STUDENTS’ CREATIVE THINKING SKILL IMPROVEMENT THROUGH PROJECT BASED LEARNING ON SOCIAL SUBJECT

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Abstract

The background of this research based on the low of grade V students’ creative thinking skill and the social subject learning still teacher-centred. The learning model which used is project based learning that suitable to improve students’ creative thinking skill and to focus the learning on students because it can integrated knowledge and experience through project so it can stimulate students to be more active in thinking various ideas. This is a Classroom Action Research by Kemmis and Taggart design that held in three cycles, each cycle consists of three actions which consist of plan, act, observe and reflection. The subjects of this research are the students in grade V SDN 1 Gudang Kahuripan Lembang, and involved 29 students. The purpose of this research is to increase students’ creative thinking skill through project based learning in social subject. The instrument to collect the data is test, the result of this research indicated from cycle 1 till cycle 3 showed that there are an increase on students’ creative thinking skill when they are taught by using project based learning from the 27,8 at low level in cycle 1 increase to 44,9 at average level in cycle 2 and in cycle 3 the level increase again to 61,1 at high level. So the conclusion is by using project based learning can improve students’ creative thinking skill on social subject.

Keywords: creative thinking skill, project based learning, social subject

INTRODUCTION

The creative thinking skill is a skill that must be inculcated in students early on, in this case is at the level of primary education. Creativity is reflected through creative thinking skills and often become the topic of discussion today because it is a part of 21st century skills that support students in their future when they are in competition of 21st century. Educational institution holds great influence in grow this skill to students, because education is an important milestone in creating and shaping next generations.

The problem of the creative thinking skills can not be underestimated, because students who have creative thinking skills will have broad vision in knowledge and look at an issue in a divergent viewpoints, so that students in the future can develop the mindset of globally. Because this is an action in preparing for future students to be able to answer the challenges of the 21st century then the education required to prepare skilled students. As stated by Trilling and Fadel in Maftuh (2010) that someone who will face the challenge in 21st Century must have skills (1) critical thinking and problem solving; (2) communicating and collaboration; (3) creativity and innovation; (4) information literacy; (5) media literacy; (6) ICT literacy; (7) flexibility and adaptability; (8) initiative and accountability; (9) leadership and responsibility.

In this research, the creative thinking skill of students is a part of creativity and innovation as stated above, so the learning process must support students to develop the creativity and innovate freely but still controllable. When the creative thinking skills associated with social subject in elementary school, then learning social subject take an important role
because it has the goal of make students recognize the concept of community life, social values and also the divergent thinking. However, based on what happens on the field, the creative thinking skills is still lack and has not been developed to its full potential.

Based on preliminary observations and interviews with the teacher of the grade V SDN 1 Gudang Kahuripan, Lembang. Then the researcher obtained data on learning process and obstacles in learning social subject such as lack of text books in grade V there were only 7 books and also because the majority of learning material social subject in grade V are about history, so the model of teaching provided by teachers is usually in the form of lectures and teacher centred, so the effects are social subject be boring, potentially drowsiness, lack of stimulate students’ creative thinking skill. When the teacher explained the students just listened and when the teacher gives the student the opportunity to ask questions related to the material that has been described the students just silent and not taking this opportunity for asking.

To stimulate students creative thinking, it is needed all cognitive dimensions and students imagination which can be trained from creating the product. Therefore be a consideration and encourage researchers to use the model of project-based learning in improving the students creative thinking skills. According to Mulhayatiah (2014), that project-based learning model, give significant influence to increase creative thinking skills of university students. Therefore this learning model is believed to support student in active learning so the teacher is only be a fasilitator and the students who have initiative to create a product and then together with the teachers evaluate the meaningfulness and the aplicable of this project in the real life.

From all above explanation then this research will study about students’ creative thinking skill improvement through project based learning on social subject and to find the answer about the research question how the project based learning can improve students creative thinking skill in the fifth grade students of SDN 1 Gudang Kahuripan, Lembang.

RESEARCH OBJECTIVES

The aim of this research is to know how the project based learning can improve students’ creative thinking skill of the grade V students in SDN 1 Gudang Kahuripan, Lembang. The findings of this research are expected to be useful as a reference for the teachers and the school to choose and make the learning planning which able to increase creative thinking elementary school students.

RESEARCH SUBJECTS

The setting of this research is in SDN 1 Gudang Kahuripan, Lembang. The subjects of this research are the students of the fifth grade, amount 29 students, they are 14 female students and 15 male students.

INSTRUMENTS

The instrument on this research is using test which is constructed from creative thinking skill indicators. Test is a tool or procedure to collect data or students study result. The goal of this test is to know and measure creative thinking skill as one of the result study of project based learning.

METHODOLOGY

This research is a Classroom Action Research which held in three cycles with time allocation 2 x 35minutes. The design of this research is using Kemmis and Taggart (Wiriaatmadja, 2007) the research held according to the changes which is intended by using
project based learning. The change which meant is the improvement of students creative thinking skill. Each cycle consists of four phase i.e., plan phase, act phase, observe phase, reflect phase. In plan phase, the research join with partner teacher plan few things, such as communicating the job description, do the preliminary observation, discussing the right learning model based on the preliminary observation, setting the research schedule, setting the lesson plan. In action phase, the researcher as the executor do the learning process according to lesson plan which already make before. In observation phase, executor teacher collaborates to partner teacher do the observation to project based learning process and doing test to measure the students’ creative thinking skill. In reflect phase, the researcher do discussion to partner teacher in the end session of each cycle and getting feedback which will be the revision to the next cycle.

**DISCUSSION**

The research is done in three cycles which every cycles consists of three action. The project based learning is the learning model that consume more time so the phase of learning have to divide into three actions, the first action is the students are doing the planning phase such as they are given the essential question by the teacher, choose the theme of the project, do the planning project, set the schedule of the project, the second action , the students are doing the execution phase such as doing the project according to the plan and schedule that have been made, in this phase the teacher is only do monitoring. Then the third phase is presentation, the students must create the report of their project than present it in front of the class. The last is teacher and students do reflection to activity and result project, this reflection step is also used by teacher to do the evaluation. And this three action is redo in the next cycles.

There are at least five category level of creative thinking skill that would be measured from the test (students answer) i.e., very low, low, average, high and very high level. The test given to them is consist of four indicators, they are the ability to think fluency, to think flexible, to think original, and to elaboration.

Based on the findings and the analysis, there is an improvement of students creative thinking skill. The improvement that is record by using creative test is showed in table 1 below.

| Table 1. Students creative thinking skill in cycle 1, cycle 2 and cycle 3 |
|---------------------------|----------------|----------------|
|                          | Cycle 1 | Cycle 2 | Cycle 3 |
| Score                    | 27,8    | 44,9    | 61,1    |
| Category                 | Low     | Average | High    |

This research show that it is possible to use project based learning to improve students creative thinking skill, the data in cycle 1 showed the scores of students creative thinking skill in the low level. The finding of this research show that in cycle 1 the score that achieve by the students is in low level 27,8 then the cycle 2 is held to students and the data finding in this cycle 2 are improve to average level 44,9 and in cycle 3 this data is also increase to the high level 61,1. The improvement in creative thinking skill is one of the advantage using project based learning as stated by Djamarah and Zain (Al Tabany, 2015) project based learning can train the students to practice the knowledge, attitude and skills, hoped can be useful in their daily life.

This result is in line with the research by Arisanti (2016) about analysis conceptual mastery and creative thingking skill of elementary school by using project based learning. The
result of that research was showed that there were significant improvement on conceptual mastery and creative thinking skill of elementary school by using project based learning.

SUGGESTION

From the result of the research can be concluded that the project based learning can improve students creative thinking skill. In fact this learning model is also very useful to teach in elementary school social subject. By learning the Social subject using project the students be able to exercise how to think fluency to give idea, to be more flexible in doing the project, to elaborate students idea to make something new that raise the originality of students thinking.

Researcher suggest to the other researcher if he wants to do a research in this study, hope he will do the research in more deeply all indicators in students creative thinking skill. For the school, project based learning is the model that need support from school because this model learning need extra material that used in doing the project, so the support from school in held this model learning will be needed. For the teacher, project based learning can be the alternate model of teaching because this model of learning can accomodate the creativity and the activeness of students, so that the class be more fun when they are studying. For the students, hoped after learning project based learning they will continuously to think in divergent way and always train their creativity in their life.

BIBLIOGRAPHY


