TEACHERS' CHALLENGE TO DEVELOP STUDENTS' CREATIVE THINKING SKILLS IN ACROSTIC WRITING POETRY AT ELEMENTARY SCHOOL

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Abstract

Children's poetry is a literary problem that is widely studied and in demand, but elementary school students, are constrained in the problem of arranging poetic words, difficulty developing ideas, the impact of lack of guidance in the post-COVID-19 pandemic, or lack of attention in writing poetry. This problem is the background for the improvement of learning after the COVID-19 pandemic carried out by teachers in the form of real action learning to write acrostic poetry in developing creative thinking skills as a form of student-centered learning challenges. This study aims to describe the challenge of teachers to develop students' creative thinking skills in writing acrostic poetry in elementary school. This type of research is qualitative. The research method used is a qualitative descriptive study, with a phenomenological approach. The procedure of this research is an interview and literature study. The source of data in this study came from primary data and secondary data. The findings of this study are 1) School Profile; 2) creative thinking skills; 3) learning to write acrostic poetry; and 4) teacher challenges. The results showed that in the face of challenges in learning to write acrostic poetry in elementary school, teachers need to develop models, approaches, strategies, methods, and techniques of learning to write acrostic poetry centered on students so that the ability to write poetry students in the development of language and literature can continue to be accommodated optimally. This study concludes that learning to write acrostic poetry for students makes an effective and significant contribution to the development of students' creative thinking skills in writing poetry, this is a challenge for teachers in the implementation of concrete actions to improve the quality of student-centered learning.
Keywords: teacher challenge; creative thinking skills; writing; acrostic poetry.

Abstrak

Puisi anak merupakan permasalahn sastra yang banyak dikaji dan diminati, namun bagi siswa sekolah dasar terkendala dalam masalah merangkai kata-kata puitis, kesulitan mengembangkan ide, dampak kurang bimbingan pada pasca pandemi COVID-19, ataupun kurang perhatian dalam menulis puisi. Permasalahan ini yang melatarbelakangi adanya perbaikan pembelajaran pasca pandemi COVID-19 yang dilakukan oleh para guru berupa aksi nyata pembelajaran menulis puisi akrostik dalam mengembangkan kemampuan berpikir kreatif sebagai bentuk tantangan pembelajaran yang berpusat pada siswa. Penelitian ini bertujuan untuk mendeskripsikan tantangan guru untuk mengembangkan kemampuan berpikir kreatif siswa dalam menulis puisi akrostik di sekolah dasar. Jenis penelitian ini adalah kualitatif. Metode penelitian yang digunakan adalah studi deskriptif kualitatif, dengan pendekatan fenomenologis. Prosedur penelitian ini adalah wawancara dan studi literatur. Sumber data dalam penelitian ini berasal dari data primer dan data sekunder. Temuan penelitian ini berupa: 1) profil sekolah; 2) kemampuan berpikir kreatif; 3) pembelajaran menulis puisi akrostik; 4) tantangan guru. Hasil penelitian menunjukkan bahwa dalam menghadapi tantangan pada pembelajaran menulis puisi akrostik di sekolah dasar, guru perlu mengembangkan model, pendekatan, strategi, metode dan teknik pembelajaran menulis puisi akrostik yang berpusat pada siswa, sehingga kemampuan menulis puisi siswa dalam perkembangan bahasa dan sastra dapat terus terakomodir secara optimal. Kesimpulan penelitian ini bahwa pembelajaran menulis puisi akrostik bagi siswa memberikan kontribusi yang efektif dan signifikan terhadap pengembangan kemampuan berpikir kreatif siswa dalam menulis puisi, hal ini menjadi tantangan bagi guru dalam pelaksanaan tindakan nyata untuk meningkatkan kualitas pembelajaran yang berpusat pada siswa.
Kata kunci: tantangan guru; kemampuan berpikir kreatif; menulis; puisi akrostik.

Introduction

Education in the era of the millennial generation of the Industrial Revolution 4.0, where the development of the world of digitization technology is increasingly rapid. This condition requires every educator, especially teachers, to strive to face the challenges of 21st-century learning, one of which is creative thinking competence. Related to this, the quality of education in elementary school plays a very important role in developing students ' creative thinking skills. The school has a responsibility to the child academically in terms of language and literature. The habituation of using Indonesian in daily activities at school accustoms children to actively speak, ask questions, argue, and communicate effectively in language development. According to the philosophy of Ki Hajar Dewantara, namely, children live and grow according to their nature, educators can only care for and guide the growth of that nature (Dewantara, 2019).

Language skills that are implemented through Indonesian learning are contained in the content standards in the curriculum structure of the basic education level. The Indonesian language learning curriculum aims at four language skills, namely listening, speaking, reading, and writing (Tarigan, 2018). Following the achievement of Indonesian learning in the Independent curriculum to restore learning in elementary schools as a result of the post-COVID-19 pandemic through concrete actions to develop students' creative thinking skills in improving children's language as a strengthening of literacy in the form of children's literature. An interesting type of literary work, and easy for children of primary school age, one of which is writing poetry. Poetry is the pouring out of the expression of feelings accompanied by an emotional pronunciation taking into account the effect of the beauty of language (Waluyo, 2021). Children's poetry in elementary school is presented with short, dense language, and there is a poetic message following the experience of children's glasses derived from observations of objects in the surrounding environment and everyday life.

Children's literature in poetry is developed by the technique of writing acrostic poems. Several previous studies related to writing acrostic poetry including those conducted by Abduh (2018) explained that acrostic poetry is written using key names or expressions vertically and each line of poetry begins with the initial letter of the key name or expression (Abduh, 2018). This research is reinforced by Maharani (2019) suggests that acrostic poetry is a technique of writing poetry that is made with the initial letters on the line to form words or sentences. The authorship of this poem uses the letter in a word to start each line of the poem, in describing the important word topic of the poem title (Maharani, 2019).

This is in line with what Huliatunisa (2020) explained that writing acrostic poetry is to row the name vertically then from the initials of the first letter the words are chosen according to creativity, and imagination that outline personal circumstances, experiences, and ideals (Huliatunisa, 2020). Similarly, Simaremare & Thesalonika (2022) emphasizes that writing acrostic poetry is a poetry writing technique where a rhyme whose initial letters of the lines arrange a word or phrase vertically, the arrangement of the author's structure is different from poetry in general, what makes it different is the initial letter pattern used to develop the content of the poem in each line (Simaremare & Thesalonika, 2022). Based on this exposure, many previous research studies have been conducted related to the technique of writing acrostic poetry (Abduh, 2018; Maharani, 2019; Huliatunisa, 2020; Simaremare & Thessaloniki, 2022).

Previous research on the technique of writing acrostic poetry has examined the authorship of poetry in the context of learning to write poetry for students. Because the study of writing children's poetry can not be separated from the role of teachers in applying learning techniques using acrostic writing poetry. This technique is used by teachers in the process of writing poetry and is taught to students because it can make it easier for students to come up with ideas or ideas for poetry (Safitri, 2020). Teachers can also help and direct students in creating a conducive learning atmosphere. These activities create an active and innovative learning atmosphere (Nurlaila & Buton, 2023).

The application of acrostic writing poetry techniques helps teachers assess the development of poetry writing talent so that students' creative thinking skills can be optimally measured. Teachers also become a resource that holds an important contribution in directing students' creative thinking skills through a student-centered learning atmosphere. Teachers can provide a stimulus to students 'creative thinking skills in writing poetry so that students' learning experience responses can be developed. It is very necessary and useful for students to face the challenges of life in the family, school, and community (Rajagukguk et al., 2020).

In the activity of writing poetry in elementary school, a student needs to think creatively to find poetic ideas or ideas in writing poetry. This is supported by the driving factors of creative thinking skills including cognitive thinking stages that can generate new ideas derived from motivation, knowledge, experience, and the discovery of solutions (Pratama et al., 2023). These motivating factors make students with creative thinking potentially able to produce works of poetry. Students with the ability to think creatively can look for a variety of inspirational sources of ideas or ideas in writing poetry. Inspiration The source of the idea or idea of the poem comes from the personal experience of the student, the usual interesting activities carried out at school, from the daily habits of students in the neighborhood.

Assessing students' interest in writing poetry, the acquisition of ideas or ideas can not be separated from the ability to think creatively. The creative thinking ability of students in writing poetry can be viewed from the component aspects of originality, fluency, flexibility, and elaboration (Guzik et al., 2023). This component of creative thinking ability will be measured through a learning process of writing poetry in elementary school. The ability to think creatively in writing poetry is inseparable from the problem phenomena that cause the activity of writing acrostic poetry to be difficult. These problems include students who still have difficulty pouring ideas into poetic words even though there are many ideas in their minds, this condition was aggravated in 2020-2022 when the Covid-19 pandemic caused online learning to occur where the intensity of teachers meeting face to face with students to guide poetry writing was reduced to make learning less maximal, impacting on inequality and learning gaps (learning loss and gap). This is a challenge for primary school teachers.

Based on the analysis of these problems, various relevant studies have been conducted related to the ability to think creatively at the age of children in elementary school. James W Pennebaker (2018), the results of his research revealed that writing poetry was applied as an intervention for healing trauma in 10-year-olds, after measurements from the results of analysis of writing poetry slowly the children experienced internal healing from psychological trauma disorders that had been experienced. This suggests that expressive writing poetry intervention can be used as a strategy to explore creative thinking skills for healing children's greatest trauma (Pennebaker, 2018). However, this study is more directed at overcoming trauma, not yet discussing the future solution of writing poetry for the development of creative thinking skills in children's language skills.

Suliyanto (2022), the results of his research reveal that teachers are competent in carrying out learning to write poetry with a scientific approach, students actively participate and become the center of learning, the poetry material chosen by the teacher is relevant to basic competencies and learning themes, and the application of approaches, methods and use of learning media in accordance with teaching materials and student characteristics and learning objectives. The results of the study show that the implementation of learning to write poetry for students is effective because of the factors of teachers who are competent in teaching, students in learning have actively played a role as learner subjects, teaching materials and appropriate methods, as well as media and learning resources in accordance with learning objectives (Suliyanto, 2022). However, this study leads to more competent teachers in carrying out learning to write poetry with a scientific approach, has not discussed the challenges of teachers in developing students ' creative thinking skills in writing poetry.

Based on the relevant research, the thing that distinguishes the previous study with the one studied by the researcher is the poetry written using the technique of writing acrostic poetry in developing the creative thinking skills of elementary school students, so that this focus becomes a novelty in this study. In addition, after the COVID-19 pandemic in 2023, the learning process currently requires many improvements to return to quality. The teachers competed to improve the quality of learning in elementary school, including real action in learning to write poetry. The measure of the success of the learning process of writing poetry lies in the selection of techniques as a strategy for how to teach the right poetry that is using ternik to write acrostic poetry. The success of this technique of writing acrostic poetry has been discussed by previous researchers, but previous research has not addressed the focus related to the challenge of teachers to develop students ' creative thinking skills in writing acrostic poetry in elementary school. The presentation showed that it is necessary to conduct culinary research with the above focus and Subfocus, among others: a) description of students 'creative thinking skills; b) description of learning to write acrostic poetry; c) description of teachers' challenges to develop students ' creative thinking skills in writing acrostic poetry in elementary school.

Research Methods

The research method used is descriptive qualitative research, is a research method to describe a phenomenon according to what it is. The data collected did not consist of figures but descriptions of words derived from various sources such as observations, interview transcripts, field notes, personal documentation, and other documentation (Creswell, 2016). The approach in this study uses a phenomenological approach, which is an approach in qualitative research by observing phenomena based on natural experience from the perspective of participants. Phenomenological observed in this study in the form of learning activities for acrostic writing poetry at elementary school.

This study aims to describe the challenges of teachers to develop students' creative thinking skills in acrostic writing poetry at elementary school. The time of this study was carried out for a month, namely in October 2023. Informants of this study were 4 teachers from 4 elementary schools in Citeureup Bogor. The research location was located at SDN Lanbau 01, SDN Citeureup 06, SDN Sangkali, SDN Tajur 07 in Citeureup Bogor. The source of data in this study comes from primary data and secondary data. Primary data in the form of interviews with subject informants. Secondary data in the form of literature study documents learning to write poetry. The data informants who became respondents in this study can be seen in the following table:

Table 1. Research Informants

No	Schools Names	Respondent
1.	SDN Lanbau 01	1 teacher
2.	SDN Citeureup 06	1 teacher
3.	SDN Sangkali	1 teacher
4.	SDN Tajur 07	1 teacher
Total		4 teachers

The procedure of this study was conducted by direct interviews conducted by researchers with the target as a research informant. In addition, the researchers also conducted a literature study related to supporting documents and research results. Research instruments were used in the form of interview guidelines. Data analysis techniques used in this study follow the interactive model of Miles & Huberman. This interactive Model according to Miles & Huberman in Sugiyono, (2019) includes four stages as follows: 1) data collection; 2) data reduction; 3) data display; 4) conclusion/verification (Sugiyono, 2019). First, the data collection stage is the process of taking research data based on field notes and interview results. Second, data reduction is the process of simplifying data in the form of summaries, organizing or focusing the data that has been collected. Third, data presentation is the process of presenting data that has been reduced into a form that is easier to understand, for example in the form of a table. Fourth, conclusion/verification is to make a conclusion or implication based on the data that has been described in the research findings (Sugiyono, 2019).

Results and Discussion

The state elementary school that became the background of the study was located in Citeureup Bogor, with a description of the school profile as follows: SDN Lanbau 01 stands on a land area of 1,347 m2 with a strategic location close to the city center, adjacent to the Jagorawi toll road and residential complexes. It has 12 classrooms with 12 study groups. The implementation of learning activities is carried out in the morning until noon for 6 days a week. School facilities in the form of 12 classrooms, 1 teacher's office space, 1 teacher's toilet and 4 student toilets, 1 UKS room, there is also a parking area, canteen, ceremonial field, electricity and internet access. The teaching staff is 14 people. The total number of students from Class I-VI is as many as 344 students. The curriculum uses two kinds of Curriculum 2013 and Independence Curriculum. Vision SDN Lanbau 01: "The realization of students who excel in achievement, are devoted, cultured, virtuous noble character, insightful, and care about the environment".

SDN Citeureup 06 stands on a land area of 1,900 m2 with a location some distance from the city center, adjacent to traditional markets and district offices. It has 9 classrooms with 10 study groups. The implementation of learning activities is carried out in the morning until noon for 6 days a week. School facilities include classrooms, teachers 'office space, teachers' and students ' toilets, canteens, ceremonial grounds, electricity, and internet access. The teaching staff is 15 people. The total number of students from Class I-VI is as many as 298 students. The curriculum uses two kinds of Curriculum 2013 and Independence Curriculum. Vision SDN Citeureup 06: "The realization of students who are noble, intelligent, superior in performance and character Pancasila student profile".

SDN Sangkali stands on 1,347 m2 of land with a location quite far from the city center, in the middle of residential areas, adjacent to the Sukahati Village office, adjacent to the factory industrial area, and the Sentul Circuit toll road. It has 10 classrooms with 12 study groups. The implementation of learning activities is carried out in the morning until noon for 6 days a week. School facilities include classrooms, teacher's office space, computer room, teacher and student

toilets, canteen, ceremonial grounds, electricity and internet access. The teaching staff is 16 people. The total number of students from Class I-VI is as many as 355 students. The curriculum uses two kinds of Curriculum 2013 and Independent Curriculum. SDN Sangkali vision: "The realization of a generation of students who have faith and piety, and are cultured in local wisdom".

SDN Tajur 07 stands on a land area of 2,215 m2 with a location very far from the city center, behind a cassava plantation area, adjacent to the river and the foot of Mount Pancar, bordering the Sukamakmur subdistrict of Puncak Line 2. It has 6 classrooms with 7 study groups. The implementation of learning activities is carried out in the morning until noon for 6 days a week. School facilities include classrooms, teachers 'office space, library space, teachers 'and students' toilets, prayer rooms, canteens, ceremonial grounds, electricity, and internet access. The teaching staff is 7 people. The total number of students from Class I-VI is as many as 126 students. Curriculum that is applied using two curricula, namely curriculum using two kinds of Curriculum 2013 and Independence Curriculum. Vision SDN Tajur 07: "The realization of learners who are learners, healthy, character, innovative, and achievers".

Creative thinking is a range of social abilities that involve cognitive processes in generating new ideas constructively and transformatively (Vygotsky ini Hurlock, 2021). This opinion was reinforced by Piaget that creative thinking is a cognitive thought process formed in thinking involving assimilation and accommodation (Piaget ini B Hurlock, 2021). Torrance in Munandar (2018) describes that the ability to think creatively is the result of creative thinking in the form of the ability to generate new ideas or ideas that can be applied in problem-solving in different situations (Munandar, 2018). This opinion is reinforced by Utami Munandar (2018) that the ability to think creatively is the ability to connect elements of thinking sourced from the working power of the human brain according to ideas or ideas that have never existed, process thoughts, and produce new product creations (Munandar, 2018).

E. Paul Torrance in Munandar (2018) divides the component aspects of creative thinking ability into four, including novelty originality, flexibility, fluency, and detail elaboration (Munandar, 2018). The components of these aspects can be described as follows: First, originality/authenticity: the originality aspect is the thought of an original and original idea or idea can be found, unique, interesting, unusual, unusual, other than others, the idea or idea is rarely presented by most people. Indicators on this aspect include: a) the ability to generate new, unique ideas; and b) willpower to complete tasks. Second, flexibility: the flexibility aspect is thinking with many diverse ideas or ideas that can be issued, not monotonous by looking at various perspectives. Indicators in this aspect include: a) the ability to generate varied ideas or ideas; b) being able to use various ways of generating ideas; and c) being able to present the most different procedures of a concept. Third, fluency: fluency aspect is the thinking of ideas or ideas that are true, precise, and able to be issued. Indicators of this aspect include: a) fluency in writing ideas or ideas from the mind; b) independence of learning, and c) dare to ask and argue. Fourth, elaboration/detailed: the elaboration/detailed aspect (elaboration) is the thought of ideas or ideas that are successfully added from elements or display details so that they are more valuable. Indicators in this aspect include a) pleasure in the details of the display; b) courage to try new things; c) having a strong mental appreciation; and d) ability to create ideas or ideas.

Efrianto (2022) described the characteristics of students characteristics based on the ability to think creatively, divided into two high and low. Students who have high creative thinking skills can be identified by the following characteristics: first, being open to the

experience of a new challenge. Second, having a background of knowledge is also insightful enough, to dare to look different. Third, dedicated to carrying out duties and responsibilities. Fourth, from the behavior that appears there is a sense of curiosity that is quite large. Fifth, it tends to be happy to observe or observe something, so it is often called resourceful. Sixth, do more work and action real action than talk. Seventh, want perfect results from the development of ideas or ideas. Eighth, always be active and productive in the task by processing ideas into works based on the results of self-original thinking.

However, the opposite of these characteristics, according to Efrianto (2022) students who have low creative thinking abilities can be recognized by characteristics, as follows: first, act according to procedures and in stages. Secondly, quickly take action without considering the right and wrong sides, because they tend to like practical tasks. Third, take every problem seriously. Fourth, lack of ideas or original ideas. Fifth, not yet or less dare to take risky actions. Sixth, it is difficult to look at the problem from a different point of view, so as to remain in the comfort zone. Seventh, structured activities, being very obedient to instructions, and obeying the rules are often called safe play. Eighth, always be active and productive on tasks by processing ideas into works based on observing the surrounding environment (Efrianto, 2022). I work based on the results of self-original thinking

Based on this, the researcher synthesizes a description of the characteristics of the differences in students' characteristics based on the ability to think creatively on three elements, namely ability, thought process, and creative idea opportunities from the point of view of advanced and beginner behavior. The classification of these differences can be seen in Table 2, as follows:

Table 2. Classification of Differences In The Characteristics of Creative Thinking of Students

Elements	Indicators of The Characteristics of Advanced Students	Indicators of The Characteristics of Novice Students
Ability	Being able to solve complex tasks creatively is accompanied by many innovations.	Able to solve complex tasks creatively with little innovation.
Thought process	Have a lot of creative ideas that can be developed immediately.	Requires a learning process in the development of ideas.
The possibility of creative ideas	Fast-growing ideas come from within.	Emerging ideas need Environmental Observation

Writing is a language skill to express ideas or ideas and feelings in the form of written language. The purpose of writing is so that others who read can understand the contents of the writing well (Tarigan, 2018). Poetry is a composition of beautiful writing, that has a certain meaning, and has aesthetic value, as an expression of the poet's feelings (Waluyo, 2021). Children's poetry is a work of children's literature written according to physical and mental structures that express thoughts and feelings sourced from children's imaginations (Nurgiyantoro, 2018). Writing poetry is the activity of channeling poetry sourced from the poet's expression and imagination into the written language of an idea in the form of a literary work (Zaid, 2023). Writing acrostic poetry is a technique of writing poetry made with the initial letters on the line to form a word or sentence. The authorship of this poem uses the letter in a word to start each line of the poem, in describing the important word topic of the poem title (Maharani, 2019).

The application of the acrostic poetry writing technique is adapted to the learning objectives and refers to the achievement of writing From The Independent curriculum. Writing acrostic poetry has a purpose, among others: 1) convey a certain message; 2) Improve Memory;

3) develop creative thinking skills; 4) develop students 'understanding in writing poetry; 5) improve skills for the authorship of acrostic poetry; 6) encourage students' awareness to be more attentive in learning to write poetry; 7) accommodate the talents and creativity of students in writing poetry. The objectives are tailored to the learning needs of students and student-centered learning. Through this goal, students are expected to have a deeper understanding of writing poetry in Indonesian language learning. There are five uses in learning to write acrostic poetry, including first, to assist teachers in carrying out learning activities in a directed and systematic manner. Second, make students more focused on learning. Third, help students understand the topic content of the material to write poetry well. Place, making learning more interesting and fun for students. Fifth, helps teachers identify and overcome student learning difficulties.

Achievement of learning to write poetry in Indonesian elementary school: students convey feelings based on facts, and imagination (of themselves and others) beautifully and interestingly in the form of poetry using vocabulary creatively. Steps to write an acrostic poem: 1) determine and write the theme or topic of the poem; 2) develop creative ideas/ideas to fill each line of the poem; 3) choose phrases or words from certain titles and names; 4) arrange words or phrases from the initial letters vertically; 5) focus by involving the senses; 6) find and use poetic figurative diction; 7) re-read the created poem, make revisions and edit as a refinement. An example of poetic material with the acrostic technique can be seen in the following figure:
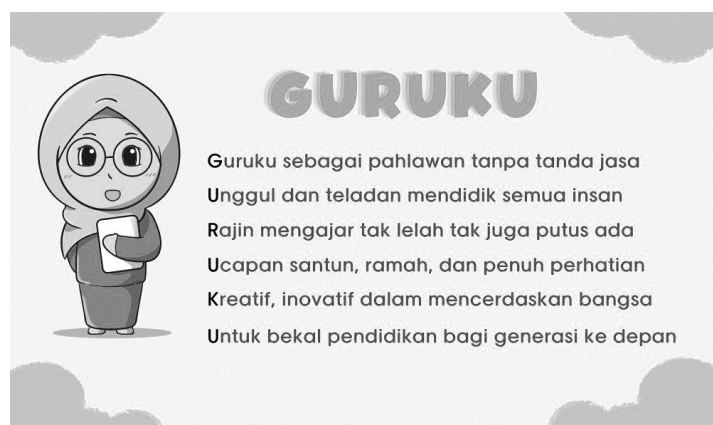

Figure 1. Example of an Acrostic Poem
Source: Digital Media Independent Curriculum

Explanation figure 1 shows as an example of acrostic poetry media in learning to write acrostic poetry in elementary school. An example of the poem is found in the material of the fifth grade of the independent curriculum in elementary school. The poem is an acrostic depiction of the teacher's character by displaying the arrangement of the front letter as a prefix in the form of an acrostic of the letters G, U, R, U, K, U, which are arranged vertically from top to bottom. At the end of the line or array the poem has the same sound rhyme that is a-n-a-n.

Teacher challenge data acquisition was conducted by interviewing 4 teachers who became research informants. The results of the interview are described as follows: Question 1: "What is the goal to be achieved from learning to write acrostic poetry?". The answer of Respondent 1: "The goal is that students can know information about learning to write poetry through acrostic techniques". Respondent 2: "The goal is to find an effective solution to learning to write acrostic poetry, to increase students' interest and talent in learning can be applied in real life and useful for everyday life". Respondent 3: "The goal is that learning to write acrostic

poetry can be student-centered effectively and fun". Respondent 4: "The goal is to know and understand the meaning of poetry, the physical and mental structure of poetry, and the steps of writing poetry so that students will be more active and creative in learning".

Question 2: "What is the identification of challenges faced to develop students' creative thinking skills in writing acrostic poetry?". The answer of Respondent 1: "There are students who are not talented in making poetry, so teachers need to think of an effective way so that students 'creative thinking skills can develop". Respondent 2: "Look, when learning to write poetry when the teacher has given examples of acrostic poetry, and assigned students to discussions with friends but there are students who still can not find ideas from themselves, this is a challenge for me as a teacher". Respondent 3: "The challenges faced by teachers include students in making poetry are still based on the example in the textbook, although many students thought the idea but they have difficulty managing the idea/idea of poetry and constrained in stringing poetic words". Respondent 4: "Students have a variety of different characters, even in my school there are inclusion students with special needs, this is a challenge in exploring the creative thinking skills of students in writing poetry".

Question 3: "What is the plan of measures to be carried out as a solution to the challenge?". The answer of Respondent 1: "The steps taken to accommodate all the talents of students in learning to write poetry regardless of the work of poetry writing that has been made". Respondent 2: "The solution is to invite and bring students to learn outside the classroom to further explore the environment and observation of surrounding objects so that students can find ideas for their poetry". Respondent 3: "The steps taken by teachers include: 1) making students active in learning; 2) involving students with observing the environment; 3) familiarizing students to continue to practice writing acrostic poetry so that their creative thinking skills increase; 4) support students to compete in poetry writing competitions". Respondent 4: "I will conduct a non-cognitive diagnostic assessment to map the learning needs of students in learning to write acrostic poetry so that their creative thinking skills can be measured optimally".

Question 4: "What are the forms of responsibility required to face the challenge?". The answer of Respondent 1: "The responsibility required is the support of resources needed in the learning process". Respondent 2: "My responsibility as a teacher is to collaborate with other teachers, communicate with parents, and find references on social media so that learning is more interesting and meaningful for students". Respondent 3: "Responsibility in the form of cooperation between teachers and parents in the smooth learning process of writing acrostic poetry". Respondent 4: "Responsibility internally and externally, from my internal as a teacher must continue to do self-development, external collaboration with fellow teachers and all school residents in the self-development of students, especially inclusion students who have special needs".

Question 5: "What is the action plan ahead to meet these challenges?". The answer of Respondent 1: "The next action plan that I do is to prepare the media to write acrostic poetry". Respondent 2: "My action plan is to collaborate in making a teaching module for learning to write poetry". Respondent 3: "Action plan for the future mapping learning resources that can be used in the surrounding environment". Respondent 4: "Action plan to conduct a non-cognitive diagnostic assessment on students".

Based on the description of the interview description above that the challenge of teachers to develop students' creative thinking skills in writing acrostic poetry in elementary school can be categorized into the table below:

Table 3. Categories, Acrostic Items, Core Answer Respondent, and Challenges (%)

Categories	Acrostic Items	Core Answers Respondent	Challenges (%)
Question 1	T = The big goals	Learning objectives achieved	20%
Question 2	I = Identify	Optimizing student talent	20%
Question 3	R = Research plan	Collaboration in real action	20%
Question 4	T = The responsibility	Creative thinking development strategies	20%
Question 5	A = Action plan	Diagnostic assessment for students	20%

The table shows that the classification in question Category 1 which became the big goals of the respondents ' core answers was the achievement of learning objectives with a percentage of challenges of 20%. Question 2 which became the identify of the core of the respondents' answers was the optimization of student talent with a percentage of 20% Challenge. Question 3 which became the research plan from the core of the respondents' answers was collaboration in real action with a percentage of challenges of 20%. Question 4 which became the responsibility of the core answers of respondents is the development strategy of creative thinking with a percentage of challenges 20%. Question 5 which became the action plan from the core of the respondents ' answers was a diagnostic assessment for students with a percentage of challenges of 20%.

Exposure to these descriptions can be synthesized by the researcher that using the acrostic flow with the acronym 'TIRTA', include: **T**he big goals achieved by teachers in learning to write acrostic poetry. **I**dentify the challenges facing teachers. **R**esearch plan the steps to be taken as a solution to the challenge. **T**he responsibility of the teacher. **A**ction plan ahead to meet that challenge. The findings of this study are: 1) School Profile; 2) creative thinking skills; 3) learning to write acrostic poetry; 4) teacher challenges. The results showed that in the face of challenges in learning to write acrostic poetry in elementary school, teachers need to develop models, approaches, strategies, methods and techniques of learning to write acrostic poetry centered on students, so that the ability to write poetry students in the development of language and literature can continue to be accommodated optimally.

Conclusion

The findings of this study are: 1) School Profile; 2) creative thinking skills; 3) learning to write acrostic poetry; 4) teacher challenges. The results showed that in the face of challenges in learning to write acrostic poetry in elementary school, teachers need to develop models, approaches, strategies, methods and techniques of learning to write acrostic poetry centered on students, so that the ability to write poetry students in the development of language and literature can continue to be accommodated optimally. Based on research that has been done, it can be concluded that learning to write acrostic poetry for elementary school students in the Citeureup Bogor area contributes effectively and significantly to the development of students ' creative thinking skills in writing poetry, this is a challenge for teachers in the implementation of concrete actions to improve the quality of student-centered learning. The synergy that exists between teachers and students as an element of Education provides opportunities for teachers and students to educate children's literature, so that poetry as one of the literary works becomes an effective vehicle for the development of creative thinking skills, instilling good attitudes and values in students. The implications of this study, among others: 1) obtain a picture of the data creative thinking skills of students; 2) obtain a picture of learning data writing acrostic poetry; 3) obtaining an overview of the data challenges teachers to develop students ' creative thinking skills in writing acrostic poetry in elementary school. Suggestions that can be given need

sharpness analysis and further research related to development strategies so that this research provides meaningfulness in the future.

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