

Analysis of Students' Creative Thinking Ability by Utilizing the Environment in Economics Subjects at SMA Negeri 1 Air Sugihan, Ogan Komering Ilir

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Abstract: In this study at SMA Negeri 1 Air Sugihan Organ Komering Ilir, we examined students' imaginative capacity to utilize the environment for economic issues. The question of this research was how the environmental changes of SMA Negeri 1 Air Sugihan Ogan Komering Ilir could be applied to the creative thinking abilities of students for business problems. The factors in this think about were imagination considering and environment. An expressive strategy was utilized in this consideration. The test comprised of his 53 understudies from SMA Negeri 1 Air Sugihan Ogan Komering Ilir. Data were collected through observation, questioning, and documentation. As a result of perception, it was found that students' inventive considering is composed of five markers. Fluency standard is "very good" (83.76%), flexible skill standard is "very good" (89.1%), creative skill standard is "very good" (83.76%) "good" (79.25%).

Keywords: Creative Thinking, Environment, School

A. Introduction

Creative thinking is the activity of developing unusual ideas and then producing new ideas on a large scale. Creative thinking can get quality ideas, a creative process certainly will not be successful without good thinking and insight gained through its development. Creative thinking can support students have the motivation to be creative in thinking. Sani (2014) said that creative thinking is an ability that will produce high-quality and unusual ideas that are appropriate to existing tasks. This shows that creative thinking can develop thinking skills related to understanding broader elements.

According to Susanto (2013) creative thinking is an activity that includes elements of originality, fluidity, flexibility and refinement. This shows that creative thinking can develop thinking power which also includes understanding with broad elements. According to Sani (2014), creative thinking is the ability to come up with an idea that is unusual, has high quality, and is appropriate to the task. This is also an internal

development of a person's thinking that produces a good decision or result.

According to Susanto (2013) the indicators for creative thinking are the reference expressive skills; flexibility; original ability; detail skills; and assessment skills. According to Uno & Nurdin (2014) the indicators regarding preparation for implementing environmentally friendly learning, namely, arranging learning materials, learning environment, learning plans, and choosing a learning environment. Arnyana (2007) said that how to think creatively is as follows: a) Fluency is the ability to generate lots of ideas; b) Flexibility, is a skill to generate various ideas quickly and change easily according to the existing situation; c) Originality, is a skill to produce new ideas or ideas that have never existed; and d) Collaboration is the skill of developing or expanding ideas to produce more detailed and detailed ideas.

There is learning that can provide more opportunities for students to search for and explore problems which can then provide solutions thereby improving students' creative thinking abilities. According to Uno & Nurdin (2014) the following, what are the factors driving student creativity: a) Sensitive when looking around, that is, students know they are in a place that really exists or is real; b) Having freedom of view, namely the ability to see problems from all points of view; c) Being strongly committed to continuing to progress and succeed is a great desire; d) Optimistic and willing to take risks such as challenging tasks; e) Diligence in the activities carried out is a broad view; and f) A supportive environment, not rigid and authoritarian. Slameto (2010) saying what suggestions teachers should make to students is as follows: a) Appreciate questions, even those that seem strange or unusual; b) Appreciate imaginative and creative ideas; c) Show students that their ideas are valuable; d) Give students the opportunity to do something without their work being graded; and e) Include causal factors in the assessment.

According to Djamarah & Zain (2010) learning resources, they are all things that can be used as a place to provide learning materials for someone to learn. According to Eveline (2014) learning sources, it includes all things that can be useful in facilitating learning. According to Rivai (2013), all environments that can be used generally in the process of teaching and learning activities are classified into 3 types, namely environment social, environment natural, and environment artificial. Utilizing the environment as a source and place for learning will make children think that learning is fun. Learning with assistance through environmental utilization is not only outside the classroom, in the classroom environmental utilization can also be done so that it can save time and money. Uno & Nurdin (2014) said that utilizing the environment in learning can develop students' skills, namely observing, taking notes, asking questions, taking hypotheses, categorizing, writing and making pictures/diagrams.

The environment is all the objects or conditions of a person and the activities

involved and in the space where these people influence their own survival. According to Uno & Nurdin (2014) the environment, it is an opportunity that has been created to fulfill human needs during their life in the world and of course something that must be preserved, because the environment is a human need that is very useful in the long term. Sanjaya (2006) says the environment in the context of education is everything that exists and can be used by students to learn. Examples are buildings in schools, school libraries, laboratories, parks, canteens, and others.

SMA Negeri 1 Air Suguhan Ogan Komering Ilir is a public school in South Sumatra Province. SMA Negeri 1 Air Suguhan Ogan Komering Ilir uses the 2013 curriculum. Economics teachers at this school often use sources from learning related to the environment carried out outside the classroom, namely by connecting learning materials and environment. Therefore, researchers want to analyze students' creative thinking abilities using the environment in economics subjects to find out how students can think creatively.

B. Methods

The descriptive method is the method that will be used in this research through creative thinking and environmental variables. In this research, creative thinking is combined with material about cooperatives, namely a legal entity founded by a person or a cooperative legal entity based on cooperative principles, and the national economic movement based on the principle of kinship. The ability to think creatively can produce good learning results, in learning this can be achieved by utilizing the existing environment.

This is reflected in the indicators of creative thinking, namely fluency in thinking, thinking flexibly, original, detailed and evaluative. The sample for this research was students in class X IIS 1 and X IIS 2 from 4 classes X IIS at SMA Negeri 1 Air Suguhan Ogan Komering Ilir. Using Purposive Sampling on 53 students. Because this class is a class assigned to schools with good grades in class X IIS. The data collection techniques used were observation, interviews and documentation.

- a. Give grades to the answers on the observation sheet based on the rating scale below:

Table 1. Rating Scale

Scale	Mark
Very good	4
Good	3
Currently	2
Not enough	1

Source: Sugiyono (2012)

- b. Give a score of 1 answer “Yes” and 0 answers “No” on the observation sheet.
- c. Data is analyzed by averaging and calculating each response based on a certain score.
- d. Points are calculated using a percentage formula, final grades are calculated using a percentage formula based on the creative thinking of students around.

Table 2. Assessment Criteria

Final Score	Criteria
81% - 100%	Very good
61% - 80%	Good
41% - 60%	Currently
21% - 40%	Not enough
21% - 40%	Very less

Source: Riduwan (2012)

C. Results and Discussion

According to Munandar, creative thinking has 5 indicators, namely (1) Current Skills (2) Flexible Skills (3) Original Skills (4) Detailed Skills (5) Skill Evaluation 1 Air Sugihan, Ogan Komering Ilir shows very good results and good criteria. In creative thinking, fluency skills, flexible skills and evaluation skills are components of very good criteria, while good criteria include original skills and detailed skills (Syaiful, 2010).

Table 3. Results of Creative Thinking Indicators for 35 Students

Indicator	Percentage
Flexible Skills	89.1%
Original Skills	79.9%
Skills Details	79.9%
Evaluation Skills	86.3%
Average	83.8%

In the analysis of data from observations, it can be seen that the current competency level is running very well with an average of 83.8%. Based on the results, students’ thinking abilities according to these abilities are reflected in student behavior, for example some students ask a lot of questions, express their thoughts fluently and think more quickly. The next indicator, namely flexible skills or flexibility, also shows very good results with an average of 89.1%. This ability can enable students to generate new ideas, and get answers or questions by

looking at problems from various perspectives (Kanisius & Djamarah, 2011).

The original skills or capacity indicator is rated as good with an average of 79.9%. With this ability, students think differently from others and usually always look for new approaches and then find new solutions after reading and hearing ideas. The detailed skills or personalization skills indicator is then rated as "good" with an average of 79.9% and this skill is reflected in student behavior, for example finding a deeper meaning in the answer in question or in this skill they will solve problems by following the steps given. Detailed and seek or hear answers from other people's perspectives first.

The final indicator is skills evaluation or skills assessment which is considered very good with an average of 86.3%. This skill shows a certain evaluation and determining whether the question is correct and drawing good conclusions from it. Based on these five indicators, students' ability to think using the environment shows good results. When economic learning is presented in a collaborative material environment with real objects, it can become a source of continuous activity.

Based on the analysis of interview data on the four indicators, indicator 1 can be rated as very good with an average of 100%, the second indicator is rated as very good with an average of 100% and the third indicator is rated as good with an average of 66.67, the last one is classified as fair/medium with an average of 50% with an average of 79.25%. According to the Ministry of Education, the environment can also be used as a learning resource, learning with the help of the environment allows students to explore very meaningful relationships between abstract ideas and their applications, practical applications in real life contexts, and understanding concepts and processes about discovery, empowerment and relationships (Samartowa, 2006).

It can be concluded that the results of interviews with economics teachers were adapted from the implementation of learning with the help of learning materials that utilize the environment, because it does not rule out the possibility that environmental conditions could interfere with the learning process. Economics teachers claim that through utilizing the existing environment student thinking abilities become more creative (Mulyani, 2014). By utilizing the environment in economics teaching materials in class, teachers can find a very diverse range of students, all students are good and active, diligent, and some don't pay attention to the lesson. Before learning, the teacher will prepare teaching materials and reference books to support learning so that it runs well and smoothly. In the teaching and learning process subject teachers use the lecture method exclusively in their teaching, and the strategy is a student-centered (Alam, 2013; Champbell, 2012; Merdekawati, 2013).

Then improve students creative thinking abilities through the use of an economics subject environment that allows students to perfect their learning. Apart from observations and interviews, researchers also use documentation by researchers using documentary studies such as photos of students studying in the surrounding environment. Knowing the value of existing student learning outcomes, the researcher then documented the results of this research by examining the level of students' creative thinking in understanding economic problems through environmental utilization at SMA Negeri 1 Air Sugihan Ogan Komerin Ilir. In this research, students with good criteria were found to have weaknesses in their elaboration abilities, because several students who were quite capable of developing ideas and using learning media (Mulyasa, 2013; Rusman, 2011; Wena, 2014).

D. Conclusions

Based on the results of the analysis and discussion, it can be stated that the creative thinking abilities of students studying economics at SMA Negeri 1 Air Sugihan Ogan Komerin Ilir are rated as "very good". Indicators with very good criteria are flexibility skills and evaluation skills, while indicators with good criteria are original skills and detail skills. This research produces students creative thinking abilities by utilizing the environment at SMA Negeri 1 Air Sugihan Ogan Komerin Ilir with the criteria "very good". In this research, students with good criteria were found to have weaknesses in their elaboration abilities, because there were several students who were quite capable of developing ideas and using learning media in learning.

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