
**PROFILE OF CREATIVE THINKING ABILITIES OF CLASS X STUDENTS
SURYAMANDALA WAIWERANG PRIVATE VOCATIONAL SCHOOL,
SEMESTER II STUDY YEAR 2019/2020**

Familia Novita Mawar¹⁾, Aloisius Harso²⁾, Yasinta Embu Ika³⁾

¹²³ Fakultas Keguruan dan Ilmu Pendidikan, Universitas Flores
email: novimawar78@gmail.com

Abstract

This study aims to determine the profile of student creative thinking ability class X students Suryamandala Waiwerang second semester academic year 2019/2020. This type of research is a descriptive research. The population in this study consisted of all student of class X SMAS Suryamandala Waiwerang totaling 62 students and the research sample was 32 students obtained by purposive sampling technique. Furthermore, the data collection technique used non-test techniques, namely questionnaires. Data analysis was carried out with descriptive statistics. The results showed that the students creative thinking skills in class X SMAS Suryamandala Waiwerang had the ability to think very creatively (3,125%), think creatively (9,375%), were quite creative (12,5%), less creative (75%) and not creative (0%). This shows that student creative thinking skills are still very low or less creative.

Keywords: Creative Thinking Ability

1. INTRODUCTION

Education is an effort to create the next generation who have knowledge, have noble character, and the ability to think. This is in line with Law No. 20 of 2003 says that education is a planned effort to realize the activities of the learning process so that students actively and creatively develop their abilities to have spiritual strength, self-control, intelligence, personality, and skills needed by themselves, society, nation and state.

In the era of the industrial revolution 4.0, education is very important to develop students who have creative and innovative abilities and skills and take advantage of information and communication technology. In the learning process carried out in schools, care must be taken, in order to produce competent graduates (Sujadi, 2018).

In Indonesia, there are always changes in the curriculum, one of which is the 2006 curriculum to the 2013 curriculum (K13). The 2013 curriculum is the curriculum implemented by the government to replace the 2006 curriculum, which is called the Education Unit Level Curriculum (KTSP). The purpose of implementing the 2013 curriculum is to prepare students in Indonesia to have the ability to live and have faith and to improve students' abilities in the

21st century, one of which is to think creatively (Akmala, 2019).

Based on the results of interviews and discussions with physics subject teachers at Suryamandala Waiwerang, students' creative thinking ability is still very low because students often memorize formulas to solve problems and solve problems, lack of self-motivation and self-confidence in expressing creative thinking in learning physics.

To overcome these problems, it is necessary to make efforts in the form of tutoring to change students' creative thinking abilities in solving problems and also teachers can help and train students in solving problems that are being faced in unique ways and doing new experiments in order to create new products in the world of education.

According to Martin (Mahmudi, 2010) the ability to think creatively is the ability to generate new ideas in a product. According to Munandar (2009: 87) says that the ability to think creatively has aspects, namely: smooth thinking, flexible thinking, original thinking, and detailed thinking. Creative thinking is an idea or new idea to solve a problem in different learning from others. Based on the theory above, it can be concluded that the ability to think creatively

is an activity that generates new ideas in a product to solve a problem that is different from the existing one.

Based on the background description above, the researcher is interested in conducting a study with the title "Profile of Class X Students' Creative Thinking Ability at SMAS Suryamandala Waiwerang Semester II of the 2019/2020 Academic Year". The objectives of this study were: To determine the profile of the creative thinking skills of class X students of SMAS Suryamandala Waiwerang in the second semester of the 2019/2020 academic year.

According to Hasan (Syafaruddin, 2012) said that ability is a skill, expertise, knowledge and intelligence which can be expressed through certain measurements. Meanwhile, Robbins in Syafaruddin (2012: 74) says that ability is the individual's capacity to do various tasks in a job. According to Solso in Irham and Wiyani (2013: 42) thinking is a process to produce new mental representations through interactions that involve mental processes such as judgment, reasoning, imagination, and problem solving. Meanwhile, Garret (Kuswana, 2012: 2) thinks is a behavior that is hidden in symbols, ideas, and concepts made by someone. Thinking is the ability of our every action. From some of the above definitions, it can be concluded that thinking is a mental or intellectual activity that involves individual awareness that is carried out in the form of writing, painting, song, or scientific research to produce a new idea. Cropley in Nurhayati (2011) creative thinking is creating ideas, the ability to recognize alternative possibilities, and having the courage to try something out of the ordinary. In other words, the ability to think creatively is the ability to provide new ideas which are implemented in the problem-solving process. Hilgard in (Uno, 2014: 113) thinks creatively as a form of thinking, trying to find new relationships in responding to a problem or producing new artistic forms. Schwartz in (Uno, 2014: 113) creative thinking is finding new, better ways to do things. Based on the theory above, it can be concluded that creative thinking is the ability to generate new ideas that are better

at responding to a problem. According to (Filsaime, 2008) creative thinking is a thought process that has characteristics 1) fluency is the ability to issue as many correct ideas as possible precisely and clearly. 2) flexibility (flexibility) the ability to issue a lot of ideas or ideas that are varied and not monotonous by seeing from various points of view. 3) authenticity (originality) is the ability to issue unique and new ideas or ideas. 4) detailing (elaboration) the ability to explain the factors that influence and add detail to the idea or idea so that it is more valuable. The ability to think creatively is the ability to generate new ideas or ideas that are better at solving a problem.

Research conducted by Hepytriaty (2014) with the title "Profile of Students' Critical and Creative Thinking Ability for Class XI IPA Bengkulu City Senior High School 2013/2014 Academic Year" shows that the average high school students of Bengkulu City are categorized as less critical at 0%, quite critical at 62, 25%, critical 37.09%, very critical 0.66%, while based on TKV 100% has a fairly creative category. Meanwhile, the research conducted by Nurlaida, Muhammad and Abdul (2016) entitled "Analysis of Creative Thinking Skills in Physics for Class XI IPA Students at SMA Negeri 2 Bua Ponrang" shows that the level of creative thinking skills in physics in class XI IPA students of SMA Negeri 2 Bua Ponrang is still low.

2. RESEARCH METHOD

This type of research is descriptive research. This research was conducted at SMAS Suryamandala Waiwerang in the second semester of the 2019/2020 school year in July and August 2020. The population in this study were all students of class X SMAS Suryamandala Waiwerang, totaling 62 students, and the research sample was 32 students. purposive sampling technique. 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 Earned Score

a. Analysis of student questionnaire data

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

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

(Arikunto, 2009:236)

Information:

P: Percentage (%)

b. Categories of students' creative thinking abilities based on a questionnaire.

Table 1. Assessment of Students' Creative Thinking Ability Levels

No	Assessment	Category
1.	81% - 100%	Very creative
2.	66% - 80%	Creative
3.	56% - 65%	Pretty Creative
4.	41% - 55%	Less Creative
5.	0% - 40%	Not Creative

Source: Adapted from Arikunto (2009: 236)

3. RESULT AND DISCUSSION

This research was conducted in class X SMAS Suryamandala Waiwerang second semester of the 2019/2020 school year. Data on students' creative thinking abilities can be seen in Table 2.

Table 2. Value of Data Recapitulation on Acquisition of Students' Creative Thinking Ability

Descriptive statistics	Score
The number of students	32
Maximum value	81
Minimum value	43
Mean	50,85
Median	47
Mode	47
Standard Deviation	8,79

Based on Table 2, it can be seen that the creative thinking skills of students have an average score of 50.85, a median of 47, a mode of 47, a maximum value of 81, a minimum value of 43 and a standard

deviation of 8.79. With the acquisition value achieved by the indicator students is presented in Table 3 below.

Table 3. Data on Students' Creative Thinking Ability for Each Indicator

Indicator	Score
Smoothness	50,23
Flexibility	47,65
Authenticity	52,03
Detailing	53,04

Data on students' creative thinking abilities for each indicator can also be seen in the graph below.



Picture 1. Graph of Students' Creative Thinking Ability

From Table 3 it can be concluded that the indicator of creative thinking ability achieved by students is the lowest, namely flexibility with a value of 47.65.

The following is a table of the frequency distribution of students' creative thinking abilities can be seen in the table and diagram below:

Table 4. Categories of Creative Thinking Ability Level Students of Class X SMAS Suryamandala Waiwerang

Assessment	Category	Frequency	Percentage (%)
81-100	Very creative	1	3,125
66 - 80	Creative	3	9,375
56 - 65	Pretty Creative	4	12,5

Assessment	Category	Frequency	Percentage (%)
41 – 55	Less Creative	24	75
0 – 40	Not Creative	0	0
Total		32	100

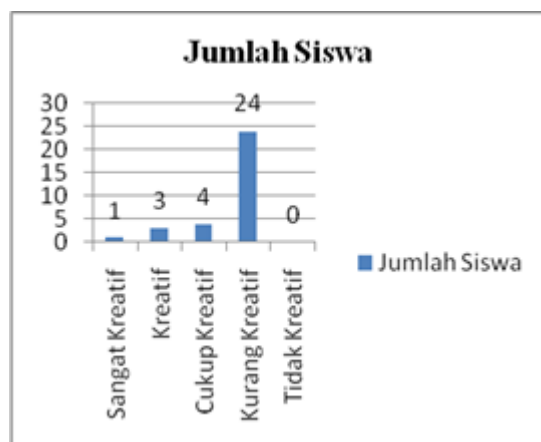


Figure 2. Frequency Distribution Diagram of Students' Creative Thinking Ability

Based on the category table above, data on the ability to think creatively obtained by class X SMAS Suryamandala Waiwerang semester II of the 2019/2020 academic year are in the very high or very creative category (3.125%) with 1 student, high or creative category (9.375%) with a total of 3 students, the moderate or quite creative category (12.5%) with 4 students, the low or less creative category (75%) with 24 students and the uncreative category (0%) from 32 students.

DISCUSSION

The ability to think creatively is very important for students in learning physics. The ability to think creatively is the ability to generate new ideas or ideas to solve a problem that is different from the existing one. The ability to think creatively has indicators, namely fluency in expressing opinions in solving problems (fluency), providing different ways to solve problems (flexibility), finding separate ways to solve problems (authenticity) and using various physics concepts and detailed steps in solving problem (detailing).

In this study, students' ability to think creatively was still low or less creative. The results showed that the ability to think

creatively in class X SMAS Suryamandala Waiwerang 1 student (3.125%) had the ability to think very creatively, 3 students (9.375%) had the ability to think creatively or the ability to think highly, 4 students (12.5%) had the ability think creatively enough, 24 students (75%) have the ability to think less creatively and students who do not have the ability to think creatively (0%) out of 32 students. Overall, the average value of students' creative thinking skills was 50.85. This shows the creative thinking ability of class X students of SMAS Suryamandala Waiwerang semester II of the 2019/2020 academic year is in the low category or has the ability to think less creatively.

The results of the study of the learning implementation plan (RPP) in the learning process, the teacher has implemented and even implemented the 2013 curriculum (K13) and also the learning models used are also in accordance with the demands of the 2013 curriculum. However, in terms of providing exercises for the level of questions given at the low level it is higher or more dominant than the high-order questions and students are not used to doing high-order questions or thinking creatively. This does not encourage students to stimulate increased creative thinking skills or higher order thinking. In addition, students' creative thinking abilities were exacerbated by the Covid 19 pandemic where the learning process was not carried out as usual, so that students' creative thinking abilities were low because the time duration needed was very short, so not all material was given. The teacher only transfers knowledge which means that the concepts are given. During the Covid 19 pandemic, learning was not as usual, so that in the learning process the teacher only presented material in an outline without knowing whether students could know the material and understand the concepts or not. The teacher also rarely gives questions that have a high level of thinking because they are limited by time.

Basically, there are many ways that can be done to improve students' creative thinking skills. But in reality students are always afraid to express their ideas, find it difficult to explain the steps to solve the

problem, there is less sensitivity to the questions given, students also do not produce different ideas or answers, and students tend to write answers briefly and not in accordance with working procedure. Therefore, students must be accustomed to working on questions that require student creativity, so that students will be trained to think creatively.

The results of this study are in accordance with the research conducted by (Qiftiyatul Lailiyah and Suliyannah, 2018) which states that the scientific creative thinking skills of class XI SMA Negeri 1 Tarik Sidoarjo are still low because students have not been able to mention the originality category.

The results of this study are also the same as the results of research conducted by (Nurlaida, Muhammad and Abdul, 2016) which state that the results of the analysis for each indicator of creative thinking skills in physics show that the most prominent indicator is finding causes with an average score of 2,70 and the lowest indicator is guessing the effect of an event with an average score of 0.95 compared to other indicators. So it can be concluded that the level of creative thinking skills in physics in class XI IPA1 SMA Negeri 2 Bua Ponrang is still low.

4. CONCLUSION

Based on the results of data analysis and discussion of research results, it can be concluded that the creative thinking ability of class X students of SMAS Suryamandala Waiwerang semester II of the 2019/2020 school year is still low or less creative. Overall, the average value of students' creative thinking skills was 50.85. Therefore, efforts are needed to improve the creative thinking skills of class X students of SMAS Suryamandala Waiwerang semester II of the 2019/2020 academic year.

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