publications Inc, 2009): 17.

⁷² Ibid, 18.

observation, interviews, field notes, and autoethnography. This method facilitated learning about literacy activities, especially in creative writing, at Islamic Boarding School Mambaul Hikmah Ponorogo.

B. Researcher's Role

In this study, the researcher served as the human instrument since the researcher was one of the *santri* at Islamic Boarding School Mambaul Hikmah Ponorogo. The researcher collected data by adopting the role of "*observer as a participant*." In this study, the researcher engaged in social interaction and direct interaction within the research setting, which is Islamic Boarding School Mambaul Hikmah Ponorogo. The researcher conducted observations, and the observations were documented in field notes. Additionally, the researcher conducted interviews with several *santri and Kiai* at Islamic Boarding School Mambaul Hikmah Ponorogo.

C. Research Setting

The researcher chose Islamic Boarding School Mambaul Hikmah Ponorogo as the research location for the application of creative writing in developing literacy skills. Islamic Boarding School Mambaul Hikmah Ponorogo is located at St. Parang Centung, No. 12 Patihan Wetan, Babadan Ponorogo. The *santri* of PPMH consists of 46 people, with a majority being college students. The researcher selected Islamic Boarding School Mambaul Hikmah Ponorogo as the research location due to its unique characteristics related to the learning system. This *pesantren* implements both traditional learning, focusing on *Kitab Kuning*, and modern learning, incorporating general science studies. To collect data, the researcher will directly observe creative writing activities as both an author and an audience, while also taking notes.

D. Data and Sources of Data

1. Data

Data are information or facts that can be analyzed⁷³. They are classified into several types, such as words, behaviors, written documents, photos, and statistical data. In this research, the data was obtained from literacy activities in Islamic Boarding School Mambaul Hikmah Ponorogo, specifically creative writing such as poems, narrative texts, recount texts, and report texts. Additionally, qualitative data in the form of a general description of the research background, including the history of Islamic boarding schools, vision and mission, geographical location, organizational structure, and work programs, were used in this study. As qualitative research data is not subjective, it needs to have good quality.

2. Source of Data

Data sources are the information obtained at the research location, including primary data sources and secondary data sources. The primary data for this study was gathered through observations of phenomena and interviews with key informants such as the head of Islamic Boarding School Mambaul Hikmah Ponorogo and the *santri* chosen through purposive sampling. Additionally, the researcher made observations by taking photos and gathering research evidence from social media platforms such as Facebook, WhatsApp groups, and Instagram.

The secondary data sources for this study include readings of essays and journals related to literacy and creative writing, which helped strengthen the findings and complement the primary sources. Furthermore, secondary data was obtained from the archives and documents of Islamic Boarding School Mambaul Hikmah Ponorogo, such as books and research journals. Additionally, there were data sources in the form of photos of activities that had taken place.

⁷³ Victoria Bull, *Oxford Learners Pocket Dictionary* (UK: Oxford University Press, 2008), 113.

The researcher also utilized self-data or autobiographical/personal data as primary data. In this case, the researcher's position as a *santri* at Islamic Boarding School Mambaul Hikmah Ponorogo was utilized. The researcher drew from their personal experience in the process of developing literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo as a way to study the literacy culture there.

E. Data Collection Technique

The data was gathered through observation, interviews, field notes, and autoethnography.

1. Observation

In qualitative research, observation involves taking field notes on the behavior and activities of individuals at the research site. The term observation encompasses various types, techniques, and approaches, which may be challenging to compare in terms of implementation and expected outcomes; choices should be tailored to the research problem and scientific context. Researchers observe, evaluate, draw conclusions, and provide comments on interactions and relationships. However, enhanced observation as a scientific method should be conducted systematically, with specific goals, and based on scientific principles—although curiosity and awe remain essential components⁷⁴.

The type of observation in this study is direct observation of participants where in this observation gives a researcher the ability to collect data about social practices—what and how people are doing—in a context that is natural to them. This study was conducted by direct observation to the research site at Islamic Boarding School Mambaul Hikmah Ponorogo. This observation was made on:

⁷⁴ Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, “Observation Methods,” in *Qualitative Methodologies in Organization Studies*, ed. Malgorzata Ciesielska and Dariusz Jemielniak (Cham: Springer International Publishing, 2018), 33–34.

a. Outbound Activity at Ngembak and Sendang Bulus which held on Sunday, December 10th 2022. The researcher observed the writing activity at Islamic Boarding School Mambaul Hikmah Ponorogo on outbound activity which is commonly held two times every month or conditional schedule. Here researcher does observation to learn some information in collecting the data as participant observation where the investigator becomes participant/respondent of particulars group of organization. Observing participants directly can provide invaluable information about issues that respondents hesitate to discuss during interviews⁷⁵. The activities observed are related to the form of literacy movement and the process of creative writing activities.

b. Assignment on vacation

This assignment is routine activities for *santri* Islamic Boarding School Mambaul Hikmah on their vacation. This activity includes interview, interview writing, and interview report. The researcher observes this activity during the holidays on January 3-16, 2023.

2. Interview

Interview is a form of communication between two people, involving a person who wants to obtain information from another by asking questions based on specific goals. The interview is expected to get detail information from the respondent. According to Lambert and Loiselle, cited by Michael Coughlan, interviews are typically used as a research strategy to gather information about participants' experiences, views, and beliefs about a particular research question or phenomenon of interest⁷⁶.

⁷⁵ Malgorzata Ciesielska, Katarzyna W. Boström, and Magnus Öhlander, "Observation Methods," in *Qualitative Methodologies in Organization Studies*, ed. Malgorzata Ciesielska and Dariusz Jemielniak (Cham: Springer International Publishing, 2018), 42.

⁷⁶ Frances Ryan, Michael Coughlan, and Patricia Cronin, "Interviewing in Qualitative Research: The One-to-One Interview," *International Journal of Therapy and Rehabilitation* 16, no. 6 (June 2009): 309.

There are several types of interviews as stated by Leavy, they are 1) *face-to-face interview*, which have benefits such as the opportunity to build rapport, pick up on visual cues, and use gestures, 2) *video-conferencing and Skype interview*, this interview has benefit to have interview and talking with people whose far away and might not able to reach them, 3) *telephone interviews*, interviewer only can ask probing questions and pick up on verbal markers and might not able to communicate through gestures, 4) *e-mail interviews*, it's also called written interviews which not able to capture verbal or physical cues⁷⁷.

In this study, the researcher used unstructured interviews. During the unstructured interview the interviewer and interviewee have a conversation about a specific topic in response to the interviewer asking broad, open-ended questions. There is no set answer to the questions and the interview follows the direction of the participant's responses⁷⁸. This type gives complete freedom in terms of content and structure. Participants are able to use their own language, provide long and detailed responses if they choose, and go in any direction they want in response to the question⁷⁹. In addition, the researcher used a recorder and field notes to record the data during the interview.

The interview was conducted by going directly to the research site, namely at Islamic Boarding School Mambaul Hikmah Ponorogo Kauman Kota Lama Ponorogo. The researchers sought information by asking people related to the location. In this research, the informants are:

⁷⁷ Patricia Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches* (New York: The Guilford Press, 2017), 141–42.

⁷⁸ Frances Ryan, Michael Coughlan, and Patricia Cronin, "Interviewing in Qualitative Research: The One-to-One Interview," *International Journal of Therapy and Rehabilitation* 16, no. 6 (June 2009): 310.

⁷⁹ Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 139.

- a. KH. Fathur Rochman Effendie, as *kiai* or the head of *Islamic Boarding School Mambaul Hikmah Ponorogo*. Data was extracted from informants about activities related to literacy, especially writing, the process of creative writing activities, and the impact on the students of Islamic Boarding School Mambaul Hikmah.
- b. Amanda Dwi Fitriana, as the female head of the Organization of *Santri Mambaul Hikmah*. Data was extracted from informants about the writing skills of students, the concept of literacy activities, especially writing, and evaluation of literacy activities at Islamic Boarding School Mambaul Hikmah Ponorogo.
- c. Wanda Hemalia, organizer of the Organization of *Santri Mambaul Hikmah* as the coordinator of Department of Studies. Data was extracted from informants about literacy activities at PPMH, literacy culture at PPMH, and the implementation and process of creative writing activities at Islamic Boarding School Mambaul Hikmah Ponorogo.
- d. Khotibul Umam Ubaidillah, Tri Wahyuni, and Roudhotul Nurjanah as *santri* Islamic Boarding School Mambaul Hikmah Ponorogo. Data was extracted from informants about impact of creative writing activity on basic literacy skills.

3. Documentation

Sugiyono explains that documents are records of past events. Documents can take the form of writings, images, or monumental works by individuals. Written documents, for example, can include diaries, life histories, stories, biographies, regulations, and policies. Documents in the form of images can include photographs, moving images, sketches, and others. Documents in the form of artistic works, for example, can include drawings, sculptures, films, and others. The study of documents complements the use

of observation and interviews in qualitative research⁸⁰. In this research, the documentation results are supported by official documents, photographs of activities, and the works produced by the students (*santri*).

4. Field Notes

The researcher wrote in detail and accurately described what the researcher saw, heard, experienced, and learned while conducting observation and interview. Field notes would help the researcher to make a recording of the situation in the field. A field note is the written account of what the researcher hears, sees, experiences, and thinks in collecting and reflecting on the data in a qualitative study. Taking small notes during interactions can assist the memory but it should not interrupt the flow of the moment or distract the researcher or the participant. Following an interview of focus group, it is suggested to dictate the field notes while referring to the content guide⁸¹.

The researchers wrote the results from *santri* and *kiai*'s observations and in-depth interviews or can be called raw records because it relates to their fresh nature, yet it is broad enough to relate to records that are handwritten, electronically jotted, or audibly recorded.

5. Autoethnography

Autoethnography was defined by Leavy as a kind of method of writing about culture. To do so, autoethnography uses the researcher's personal experience as a method for connecting the personal with a larger cultural context or phenomenon. In other words, autoethnography values the researcher's personal experiences as a way of studying culture. This method is useful when the researcher has personal experience with the topic under investigation and is willing to delve into that experience as a

⁸⁰ Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, 1st ed. (Yogyakarta: CV. Pustaka Ilmu Group, 2020), 150.

⁸¹ Julia Phillippi and Jana Lauderdale, "A Guide to Field Notes for Qualitative Research: Context and Conversation," *Qualitative Health Research* 28, no. 3 (February 2018): 385.

starting point for inquiry⁸². For this study, the researcher uses historical documents and photographs as the evidence to capture the details and descriptions, including the emotional aspects of the researcher's experience.

F. Data Analysis Technique

After the data was collected, the next step is to analyze the data using qualitative methods. Data analysis as described by Bogdan, is the process of systematically searching and arranging the interview transcripts, fieldnotes, and other materials collected by researchers to increase their understanding and enable them to present them to present their findings to others⁸³.

This research utilizes the Miles and Huberman Data Analysis Model, in which the emerging data takes the form of qualitative descriptive narratives rather than a series of numerical values. According to Miles and Huberman. "Analyzing as consisting of three concurrent flows of activity.". This study uses analysis techniques from Miles and Huberman which consist of 1) data reduction, 2) data display, and 3) conclusion drawing/verification⁸⁴.

1. Data Reduction

Data reduction refers to the process of selecting, concentrating, simplifying, abstracting, and transforming data that appears in written field notes or transcriptions. In this stage, researchers selectively focus on simplifications, abstractions, and transformations of the raw data obtained.

The goal to be achieved will guide researchers in reducing the data. In this situation, information obtained through observation is transformed into written transcripts. The

⁸² Leavy, *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*, 144.

⁸³ Hardani et al., *Metode Penelitian Kualitatif Dan Kuantitatif*, 161.

⁸⁴ Ibid, 163.

transcripts are then analyzed to identify activities that demonstrate the application of creative writing and literacy activities.

2. Data displays

According to Miles and Huberman, “A display is an organized, compressed assembly of information that permits conclusion drawing and action”. After the data is collected, the researcher displays or presents the data that is organized into a research paper. The researcher developing a structured information description to draw conclusions and take action

Data display commonly used this step is in the form of creative writing. The data of data display obtained from the results of data reduction, then the data that can answer the problem in this research is conclude. The researcher grouping the data into several categories or themes, then finding the meanings in the data. The researchers grouped the information data that has been obtained in Islamic Boarding School Mambaul Hikmah Ponorogo in order to facilitate understanding of the events that occur in the field.

3. Conclusion drawing/verification

The third step is drawing conclusion and verification. The researcher describes all of data which were still unclear in the beginning. Besides that, the researcher attempts to draw conclusions and verify by searching for the meaning of each symptom obtained from the field, recording the possible order and configuration, the causal flow of the phenomena. In this stage, by comparing the results of observation, interview and document analysis can be concluded about the creative writing activities as an effort to develop literacy skills in Islamic Boarding School Mambaul Hikmah Ponorogo.

G. Checking the Validity of Findings

Validity describes the extent to which we measure. An instrument is not intrinsically valid, as validity is a characteristic of the responses. Consequently, it is important to pretest the tools obtain preliminary data that can be used to assess validity. Triangulation refers to using multiple methods or data sources in qualitative research to develop a comprehensive understanding of the phenomena. Creswell described triangulation as the use of multiple sources, methods, and perspectives to confirm the validity of research findings⁸⁵. Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Denzin and Lincoln defined triangulation as the use of multiple methods, data sources, and/or researchers to enhance the credibility and validity of research findings. They identified four types of triangulation:

- a. Data triangulation: This involves using multiple sources of data to examine the same research question.
- b. Investigator triangulation: This involves using multiple researchers to collect and analyze data.
- c. Theory triangulation: This involves using multiple theoretical perspectives to interpret the data.
- d. Methodological triangulation: This involves using multiple methods to collect data, such as surveys, interviews, and observations⁸⁶.

Here, the researcher used the triangulation method because the researcher collected the data by combining methods such as observation and interview. The informants from the interview are students, teachers and also the expert /master of language to support the validation. The combination was use to ensure the validity of the collected data.

⁸⁵ Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 177.

⁸⁶ N. K. Denzin and Y. S. Lincoln, *The SAGE Handbook of Qualitative Research* (New York: SAGE Publications Inc, 2017): 779.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. General Data

This passage is about the background situation of the research based on the conditions at the research site. The researcher will systematically present an overview of the background of the Mamba'ul Hikmah Islamic Boarding School, including its history, vision and mission, geographical location, the structure of the Mamba'ul Hikmah Student Organization (OSMAH), and the facilities available at the Mamba'ul Hikmah Islamic Boarding School in Ponorogo.

1. History of Islamic Boarding School Mambaul Hikmah Ponorogo

Islamic Boarding School Mambaul Hikmah Ponorogo (PPMH) Pasarpon is an educational institution established in 1970 by the late KH. Maghfur Hasbulloh, may he rest in peace. He was the son of Simbah *Kiai* Hasbulloh from Pondok Pesantren Darul Hikam Jorsan Melarak. KH. Maghfur Hasbulloh was known as a charismatic scholar and a champion preacher from Ponorogo. One of his legacies, which is now widespread in every mosque throughout Ponorogo during the month of Ramadan, is the morning lecture and Quran recitation that he used to lead at the Kauman Kotalama Mosque in Pasarpon. KH. Maghfur Hasbulloh's extensive magnitude placed him as one of the 30 Khos of *Kiai* who led the *Istighotsah Kubro* PBNU in 1997 at Tambak Sari Stadium in Surabaya, as a form of concern from NU for the nation.

Islamic Boarding School Mambaul Hikmah Ponorogo Pasarpon (PPMH) was founded by KH. Maghfur Hasbulloh as a place for deepening religious knowledge (*Tafaqquh Fiddin*) based on the *An-Nahdliyyah* approach of *Ahlus Sunnah Wal Jama'ah* (ASWAJA). Initially, PPMH was more focused on accommodating *Santri*-Students from universities scattered throughout Ponorogo while maintaining a strong *Salafiyah-*

Syafi'iyah pattern. However, with the development of the times, PPMH has modified itself to become a pioneer of Islamic boarding schools based on leadership, as stated by *Subbanul Yaumi Rijalul Ghoddi* (today's youth are future leaders). The Islamic boarding school serves as a place to educate Muslim individuals with character and train them to become Muslim leaders who can fight on all fronts (*leiden ist leijden*). The process of regeneration is inevitable, and it is a necessity, where PPMH Pasarpon also moves forward into a new generation with newer patterns. However, the regenerative process occurs smoothly by adhering to the principle of "preserving the good old methods and developing new and better methods (*Almuhafadhotu 'Ala Qodiimi Al-Sholeh, Wal Akhdu Bil Jadiidil Al-Ashlah*).". Therefore, the changes that occur are more dynamic and complementary, Amin.

Basically, PPMH Pasarpon is more oriented towards being a means of shaping human learners. This orientation emphasizes the synergy of learning while doing good deeds (*learning by doing*) where it can synergize the trilogy of Faith (Dhikr), Knowledge (Thinking), and Action (Effort). That is why it is important to understand PPMH Pasarpon through introduction and deepening of the *Santri* Mambaul Hikmah Organization Orientation (OSMAH). This orientation aims to form a basic foundation that is embodied in the *Santri's* motto of *Strong Dhikr - Quick Thinking - Precise Action - Solidarity in Gathering*.

The target of the *Santri's* motto is that: (a) Strong Dhikr is a reflection of a person's faith that is able to produce awareness and wisdom, developed through the Majelis Dhikr Hasbunalloh (MDH) on *Friday Pahing*. (b) Quick Thinking is a reflection of the fruits of knowledge and broad insights, developed through the Sunday School of the *Enlighthmen Pasarpon Institute* (EPIs). (c) Precise Action is a reflection of the elaboration between Faith (Dhikr) and Knowledge (Thinking), developed through the study of books and classical texts (yellow books) in the Islamic Boarding School Mambaul Hikmah Ponorogo

(PPMH). (d) Solidarity in Gathering is a reflection of the organization developed as a systemic unity of the three components: *Santri*, Alumni, and PPMH, developed through the Santri Mambaul Hikmah Organization (OSMAH).

In daily behavior, a *Santri* (Islamic boarding school student) at PPMH Pasarpon is inseparable from a strong reflection of ethical code (*Adab*). The ethical principles of PPMH Pasarpon are embodied in the Ten Personality Ethic's (*Dasa Jiwa Kapribaden*) of PPMH Pasarpon. In this orientation week, the main and mandatory material is divided into three chapters, namely: (a) Chapter 1 (*Kapribaden Mamba'ul Hikmah*), (b) Chapter 2 (*Keorganisasian Mamba'ul Hikmah*), and (c) Chapter 3 (*Kerohanian Mamba'ul Hikmah*).

With this kind of model, which is contained in the three principles of struggle (*Itqon-Nidhom-Ikhlas*), it is expected that students will not only learn textual religious knowledge, but also develop a strong discipline to practice it in daily life. Behavior is formed through continuous habituation, as "*Al-Insanu Ibnu 'Awaaidihi*" (Man is the product of his habits). The key words are: discipline as the main asset and continuity (*istiqomah*) as the lubricant⁸⁷.

2. Vision and Mission of Islamic Boarding School Mambaul Hikmah Ponorogo

Islamic Boarding School Mambaul Hikmah Ponorogo has vision and mission as below:

a. Vision

The formation of leaders and fighters who are based on *Iman, Islam, and Ihsan* that synergize faith, knowledge, and deeds within the *Manhaj of Ahlus Sunnah Wal Jama'ah An-Nahdliyyah*.

b. Mission

⁸⁷ Fathur Rochman Effendi, *Buku Pedoman Dan Pengamalan Kapribaden Santri Islamic Boarding School Mambaul Hikmah Ponorogo* (Ponorogo: *Pondok pesantren Mambaul Hikmah*, 2014).

To cultivate and develop leadership qualities and fighter cadres who have Islamic, national, and personal values in Mamba'ul Hikmah by fostering faith through strong remembrance of Allah (*dzikr*), fostering knowledge through quick thinking, fostering deeds through precise actions, and fostering organization through close collaboration (*jama'ah rapat*)⁸⁸.

3. Geographical Location of Islamic Boarding School Mambaul Hikmah Ponorogo

Geographically, Mamba'ul Hikmah Islamic Boarding School is located in the city of Ponorogo, specifically on Jalan Parang Centung No.12 (Pasar Pon, Kauman Kota Lama) in Patihan Wetan Village, Babadan District, Ponorogo Regency, East Java Province. The location of Mamba'ul Hikmah Islamic Boarding School is bounded by: (1) to the north (Jl. Parang Menang), (2) to the south (Pasar Pon), (3) to the east (Jl. Brigjen Katamso), and (4) to the west (Jl. Parang Parung).

4. The Structure of the Organizational Management of Islamic Boarding School Mambaul Hikmah Ponorogo

Every institution surely has an organizational structure to facilitate the division of tasks within a group or organization. With the existence of an organizational structure, cooperation can be established in achieving planned goals. The existence of an organization also becomes a forum for empowering students according to their respective fields. The management structure of Mamba'ul Hikmah Islamic Boarding School (PPMH) includes: the general management, departments, divisions, and special bodies of PPMH.

Mamba'ul Hikmah Islamic Boarding School has a work program that has been prepared by each management involved. The program is designed to facilitate activities during the stay at the boarding school. The work program includes the daily work program of the Chairman and Vice Chairman, the daily work program of the Secretary General, the daily, weekly, monthly, and annual work programs of the Supervisor of Islamic Studies

⁸⁸ Look appendix 02/D/02 IV/2023 of documentation transcript.

Development, the daily, weekly, monthly, and annual work programs of the Supervisor of Study and Research, the daily work program of the Supervisor of Organization Security and Order, the daily work program of the Supervisor of Work and Skill, the daily work program of the Department of Communication, Publishing, and Communication, the daily work program of the Department of Suluh Librarian, the daily work program of the Department of Art and Sholawat, the daily work program of the Department of Exercise and Sports, the daily work program of the Department of Equipment and Inventory, the daily work program of the Department of Logistics and Consumption, the daily work program of the Department of Cleanliness and Order, and the daily work program of the Department of Mental and Physical Health⁸⁹.

5. Management Work Program (OSMAH) Islamic Boarding School Mambaul Hikmah Ponorogo

Islamic Boarding School Mambaul Hikmah Ponorogo has a working program that has been prepared by each respective organization's administrators. The program is designed to facilitate activities during their stay at the boarding school. The working program consists of the following: daily work program for the General Chairman and Vice General Chairman, daily work program for the General Secretary, daily, weekly, monthly, and annual work program for the Head of *Ubudiyah* Guidance (KPU), daily, weekly, monthly, and annual work program for the Head of Studies and Studies (KPK), daily work program for the Head of Organization Security and Order (KKO), daily work program for the Head of Work and Skills (KKS), daily work program for the Communication Publishing and Communication Department (DKPI), daily work program for the *Suluh Library* Department (DSL), daily work program for the Arts and *Sholawat* Department (DSS), daily work program for the Gymnastics and Sports Department (DSO), daily work

⁸⁹ Look appendix 03/D/02 IV/2023 of documentation transcript.

program for the Equipment and Inventory Department (DPI), daily work program for the Logistics and Consumption Department (DLK), daily work program for the Cleanliness and Order Department (DKK), and daily work program for the Mental and Physical Health Department (DKJ)⁹⁰.

6. The Condition of Educators and Santri Islamic Boarding School Mambaul Hikmah Ponorogo

a. The condition of the teachers

Data found in the Pondok shows that there are male and female Islamic teachers who teach at Mambaul Hikmah Islamic Boarding School, including:

- 1) KH. Fathur Rochman Effendie teaches *Mukhtar Al-Ahadits, Mabadi Al-Fiqh, Arba'in An-Nawawi, Tafsir Al-Jalalain, Qurotul 'Uyun, and Lubabu Al-Ahadits*.
- 2) Ibu Nyai Naili Farikhah teaches *Risalatul Mahaidh*.
- 3) Ustadz Hisayam teaches *Kitab Ta'lim Muta'alim*.
- 4) Ustadz Fahrijal Mahmudi Hidayat teaches *Qiro'ah, Matan Al-Jazariyah*.
- 5) Ustadz Alvin Almas Zidan teaches *Kitab Safinatun Najah*.

b. The condition of the students

Every year, the number of students at Islamic Boarding School Mambaul Hikmah Ponorogo changes, indicating that the boarding school is developing. From the documents that the researcher found from the academic year 2018/2019 until the academic year 2021/2022, there was growth, but there was a decline in the academic year 2022/2023. In the academic year 2018/2019, there were 35 students, in the academic year 2019/2020 there were 37 students, in the academic year 2020/2021 there were 43 students, and in the academic year 2021/2022 there were 45 students. In the academic year 2021/2022, the total number of students was 45, consisting of 12 male

⁹⁰ Effendi, *Buku Pedoman Dan Pengamalan Kapribaden Santri Ponpes Mambaul Hikmah*.

students and 33 female students. And in the academic year 2022/2023, the total number of students was 40, consisting of 14 male students and 26 female students⁹¹.

B. Research Findings and Discussion

According to the results of observation, interview, and documentation, which the researcher conducted at Islamic Boarding School Mambaul Hikmah Ponorogo, the following is an explanation of the data obtained by the researcher. In this chapter also consist of process of creative writing that Implemented at Islamic Boarding School Mambaul Hikmah Ponorogo, analysis of the implementation of creative writing based on the principles of literacy, and the benefits of creative writing for developing basic literacy skills of santri Islamic Boarding School Mambaul Hikmah Ponorogo.

1. The literacy activities of writing at Islamic Boarding School Mambaul Hikmah Ponorogo

Islamic Boarding School Mambaul Hikmah Ponorogo (PPMH) Pasar Pon, Ponorogo is an educational institution established in 1970 by KH. Maghfur Hasbulloh. PPMH is one of the Islamic boarding schools that is based on literacy, where the learning process is closely related to reading and writing activities. Along with the development of the times, literacy skills at the boarding school have also been developed. In line with this, Mamba'ul Hikmah Islamic Boarding School, which is based on literacy, also implements several literacy activities that can support the development of students' literacy skills in various fields.

The era of technology 5.0 and rapid information development demands that anyone be able to follow and engage in various fields, each of which requires special skills. These excellent skills must be accompanied by literacy skills in order to understand, use, and communicate information effectively in various life situations. With good literacy skills, a

⁹¹ Look appendix 04/D/02 IV/2023 of documentation transcript.

person can make the right decisions, actively participate in society, obtain better jobs, improve their quality of life, and develop themselves personally and professionally. In addition, literacy skills also help a person to access the necessary information and become more critical in evaluating the information received⁹².

In this regard, the role of literacy becomes very important, especially for *pesantren* students, where efforts are needed to develop the literacy skills of the students. As stated by Khotibul Umam Ubaidillah regarding literacy,

"Literacy skills include reading, writing, speaking, as well as the ability to understand and analyze information from various sources such as books, articles, social media, and others. Literacy skills are essential for personal growth and development, and that the acquisition and cultivation of reading and writing skills can lead to greater opportunities for self-expression, communication, and understanding."⁹³

As an educational institution, Islamic Boarding School Mambaul Hikmah Ponorogo realizes the importance of building literacy skills for its students. Someone who has good basic literacy skills can produce good logical language skills. In addition, literacy skills can help students to develop themselves personally, improve their soft and hard skills, improve the quality of education provided, and prepare students to face the challenges of the rapidly changing modern era. Therefore, it is very important to build literacy skills from the very basics.

Mastery of basic literacy skills is an important prerequisite and foundation for higher literacy skills, such as information literacy, media literacy, and scientific literacy. Without strong basic literacy skills, individuals will struggle to understand more complex information and participate in an increasingly complex society. In addition, building basic literacy skills will also expand individuals' knowledge and skills. This will help individuals to become more independent and make better decisions in daily life.

⁹² Amin, Zamroni, and Qomariyah, "Pesantren Literacy Movement in Indonesia: A Case Study of Pondok Pesantren Darul Ulum Lirboyo Kediri," 15.

⁹³ Look appendix 02/W/29-03/2023 of interview transcript.

To build literacy skills for students, Islamic Boarding School Mambaul Hikmah Ponorogo emphasizes the implementation of basic literacy-based activities such as creative writing. The selection of creative writing is based on the fact that the majority of PPMH students are students and formal education students, and the goal of the *pesantren* is to increase the insight and interest in reading and writing for students. As stated by the head of Islamic Boarding School Mambaul Hikmah Ponorogo, KH. Fathur Rochman Effendi, S.E., Ak. regarding the strategies applied in writing literacy activities:

"The first strategy is to improve reading skills. There should be a minimum target for how many books should be read per week. The second is the concept, we invite friends to read books and then summarize them into one summary that is discussed. The summary can become a paper that other friends can enjoy without having to read the book, but only read the summary. The book is taken from the Islamic Boarding School Mambaul Hikmah Ponorogo library, students read the book in the library, write the book into a paper. Then the writing results are presented in the EPIS (Enlightenment Pasar Pon Institute) activity which is carried out on Sundays. After that, rewrite the material and make it into a post on each student's Facebook or Instagram, then the data is entered into the Communication, Publishing & Information Department (DKPI). We create a room for reading books together. Maybe I will collaborate with the cafeteria. Sometimes I also hold reading and writing competitions such as short stories and poetry."⁹⁴

Islamic Boarding School Mambaul Hikmah Ponorogo's decision to implement creative writing as an effort to develop basic literacy skills is a commendable one. The ability to read and write is an essential skill that is necessary for success in almost every aspect of life. However, many people, especially in developing countries, struggle with basic literacy skills. This is where initiatives like Islamic Boarding School Mambaul Hikmah Ponorogo's creative writing program come in. Through its implementation of creative writing, this boarding school has created a new way for its students to learn and practice the essential skills of reading, writing, language skill and critical thinking⁹⁵.

As the explanation provided by the caretaker of Islamic Boarding School Mambaul Hikmah Ponorogo, KH. Fathur Rochman Effendi, that highlights the importance of literacy

⁹⁴ Look appendix 07/W/03-04/2023 of interview transcript.

⁹⁵ Look appendix 02/W/29-03/2023 of interview transcript.

skills in the modern era. In addition to the ability to read and write, which are fundamental skills in communication and knowledge acquisition, literacy skills also involve critical thinking and analysis. For example, in the case of reading behind events or news, literacy skills require individuals to have the ability to identify bias, propaganda, or misinformation that may be present in media coverage. This requires the ability to critically evaluate the sources of information, to cross-reference information from different sources, and to question assumptions and preconceptions⁹⁶.

Similarly, in the case of analyzing and interpreting events, literacy skills require individuals to have the ability to contextualize events, to identify patterns and trends, and to draw conclusions based on evidence. This requires the ability to analyze complex data and information, to synthesize different perspectives, and to make informed judgments. By emphasizing the importance of literacy skills in these broader senses, the caretaker of Islamic Boarding School Mambaul Hikmah Ponorogo is highlighting the value of a well-rounded education that goes beyond basic reading and writing skills. In doing so, the *Pondok pesantren* is preparing its students for success in a complex and dynamic world, where the ability to think critically and communicate effectively is essential⁹⁷.

The primary goal of Islamic Boarding School Mambaul Hikmah Ponorogo is to nurture students' religious knowledge and values while developing their basic literacy skills. To achieve this, the *pesantren* has introduced various activities that promote creative writing and reading. For instance, the *pesantren* has established a writing and reading activities that provides a platform for students to practice their writing skills and improve their reading comprehension.

The combination of reading and writing is very important because they complement each other in the process of learning and developing knowledge. By actively reading and

⁹⁶ Look appendix 06/W/02-04/2023 of interview transcript.

⁹⁷ Look appendix 06/W/02-04/2023 of interview transcript.

writing, we can become more skilled and high-quality individuals who have the ability to think critically, creatively, and innovatively. In era 5.0, writing is a crucial skill for *santri* as it enables them to communicate effectively, excel in their studies, engage with Islamic teachings, and pursue meaningful careers.

Islamic Boarding School Mambaul Hikmah Ponorogo encourages its *santri* to start reading and writing. Starting with simple writing tasks such as keeping a daily journal or writing about personal experiences is an excellent way to develop writing skills. Writing regularly can help *Santri* to build their vocabulary, improve their grammar and sentence structure, and refine their writing style. Realizing the importance of this skill, Islamic Boarding School Mambaul Hikmah Ponorogo has been encouraging its students to start reading and writing. The instructors motivate the students to begin writing by starting with simple things such as writing a daily journal, diary of experiences, and more. Moreover, Islamic Boarding School Mambaul Hikmah Ponorogo has also started implementing literacy-based activities⁹⁸.

According to the head of the study and study group of the Mambaul Hikmah *santri* organization, there are several literacy-based programs that use a creative writing approach, such as outbound/*tadabbur alam*, SABTU program, EPIS, OSMAH, and assignment on holidays⁹⁹. Those programs are describing as the following

1. Outbound or Tadabbur alam

- Time: Saturday
- Place:
 - Ngembak Park in Siman
 - Sendang Bulus in Bungkal
- Description:

⁹⁸ Look the appendix 01/W/28-03/2023 of interview transcript.

⁹⁹ Look the appendix 01/W/28-03/2023 of interview transcript.

As stated by Wanda Hemalia, one way of implementing creative writing in Islamic Boarding School Mambaul Hikmah Ponorogo is by assigning tasks to the students, such as during outbound events where they are given writing assignments on any topic. The topic is usually based on what they have experienced during the outbound activity.

In this activity, students are given the opportunity to develop their literacy and creative writing skills. It begins with a preparation session led by the caregiver, followed by an assignment from the special committee of Kekaryaan and Skill to create a written work of their choosing. This can be in the form of poetry, short narratives, short stories, or quotes. The students are then given a certain amount of time to brainstorm and find inspiration for their writing. Once the allotted time is up, all students gather again to present their work. In addition, students are asked to post their writing on various social media platforms such as WhatsApp, Instagram, and Facebook, accompanied by photos or videos. This encourages them to not only showcase their work but also share it with others, thus promoting creativity and self-expression¹⁰⁰.

2. Holiday Assignment

- Time: Semester break
- Place: In their respective regions
- Description:

In addition to regular writing activities, PPMH also assigns specific writing tasks during holidays for its students. The literacy activity for students during their vacation is to be assigned to write. The students were assigned a task to create a report about the history and stories of their respective regions. To

¹⁰⁰ Look appendix 01/O/10-XII/2022 of observation transcript.

complete this task, the students were required to conduct research on sites and interview local figures. The purpose of this task was to broaden the students' knowledge of the history and culture of their regions and to develop their skills in writing narratives or short stories.

These tasks include conducting interviews or visiting a place and then writing a piece using good words and sentences. After completing their written work, students must upload their pieces to personal social media with a specified deadline requirement. One such assignment requires students to conduct an interview with a figure connected to the region's history, religious development, uniqueness, moderation, or activities related to national holidays such as Independence Day.

They must then use the information obtained to create a short narrative in either the form of a story or a text report, along with photo or video evidence. All written results are shared through various social media platforms, such as WhatsApp, Facebook groups and Instagram. This assignment not only provides students with insights into the region's history and culture, but also helps them develop their writing and communication skills while utilizing modern technology to share their work. Overall, these writing activities are an essential part of PPMH's educational program, fostering critical thinking, creativity, and effective communication among its students¹⁰¹.

3. Mambaul Hikmah Student Orientation (OSMAH)

- Time: New Academic Year
- Place: PPMH
- Description:

¹⁰¹ Look appendix 04/O/03-I/2023 of observation transcript.

PPMH's orientation activities for the 2022/2023 academic year involved a unique challenge for its students - gardening. *Santri* are provided with literacy education through regular studies and writing training. During the orientation, the *santri* were given the task of creating regular reports on gardening. They were also required to document the entire process in a short narrative report, including the plants' development and any activities that took place during the gardening process. These reports were periodically shared on a WhatsApp group and later published on Facebook by the caregiver. This activity not only taught students the importance of sustainable living and healthy eating habits, but also helped develop their writing skills and ability to communicate effectively.

The gardening challenge is an integral part of the Mambaul Hikmah *santri* orientation, which aims to introduce students to PPMH's literacy culture. As part of this, PPMH alumni provide materials on writing and journalism to further develop students' writing skills. The orientation also includes a literary study, and during the 2022/2023 academic year, the gardening challenge was used as a way for students to observe and write about the gardening process. The short narrative reports produced by the students were an important part of this process and were shared on WhatsApp and Facebook.

By participating in the gardening challenge and other activities during the orientation, PPMH students are expected to develop a basic foundation in literacy skills and cultivate a habit of writing. This not only helps them to effectively communicate their ideas, but also instills a love for reading and writing. Overall, PPMH's efforts to internalize its culture through orientation

activities like OSMAH are important in helping students develop the necessary skills and habits to succeed both academically and in life¹⁰².

4. SABTU (Read and Write Awareness Saturday)

- Time: Saturday
- Place: Islamic Boarding School Mambaul Hikmah Ponorogo Library
- Description:

PPMH has established a basic literacy program by providing a library facility to its students. The program encourages students to read a wide range of books, choose books they want to borrow, and improve their literacy skills through reading and writing. The students are required to follow established procedures and regulations to borrow books from the library. After reading, they are expected to summarize the books they read in the form of narratives or papers. These summaries are then presented during the EPIS program, which helps the students develop critical thinking and writing skills.

Overall, the library facility and the reading and writing activities at PPMH play an important role in promoting basic literacy skills among the students. By encouraging them to read widely, write effectively, and communicate their ideas, the program helps students to become more confident and proficient in using language, and thus better equipped for success in academic and professional contexts¹⁰³.

5. EPIS (Enlightment Pasar Pon Institute)

- Time: Sunday
- Place: MDM
- Description:

¹⁰² Look appendix 02/O/25-XII/2022 of observation transcript.

¹⁰³ Look appendix 03/O/08-I/2023 of observation transcript.

EPIS is a study activity that aims to improve the knowledge of the *santri* in various fields, including information technology, philosophy, public speaking, journalism, and history. This program is a continuation of the SABTU program, which focuses on developing critical thinking and writing skills through reading and summarizing books.

In EPIS, the speaker is selected one week in advance, and the material is tailored to the speaker's ability or based on the results of the SABTU activity summary. This approach ensures that the material presented is relevant and engaging for the *santri*. Moreover, other students also have to summarize the results of the EPIS activity in the form of a short narrative, which helps to reinforce their understanding of the topic.

Through this program, *santri* are trained to analyze and interpret what they have read using their own language and to communicate their ideas effectively in writing. Additionally, EPIS provides an opportunity for the *santri* to develop critical thinking skills by discussing and debating various issues related to the topics covered. Overall, EPIS is an important program that helps to improve the knowledge and skills of the *santri* in various fields while also promoting critical thinking and communication skills¹⁰⁴.

2. The implementation of creative writing to improve basic literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo

1) Outbound or Tadabbur alam

- Time: Saturday
- Place:
- Ngembak Park in Siman

¹⁰⁴ Look appendix 03/O/08-I/2023 of observation transcript.

- Sendang Bulus in Bungkal
- Description:

As stated by Wanda Hemalia, one way of implementing creative writing in Islamic Boarding School Mambaul Hikmah Ponorogo is by assigning tasks to the students, such as during outbound events where they are given writing assignments on any topic. The topic is usually based on what they have experienced during the outbound activity¹⁰⁵.

The implementation of creative writing in Islamic Boarding School Mambaul Hikmah Ponorogo through outbound activities involves a series of structured and effective processes. As explained by Morley, there are 7 stages in creative writing, and here are the steps¹⁰⁶:

1. Preparation: Students receive materials about writing and the importance of writing from the caregivers. They are then given the opportunity to seek writing inspiration by conducting research or observations in the surrounding environment or the outdoor location of the outbound activity.
2. Planning: After conducting observations, students plan the content of their writing and how to express it.
3. Incubation: Students choose the type of writing they want to create, such as poetry, narrative, or short stories.
4. Starting: After determining the type of writing, students begin to write down their observations in a notebook or using a smartphone.
5. Flowing: Students are given the freedom to write by letting their feelings and experiences flow at the outbound location. They are not bound by grammatical rules and are free to express their emotions in their writing.

¹⁰⁵ Look appendix 01/O/10-XII/2022 of observation transcript.

¹⁰⁶ Morley, *The Cambridge Introduction to Creative Writing*, 125.

6. Silence Reservoir: Students reflect on the meaning of their writing and delve into the depth of each chosen word.
7. Breakthrough and completion stage: This stage involves reflection on the writing and refinement. Students revise and edit the choice of words or diction that may be inappropriate or lacking aesthetics.

After these processes are completed, students proceed to the revision and editing stage to improve the choice of words or diction that may be inappropriate or lacking aesthetics. The students then take turns presenting their written work in front of their fellow students. The final stage of the creative writing activity through outbound in Islamic Boarding School Mambaul Hikmah Ponorogo is to publish the writings through individual social media posts, coordinated by the DKPI (Department of Education and Culture) and KKS (Student Creativity Development Unit)¹⁰⁷.

In building the literacy skills of students through creative writing, Islamic Boarding School Mambaul Hikmah Ponorogo is based on several literacy principles proposed by Kern. These principles help students develop their writing abilities in a creative and effective manner.

1. Interpretation: Interpretation plays a crucial role in creative writing activities that involve thoughts about nature or outdoor activities. Through interpretation, students can deepen their understanding of nature and gain inspiration for writing. They can observe and analyze various natural phenomena, such as weather patterns, the life cycles of animals and plants, and the extraordinary beauty present in nature. This allows them to communicate their experiences through words in an original and creative way¹⁰⁸.

¹⁰⁷ Look appendix 04/W/31-03/2023 of interview transcript.

¹⁰⁸ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 17.

Furthermore, interpretation also helps students understand the values and meanings inherent in nature, enabling their writings to convey deeper messages and meanings. This understanding of the interconnected relationship between humans and nature allows students to describe human interactions with nature in a more meaningful and insightful manner, thereby enhancing their literacy skills.

During outdoor activities like observing snails and fish in Lake Sendang Bulus and the surrounding hills during contemplation exercises, a writer can appreciate the extraordinary beauty of nature and reflect on the greatness of Allah SWT, who created such magnificent scenery. The writer can then draw inspiration from this experience and interpret the message they wish to convey through their writing. Therefore, interpretation is an essential aspect of contemplation activities that can produce meaningful and original writings while improving the literacy skills of Islamic Boarding School Mambaul Hikmah Ponorogo students in understanding and communicating their experiences with nature¹⁰⁹.

2. Cultural knowledge: In providing creative writing materials, the caregivers of Islamic Boarding School Mambaul Hikmah Ponorogo also educate the students about the culture and history related to the locations of outdoor activities, such as Sendang Bulus and their origins. This helps students understand the cultural background and history of these places, enabling them to incorporate this knowledge into their writings and enrich them with cultural information and appropriate context.

¹⁰⁹ Look appendix 01/O/10-XII/2022 of observation transcript.

3. Self-reflection: In developing writing literacy, students are trained to reflect on themselves through their writings. They are encouraged to contemplate their personal experiences, thoughts, and feelings, and express them through writing. Through self-reflection, students can develop a deeper understanding of themselves and effectively convey it through words.
4. The use of language: Naturally, in implementing literacy through creative writing, students are expected to use language that is appropriate and aesthetically pleasing. They are taught grammar, rich vocabulary, and engaging writing styles. By mastering language usage effectively, students can express their ideas and thoughts clearly and captivate readers¹¹⁰.

Creative writing activities through outbound programs at Islamic Boarding School Mambaul Hikmah provide opportunities for students to develop various literacy skills. Some literacy skills that can be developed through these activities include:

- 1) Writing Literacy: Through creative writing activities, students can sharpen their ability to express ideas and feelings through writing. They can learn to develop vocabulary, diction, narrative skills, character building, and creating engaging stories. This will enhance their overall writing ability.
- 2) Science Literacy through nature research: During outbound activities, students have the opportunity to conduct scientific research on nature using scientific methods. They can observe and collect data about the surrounding environment, flora and fauna, or natural phenomena. By conducting this research, students will enhance their understanding of scientific concepts and improve their science literacy skills.

¹¹⁰ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 17.

- 3) Tourism Literacy through travel and nature observation: Through outbound activities, students can develop their understanding of tourism and nature observation. They can learn about the biodiversity, natural beauty, and cultural values associated with tourist destinations. By observing and writing about their travel experiences, students can enhance their tourism literacy skills. Outbound activities at Ngembak and Sendang Bulus natural attractions also introduce students to local tourism, particularly in the Ponorogo region.
- 4) Digital Literacy by uploading written work on digital media: Creative writing activities also provide an opportunity for students to develop digital literacy. Students can publish their written work on digital media platforms such as social media, blogs, or websites. By doing this, they will learn how to manage content in the digital world, improve their writing skills for a wider audience, and understand the importance of ethics and privacy in digital literacy¹¹¹.

2) Holiday assignment

- Time: Semester break
- Place: In their respective regions
- Description:

The holiday assignment given by Islamic Boarding School Mambaul Hikmah is a creative writing task. The purpose of this assignment is to develop writing skills and literacy among students during their free time. In this assignment, students are asked to create a written work with a specific theme. The following is the process of creative writing for this holiday assignment:

¹¹¹ Ibid., 13–14.

1. **Preparation:** In this stage, students will receive guidance from the caretakers regarding the writing task before the holiday. The caretakers will brief the students on what kind of writing they should do and provide specific themes such as religious moderation, the history of their region, religious or national holiday commemorations, or regional nationalism. During this preparation stage, students are required to gather data through observation and interviews with relevant figures. The collected data will serve as the material for their writing.
2. **Planning:** Students need to plan a draft or outline for their writing, which will be used to conduct interviews and gather valid data. In this stage, they should think of appropriate questions to obtain the necessary information.
3. **Beginning:** After having sufficient data, students can begin writing their observations in the form of short narratives, short stories, or textual reports. In this stage, they should sort out the collected data and write it clearly and coherently.
4. **Flowing:** When writing their observations, students can follow their thoughts and write freely. In this stage, there are no specific rules, allowing students to express their ideas freely.
5. **Revision:** After completing the writing, students can go through the revision process. They can check for ineffective or inconsistent sentences or words in their writing. The purpose of this revision stage is to improve and enhance the quality of the writing.
6. **Publication:** The final stage after completing the writing is to publish the written work on the students' respective social media platforms. This process will be coordinated by the DKPI (Division of Knowledge Development Activities) and KKS (Student Work Group). By publishing

their work, students can share their creations with others and enhance appreciation for their writing skills¹¹².

In implementing creative writing for holiday assignments, Islamic Boarding School Mambaul Hikmah embodies it through the following literacy principles.

1. **Cultural Knowledge:** It is important for students to have knowledge about the culture around their place of residence. By understanding the local culture, they can make meaningful contributions to society. For example, they can write about traditions, customs, or significant events in their culture during Eid al-Fitr, cultural activities during Independence Day, and so on.
2. **Problem-solving:** Through observation and interviews, students can analyze the problems existing in their environment. With this ability, they are expected to become problem solvers in the community. For instance, they can write about challenges or issues faced by the community in the development of Islam and nationalism in their region, and then seek creative solutions to overcome them.
3. **Language Usage:** Students need to be able to communicate effectively using language. This will help them in conducting interviews and interpreting the information they gather into creative writing. Proficiency in language usage will enrich the quality of their writing.
4. **Interpretation:** The results of students' observations and interviews are manifested in the form of creative writing. They interpret the information they acquire into stories, poems, or other forms of writing. This is an

¹¹² Morley, *The Cambridge Introduction to Creative Writing*, 125.

opportunity for them to express their understanding and views in an interesting and imaginative manner¹¹³.

Literacy program by assigning creative writing tasks during holidays is a highly positive initiative. Through these assignments, students will have the opportunity to develop their literacy skills in various aspects, as follows:

1. Cultural and citizenship literacy: In this holiday assignment, students are asked to explore the local culture and values around them. They can write about traditions, customs, or the history of their region. Through their writing, they can gain a deeper understanding of their own cultural richness and promote appreciation for cultural diversity among others.
2. Religious literacy through understanding religious moderation: This assignment can also involve students in writing about religious moderation. They can explore the principles of tolerance, respect for differences, and the importance of understanding universal values in their religion through interviews with local figures. By writing about these topics, students can strengthen their holistic understanding of religion and promote an attitude of mutual respect among fellow students and the wider community.
3. Reading and writing literacy: This assignment provides an opportunity for students to practice their reading and writing skills. In this assignment, they may be asked to read literary works or relevant non-fiction books related to the themes they want to explore. They can then write essays, short stories, poems, or articles that reflect their

¹¹³ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 16.

understanding and reflections on the readings. This will help them improve their language skills and develop critical thinking and creativity.

4. Digital literacy: This literacy program can also teach students about digital literacy. After completing their writing, they are encouraged to upload their works on social media. In this process, they can learn how to use social media platforms wisely, create engaging content, and promote their local area as a tourist destination or a center of cultural activities. It can also be a means to introduce their culture and the beauty of their hometown to a wider audience¹¹⁴.

3) OSMAH

OSMAH is an orientation activity for students at Mambaul Hikmah Islamic Boarding School, which takes place every year at the beginning of the new academic year. The purpose of this activity is to introduce the culture of Mambaul Hikmah Islamic Boarding School, especially literary culture. During this activity, students are also taught about creative writing studies and practices.

The process of implementing creative writing is carried out as an effort to develop literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo through the students' orientation activities. The following are the stages of the process creative writing according to Morley:

1. Preparation: The caretakers and speakers will provide explanations and training on writing and journalism to the students. They will receive guidance on how to write well and how to start writing.

¹¹⁴ Ibid., 13–14.

2. Planning: To encourage the students' interest in writing, the speaker will use brainstorming techniques through games. The students will be grouped and asked to arrange sentences into an appropriate narrative text. Each group member will take turns continuing the sentence previously spoken by another group member, forming a coherent sentence.
3. Incubation: After the brainstorming session, the students are given the task of creating a short narrative about the activities of OSMAH on that day. The students can choose the type of writing they prefer.
4. Beginning: Each student is given 5-10 minutes to compose a short narrative. They can start by mentioning their group's name, the material they have learned that day, the atmosphere of the activity, and the things they have learned from the speaker.
5. Flowing: The students are free to write about anything they have experienced or thought in their narrative, without being bound by writing rules.
6. Silence reservoir: After completing the writing, the students are asked to reflect on and understand the meaning contained in their writing.
7. Breakthrough and finish line: The completed writings will be corrected and refined¹¹⁵.

After the writing process is completed, the speaker will randomly select students to read their writings through a game. This also trains the students' self-confidence when presenting in front of their fellow students¹¹⁶.

Based on the implementation of the creative writing process in OSMAH activities, the following literacy principles are known to be used:

¹¹⁵ Morley, *The Cambridge Introduction to Creative Writing*, 125.

¹¹⁶ Look appendix 01/W/28-03/2023 of interview transcript.

1. Interpretation: In OSMAH activities, students are trained to interpret what is in their minds and thoughts spontaneously. This means they are encouraged to observe and understand their own thoughts and respond to them creatively through writing. This process involves the ability to identify ideas, emotions, and concepts that arise within themselves and interpret them in unique ways.
2. Self-reflection: The second literacy principle is to pour feelings into writing. In OSMAH activities, students are given the opportunity to reflect on themselves through creative writing. They are guided to explore and express their feelings, experiences, and personal perspectives through written works. In doing so, they can develop a deeper self-understanding and hone their ability to convey emotions and reflections in written form.
3. Use of the language: The third literacy principle is to train language skills. In OSMAH activities, students are given the opportunity to practice using their language. They are encouraged to play with words, writing styles, and other language elements to create engaging and creative writing. This process helps them expand their vocabulary, understand language nuances, and develop better writing skills¹¹⁷.

The OSMAH activity at Islamic Boarding School Mambaul Hikmah Ponorogo helps students develop their literacy skills, specifically reading and writing literacy. Reading is not just about recognizing letters and words, but also understanding what is happening around them and being able to interpret it in writing using their own imagination and creativity. The students learn to observe and analyze the situations and conditions they face. After that, they

¹¹⁷ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 17.

use their abilities to express their understanding and interpretation in the form of creative writing.

4) EPIS

EPIS (Enlightment Pasar Pon Institute) is a school that operates within the Mambaul Hikmah Islamic Boarding School. EPIS's main focus is to provide education in various fields of general knowledge such as philosophy, economics, technology, informatics, journalism, literacy, and science and technology (IPTEK). This school is designed to train the critical thinking and creative abilities of the students (known as "santri"). Through this education, EPIS strives to provide broader insights and knowledge to the students beyond the religious subjects typically taught in Islamic boarding schools. It is hoped that with the knowledge and skills they acquire from EPIS, the students can become individuals who think critically, innovate, and have a deep understanding of the world around them. One of the ways this is achieved is through the application of creative writing¹¹⁸.


The process of implementing creative writing is carried out as an effort to develop literacy skills at Islamic Boarding School Mambaul Hikmah Ponorogo through the students' orientation activities. The following are the stages of the process:

1. Preparation: The caretakers and speakers will provide explanations and training on writing and journalism to the students. They will receive guidance on how to write well and how to start writing.
2. Planning: To encourage the students' interest in writing, the speaker will use brainstorming techniques through games. The students will be grouped and asked to arrange sentences into an appropriate narrative text. Each group

¹¹⁸ Look appendix 03/O/09-I/2023 of observation transcript.

member will take turns continuing the sentence previously spoken by another group member, forming a coherent sentence.

3. Incubation: After the brainstorming session, the students are given the task of creating a short narrative about the activities of EPIS on that day. The students can choose the type of writing they prefer.
4. Beginning: Each student is given 10 minutes to compose a short narrative. They can start by mentioning their group's name, the material they have learned that day, the atmosphere of the activity, and the things they have learned from the speaker.
5. Flowing: The students are free to write about anything they have experienced or thought in their narrative, without being bound by writing rules.
6. Silence reservoir: After completing the writing, the students are asked to reflect on and understand the meaning contained in their writing.
7. Breakthrough and finish line: The completed writings will be corrected and refined¹¹⁹.

 After the writing process is completed, the speaker will randomly select students to read their writings through a game. This also trains the students' self-confidence when presenting in front of their fellow students.

The EPIS activities at Islamic Boarding School Mambaul Hikmah Ponorogo incorporate the following literacy principles:

1. Self-reflection: Students are encouraged to delve into their own emotions and experiences through creative writing. This allows them to gain a deeper understanding of themselves and enhances their ability to convey emotions effectively in their written work.

¹¹⁹ Morley, *The Cambridge Introduction to Creative Writing*, 125.

2. Interpretation: Students are trained to spontaneously interpret their thoughts and ideas. They are prompted to observe and comprehend their own thinking process, responding creatively through writing. This helps them identify and interpret unique ideas, emotions, and concepts.
3. Language usage: EPIS activities provide students with opportunities to practice using language effectively. They are encouraged to experiment with words, writing styles, and other language elements to create engaging and imaginative pieces of writing. This process aids in expanding their vocabulary, understanding language nuances, and improving their overall writing skills¹²⁰.

At Mambaul Hikmah Islamic Boarding School, the EPIS activity aims to develop students' reading and writing literacy. It goes beyond merely recognizing letters and words, focusing on comprehension of the world around them and expressing their interpretations through creative writing. Students learn to observe and analyze their surroundings, using their abilities to articulate their understanding and interpretations in written form¹²¹.

5) SABTU Program (Awareness of Read and Write)

- Time: Saturday
- Place: Islamic Boarding School Mambaul Hikmah Ponorogo Library
- Description:

PPMH has established a basic literacy program by providing a library facility to its students. The program encourages students to read a wide range of books,

¹²⁰ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 16.

¹²¹ Look appendix 05/D/02 IV/2023 of documentation transcript.

choose books they want to borrow, and improve their literacy skills through reading and writing. The SABTU Program (Reading and Writing Awareness) is a literacy activity conducted at the library of Islamic Boarding School Mambaul Hikmah, which is attended by all the students (santri) there. One of the programs implemented in this activity is creative writing¹²².

Here are the processes to implement creative writing through the library to enhance the literacy skills of the students:

1. Preparation: The students come to the library according to the agreed schedule with the library department. There, they are given the opportunity to borrow books and read them on the spot.
2. Planning: After reading the book, the students are assigned a task to summarize the content of the book in the form of a short narrative. They read the book and mark the important parts that will be written later.
3. Getting Started: The students begin writing the parts they have marked as important.
4. Flowing: The students write naturally based on their understanding after reading the book.
5. Silence reservoir: The students contemplate their writing to find deeper meanings.
6. Breakthrough and finish line: The students refine and improve their writing to produce a good final result¹²³.

Through these processes, it is hoped that the students can develop their creative writing skills and enhance their overall literacy abilities.

¹²² Look appendix 03/O/09-I/2023 of observation transcript.

¹²³ Morley, *The Cambridge Introduction to Creative Writing*, 125.

The implementation of creative writing at Islamic Boarding School Mambaul Hikmah aims to develop the literacy skills of the students (santri). There are several literacy principles applied in this context:

1. Interpretation: Students are expected to interpret what they read and transform it into writing. Through this, they are trained to understand the content of the readings and convey ideas or information using their own words.
2. Problem Solving: Through reading activities, students are taught to identify problems that may arise in their daily lives. After identifying these problems, they are encouraged to seek creative solutions and express them in writing. This trains the students' critical and creative thinking skills.
3. The use of language: Through reading activities, students' language proficiency will improve. They become familiar with various types of words, phrases, and grammar used in writing. By reading regularly, students expand their vocabulary and understand how to use language properly and correctly¹²⁴.

By applying these literacy principles, it is expected that the students can develop their creative writing abilities. They will learn to comprehend, think critically, and use language effectively, enabling them to express their ideas clearly and effectively in writing.

3. Benefits of Creative Writing to Improve Basic Literacy Skill of Santri Islamic Boarding School Mambaul Hikmah Ponorogo

In the application of creative writing at Islamic Boarding School Mambaul Hikmah Ponorogo, there are several benefits experienced by PPMH students, including the following:

¹²⁴ Hasanah and Silitonga, *Implementasi Gerakan Literasi Sekolah Di Sekolah Dasar*, 17.

- 1) Creative writing helps language development at all levels: grammar, vocabulary, phonology and discourse.

Creative writing is one effective way to enhance language skills at all levels, as it involves various aspects of language such as grammar, vocabulary, phonology, and discourse. In creative writing, good grammar is crucial to ensure that the writing is easily understood and free of errors. Additionally, choosing appropriate vocabulary is important to make the writing more varied and not monotonous. Proper phonetic pronunciation is also necessary in creative writing, as it helps in developing speaking and listening skills¹²⁵.

Moreover, the ability to effectively convey messages is also important in creative writing. In writing, the structure of the writing should be considered so that the message that wants to be conveyed can be well understood by the reader. By regularly practicing creative writing, one can improve language skills overall, as well as enhance their creativity and thinking ability¹²⁶.

Therefore, the caretakers of Islamic Boarding School Mambaul Hikmah Ponorogo (PPMH) implement a literacy movement by applying creative writing to several program activities for PPMH students. The goal is to develop the language skills of students at all levels, as well as enhance their creativity and thinking ability. Thus, creative writing can be a highly effective means to improve language skills at all levels.

- 2) Creative writing encourages the use of learner's right and left brains in a balanced way;

In creative writing, creativity is the ability to think of new and original ideas, while the right brain is known as the center of creativity and imagination. However,

¹²⁵ Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks," 72.

¹²⁶ Look appendix 04/W/31-03/2023 of interview transcript.

the left brain also plays an important role in learning because it is responsible for logic, analysis, and verbal processing.

To utilize both the left and right brain in a balanced way, creative writing is chosen as a tool to enhance the learning skills of the students at Islamic Boarding School Mambaul Hikmah Ponorogo. Creative writing can involve imagination and new ideas that activate the right brain, while clarity and logic in arranging words can train the left brain. There are several ways to use creative writing as a balanced exercise for both the left and right brain in learning, which are applied in creative writing activities at Islamic Boarding School Mambaul Hikmah Ponorogo, including: (a) Brainstorming or mind-mapping techniques to spontaneously and creatively generate new ideas, and then organize them in a logical and structured way. (b) Assigning the students to write stories or narratives about specific topics during outdoor activities or holidays. This allows the students to use their imagination and creativity to create an engaging picture and context, while also practicing their verbal skills and clarity in writing. (c) Using free-writing techniques to express thoughts and ideas spontaneously and freely. This allows the students to use their creativity and imagination freely, while also practicing their verbal skills and general writing skills¹²⁷.

- 3) Creative writing develops self-confidence and self-esteem which leads to increased motivation;

Self-confidence and strong self-esteem can enhance someone's motivation and interest in reading and writing. To develop confidence and self-esteem, it is important to take small steps, such as trying to write a few sentences every day and paying attention to the progress made. With each sentence written, someone will

¹²⁷ Look appendix 03/W/29-03/2023 of interview transcript.

feel more confident and increasingly valued as they see the results of their hard work¹²⁸.

Moreover, it is important to seek feedback from others. Receiving praise and positive feedback will help someone feel more confident and valued. However, it is also important to accept constructive criticism and use it as motivation to continue improving oneself. Not only that, reading and writing can also help improve confidence and self-esteem. As conveyed by KH. Fathur Rochman Effendi, by reading, someone can develop their knowledge and become more confident in conversations and discussions with others. While by writing, someone can express themselves more clearly and build a stronger identity¹²⁹.

In developing confidence and self-esteem, it is also important to eliminate the fear of failure. By eliminating the fear of failure, someone will feel more confident and motivated to continue learning and growing. Therefore, in implementing creative writing in PPMH, students will be rewarded as a step to motivate them not to be afraid to write.

- 4) Creative writing becomes more creative reading: by entering into the text creation process, learners intuitively understand how the text works, and this motivates learners to read and rise writing interesting.

Reading can help improve creativity in writing. By reading, a person can learn different writing styles, interesting word usage, and engaging plots. This can help enhance one's writing ability, enabling them to express their ideas and imagination more effectively and creatively. Additionally, reading can also help improve comprehension and analytical skills. By reading different types of texts, a person can learn various strategies in building a story, thinking about characters and

¹²⁸ Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks," 72.

¹²⁹ Look appendix 06/W/02-04/2023 of interview transcript.

settings, and developing a strong theme or message. This can help a person become more skilled in expressing their ideas effectively in writing¹³⁰.

Therefore, for those who want to improve their creative writing skills, it is recommended to read diligently. They can read fiction books, novels, short stories, and even non-fiction books that interest them. By reading carefully and understanding how the text works, they can learn many things about how to write better and more creatively.

5) Creative writing enhances the productivity of santri.

Creative writing can be an effective means for Islamic boarding school students (*santri*) to develop their language skills and writing abilities. They can produce various types of written works such as essays, poetry, narratives, reports, short stories, historical stories, and more. Through writing activities, *santri* can broaden their horizons and improve their analytical skills.

Moreover, *santri* can participate in writing competitions as a means to sharpen their writing skills and prove their abilities. These writing competitions can also be an opportunity to develop networking skills and expand relationships. By developing their creative writing skills, *santri* can enrich their experiences and knowledge, enhance their communication skills, and open opportunities to produce valuable works for society¹³¹.

¹³⁰ Manara, "Christine Manara, "Experimenting with Language through Creative Writing Tasks," 72.

¹³¹ Look appendix 01/W/28-03/2023of interview transcript.

CHAPTER V

CLOSING

A. Conclusion

Based on conducted research, the implementation of creative writing at Islamic Boarding School Hikmah in Ponorogo has proven to be effective in enhancing the students' basic literacy skills. Literacy programs at this pesantren include creative writing as an essential component. Some of these programs are outbound/nature contemplation, holiday assignments, OSMAH, EPIS, and the SABTU program. In these activities, students go through the process of creative writing, which includes preparation, planning, incubation, beginning, flowing, silence reservoir, and breakthrough and finish line. Islamic Boarding School Mambaul Hikmah also applies the following literacy principles: 1) Literacy involves interpretation, 2) Literacy involves collaboration, 3) Literacy involves cultural knowledge, 4) Literacy involves problem-solving, 5) Literacy involves reflection and self-introspection, and 6) Literacy involves language usage.

Through these creative writing activities, the literacy skills of the students at Islamic Boarding School Mambaul Hikmah improve in various areas such as reading and writing literacy, digital literacy, tourism literacy, cultural and citizenship literacy, religious literacy, library literacy, and science literacy. Creative writing activities also provide benefits to the students, such as improving language proficiency, developing a balance between the right and left brain, building self-confidence, enhancing reading abilities, and making the students more productive. The results of these creative writing activities include some students participating in writing competitions and producing works such as poems, articles, essays, short narratives, and short stories.

B. Suggestion

Based on the research conducted at the Islamic Boarding School Mambaul Hikmah Ponorogo, the researcher provides the following recommendations:

1. For the Boarding School Caretakers:

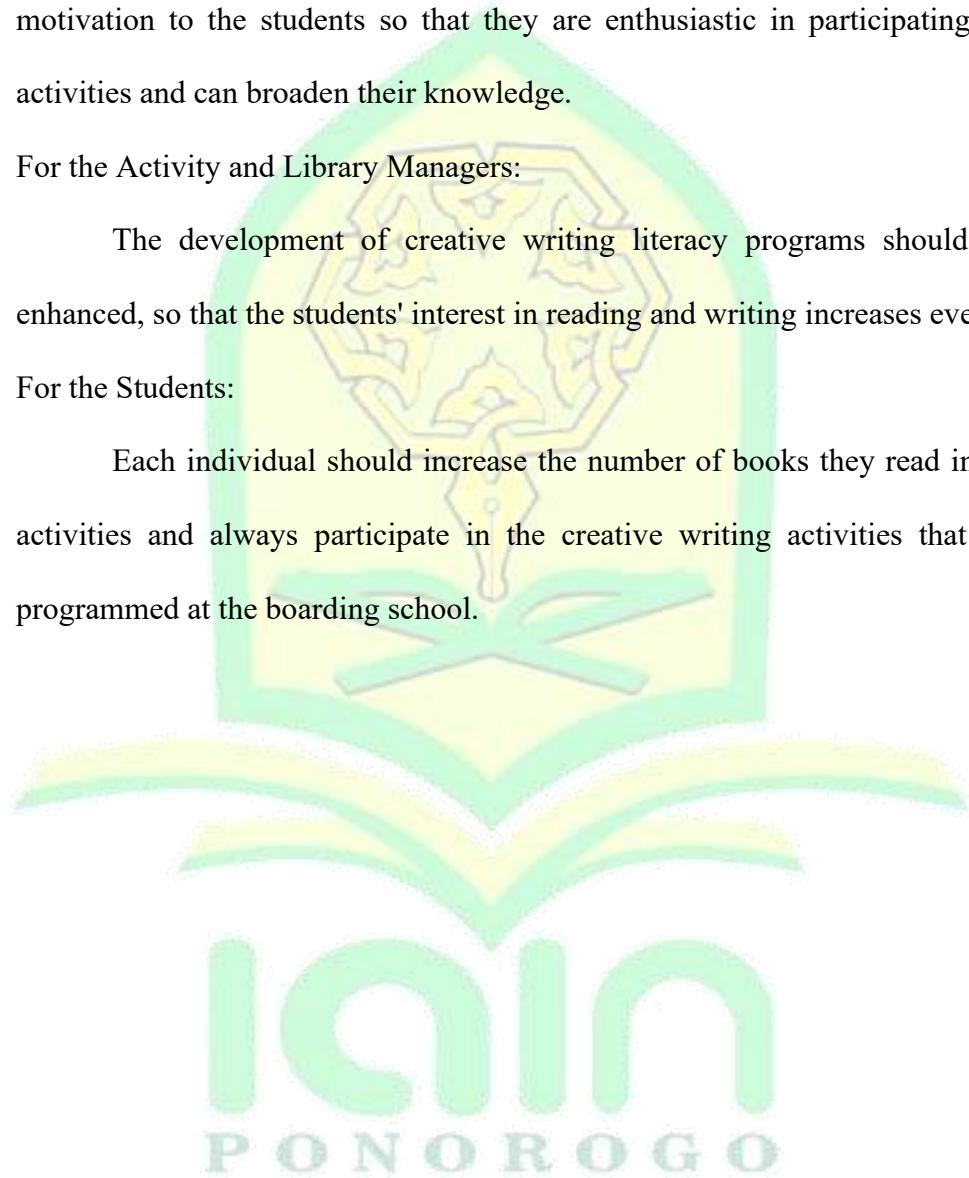
Continue to be consistent in carrying out literacy activities and always provide motivation to the students so that they are enthusiastic in participating in literacy activities and can broaden their knowledge.

2. For the Activity and Library Managers:

The development of creative writing literacy programs should be further enhanced, so that the students' interest in reading and writing increases every year.

3. For the Students:

Each individual should increase the number of books they read in their daily activities and always participate in the creative writing activities that have been programmed at the boarding school.



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