

Profile Creative Dimension in The Strengthening Project of Pancasila Student Profiles in Elementary Schools

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Article History

Received: March 08th, 2024

Revised: April 13th, 2024

Accepted: May 20th, 2024

Abstract: The aim of this research is to analyze the Pancasila student profile strengthening project in the creative dimension of students in Kebumen elementary schools. Data collection techniques include documentation, interviews, and observations. The subjects of this study are students in IV. Data analysis employs the Miles and Huberman model, consisting of three stages: data reduction, data presentation, and data verification. The research results indicate that the creative of students in grades IV fall into the category of good. Teachers use various methods to develop creative dimensions such as using problem-based learning, cooperative learning, project-based learning, and contextual teaching and learning. The use of problem and project-based learning models is the most effective learning model in developing students' creative thinking abilities.

Keywords: creative, elementary school, pancasila student profile strengthening project, profile.

INTRODUCTION

Creative thinking is one of the dimensions emphasized in the project to strengthen the profile of Pancasila students in the independent curriculum. Creative thinking is the process of the ability to think in developing an idea. Where the characteristics of creative children are that they are physically and mentally healthy, intelligent, disciplined, enthusiastic, confident, curious, very open, and very open and full of creativity (Faqumala et al., 2022). Creative thinking skills help students develop critical and innovative thinking skills as well as the ability to solve problems. This is a competency needed by individuals and nations to meet the demands of an ever-growing era (Muliardi, 2023).

The implementation of the independent curriculum has had a positive impact on developing student competencies as a form of effort to improve the quality of education in Indonesia. The independent curriculum is designed to provide an inclusive and participatory education pattern during the learning process, so that students' creativity and other characters can develop more effectively (Fatimah & Chamdani, 2023). In this curriculum, teachers are given the freedom to design learning materials and learning methods that suit the needs and characteristics of students. So that a more enjoyable and interactive learning atmosphere can be created and encourage students to be more

active in finding out and exploring knowledge (Setiawan et al., 2022).

The independent curriculum is believed to be the right curriculum for developing critical, creative and innovative abilities in thinking and acting. Apart from that, the independent curriculum places great emphasis on developing students' creativity and national character (Muliardi, 2023). In developing creative thinking abilities, teachers need to create a supportive environment in encouraging students to have creative thinking and develop students' original ideas. Apart from having original ideas, the dimension of creative thinking includes producing original work and actions and having flexibility in thinking in finding alternative solutions to problems (Faqumala et al., 2022).

There has been a lot of research examining the development of creative thinking in the independent curriculum. In developing the creative dimension, teachers use various types of methods and media. Such as the use of videos, PPTs, and the use of the Canva application which are effective media in shaping student creativity in vocational schools (Wahyuni et al., 2023). Through the use of the Project based Learning (PjBL) model, teachers can improve students' creative thinking abilities. Using two cycles, high school students' creative thinking abilities have increased (Hidayat et al., 2023). Through case studies, high school students who are taught using the PjBL model can have better creative

thinking abilities (Dewi Anggelia et al., 2022). Previous research has examined research on creative thinking in implementing the independent curriculum, but has focused more on upper level students. Not many have studied how to develop creative thinking abilities in elementary school students.

Based on the background of the problem above, the aim of this research is to analyze the profile of creative thinking abilities and how to facilitate the creative thinking abilities of fourth grade elementary school students in implementing the independent curriculum.

METHOD

A qualitative research approach is employed in this study. Qualitative research is defined as post-positivism research that seeks to portray natural phenomena or events without intentional influence, as seen in experimental research (Sugiyono, 2016). The use of qualitative research is chosen because the researcher aims to directly analyze the phenomenon of students' creative profiles in the Pancasila student profile strengthening project in elementary schools.

Various techniques are used in the data collection process. Firstly, observation technique is employed to observe the learning process taking place in the classroom, serving as a means to implement the Pancasila student profile strengthening project and to identify the planting of students' creative. Observation sheets are used to collect data from this technique, containing several statements. Secondly, interviews are conducted to confirm data obtained from observations and to supplement data that may not be fulfilled through observation, resulting in richer and more focused research data. Thirdly, documentation technique is used to complement secondary source data. The data is then analyzed using the interactive analysis technique formulated by Miles, Huberman, & Saldana. This study utilizes the data analysis technique of Miles, Huberman, and Saldana, which consists of three stages: data condensation, data display, and conclusions (Miles et al., 2014).

RESULT AND DISCUSSION

The project to strengthen the profile of Pancasila students in elementary schools in Kebumen Regency has been implemented in class 4. The project to strengthen the profile of

Pancasila students is a character trait that must be present in the implementation of the Independent Curriculum. P5 is the school's main goal in forming better student personalities. The creative dimension is one of the important dimensions in P5. There are three aspects in the creative dimension, namely having original ideas, producing original work and actions, and having flexibility in thinking in finding alternative solutions to problems. Figure 1 is a profile of students' creative dimensions seen from various aspects.

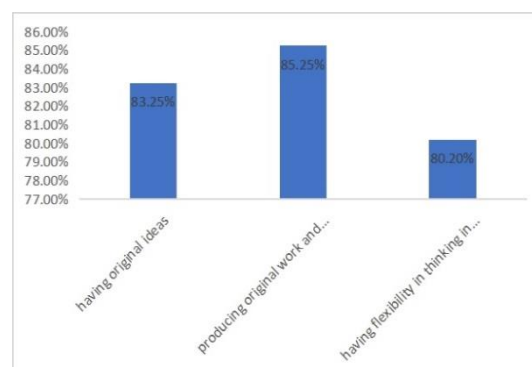


Figure 1. Student creative profile

Figure 1 shows the profile of creative dimensions in grade IV elementary school students. It was explained that the three aspects of thinking dimensions show good criteria. The aspect of having flexibility of thinking in finding alternative solutions to problems is the lowest aspect compared to other aspects. The ability to find alternative solutions to problems still needs to be developed. Problem solving skills are a very important ability, especially in 21st century education. The ability to solve problems needs to be carried out in learning that involves students actively in learning so that students are able to explore ideas with various solutions so that the right strategy is obtained in solving problems (Waluyo & Nuraini, 2021). Facilitating students in the problem solving process for certain problems will prepare and increase students' creativity in solving problems (Adams et al., 2010). In solving problems, students are given the option to develop previously acquired ideas, use problem-solving skills and develop high-level thinking processes. In this way, students' creative thinking will further develop (Waluyo & Nuraini, 2021).

The results of interviews with class teachers showed that developing problem solving skills for elementary school students is not easy. Students tend to still follow directions

given by the teacher so that students have difficulty finding other solutions to the problems given. Developing problem solving skills as part of creative thinking abilities can be done in several ways, namely the teacher gives a problem at the beginning of the lesson, students express their opinions about various strategies that can be used to solve the problem, students discuss in groups to come up with the right strategy to solve the problem, students apply these strategies so that the right strategy is found for solving problems (Muhammad et al., 2018).

The aspect of producing original work and actions is the highest aspect compared to other aspects. Producing original work and actions is an ability that produces work accompanied by innovation carried out by students. In general, students' work has been made creatively, for example making products from used goods such as using cardboard and plastic bottles to create a work. Using used goods is one of the themes in the project to strengthen the profile of Pancasila students in elementary schools, namely the theme of sustainable lifestyles. Based on the results of observations, the students were very happy and enthusiastic in making products, they created the products they had made so that the products they made were even more attractive. Based on the results of interviews, teachers often give students freedom to create works that will be created as P5 activities. By giving this freedom, students will come up with ideas to express what is in their minds. Involving students directly in looking for ideas for creating work will create fun and conducive learning so that students will be more creative (Anggraini et al., 2022).

Apart from these two aspects, the aspect of generating original ideas is the second aspect that has good criteria. The students' ability to produce creative ideas has shown well. This is confirmed based on the results of observations that the teacher has provided great opportunities for students to express their thoughts and ideas. One technique that is often used by teachers is brainstorming techniques. Brainstorming sessions can help students critically consider the best solution to the problem at hand. It was continued that developing questions can involve students in a systematic cognitive manner which encourages the development of students' reasoning abilities. Apart from that, the debate and sharing process during brainstorming is able to create a conducive environment for fostering

critical and creative thinking (Suryandari et al., 2018). (Suryandari et al., 2018).

The results of interviews with teachers provide an overview of the use of learning models used during the development of students' creative thinking abilities, especially in implementing the independent curriculum. Such as using the PBL and PjBL models. Apart from that, teachers usually also use cooperative and CTL models. However, based on the learning models used by teachers, the PBL and PjBL models are the most effective in developing students' creative thinking abilities.

The project-based learning model is the model most often used by teachers in implementing the independent curriculum, especially in developing students' creative dimensions. The interview results show that the use of the PjBL model provides enormous opportunities for students to create and develop products according to students' ideas. Before students make products, of course the teacher directs students to solve problems in the form of asking essential questions. The essential questions given to students are contextual problems.

Observation results show that students as a group have high curiosity and enthusiasm in making products. Apart from that, students are given the opportunity to explain the products they have created as well as explain the concepts in the work. This activity can be a means for students to develop their creative abilities as well as facilitate students to have other abilities such as communication skills and collaboration skills. Where these abilities are 21st century skills that must be developed. These results are relevant to research conducted by Fatimah which proves that project-based learning is proven to be able to improve students' creative thinking abilities (Fatimah, 2018). Including research conducted by Suryandari et al. proving that project-based learning has been proven to be able to improve students' creative thinking abilities (Suryandari et al., 2018). The PjBL model provides direct experience in problem solving and finding the right solution to existing problems. This model also helps students develop collaboration, initiative, independence, critical and creative skills in accordance with the implementation of the independent curriculum (Zulkarnaen et al., 2023).

The problem-based learning model is the second learning model that is often used by

teachers in developing creative thinking abilities. The results of interviews with teachers show that the problem-based learning model provides students with the opportunity to analyze problems given by the teacher. This activity provides students with the opportunity to form original ideas or ideas which are very supportive in developing students' creative abilities. On the other hand, the activity of working together in groups and doing practice are activities that can support creative thinking abilities. Problem-based learning supports students in developing students' analytical, problem-solving, critical and creative abilities. The problems given by the teacher are contextual problems, namely problems that exist in the everyday environment. So students can easily analyze problems given by the teacher because they are close to everyday life. The problem-based learning model has been proven to develop students' creative thinking abilities. This is also relevant to other research, 'Adiilah & Haryanti stated that problem-based learning has proven to be effective in developing students' creative thinking skills. This is because problem-based learning focuses on students' activities independently and discovery activities are carried out collaboratively to solve problems ('Adiilah & Haryanti, 2023). Yulianti et al produced findings that problem-based learning that focuses on environmental aspects has been proven to have a positive influence on creative thinking abilities (Yulianti et al., 2023).

CONCLUSION

The results of the research show that the creative thinking abilities of class IV students are in the "good" category, with a breakdown of the percentages for each indicator as follows: creating original ideas at 83.25%, creating works with original actions at 82.25%, and flexibility of thinking in finding alternative solutions to problems of 80.20%. Various learning models have been used by teachers, such as problem-based learning, cooperative learning, project-based learning, and contextual teaching and learning. However, the PBL and PjBL models are the most effective models in developing students' creative thinking abilities. Suggestions for further research are to strengthen students' creative thinking abilities, especially in the aspect of flexibility of thinking in finding alternative solutions to problems so

that the creative dimension in P5 can be developed optimally. It is hoped that a thorough understanding of each of these dimensions can be a guide for educators in developing students' potential and talents.

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