

Improving Creative Thinking in Thematic Learning through Problem Based Learning in 3rd Grade Elementary School Students

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1. Abstract

The purpose of this study is to find out the increase in creative thinking using the Problem Based Learning model in 3rd grade elementary school students. The research method used is Classroom Action Research. Data collection techniques used are interviews, observation, and documentation. Validity test using source triangulation technique and method triangulation. Interactive analysis namely data reduction, data exposure, and drawing conclusions. The results showed an increase in creative thinking. The criteria for the success of this research are seen from the changes towards improvement, both related to teachers and students. This success is seen from two success criteria, namely the achievement of indicators of students' creative thinking. The results of this study indicate that the Problem Based Learning model can improve students' creative thinking. The average value of the total results from the acquisition of creative thinking indicators in the first cycle obtained an average of 42.85%, while in the second cycle an average of 92.85% was obtained.

Keywords: *Problem Based Learning, Creative Thinking, Tematic Learning.*

2. Introduction

Education can be interpreted as a process of student behavior so that they become adult human beings who are able to live independently and as members of society in the surrounding natural environment where the individual is located. Education does not only

cover intellectual development, but more emphasis is placed on the process of developing the child's personality as a whole so that the child becomes an adult. Many efforts have been made to improve the quality of education in Indonesia. These efforts include procuring educational facilities, increasing teacher competence, organizing various trainings for teachers, improving the quality of school management. These efforts aim to bring positive goals to the world of education.

According to Gie (in Sunaryo 2014: 45) which states creative thinking is a thought that tries to create a new idea. In everyday life we often experience something that is not according to plan or desire or often referred to as a problem. it can be concluded that creative thinking is a process that involves a creativity that exists within oneself which is used as solving problems that exist in everyday life. Creativity is also a vessel in shaping the mentality of students to become more creative and active students. Forming a more creative student's thinking must also pay attention to a more innovative learning concept.

Andiyana (2018: 241) in his research uses four indicators of the ability to think creatively, namely: fluency, flexibility, originality, and elaboration. According to Purnamaningrum et al (2012:41), namely: 1) Students express varied ideas; 2) Interpret a phenomenon or demonstration; and 3) Students add original ideas in solving problems. According to Putra, Irawan, and Dodi Vionanda (2012:23), namely: 1) Understanding problem information, namely showing what is known and what is asked; 2) Solving problems with various answers; 3) Solve the problem in one way then in another way and students provide an explanation of the various methods of solving; and 4) Check answers with various methods of completion and then create a new method that is different.

Furthermore, it can be concluded that there are four indicators of the ability to think creatively that will appear in students applying Thematic learning. The four indicators are: 1) Understand problem information; 2) Solving problems with various answers; 3) Express various ideas; 4) Adding original ideas in an answer; and 5) Check answers.

The learning model uses real world problems as a context for students to learn about critical thinking and problem solving skills, as well as to acquire knowledge and concepts that are essential to the subject matter. According to Suyadi (2013: 131) the most important aspect of problem-based learning is that learning starts with problems, these problems will determine the direction of learning in groups. Problem-based learning involves students in an active and collaborative learning process to do group work to solve problems and investigate on their own.

According to Kurniasih (2015: 48) problem-based learning is a learning that develops thinking skills, problem solving, and intellectual skills learning various adult roles through involving students in real experiences or stimulation and becoming independent learners. Problem-based learning trains creative thinking in solving problems in groups. According to Bern and Erickson (in Komalasari 2013: 59) emphasized that problem-based learning is an active learning model by involving students in solving given problems by integrating various concepts and skills from various disciplines.

According to Majid (2014), thematic learning is learning that combines a concept in several different fields of study with the hope that students will learn better and meaningfully. Thematic learning is expected to be a vehicle for students to learn about themselves and learning themes. Develop curiosity, a positive attitude and awareness of

the existence of interrelated relationships between the content of the lesson and the content of other lessons in one theme.

Learning at the elementary school level is still far from what we expected. Many students who think creatively are low resulting in the quality of education of a nation will affect the low Human Resources of its citizens. In thematic learning at Karangnyar Elementary School, there are many ways of thinking of students who are still low in answering, asking or arguing with the ideas possessed by students. Therefore, from a quality aspect, education in Indonesia is of concern compared to the quality of education in other nations. Through observations during research, namely from the point of view of teaching teachers, the results of teaching and learning various subject matter in thematic proved to be unsatisfactory for various parties. This is caused by three things, namely: (1) the learning method used does not match the needs of students, (2) the motivation given to students in understanding and mastering the lesson is very minimum, (3) the lack of activeness of students in the learning process in the classroom. This makes the creative thinking of 3rd grade students low.

The use of learning models stimulates students in learning activities. So that students can issue creative ideas in the learning process to solve problems in real life. With this active learning, students are invited to participate in the learning process, not only do students become spectators who just sit back and listen, but students get a role in the active learning process. In this way students will feel a more pleasant atmosphere so that learning outcomes will be maximized.

The function of the method in learning activities plays an important role, namely as a tool to create an active learning process. One of them is by applying the Problem

Based Learning model by using an emphasis on group practice questions. In applying this method students are expected to be able to find answers and ways of solving existing problems so that students are motivated to learn to find solutions to existing problems. In this learning model, the concepts in thematic learning are associated with something interesting and fun.

The use of innovative learning models will result in an effective learning. In a more active learning model it is also able to stimulate students to issue all creative ideas in answering and asking questions about the thematic material presented by the teacher so that it can be digested to be useful for students. Creative thinking in the learning process also affects learning motivation and high learning interest, so it is hoped that learning outcomes will increase Participants and context

The object of research is children's creative thinking in following the Thematic learning process which is very low. Students' creative thinking in participating in learning is very low because the teacher uses a lot of lecture methods in the thematic learning process.

3. Methods

3.1. Participants and context

This research was conducted on 3rd grade elementary school students. The subjects who received the action were 12 of 3rd grade, consisting of 6 boys and 6 girls. Researchers as research subjects whose job is to assist in planning, gathering, and action in class. According to Miles and Huberman (in Muslich 2012: 91-93), the data was analyzed in three steps:

a. Data reduction

Data reduction is the process of selecting, determining focus, simplifying, summarizing, and changing the form of 'raw' data in field notes. In this process, sharpening, selecting, focusing, eliminating data that is less meaningful, and organizing it in such a way that final conclusions can be drawn and verified.

b. Data Exposure

Data presentation is the translation of data in such a way that it can be clearly understood in the form of narrative followed by systematic, interactive and inventive matrices, graphs and diagrams that will facilitate drawing conclusions.

c. Reflection

Reflection or drawing conclusions is an attempt to provide an assessment or interpretation based on exposure to the data that has been done.

3.2. Material

Data collection was carried out using the following methods: interviews, observation, test methods, and documentation. Interviews can be conducted to reveal students' opinions about learning. In this case, interviews can occur between teachers and students, observers and students, as well as students and students, while interviews between observers and teachers occur at the preliminary meeting and feedback discussion stages. observation to determine the amount of student and teacher activity in the teaching and learning process using the Problem Based Learning Model with the teacher as an observer. According to Anas Sudijono (2015: 67) a test is a method or procedure in the framework of measurement and assessment, in the form of giving assignments to be carried out by tests, so that on the basis of the data obtained values can be produced that symbolize behavior or test achievements, values can be compared with values achieved by other

testees, or compared with certain standard values. Documentation is used to describe the situation and conditions of learning activities using the Problem Based Learning Learning Model in the form of photographs of action research activities in class, from the beginning of learning to the end of learning.

3.3. Data Collection and analysis

Data collection techniques are methods that can be used by researchers to obtain data. The data collection techniques in this study are observation, interviews, documentation, and tests. Data analysis used quantitative and qualitative descriptive data analysis techniques. Data collected in each observation activity from the implementation of the research cycle were analyzed descriptively using the percentage technique to see trends that occur in learning activities.

3.4. Ethical Considerations

All research or research involves humans as research subjects. Therefore, in this study there are basic principles of research ethics, including: first is respect for people, in this case we must respect and appreciate students where these students are research subjects, second are benefits, in this research there are benefits, namely for students to add a pleasant learning experience with the Problem Based Learning model which can increase creative thinking and third does not harm research subjects.

3.5. Limitations to the Study

There are limitations that are owned by researchers related to time, effort, and cost. This research focuses on the application of the Problem Based Learning model in LKPD to improve creative thinking of third grade students in Elementary School Thematic learning.

4. Results and Discussion

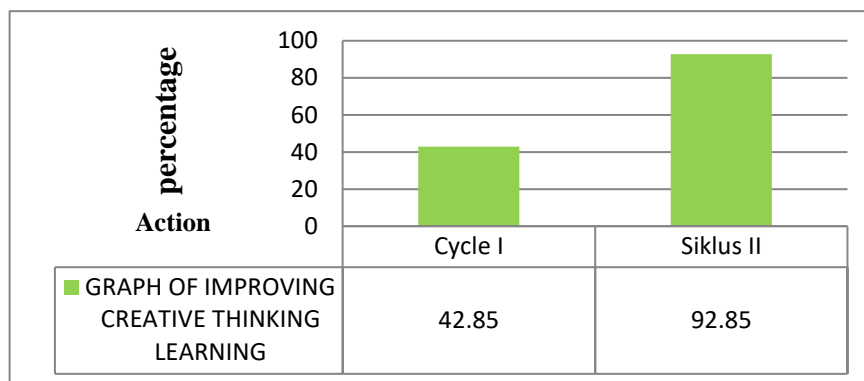
This Classroom Action Research will produce findings from each cycle that has been implemented. The purpose of this research is to find out the shortcomings of each lesson that has been implemented. So that the results of these findings can identify the shortcomings of each lesson conveyed to students and make plans and implement improvements made by the teacher. Prior to the research, students' creative thinking abilities in thematic learning were still relatively low. This is caused by students' lack of interest in these subjects. In addition, teachers still teach with a lecture system. This results in students feeling bored and learning outcomes are not optimal. Based on observations in the field, the learning process for 3rd grade in elementary schools, especially the subject matter for young students, because on average they teach using the lecture method and expect students to sit by taking notes and observing. The teacher's delivery pattern is unstructured so that in understanding students have difficulty understanding the material. This can be seen in the initial conditions of the study, it was found that the number of students who had completed their studies was 4 students or 33.33%, those who had not completed their studies were 8 students or 66.66%, the highest score was 70, the lowest score was 40, and the average score was 52.12.

After the action was carried out in the first cycle of the first meeting, it was obtained data that there was an increase in students' creative thinking compared to before the action (pre-cycle), namely students who were included in high creative thinking 42.85%. This proves that students' creative thinking has increased after the first cycle of meeting I. This increase has not reached the expected completeness, namely 75% of the number of students present, so further action is needed.

The results of the second cycle of the first meeting obtained data that there was an increase in students' creative thinking compared to the implementation of the actions in the second cycle of the first meeting. This increase showed that the results were increasingly maximal, namely from students with high creative thinking 42.85% to 92.85%. This proves that learning creative thinking increases and achieves satisfactory results after the actions of cycle II meeting II. This increase has achieved the expected completeness of 75% of each indicator.

Table 1 Results of Observations on Creative Thinking of 3rd grade

No	Participant	Results	
		cycle I	cycle II
1	AFA	8	12
2	ABP	14	14
3	BNMQ	10	10
4	CCR	6	7
5	DSF	13	14
6	FA	8	9
7	IH	9	11
8	LEWG	5	11
9	MHK	4	8
10	MMPK	5	10
11	MAR	13	14
12	RHB	8	9
13	SAz	10	8
14	SAu	7	11



Picture 1. Graph of improving creative thinking learning

The graph above is a graph of increasing students' creative thinking in the form of the percentage of students who have high creative thinking according to the results of all cycle achievement indicators. From the data above, the results of the study as follows: 1) Prior to implementing learning with innovative learning models, students' creative thinking abilities were very unsatisfactory. This underlies researchers working with 3rd grade teachers to change the way of learning by using the Problem Based Learning (PBL) learning model so that students' abilities to think creatively in learning are honed; 2) In the first cycle students have done the learning, the percentage of creative thinking observations obtained by meeting I was 6 students (42.85%); 3) Appropriate learning models can trigger students' creative thinking abilities in participating in Thematic learning; and 4) In cycle II the ability to think creatively for all students has increased so that students have understood the concept of learning, as evidenced by the increase in the percentage that reached the first meeting of 14 students (92.85%).

From the results of observation and reflection in cycle I to cycle II it can be said to be successful. This is indicated by an increase in the achievement of students' creative thinking indicators of 92.85%. This made the researcher decide not to continue to research in the next cycle because the students' creative thinking abilities had met the percentage of achievement indicators of 75%, namely the students' creative thinking abilities in cycle II meeting II was 92.85%.

5. Conclusion

From the results of the research above, the following conclusions can be drawn: the Problem Based Learning model is able to increase students' creative thinking in thematic learning. This shows that the application of the Problem Based Learning model is a solution to increase creative thinking learning.

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