

## Efforts to Increase Creativity and Learning Outcomes Through Problem Based Learning Models About Comparing Sizes in Grade I Students at SDN X

Yuli Astutiningsih <sup>1</sup> , Wijaya Heru Santoso <sup>2</sup> , Setyani Purwaningsih <sup>3</sup>

<sup>1,2</sup> Universitas Sarjanawiyata Tamansiswa , Indonesia

<sup>3</sup> SD N Pandeyan, Indonesia

\*Corresponding Author e-mail: [yuliastutingsh@gmail.com](mailto:yuliastutingsh@gmail.com)

### 1. Abstract

Study This done with use study action class collaborative (PTKK). aim For increase creativity and results Study through the learning model *Problem Based Learning* (PBL) on students class I SDN Pandeyan . Amount subject to research This is 13 student class I Pandeyan Elementary School . In classroom action research collaborative This done using the Kemmis and Mc Taggart model , Implementation model PBL learning is carried out in cycle I and cycle II consisting from planning , action , observation , and reflection . Results of creativity in research pre cycle show average value class I as big 70.0, after That done action cycle I For increase creativity with mark average as big 71.4 And done Again study on cycle II For more increase creativity with the average value of 74.2. Learning outcomes in research pre cycle show the average value obtained of 53.7, after That done Again cycle I with the average value of 71.4 and carried out Again cycle II with the

average value of 82.9. this result show that exists enhancement creativity and results studied in class I with use model learning PBL. So can concluded that model learning PBL can increase creativity And results Study student class I.

**Keywords:** *Problems based Learning, Creativity , Results Study .*

## **2. Introduction**

Permendikbud Number 22 Years 2016 state that thematic integrated in process learning must use model learning , method learning , learning media , and resources Study Which customized with characteristics participant educate And eye lesson . Election approach thematic or thematic integrated or scientific nor inquiry And disclosure (discovery) or that learning produce work based solving problem (Project based learning) customized with characteristics competence And level Education .

According to Fitri (2015:89), Learning thematic is learning Which influenced by three Genre philosophy namely ; 1) progressivism ; 2) constructivism ; 3) humanism . Genre progressivism looked that learning process need emphasized on formation creativity , gift a numberactivity , atmosphere Which natural Andnotice experience student .

Observation results on show that exists problem in creativity and results Study student class I. The first problem in creativity and results Study student that is Teacher using learning models concrete still \_ not enough in involve participant educate so that participant educate No own creativity and enable will difficult in solve problem in the learning process teach Because No involved direct and teacher No apply model appropriate learning \_ so that participant educate

will easy fed up in follow learning Because learning Which taught not enough interesting so that that achievement achieved by participant educate too become not enough maximum .

based on problem on so needed something model learning that can increase creativity participant educate Which will impact on results learn it . Model learning Which used teacher must can used with as good -better by the teacher so that our model use can increase process Study student . because \_ that's a teacher should creative For determine model learning Which will used in the learning process teach so that model Which used Teacher in accordance with characteristics and conditions student in the class .

According to Mustamilah (2015:95), model learning *Problem based Learning* (PBL) is model Which related with essence learning thematic integrated , so model learning PBL can made alternative on learning theme 7 subtheme 2 in SD. Model implementation PBL learning , in a way theoretical can increase results process skills And results Study theme 7 subthemes 2.

There is study Which Already using the PBL learning model on creativity and results Study student that is study Which done by Widi and Medianita (2018), Mustamilah (2015), According to Rosalia (2017), And Sukamti (2017). Study the succeed increase creativity Study student class 1 semester II SDN Pandeyan , second increasing results Study use model *Problem based Learning* on Sub Animal Theme Around me Student Class 1 SD N Pandeyan – yogyakarta, third increasing results Study compare size , And fourth increasing creativity Study students on eye lesson thematic .

Based on background behindon so researcher use model learning *Problem based Learning* (PBL) For increase creativity And results Study student class Ielementary school Pandeyan

Yogyakarta City.

### **3. Methods**

#### **3.1. Participants and context**

Type research used \_ that is use type Class Action Research put forward by Kemmis and MC Taggart. PTK is something approach For increase education with do change to it and learning as consequence happen change ( Susilowati , 2018). In study This using models from Kemmis and Mc Taggart who composed from four stages , namely : planning , action , observation and reflection ( Prihantoro , Agung, 2019:56).

Subjects on research This is student class I SDN Pandeyan with a total of 13 participants educate . Study This held start May 12, 2023 s arrived with May 29 2023 in class I SDN Pandeyan .

#### **3.2. Material**

Study This held with design Classroom Action Research (CAR). Arikunto , (20015: 42) explains stages in PTK consists of from four stage namely (1) planning , (2) implementation , (3) observation ( observation ), and (4) reflection . At stage planning , researcher identify and analyze problem , set reason Why study done , formulate problem , set way that will done For overcome problem , create in a manner detail design action like compile Plan Implementation Learning (RPP) according to the strategy used , designing media and tools display , set indicator success , and create instrument data collector .

At stage implementation action , researcher implement or apply content draft , that is use action class . Stage observation held together with moment implementation action . In stage This researcher observing all necessary thing \_ during implementation action going on . Observation conducted by researchers and assisted Friend colleague with use sheet observations that have been arranged . Stage reflection is activity put forward return what already \_ done . At stage this , researcher study in a manner thorough actions that have done based on existing data collected , then done evaluation For fix and perfect cycle action \_ next .

### **3.3. Data Collection and analysis**

Data collection technique is the most strategic step in research , because objective main from study is For get data. As for technique data collection taken , among others: observation and assessment sheet answer the question evaluation participant educate . Observation technique , used For collect data about activity during activity learning going on . Furthermore is use question evaluation , which is given to participant educate . it \_ used For collect data about results learn from the participants educate .

### **3.4. Consideration Ethics and Research Ethics**

All study or research involve man as subject research . Based on matter the , in study This there is principle base ethics research , among others: the first is respect people, deep matter This We must honor and appreciate participant students , which are participants educate the as subject research . Then the second is benefits , in study This there is benefit

that is give benefit to learning at school . Especially in learning thematic , that is For increase ability think critical . Third is No endanger subject research , in study this , no endanger subject study Because during activity Study teach implemented inside \_ class , not outside \_ class .

### 3.5. Limitations Study

There is limitations owned by researchers \_ related with time , effort , and cost , research This limited in effort increase ability think critical through Problem Based Learning models in learning thematic class I SDN Pandeyan . tree discussion that is increase creativity and results Study with existing rubric \_ provided . Material taught \_ related all eye lesson or thematic through application of the Problem Based Learning model

## 4. Results and Discussion

Analysis results data inventory creativity Study student class 1 on precycle , cycle I and cycles II can seen on table below this .

**Table 1. Inventory Results or Questionnaire Creativity Study Student Pre Cycle , Cycle I and Cycle II**

NO	Criteria	Pre Cycle	Cycle I	Cycle II
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		Amount	Percentage	Amount	Percentage	Amount	Percentage
1	Very Creative	1	6%	9	77%	11	94%
2	Creative	1	14%	3	20%	2	6%
3	Enough Creative	2	23%	1	3%	0	0%
4	No Creative	9	57%	0	00%	0	00%
<b>Amount</b>		13	100%	13	100%	13	100%

Based Based table 1 on show that on pre cycle only 1 student Which reach very creative with percentage 6%, on criteria creative there is 1 student said creative with percentage 14%, on the criterion of creative enough only 2 students Which said Enough creative with percentage 23%, And on criteria No creative only 9 student Which said No creative with percentage 57%. By Because That Cycle I was carried out to improve results from inventory creativity Study grade 5 students. In cycle I there were 9 student said very creative with percentage 77%, on criteria creative there is 3 student said creative with percentage 20%, on criteria quite creative there is 1 student said Enough creative with percentage 3%, on criteria No creative No There is students who meet this criterion. Furthermore done cycle II For increase inventory creativity student learning in class 1 . In

cycle I I there were 11 students who were said to be very creative with a percentage of 94% and there are 2 student said creative with percentage of 6%, quite creative and not creative on cycle II all student said very creative.

So can concluded from results analysis data on that creativity Study student class 1 said in each cycle increases and we can see this from each data result obtained from the pre-cycle, cycle I And cycle II. On results analysis data creativity Study student show that exists enhancement from pre cycle, cycle I and cycle II in class 1 elementary school Pandeyan City of Yogyakarta.

**Table 2. Value Pre test Cycle , Cycle I and Cycle II Theme 7**

NO	Value	Pre Cycle		Cycle I		Cycle I	
	Range	Amount	Percentage	Amount	Percentage	Amount	Percentage
1	0-20	0	0%	0	77%	00	00%
2	21-50	9	77%	4	20%	0	0%
3	51-75	0	0%	9	3%	2	6%
4	76-100	3	23%	0	00%	11	94%
<b>Amount</b>		13	100%	13	100%	13	100%
<b>KKM</b>		70		70		70	
<b>Average</b>		55		71.4		82.9	



<b>Top Rated</b>	76	85	100
<b>Lowest Value</b>	30	30	75

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Based on table 2 ones shows that the learning outcomes obtained by students class 1 on pre cycle from 13 student there is 9 student or 77% get an average value of 55 below  $KKM \geq 70$  And 3 student or 23% get mark average  $75 \geq KKM$ . In the first cycle shows that students Which obtain mark range between 21-50 There is 4 student or 46%, student Which get mark range between a 51-75 there are students or 48%, and students who score between 76-100 there are 2 students or 6% with grades average 55 of 13 students. In cycle II student Which get mark range between 51-75 there are 2 students or 6% and student Which get mark range between 76-100 There is 11 student or 94% with an average value obtained 94 of 13 students in class 1 SDN Pandeyan stated learning outcomes on cycle II increase.

## 5. Conclusion

Application PBL learning model in class I SDN Pandeyan from existing data obtained show that creativity and results Study student class I increased . this \_ can We Look from pre cycle , cycle I and cycle II. On pre cycle only 3 students reached KKM from \_ total 13 students . In the first cycle only 12 students reached KKM value of total 13 students . In cycle II occurs increase in cycle I ie there are 13 students who get mark above KKM. So is

the data generated by the results Study student class I on pre cycle only 3 students reached \_ mark above the KKM of 13 students . In cycle I there were 9 people who got mark above KKM. in cycle II there were 13 students who got mark above KKM.

## **6. Saying Thank You**

Researcher realize in preparation of this PTKK No free from cooperation as well as help from various party . For it , researcher convey Thank You to :

a. Prof. Drs. H. Pardimin , M.Pd. , Ph.D., as Chancellor of the University of Bachelor of Wiyata

Tamansiswa who have give permission study this .

b. Siti Avoidyati, S.Pd. , as head school base that has give permission and chance For carry out research in the SD .

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