Experience of Grade V Elementary School Students in Writing Creative Stories Based on Storyscaping at SD Negeri Lanbau 01

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Abstract
This study aims to describe the experiences of fifth grade elementary school students in writing creative stories based on storyscaping and identify the challenges faced in the process. The storyscaping approach integrates elements of visualization, exploration of personal experiences, and development of creativity to help students write stories with a systematic narrative structure. Data were obtained through in-depth interviews with students and documentation of their writing. The results showed that this method was effective in enhancing students' creativity, enabling them to think critically, generate original ideas, and understand and internalize moral values in the story. In addition, students showed an increase in interest and ability in writing stories, supported by a supportive learning environment and teacher guidance. This study also found that storyscaping-based story writing helped students recognize culture, strengthen self-identity, and increase awareness of environmental issues through relevant personal experiences. However, the main challenges include students' limitations in developing complex storylines and utilizing creative elements optimally. This study provides a new contribution to experiential learning by combining narrative and technology approaches to improve students' writing skills. This emphasizes the importance of innovation in education to support literacy competencies in the digital era.

Keywords: Storyscaping, Experience, Student creativity, Creative story writing

INTRODUCTION

Stories have always been an important part of human life, including in the world of education. Story texts, such as the story of Si Pitung, tend to be easier to remember than other types of texts (Mar et al., 2021). This is due to the distinctive and intuitive structure of the narrative, consisting of elements such as abstract, orientation, complication, evaluation, resolution, and coda (Knapp & Watkins, 2005). These elements provide a well-organized story framework, making it easier for readers or listeners to understand the plot and values contained within them.

In addition to conveying information, stories also contain moral values that touch the hearts of readers. In education, stories function as an effective medium to convey experiences, moral values, and deep learning (Bruner, 1986; Graesser et al., 1991). For example, Si Pitung folklore is not only entertaining, but also teaches the values of courage, justice, and struggle that are relevant to daily life. With its repetitive story patterns and consistent symbolism, stories have the

unique power to instill moral messages while developing imagination.

In the context of creative learning in elementary schools (SD), the storyscaping approach is one of the relevant innovative methods. Storyscaping integrates storytelling elements with interactive experiences, allowing students to not only hear stories, but also design and bring them to life through creative visualization and exploration. For example, students can create a story about a local hero facing a social conflict, whose resolution is designed based on human values. With this approach, students not only learn to compose stories, but also internalize the moral messages contained in them.

This study aims to explore the experience of grade V elementary school students in writing creative stories based on storyscaping at SD Negeri Lanbau 01. Through a descriptive qualitative approach, this research not only focuses on the end result in the form of a story, but also the learning process, the challenges faced by students, and the impact of storyscaping on their engagement and creativity. The results of this study are expected to provide new insights into how experiential learning methods can improve creative writing skills, instill moral values, and support innovation in education.

METHOD

The research approach used in the study "Student Experience of Storyscaping-Based Creative Story Writing at SD Negeri Lanbau 01" is a descriptive qualitative research. This study aims to describe in depth the students' experiences while participating in creative story writing activities using the storyscaping approach. Data was collected through direct observation, interviews with students, and analysis of documents produced by students. This approach allows researchers to understand the process, challenges, and impacts of the application of storyscaping in creative story writing.

The focus of the research is not only on the final result in the form of a story produced by students, but also on how the experience affects students' engagement, creativity, and understanding of the writing process. Through this type of research, a holistic picture of the effectiveness of storyscaping as an innovative method in learning in elementary schools is obtained.

FINDINGS AND DISCUSSION

1. Story scaping
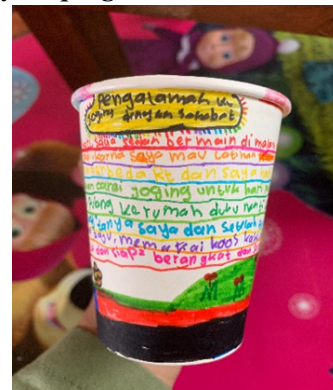
Picture 1. Work of Grade V Students Creative Stories Based on Story Scaping

Storyscaping is the art of creating a rich, deep, and immersive world of stories, where every element such as the setting, culture, rules, and atmosphere is designed in detail to draw the audience into the story. Unlike traditional stories that focus on plot or characters, storyscaping seeks to create an experience that feels real, so that the audience can feel as if they are part of the world. As expressed by (Zaltman 2016).

In the world of education, storyscaping is an effective method to train students' imagination, creativity, and critical thinking skills. The process begins with building a consistent story world, such as a magical kingdom, a new planet, or a futuristic city. Students are invited to design the details of the world, ranging from geography, social customs, to applicable rules.

Lane (2023) adds that storyscaping requires writers to relate story ideas to the social and cultural context of the characters

created. With this approach, students not only develop writing skills, but also learn to structure stories with natural and cultural characters. For example, a story about the "kingdom that held the competition" can involve students to determine the elements of the world of the story: how the kingdom is set, the atmosphere of the competition, and the conflicts that must be faced by the participants. Narratives such as, *"The king announced a competition to his people, whoever managed to cross the pond filled with hungry crocodiles would get one irresistible request,"*. Emphasizing that this approach requires students to develop a narrative stylistic based on individual experiences (*Gestalt*), thus producing a unique and diverse narrative.

2. Experience

Experience is one aspect of life that not only reflects the individual's journey, but also becomes a major source of learning. Every experience, both positive and negative, provides valuable lessons that help a person grow and develop (Magdalena et al. 2023).

In the context of education, social, and daily life, experience plays an important role as a tool to shape personality and hone skills. For example, Stories excerpted from experiential learning page attachments often provide deeper insights than just reading or listening. When a person faces a real situation, they are forced to overcome challenges, find solutions, and evaluate their decisions. This process not only improves understanding, but also trains critical thinking and adaptation skills.

From the above understanding, it can be concluded that the experience of an aspect of life does not reflect the individual's journey and helps learning. In the context of education, social, and daily life, experience plays an important role as a tool to shape personality and hone skills. When a person faces a situation, they are forced to overcome challenges, find solutions, and evaluate decisions.

In the context of writing experiential creative stories, imagination is a crucial aspect related to students' cognitive, emotional, and social development. Psychologically, imagination is a high-level mental process that plays a role in memory and problem-solving, allowing the author to represent things that are not physically present (Gamsakhurdia, 2019; Jiang, 2020; Tateo, 2015). Imagination allows students to relate past experiences with new stories, as exemplified by Piepiet Senja who creates story characters based on observations of daily activities (Senja, 2024). This shows that imagination is a logical and emotional bridge that connects real experiences with the creative world.

In Freud's theory of cognitive development, childhood experiences become the symbolic basis for the construction of the imaginative world. Imagination in students tends to work to meet their emotional needs, in accordance with the principle of pleasure in the concept of id (Freud and others 1908). In contrast, Piaget sees imagination as an egocentric activity at the preoperative stage, where students focus on their subjective experiences and generate stories with less logical fantasies (Naglieri 2011).

This perspective shows that imagination develops as children's cognitive growth, from egocentric to more complex thinking skills. The following is an example of a creative story:

In the Land of Candy Clouds
"In a land far above the sky, there is a place called the Land of Candy Clouds. There, the clouds are shaped like gulali, the color is variegated: pink, blue, green and purple. The children there often play jump rope using elastic strings of chewy candy. The trees of the country bear chocolate that melts like a small river, and the wind carries the sweet aroma of cotton sugar. In the middle of the country, there is an ice cream-shaped palace with a tall

tower that shimmers like crystal. The king and queen of the Candy Cloud Land are very kind. They always invite the children to play in the candy garden, pick lollipops, and wade down the caramel river in a gum boat. However, there is one important rule: never eat too much candy at a time, as it can make your stomach bloated! The children who live there are always happy, because in the Land of Candy Clouds, dreams and reality meet as one".

Vygotsky through the concept of the Zone of Proximal Development (ZPD) expands this view by emphasizing the social dimension in the development of imagination. Children's imagination develops through interaction with social environments and more knowledgeable adults (Gillespie 2016).

3. Creativeness

The word "creativity" comes from the Latin word "creare" which means "to create" or "to produce." The word creare is the basis of various words related to creation, such as creatio which means "creation." In Indonesian, the word "creativity" refers to the ability to create something new or original through imagination, ideas, or ideas. Creativity involves an innovative thought process and the ability to produce unique and valuable work or solutions.

Creative individuals are characterized by having a wide imagination, always curious and exploring the unknown, so creative individuals like to try new things and dare with challenges. According to Collard & Looney, 2014; Zhou, Shen, Wang, Neber, & Johji, 2013 in (Lestari et al. 2024), a creative individual is an individual who has effort and determination, has self-efficacy, which is great confidence in his abilities.

Creativity allows individuals to deal with complex problems effectively and ethically. There are several reasons why it is important to encourage the development of creative character in education:

a. Innovation and Progress: Creativity is the main key to innovation and progress in various fields. By having a creative character, students will be able to think out-of-the-box, create new solutions, and develop innovative ideas that can bring about positive change.

b. Problem Solving: Creativity helps students develop the ability to solve problems creatively and effectively. Students who have a creative character tend to be more skilled in finding unique and efficient solutions.

c. Self-Expression: Creativity allows students to express themselves uniquely and authentically. By having a creative character, students can express their ideas, feelings, and views in different ways.

d. Adaptability: Creativity helps students in developing the ability to adapt to ever-evolving changes and challenges. Creative students tend to be more flexible and able to adapt to changing situations.

Creativity is not just about producing beautiful artwork or creating brilliant new inventions. Creativity can also be manifested in various aspects of life, such as solving problems in creative ways, generating new ideas to improve the quality of learning, or even developing new strategies in playing and socializing.

4. Creative Story Writing

In the era of technological and information development like today, writing skills are becoming increasingly important in the world of education. In living daily lisfe, a person needs to master four language skills, namely speaking, listening, reading, and writing (Kadek Maya Cyntia Dewi 2024).

Language skills are basic abilities that involve human communication activities to convey and receive information, ideas, and feelings. In learning at the elementary school level,

these skills are taught and developed gradually to help students understand and participate in their social environment. The four aspects of language skills are interconnected and mutually supportive. Here's the description:

1) Speaking

Speaking is the ability to convey ideas, feelings, or information orally to others. In this process, students use vocabulary, grammar, intonation, and expressions to create effective communication. For example, a student expresses his or her opinion in a class discussion or retells a story that has been read. Speaking skills train students to be confident, think critically, and construct ideas in a structured manner.

2) Listening

Listening is the skill of receiving, understanding, and interpreting messages conveyed by others through oral media. These skills include the student's ability to focus, recognize the core of information, and provide relevant responses. For example, students listen to the teacher's explanation in class or pay attention to a story told by a friend, then answer related questions.

3) Reading

Reading is the ability to recognize and understand symbols or writings that represent language. In reading, students not only pronounce words, but also understand their meaning, analyze the content, and draw conclusions. For example, students read storybooks, understand the storyline, and answer questions related to the content of the reading. Reading skills build students' knowledge, imagination, and insight.

4) Write

Writing is the ability to express ideas, information, or feelings in written form that can be understood by others. The writing process involves choosing words, structuring sentences, and organizing paragraphs that are in accordance with the purpose of communication. For example, students write short stories, create simple essays, or compile activity reports. These skills hone creativity, logic, and structured thinking skills.

These four aspects are important to master so that a person can be considered a skilled language speaker in the use of their language. The ability to write is not something that is taught from birth, but is acquired through education. Writing a story is an activity of pouring ideas in writing or essays in text (Eka Selvi Handayani, 2020).

Writing skills at the elementary school level can be seen through activities such as writing simple stories based on personal experiences. For example, a 5th grade student is asked to write an essay about an experience. He wrote:

My Beautiful Experience
"One day my family and I went together. There I was very happy because I was invited to Bandung. I stayed in Bandung for 3 days. In the afternoon I walk in the afternoon to breathe fresh air. In the evening I ate together after finishing the meal I went home and went to bed. In the morning I had breakfast and had breakfast with my sister and I was very happy". (Attachment to the document of story 12 Afiqah Zahira (K))

This example shows how students use their writing skills to construct simple, structured sentences, use appropriate vocabulary, and connect their ideas into a meaningful paragraph.From the above understanding, writing is a skill that needs to be discussed with students. Writing skills are becoming increasingly important in the world of education. Writing skills can not only be mastered, but need to be continuously developed. Writing is the most mature and difficult activity when compared to activities that involve writing, speaking, and reading. Writing ability is not the same as skills acquired automatically.

CONCLUSION

Based on the results of the research, it can be concluded that creative story writing using the storyscaping approach is able to have a positive impact on the development of grade V elementary school students in various aspects, including:

First, students' creativity increases significantly through activities that encourage critical thinking, originality, and exploration of new ideas. A supportive learning environment and active teacher involvement play an important role in developing these skills. Second, the use of students' cultural backgrounds in stories strengthens awareness of self-identity, cultural pride, and tolerance for diversity. This approach creates a sense of mutual respect between students for their respective cultural differences. Third, focusing on the environmental realm through stories inspired by experiences with friends and family is able to increase students' understanding of environmental issues, fostering the values of cooperation, responsibility, and empathy. Overall, the storyscaping-based approach to creative story writing is effective in building students' cognitive, social, and emotional abilities.

This research also shows that student involvement in the creative story writing process not only increases interest in learning, but also creates relevant and meaningful learning experiences. By integrating personal experiences, social interactions, and cultural backgrounds into stories, students become more emotionally connected to the learning material. This contributes to the formation of a positive attitude towards learning, the development of communication skills, and the improvement of literacy skills.

The storyscaping approach provides space for students to express themselves freely, explore unique ideas, and understand the world around them through a deeper perspective. Thus, this study recommends the application of storyscaping as one of the innovative methods in learning, especially to increase creativity, cultural awareness, and environmental awareness among elementary school students

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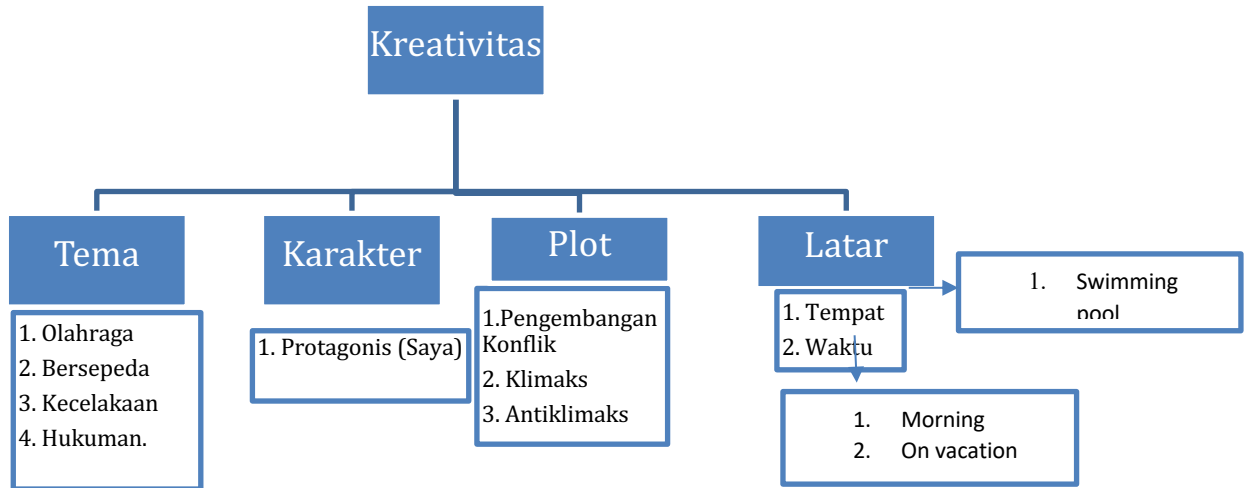
FIGURE AND TABLES

Figure 1. Creativity of grade V elementary school students

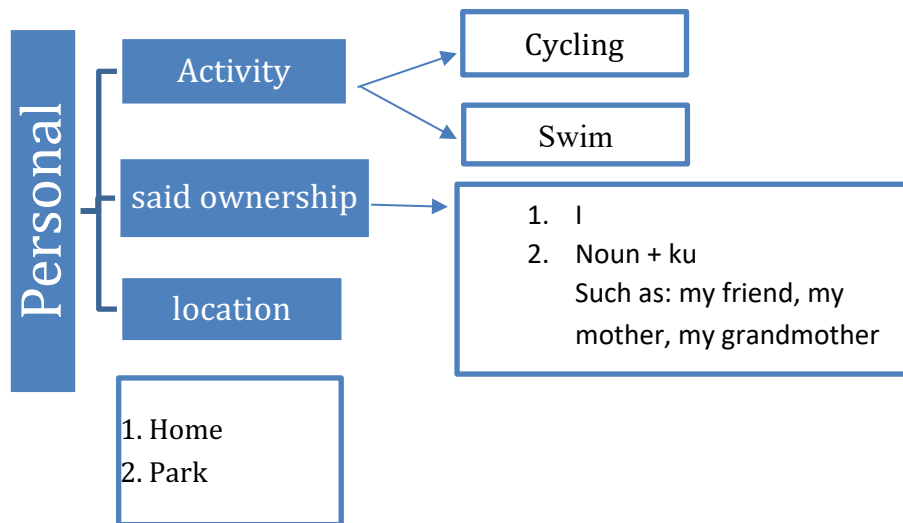2. The realm of cultural background of grade V elementary school

Figure 2. Results of Research in the Cultural Background of Grade V Elementary School

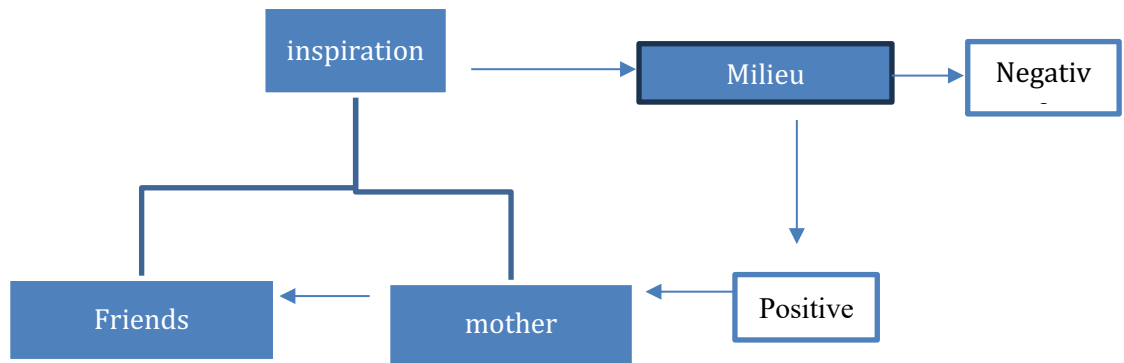3. The environmental realm of grade V elementary school students

Figure 3. The environmental realm of grade V elementary school students