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The Creative Ability of Student through Contextual Based Social Science in Class IV Primary School

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Abstract Contextual learning presents new concepts in real life experiences and situations where students can find meaningful relationships between abstract ideas and practical applications. This study aims to determine students' creative thinking skills through contextual-based learning in fourth grade students of elementary schools. The design of this study uses the basic pattern of Pre test and Post test one Control Group with quasi-experimental type. The sample of this study was 40 students. The data collected is the ability of students 'creative thinking using Annova SPSS 23. The results of the hypothesis test of this study prove that contextual ability-based learning abilities of students' creative thinking are better than conventional learning. This is proven by the average score of students' creative thinking abilities in the experimental class being higher than conventional classes.

Keywords: Creative Thinking, Social Studies Learning, Contextual

INTRODUCTION ~ In the era of the industrial revolution 4.0 brought about changes in various fields of life including the world of education. The world of education is required to be able to equip students with 21st century skills. Students are required to be able to think creatively and solve problems, be creative and innovative as well as communication and collaboration skills. Besides the skills to find, manage and convey information and are skilled at using information and technology.

One of the skills that must be developed in the 21st century is the ability to think creatively (Fuad, N. M., Zubaidah, S., Mahanal, S., & Suarsini, E., 2017), which is an important aspect of creating ideas (Daryanto, 2009). Creativity is formed from flexible, fluent and novelty thinking in different situations (Karakoç, M., 2016), usually people use logical thinking to make decisions and then simplify complex situations for simple solutions. (Wongpinunwatana, N., Jantade, K., Jantachoto, J., 2018). The development of technology and information cannot be separated from human creative abilities (Rumankolof, S, dkk., 2016).

Developing the ability to think creatively requires creative teachers. Creative instructors are instructors who are able to actualize all the ability to educate optimally in educating, training students in accordance with the expected goals (Sagala, 2016), (Kadarwati, I., & Dayu, D. P. K., 2018). and the need to develop students' creative abilities is fundamentally very important (Nuswowati,M., & Taufiq, M., 2018) in improving the quality of education and obtaining meaningful learning (Munandar, 2002), in an effort to develop and realize the potential of students. The development of students 'potential can be started by growing students' thinking skills and abilities. The ability to think needed includes creative thinking creatively,

logically, systematically, contextually developed ie connecting the knowledge possessed by students with the new knowledge they have acquired. One of them can be developed through Social Sciences (IPS)

Social studies education is a selection of social and humanities disciplines, as well as basic human activities that are organized and presented scientifically and psychologically for educational purposes. One of the competencies that teachers must possess is the ability to organize learning materials. Comprehensive social studies program is a program that includes four dimensions including: the dimension of knowledge (knowladge), the dimension of advertising (skills), the dimension of values and attitudes (vallues and attitudes), and the dimension of actions (actions) (Sapriya, 2015). Although these four dimensions have their own distinct characteristics, in the learning process they complement each other.

But unfortunately the results of observations show that formal education places more emphasis on intellectual mental development (cognitive aspects), and does not correlate children's own experiences with new knowledge. Teaching in schools is generally limited to verbal reasoning and logical thinking (Lorentzen, L., 2015). Whereas high thought processes including the ability to think creatively are rarely trained. Such learning conditions are certainly very inaccurate and inaccurate if until now they still exist and take place in schools. Such conditions still shackle the development of children's thinking patterns. So that it can reduce the creativity of children (Martaida, T. dkk., 2017).

Seeing the importance of this, contextual action learning is needed which involves students actively being able to connect the contents of the material with the context of students' daily lives (Sujana,A., Sopandi,W. 2018), (Kesuma, dharma, dkk., 2010), so that it brings a complete understanding as an alternative to solving contextual real problems in accordance with reality or environment encountered (Suryawati, E., & Osman, K., 2018). Contextual learning occurs when students process new information or knowledge that can be received in accordance with their experience (Aldowah, H., Ghazal, S., Naufal Umar, I., & Muniandy, B., 2017).

Teaching with a contextual approach in social studies is considered quite relevant because it can make students more creative in solving social problems and able to adjust to their environment.

Theoretically it can be said that the use of contextual approaches to students' creative thinking abilities is better and more effective in the learning process (Septiawati, I., & Prihandoko, A. C., 2018). This model provides sufficient space for students to construct knowledge and develop students' creative thinking abilities

(Widjaja, 2013). Contextual learning has an effect on increasing student achievement in social studies learning (Zuhliyah, 2013). Contextual learning can be applied in applied in everyday life and can improve students' creative thinking abilities (Salvianiresa, D., & Prabawanto, S., 2017).

Based on this background, the purpose of this study is to determine differences in students' creative thinking abilities through contextual-based social studies learning with conventional learning models.

METHOD

The method used in this study is quasy experiment and uses descriptive statistics by comparing the statistical figures of comparison between the control variable and the experimental variable (Creswell, 2012). The design of this study was divided into two groups, class IV A as an experimental group with 20 students and class IV B as a control group with 20 students. The students in the experimental class used a contextual learning model while the control class used conventional learning. The instrument used was a test of creative thinking ability. Data processing techniques using the SPSS 23 Software program include normality test, t-test, and normalization gain. N-Gain is used to determine the improvement of students' creative thinking abilities.

The sampling technique used was purposive sampling technique. This research was nonequevalent groups pretest-posttest. This type of research can be used when implementing a pretest-posttest design using quasi experiments as a method (Creswell, 2012). The research subjects were grade IV students of Prapatan I Elementary School in Majalengka Regency with a total of 40 students

RESULT AND DISCUSSION

In this study, the measured ability was the creative thinking ability of the experimental class and the control class. The research began by carrying out the pretest then posttest after receiving treatment, and n gain. Data processing tests of creative thinking skills such as pretest, posttest and gain use descriptive statistics to determine the average value, standard deviation and variance. The results of data processing can be seen in table 1.

Tabel 1 descriptive data

Data	Group	N	*Max Score*	*Highest Score*	*Lowest Score*	*Mean*	*Standard Deviation*	*Varians*
Pretest	Eksperimen	20	16	4	0	1,55	1,15	1,31
	Control	20		4	0	1,60	1,19	1,41
Postest	Eksperimen	20	16	10	2	6,60	2,26	5,10
	Kontrol	20		11	1	6,05	2,89	8,33

Based on table 1, the average score of the experimental class creative thinking ability pretest score is 1.55 and the control class is 1.60. This means that the creative thinking ability of the experimental class and control class students is not much different even though the average pretest score in the experimental class is lower than the control class.

Likewise, the standard deviation of the pretest score of the creative thinking ability of the experimental class and the control class did not show a large enough difference, meaning that the data distribution of the ability of creative thinking in the experimental class and the control class was relatively similar. After the two groups were given treatment namely the experimental group through contextual model learning while the control group through conventional learning, the average creative thinking ability of students in the experimental class was higher than the control class. This is because of the difference in treatment between the experimental class and the control class.

Normality test was carried out using SPSS 23 kolmogorov-Smirnov which showed sig. 0.446> 0.05. Because the significance value is greater than the significance level a = 0.05, H0 is accepted. This means that the data meets the normal and homogeneity prerequisite tests. Then proceed to the t-test used to prove the research hypothesis

Tabel 2 Independent Simple Test

t-test for Equality of Means			Conclusion	Results
T	*Df*	Sig. (2-tailed)		
2,39	38	0,026	decline H_0	significant difference

Based on table 2, the results of t tests that have been carried out, obtained Sig. (2-tailed) posttest creative thinking ability of 0, 026, which is smaller than a (a = 0.05). Then the conclusion H0 is rejected, meaning that there is a significant difference between the average posttest data on the creative thinking ability of the experimental class students and the control class students, or in other words the creative thinking ability of students who learn through contextual is better than students who learn through conventional learning

Tabel 3 N-Gain Calculation Results

Data	Group	N	*Max Score*	*Highest Score*	*Lowest Score*	*Mean*	*Standar Deviasi*	*Varians*
Gain	Eksperimen	20	1	0,90	0,18	0,49	0,17	0,03
	Kontrol	20		0,75	0,08	0,43	0,21	0,04

Increasing the ability to think creatively is very significant in the experimental class using contextual models (see table 1). The experimental class has a higher average than the control class that uses conventional learning. Also supported by an increase in N-gain results in the experimental class is 0.49 while the control class is 0.43 (see tebel 3), the score obtained according in the medium category. This shows an increase in students' creative thinking abilities in the experimental class after learning using contextual.

CONCLUSION

Based on the results and discussion of the study, it can be concluded that the Contextual model can improve students' creative thinking abilities in social studies learning in class IV SDN Prapatan I. This is evidenced from the difference in the average score of creative thinking abilities, N-Gain scores from the experimental class more height of the control class. In addition, there is a difference between students' creative thinking abilities in the experimental class and the control class, the experimental class is higher than the control class

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