TRACKING THE CREATIVITY OF AUTOBIOGRAPHY AND BIOGRAPHY TEXT THROUGH POSTER MEDIA FOR HIGHER EDUCATION

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Article Info

Abstract

This research aims to analyze the use of poster media in increasing student creativity in producing written sentences in the form of autobiographical and biographical texts in Arabic using poster media in higher education. Researchers used a qualitative approach with a case study method on 35 students. Data were collected through interviews, documentation, and observation during Arabic writing skills learning activities. Data analysis involves the triangulation of data sources across three stages: data collection, reduction, and presentation. The research results show that: 1) Student creativity in writing autobiographical and biographical texts using posters is more varied with the choice of colors, images, and identification of introductory texts, experiences, and life learning; 2) the sentence structure used consists of five structures, namely the structure of verbs, nouns, adverbial attributes, properties, and prepositions. Research findings show that using poster media to learn writing skills can develop creativity and various sentence structures. However, the study is limited to analyzing only two types of texts, highlighting the need for further research to explore additional text genres using poster media and employing a broader range of research methods.

Keywords: Creativity; Autobiography Text; Biography Text; Poster.

مستخلص البحث

يهدف هذا البحث إلى تحليل استخدام وسائط الملصقات في زيادة إبداع الطلاب في إنتاج جمل مكتوبة على شكل سيرة ذاتية ونصوص سيرة ذاتية باللغة العربية باستخدام وسائط الملصقات في التعليم العالي. استخدم الباحثون المنهج النوعي مع طريقة دراسة الحالة على 35 طالبًا. استخدمت تقنيات جمع البيانات المقابلات والتوثيق والملاحظة في أنشطة تعلم مهارات الكتابة باللغة العربية، في حين شملت تقنيات تحليل البيانات المستخدمة تثليث مصادر البيانات التي تم تحديدها من خلال ثلاث مراحل، وهي جمع البيانات وتقليل البيانات وعرض البيانات واستخلاص النتائج. وأظهرت نتائج البحث أن: ١) إبداع الطلاب في كتابة نصوص السيرة الذاتية والسيرة الذاتية باستخدام الملصقات أكثر تنوعاً مع اختيار الألوان والصور وتحديد النصوص التمهيدية والتجارب والتعلم الحياتي؛ ٢) يتكون بناء الجملة المستخدمة من خمسة هياكل، وهي بنية الأفعال والأسماء والصفات الظرفية والخصائص وحروف الجر. تظهر نتائج الأبحاث أن استخدام وسائط الملصقات في تعلم مهارات الكتابة قادر على تطوير الإبداع ومجموعة متنوعة من هياكل الجملة. يقتصر هذا البحث على نصين فقط، لذا يوصي الباحث بإجراء المزيد من البحث لتحليل مجموعة متنوعة من النصوص الأخرى باستخدام وسائط الملصقات وطرق بحث أخرى.

كلمات أساسية: الإبداع؛ نص السيرة؛ نص السيرة الذاتية؛ ملصق.

Introduction

Students in higher education need writing skills that not only master writing techniques but can also express creativity and interestingly communicate their personal experiences. Writing skills are required to communicate in writing; if this is done, it will affect students' level of thinking.[1] On that basis, language production in the form of writing is an essential element in learning language skills.

In this era of globalization, writing skills are not only a basic competency but also a skill that is very much needed in various fields.[2] Writing skills involve the process of expressing ideas and personal experiences through words. The ability to string sentences well, construct a coherent narrative, and describe life experiences in detail are critical aspects of autobiography and biography writing skills. By improving writing skills, it is hoped that students can become more creative writers and be able to communicate their life experiences effectively through writing.

Universities have an essential role in shaping students' writing skills. Autobiographies and biographies, as forms of personal writing and other people's life stories, are vital instruments in understanding cultural and historical values.[3] In involving higher education students, innovative and exciting learning methods are needed to stimulate their creativity.[4] One promising method is the use of poster media. Poster media has advantages in visualizing ideas, giving an artistic impression, and presenting information interestingly.[5]

Various problems in writing skills, such as the use of monotonous systems and strategies so that the minimum level of student activity in learning, can affect results that are not optimal. On that basis, learning innovations are needed that lead to students' ability to think creatively and critically when learning writing skills. Using poster media is an alternative to accommodating students' writing activities so that themes related to biographical and autobiography texts can be used as writing topics in poster media design.

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[1] Rahmawati Rahmawati and Suci Ramadhanti Febriani, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic," *International Journal of Language Education* 5, no. 4 (2021): 324, https://doi.org/10.26858/ijole.v5i4.19732.

[2] Suparlinda Andarini, *Budaya Literasi Membaca dan Keterampilan Menulis Paragraf Siswa Sekolah Dasar* (Pati: Maghza Pustaka, 2022).

[3] Suci Febriani, Yasmadi Yasmadi, and Sri Indah Lestari, "The Implementation Of Nahwu Learning Based On Project Based Learning At Uin Imam Bonjol Padang," *AL-MUTSLA* 5, no. 2 (2023): 345, https://doi.org/10.46870/jstain.v5i2.442.

[4] Nining Harnani, Dodi Tisna Amijaya, and Luthfi Setiadiwibawa, "Model Pembelajaran Kewirausahaan Kreatif Melalui Praktek Usaha dalam Menumbuhkan Kreatifitas dan Inovatif Mahasiswa," *Sosiohumaniora* 22, no. 1 (2020): 79–87, https://doi.org/10.24198/sosiohumaniora.v22i1.24510.

[5] Lukas Sugiyanto, Tupak Anggiat, and Arif Handoko, "Analisis Desain Poster Media Promosi Diklat 3 in 1 di Balai Diklat Industri Denpasar," *Jurnal Desain - Kajian Bidang Penelitian Desain* 2, no. 1 (2022), https://journal.interstudi.edu/index.php/journaldesain/article/view/1398.

The fact is that traditional learning systems cannot accommodate student creativity. Students' difficulty in parsing sentences characterizes this. Meanwhile, when using posters, they can learn visual design and have the drive to pay attention and use sentences optimally so that the printed posters can be used as an information platform for readers.

On this basis, posters have become an optional medium for increasing student creativity and innovation in learning. Previous research conducted by Amir Fattah regarding the project-based learning model (PjBL) in the form of posters to improve scientific skills, which teachers give assignments via cellphone, causes confusion and complaints from students. This research discusses the application of the PjBL using creative posters in online learning about global warming. The research method uses a literature review. PjBL involves problem identification, project planning, project work, and assessment. The results show increased students' scientific communication skills through assessment techniques involving multiple-choice tests and portfolios. This research details the stages of PjBL implementation and underlines the role of creative posters as a practical learning medium in the online learning context.[6]

Other research on POPI (Smart Poster) as a medium for learning Arabic. It shows that learning media is vital in creating a conducive learning atmosphere and increasing students' interest, especially in learning Arabic. Arabic is considered a complex subject, and to overcome this, an educator needs to apply creativity by using exciting and fun learning media. Popi is a practical solution because it helps students understand Arabic vocabulary and achieve the four masters of the Arabic language: listening, speaking, reading, and writing. Before reaching these four skills, students need to have a sufficient vocabulary, which can be an effective tool to help achieve this goal. Therefore, this research further explains the importance of implementing learning media, especially Popi, in increasing the effectiveness of Arabic language learning at the Madrasah Ibtidaiyah level.[7]

Another study examined the effect of implementing the Think Talk Write learning model using poster media on fifth-grade elementary school students persuasive essay writing skills. This research uses a quasi-experimental design with a pre-test and post-test control group. The research sample came from VA and VB class students at SDN Rambigundam 01 Jember. Data was collected through interviews, tests, and documentation, and analysis was performed using the t-test. The t-test results show a significant difference between the experimental and

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[6] Amir Fatah, "Penerapan Model Pembelajaran Berbasis Proyek Atau Project Base Learning (PJBL) Melalui Poster Kreatif Dalam Pembelajaran Daring Materi Pemanasan Global Untuk Meningkatkan Keterampilan Komunikasi Ilmiah," *Amerta Jurnal Ilmu Sosial Dan Humaniora* 3, no. 2 (2023), https://ejournal.amertamedia.co.id/index.php/amerta/article/view/151.

[7] Mirsa Nur Aini, "Penggunaan Media Popi (Poster Pintar) Untuk Meningkatkan Penguasaan Kosakata Bahasa Arab Siswa Kelas IV Madrasah Ibtidaiyah," *International Conference of Students on Arabic Language* 4 (2020), https://prosiding.arab-um.com/index.php/semnasbama/article/view/603.

control groups, with the t value (2.208) being more important than the t table (2.0180). Thus, it can be concluded that applying the Think Talk Write learning model through poster media positively affects the persuasive essay writing skills of class V students at SDN Rambigundam 01 Jember. The increase in the value of convincing essay writing skills in the experimental group was also proven to be higher than in the control group, with an average growth of 3.7. These findings show that this learning model supports students in actively thinking, discussing, and composing writing, thus improving the quality of persuasive essays.[8]

The other study aims to identify students' poster writing abilities. The research method was quantitative and descriptive, using questionnaires and learning documentation. The Poster Maker application and image media on the internet are used as digital literacy learning methods. The research results showed a significant increase in students' poster writing skills, with a % growth in spelling and punctuation aspects at 36%. In conclusion, poster maker application techniques and image media on the internet are effective in improving students' abilities in writing posters, have a positive impact on learning achievement, and increase student motivation in the learning process. The implications of this research can be used as a reference for developing poster writing learning methods that are more innovative and interesting for students.[9]

Based on the four studies described, several difficulties were identified in the context of writing skills. First, research conducted by Fatah highlights students' challenges in receiving assignments via cell phone, which can cause confusion and complaints. This shows the challenges in implementing online learning, especially using the project-based learning (PjBL) model through posters. Second, research regarding the application of Arabic language learning media using Popi (Smart Poster) shows that students consider Arabic difficult. This obstacle gives rise to the need for educator creativity in creating an exciting and enjoyable learning atmosphere, including using learning media such as Popi. Third, research on the Think Talk Write learning model using poster media shows that students have difficulties improving their persuasive essay writing skills. Even though significant improvements are visible, additional strategies may still be needed to overcome obstacles in the learning process. Finally, research on identifying poster writing skills using the Poster Maker application technique and image media on the internet shows that digital literacy learning is also not free from challenges. There

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[8] Wilda Ayu Hajar Octavia et al., "Keterampilan Menulis Karangan Persuasi Siswa Dalam Pembelajaran Think Talk Write Dengan Media Poster," *EDUCARE: Journal of Primary Education* 1, no. 2 (June 22, 2020): 169–86, https://doi.org/10.35719/educare.v1i2.15.

[9] Sumirah Sumirah et al., "Identifikasi Keterampilan Menulis Poster Sekolah Menengah Pertama Menggunakan Teknik Aplikasi Poster Maker Dan Media Gambar Di Internet," *Prosiding Seminar Nasional Pascasarjana* 5, no. 1 (2022), https://proceeding.unnes.ac.id/snpasca/article/view/1631.

may be students who have difficulty using technology or designing posters creatively.[10]

These difficulties reflect the challenges in engaging students, increasing their interest, and optimizing learning through various learning models and media. Further efforts are needed to overcome these obstacles so that learning can occur effectively. Based on several previous studies for multiple levels of education and in various objects, it is still needed analyzed the effectiveness of using poster media in improving the ability to write biographical and autobiographical texts for students and identifying and analyzing student creativity in writing biographical and autobiographical texts through poster media.

Method

This research used a descriptive qualitative research design with a case study method to learn writing skills using poster media. The case study method was used because the researcher identified uniqueness in learning writing skills using poster media, including the activity and unique learning process for students to increase their creativity in designing posters and creating biographical and autobiographical text manuscripts.

Data collection techniques included interviews, observation, and documentation—random interviews with several informants related to learning writing skills using poster media. Meanwhile, observations were made on learning activities for writing autobiography and biography texts using poster media. The documentation is in the form of reviews of written works in biographical texts of figures and autobiographies. Researchers used 35 informants consisting of 21 women and 14 men from the Arabic language education study program at UIN Imam Bonjol Padang.

Data was obtained from 35 informants from the 5th semester who study Arabic writing skills. The researchers analyzed it using data source triangulation techniques based on Milles and Hubberman's theory. On that basis, researchers used the following steps. First, researchers collect data through various sources related to the research formulation. Second, the researchers identified the data needed according to the research formulation. Third, the researchers presented data relevant to implementing learning biography and autobiography writing skills using posters. Finally, the researchers concluded the research findings that have been obtained.

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[10] Fatah, "Penerapan Model Pembelajaran Berbasis Proyek Atau Project Base Learning (PJBL) Melalui Poster Kreatif Dalam Pembelajaran Daring Materi Pemanasan Global Untuk Meningkatkan Keterampilan Komunikasi Ilmiah."

Result and Discussion

Learning Writing Skills Using Poster Media

Learning writing skills using poster media can be carried out as follows. First, the teacher provides direction regarding the learning objectives in the form of student competency to write biographical and autobiographical texts in poster media. Second, the teacher includes material about the text structure section for designing biographical and autobiographical texts, such as introductory paragraphs, body paragraphs, and concluding paragraphs. Third, the teacher provides examples of posters that can be used as inspiration for students. Fourth, the teacher identifies the characters so that they do not have anything in common with each other. Fifth, the teacher provides instructions for creating biographical and autobiographical texts. Sixth, students print their assignments in illustrated poster media. Seventh, the teacher corrects writing errors and arranges sentences in the text.

Some of the creativity developed by students is as follows.

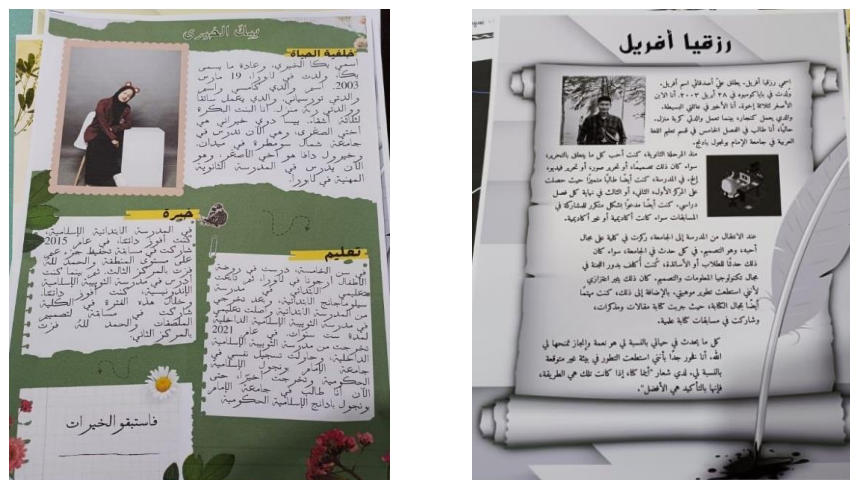**Figure 1.** Biographical Manuscript

Figure 2. Autobiographical Manuscript

Meanwhile, some of the student responses to poster media can be seen through the following information.

Verb Structure
In the first sentence that shows the verb structure, such as

بدأ حسين

Noun Structure
In the first sentence that indicates the noun sentence marked with

محمد هاشم هو اسمه الأول

Adverb Attribute Structure
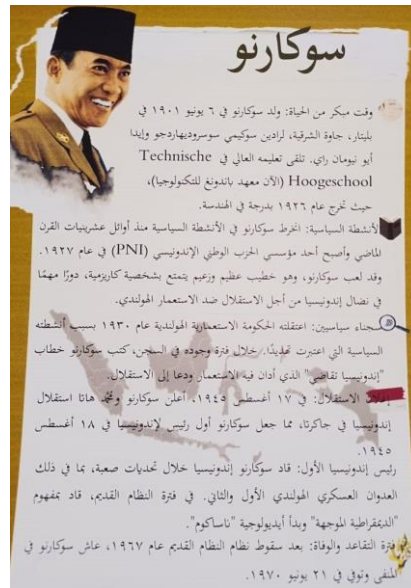Adverbial sentence structure marked by captions in the following sentences

وهو علماء الحديث الذي طلب العلم
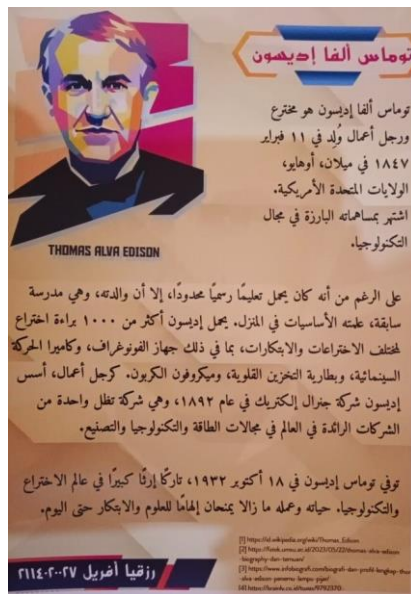
بتوجيه من علماء مشهور في ذلك الزمن

Structure Properties Sentence structure properties that show in the following sentences وهو خطيب عظيم وزعيم	
Preposition Structure The structure that shows the existence of prepositions is as follows توفي توماس إدسون في ١٨ أكتوبر ١٩٣٢	

As shown in the table above, learners can develop various sentence structures when making posters. Several responses show that learning writing skills is effective using poster media. This is demonstrated through the demands of student creativity in designing posters. Some informant statements that show that posters positively impact their creativity are as follows.

In my opinion, learning writing skills with posters is very effective because we can improve the ability to write text and the use of posters in learning to write to be able to encourage someone to combine visual and handwritten elements effectively. (Inf 1, HA)

In the above statement, learners can improve their ability to develop ideas with the help of color visualization and images. This can motivate imagination. This was shown through one of the informants who stated the following.

Table 1. Creativity's Statements for Learning Based on Poster Media

Informant	Statement
1st Informant (NA)	Posters can increase creativity in writing and high imagination as creative as possible in making them.
2nd Informant (SIP)	Learning writing skills with posters is very effective and engaging. Writers are more interested in writing because posters can be made with color.
3rd Informant (MYL)	Posters can increase creativity, bring ideas from imagination, and motivate to pour all abilities into art and writing.
4th Informant (ER)	In my opinion, learning to use posters can improve students' talents in using design, especially posters using Arabic, which can hone students' Arabic skills.
5th Informant (IPR)	In my opinion, learning writing skills using posters is a fun and practical activity.

In learning writing skills, informants show that using posters can make it easier to understand sentence structure with visual information and attractive poster designs. Poster media based on several informants' opinions can encourage students to be creative and examine designs well. This is characterized by designing and matching text to visual images. This is supported by previous research, which shows that the number of activities carried out by students significantly influences learning outcomes. This is due to their experience in processing knowledge and putting it into practice by learning objectives.[11] This can be seen through the following statement.

Table 2. The Effect of Poster Media

Informant	Statement
6th Informant (AA)	Using posters can help me learn to understand information visually and present content concisely and attractively.
7th Informant (WW)	Writing with posters is challenging; writing in a non-scientific language style can help you think differently. Making a phenomenon in a paragraph is exciting, making the message more prominent and easy to remember.
8th Informant (MRS)	Learning writing skills with posters, in my opinion, is very good. Because it will be too thinking, a description of the words listed in the poster will be created so that they can be analyzed and have a positive impact. With posters, writing skills will increase because posters can give new ideas in writing skills.
9th Informant (YAK)	Using posters can enable one to convey information briefly and effectively and improve graphic design skills.

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[11] Suci Ramadhanti Febriani and Kddour Guettaoui Bedra, "Design of Arabic Learning Based on the Merdeka Curriculum through PJBL for Islamic Senior High School," *Asalibuna* 7, no. 01 (2023), https://doi.org/10.30762/asalibuna.v7i01.865.

In addition, in writing posters, learners can develop their creative ideas in expressing, so this poster media can increase their creativity in constructing a text while learning writing skills.

Table 3. The response of Student's based on Using Poster Media

Informant	Statement
10th Informant (DRP)	Posters can enhance writing creativity and develop creative ideas and expression.
11th Informant (VL)	Because posters can increase creativity through visual design with words and express ideas more creatively. As well as giving freedom to design text on posters.
12th Informant (KA)	My opinion about learning writing skills with posters is that it can be a creative and innovative approach, as posters allow for short but visually compelling delivery of information and can enhance graphic design skills.
13th Informant (MRS)	Learning writing skills with posters is very good for practicing creative thinking, resulting in descriptions of the words listed on the poster.
14th Informant (NA)	Learning writing skills with posters can improve your ability to write creative essays and reason when writing essays.
15th Informant (ZAM)	In my opinion, learning writing skills with posters is very fun because students become creative and creative through posters.
16th Informant (WA)	I learned writing skills with posters, which can increase my imagination in writing.
17th Informant (RAF)	Learning to write with posters is the perfect combination of skills and creativity.
18th Informant (AJ)	Using posters can increase creativity because it hones the ability to convey messages through images, text, and attractive designs.
19th Informant (PAM)	Learning to use posters gives students opportunities for creative expression and a good combination of visual design and text.
20th Informant (NMQ)	Learning to use posters helps increase imagination and creativity.
21st Informant (SR)	I think it is very creative because I can write a good sentences
22nd Informant (AS)	Can practice conveying ideas and information

The various steps that learners apply are tailored to their needs. The steps in writing biographical and autobiographical texts in the medium of posters are very diverse. One informant said that the steps they used were:

Table 4. Steps of the Using Poster Media

Informant	Statement
23th Informant (FS)	The steps are to find an inspirational figure, make the main idea first, write it in Indonesian and translate it into Arabic, then arrange the poster well and design the lethal rules, and add a little finishing (Inf, FS)
24th Informant (AHR)	Some steps are gathering the necessary biographical references, translating them into Arabic, choosing a suitable template, including the text in the design, and finalizing it.
25th Informant (ZA)	Some of the steps I use are finding a theme, gathering information, compiling an outline, writing the first draft, revising and editing the writing, adding to the poster design, and making the final copy.
26th Informant (HA)	Some of the steps I use are opening the Canva application, choosing a poster size, choosing a template, adding photos that will be told in the biography or autobiography, choosing a font style, using the appropriate design, and adjusting the background. Add citations or references.

27th Informant (HAR)	I look for accurate sources regarding the data to be written, then look for poster outlines and use interesting applications; after that, I place the information in the finished outline.
28th Informant (GPR)	I look for a theme and material for the poster, then arrange the poster in a design framework; after that, I choose an attractive image and the appropriate layout.
29th Informant (AAM)	First, I explored reference sources and looked for applications that fit the poster's theme; after that, I selected images, entered text, and adjusted the layout.
30th Informant (AF)	I looked for characters, traced references and sources, then wrote Arabic text and arranged it in paragraph form.
31st Informant (RFY)	I looked for characters, traced references, wrote the story in the text, and translated it into Arabic; after that, I checked the grammar for suitability and pasted it on the poster.
32nd Informant (IFW)	I determined the story, composed it, wrote it in sentences, and then printed it on a poster.
33rd Informant (ALF)	I made shapes and placed the words on the poster using the reading results in the reference, arranged the shapes, and printed them in poster form.
34th Informant (AHR)	First, I collected the required biographical references, translated them into Arabic, then chose a suitable template and printed them in poster form.
35th Informant (FSY)	I look for inspiration from characters, then write the main idea and translate it into Arabic well, then arrange it in poster form by placing the layout and printing it in poster form.

Several things can be seen to trace the traces of student creativity in higher education, such as their creativity in writing. A student can be said to be skilled in writing when he can express ideas, develop the ability to process words, and develop his imagination into written form.[12] As Oktavera said, creativity is an ability possessed by a person that is used to create something new, whether in the form of an idea or different from existing works.[13] This condition can provide opportunities for students' learning experiences through accurate and contextual learning activities. This is adjusted to the selection of topics and themes of writing in the form of biographical and autobiographical texts. Students can write about their experiences narratively and provide contextually based learning opportunities. This provides a natural process for applying the writing skills that have been learned.

Learning writing skills at UIN Imam Bonjol Padang is adjusted to the applicable curriculum, namely the freedom to learn. In the world of writing, today's students must master the ability to write Arabic, autobiographies, and biographies. Writing skills are used not only as an essential competency but are

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[12] Dyah Ayu and Anita Anggraeni, "The Implementation of Duolingo to Teach Descriptive Text in Scientific Approach," *PROJECT (Professional Journal of English Education)* 3, no. 6 (2020): 711, https://doi.org/10.22460/project.v3i6.p711-716.

[13] Hasnil Oktavera, "Pengembangan Strategi Pembelajaran Bahasa Arab Berbasis Kreatifitas Peserta Didik Pada Pembelajaran Membaca," *Jurnal Ilmiah Iqra'* 10, no. 2 (2018), https://doi.org/10.30984/jii.v10i2.592.

also needed in various fields.[14] For this reason, supportive and exciting media is undoubtedly necessary to facilitate and increase students' writing creativity.[15] Learning media can enable students to learn and acquire specific skills or help them understand the material and master the subject matter.[16] So, learning media is an essential element in learning that can help educators and students in the teaching and learning process.

The Arabic language course aims to encourage, consider, guide, develop, and foster abilities and a positive attitude towards the Arabic language, both receptive and productive. Productivity is the ability to use language verbally and in writing. For example, in making autobiographies and biographies on posters. A poster helps students express their Arabic ideas and vocabulary in attractive writing according to their designs.[17] Also, posters can make it easier and faster to understand the message presented because they are equipped with colors to attract more students' attention.[18]

In the learning process of producing biographical and autobiographical texts, there are attitude values such as enthusiasm for learning, creativity, cooperation, and respect for others.[19] Meanwhile, in the aspects of biographical and autobiographical texts, there are structures, innovations, linguistic elements, and the effectiveness of a sentence. Using posters can develop students' writing ideas in higher education. The results of this research are also based on research conducted by another researcher that increases biography writing skills using PjBL.[20] In other words, this media effectively improves autobiography and biography writing skills.

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[14] Titi Wuryani, Sudiyati, and Arisul Ulumuddin, "Peningkatan Keterampilan Menulis Teks Biografi Menggunakan Model Project Based Learning Di Kelas X SMA Negeri 6 Semarang," *Prosiding Seminar Nasional Pendidikan Profesi Guru* 1, no. 1 (2023), https://conference.upgris.ac.id/index.php/psnppg/article/view/4087.

[15] Anida Anida and Delfi Eliza, "Pengembangan Model Pembelajaran Saintifik Berbasis Kearifan Lokal Untuk Perkembangan Kognitif Anak Usia 5-6 Tahun," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1556, https://doi.org/10.31004/obsesi.v5i2.898.

[16] Siti Mahmudah, "Media Pembelajaran Bahasa Arab," *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 20, no. 01 (2018): 129, https://doi.org/10.32332/an-nabighoh.v20i01.1131.

[17] Inti Khobatsaniyah, Mustofa Mustofa, and Anisa Ulfah, "Pengembangan Bahan Ajar Berbentuk Media Poster Pada Materi Cerita," *PENTAS : Jurnal Ilmiah Pendidikan Bahasa Dan Sastra Indonesia* 8, no. 1 (2022): 61–70, https://doi.org/10.52166/pentas.v8i1.3320.

[18] Aini Muslim et al., "Social Media Experience, Attitude and Behavioral Intention towards Umrah Package among Generation X and Y," *Management Science Letters*, 2020, 1–12, https://doi.org/10.5267/j.msl.2019.8.020.

[19] Nurjannah et al., "Media Pembelajaran Bahasa Arab di Madrasah Ibtida'iyah Nurul Islam," *Ibtida'iy : Jurnal Prodi PGMI* 7, no. 2 (2022), http://journal.ummat.ac.id/index.php/ibtidaiy/article/view/12293.

[20] N Diana, Yohannes, and Y Sukma, "The Effectiveness of Implementing Project-Based Learning (PjBL) Model in STEM Education: A Literature Review," *Journal of Physics: Conference Series* 1882, no. 1 (2021): 012146, https://doi.org/10.1088/1742-6596/1882/1/012146.

Conclusion

Writing skills using poster media increase students' creativity regarding ideas and sentence structures in biographical and autobiographical texts. On that basis, this research concludes that 1) The use of poster media in writing biographical and autobiographical texts shows an increase in student creativity in designing biographical and autobiographical paragraphs; increasing student creativity can be shown through increasing sentence formation in composing paragraphs such as verb structure, noun structure, adverb structure, structure properties and preposition structure; 2) Creativity in writing biographical and autobiographical texts was identified including the distribution of varied word structures including verb structures, nouns, prepositions, traits, adverbial attributes. This research confirms that using poster media can increase student creativity in developing writing ideas for students in higher education. This research is still limited to studying biographical and autobiographical texts in teaching writing skills to students. So, this research recommends further research to test the effectiveness of poster media in quantitative research designs.

Acknowledgment

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