

## The Effectiveness of Learning to Write Drama Texts through Assisted Productive Creative Models Short Film Media and Short Story Text Product Media Based on Student Learning Style

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### Abstract

Learning to write drama texts is a learning that requires students to develop creativity, critical thinking skills, and language skills. The objectives of this study are (1) to analyze the effectiveness of learning to write drama scripts through a productive creative model assisted by short film media based on learning styles in grade XI high school students, (2) to analyze the effectiveness of learning to write drama scripts through a productive creative model assisted by short story text product media based on learning style in grade XI high school students, (3) to analyze the differences in the effectiveness of learning to write drama scripts through creative models Productive with the help of short film media and short story text product media based on learning styles in grade XI high school students. The design of this study is a simple factorial design with two experimental groups. The sample of this study is the learning of drama text writing skills for students in grade XI of SMA N 1 Bantan and SMA N 2 Bantan. The results of this study are (1) learning to write drama texts with a productive creative model assisted by short film media is more effective in students with an auditory learning style, (2) learning to write drama texts with a productive creative model assisted by short story text product media is more effective in students with a visual learning style, (3) learning to write drama texts with a productive creative model is more effective using short film media based on auditorial learning style. The findings in the research show that learning to write drama texts with a productive creative model is effective in using short film media based on auditory learning styles rather than short story text media based on students' learning styles. This research can be used to improve the quality of education and the quality of Indonesian learning.

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## INTRODUCTION

Permendikbud Number 22 of 2020 regulates policies regarding Pancasila student profiles. In this concept, educational institutions are given the authority to provide opportunities that encourage students to innovate and think creatively. In the learning process, educators and students contribute to sharing experiences in learning (Rahmansyah, 2021). To achieve success, the Merdeka Curriculum is described through learning outcomes and learning elements that educators must master well. This is important so teachers can formulate learning objectives and arrange learning materials for each learning phase (Doyin, 2024). Therefore, this concept is in line with the vision and mission of Indonesian education, which is to create quality human beings who compete in various fields of life.

In the Merdeka Curriculum, the scope of Indonesian subjects includes three aspects of literary skills: literary appreciation skills, literary creation, and literary expression (Wicaksono, 2014). Writing plays is included in the type of literary creation. The ability to create literature is based on the author's imagination, feelings, and imagination in the form of literary works, both orally and in writing (Doyin, 2024). The purpose of learning literary creation is to express students' experiences in the form of written literary works. Nurhayati (2019) in her book entitled *Creative Cipta Karya Sastra*, literary works describe how authors are creative by looking at various events and processing them into a storyline. Creatively written literary works can be present in genres such as poetry, prose (short stories, novels, romances), and drama (Jusslin & Höglund, 2020). By writing literary works, students can develop their writing skills through imaginative, expressive, and appreciative powers.

In Indonesian language learning at the high school level in grade XI, drama scripts (texts) are used as literary teaching materials. The drama text that is used as teaching material must contain character values to form students according to the Pancasila student profile. Lutters (2006) classifies the types of drama including

Tragedy dramas, comedy, mystery, action, melodrama, and historical dramas. The learning objective (TP) is to write a drama script by paying attention to the provisions of writing a drama script. Learning to write drama scripts at school is still not optimal. But in reality, this learning still does not receive attention from educators. Nauvali (2018) stated that this writing skill is still fairly difficult for students, judging from the lack of awareness of students and guidance from educators and schools. Judging from the results of student's ability to write drama texts carried out at SMAN 1 Bantan and SMAN 2 Bantan. The researcher found students who had difficulty understanding the concept of drama texts. Students are still inexperienced in writing dramas, making it difficult to develop their ideas/ideas. Then, it is often found that students copy and paste drama texts on the internet to fulfill the task of writing a play. The students who write drama texts resemble narrative stories. Students are not completing the assigned assignments. Educators during the learning process are still less than optimal due to the limitations of learning media, and less varied teaching strategies make learning feel less interesting. Therefore, to maximize the learning of writing drama scripts, there needs to be a change in teaching methods that are more varied by paying attention to the needs and characteristics of students.

The solution that can be provided to overcome this problem is the need for improvements in the learning process and system. The researcher applies learning models and media that support literary learning activities in schools. The selection of a productive creative learning model in writing drama texts is based on several considerations relevant to the learning objectives and the characteristics of the students. First, the productive creative learning model provides space for students to express their ideas and imagination. In the context of writing drama texts, students are invited to collaborate and innovate, so that they are more motivated to produce quality works. Second, productive creative learning models allow students to learn through hands-on experience. Kusuma &

Mustari (2023) emphasize the importance of experience in the learning process, where students can learn from their own mistakes and successes. In writing plays, students can do simulations or script readings that allow them to better understand the characters and storyline. Third, this model also supports the development of students' social and communication skills. In the playwriting process, students often have to work in groups, which requires them to communicate and negotiate ideas. This model is designed to refer to various learning approaches that are believed to have a good impact on the quality of the learning process in the classroom. Thus, students gain a more meaningful learning experience, which can motivate them to actively engage in various activities and feel challenged to complete tasks in a creative way (Mubaroq & Subyantoro, 2017). There are five stages of a productive creative model, namely: (1) orientation, (2) exploration, (3) interpretation, (4) recreation, and (5) evaluation (Wena, 2011).

The productive creative learning model can be related through the use of short film media and short story text product media. Short films as a learning medium have advantages in conveying stories auditory. With elements of moving images, sounds, and music, movies can create an immersive atmosphere and capture students' attention. This is very helpful in the playwriting process, as students can see how the characters interact, how emotions are displayed, and how the storyline develops. The use of short films can affect students' drama text-writing skills by providing concrete examples of how dialogue and action can be arranged effectively. The ability to analyze moving image texts (films) sharpens students' responses to literature and can improve their reading and writing skills (Didkovska, 2018). Meanwhile, the medium of short story text products is a medium that allows students to interpret and adapt narrative texts into drama scripts. The short story text product media provides a narrative structure that can be adapted into a drama format so that students can learn about character development and storylines in more depth. Along with the research written by Oktarina, et al. (2019), which found that the use

of text-based media can increase students' interest in learning to write drama texts. Then, the researcher combined the two learning media with a productive creative model for learning to write drama texts.

One of the important aspects of the productive creative model is its ability to accommodate a wide range of student learning styles. Research shows that each student has a different learning style, tailored to their interests and characteristics. Learning styles are divided into three types, namely: visual, auditory, and kinesthetic. An educator needs to understand the learning style of each student to adjust the teaching strategies and media used to achieve maximum learning outcomes. For example, the use of media such as short films in learning to write drama texts can engage students and increase their engagement, especially learners with auditory and visual learning styles.

The novelty in this study is (1) there is a difference in the effectiveness of the two learning media studied in writing drama texts, (2) there is effectiveness of short film learning media based on visual and auditorial learning styles, (3) there is an effectiveness of short story text product learning media based on visual and auditorial learning styles, (4) there is a test of the effectiveness of productive creative models assisted by short film media and short story text product media based on style aspects Learn to write drama texts.

## METHODOLOGY

This research is a type of experimental research. This study uses a simple factorial quasi-experimental design. According to Sugiyono (2017), the factor design experiment is a modification of the true experimental design, namely by paying attention to the possibility of a moderator variable that affects the treatment (independent variable) of the outcome of the variable (bound variable). Moderator variables function to strengthen or weaken the direct relationship between independent variables and dependent variables. This research design provides an opportunity for researchers to explore

the variables that affect the treatment (independent variables) of the research results (Fraenkel, Wallen, & Hyun, 2011).

The population of this study is all students in grade XI of high school equivalent in Bengkalis City. Students who receive learning materials about writing drama texts through the teaching modules in the Merdeka Curriculum. Sampling is carried out by a purposive sampling technique, which is sampling is not randomly selected, based on various considerations and specific needs. For the effectiveness test, class XI I SMA N 1 Banten was selected as the experimental group, and class XI A SMA N 2 Banten as the control group. Class XI 1 as an experimental class, was treated with short film media through a productive creative model based on students' learning styles. Furthermore, class XI A as a control class, was treated using short story text product media through a productive creative model based on students' learning styles.

The variables of this study are independent, bound, and moderator variables. The independent variables (influencing) in this study were the short film learning media and the short story text product learning media applied to two different classes. A bound (dependent) variable is a variable that is affected by the presence of an independent variable. The bound variable in this study is the ability of students to write drama texts. The two research samples, namely the experimental class and the control class, will be given an initial learning test and a final test of learning to write a drama script. The moderator variable affects (strengthens and weakens) the relationship between free and bound variables. The moderator variable used was learning style. Moussa (2014) stated that learning styles are beneficial for educators and students. Learning style is understood as a

technique for understanding, processing information, and interacting with the learning environment for students.

The instruments of this research are test and non-test instruments. The test instrument is a test of drama text writing skills. The non-test assessment instruments in this study include learning style questionnaires, observation sheets, and documentation. Before the research activities are carried out, the test instruments used are tested first. Then, the researcher conducted an analysis using validity and reliability tests to determine the validity and reliability of the research instrument. The next tests are normality, homogeneity, and hypothesis tests (Paired Sample t-test and One-way ANOVA).

## RESULTS AND DISCUSSION

This study examines three sub-sections, including (1) the effectiveness of learning to write drama texts through a productive creative model assisted by short film media based on the learning style of high school grade XI students. (2) the effectiveness of learning to write drama texts through a productive creative model assisted by short story text product media based on the learning style of grade XI high school students. (3) the difference in the effectiveness of learning to write drama texts through a productive creative model assisted by short film media and short story text product media based on the learning style of grade XI high school students. The following is a description of the three sub-sections.

### **The Effectiveness of Learning to Write Drama Texts with a Productive Creative Model Assisted by Short Film Media Based on the Learning Style of High School Students**

#### **Uji Paired Sample T-test**

**Table 1.** Results of the Pretest and Posttest of the Experimental Group

Paired Samples Test		
Paired Differences	T	Df

				Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
		Mean	Hours of deviation		Lower	Upper	
Pair 1	Pretest - Posttest	-	7.029	1.243	-23.659	-18.591	.000
		21.125				17.002	

Mages (2016) stated that learning to write drama texts has a positive impact in various fields, including linguistic aspects including; literacy development, competency improvement, developing creativity, training critical thinking skills, and motivating students. Learning to write drama texts through a productive creative model assisted by short film media based on auditory learning styles and visual learning styles has met the effectiveness criteria. This model encourages students to harness their creative potential, allowing them to express their ideas freely, as creativity leads to more interesting and original stories (Huda & Doyin, 2019). The sample used

in the study was class XI I SMA N 1 Banten as an experimental class. Writing activities have a great influence on the cognitive development of students (Smedt & Hilde, 2014). The results of the data showed that the average pretest score was 65.21 while the average posttest score was 86.34. Based on the results of the paired sample t-test, it is known that the value of sig. (2-tailed) reaches  $0.000 < 0.05$ . The results of this analysis show that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that the productive creative model assisted by short film media is effectively used in learning to write drama texts.

### Uji One Way Anova

**Table 2.** Anova's One-Way Test in an Experimental Group

ANOVA					
Learning Outcomes					
	Sum of Squares	Df	Mean Square	F	Itself.
Between Groups	7140.250	1	7140.250	259.998	.000
Within Groups	1702.687	62	27.463		
Total	8842.938	63			

The data in the table above shows that the significance value is  $0.000 < 0.05$ , so  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that there is a difference in the average learning outcomes of students in drama text writing skills with productive creative models assisted by short film media based on auditory and visual learning styles. Research written by Atiah & Fitriyah

(2022) states that the use of short film media in learning drama scripts can improve students' writing skills more interestingly and interactively. The following table of descriptive output results of comparison statistics of minimum, maximum, average, and standard deviation values in the experimental class.

### Uji Descriptive Statistic

**Table 3** Output Descriptive

Descriptive Statistics					
Learning Style	N	Minimum	Maximum	Mean	Hours of deviation
Auditorium	18	80	95	88.00	5.292
Visual	14	78	89	84.21	4.236

Valid N (listwise) 32

The results of the descriptive output explained that there was a difference between the value of students' learning outcomes after being treated using a productive creative model and short film media on auditory learning styles and visual learning styles. In the learning outcomes, the auditory group obtained a minimum score of 80 and the visual group achieved a minimum score of 78. Meanwhile, the maximum score for the auditory group was 95 and the visual group reached a score of 89. The average score of learning to write an auditory group drama was 88.00, and the average score of students with a visual learning style was 84.21. So, it can be concluded that learning to write drama texts with a productive creative model assisted by short film media is more effective for students with auditory learning styles.

The productive creative learning model with the help of short film media has been proven to be more effective in learning to write drama

texts in students with auditory learning styles. In line with the research of Mubaraq and Subyantoro (2017), the productive creative model is stated to be more effective in students who have sensory learning types. This is because the productive creative model with the help of short film media can overcome the limitations of space and time and allows to reach a wide range of targets, able to develop the imagination of the audience (Sadiman, et al. 2012). Therefore, media can be used appropriately to help and facilitate the success of the teaching and learning process. Media not only functions as a learning tool but also as a link in enriching students' learning experiences.

#### **The Effectiveness of Learning to Write Drama Texts with a Productive Creative Model Assisted by Short Story Text Product Media Based on the Learning Style of High School Students**

#### **Uji Paired T-Test**

**Table 4.** Paired T-Test Results and Control Class Posttest

Paired Samples Test										
		Paired Differences								
					Std.	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Hours of deviation	Mean		Lower	Upper	T	df	
Pair 1	Pretest - Posttest	-20.533	6.806	1.243		-23.075	-17.992	-16.524	29	.000

Learning to write drama texts through a productive creative model assisted by short story text product media based on auditory learning style and visual learning style has met the effectiveness criteria. The existence of a writing strategy provides benefits in improving students' writing skills (Pocinho, et al. 2014). The sample used in the study was class XI A SMA N 2 Bantan as an experimental class. Based on the data results, the average pretest score was 63.86, while the average posttest score was 84.4. The results of

the paired sample t-test showed that the value of sig. (2-tailed) reaches  $0.000 < 0.05$ . The results of this analysis show that  $H_0$  is rejected and  $H_a$  is accepted. It can be concluded that a productive creative model assisted by short story text product media is effectively used in learning to write drama texts. Adapting short stories into drama scripts allows students to explore and express those emotions through dialogue and action, which can increase their involvement in learning (Silaban, et al. 2023).

**Uji One-Way Anova****Table 5.** Anova One-Way Test in a Control Group

ANOVA					
Learning Outcomes					
	Sum of Squares	Df	Mean Square	F	Itself.
Between Groups	6324.267	1	6324.267	196.715	.000
Within Groups	1864.667	58	32.149		
Total	8188.933	59			

The results showed that the significance value was  $0.000 < 0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted. Therefore, it is concluded that there is a difference in the average learning outcomes of students in drama text writing skills with a productive creative model assisted by short story text product media based on auditory and visual learning styles. According to Lasmiyanti, et al. (2019) learning to write drama texts can be mastered by students if they pay attention to the

intrinsic elements of drama such as dialogue, plot, setting, imagination, and mandate. In addition, writing a drama script also involves critical and creative thinking skills, as students must be able to develop interesting and logical story ideas. The following table of descriptive output results compares the minimum, maximum, average, and standard deviation values in the control class.

**Table 6.** Output Descriptive

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Hours of deviation
Auditory	12	78	88	83.92	4.078
Visual	18	75	93	84.72	6.711
Valid N (listwise)	30				

The results of the descriptive output were found to be 84.72 in the mean value of learning to write a visual group drama and the average score of students with an auditory learning style of 83.92. So, it is concluded that learning to write drama texts with a productive creative model assisted by short story text product media is more effective for students with visual learning styles. Deporter and Hernacki (2001) said that students with visual learning styles have an easier time remembering the information they see compared to what they hear, prefer to read on their own rather than listening to others read, and have the ability to easily remember visual associations such as images or symbols. These characteristics are of course the characteristics of the short story text learning media.

The productive creative learning model with the help of short story text media has been

proven to be more effective in learning to write drama texts for students with an auditory learning style. The productive creative model supported by short story text media can overcome the limitations of space and time so that it can reach a wider audience. In addition, this media is also able to provide various visual stimuli, such as pictures, photographs, sketches, diagrams, graphs, cartoons, posters, and bulletin boards, which can enrich the learning experience (Heinich & Molenda in Asrori, 2009). The results of Ratnasari & Ramadhan's (2020) research also stated that the learning model using short story text media has been effectively used for learning to write drama texts. Judging from the writing activities, students are not rigid, more enthusiastic, and focus on the learning material delivered by the teacher. Therefore, short story text product media can be used appropriately,

significantly helping and simplifying the teaching and learning process. Conditions like this can increase students' interest in learning to write drama texts using short story text media (Badelah, 2021).

### **The Difference in the Effectiveness of Learning to Write Drama Texts with the Productive Creative Model Assisted by Short Film Media and Short Story Text Product Media Based on Students' Learning Styles**

#### **Uji Paired t-test**

**Table 7.** Paired t-test Data Pretest Experimental and Control Class

Paired Samples Test										
			Paired Differences							
			Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
						Lower	Upper			
Pair 1	Pretest_Eks	-	1.467	7.895	1.441	-1.481	4.415	1.018	29	.317
	Pretest_Kon									

Albalawi (2014) in his research explained that drama learning encourages students to actively engage in learning materials that can improve their creative writing skills. This increase in creative thinking directly affects their writing skills, allowing them to come up with more original ideas and express them effectively. Based on the results of the Paired t-test, it was known that the significance value was  $0.317 >$

$0.05$ , so  $H_0$  was accepted and  $H_a$  was rejected. The data showed that there was no average difference between the two groups before being given treatment. Therefore, treatment is given to students to achieve optimal learning results (complete) in writing drama texts with an average score of reaching the predetermined KKTP (Learning Goal Achievement Criteria) of 70.

**Table 8.** Paired Test T-Test Data Posttest Experimental and Control Class

Paired Samples Test										
			Paired Differences							
			Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
						Lower	Upper			
Pair 1	Posttest_Eks - Posttest_Kon		3.233	7.727	1.411	.348	6.119	2.292	29	.029

The results of the Paired T-Test were found to have a significance value of  $0.029 < 0.05$ , so  $H_0$  was rejected and  $H_a$  was accepted. The significance value showed that there was a significant difference in the average posttest results of the experimental group and the control group. The average posttest score of students with a productive creative model assisted by short film media was 86.34, and the average posttest score of students in the control group with a productive

creative model assisted by short story text product media was 84.4. These results show that there is a difference in the effectiveness of learning to write drama texts with the productive creative model assisted by short film media and short story text product media. Through the application of a productive creative model, students gain a more challenging and meaningful learning experience. This model encourages



students to be more creative in creating productive work (Agustin & Zulaeha, 2012).

### Uji Two-Way Anova

**Table 9.** Two-Way Anova Test Experimental Class and Control Class

Tests of Between-Subjects Effects					
Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	Df	Mean Square	F	Itself.
Corrected Model	319.404a	3	106.468	4.541	.006
Intercept	430875.139	1	430875.139	18378.614	.000
Media	133.796	1	133.796	5.707	.020
Style	122.303	1	122.303	5.217	.026
Media * Style	13.139	1	13.139	.560	.031
Error	1359.774	58	23.444		
Total	446405.000	62			
Corrected Total	1679.177	61			

a. R Squared = .190 (Adjusted R Squared = .148)

The results of the two-way ANOVA test led to three conclusions. The first conclusion, namely the results of the ANOVA test on learning media, obtained a significance value of 0.020. The significance value  $< 0.05$ , meaning that there is a difference in the average skill of writing drama texts with short film media and short story text product media assisted by productive creative models. The second conclusion, namely the results of the ANOVA test on the aspect of learning style, obtained a significance value of  $0.26 < 0.05$ , meaning that there is a difference in the average skill in writing drama texts based on the learning style of students. The third conclusion, which is based on the results of the

ANOVA test on learning media and learning styles, obtained a significance value of  $0.031 < 0.05$ , meaning that there is a difference in the effectiveness of learning to write drama texts with short film media and short story text product media assisted by a productive creative model based on students' learning styles. Therefore, the researcher concluded that learning media and learning styles are mutually sustainable. The following table is presented with descriptive statistics to compare the effectiveness of learning to write drama texts with productive creative models assisted by short film media and short story text product media based on students' learning styles.

**Table 10.** Descriptive Statistics Data Experimental Class and Control Class

Media	Learning Style	Mean	Hours of deviation	N
Short Films	Auditory	88.00	5.292	18
	Visual	84.21	4.061	14
	Total	86,34		32
Product Short Story Text	Auditory	83,92	4.078	12
	Visual	84,72	6.711	18
	Total	84,4		30

The results of the study on learning to write drama texts using short film media and short story text product media through a productive creative model based on effective learning styles used in learning to write drama texts, by looking at the average in the descriptive table which shows that short film media with auditory learning style has an average learning outcome value of 88.00. The use of short story text product media with a visual learning style had an average value of 84.72. So, it can be concluded that learning to write drama texts using short film media with an auditory learning style type has the highest average score. In terms of ANOVA and descriptive tests, the use of short film media with auditory learning styles is more effective than the use of short story text product media with visual learning styles and auditory learning styles. According to Alwany in the journal Nurmawati & Majid (2017:100), short films have great potential to attract students' attention and interest in the learning process. Short film media can help students express their ideas in the form of narrative writing (Fauzi, et al. 2020). This is done so that students can more easily pour out their thoughts and creativity with a structured narrative. In line with the results of Fauziah's research, et al. (2017) show that students get a positive impact from the use of short film media on their learning activities in writing drama texts. Thus, the use of short film media in learning can help students be able to present new experiences for students in honing their writing skills, motivating their thinking, creating a new learning atmosphere, and making the learning process more dynamic and meaningful.

## CONCLUSION

Based on the results of the study, the following conclusions were obtained: (1) The average score of students' learning outcomes in writing drama texts after being treated using a productive creative model with short film media based on visual learning style was 84.21. Then, students with an auditory learning style obtained a score of 88.00. The average results showed that learning to write drama texts through a

productive creative model with the help of short film media in students with an auditory learning style was more effective than a productive creative model with a visual learning style. (2) The average score of students' learning outcomes in writing drama texts after being treated using a productive creative model with short story text product media based on visual learning style was 84.72, while the average score of learning outcomes of writing drama texts in students with auditory learning style was 83.92. The average results showed that learning to write drama texts through a productive creative model with the help of short story text product media in visual learning style students was more effective than a productive creative model with the help of auditory-style drama text product media. (3) Learning to write drama texts through a productive creative model assisted by short film media and short story text product media is equally effective depending on the learning style. The results of the calculation of the two-way ANOVA test show that the hypothesis of the difference in the average effectiveness of the productive creative model assisted by short film media with an auditory learning style of 88.00 and an average visual learning style of 84.21. The average productive creative model, auditory learning style was 83.92, and the average visual learning style was 84.72. Based on these data, it was stated that writing drama texts using a productive creative model assisted by short film media was effective compared to the use of short story text product media with an auditory learning style or the use of short film media with a visual learning style.

The suggestions recommended in this study are: (1) it is necessary to use a productive creative model with the help of short film media and short story text product media in learning to write drama texts. In addition, teachers need to pay attention to aspects of students' learning styles with appropriate learning models and media. (2) It is necessary to consider the learning materials and the use of appropriate learning models and media. This research can be used as a reference to develop the Indonesian curriculum

at the high school/vocational/MA level to be better than before.

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