

# Creative Writing Learning Model Development Strategy Based on Information and Communication Technology (ICT)

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**Abstract.** This research aims to determine the development strategy of a creative writing learning model based on information and communication technology (ICT). This study is a literature review research along with relevant secondary data. The data is derived from sources such as books and research articles published in national and international journals. The research procedure uses Mary W. George's theory. This study concludes that in developing a creative writing learning model based on information and communication technology (ICT), the strategy used by Utomo (2020) can be utilized to produce a prototype of a creative writing learning model. The learning model is developed based on five components, namely (1) syntax, (2) social system, (3) reaction principle, (4) support system, and (5) instructional impact. In addition, the strategy for developing a creative writing learning model can also be integrated with information and communication technology (ICT) to achieve learning goals in the digital era.

**Keywords:** Learning Models; Information and Communication Technology; Creative Writing Learning

## INTRODUCTION

Education is one of the most important aspects of the development of society and individuals. To achieve effective educational goals, an appropriate and efficient learning model is needed (Marzano, 2017). The term "learning model refers to the approach or strategy used to convey learning material to students (Hmelo-Silver, C. E., 2004). A good learning model will help students understand the concepts being taught better and facilitate the development of critical skills, creativity, and collaboration (Riskayanti, 2021).

The importance of learning models in education can be seen from several angles. First, an effective learning model can increase student understanding (Hidayat et al., 2020). By using an approach that suits students' learning styles, learning models can help students internalize information better and apply it in real-life situations. Second, a good learning model can increase students' active participation. In a learning model that involves students actively, students have the opportunity to interact with learning materials and share ideas with fellow students (Johnson et al., 2007). This not only enriches their learning experience but also increases their sense of ownership of learning and their motivation to learn further. Third, an efficient learning model can strengthen students' critical skills and problem-solving abilities. In a learning model that emphasizes the application of

knowledge in real-world situations, students are invited to think critically, analyze information, and find effective solutions (Tibahary & Muliana, 2018). This is important in preparing students to face challenges in the real world and helps them become independent and broad-minded individuals (Insyasiska et al., 2017).

Based on the factors that say that learning models are important in education, the role of educators also determines the success of education. Educators can implement special learning models such as creative writing (Barak & Assal, 2020). Creative writing learning is an important aspect of developing student language skills (Arsanti, 2018). Creative writing involves self-expression, imagination, and a deep understanding of the structure of language and writing style. In today's digital era, creative writing skills play an important role in communication and self-expression (Juliana, 2022). Creative writing involves the ability to convey ideas, emotions, and experiences in a unique and imaginative way.

In the digitalized era of the 21st century, creative writing is playing an increasingly important and relevant role. Technological developments and digitization have changed the way we communicate, create and consume content, and interact with the world around us (Aji, 2016). Creative writing allows individuals to express themselves in a unique and original way. Through blogs, social media, websites, or other creative platforms, one can share personal stories,

thoughts, opinions, and experiences with a wider audience. Creative writing provides an opportunity to express unique identities and ideas in a wider digital context.

In this era of digitalization, which is full of online content, the ability to write creatively and compose stories is becoming more important. Good creative content grabs audience attention, creates engagement, and builds emotional connection (Martin & Lavery, 2017). The ability to convey messages in interesting and creative ways through writing can set a person apart in a world full of digital information. Bukhari et al., (2017).

Creative writing can open doors for various career opportunities in this digital era. In a world dominated by digital content, the demand for creative writers, content creators, copywriters, and web content writers is growing. The ability to produce engaging, original, and relevant writing is invaluable in industries such as media, publishing, advertising, digital marketing, and online content (Gerver, 2012).

In the current digital era, information and communication technology (ICT) has had a significant impact in various fields, including education (Adisel & Prananosa, 2020). The integration of ICT in learning creative writing can improve the quality of learning, expand access to various resources, and stimulate student motivation (Lagili et al., 2019). In developing this learning model, it is important to understand how ICT can be used effectively to improve the quality of learning creative writing. Through this research, we will look at strategies that can be applied in the development of ICT-based creative writing learning models based on relevant literature. This research will broaden our understanding of these strategies and explain in detail the components of the learning model developed based on them. Effective strategies for developing creative writing learning models will become the basis for developing prototype models that can be implemented in various learning contexts.

In addition, in the growing digital era, the integration of ICT in learning creative writing is becoming increasingly important. ICT can provide access to a variety of resources and tools that can increase students' engagement, involve them in the creative process, and facilitate positive interaction and feedback between students and lecturers. ICT integration also helps students develop digital literacy skills, which are important in the modern world (Fitriana, 2019).

By understanding the strategies for developing ICT-based creative writing learning models, educators can create learning environments that are innovative and in line with the times. This will increase student motivation, their creative writing skills, and their ability to use ICT for learning and communication purposes.

This research has a clear and important goal, namely to develop an ICT-based creative writing learning model. By implementing effective strategies, it is hoped that improvements will be achieved in the quality of teaching creative writing and that students will have the necessary skills to communicate and express themselves well through writing.

## METHODS

This study used a library research approach to identify and analyze strategies for developing information and communication technology (ICT)-based creative writing learning models. The literature study method is used because this research focuses on analyzing existing secondary data, such as source books and research articles published in national and international journals.

In this study, the data collection procedure was carried out through library research using Mary W. George's theory as a theoretical framework. The following are the steps in the data collection procedure (George, 2008).

1. **Identify Data Sources:** The first step in the data collection procedure is to identify data sources that are relevant to the research objective. Data sources used in this study include books, journals, and research articles related to the development of ICT-based creative writing learning models that refer to Mary W. George's theory.
2. **Literature Search:** After identifying the data sources, a systematic literature search is carried out. Searches were made through academic databases, digital libraries, and search engines such as Google Scholar. Keywords used in this search included "creative writing learning models", "information and communication technology", "Mary W. George", and other relevant keyword variants.
3. **Literature Selection and Screening:** After conducting a literature search, the next step is to select and screen relevant literature. The selected literature must have a strong relationship with the research topic, namely the strategy for developing ICT-based

creative writing learning models and the theory of Mary W. George. Literature that is irrelevant or does not meet the study inclusion criteria is deleted.

4. Literature reading and analysis: After conducting a literature selection, a critical reading and analysis of the relevant literature is carried out. In this process, the focus is given to the explanation and implementation of strategies for developing ICT-based creative writing learning models put forward by related authors. In addition, the concepts related to Mary W. George's theory are also analyzed to understand the factors that influence learning creative writing.
5. Secondary Data Collection: Relevant secondary data in the literature, such as strategies for developing ICT-based creative writing learning models and Mary W. George's theoretical concepts, was collected and recorded for use in data analysis and interpretation.

Through this systematic data collection procedure, this study was able to collect relevant secondary data from the literature related to strategies for developing ICT-based creative writing learning models and Mary W. George's theory. The data will be used in the analysis and interpretation of the data to gain an in-depth understanding of effective strategies in the development of ICT-based creative writing learning models.

## RESULTS AND DISCUSSION

After carrying out data collection procedures that include literature related to strategies for developing ICT-based creative writing learning models and Mary W. George's theory, the next step is to develop a strategy for developing ICT-based creative writing learning models (Utomo, 2020). This strategy involves five important components that must be considered in developing creative writing learning models. The five components can be explained as follows:

### Syntax

The syntax component in the development of ICT-based creative writing learning models focuses on the use of rules and structures in creative writing. In this context, students will be taught about various aspects of grammar, including using the right words, appropriate

writing styles, and other creative writing techniques (Komaiddi, 2017). First, grammar teaching is an important aspect of this syntax component. Students will learn various grammar rules, including the use of tenses, subject-predicate rules, and sentence structure. Mastery of good grammar will help students express their ideas more clearly and regularly in creative writing (Lubis, 2017).

In addition, students are also taught about the use of appropriate words and creative vocabulary choices. They will be given an understanding of synonyms, antonyms, connotations, and denotations of words so that they can increase the richness of words in their writing. The ability to choose the right words will affect the appeal and strength of the message in creative writing.

Writing style is also a focus in this syntax component. Students will learn various writing styles, such as narrative, descriptive, persuasive, or expository. They will learn how to apply a writing style that suits their purpose and writing context. Using the right writing style will help increase originality and uniqueness in creative writing.

Apart from that, this syntax component also teaches creative writing techniques that can enrich student writing. For example, students can learn warm-up techniques to inspire inspiration, brainstorming techniques to generate new ideas, imagination and parable techniques to create strong images, as well as techniques for using creative language styles such as metaphors or allegories.

Through comprehensive syntax teaching, students will have a better understanding of the use of rules and structures in creative writing (Sardila, 2015). They will be able to apply grammar correctly, use appropriate and creative words, develop appropriate writing styles, and use creative writing techniques to improve the overall quality of their writing.

### Social System

The social system component in the development of ICT-based creative writing learning models emphasizes the importance of social interaction between students in creative writing activities. In this context, students are encouraged to collaborate, provide input and feedback to classmates, and participate in group discussions to develop ideas and improve the quality of their writing.

Collaboration is the main aspect of this

social system component. Students are invited to work together in groups or pairs to write together. In this collaboration, students can discuss ideas, provide input, and share perspectives. By collaborating, students can explore the creative potential of one another, generate new ideas, and develop a better understanding of the topics they are currently exploring (Zubaidah, 2016).

In addition, students are also taught the importance of providing constructive input and feedback to classmates. In creative writing activities, students have the opportunity to read and review the writings of their classmates. They can provide constructive comments, give credit for good aspects, and provide helpful suggestions for writing improvement. This process of providing feedback is beneficial not only for the author but also for the feedback giver himself, as it hones their analytical skills and sensitivity to the writing of others.

The social system component also involves group discussions as a means of developing ideas and improving the quality of writing. Students are invited to discuss in small groups or larger class groups. In these discussions, they can share ideas, exchange opinions, and find solutions together. Group discussions can be a forum for overcoming difficulties, broadening horizons, and obtaining further feedback from various perspectives (Noviandari, 2018). By participating in group discussions, students can hone their critical thinking and argumentation skills and deepen their understanding of the topics they are writing about.

Through the development of social system components in learning creative writing, students not only learn from lecturers but also from interactions with classmates (Makur et al., 2021). They can support, inspire, and motivate each other to improve their creative writing skills. In a supportive social setting, students can feel more comfortable experimenting with their writing, overcome fear or shyness, and grow collaboratively in developing their creative writing skills.

### **Reaction Principle**

The principle component of reaction in the development of ICT-based creative writing learning models focuses on the process of giving and receiving feedback in creative writing. In this context, students are taught to provide constructive feedback to their classmates as well as receive feedback with an open attitude to improve and develop their writing (Pakonglean,

2021).

First, students are given an understanding of the importance of providing constructive feedback to classmates. They are taught to provide constructive comments, focus on aspects that can be improved, and provide useful suggestions for writers. Constructive feedback can help authors gain a better understanding of the strengths and weaknesses of their writing as well as provide a view from the perspective of potential readers.

Furthermore, students are also taught the importance of receiving feedback with an open attitude. Receiving feedback openly means accepting criticism gracefully and without being defensive. Students are taught to see feedback as an opportunity to improve and develop their writing, not as personal criticism. By accepting feedback in an open manner, students can take advantage of suggestions provided by classmates to hone their writing skills.

In addition, the principle component of the reaction also involves a process of reflection on the feedback received. Students are encouraged to reflect on and analyze the feedback given to them. They can consider the suggestions provided, think about how the feedback can be applied in their writing, and plan concrete improvement steps. This reflection process helps students develop a deeper understanding of the strengths and weaknesses of their writing as well as gain new insights on how to improve the quality of their writing.

In the context of developing an ICT-based creative writing learning model (Asri, 2012), feedback can be provided through various media, such as written comments on online platforms, virtual group discussions, or using digital tools that support the feedback process. The use of information and communication technology facilitates an efficient feedback process and provides opportunities for students to obtain input from various sources (Mardina, 2011).

Through the application of the principle of reaction in learning creative writing, students can develop the ability to give and receive feedback well. They learn to provide constructive comments, receive feedback in an open manner, reflect on the feedback received, and use it as a basis for improving and developing their writing (Fitriya, 2018). Thus, students can gain valuable experience by improving their creative writing skills.

### **Support System**

This component relates to the use of information and communication technology as a supporting tool in learning creative writing. Students are given access to technology devices such as computers, tablets, or smartphones, as well as various applications or special software that can assist them in creative writing.

The support system component in the development of an ICT-based creative writing learning model focuses on the use of information and communication technology as a supporting tool in the learning process of creative writing. In this context, students are given access to technological devices such as computers, tablets, or smartphones, as well as various applications or special software that can assist them in creative writing (Kurniawan, 2019).

The use of information and communication technology as a support system provides various benefits for learning creative writing (Anshori, 2018). First of all, the technological devices used, such as computers or tablets, allow students to write more efficiently and comfortably. They can type their writing quickly and make revisions directly on digital documents. This makes it easier for students to develop ideas, make improvements, and compose writing in a more organized manner.

In addition, students can also take advantage of various applications or special software designed to assist the creative writing process. For example, there are word processing applications that provide features such as automatic spelling correction, synonyms, and text formatting that make it easier for students to compose good-quality writing. The application can also be equipped with an online dictionary feature or integrated with an online platform that provides additional references and resources to enrich written content.

In addition, information and communication technology also allows students to conduct research and exploration more broadly and deeply. Students can access various sources of information via the internet, such as websites, journal databases, or digital repositories, which can assist them in gathering relevant data and references for creative writing. In addition, students can also use social media or online platforms to share ideas, get inspiration, or get feedback from online writing communities.

The use of information and communication technology-based support systems in learning creative writing also opens up opportunities to

integrate visual and multimedia media into writing. Students can combine text with images, video, or audio to express ideas more creatively and interestingly. This can increase the appeal and effectiveness of their writing in attracting readers' attention.

Thus, the components of the support system for learning ICT-based creative writing provide facilities and tools that support students in developing their creative writing skills. The use of information and communication technology not only improves the efficiency and quality of writing but also opens opportunities for exploration, collaboration, and innovation in creative writing.

### **Instructional Impact**

The instructional impact component in the development of an ICT-based creative writing learning model focuses on evaluating and monitoring students' progress in creative writing. In this context, teachers use various evaluation techniques to monitor and assess student progress in creative writing as well as provide appropriate feedback (Jabri & Ismail, 2021).

One of the evaluation techniques that can be used is portfolio assessment (Syah & Arisona, 2021). In portfolio assessment, students are asked to compile a collection of creative writing that they produce during the learning period. The lecturer then evaluates these writings based on predetermined criteria, such as clarity of ideas, narrative structure, use of language, and creativity (Mahardika, 2021). Portfolio assessment provides an overall picture of a student's development in creative writing over time.

In addition to portfolio assessment, peer assessment can also be used in the instructional impact component. In peer assessment, students assess each other and provide feedback to their classmates (Fitri, 2015). Students are taught to look critically at their classmates' writing and provide objective assessments based on predetermined criteria. Peer assessment not only assists students in developing evaluation skills but also encourages positive social interaction and mutual assistance among students.

In addition, formative assessment can also be used to monitor students' progress in creative writing on an ongoing basis. Teachers can provide specific and targeted feedback to students based on formative assessments. This feedback can be in the form of written comments, individual discussions with students, or consultation sessions to discuss progress and

challenges faced by students in creative writing. Formative assessment provides an opportunity for students to make improvements and developments in their writing before reaching the final assessment stage.

In the context of developing ICT-based learning models, the use of various applications, software, and online platforms can be a means of increasing student creativity in writing (Salsabila et al., 2020). For example, students can use text editing or multimedia applications to create visually appealing writing or use blog platforms or online forums to share writing with a wider audience (Shi, 2014).

By integrating the strategy for developing ICT-based creative writing learning models, students are expected to be able to develop their creative writing skills more effectively and happily. The use of information and communication technology in learning creative writing can also produce more varied and innovative results, in accordance with the demands of the current digital era.

## CONCLUSION

In this research, the strategy for developing a creative writing learning model based on information and communication technology (ICT) has been studied. The prototype learning model was developed based on five main components: syntax, social system, reaction principle, support system, and instructional impact. The syntax component relates to the use of rules and structures in creative writing, such as grammar, the use of appropriate words, writing style, and other creative writing techniques. Students are taught to master these aspects through the use of ICT.

The social system component focuses on social interaction between students in creative writing activities. Students are invited to collaborate, provide input, and participate in group discussions to develop ideas and improve the quality of their writing. The principle of reaction refers to the process of giving and receiving feedback in creative writing. Students are taught to provide constructive feedback to their classmates as well as receive feedback in an open manner to improve and develop their writing.

The support system involves the use of ICT as a supporting tool in learning creative writing. Students are given access to technology devices such as computers, tablets, or smartphones, as

well as applications or software that assist them in creative writing. Instructional impact includes evaluating and monitoring students' progress in creative writing. Teachers use a variety of evaluation techniques, such as portfolio assessment, peer assessment, or formative assessment, to monitor student progress and provide appropriate feedback.

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