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IMPROVING STUDENT'S CREATIVE THINKING ABILITY THROUGH APPLICATION OF JOYFULL LEARNING METHODS IN SD NEGERI I CISOMANG SCHOOL

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ABSTRACT

Research was motivated by the lack of ability to think creatively of elementary school students in Cisomang State Elementary School I. In general, the long-term goal of this research program is to improve students' creative thinking skills through the application of joyful learning methods at Cisomang State Elementary School I. Specifically, the specific targets to be achieved are as follows: (1). Providing enjoyable learning to improve students' creative thinking skills; (2). Provide fun and meaningful ways of learning through joyful learning methods. This type of research is Classroom Action Research (CAR). The study design used the Kemmis and Mc Taggart models. The subject of the research was the fourth grade students of SD Negeri I Cisomang. Data collection techniques use interviews and documentation. Data analysis techniques using qualitative and quantitative descriptive. The results showed that the application of joyful learning methods could improve the creative thinking skills of IVB graders in science learning at Cisomang Elementary School I.
Keywords: Joyfull Learning Method, Creative Thinking Ability.

INTRODUCTION

In RI Law No. 20 of 2003 concerning the National Education System in article 1 paragraph 1 stated that the notion of education is a conscious and planned effort to realize a learning atmosphere and learning process so that students actively develop their potential, personality, intelligence, noble character, and the necessary skills in themselves. community, nation and state.

To achieve the goals of education is not easy, because an educator has a very important role in determining the quality and quantity of the quality of education itself. Quality improvement can only be achieved if the teacher always strives to improve his abilities and professionalism which can be done by developing innovations in the teaching applied in schools.

But the reality in the learning field is still teacher-centered, it uses more lecture methods and tends to be boring. In addition, teachers do not provide opportunities for students to explore their abilities so that students tend to be less active and creative thinking skills are less developed so that students tend to be more passive in teaching and learning activities.

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These problems are also found in the learning of science in the IVB class of Cisomang Elementary School I. From the observations and experiences of the author during the science learning process in the IVB class of SDN 1 Cisomang, during this time the teacher only carried out procedural learning, working on exercise questions, without giving students the opportunity to think creatively as a result students did not find the meaning of what was learned. Teachers have not been able to create a conducive learning atmosphere in the learning process and have not even implemented learning steps for students to think creatively, so that students are not motivated to learn independently. This has an effect on the students' learning outcomes that is as many as 27 out of 40 or 67.5% of students in grade IVB do not reach the Minimum Completeness Criteria (KKM) which is 68 with the lowest score of 28, the highest score of 92, and the average grade of 57.4. Based on the problem of natural science learning, researchers set alternative actions to improve students' creative thinking by applying joyful learning methods.

Creative Thinking

Thinking is the ability that connects the relationships between our knowledge and what is experienced or imagined. Thinking is also an action that considers whether or not the actions that we will take as a person's mind. Thinking is a dialectical process, meaning that as long as we think, our minds hold questions and answers to our thoughts. To be able to put the relationships between our knowledge correctly. According to Gieles stated that: "Thinking is talking to himself inside, which is considering, pondering, analyzing, proving something, showing reasons, drawing conclusions, researching a way of thinking, looking for how things relate to one another".Meanwhile, according to Plato (in Sylvia: 2018: 1) "Thinking is talking in the heart".

Santrock (2008) reveals that thinking is manipulation or managing and transforming information in memory. Creative thinking skills are learning processes that require teachers to be able to encourage students' creativity during learning, so that students can produce creative products. Someone is said to be creative if he consistently and continuously produces something creative, namely the original and original results.

Based on Utami Munandar (2009) there are four indicators of creative thinking, namely:

a. Fluency (fluency), namely the ability to generate many ideas.
b. Flexibility, namely the ability to express various solutions or approaches to problems.

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c. Originality, which is the ability to spark new ideas that nobody previously thought of.
d. Elaboration (elaboration), which is the ability to add details and new things to certain thoughts or products.

Creative thinking requires perseverance, self-discipline, and full attention, so that students are directly involved during the learning process. If students are directly involved in the learning process, the ability to think of students will be awakened. With creative thinking learning will explore a great curiosity for students because curiosity is the starting point in the activities of the investigation or experiment that will be carried out and from there students will be active and motivated in following the learning. Learning outcomes that are expected to satisfy students more motivated in participating in learning.

Joyfull Learning Method

According to E. Mulyasa (2006) joyful learning is a learning process in which there is a strong cohesion between educators and students, without feeling forced or not under pressure. In other words, fun learning is a pattern of good relationships between teachers and students in the learning process. The teacher positions himself as a student learning partner, even in certain cases it does not rule out the possibility of teacher learning from his students. This is possible because the rapid development of information technology does not allow teachers to get information faster than their students.

The steps of learning with Joyfull learning methods are: 1) the preparation stage is by stimulating students' interest and motivation with songs or words that make students get out of stress and become interested in teaching and learning activities; 2) the delivery stage is by linking the material to be learned by students with real things that students can find in their daily lives and are associated with what students have known and remembered; 3) the training phase is by asking students to repeat themselves.

In general, the formulation of the problem in this study is "How to Implement Learning Methods for Joyful Learning in Improving Students' Creative Thinking Ability on the Subjects of Natural Resources in Grade IVB students of Cisomang Elementary School I?" The research objective is to improve students' creative thinking with joyful learning methods.

METHODS

In this study the method used is a Classroom Action Research. According to Zainal Aqib (2009), Classroom Action Research (CAR) is a reflection of activities that

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are deliberately raised, and occur in a class. PTK is a research whose root causes arise in class, and are felt directly by the teacher. Thus PTK is related to the daily learning practices faced by the teacher. Classroom Action Research conducted by researchers consists of two cycles. CAR is carried out in repeated cycles with four stages in each cycle, namely a) planning; b) action; c) observation; d) reflection.

The subjects studied in this study were grade IVB students of Cisomang Elementary School I with a total of 40 students. The object of this research is to improve students' creative thinking skills in natural science subject matter material using joyful learning method. The timing of this research is in the second semester of January-April of the 2017/2018 school year. This research was conducted at Cisomang 1 Public Elementary School located in Wangunjaya village, Cikalongwetan sub-district, West Bandung district. Sources of data were obtained from interviews and documentation in the form of syllabus, lesson plans, student worksheets, photos of learning activities using joyful learning methods, and students' grades before and after learning using joyful learning methods. Assessment instruments in the form of tests written 5 multiple choice questions and 5 description questions.

RESULTS AND DISCUSSION

Result

To get results from the ability to think creatively, the test consists of 5 multiple choice questions and 5 description questions, the instrument of creative thinking ability is done twice in the study, namely before learning (pretest) and after learning (posttest) Pretest is used to see students' initial abilities, while posttest is used to see students' abilities after learning. Posttest is done in two cycles. Pretest and posttest scores creative thinking skills are used to see the achievement of these abilities. The success criteria in this study were a minimum of 80% of students fulfilling the Minimum Ability Criteria (KKM) that had been determined, namely 68. The following are the results of research and discussion.

Improved learning outcomes of grade IVB students in natural science learning material in Natural Resources can be seen in table 1.

Table 1. Comparison of Early Conditional Student Thinking (pretest), Cycle I, and Cycle II

No	Achievement	Pretest	Cycle I	Cycle II

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1	Average value	60,3	68,6	83,5
2	Lowest score	36	44	52
3	Highest score	84	84	96
4	Not yet complete	24	13	3
5	Completed	16	27	37
6	Classic completeness percentage	40%	67,5%	92,5%

Based on table 4.1 it is shown that there is an increase in students' creative thinking through joyful learning methods from the initial conditions (pretest) to cycle II. The pretest results showed the average grade obtained was 60, 3, the lowest score was 36, and the highest score was 84. The unfinished students were 24 people and those who achieved the KKM (complete) score of 16 people meant that the classical completeness only reached 40% . In the first cycle, completeness has increased, namely the class average reaches 68.6, the lowest score is 44, the highest score is 84, and the percentage of classical completeness reaches 67.5% with the details of students who reach the KKM score of 27 people and the unfinished as many as 13 person. In the second cycle completeness reaches maximum value with a significant increase with an average value of 83.5 and classical completeness of 92.5%. The lowest score is 52, the highest score is 96, the number of students who have not been completed is 3 people and those who have achieved the KKM score are 37 people.

Student learning outcomes have achieved the specified minimum mastery that is ≥ 68. The achievement of learning outcomes increases because students are enthusiastic and active in learning activities. Students' creative thinking ability has also increased more than when learning in the initial and cycle I conditions, this happens because students are already getting used to learning that uses joyful learning methods that make them more motivated to learn because learning becomes more enjoyable so the material is more easy to accept. This shows that joyful learning methods can improve students' creative thinking skills. Seeing a significant increase from the initial condition to the second cycle, so the researcher decided not to continue to the next cycle because at least 80% of students have reached the minimum Completeness Criteria (KKM) that has been determined, namely ≥68.

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CONCLUSION

Based on the results of the analysis of the discussion on research activities through the application of joyful learning methods to students in grade IVB Cisomang I SDN I, the researchers concluded; the level of students' understanding of Natural Sciences learning about Natural Resources after learning using Joyful learning methods has a significant increase. In cycle I with sufficient criteria and cycle II with very good criteria. Seeing a significant increase in each cycle, it is expected that teachers can apply learning with joyful learning methods so that students' creative thinking skills can increase so that it will increase the value of student learning outcomes.

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