Model Development Integrated Thematic Learning Based On Creative Thinking Stages On Elementary School Education

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Abstract.
This research aims to describe the level of student activity in the learning process an integrated thematic learning model based on the stages of creative thinking in elementary school education. Learning carried out with separate subjects will cause less development of children to think holistically and make it difficult for students to relate concepts to their real life everyday. This research was carried out in Elementary School Patumbak sub-district, Deli Serdang Regency, North Sumatra Province. Implementation of this research conducted in even semester academic year 2020/2021. As for the location this research is focused at public elementary school 101788 Marindal I and public elementary school 101789 Marindal I. Besides students who are research subjects, then teacher too involved as research subjects subjek especially to see the implementation learning model in the implementation of learning and ability to manage learning. This type of research is development research. The resulting product is validated by design experts, linguist, and model expert, Then proceed with individual test, small group and field group test. Model implementation test carried out and then continued with the effectiveness test. This research findings: (1) thematic learning model products integrated based on the stages of creative thinking the result is valid based on expert validation, have a level of practicality and effectiveness on students' creative thinking stage, (2) creative thinking stage students increase with the N-Gain score is 0.50, (3) teacher's ability to manage learning very good with an average score of 3.62, (4) student learning activities during the learning process has increased, (5) student response to the learning process is good.

Keywords: *Integrated Thematic; Creative Thinking*

I. INTRODUCTION

Education is one of the most important thing in terms of knowledge the Indonesian nation to create knowledgeable people and insightful thereby improving the quality of intelligent human resources. In line with the Law of the Republic of Indonesia No. 20 of 2003 about the National Education System in Chapter 1 article 1 which states that “Education is a conscious effort and planned to create a learning atmosphere and learning process so that students are actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state” (Khair, 2018:2). According to Mondal, et al (2015: 41) “Over 1/5th of our population compiles the children of age 5-12 years, i.e, Primary Education. As today’s children are the citizen of tomorrow’s world, their survival, protection and development are prerequisite for the future development of humanity”. Every child is required to have self-potential for the protection of his life as a condition for the future development of his education. In accordance with the principle of development that children's physical development cannot be separated from their mental, social and emotional development because of the psychological development that will affect the child to match the development of his abilities.

In accordance with the developmental principle that Children's physical development cannot be separated from mental development, social, and emotional, because of the psychological development that will affect the child to match the development of his abilities. Progress to achieve experience within the student it will be integrated with the experience in daily life, life, and the environment with the natural

surroundings. According to Piaget, elementary school-aged children are still at the stage of concrete operational thinking (Widyaningrum, 2012: 108). Because it still uses concrete operational thinking Then the child must need a tool in developing his learning. At the stage of thinking with concrete operations then the application of an integrated thematic learning approach looks right and appropriate as a learning model elementary school students, especially in the early grades. In thematic learning various kinds of intelligence can be developed at the same time holistically, where is the thematic model not only emphasizes the cognitive domain, but also includes affective, psychomotor and social domains. Integrative Thematic Learning is basically integrated learning that combines various subjects or field of study using a particular theme.

The theme is then collaborated from various points of view, both from the point of view of science, humanities and religion, so as to provide a more meaningful experience for students. With thematic learning, students are expected to get optimal and maximum learning outcomes so that it can avoid learning failures that still occur with other learning models. The nature of thematic learning according to Trianto (Gandasari, 2019:23) interpreted as learning designed based on certain themes. Thematic learning is an approach in learning that intentionally linking several aspects both intra-subject and inter-subject. Thematic learning is not merely learning to encourage students to know, but also learning to do, learning to be and learning to live together.Talking about achieving learning goals, then in the 2013 curriculum will find core competencies that must be achieved by students, One of the core competencies is the skill aspect. In the regulation of the minister of education and culture no. 021 year 2016 about the standard content is explained about the description of competency aspects of skills, namely: "show thinking skills and act creatively, productive, critical, independent, collaborative and communicative in clear language, systematic, logical and critical in an aesthetic work, in a movement that reflects a healthy child, and actions that reflect the child's behavior according to his developmental stage" (Aliyah, 2017:38). Creative thinking is a thinking process able to provide ideas or different ideas which can then become new knowledge and needed answers. Think creatively like paddle in a boat, namely as an introduction in passing learning problems with students as controllers the paddle brings through which direction the student reaches the desired goal or answer. According to Munandar (Agustina, 2018: 169) "Creative thinking or divergent thinking is provide various possible answers based on the information provided with an emphasis on diversity of answers and appropriateness".

Creative thinking is brainstorming or putting things together new ideas, and then critical thinking takes over and evaluate how successful these new ideas. Brainstorming is a classic creative activity. In a typical brainstorming session, all ideas are accepted and listed (Brookhart in Widiyanto, 2010:124). Reflecting on the ability of Innovation and creativity of Indonesian students based on study results *World Economic Forum, The Global Competitiveness* 2012 – 2013 and creativity of Indonesian students based on study results "Indonesia has the ability to Innovation, creativity and competitiveness are quite low with a score of 40 – 50" (Aliyah, 2017:38). According to Potur (Mafrukhah, et al, 2017:268) explains that creative thinking is a cognitive ability, original, and problem solving process. Therefore, creative thinking skills must be instilled and developed in students.With the implementation of the thematic learning model properly, ideally the teacher can develop the ability of students to create a new idea or idea that is expressed in the work or attitude in the learning process. Thematic learning that offers learning according to student development and the character of student learning, It is hoped that it can train students' abilities in creative thinking, namely by pouring new ideas or new ideas, so that learning does not only develop students' cognitive abilities but affective abilities such as student creativity can also develop. From the description above, the researcher is very interested in conducting a research that can be formulated with the title: "Development of Integrated Thematic Learning Model Based on Creative Thinking Stages in Elementary School Education".

II. METHODS

The method used in this research is development research method. This research was carried out for two and a half months starting from 24 March 2021 to 9 June 2021. This research was conducted in 101788 State Elementary School and 101789 State Elementary School Marindal, Patumbak District, Deli Serdang Regency, North Sumatra Province. State Elementary School 101788 as a pilot school consisting of two classes with a total of 60 students. Trial schools are carried out by means of individual trials, small group trials, and field group trials.

III. RESEARCH FINDINGS AND DISCUSSION

The series of activities in the development of an integrated thematic learning model based on the stages of creative thinking include various components such as students, materials, learning methods/strategies, media, and evaluation. In this case the integrated thematic learning development model based on the stages of creative thinking moves from the needs analysis carried out. Through the product of an integrated thematic learning model based on the stages of creative thinking it is expected that the implementation of learning can run effectively, efficiently and attractively. The product of an integrated thematic learning model based on the stages of creative thinking is designed and arranged systematically following the learning syntax integrated thematic by enabling students to have a good learning experience and are expected to achieve learning objectives.

The novelty aspect of the integrated thematic learning model product based on the stages of creative thinking is learning materials designed for the learning needs of students in elementary schools which in the design go through the stages of learning needs analysis, characteristics of learners, designing goals, developing assessment instruments, developing learning scenarios with its peculiarity is the presentation of learning materials through the stages of creative thinking, then validation by experts so that this product is suitable for use as learning. The results of the validation carried out by design experts in general on the Model Book show an average score was 2.73 and are in the category of eligible for revision. The linguist's assessment of the Model Book shows an average score was 2.8 and is in the worthy category that needs revision. The model expert's assessment of the Model Book shows an average score was 3.3 and worthy category that needs revision. This means that the Model Book is a product of an integrated thematic learning model based on the stages of creative thinking developed reflecting the level of feasibility for use. But of course, by accommodating suggestions for improvement submitted by experts. The developed model book can be used by teachers in implementing integrated thematic learning based on the stages of creative thinking. This model book provides detailed explanations that teachers can guide in implementing learning in the classroom.

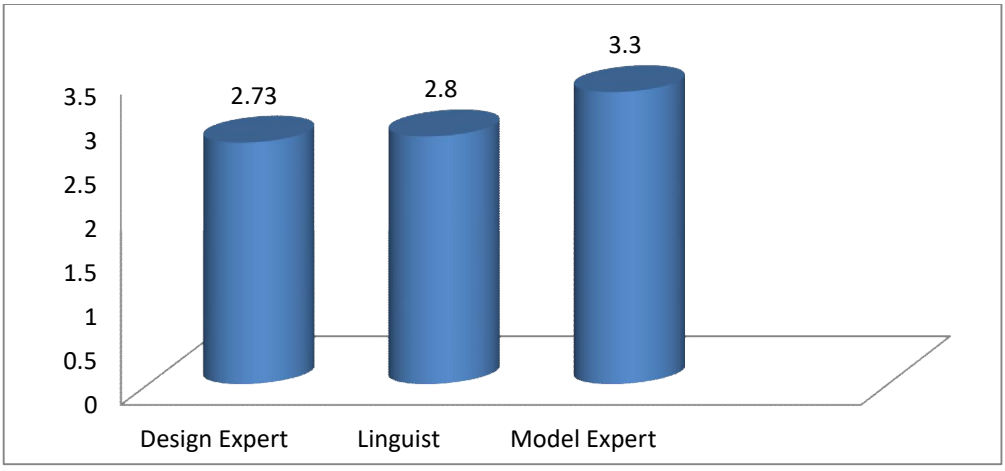

Fig 1. Assessment of Learning Model Book Response Assessment Penilaian

The results of the validation carried out by design experts In general, the Learning Implementation Plan shows an average score was 2.83 and are in the eligible category need to be revised. Linguists' assessment of the Learning Implementation Plan shows an average score was 2.85 and the eligible category

need revision. This means that Learning Implementation Plan from integrated thematic learning model products based on the stages of creative thinking developed reflects the level of feasibility for use. The results of the feasibility by a team of experts on the product of an integrated thematic learning model based on the stages of creative thinking, it is feasible to proceed to the next stage, namely: individual trials, small group trials, field trials. But still by accommodating the suggestions for improvement submitted.

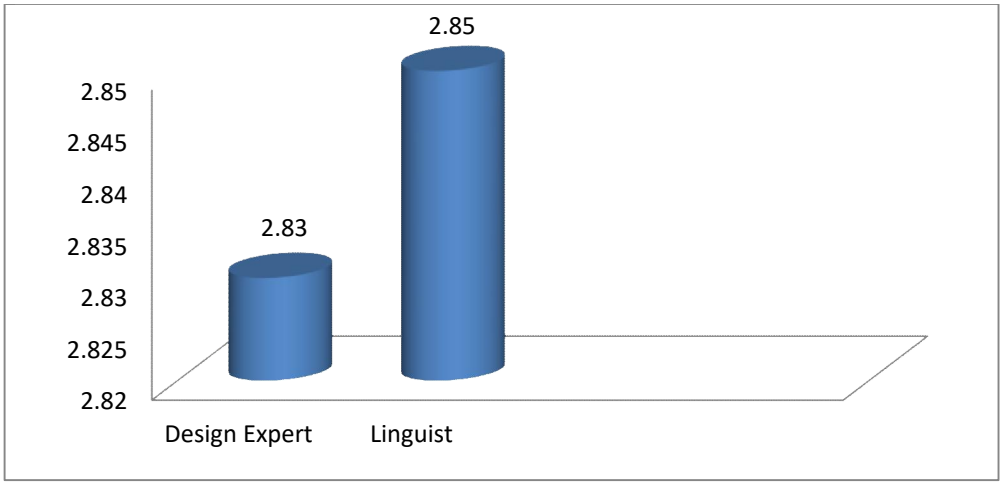

Fig 2. Expert Validation Assessment and Responses to the Learning Implementation Plan

Learning Implementation Plan product of an integrated thematic learning model based on the stages of creative thinking which has been revised based on expert suggestions for improvement then reconfirmed to the expert to presumably be recommended as a learning development product that is worthy of trial. The purpose of accommodating suggestions for improvement submitted by experts on the Learning Implementation Plan are: it is hoped that the product of an integrated thematic learning model based on the stages of creative thinking can be implemented by classroom teachers because there are guidelines in carrying out learning that have been designed in the Learning Implementation Plan.

Based on this, learning by using Integrated thematic learning syntax will foster student participation to develop themselves in acquiring knowledge without having to be related to teacher exposure alone but can find knowledge. The results of the validation carried out by design experts in general on the Teacher's Book show an average score was 3.03, category that needs revision. The linguist's assessment of the Teacher's Book shows an average score of 2.90 in the category that deserves revision. The results of the validation by a team of experts on the Teacher's Book product, an integrated thematic learning model based on the stages of creative thinking, deserve to be continued at the next stage, namely: individual trials, small group trials, and field trials. But still by accommodating suggestions for improvement submitted by experts.

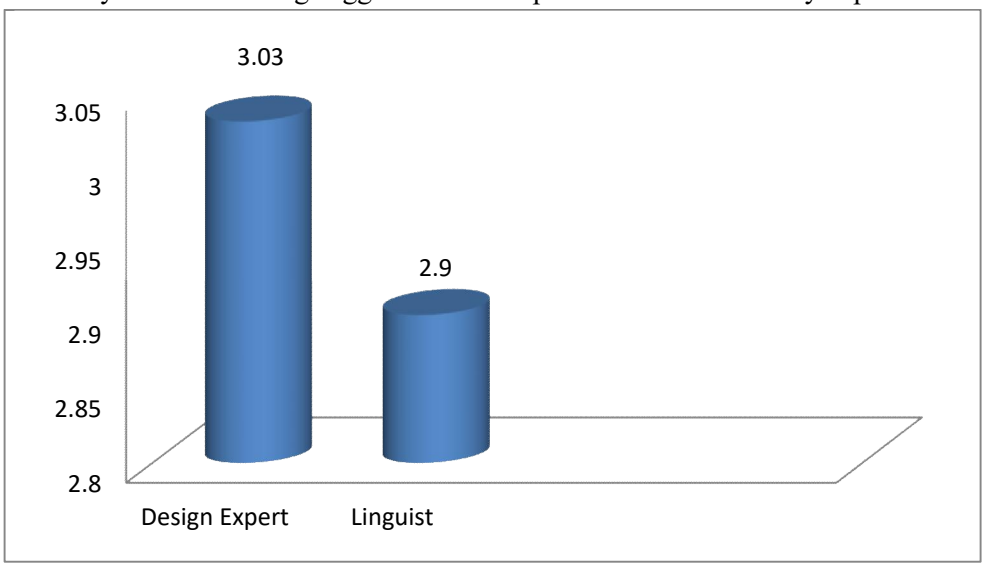

Fig 3. Expert Validation Assessment and Responses to Teacher's Books

To carry out effective, efficient, and interesting learning, it begins with a learning design process that is carried out systematically and systemic. For this reason, a quality learning development plan is needed that can be guided by the teacher and students in carrying out learning. Efforts to improve the quality and success of learning, teachers are expected to have the ability to make changes in learning towards a higher quality. To achieve this, the learning carried out in the classroom is an activity intentional or designed by the teacher to students to achieve certain goals in the form of competencies expected after participating in learning.

The results of the validation carried out by design experts in general on the Student Book show an average score was 3.13, the category deserves revision. The Student Book linguist's assessment shows an average score was 2.85, the category deserves revision. This means that the Student Book is a product of an integrated thematic learning model based on the stages of creative thinking developed reflecting the level of feasibility for use. The results of the feasibility by a team of experts on the Student Book product an integrated thematic learning model based on the stages of creative thinking is feasible to proceed to the next stage, namely individual trials, small group trials, and field trials. But still by accommodating suggestions for improvement submitted by experts.

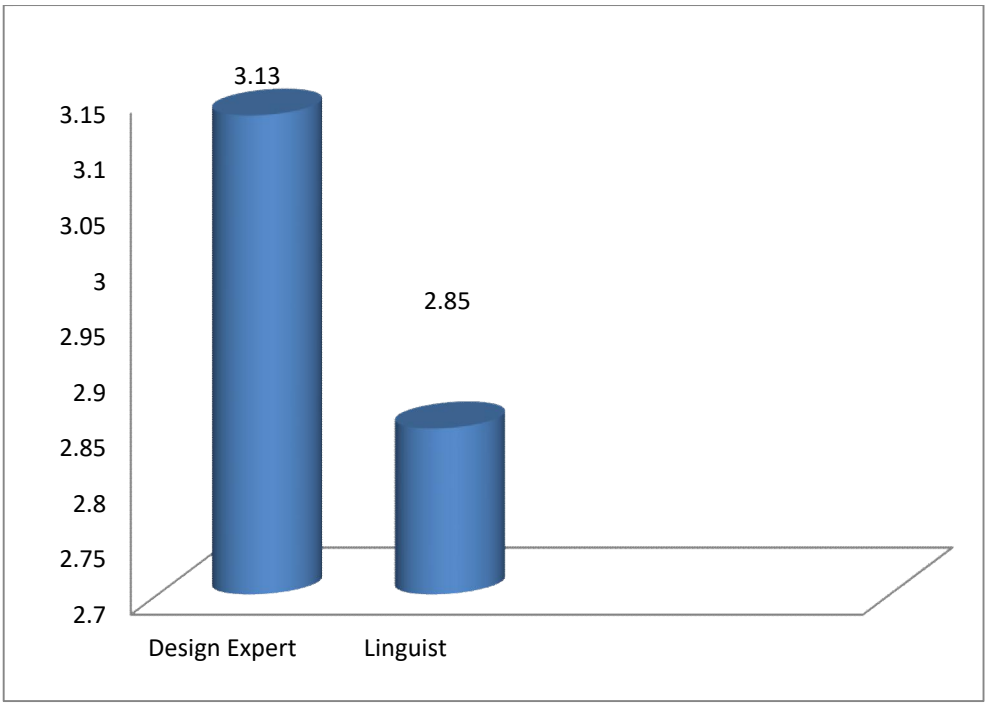

Fig 4. Expert Validation Assessment and Responses to Student Books

This indicates that students have different characteristics from others so that the readability factor of the Student Book is an important factor to consider because it will make it easier for students to understand the teaching material. The product of an integrated thematic learning model based on the stages of creative thinking in the form of a Student Book designed in the form of printed material in the form of a series of writings, then for that it must be written in language rules and a level of legibility that is easy to understand and attract the attention of students, because students have individual characteristics that are different from one another.

The results of the validation carried out by design experts in general on the Student Activity Sheets show an average score is 3.10, categories that need revision. The linguist's assessment of the Student Activity Sheet shows an average score is 2.70, category needs revision. This means that the Student Activity Sheet is a product of an integrated thematic learning model based on the stages of creative thinking developed reflecting the level of feasibility for use. The results of the feasibility by a team of experts on the Student Activity Sheet product with an integrated thematic learning model based on the stages of creative thinking, it deserves to be continued at the next stage, namely: individual trials, small group trials, and field trials. But still by accommodating suggestions for improvement submitted by experts.

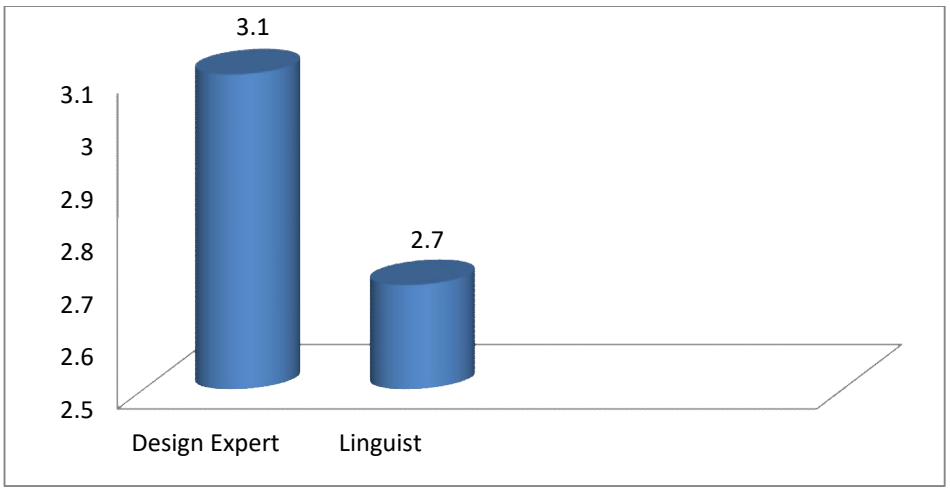

Fig 5. Expert Validation Assessment and Responses to Student Activity Sheets

The results of testing the effectiveness of the integrated thematic learning model product based on the creative thinking stages of elementary school students obtained a price t_{count} = 14,63 and the value of t_{table} with N – 1 = 30 – 1 = 29 at = 0.05 is 1.70. Because the price $t_{count} > t_{table}$then H_O is rejected, then it can be concluded that product of an integrated thematic learning model based on the stages of creative thinking have a real effect on the learning outcomes of elementary school students. The results of the normalized gain test (N-Gain) show the N-Gain value is 0.42. Thus, it can be seen with a coefficient of 0.42, the N-Gain category is a medium category.

In this case, the average creative thinking score of elementary school students in the first trial with conventional learning was 53.72 the low category and the average creative thinking of elementary school students with integrated thematic learning is 71.80 sufficient category. This proves that the use of integrated thematic learning products based on the stages of creative thinking affect the learning outcomes of elementary school students. N-Gain test results conventional learning scores and integrated thematic learning shows the N-Gain score was 0.40. N-Gain score of 0.40 is the medium category, so that it can be concluded that integrated thematic learning based on the stages of creative thinking have a moderate influence on the learning outcomes of elementary school students.

Student responses to the use of the integrated thematic learning model based on the stages of creative thinking, the majority of which are happy with the use of creative thinking in learning activities. This shows that students feel interested and enthusiastic about learning with the use of creative thinking used by the teacher. This can be seen from the percentage of student responses 100% stating that they are happy, this percentage exceeds the ideal percentage of 80%. Can be concluded that student responses to the components and learning activities by describing an integrated thematic learning model based on the stages of creative thinking is positive. The positive response given by the student, because students get satisfaction from the learning done by the teacher.

IV. CONCLUSION

Based on the previous discussion, it can be concluded that the learning model found was integrated thematic learning model based on the stages of creative thinking. The integrated thematic learning model based on the stages of creative thinking consists of syntax, social system, reaction principle and the support system is also equipped with Model Book devices, Lesson Plans, Teacher Books, Student Books, and Student Activity Sheet. Expert validation results (design experts, linguists, and model experts) show the product of an integrated thematic learning model based on stages of creative thinking is feasible to use. (1) The first trial with an N-Gain score is 0.40 in the medium category, and (2) the second trial with an N-Gain score of 0.50 in the medium category; The level of teacher's ability to manage learning using an integrated thematic learning model based on the stages of creative thinking is 3.03 with a good category in the first try, while in the second trial it was 3.62 with a very good category; and from the first observation to the second observation, student learning activities during the learning process have increased.

The average proportion of time used by students to listen to the teacher's explanation at the time of the first trial was 44.64%, while in the second trial the average proportion used by students to listen to the teacher's explanation was 49.00%; Student responses to the learning process are very good, this is indicated by feelings of pleasure towards the use of learning based on the stages of creative thinking and interested in learning. This can be seen from the percentage of student responses 100% stating they are happy, this percentage exceeds the ideal percentage of 80%.

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