

An Analysis on Students' Creative Thinking Ability in Writing Narrative Paragraph

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Abstract

This research was conducted at the second semester of English Education at the University of Pahlawan Tuanku Tambusai Bangkinang in academic year 2022/2023. The purpose of this research is to describe the student's creative thinking ability on writing narrative paragraph. The sample in this research is 32 students. The instrument of this research is test. The research is descriptive qualitative research. The researcher used several data analysis techniques are data reduction, display data, conclusion/verification. Based on data analysis, the results are analyzed from five categories: very high, high, medium, low, very low. The result of this research was 7 or 21,9% students in the very high category, 3 or 9,4% of students in the high category, 4 or 12,5% of students in the medium category, 2 or 6,2% of students in the low category, 16 or 50% of students in the very low category. Therefore, it can be concluded that the students creative thinking ability in writing narrative paragraph at the second semester of English Language and Education at the University of Pahlawan Tuanku Tambusai is very low.

Keywords: *Creative Thinking Ability, Writing, Narrative Paragraph.*

INTRODUCTION

Language is an important role in communication. Basically, everyone interacts with language. According to (Putri, 2022) Language is an instrument of communication used by many people in the world. Language can be used as a form of expressing ideas, thoughts and ideas which can be useful for conveying important information for a speaker or writer. Each country has its own diversity of languages, where languages in various countries become an interesting symbol of that country. Even a civilization can develop only with language, there are many languages in various countries where one of the most frequently used languages is English.

Mastering English is necessary because it is an international language. Most of the different countries use English as a link in their language. Better language skills make it easier for someone in everyday life. According to (Rabiah, 2018) Language is a communication tool that everyone uses in everyday life as a means of conveying information and arguments to others. Improving communication skills, English really needs to be mastered. Against the development of the world, it can make us aware that learning a foreign language is necessary. New perceptions, efforts to use English must be applied in every country.

Therefore, English is not only used for communication but also becomes one of the compulsory subjects in the world of education and can be formed into one of the majors called English language education. In learning English there are four skills, namely: listening, speaking, reading, and writing. In 2006, teaching English in Indonesia used a curriculum that explained language skills which included four aspects, namely listening skills, speaking skills, reading skills, and writing skills (Zahira et.al., 2021). Of the four skills, writing is one of the skills that language users need to master. Writing is one of the four primary skills in learning English, including productive skills, focusing on language (Wida et.al., 2021).

In general, writing is a talent that must be mastered by every student. Writing is a difficult skill because what individuals need is to express their verbal expression skills in writing. Richard and Renandya (2002: 303) cite in (Suyanto, 2016) state that there is no doubt that writing is the most

difficult skill to master by students. In simple terms, writing can be in the form of words, opinions, and information that will be collected in his mind that are attached to each other like a chain and try to turn abstract phenomena into concrete products.

In writing, the writer must be able to express the meaning in his writing so that it can help the reader understand the contents of the writing. Basically, writing includes skill processes that can understand, think, develop and produce writing. In addition, writing is a skill that comes from the thinking process of students who are trained in these skills. So, writing skills are trained to convey thoughts that come from creative thinking processes.

Creative thinking is the process of coming up with new ideas or new approaches to issues. Creative thinking ability is something that can be learned. Creative thinking is a four-stage process: clarifying, ideating or brainstorming, developing, and finally implementing (Wongpinunwatana, 2019).

Creative thinking ability can be developed through education. Therefore, creative thinking ability can be measured through several approaches. Besides that, the tool used to measure also there are various. The type is direct measurement, measurement indirect, measurement with the elements that mark the feature, feature measurement personality which is closely related to the part those, and some types of measurement that in the form of notes. Among these types of tests, tests that can be used to measure skills creative thinking in the field of English is measurement with elements of creative thinking ability. The elements that mark the characteristics of the ability to think creatively include: fluency, flexibility, originality and elaboration. As for the tests that can be used to measure it is through a narrative paragraph writing test.

Narrative paragraph is one of many types of writing. Narrative paragraph is a storytelling that tells a true story or fiction and it can amuse readers. Narrative paragraph does not only make readers fun, but also writers. Narrative paragraphs can please not only the reader, but also the writer. that pleasure can be obtained or achieved when writing narrative paragraphs because it describes events or tells a story (Syafi'i, 2016).

Narrative paragraph usually follows chronological order but they may also use of flashback and other temporal schemes. Narrative is type of writing tells the story using chronological order. The narrative writing has purpose to entertain and to tell story. Narration can be used to achieve any aim: to inform or instruct, to convince or persuade, to entertain or please, or to express strong feelings and emotion. So, narrative paragraph has meant the text that told us about story (Oktawati, 2020).

Based on the results of observations of second semester students of the English Education Study Program, especially in writing skill, there are 2 SKS at University of Pahlawan Tuanku Tambusai. The researcher obtained data that those who received A: 11 students, B: 21 students, with a total of 32 students. Therefore, based on this phenomenon, researchers are interested in seeing creative thinking ability in narrative paragraph writing skills. As we know, creative thinking is needed in writing skills as well as in learning English in the classroom. Therefore, it is important to do research on this subject.

METHOD

In this research, the researcher used descriptive qualitative approach. This research uses qualitative approach because it wants to focus on the development of social phenomena and the problems to be studied are very complex and dynamic so that the data obtained from information obtained through direct test methods. In addition, researchers also intend to get the results found through patterns, hypotheses, and theories that are in accordance with the data obtained based on the field.

According to Sugiyono (2018) suggests that qualitative research is research based on the philosophy of postpositivist, which is used to examine the condition of natural objects (as opposed to experiments) where the researcher is the key instrument. According to Moleong (2017: 6) qualitative research is a study aimed at understanding the phenomenon of what happens by research subject such as behavioral, perceptual, motivational, action, etc. Holistically, and by way of description in the form words a language, in a special context that is natural and by utilizing various natural methods. This study aims to determine creative thinking skills in narrative paragraph writing activities.

Data is information or facts that are used to discuss and decide on an answer to a research question. In this research, the type of data used is primary data and secondary data. According to Sugiyono (2019: 8-9) data is divided into two, namely primary data and secondary data. Direct data from the field is often called primary data and documentation data is called secondary data. Data collected by researchers directly from the first source or where the research object is carried out.

Population is territory generalization consisting of owned object/subject certain quantity and characteristics set by the researcher for study and then withdrawn conclusion. In this study, population and sample are very important Sugiyono (2019: 126). The population of this study were second semester students of English Language and Education at University of Pahlawan Tuanku Tambusai, Bangkinang. There are four classes consisting of students in semester II, Total of 32 students.

Sample is part of the sum and characteristics possessed by those who are affected or those who become as a result, because of the independent variables. Sample in this study were all second semester English Language and Education students at University of Palawan Tuanku Tambusai, Bangkinang. Total of 32 students.

RESULT AND DISCUSSION

Description of the Research Setting

The research was conducted at University of Pahlawan Tuanku Tambusai. Which is located at Jl. Tuanku Tambusai No. 23 Bangkinang-Kampar. English Language and Education is one of in the study program Faculty of Teacher Training and Education at University of Pahlawan Tuanku Tambusai. The research was conducted in all second semester students of English Education at Universitas Pahlawan Tuanku Tambusai.

Data Description

This research was conducted from May 27 to June 6 at University of Pahlawan Tuanku Tambusai. The total of students in the class is 32 students. The purpose of this study focuses to describe the writing skills of narrative paragraph in second semester English Language and Education students at University of Pahlawan Tuanku Tambusai Bangkinang.

To get the data of the research, the researchers used tests. This test is used to measure students' creative thinking ability in writing narrative paragraphs the second semester English Language and Education Study Program at University of Pahlawan Tuanku Tambusai Bangkinang. The test given was writing narrative paragraph. The researcher calculated the result based on formula of scoring rubric in previous chapter, and helped by two raters. For counting and scoring the data, the researcher used scoring rubric that adapted from Munandar (1999). The researcher conducted tests on students based on four indicator of creative thinking ability. The first indicator is fluency, out of 32 students there are only 5 students who get score 5, 5 students who get score 4, 6 students who get score 3, 1 student who get score 2 and 15 students who get score 1. The second indicator is flexibility, out of 32 students there are only 5 students who get score 5, 7 students who get score 4, 4 students who get score 3, 1 student who get score 2 and 15 students who get score 1. The third indicator is originality out of 32 students, no student gets score 5, 9 student who get score 4, 6 students who get score 3, 1 student who get score 2 and 16 students who get score 1. The four indicator is elaboration out of 32 students there are only 5 students who get score 5, 7 students who get score 4, 3 students who get score 3, 2 student who get score 2 and 15 students who get score 1. This given to get accurate data on students' Creative thinking Ability in writing narrative paragraphs of second semester English Language and Education Study Program. In concluding the mean score of the students' creative thinking ability in writing narrative paragraphs, the researcher calculated the score of the table 1.

This research was assessed based on the assessment of students' creative thinking ability using four indicators, namely: fluency, flexibility, originality, and elaboration. The results of students' creative thinking ability in writing narrative paragraphs are assessed based on these four indicators. Then analyzed to determine the percentage of students in developing the creative thinking ability, especially in writing narrative paragraphs.

Table 1. The Students' Score of Test

No	Sample	Rater 1	Rater 2	Total Score	Categorized
1	ANI	60	65	62.5	Low
2	ARN	95	95	95	Very High
3	IR	20	25	22.5	Very Low
4	IA	95	100	97.5	Very High
5	IRF	75	80	77.5	High
6	AA	20	20	20	Very Low
7	RN	20	25	22.5	Very Low
8	RS	70	75	72.5	Medium
9	AD	20	20	20	Very Low
10	AAH	20	40	30	Very Low
11	DNB	80	90	85	Very High
12	HAS	35	45	40	Very Low
13	RF	20	25	22.5	Very Low
14	KAS	95	95	95	Very High
15	MNS	80	85	82.5	High
16	MRR	20	40	30	Very Low
17	MWP	20	40	30	Very Low
18	MDMP	70	65	67.5	Medium
19	MSN	80	90	85	Very High
20	NMP	60	70	65	Medium
21	NI	20	20	20	Very Low
22	PH	60	70	65	Medium
23	SN	95	95	95	Very High
24	YAR	20	25	22.5	Very Low
25	RAA	20	25	22.5	Very Low
26	WI	20	20	20	Very Low
27	BNF	80	80	80	High
28	NM	20	40	30	Very Low
29	RA	20	25	22.5	Very Low
30	DN	20	20	20	Very Low
31	NLT	50	60	55	Low
32	PAS	95	95	95	Very High
Total		1580	1745	1675	
Mean		49,38	54,54	52,35	

Table 1. Score of Fluency Creative Thinking Ability in Writing Narrative Paragraph

No.	Score of Students	Frequency	Percentage
1.	5	5	15,6%
2.	4	5	15,6%
3.	3	6	18,8%
4.	2	1	3,1%
5.	1	15	46,9%

The first indicator is fluency. Based on the table 2 above, the data on the fluency indicator in summarizing narrative paragraphs shows that as many as 5 or 15,6% of students who get score 5. there are 5 or 15,6% of students who get score 4. there are 6 or 18,8% of students who get score 3. There is 1 or 3,1% students who get score 2. There are 15 or 46,9% of students who get score 1. Based on the data above, it can be concluded that the fluency indicator is that most of them have not been able to find and write the main idea in their own words.

Table 2. Score of Flexibility Creative Thinking Ability in Writing Narrative Paragraph

No.	Score of Students	Frequency	Percentage
1.	5	5	15,6%
2.	4	7	21,9%
3.	3	4	12,5%
4.	2	1	3,1%
5.	1	15	46,9%

The second indicator is flexibility. Based on the table 3, the data on the flexibility indicator in summarizing narrative paragraphs shows that as many as 5 or 15,6% of students who get score 5. there are 7 or 21,9% of students who get score 4. there are 4 or 12,5% of students who get score 3. There are 1 or 3,1% students who get score 2. There are 15 or 46,9% of students who get score 1. Based on the data above, it can be concluded that on the flexibility indicator. Most of them tend to rewrite the narrative paragraph given so that when summarizing they have not been able to write according to the structure, they have not been able to develop ideas based on the structure of the paragraph.

Table 4. Score of Originality Creative Thinking Ability in Writing Narrative Paragraph

No.	Score of Students	Frequency	Percentage
1.	5	-	-
2.	4	9	28,1%
3.	3	6	18,8%
4.	2	1	3,1%
5.	1	16	50%

The third indicator is originality. Based on table 4, the data of the originality indicator in summarizing narrative paragraphs shows that there are no students who get a score of 5. There are 9 or 28,1% of students who get a score of 4. There are 6 or 18,8% of students who get a score of 3. There are 1 or 3,1% of students who get a score of 2. There are 16 or 50% of students who get a score 1. Based on the data above, it can be concluded that in this originality indicator. A common obstacle that is often done in developing creative thinking ability in writing summaries on the originality indicator is that they tend to use words that are similar to the narrative paragraph given so that there is less originality when they write.

Table 3. Score of Flexibility Creative Thinking Ability in Writing Narrative Paragraph

No.	Score of Students	Frequency	Percentage
1.	5	5	15,6%
2.	4	7	21,9%
3.	3	3	9,4%
4.	2	2	6,2%
5.	1	15	46,9%

The four indicator is elaboration. Based on the table 5, the data on the flexibility indicator in summarizing narrative paragraphs shows that as many as 5 or 15,6% of students who get score 5. there are 7 or 21,9% of students who get score 4. there are 3 or 9,4% of students who get score 3. There are 2 or 6,2% students who get score 2. There are 15 or 46,9% of students who get score 1. Based on the data above, it can be concluded that in this originality indicator. most of them did not express their writing through Expressing opinions that are sufficiently in line with the essence of the meaning and information of the summarized narrative paragraph.

Table 4. The Percentage of the Students' Score in Presentation of Narrative Paragraph

No	Range Score	Category	Frequency	Percentage
1.	85% - 100%	Very high	7	21,9%
2.	75% - 84%	high	3	9,4%
3.	65% - 74%	Medium	4	12,5%
4.	55% - 64%	Low	2	6,2%
5.	0% - 54%	Very low	16	50%
Total			32	100%

Based on table 6, it can be seen that there are 7 students or 21.9% in the very high category, 3 or 9.4% of students in the high category, 4 or 12.5% of students in the medium category, 2 or 6.2% of students in the low category, 16 or 50% of students in the very low category. From the data above it can be interpreted that there are still many students who face common obstacles, namely not developing their writing according to the structure, not being able to write in their own words and often making mistakes and not mastering writing styles. Thus, students cannot write well so that their writing is not clear. it can be interpreted that students' creative thinking abilities in writing narrative paragraphs in semester 2 of the English Language Education Study Program are classified as very low.

Discussion

This research aims to determine the creative thinking ability in writing narrative paragraphs in the second Semester English Language and Education study program students at University of Pahlawan Tuanku Tambusai in the 2022/2023 academic year.

The score range shows that the average score in the very high category is 21,9%, in the high category is 9,4%, in the medium category is 12,5%, in the low category is 6,2%, and in the very low category is 50%. From the explanation above, it can be concluded that there are 7 students who are in the very high category. A total of 3 students were in the high category, 4 students were in the medium category, 2 students were in the low category and 16 students were in the very low category. So, it can be concluded that the mean of students' creative thinking ability in writing narrative paragraphs is 52,35 which is in the very low category.

From the test data obtained, most students have creative thinking ability, especially writing skills. Which is assessed based on the theory of Munandar (1999) which consists of four indicators of creative thinking ability, namely fluency, flexibility, originality, and elaboration.

The first indicator discussed is about fluency. fluency indicator is able to write words fluently and can find the main idea of the text content well. And can find the main idea of the content of the text well. While on the test to summarize the narrative paragraph that has been given to students who have not met this indicator because they have not been able to write words fluently, namely students have difficulty in expressing words in written form and have not been able to find the main idea well.

The second indicator is about flexibility. This means that some of these students are able to write sentences well and can write a summary according to the main idea, write a summary according to the main idea in the narrative paragraph that has been given. Meanwhile, students who have not met this indicator have not been able to write using the correct sentences and there are still many mistakes in compiling the structure of narrative paragraphs and have not been able to develop the main ideas according to the narrative paragraphs they already have has been given.

The third indicator is about originality. This means that students who have met this indicator can summarize using their own sentences that are not exactly the same as the narrative paragraph given, students can make sentences according to their own thoughts, according to their own writing style without losing the meaning and intent of the narrative paragraph. While in summarizing the narrative paragraph, there are some students who have not been able to make sentences according to their thoughts and according to their own writing style. for that, students are easier in summarizing, but it makes them less able to develop their creative thinking ability.

The four indicator is about elaboration. It can be concluded that in this elaboration indicator, this means that students who have met this indicator can summarize using good opinions about the narrative paragraphs while in the tests carried out there are still students who do not give their opinions in accordance with summarizing the narrative paragraphs given.

From the results of the data above, the researcher concluded that most students should really be able to develop and apply creative thinking ability so that they can produce detailed writing. analyzed based on the four indicators of creative thinking ability, the lowest ability faced by students is originality and elaboration indicator. In accordance with researchers conducted by Kholisayah et al (2018) entitled: "Analysis of Creative Thinking Ability in Writing Explanation Text of Elementary School Students". they must understand how to develop students' creative thinking ability, understand the indicators of creative thinking especially low level indicators of creative thinking such as flexibility and elaborative indicator. Teachers can develop students' flexibility by practicing writing according to the text structure, getting students used to composing good sentences and getting students used to developing writing according to the main idea of writing. Meanwhile, to develop elaborative, teachers can provide opportunities for students when learning in class to express their opinions, so that students are accustomed to giving their opinions through writing.

CONCLUSION

In this research, the researcher presents conclusions and suggestions after the findings of the study. In this study, the researcher presents conclusions and suggestions after the findings of the study. in the first part are the conclusions of the research findings and in the second part are suggestions related to the goals of the teaching and reading process. This study focuses on creative thinking ability in writing narrative paragraphs of second semester English Language and Education Study at University of Pahlawan Tuanku Tambusai. Based on data analysis in the previous chapter, the researcher concluded the results of the research that had been conducted. The test results show 14 or 43,8% of students can learn to write narrative paragraphs. Meanwhile, 18 or 56,2% are unable to understand writing narrative paragraphs. Based on mean score is 52,35 creative thinking ability in writing narrative paragraph which are in the very low category.

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