

PROFILE OF CREATIVE THINKING ABILITIES IN CLASS VII STUDENTS OF SMPN I ADONARA BARAT

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Abstract

This study aims to determine the profile of the ability to think creatively in Science in grade VII Students of SMPN I Adonara Barat. This type of research is descriptive research. The population to 70 students, and the sample in the study was class VII A students totaling 30 students who were obtained by purposive sampling technique. Data collection using a questionnaire. The results showed that students creative thinking abilities were categorized as quite creative (47.7%). This is evidenced by the results of the descriptive analysis of the student questionnaire, namely that they are less creative (63%), higher than the number of students who are categorized as very creative (6.7%), creative (13,3%) and quite creative (17%).

Keywords: *Creative Thinking Ability*

1. INTRODUCTION

Education in a country is very important for human life. Every human being needs education. Education is a forum for students to actively sharpen and bring up potentials naturally possessed abilities (Latif, 2007). Thus, education must be truly directed so as to produce humans who are able to compete, have good character and morals.

Along with the advancement of science and technology, education in Indonesia is expected to be able to compete in the era of the Industrial Revolution 4.0 where the education system is able to adapt to changes in developments that provide challenges and impacts for the young generation of the Indonesian nation. The uniqueness that occurs in the current era of the industrial revolution 4.0 with regional boundaries is not an obstacle for every human being to know and access the outside world (Rohman & Ningsih, 2018).

Creative thinking is defined as a mental activity for a person to build new ideas. Munandar (2004) argues that creative thinking is the ability to find many possible answers to problems by emphasizing the quantity and variety of answers. The ability to think creatively is a determinant of students' ability to answer problems that exist during learning activities. This understanding wants to show that a person's creative thinking ability is very high, if in a

problem he is able to show many possible answers. The ability to think creatively is an activity that creates a certain model to make it richer and create something new (Wijaya, 2007). Based on the opinion of these experts, the ability to think creatively can be interpreted as thinking logically to produce something new in the learning process.

Based on the results of interviews with science subject teachers at SMPN 1 Adonara Barat, it was found that the creative thinking abilities of students were classified or categorized as quite creative. Judging from the way the teacher arranges lesson plans and the learning process in the classroom. In terms of evaluating the ability to think creatively, it can be interpreted as thinking logically to produce something new in a lesson. While the questions arranged in students' daily tasks, the high-level thinking ability of students was less than the low-level thinking ability. This is not comparable with the demands of the 2013 curriculum (K13), namely increasing higher-order thinking skills. One of the goals of the 2013 curriculum is to improve higher order thinking skills. The higher order thinking ability is the ability to think creatively.

Hasan in Syafaruddin (2012) states that ability is the ability, skill, knowledge, expertise, and intelligence, which can be expressed through certain measurements. Meanwhile, Robbins in

Syafaruddin (2012: 72) argues that ability is an individual's capacity to do various tasks in a job.

Etymologically, thinking means using reason in considering and deciding something, considering it in memory. The definition of thinking in etymology provides a picture of something different from oneself. A power that is built up by the elements in a person so that they can carry out activities. Therefore, thinking contains properties, processes and results.

In explaining the meaning correctly, experts try to give opinions about thinking, including according to Solso in Novan and Irham (2013: 42) thinking is a process that produces new mental representations. A dominant interaction involves mental processes, judgment, problem-solving reasoning and imagination. Meanwhile, according to Soemanto in Novan and Irham (2013), it is argued that basically thinking is a complex and dynamic process. In the dynamic process, there are three stages of the formation process, namely: understanding, opinion and decision.

According to Cropley in Nurhayati (2011) creative thinking skills are the skills to recognize temporary alternative guesswork, create ideas, and courage in trying something unusual. In other words, the ability to think creatively is the ability to provide new ideas that are applied in problem solving. Meanwhile, according to Munandar (2004) creative thinking is thinking in finding many possible answers to a problem with emphasis and diversity of answers.

As quoted by Nurhayati in Munandar (2004) explains that creative thinking can be seen through: Fluency is the ability to come up with ideas and solve problems or questions, provide suggestions or suggestions and think of more than one answer. Flexibility is the

ability to generate a variety of ideas, answers or questions, see problems from different perspectives, look for alternatives or different directions, and be able to change the way of approach or way of thinking. Authenticity is the ability to give birth to new or unique expressions, think of unusual ways of expressing oneself, make unusual combinations of parts. Detail is the ability to develop an idea or ideas, detailing them to make them more interesting. The theory above, it can be concluded that thinking is a mental activity that is manifested in the form of ideas or images or symbols. Meanwhile, creative thinking is the ability to create new ideas that are used to solve a problem in the right use and various answers. The indicators in creative thinking are: fluency, flexibility, authenticity, and detail.

Hepytriati's research, (2014) entitled "Profiles of critical and creative thinking abilities of class XI IPA students of SMAN Bengkulu City for the 2013/2014 academic year". The results showed that data collection was carried out through distributing questionnaires and verbal creativity tests with data from the average SMAN Bengkulu City students in the less critical category of 0%, quite critical 62.25%, critical 37.09%, very critical 0.66%. whereas based on TKV 100% has a fairly creative category. Meanwhile, Defitriani's research, (2017) entitled "The Profile of Accelerated Class Students' Creative Thinking in Solving Open Mathematical Problems" shows that the accelerated class students in solving open math problems out of 25 students are 8% creative students, 72% less creative, and 20 % not creative.

2. RESEARCH METHOD

This type of research is descriptive research. This research was conducted at SMPN I Adonara Barat in July 2020. The

total population was 70 students. The technique used in sampling in this study was purposive sampling. The data collection technique used non-test techniques, namely questionnaires. Furthermore, the data analysis technique was carried out with descriptive statistics. In this research, the data analysis uses the mean, median, mode, standard deviation, minimum value, maximum value, and the percentage of the acquisition score.

1. Percentage of Acquisition Score

To calculate the percentage of an answer from students using the following formula:

$$P = \frac{\sum skorperolehan}{\sum skormaksimum} \times 100\%$$

(Arikunto, 2009:236)

Information:

P: Percentage (%)

So that the categories of students' creative thinking abilities can be determined as in the table:

Table 1. Categories of students' creative thinking abilities (Riduwan, 2010)

Percentage category	Students' creative thinking ability category
81% - 100%	Very creative
61% - 80%	Creative
41% - 60%	Pretty Creative
21% - 40%	Less Creative
0% - 20%	Very less creative

3. RESULTS AND DISCUSSION

Based on the results of a questionnaire on the ability to think creatively, a summary of the data is obtained as follows:

Table 2. Descriptive statistical data of Creative Thinking Ability

Descriptive statistics	Score
The number of students	30 students
Maximum score	81
Minimum score	31
Mean	47.7
Median	39.5

Modus	39
Standard deviation	14.5

Based on Table 2, it can be seen that the creative thinking skills of students have an average value of 47.70. Meanwhile, the median is 39.50, mode 39.00, maximum value is 81.00, minimum value is 31.00, standard deviation is 14.5. With the acquisition value achieved by the indicator students is presented in Table 4.2 below.

Table 3. The level of achievement of the ability to think creatively for each indicator

Indicator	Score
Smoothness	49
Flexibility	48
Authenticity	47
Details	46

Data on students' creative thinking abilities for each indicator can also be seen in Figure 1

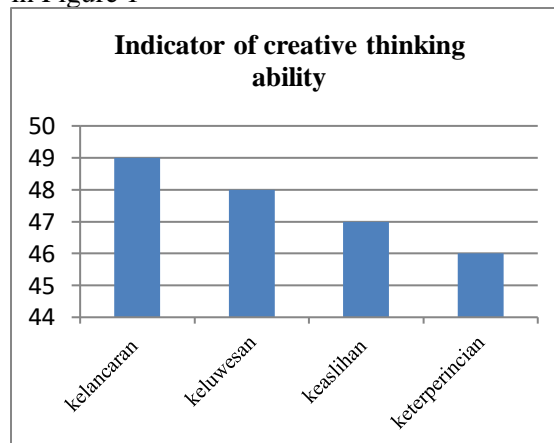


Figure 1. Diagram of the ability to think creatively for each indicator

When viewed from the distribution of data that refers to the categorization of trends that have been described, the frequency distribution of the creative thinking ability level of Science in Class VII students of SMPN 1 Adonara Barat can be presented in Table 4 below.

Table. 4 Categories of Natural Science Creative Thinking Levels in Class VII Students of SMPN 1 Adonara Barat

Assessment	Category	Frequency	%
81-100	Very creative	2	6,7
61-80	Creative	4	13,3
41-60	Pretty Creative	5	17
21-40	Less Creative	19	63
0-20	Very Uncreative	0	0
	Total	30	100

Table 4 shows that the category of the level of creative thinking ability in Natural Science in Class VII SMPN 1 Adonara Barat, namely 0 students (0%) are very uncreative, 19 students (63%) are in the less creative category, 5 students (17%) are categorized as quite creative, 4 students (13.3%) were in the creative category, and 2 students (6.7%) were in the very creative category.

The categories of creative thinking abilities in Class VII SMPN 1 Adonara Barat students can be described in the following diagram:

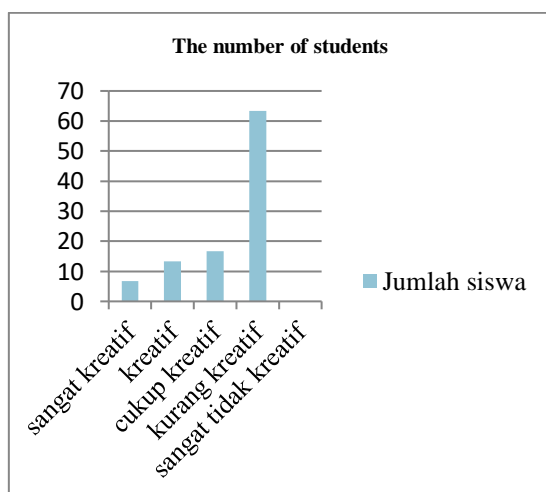


Figure 2. The frequency distribution diagram of students' creative thinking abilities

The ability to think creatively is defined as the ability to think logically to produce something new in a lesson. The ability to think creatively is very important for every student because it affects the higher level of thinking so that it can improve student achievement.

Based on the distribution of research data, it was found that 0 students (0%) were categorized as very uncreative, 19 students (63%) were categorized as less creative, 5 students (17%) were categorized as quite creative, 4 students (13.3%) were categorized as creative, and 2 students (6.7%) were categorized as very creative. Thus, the number of students categorized as less creative is higher than the number of students categorized as very creative, creative and quite creative.

The ability to think creatively in students at SMPN I Adonara Barat is still very low. The results of the lesson plan study show that in the learning process the science subject teacher has implemented the 2013 curriculum (K13) using learning models such as Discovery Learning, Problem Based Learning, but some weaknesses are seen from the lesson plan, the presentation of the questions given by the teacher. only at a low level, and the target of achievement is not up to C6. This does not spur students to stimulate higher-order or creative thinking skills. In addition, during the pandemic, the learning process is not carried out normally but is carried out online. So that many students have a shortage of cellphones and learning books and the demands given by students to teachers during the pandemic are only understanding concepts.

The research results obtained from the questionnaire show that students' creative thinking skills are still very low. Therefore, if referring to the categorization table of creative thinking abilities proposed by Riduwan (2010), the creative thinking abilities of grade VII students of SMPN I

Adonara Barat are quite creative. This is in line with the research conducted by Herpytrianti (2014) entitled "profiles of critical and creative thinking abilities of students in class XI IPA SMAN Bengkulu City. The results of the study concluded that the ability to think creatively was in sufficient category.

4. CONCLUSSION

Based on the analysis and discussion of the results of the research, it can be concluded that the ability to think creatively in class VII SMPN Adonara Barat is quite creative or is at a moderate level (47.7%) Meanwhile, when viewed based on the distribution of data, the number of students categorized as less creative is higher. (63%) compared to the number of students who were categorized as very creative (6.7%), creative (13.3%) and quite creative (17%).

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