Pre-Lesson Reading Activities on Creative Thinking Skills: Implementation, Impact, and Constraints

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Abstract

This study aims to analyze the implementation of pre-lesson reading activities, analyze the impact of pre-lesson reading activities on creative thinking skills, and analyze the constraints of pre-lesson reading activities on creative thinking skills. This research was conducted at State Elementary School 1 Karangduwur, Kebumen, Indonesia. Meanwhile, the subjects of this study were fifth-grade students. Sampling was done by purposive sampling technique. The researcher chose the school because the school became a reference school for Kebumen Regency which had implemented the school literacy movement. The researchers employed observation, interview, test, and documentation techniques to collect data. Then, data analysis was carried out by applying the interactive analysis steps from Miles and Huberman. The steps taken include data reduction, data presentation, and drawing conclusions. The results revealed that pre-lesson reading activities were implemented by maximizing the roles of principals, teachers, and students through monitoring, providing, mentoring, and evaluating programs. The impact of reading activities before class is to increase students' creative thinking skills with the highest order being originality, followed by fluency, elaboration, and finally flexibility. The obstacles encountered were the limited number of readings, limited time, lack of educational content, lack of student experience and low student understanding. These findings can be utilized as references and relevant studies for future researchers to conduct similar studies. Future researchers can analyze the implementation, impacts, and constraints in the classroom wall magazine, reading corner, or literacy tree program in elementary schools.

Keywords: implementation, reading, creative thinking skills, elementary school, impact

Introduction

The life of the 21st century has undergone a significant change from the previous century. These changes can be felt in various fields, including sophisticated technology, work, lifestyle, economy, education, and self-actualization. The changes that occur also make everyone face two choices: to survive with the pattern of life in the previous century or to follow the development of life in the 21st century, which demands the importance of having quality human resources with various kinds of skills. Trilling & Fadel (2009) divided the types of skills that must be possessed in the 21st century as shown in the figure 1.

Figure 1 shows several skills that must be met. These skills include life and career skills, learning and innovation skills (critical thinking, communication and collaboration, and creativity), and information, media, and technology skills. These three skills are used as keys in facing 21st-century life.
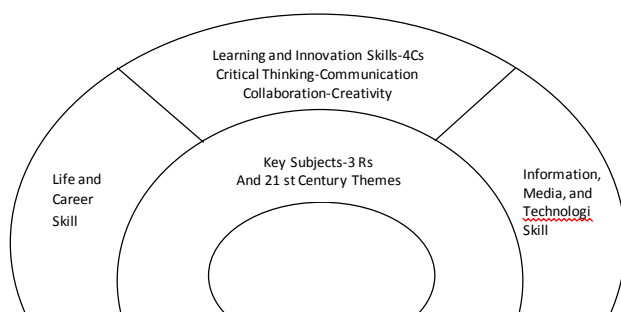
However, one skill is being discussed internationally. It is creativity that becomes a capable skill in a wide environment (Karademir, 2021). This type of skill is not only high on the agenda in the business world but has also been placed by academics and policymakers as essential to meeting the needs of the 21st century (Alshare & Sewailem, 2018). Wang (2012) asserted that today's life is faced with various kinds of complex problems that require creative abilities to solve. It signifies that the creativity possessed by individuals is not only limited to the fields of science and art but is also related to daily problem-solving activities (Ritter & Mostert, 2017).

Furthermore, creative thinking skills can be known through measurement standards. Goff & Torrance (2002) developed the Abbreviated Torrance Test for Adult (ATTA),

Fig. 1: Core Subject of 21st Century Skills (Trilling & Fadel, 2009)

which includes fluency (fluency of ideas), originality (uniqueness of ideas), elaboration skills (details of an idea), and flexibility skills (variation of ideas used to solve problems). Gralewski (2019) also mentioned that the elements marking the characteristics of creative abilities cover fluency, flexibility, originality, and elaboration abilities.

Another important skill to develop is literacy. According to Law Number 3 of 2017 concerning the Literacy Book System, literacy is defined as the ability to interpret information critically and creatively through reading and writing activities so that everyone can access science and technology as an effort to improve the quality of their life (Halkis & Ninda, 2021; Tabroni et al., 2022). The need for literacy in the global era requires the government to provide an education service system in accordance with Law in 1945, Article 31 paragraph 3. This paragraph emphasizes that the literacy program includes efforts to develop human potential which includes intellectual, emotional, language intelligence, and so on (Wirahyuni & Nitiasih, 2020).

The stipulation of literacy policies is issued by the minister of education as stated in the Regulation of the Minister of Education and Culture Number 21 of 2015 concerning the Character Cultivation Movement in Schools (Wandasari et al., 2019). The regulation mandates that the aim of the School Literacy Movement (SLM) is to make schools a learning organization with a literacy culture. SLM means a program to improve reading and writing skills to be applied in schools (Padmadewi et al., 2020). This is stated in the Act. In line with that, the World Economic Forum (WEF) also provides information that students need 16 skills in order to survive in the 21st century (Goetz, 2021; Schwab & Malleret, 2020). Two of them are 21st century skills, namely literacy and creativity. These two things are interrelated. Reading and writing literacy is a process, while creativity is the result of reading and writing literacy skills. Someone will have creativity after he mastered his literacy. By reading a lot, a person will have broad insight so that he can provide creative ideas (Candy, 2019). In addition, through writing activities, a person will be more skilled. This is as found by Dere (2019); Liao et al. (2018) that literacy activities have an effect on students' creativity.

The process of fulfilling student literacy can be pursued through new habits at school. Sawyer et al. (2020) says that one of the literacy biases in school is reading before the lesson begins. This activity is a means for students to start developing literacy in schools. Reading before the lesson begins is defined as a student activity by reading one or two reference books for fifteen minutes before the teacher delivers the subject matter (Magnusson et al., 2019). This activity aims to make students happier and like to read. During the process, students are given the opportunity to read books they like, both textbooks and non-fiction books. In general, this activity is carried out in the classroom with the assistance of the teacher.

Reading activity before the lesson starts is important because this activity is one way to maximize students' abilities and insights (Rintaningrum, 2019). In addition, reading is also a door to find important information that can be applied in life. If these activities are applied consistently, students will be able to hone reading skills, critical thinking skills, creative thinking skills, higher order thinking skills, or problem solving skills (Damaianti et al., 2020; Prahani et al., 2020). This is a process and activity that is not detrimental. The culture of reading before studying has also been applied in several developed countries, such as Japan. Japan has implemented a policy of reading 10 minutes before learning begins for 30 years (Nakagawa et al., 2019). This is done to create a reading culture. In addition, Japan has also made a policy to increase bookstores by providing *tachiyomi* facilities or free reading at bookstores.

The application of reading culture should start early and start from the family environment. Educational institutions must also participate in helping and paying attention to launching this literacy culture. Through education, everyone will go through a process of transfer of value in each generation (Ferri et al., 2020). Reading culture should become a routine and an obligation for everyone every day.

Reality on the ground shows different results. The literacy culture that should be part of self-development has not been maximized by the school. This can be seen from the phenomenon at school. When the recess bell rang, most of the students ran to the canteen as their favorite spot to spend time and only a small number of students spent time in the library (Juliaty & Abetnego, 2019; Shintia et al., 2021). This did not happen only in one school, but almost all schools experienced the same thing. This happens because reading activities have not become an inherent need and culture for students at school. In addition, school residents also do not understand the importance of literacy skills in life and the lack of use of non-fiction books at school (Abimbola & Aramide, 2022; Aramide et al., 2021). Although student books or textbooks are part of literacy resources, reading activities in schools are seen to be limited to textbooks and not yet extended to non-text books.

The Human Development Index (HDI) informs that Indonesia is ranked 107th out of 179 countries with low literacy skills (The Association of Southeast Asian Nations (ASEAN), 2021). This fact deserves special attention. Moreover, from an infrastructure assessment point of view, Indonesia's order was below that of countries in Europe (Aditiya & Aziz, 2021). The results of the reading literacy test of Indonesian students were also reflected by the Progress in International Reading Literacy Study (PIRLS) in 2011. In the PIRLS, Indonesia was ranked 42 out of 45 participating countries with a score of 428 from the average score (IEA, 2012). Meanwhile, the reading literacy test according to the 2009 release of the Program for International Student Assessment (PISA) showed that students

from Indonesia were ranked 57th with a score of 402. This score is still below the OECD average score of 493. Then, in 2012, PISA showed that the ranking of Indonesian students had decreased, namely 64th with a score of 396 (OECD, 2013). Unlike the PISA results in 2015, Indonesia was ranked 64th out of 72 participating countries with a score of 397 (OECD, 2016). These results show that there is an increase of one point, from 396 (PISA in 2012) to 397 (Pisa 2015).

Other data on reading ability from the World's Most Literate Nations are being discussed and become controversial. Through Central Connecticut State University in the United States in 2017, Indonesia ranks 60th out of 61 participating countries in a survey on literacy skills (Central Connecticut State University, 2017). Then, the Education Center of the Ministry of Education and Culture through the Indonesian National Assessment Program (INAP) tested the reading, math, and science skills of fourth grade elementary school students. The results of students' reading skills showed that 46.83% was in the poor category, 47.11% was in the sufficient category, and only 6.06% was in the good category (Pusat Penilaian Pendidikan, 2016). These results show that the literacy skills of Indonesian students are still low and need to be improved.

With these problems, a special strategy is needed to improve students' reading or literacy skills. These activities can be realized by integrating school programs with family activities. By looking at these conditions, the government has also sought programs that can foster a culture of student literacy. The program is listed in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the growth of *Budi Pekerti* (Ministry of Education and Culture, 2015). The program was created to foster a culture of literacy in schools or SLM. One of the SLM programs is to read a book before class for 15 minutes. Reading activity before class is a form of literacy activity. This activity is carried out so that students' reading interest and skills are getting better (Seidenberg et al., 2020).

Through consideration of the purpose and importance of the SLM program, schools must support the government program by implementing book reading activities before lessons for 15 minutes. Schools play a very important role in developing students' reading skills and other abilities with various reading programs by adjusting the existing learning system (Falloon, 2020).

The implementation of this activity can be attained through habituation, development, and learning (Suyatno et al., 2019). Pre-lesson reading activity is also a routine activity carried out every day. If this reading habit is conducted continuously, it is hoped to improve students' creative thinking skills (Yurdakal, 2019). It is supported by Siburian et al. (2019), who stated that creative ability positively correlates with students' cognitive abilities. As a result, students' reading habits are formed optimally.

On the other hand, it is necessary to know the impacts and constraints encountered during the program implementation. Knowledge of impacts and constraints will result in ways to anticipate wider impacts. The main hope is that the pre-lesson reading program can influence students' creative thinking skills.

Several previous researchers have studied similar topics. Sihaloho et al. (2019) have highlighted the implementation of the literacy movement in elementary schools. They found that the literacy movement had progressed well through habituation before learning began and scheduling visits to the library. Other studies by Liansari et al. (2021) and Wahab & Amaliyah (2018) examined the implementation of literacy programs in elementary schools. The findings of Liansari et al. revealed that the application of literacy culture began with the habit of reading books before lessons. Meanwhile, Wahab & Amaliyah uncovered that the literacy program had been implemented well by inviting students to retell the content and moral values in the stories they had read.

From various previous findings, it is known that the implementation of the literacy movement in schools has been running optimally. However, they (previous researchers) have not explained in detail the process passed during the program implementation. For this reason, this study clearly explains the stages passed in the implementation of the literacy movement program in elementary schools. Not only that, but this study also explains the role of each stakeholder (principals, teachers, and students) in the success of the literacy program. In more depth, this research examines the impact of literacy programs on students' creative thinking skills. In addition, it also discusses the constraints experienced during the implementation of the literacy program. Thus, the findings of this study are complex since three findings are discussed at once. Complex studies like this have not been found in previous findings because some previous findings only discussed one process and did not discuss other effects of implementing the program. If explored further, the discussion about impacts and constraints becomes an essential matter to be disseminated. It is because these findings can be used as material for evaluating future literacy programs. Therefore, this type of research is vital to do.

Based on the explanation above, the objectives of this research are (1) to analyze the implementation of reading activities before lessons; (2) analyzing the impact of reading activities before lessons on creative thinking skills; and (2) analyze the obstacles in implementing reading activities before lessons on creative thinking skills. The findings of this study have limitations. This study was only conducted in one school, so the research data could not be generalized to various schools at the sub-district or district level. Furthermore, this study only analyzed the implementation, constraints, and impacts of pre-lesson reading activities.

Method

Research Design

The form of research used was qualitative research, with a case study strategy. A case study is a research design that only focuses on one phenomenon and is studied in depth by ignoring several other phenomena (Bao, 2020). This research then employed a case study strategy with a single embedded case study design. This strategy was chosen because the researchers wanted to determine what information could finally be learned or drawn from a single case. The researchers also believed that further and in-depth scientific knowledge could be obtained from the case.

Study Group

The sampling technique in this study used a purposive sampling technique. The purposive sampling focuses on selected informants who are rich in cases for in-depth studies (Moser & Korstjens, 2018; Starinne & Kurniawati, 2019)we have noticed that qualitative research tends to evoke a lot of questions and worries, so-called frequently asked questions (FAQs. Before the sample was selected, it was necessary to collect some information about the sub-units and informants in the case unit to be studied.

This research was conducted at State Elementary School 1 Karangduwur, Kebumen, Indonesia. Meanwhile, the subjects of this study were fifth-grade elementary school students. The number of female students is 10 students, while the male students are 17 students. The researchers chose this school as the place of research based on the consideration that the school is one of the schools in Kebumen Regency, which has implemented a literacy program in the form of pre-lesson reading activities. This school is also a quality cultural school with "A" accreditation status. In addition, this school is one of the quality elementary schools in the Kebumen Regency and has many academic and non-academic achievements. Achievements that have been obtained include being named the 1st place in the quality cultured healthy school competition at the provincial level in 2018, the bronze medal at the national science Olympiad, the first place in the national quality culture competition in 2017, and the 1st place in the *Adiwiyata* school at the provincial level in 2018.

Data Collection Tools

Data collection in this study used three instruments, namely interview guidelines, observations, test, and documentation. The description is as follows:

The type of interview used in this study was a semi-structured interview to find problems more openly, where the parties invited to the interview were asked for their opinions and ideas. This interview was conducted with the principal, teachers, and fifth-grade students of State Elementary School 1 Karangduwur. To facilitate the interview activities, the researcher used an interview guide which contained important items and a list of questions to be asked to the research subjects. The data generated from the interview activities were about the implementation, impact, and constraints of pre-lesson reading activities on students' creative thinking skills.

The test instrument was made to collect written data on students' creative thinking skills. Written data are answers to written questions that have been provided by the researcher. The researcher made two questions for each indicator of students' creative thinking so that there were eight test questions made in this instrument. Before being used to collect data, the instrument was validated by three validators. After the research instrument has been validated, the instrument is tested on students as research subjects. After finishing reading activities before the lesson, students answered several questions in the creative thinking skills task.

The next instrument is an observation sheet that is used as a reference in the process of conducting research. Observations were made to principals, teachers, and students when literacy activities occurred. Observational data collection was fulfilled by making observation sheets for teachers, students, and school principals. The type of observation applied is participatory observation. Researchers build closeness with research subjects so that research subjects do not feel they are being observed. The number of observation statement items is twenty items. However, these items may change over time and research data needs. Meanwhile, the aspects observed were the implementation of pre-lesson reading activities, the impact of pre-lesson reading activities on creative thinking skills, and constraints in pre-lesson reading activities on creative thinking skills. In conducting observations, the researchers were assisted by a camera.

On the other hand, documentation studies collect documents and data needed in research problems and then examine them intensely to support and add to the belief and evidence of an incident (Starinne & Kurniawati, 2019; Supena et al., 2021)2. The documentation sheet contains a list of data needed to fulfil research data. There are a total of seven lists of documents needed in this research. These documents are the School Work Plan, Annual Activity Plan, student work, student literacy activity books, literacy reading books, list of student names, and photos of school activities related to reading activities before class.

Data Validity and Reliability

Initially, the research instrument was tested for validity and reliability. Data validity is data that has no difference with the data obtained by the researcher so that the validity of the data can be accounted for (Son, 2019). Testing the validity of the data is an inseparable element with qualitative research. The validity of the data or the validity of the data in this study was carried out using triangulation techniques. According to

Campbell et al. (2020), triangulation is defined as checking data from various sources and time. In this study, researchers used source triangulation and technique triangulation. Researchers tested the credibility of the data by checking the data through several sources (students, teachers, and principals). Meanwhile, technical triangulation is done by checking data from the same source with different techniques (Kusuma & Darma, 2020). For example, researchers check data from students through interview, observation, and test techniques. The three techniques resulted in a conclusion regarding the impact of reading culture on students' creative thinking skills.

In addition, researchers also used a review of informants. The informant review is the process of checking the data obtained by the researcher to the data provider to find out how far the data obtained is in accordance with what is given by the data provider (Creswell, 2013). Informant review activities are carried out so that the information obtained is in accordance with the intent of the informant. If there is an agreement from the informant then the data is considered valid. The informant review was carried out after one period of data collection was completed and carried out individually through discussion forums. In this discussion, it is possible to reduce or add data which will later be mutually agreed upon to make it more authentic.

Reliability is the accuracy of a measuring instrument to measure an object (Revelle & Condon, 2019). Simply put, reliability is the consistency of a measuring instrument in measuring the same phenomenon. Qualitative research data is said to be reliable if the researcher is in the field and sees the reality that is happening. The researcher acts as an instrument during the research. Meanwhile, the reliability of this research

was achieved by extending the process of observation and interviews to the point of saturation. This is done to find out the data obtained remains the same.

Data Analysis

This study employed an inductive qualitative analysis technique based on the data obtained, which was then developed a certain relationship pattern. The data analysis model used during the research and after collecting data was the flow model. Miles & Huberman (1994) revealed three analysis components: data reduction, data display, and data verification. The analysis steps are shown in Figure 2.

Based on the figure, it can be described as follows. First, data reduction is a process of selecting, concentrating, paying attention, simplifying, abstracting, and transforming rough data that emerges from field notes, so that the data provides a clearer picture of the results of observations, interviews, and documentation. Second, data display is a collection of structured information that gives the possibility of drawing conclusions and taking action (Miles et al., 2018). In qualitative research, the data is presented in the form of brief descriptions, charts, tables, graphs, pictograms, and the like. Through the presentation of the data, the data is organized so that it will be easier to understand. Third, researchers make conclusions based on data that has been processed through data reduction and display. The conclusions put forward are temporary and will change if no strong evidence is found to support the next stage of data collection. However, if the conclusions put forward at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.
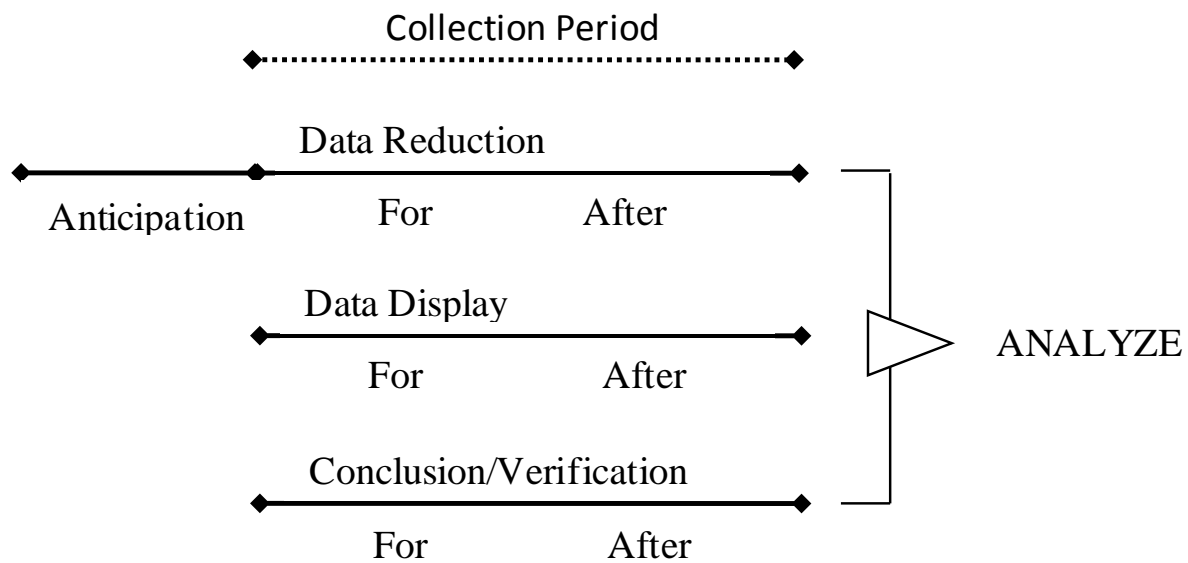

Fig. 2: Components in data analysis (Flow Model)

Findings

Based on the data collection results, research findings were obtained about the implementation of pre-lesson reading activities, the impact of pre-lesson reading activities on creative thinking skills, and constraints of pre-lesson reading activities on creative thinking skills. Here, the researchers present the findings from each aspect.

Implementation of Pre-Lesson Reading Activities

The first thing revealed was the implementation of pre-lesson reading activities. In this aspect, three things are discussed: the roles of principals, teachers, and students. The following is a transcript of the interview results with classroom teachers about the role of the principal in pre-lesson reading activities.

P : Does the principal have a role in carrying out pre-lesson reading activities, ma'am?

G : Yes, the principal plays a very important role, Ms. The pre-lesson reading activities is a recommendation from the principal regarding the school literacy movement activities that must be carried out in all classes.

P : Does the principal carry out any monitoring regarding pre-lesson reading activities at this school, ma'am?

G : There is monitoring, Ms. Usually, the principal conducts monitoring in conjunction with supervision. However, the school principal sometimes continues to monitor even though he does not directly enter the classroom.

P : After the monitoring, are there any evaluations or inputs given by the principal to implement pre-lesson reading activities?

G : When it comes to input, it clearly exists. At the beginning of the pre-lesson reading activities, he suggested that students were asked to record their reading in the student literacy book after the reading activity. In addition, every week, students are expected to read at least one book, such as our school program, namely *sami sabu* or one book a week. As much as possible, the teacher facilitates students to be fonder of reading.

Based on the observation and interview results, several things can be concluded. First, the principal monitored the pre-lesson reading activities twice during one semester. Monitoring was carried out simultaneously with supervision activities (beginning of semester and end of the semester) as part of the evaluation of learning implementation. Second, the principal participated in reading (literacy) activities to set an example and motivate students to be more active and serious in reading activities. Third, the principal evaluated the implementation of pre-lesson reading activities at the end of the semester as a whole related to regulations during reading activities and provided motivation and additional reading references following the latest developments.

Meanwhile, the teacher's role in pre-lesson reading activities was obtained from the observation and interview results. From the observation results, data about the role of teachers in pre-lesson reading activities were obtained as follows. At 07.00 Western Indonesian Time, the teacher entered the classroom with new reading material for students. The reading was an educational comic about eye health. Comic books were also distributed to each student. After ensuring all the students got it, the teacher sat in the front while reading the same comic. The teacher approached each group; it was seen that the nationalist group was asking the teacher questions. The teacher provided answers to these questions. The teacher did not provide directions or instructions for implementing reading activities. The teacher had attached the written literacy activity implementation procedure on the classroom wall.

Based on these observations, the researchers then conducted interviews with students to learn more about the teacher's role in pre-lesson reading activities. The following is a snippet of the interview results with students.

P : Does the teacher regularly give out new books in the classroom library?

S : Yes, usually, when there is a new comic book, it is immediately given out.

P : What do teachers do in class?

S : The teacher gave this and continued to walk to the group.

P : Does the teacher participate in reading activities?

S : Yes, it looks like the teacher was reading along.

P : Did the teacher give directions when carrying out reading activities?

S : Yes, the teacher went to class, and we were told to read this comic.

P : Are there any other rules given?

S : Yes, it was taped to the wall.

P : Does the teacher regularly give out new books in the classroom library?

S : Yes. Sometimes, we are given new readings but not necessarily.

P : What books are there in the classroom library?

S : Bobo's book, storybook, *kuwak* book

Based on the interview results with respondents, the teacher's role in carrying out reading activities was known as follows. First, the teacher provided varied reading materials to implement reading activities taken from the library or the internet once a month. Second, the teacher had ensured the suitability of the type of reading with the students' level of reading skills and interests. It could be seen from the types of books available, including magazine books, educational comics, picture storybooks, fairy tales, religious books, and encyclopedias. Third, the teacher has directed the students

to read every Tuesday and Saturday for 15 minutes. The implementation started from 07.00-07.15 WIB and continued rewriting the reading contents according to the student's memory. These directions included students being advised to leave early, not taking too long in choosing readings, and doing reading activities seriously. Some of these directions were then made in written text posted on the classroom wall. Fourth, the teacher accompanied students in reading activities; advised and motivated students who were not serious when reading. Fifth, the teacher participated in reading activities by doing reading activities with students.

Next is the students' role in the pre-lesson reading activities. From the results of the observation sheet on the implementation of pre-lesson reading activities, data on students' pre-lesson reading activities were obtained. Initially, students were divided into five groups: nationalist, religious, independent, integrity, and *gotong-royong* groups. Students actively chose reading books and carried out reading activities; some students discussed and wrote a summary of the story in their books. In this case, the response of female students was better than male students. It could be seen from the number of male students who chatted and played with other friends. In addition, students were still cheated on reading books when summarizing stories. Students' reading materials in literacy activities were fairy tale books, picture storybooks, magazines, and *kuwak* books.

Based on the observation results through the observation sheet, interviews were then conducted with students to find out more about the role of students in carrying out pre-lesson reading activities. Meanwhile, the excerpts of interviews with respondents are as follows.

P : Have you done reading activities according to the teacher's directions?
S : Yes, Ms.
P : What directions have you taken?
S : Arrive on time, read books, and write literacy books.
P : What book did you read today?
S : Storybook, Ms., The Mystery of the Old House.
P : Why did you choose that reading?
S : No reason, Ms. I am curious about the contents.
P : How many books have you read today?
S : This one, Ms., is not finished yet.

From the interview transcript, it can be concluded that the role of students in reading activities before lessons include (1) most students have done pre-lesson reading activities according to the teacher's direction; (2) reading books that students read were magazine books, storybooks, Islamic books, educational comic books; (3) all students actively carried out pre-lesson reading activities by reading, discussing, and writing according to the ability of each student.

The Impact of Pre-Lesson Reading Activities on Creative Thinking Skills

The second thing discussed was the impact of pre-lesson reading activities on creative thinking skills. To produce these findings, there were four indicators set in each aspect. The indicators were (1) being able to make four questions according to the contents of the reading correctly, (2) being able to state the problems and solutions in the story correctly, (3) being able to write down interesting and different things in the story correctly, and (4) being able to provide clear and appropriate responses to the contents of the reading. Meanwhile, the aspects included fluency, flexibility, originality, and elaboration. The description is as follows.

The first is the fluency aspect. The results showed an increase in fluency in each indicator. Meanwhile, each indicator describes that out of 27 students, one student increased in indicator 1 (3%), 11 students increased in indicator 2 (41%), 11 students increased in indicator 3 (41%), and ten students experienced an increase in indicator 4 (37%).

Second, students experienced an increase in the flexibility aspect of each indicator. Meanwhile, a description of each indicator revealed that from 27 students, five students experienced an increase in indicator 1 (18%); ten students experienced an increase in indicator 2 (37%); five students experienced an increase in indicator 3 (18%); five students experienced an increase in indicator 4 (18%).

Third, the originality aspect also increased in each indicator. For a description of each indicator, from 27 students, 12 students experienced an increase in indicator 1 (44%), 13 students experienced an increase in indicator 2 (48%), 15 students experienced an increase in indicator 3 (56%), and nine students experienced an increase in indicator 4 (33%).

Fourth, it is known that there was an increase in the elaboration of each indicator. The description of each indicator showed that out of 27 students, six students experienced an increase in indicator 1 (22%), 14 students experienced an increase in indicator 2 (52%), nine students
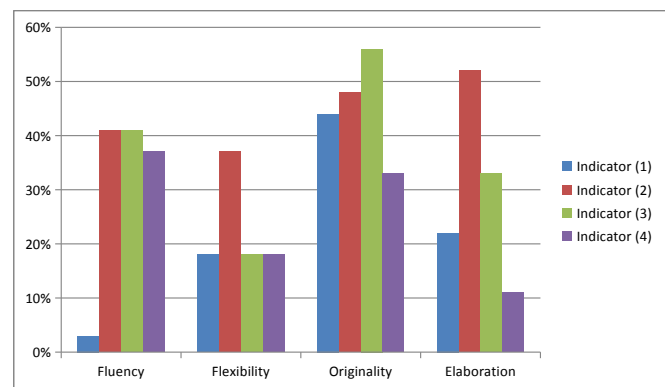

Fig. 3: Percentage of Pre-Lesson Reading Activities' Impact on Creative Thinking Skills

experienced an increase in indicator 3 (33%), and three students experienced an increase in increase in indicator 4 (11%). Meanwhile, the percentage results for each aspect are presented in the figure 3.

Figure 3 displays that the fluency aspect increased in each indicator but was less than optimal in the first indicator (making four questions according to the contents of the reading correctly). Next, the second indicator was superior to other indicators in terms of flexibility. In terms of originality, almost every indicator got a fairly high percentage. Meanwhile, the elaboration aspect was fulfilled in the second indicator (correctly stating the problems and solutions in the story, while the other indicators were further down).

From the description of each aspect and Chart 1, it can be concluded that the pre-lesson reading activities have been ongoing and effective to maximize students' creative thinking skills. The increase occurred in every aspect, although it was not significant. The aspects influenced by pre-lesson reading activities were fluency that helps to grow students' interest and activeness in reading; flexibility that maximizes students' ability to interpret and present new concepts; originality that fosters new ideas for thinking; elaboration that helps students to re-communicate the contents of the reading in a different way.

Constraints of Pre-Lesson Reading Activities on Creative Thinking Skills

From the results of the observation sheet on the implementation of pre-lesson reading activities, data on the constraints of pre-lesson reading activities on creative thinking skills were obtained. Constraints on the fluency aspect revealed that students were not yet confident to express their ideas directly. In the aspect of flexibility, students were still confused in presenting a concept differently. Not all students had the same experience with reading topics, so it was not easy to relate to them. In the aspect of originality, students found it difficult to give unique and different responses from their friends. In the elaboration aspect, students were not familiar with thoughts related to the content of the reading. The vocabulary possessed by students was also not much, and there were still students whose writing did not comply with the General Guidelines for Indonesian Spelling.

To strengthen the data, the researchers conducted interviews related to the obstacles in pre-lesson reading activities on creative thinking with the classroom teacher. Here, the researchers present excerpts from the interview.

P : Are there any obstacles in the fluency aspect in improving students' creative thinking skills, ma'am?

G : For fluency, most of the students can do it, Ms. only a few students were still confused about the interrogative sentence.

P : Are there any obstacles that occur in the aspect of flexibility in improving students' creative thinking skills, ma'am?

G : For this, there are still a few obstacles; students were still confused to relate their experiences to the contents of the reading. It is because students did not necessarily have experience with the reading they read.

P : Are there any obstacles in the originality aspect in improving students' creative thinking skills, ma'am?

G : In originality, the problem is that students lacked confidence in expressing their responses to reading; moreover, the desired response is a unique, interesting, and different response. Not all students could do it because it was still difficult to give ordinary responses.

P : Are there any obstacles in the elaboration aspect in improving students' creative thinking skills, ma'am?

G : The problem with elaboration is that students did not have enough vocabulary, so students were still difficult when asked to develop or explain in detail. Only a few students could do it.

Based on the interview results above, reading activities' obstacles to students' creative thinking skills can be seen. In the fluency aspect, most of the students have been able to fulfill the indicators, and only a few have not been able to make questions. In the aspect of flexibility, the problem is that students were still confused about relating their experiences to the contents of the reading. In the aspect of originality, there were obstacles that students lacked confidence in expressing their responses to reading, especially unique, interesting, and different responses. Finally, in the elaboration aspect, the problem is that students did not have enough vocabulary, so it was difficult to develop and detail reading.

Overall, the obstacles in reading activities on students' creative thinking skills comprised (1) the limited number of reading materials available in the library; (2) the content of some reading materials had not been updated; (3) the limited time provided so that it interfered with the learning activities of the first hour; (4) on the fluency aspect, students were not yet confident to express their ideas directly, and some students have not been able to ask the right questions; (5) on the aspect of flexibility, students were still confused to relate their experiences to the contents of the reading and found it difficult to prove the concept differently; (6) on the aspect of originality, students found it difficult to give unique and different responses from their friends; (7) on the elaboration aspect, students lacked sufficient vocabulary, so it was difficult to develop and detail reading.

DISCUSSION
Implementation of Pre-Lesson Reading Activities
Based on the data analysis results of the principal's role in pre-lesson reading activities, three important roles of the principal

were found: monitoring, participation, and evaluation. It is supported by Wang et al. (2018), who stated that the principal as the person in charge of literacy activities coordinates, monitors, and evaluates all activities and ensures that activities run well. Sukardi et al. (2019) added that the forms of evaluation that school principals can carry out include efforts to fulfill the availability of reference books and enrichment books, the effectiveness and impact of reading rooms on the literacy skills of school residents and school culture, and the effectiveness of implementing 15 minutes of pre-lesson reading activities.

In this case, the teacher is also essential as an implementer of reading activities in the classroom. Teachers should be qualified facilitators in literacy activities (Atik & Celik, 2020; Osborne et al., 2019; Putri et al., 2019). It is reinforced by Wahab & Amaliyah's (2018) statement that teachers must actively provide reading materials, such as providing a reading corner in the classroom. In addition, broad access to information sources, both in the real and virtual worlds, can make students know more than teachers. Therefore, the activities of students in reading should not be separated from the contribution of the teacher. In its implementation, the teacher provided varied reading materials in the implementation of reading activities taken from the library or the internet.

In addition to the principal and teachers, students are the main component in implementing pre-lesson reading activities. Habituation of the reading movement is conducted by getting school residents to read books for 15 minutes every day (Irmayani et al., 2018; Rahayu & Widodo, 2018). In this case, the school residents described include students. The implementation of school literacy movement activities covers six things: observing, creating, informing, appreciating, recording, and exhibiting (Nugraha, 2020). Thus, according to this research's result analysis, students were actively involved in reading activities and carried out these activities seriously. Based on the data from the analysis, the activities carried out by students included reading, discussing, and writing. On the other hand, the number of books read was in accordance with each student's ability. Students also carried out reading activities seriously according to the teacher's directions.

The Impact of Pre-Lesson Reading Activities on Creative Thinking Skills

Reading is a crucial activity in everyday life. By reading, a person not only gains information but also expands knowledge about many things about life. Besides, reading activities involve the brain; the more sharpened, the sharper it will be; thus, reading will train students' thinking skills (Mujiyanto et al., 2021; Saori, 2020). Moreover, one of the thinking skills that can be developed is students' creative thinking ability. The ability to think creatively has four indicators: fluency, flexibility, originality, and elaboration (Puspitasari et al., 2018).

Based on the analysis results, repeated pre-lesson reading activities could improve students' creative thinking skills. The increase occurred in each indicator, although not significantly. The analysis results of fluency indicators have proved that pre-lesson reading activities could enhance students' reading speed ability, foster reading interest in students to finish reading more, actively ask things they do not know and express their ideas directly. It is reinforced by the research results conducted by Eryanti et al. (2021), asserting a simultaneous influence on the implementation of reading activities on reading interest and reading speed.

Pre-lesson reading activities also had a positive impact on the flexibility indicator. Increased flexibility could be seen in the ability of students to provide interpretation, show tolerance and openness, and present concepts in different ways. This flexibility is related to how students see a problem/story in their way. As the opinion of Laksono & Retnaningdyah (2018), in literacy activities, students can access books and modify their readings in different ways. It can stimulate students' interest and creativity. This statement is also supported by Suryandari et al. (2021). They argued that activities that allow students to explore more are a good way to express students' creativity, both verbally and physically. Besides having an impact on fluency and flexibility, reading 15 minutes before class also impacted originality. When students have entered into the stories they read, it will foster new knowledge and ideas in their thinking skills. Supena et al. (2021) affirmed that reading activities positively affect creative thinking skills. It is because reading activities require critical thinking skills, analytical skills, expressive abilities, and a discovery process. The discovery is a form of creative thinking skills in indicators of originality.

Another impact was found in the elaboration aspect. In this study, the impact shown is that students could re-communicate the contents of the reading in different ways. This finding is in line with the opinion of Fazri et al. (2021) that in reading activities, follow-up activities are carried out in the form of communicating the contents of reading materials that have been read to be applied in daily life, making posters about the contents of readings that have been read or acting out stories based on readings that have been read. This follow-up activity is one of the factors that can develop students' ideas about the contents of the reading. Liao et al. (2018) also stated that students who spend more time reading could improve their creative thinking skills, including developing ideas to solve problems.

Constraints of Pre-Lesson Reading Activities on Creative Thinking Skills

Constraints in carrying out pre-lesson reading activities in each school are different. Asrial et al. (2019) mentioned four obstacles in carrying out pre-lesson reading activities,

namely, on the characters of discipline, creativity, reading, and responsibility. In this study, the discipline constraint was that with the allocation of time to read 15 minutes before the lesson, not all students could use their time well. In practice, the implementation of reading activities 15 minutes before the lesson was not exactly 15 minutes running, so it interfered with further learning activities. The limited-time allocation provided is one of the obstacles that occur in the implementation of pre-lesson reading activities (Erwinsah et al., 2019). In addition, not all students could respond and use the time given properly and efficiently. For this reason, it is necessary for students to get used to using time. By reading and seeking information, students are actively involved in forming prior knowledge, self-confidence (Zubaidah et al., 2018), and creative thinking skills (Yurdakal, 2019).

Another obstacle was shown in the different creative thinking abilities of students. Some were good in academics but lacked psychomotor, so students' creative thinking abilities could not be generalized. Creative thinking skills are a set of skills that enable people to come up with unique ideas (Siburian et al., 2019). These skills require constant practice to be ready and focused and apply various thinking techniques to achieve one's mindset towards new and innovative ideas (Wijaya et al., 2021).

The lack of availability of reading books in schools was also an obstacle in increasing students' creative thinking. The limited number of books resulted in a lack of student interest in reading, which would affect creative thinking skills. The lack of availability of books was also expressed by Laksono & Retnaningdyah (2018) as an obstacle in carrying out reading activities. The lack of new books makes students bored in reading because they are the same (Rahayu & Widodo, 2018). In this regard, books are an important part of implementing literacy activities in schools. The number of adequate and varied books will make it easier for students to add insight. According to Sihaloho et al. (2019), the problem with books in this country is that they are not evenly distributed. In fact, books are the primary component in implementing pre-lesson reading activities.

Conclusion

In accordance with the research objectives and research results, this study resulted in three conclusions. First, the implementation of reading activities before lessons have been carried out consistently by students through monitoring, providing reading sources, directing, selecting books, as well as mentoring from school principals, teachers and students. Second, reading activities before learning have an impact on students' creative thinking skills with an increase in each indicator of these skills. Third, the obstacles in reading activities before the lesson encountered, among others: limited reading resources, time constraints, difficulties experienced

by students (understanding), and the low ability of students' vocabulary mastery.

Suggestion

The researchers suggest that future researchers research several schools by comparing the implementation of literacy culture. Then, future researchers can highlight further studies on literacy in schools at the elementary to tertiary level. Still, these findings can be used as references and relevant studies for future researchers to conduct similar studies.

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