Development of Language Creativity through Linguistic Innovation in Learning Indonesian Language at Al Washliyah Tembung Primary School

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Abstract

This research aims to explore and describe the application of linguistic innovation in increasing students' language creativity at SD Al Washliyah Tembung in the context of Indonesian language learning in the classroom. This research method uses a qualitative approach with a focus on collecting data through classroom observations, interviews with teachers, and document analysis. Various linguistic innovations, including word creation, language games, associative thinking, exploration of dialects and language variations, sociolinguistic simulations, as well as collaborative literary works, are applied in the learning process. The results of the research show that the application of linguistic innovation can stimulate students' creativity at SD Al Washliyah Tembung in language, expand vocabulary, improve communication skills, and deepen understanding of language diversity. The implications of these findings provide valuable insights for educational practitioners about the importance of adopting innovative approaches in language learning to stimulate students' creativity and enrich their learning experiences.

I. Introduction

In the increasingly growing era of globalization, the ability to communicate effectively in both mother tongue and foreign languages is becoming increasingly important. Language is not only a means of communication, but also an expression of human creativity. In this context, Indonesian as the national language has a very vital role in strengthening cultural identity and expanding communication horizons.

Developing language creativity is a challenge that needs to be considered in learning Indonesian. Language creativity is not only limited to the ability to understand and use language structures appropriately, but also involves the ability to innovate in its use. In this case, linguistic innovation is an interesting approach to encourage language creativity in learning.

Dedi Supriadi (1994:7) stated that creativity is someone's skill in creating something new in the form of an idea or real work that is relatively different from what already exists. Creativity in thinking is the ability to create a new idea or ideas, with creative thinking you will find new creative powers that can be developed so as to produce thoughts according to the ideas or ideas that have been thought of. According to Bean (1955:3), creativity is an expression through form or media that produces a sense of satisfaction in oneself and others which results in communication between speakers. The position of language as a

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medium for a person's creative manifestation according to Andoyo Sastromiharjo (2009). Without language, humans cannot carry out thinking and communicating activities, thus creativity is the result of implementation inherent in language, because language acts as a medium that is able to express creative ideas.

The initial language ability comes from human expertise, competence, potential, this ability is obtained in the context of functional language utilization in terms of the aesthetic nature of Nyoman Kutha Ratna (2007: 247-248). Language is related to style, structured parts, content and form. Language is a form of reality that humans own and control, it is used as a medium of communication or a medium for creating creativity that humans have had since birth, both verbal and written, language can be developed through daily learning and can be obtained from communication media.

This research aims to explore and implement linguistic innovation as a means of increasing language creativity among school students. By introducing innovative approaches in teaching Indonesian, it is hoped that students can be more actively involved in the learning process, improve their language skills, and broaden the horizons of their understanding of the richness of the Indonesian language.

Through this approach, this research does not only aim to improve students' language skillsat Al Washliyah Tembung Elementary School, but also to open up space for exploration and creativity in the use of Indonesian. Thus, it is hoped that this research can make a significant contribution to the development of more effective and interesting Indonesian language learning methods, as well as increase appreciation of the richness of Indonesian linguistics and culture.

II. Review of Literature

2.1 Language Creativity

Language creativity according to Ali Nugraha and Yeni (2006:7-12) is found through four abilities including speaking, reading, writing and listening. Ability is a form of individual development towards language creativity, reading is one of the effective means of obtaining message information from the writer through the medium of written language level, while writing is the initial process for someone to discover the language creativity that is obtained which is realized through the use of language such as language style which provides aesthetic elements, in style Language has a figurative meaning which is a form of the emotional sensitivity of the reader to understand the message, meaning and ideas of the writer.

According to Rusyana's opinion in Pradewi, R (2022), language creativity cannot be separated from communication, this occurs due to the internalization of grammatical rules, spelling rules and formation rules that regulate language use. Humans can understand sentences even though they have never looked closely. In language, humans process abilities into results, abilities are inherent in one's language creativity. Dulay and Burt (1977) stated that language creativity uses rules based on applicable language. Very often the use of language is careless. This needs to be studied so that spelling rules relate to written language. Language creativity does not just appear by itself, this ability needs to be directed and nurtured. Conventionally, humans have the ability to speak and write language. This ability begins with the educational process, writing is an active, productive and creative act in language. According to Alwasilah (1994), writing is an activity carried out starting from ideas through semantic rules, then organized using rules.

2.2 Linguistics

Linguistics can be defined as a systematic study of language, or a scientific discipline that describes language in all its aspects and formulates theories of how language works. (Aitchison 2000; 13) There are many studies in linguistics, including semantics (a branch of linguistics that studies meaning); pragmatics (branch of linguistics that studies meaning); and syntax (a branch of linguistics that studies sentence formation), and others.

In linguistic studies, apart from being introduced to the term linguistic level, we are also introduced to the term language units or grammatical units. The language units in question are the elements that form language, both segmental elements and suprasegmental elements such as phonemes, morphemes, words, phrases, clauses, sentences and discourse. The suprasegmental elements are in the form of tone, stress, intonation and pauses. These grammatical units certainly have meaning in a sentence. According to Pateda (1996: 103), grammatical meaning is the meaning that arises as a result of the function of the words in the sentence.

2.3 Indonesian Language Learning

Learning is an educational component that is related to the goals and reference materials for interaction. Syaiful Sagala. (2005). The theories developed in this component include theories about educational objectives, curriculum organization, curriculum content and curriculum development modules. Learning is always associated with the activity of changing understanding through a component contained in what is studied and always moving towards the thing that is intended to become knowledge.

Learning a language is essentially learning communication. Therefore, language learning is directed at improving students' ability to communicate, both verbally and in writing. This is relevant to the 2004 curriculum that language students' competence is directed into four sub-aspects, namely reading, speaking, listening and listening. The main aim of learning Indonesian is to improve students' skills in Indonesian. Language knowledge is taught to show students are skilled in language, namely skilled at listening, speaking, reading and writing. Language skills can only be mastered with continuous and systematic practice, that is, you have to study often, practice and get used to it. Solchan TW, et al, (2014). The Indonesian language subject is a program to develop language skills and a positive attitude towards the language which includes listening, speaking, reading and writing skills. Asul Wiyanto, (2009)

III. Research Method

This research method uses qualitative methods, this research aims to describe the development of language creativity in Indonesian as a learning medium through a descriptive approach related to the diversity of meanings, the influence of grammar and language style. The data sources in this research were studied through observations and interviews withstudents at SD Al Washliyah Tembung. The data collection technique uses the documentation method, namely collecting data through observation, distributing questionnaires and literature studies carried out by collecting relevant data according to the context of the problem, namely developing language creativity in the study of Indonesian through learning media including books, archives, scientific writing; articles, journals, theses, dissertations, theses, and so on. This research analysis uses a descriptive approach according to relevant data, then the researcher analyzes it again according to data validity research.

IV. Result and Discussion

The results of the research: Language creativity through linguistic innovation can be carried out by teachers at Alwaysliyah Tembung Elementary School as a learning medium which is very influential on language creativity which can increase vocabulary in terms of diction, sentences, utterances, various meanings, linguistic levels, the influence of language styles in learning media, widespread statements so that it has an impact on the public, this can make language expansion in accordance with the rules of the correct linguistic level.

The emphasis on the use of innovative techniques, such as language games, linguistic modeling, and creative collaboration, has opened up space for students to develop new ideas and express themselves in more diverse ways. This not only increases students' confidence in communicating, but also broadens their understanding of the potential of Indonesian as a rich and flexible means of expression.

Apart from that, the application of linguistic innovation can also have a positive impact on student learning motivation at Alwaysliyah Tembung Elementary School. By introducing an engaging and interactive approach, students become more motivated to actively engage in the learning process, which in turn increases their engagement and speeds up the learning process. Based on the results of the literature, the author summarizes several examples of linguistic innovations that can help develop language creativity in Indonesian language learning at school, namely:

4.1 Word Creation

Word creation is a form of linguistic innovation that invites individuals to create new words in a particular language. This approach encourages creativity in utilizing the morphological structure of the language to create words that have not existed before, but are still relevant and understandable by language speakers.

Word creation is based on an understanding of the morphological structure of language, namely how words are formed from basic elements such as roots, prefixes, suffixes and affixes. By understanding this structure, a person can create new words by combining or modifying these elements according to the rules that apply in the language.

One way to create new words is by combining existing words or morphemic components in the language. For example, by combining two existing words into one new word, or by adding prefixes, suffixes, or affixes to existing words to create new words with specific meanings.

Even when creating new words, it is important to ensure that they are still relevant and understandable to speakers of other languages. Successful word creation is one that has legibility and clear meaning, so that it can be used effectively in communication.

Word creation also needs to be used in the right context according to the situation or communication needs. The new words created must be able to be used in relevant sentences or situations, so that they can be accepted and understood by speakers of other languages.

In developing language through linguistic innovation, teachers can invite students to create new words or neologisms based on the morphological structure of the Indonesian language. A simple example of using word creation is by combining the prefix "ke-" in the word "jalan" to "kejalan" to express going to the road. This kind of word creation can provide variety in everyday language use and stimulate language creativity. Apart from that, by combining two words it creates a new meaning, for example Bukuceria. A combination of "book" and "cheerful", the meaning of which refers to books with cheerful

or entertaining stories. Another example is Senjaan, which is a combination of "dusk" and "an", whose meaning refers to activities or events that occur at dusk, such as dusk on the beach or dusk in the mountains.

4.2 Language Games

Language games are a learning method that involves the use of play activities in the context of language learning. This approach is designed to make language learning more fun, interactive, and effective, while keeping specific learning goals in mind.

Language games are designed with the aim of developing language skills, such as listening, speaking, reading and writing skills, according to students' ability levels. These goals may include increasing vocabulary, understanding grammar, developing communication skills, and mastering more complex linguistic concepts. Apart from that, language games can also stimulate students' creativity and imagination in using language. Play activities allow students to experiment with vocabulary and sentence structure freely, as well as develop unique and interesting stories or dialogue. Language games can also encourage social interaction between students, both in the form of teamwork and competition. These interactions create an environment that supports and stimulates collaborative learning, where students help and motivate each other. In addition, language games allow repetition of language concepts in a fun and non-monotonous way. Fun play activities make students more open to receiving new information and more likely to remember it in the long term. There are various types of language games that can be applied, ranging from verbal games such as word puzzles, rhymes, or role-playing games, to written games such as board games, crossword games, or story-making activities together. This variation allows teachers to adapt learning methods to students' needs and interests.Examples of Language Game Activities:
• Word Puzzles: Students are asked to guess words that are explained by certain clues or definitions.
• Pantun: Students create or complete rhymes with rhythmic lines.
• Role Play: Students act as characters in certain situations and communicate using relevant language.
• Language Board Games: Students play board games designed to strengthen specific vocabulary, grammar, or communication skills.

Through this language game, teachers can provide a fun and meaningful learning experience for students, while still achieving the language learning goals that have been set. By integrating language games into learning, teachers can create a dynamic and stimulating learning environment for students.

4.3 Associative Thinking

Associative thinking is a mental process in which a person makes connections or associations between two or more ideas, concepts, or objects based on the similarities, contrasts, or other apparent relationships between them. Associative thinking is one of the main mechanisms in the creative process, where individuals use imagination and the ability to make connections between different things to produce new ideas or solutions. Associative thinking involves identifying and establishing relationships between ideas or concepts based on similarities, contrasts, causality, or other apparent relationships between them. For example, a person may associate two words based on their similar or contradictory meanings, or based on personal experiences associated with both.

Associative thinking is often subjective, because the relationships or associations formed by a person can be influenced by their personal experiences, knowledge and

perceptions. This gives each individual different possibilities in making associations and generating unique ideas or concepts. Associative thinking allows for flexibility and creativity in connecting different ideas. Individuals can create unconventional or unexpected associations, which can lead to innovative new ideas or solutions. Associative thinking is often used as a technique to stimulate creativity and generate new ideas in the creative thinking process. This technique is often applied in brainstorming, ideation, or other creative processes to produce a variety of ideas. In learning contexts, associative thinking can be used as a strategy to stimulate creative thinking and idea development. Teachers can design activities that encourage students to make associations between different concepts, thereby broadening their understanding and promoting creative thinking. Examples of Application of Associative Thinking:

• Word Association: Students are asked to make a connection or association between two given words based on their meaning, concept, or personal experience.
• Concept Map: Students create a concept map that shows the relationship between different concepts within a particular topic or subject.
• Image Association: Students make associations between displayed images based on a particular theme or concept.
• Story Associations: Students are asked to make associations between different stories or narratives based on similar or conflicting themes, characters, or plots.

Associative thinking is an important strategy in the development of creativity and problem solving, as it allows individuals to make meaningful connections between different ideas and generate innovative solutions. By understanding this concept, individuals can improve their ability to think of new ideas and overcome challenges in creative and effective ways.

4.4 Exploration of Dialects and Language Variations

Exploration of dialects and language variations is an activity that involves recognizing, understanding and using various dialects and language variations that exist in a particular language. It aims to broaden students' understanding of the language and increase appreciation of linguistic and cultural diversity.

Dialect exploration begins with an introduction to the variety of dialects that exist in a language. This involves identifying the various dialects spoken in different regions or communities, as well as the linguistic characteristics that distinguish one dialect from another. Apart from dialects, exploration also involves understanding other language variations, such as sociolects, ethnolects and language registers. It includes recognition of various forms of language use in specific social, cultural or communicative situation contexts.

Exploration of dialects and language variations also involves comparative studies between various varieties of languages. This helps students to understand the differences and similarities between different dialects, as well as how their use may vary according to the context of communication. It is important for students to understand that the use of dialects and language variations must be adapted to the appropriate communication context. This involves understanding when and where the use of a particular dialect or language variation is an accepted norm within a language community. Through the exploration of dialects and language variations, students are given the opportunity to appreciate the linguistic and cultural diversity that exists in society. They can understand that each dialect or language variation has unique cultural value and significance for the community that uses it.

Teachers can utilize knowledge of dialects and language variations in language learning contexts. For example, by introducing learning materials that use a certain dialect, students can be more involved and interested in the learning process. Exploration of dialects and language variations can stimulate discussion and reflection on the sociolinguistic, historical, and cultural aspects of the language. This helps students to better understand the social and cultural context in which the language is used. Examples of Applications for Exploring Dialects and Language Variations:

• Invite students to listen to recorded interviews with speakers of certain dialects
• Compare the use of words or expressions in different dialects in different communicative situations.
• Analyze texts or poetry in languages that use certain language variations and identify their linguistic characteristics.

Exploring dialects and language variations is an important aspect of language learning that goes beyond just mastering grammar and vocabulary. It helps students to broaden their horizons about the language being studied, enriches their understanding of cultural and linguistic diversity, and improves their ability to communicate effectively in a variety of social contexts.

4.5 Sociolinguistic Simulation

Sociolinguistic simulations are activities designed to enable students to understand and feel the influence of social context on language use. It involves creating situations or scenarios that mimic real communication situations in which social factors, such as social status, cultural identity, or situational context, influence the way language is used and understood.

Sociolinguistic simulation involves creating communication situations that resemble real situations in which language is used. These can be roles assigned to students to imitate different communication situations, such as debates, interviews, or informal conversations. In sociolinguistic simulations, the relevant social context is carefully considered and managed. It includes factors such as social status, cultural background, interpersonal relationships, and communication norms applicable in the situation. Students are assigned roles that encompass a variety of social and cultural identities, such as age, gender, ethnic background, or social status. This allows them to understand how that identity influences the way they use language and the way their language is understood by others. After the simulation is complete, students are invited to discuss their experiences, identify social factors that influence language use, and reflect on their understanding of sociolinguistics. This discussion helps students to relate sociolinguistic theory to their practical experience in communication.

Sociolinguistic simulations stimulate empathy and cultural understanding among students. Through the experience of acting as individuals with different backgrounds and identities, students can understand other people's perspectives and develop a sense of sensitivity to cultural and social differences. Sociolinguistic simulations can also highlight the language variations that exist within a particular community. Students can be given the opportunity to listen to and use a variety of languages or dialects used by native speakers in certain communication situations. The main goal of sociolinguistic simulations is to apply sociolinguistic concepts in a practical context. Students are given the opportunity to experience firsthand how social factors influence language use, thereby deepening their understanding of language as a social phenomenon. Examples of Application of Sociolinguistic Simulation:

- Role Play: Students act as characters with different social and cultural identities, and they are asked to communicate in certain situations, such as buying and selling transactions at the market or conversations at work.
- Sociolinguistic Debates: Students debate sociolinguistic issues, such as the influence of dialect on social identity or the use of standard versus non-standard languages in certain contexts.
- Simulation Interviews: Students conduct simulated interviews with peers who have different cultural backgrounds or social identities, and they observe how social factors influence communication.

Sociolinguistic simulation is an effective tool in language learning that allows students to understand the complexity of language use in different social and cultural contexts. By directly experiencing various communication situations, students can deepen their understanding of language as a dynamic and complex communication tool.

4.6 Collaborative Literary Work

Collaborative literary works are literary works produced through cooperation between two or more individuals, either directly or indirectly. This collaboration can occur between writers, poets, artists, or other creative individuals, who work together to create new and unique literary works.

Collaborative literary works involve cooperation between writers or artists who contribute to the process of creating the work. They can work together directly, sharing ideas, developing plots, or writing specific parts of the work. Apart from writers, collaborative literary works can also involve the involvement of other creative teams, such as illustrators, graphic designers or musicians. This collaboration can produce more complex and multidimensional works, including visual, audio or interactive elements. The collaborative process begins with sharing ideas and discussions between contributors. They share ideas, themes, characters, or plots, and discuss how best to combine each other's contributions to create a cohesive work.

In collaborative literary works, tasks and responsibilities are usually divided between contributors based on their expertise and interests. For example, one writer could be responsible for writing the narrative, while another focuses on dialogue or character development. Once contributors have produced parts of their own work, the next step is to integrate these contributions into one complete work. This involves revision, editing, and coordination between contributors to ensure consistency and harmony in the work.

Collaborative literary works often reflect the amalgamation of the various styles and voices of the contributors. This creates a unique and diverse body of work, which enriches the reading experience and allows readers to see different perspectives. Once the work is complete, contributors usually go through a process of revision and reflection together. They review the work as a whole, provide feedback to each other, and make necessary changes to improve the quality and strength of the work. Examples of Collaborative Literary Works:
- Collaborative Poetry Anthology: A book containing a collection of poems from various poets who work together to create a unified theme.
- Collaborative Graphic Novel: A graphic novel produced through collaboration between the story writer and illustrator, where images and text work together to tell the story.
- Collaborative Roleplaying: A roleplaying game in which multiple writers and artists work together to develop a complex game world, characters, and story.
- Collaborative Short Story Collection: A book containing a collection of short stories from several authors who contribute to creating a unified theme or concept.

Collaborative literary works provide an opportunity for artists and writers to work together to create works that are more creative and diverse than if they worked alone. This collaboration not only produces unique work, but also strengthens relationships between creative individuals and promotes the exchange of ideas and concepts.

Based on the explanation above, the application of linguistic innovation in language learning has great potential to increase students' language creativity. Through various creative approaches such as language games, word creation, and sociolinguistic simulations, students can experience freedom of expression, expand vocabulary, and understand the complexity of language use in different contexts. By encouraging students to collaborate in language learning and creativity, teachers can create a stimulating, enjoyable and enriching learning environment, which ultimately helps improve students' overall language skills.

V. Conclusion

The application of linguistic innovation in language learning at Alwaysliyah Tembung Elementary School not only has the potential to increase students' creativity in language, but can also have a significant impact on vocabulary development, sentence structure, and understanding of various meanings and linguistic levels. Through innovative approaches such as word creation, language games, associative thinking, exploration of dialects and language variations, sociolinguistic simulations, and collaborative literary works, students are given the opportunity to explore and develop their language skills in diverse and interesting ways.

From an emphasis on the use of innovative techniques such as language games to the application of associative thinking in creating creative connections of ideas, all this opens up space for students to develop new ideas and express themselves in more varied ways. Apart from that, the application of linguistic innovation also has a positive impact on student learning motivation at Alwaysliyah Tembung Elementary School. By introducing an engaging and interactive approach, students become more motivated to actively engage in the learning process, which in turn increases their engagement and speeds up the learning process.

Through linguistic innovations such as word creations that stimulate creativity in the formation of new words, language games that make learning fun and interactive, as well as exploration of dialects and language variations that enrich understanding of language diversity, it can be concluded that the application of linguistic innovations in language learning can help improve creativity of students at Alwaysliyah Tembung Elementary School significantly. This not only broadens students' horizons regarding languages, but also gives them the ability to communicate effectively in a variety of social and cultural contexts. Thus, teachers have an important role in creating a learning environment that stimulates and supports the development of students' language creativity, so that they can encourage sustainable language growth in accordance with correct linguistic level rules.

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