

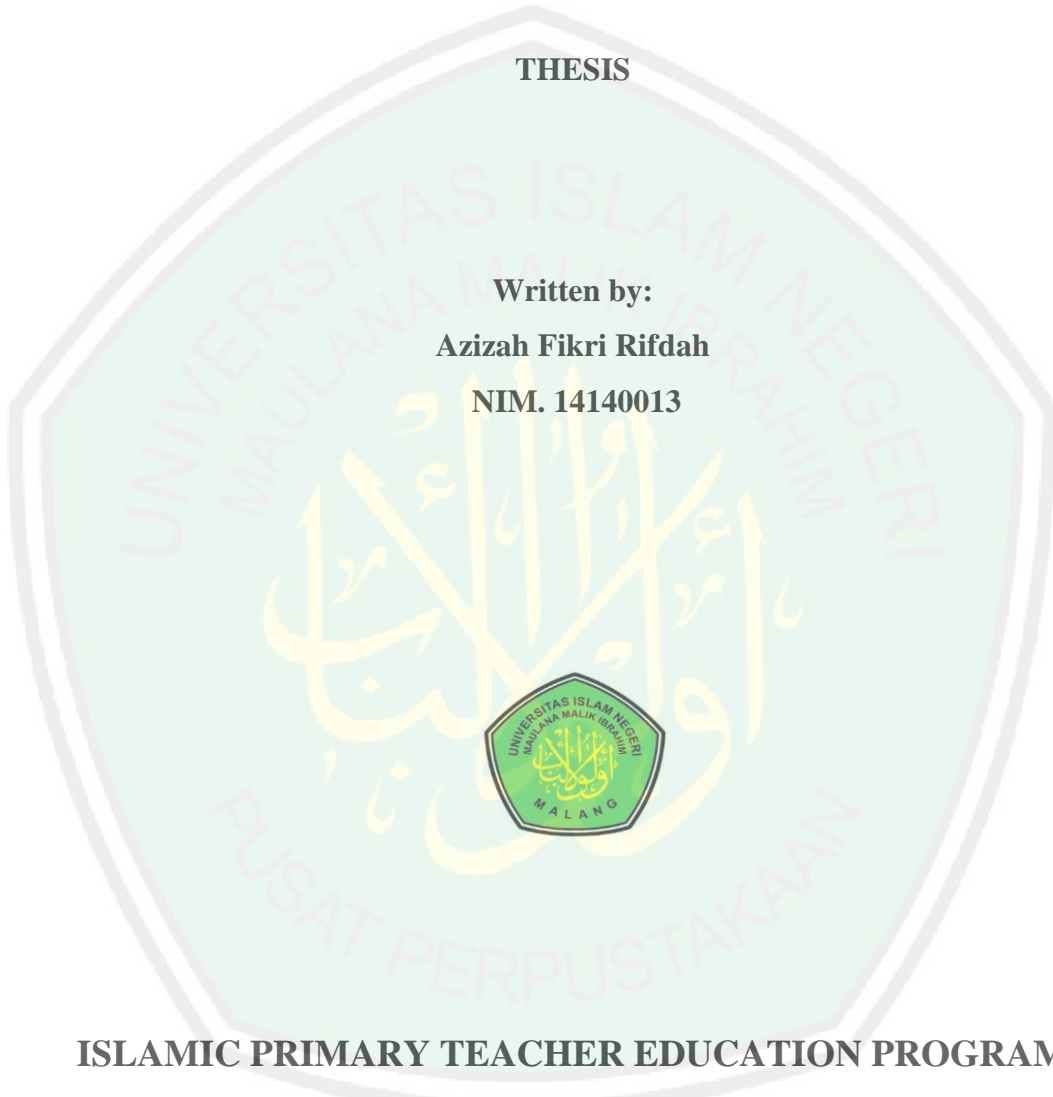
**EXPLORING APPROACHES TO INCREASE FIFTH GRADE
STUDENTS' CREATIVE THINKING SKILLS AT SDN TAMBAK ASRI 2
TAJINAN MALANG**

THESIS

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**ISLAMIC PRIMARY TEACHER EDUCATION PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC
UNIVERSITY MALANG**

MAY, 2018

**EXPLORING APPROACHES TO INCREASE FIFTH GRADE
STUDENTS' CREATIVE THINKING SKILLS AT SDN TAMBAK ASRI 2
TAJINAN MALANG**

THESIS

Presented to Tarbiyah and Teacher Training Faculty Maulana Malik Ibrahim State
Islamic University Malang

In Partial Fulfillment of the Requirements for *the Degree of Sarjana Pendidikan*
(S.Pd)

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TARBIYAH AND TEACHER TRAINING FACULTY
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UNIVERSITY MALANG**

MAY, 2018

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EXPLORING APPROACHES TO INCREASE FIFTH GRADE STUDENTS'
CREATIVE THINKING SKILLS AT SDN TAMBAK ASRI 2 TAJINAN
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STUDENTS' CREATIVE THINKING SKILLS AT SDN TAMBAK ASRI 2
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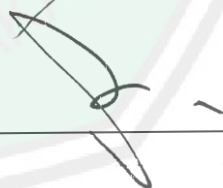
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DEDICATION

"And if all the trees are there on the Earth made the pen, and the Ocean was made
of ink, plus seven seas after it, then drop it has yet to be
the sentences will be rendered God, Allah almighty
Mighty again Most Wise ". (QS. Lukman: 27)

Thank God with pleasure thine o God. ...

This mandate has been completed, a step is over already. Love has been my
handheld, but it's not the end of my trip, but rather the beginning of a journey.
My offer is this little masterpiece, for the light of life, there is always a moment of
love or grief, always faithful to accompany my weak moments, helpless for dad
(Amim), mother (Mas'uliyah) who always do for beloved daughter in each pray.

Thank you for everything.

Do not forget to my sister (Nur Hanifah Sholihah) loved and always take his
passion to continue to support my studies in the city of my birth and upbringing
place it. Now me has done in my studies.

Thank you for your love, hopefully this works can treat the burden you guys
even if only for a moment, all the services you guys have no right can forget.
For a sincere friendship that has been beautifully crochet, special dear companions
of my compatriots

Thank you May our friendship be everlasting brotherhood
Forever. And thanks to all those who have donated aid and prayer from start to
finish an unlikely mentioned one by one. Success is not a pleasure, open also a
pride,

Just a struggle in reaching for the grain of pearls success ...

May God give you mercy and his grace

In order to make life a lot more meaningful, because life without dreams is just
like the flow of the river. Flow without purpose. Keep studying, praying, and
trying to get it. Fall standing again. Lose try again. Failed to rise again.

Until God Almighty said: "the time is coming home".

MOTTO

“Creative is scrumptious, using properly is a form of gratitude will favor him and have no doubt over his favour anyway. ”

فَبِأَيِّ آءِ رَبِّكَ تَتَمَارَىٰ ﴿٥٥﴾

”maka terhadap nikmat Tuhan-mu yang mana lagi, yang masih kamu ragukan wahai insan?” (QS An-Najm: 55)

“Then which of the favors of your Lord do you doubt?” (QS An-Najm: 55)



H. Mokhammad Yahya, PhD
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Malang, May 17th 2018

Subject : Azizah Fikri Rifdah

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CERTIFICATE OF THESIS AUTHORSIP

I hereby declare that this thesis is originally written by Azizah Fikri Rifdah, student of Islamic Primary Teacher Education Program (PGMI) as the requirement for degree of Sarjana Pendidikan (S.Pd), Tarbiyah and Teaching Training Faculty at Maulana Malik Ibrahim State Islamic University, Malang. This research writing does not incorporate any material previously written or published by other parties to achieve the other *Sarjana* status of other Higher Tertiary Education, except those which are indicated in the notes, quotation, and bibliography. Therefore, I am the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, May 17th, 2018

Author,



Azizah Fikri Rifdah

NIM. 14140013

PREFACE



Alhamdulillah, above all the pleasures that have been bestowed by Allah, so that it can complete the thesis entitled “Exploring APPROACHES to Increase Fifth Grade Students’ Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang”. Sholawat and greetings always give to *Khatimul Anbiya’*, the name is Prophet Muhammad SAW.

This Thesis writing is meant to fulfill one of the requirements in completing the undergraduate Islamic Primary Teacher Education Program (PGMI) Maulana Malik Ibrahim State Islamic University, Malang. In addition the writing was also conceived as a form of participation in developing a scientific writer and as a manifestation of the author's participation in developing and actualize the sciences have acquired over a student writer.

Different settlement this thesis of the role and support some related parties who have been given a motivation and assistance. Therefore, the set of expressions that convey author profuse thanks to:

1. My beloved Father (father Amim), and Dear Mother (mother Mas'uliyah) who has been praying for, nurture, educate, and provide direct trust completely to his daughter to study in the hopes of being human that is useful for religion and the nation. My sister Hanifah Nur Sholihah.

2. Mr. Prof. Dr. H. Abd. Haris, M.Ag., As The Rector Of The Maulana Malik Ibrahim State Islamic University, Malang.
3. Mr. Dr. H. Agus Maimun, M. Pd, As Dean of the Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang.
4. Mr. H. Ahmad Sholeh, M.Ag as the Head of Islamic Teacher Education Program Maulana Malik Ibrahim State Islamic University Malang.
5. H. Mokhammad Yahya, PhD as the supervisor lecturer that with patience for taking the time to guide, direct and devote energy to provide guidance so that this thesis can be resolved.
6. Mrs. Tri Suatmi, S.Pd as Head Master at SDN Tambak Asri 2 Tajinan Malang.
7. Mrs. Mega Setya Permatasari, S.Pd as Head Class at fifth grade at SDN Tambak Asri 2 Tajinan Malang.
8. Mrs. Kholifah as caregiver at PP Nurul Ulum.
9. Not to forget the teachers and friends of MINU Maudlu'ul Ulum, MTs Nurul Ulum, MA Nurul Ulum, Room 2nd in ABA, PGMI E, PGMI 2014, KKM 32, PKLI of Thailand and Sanggar Seni Bina Madrasah who always provide motivation and strive together to reach the hope.
10. All parties that it is not possible the author mentioned one by one which has provided a very useful assistance for authors for the sake of his preparation of this thesis has been resolved.

In the preparation of this thesis the author realized that in the writing of this thesis is still a lot of shortcomings, both in terms of vocabulary, language, writing, etc. Therefore, the author expects criticisms and suggestions from various parties for the sake of building the perfection of this thesis. And finally the author expect this thesis may be able to provide benefits for the author specifically and readers in General. Amin

Malang, May 17th , 2018

Author,

Azizah Fikri Rifdah

NIM. 14140013

TRANSLITERATION GUIDE OF ARABIC LATIN

Transliteration guide of Arabic Latin in the thesis using the Transliteration Guide based on the joint decision of the Minister of Religious Affairs and the Minister of Education and Culture RI no. 158 1987 and no. 0543b/U/1987 which in general can be described as follows:

A. Alphabets

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ض = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ,
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vowels

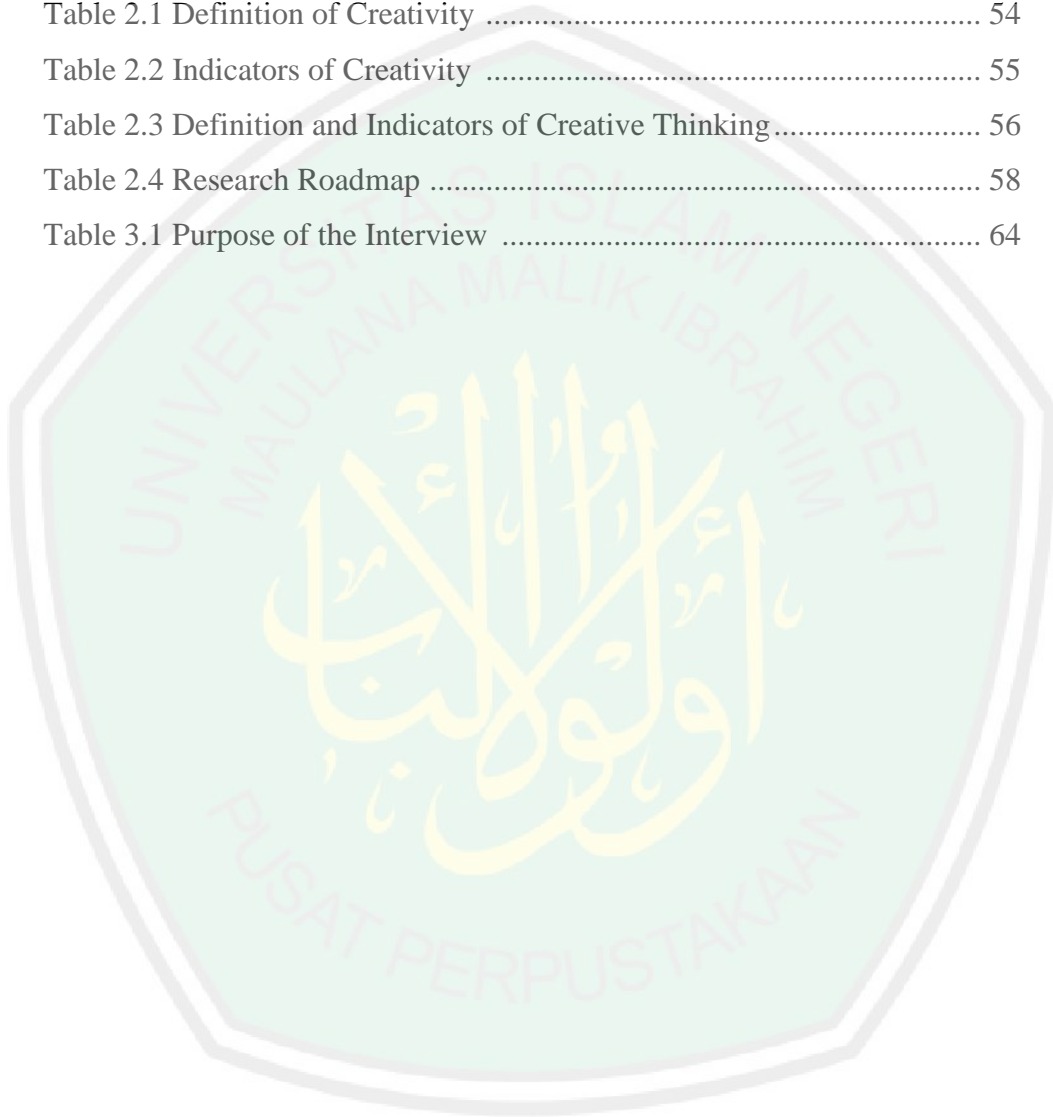
Vowel (a) Length	= â
Vowel (i) Length	= î
Vowel (u) Length	= û

C. Diphtong Vowels

أو = aw	أو = û
أي = ay	إي = î

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ABSTRAK

Rifdah, Azizah Fikri. 2018. *Exploring Approaches to Increase Fifth Grade Students' Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang*. Skripsi, Jurusan Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing H. Mokhammad Yahya, PhD

Kata Kunci: Pendekatan, Kemampuan Berpikir Kreatif

Berpikir kreatif adalah proses yang terjadi pada otak dan pikiran, dilakukan oleh seseorang yang kreatif. Untuk meningkatkan kemampuan berpikir kreatif, diperlukan pendekatan dan usaha. Hal ini tepat diperuntukkan siswa kelas 5. Peningkatan kemampuan berpikir kreatif siswa dapat membantu siswa dalam memecahkan masalah, menyelesaikan masalah dengan alternative lain, dan menggunakan ide yang tidak biasa.

Tujuan penelitian ini adalah untuk :1) untuk menjelaskan pendekatan-pendekatan untuk meningkatkan kemampuan berpikir kreatif siswa kelas 5 SDN Tambak Asri 2 Tajinan Malang. 2) untuk menjelaskan implementasi dari pendekatan dalam meningkatkan kemampuan berpikir kreatif siswa kelas 5 SDN Tambak Asri 2 Tajinan Malang. 3) untuk menjelaskan factor pendukung dan penghambat dalam meningkatkan kemampuan berpikir kreatif siswa kelas 5 SDN Tambak Asri 2 Tajinan Malang.

Untuk mencapai tujuan di atas, digunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Penelitian ini melalui pengamatan partisipasi pasif (*passive participation*), yaitu peneliti datang ke tempat kegiatan yang diamati, tetapi tidak ikut terlibat dalam kegiatan tersebut. Sehingga penelitian ini bertujuan untuk mendeskripsikan dan menginterpretasi pendekatan dan usaha guru dalam meningkatkan kemampuan berpikir kreatif siswa kelas 5 SDN Tambak Asri 2 Tajinan Malang. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi. Sedangkan, analisi data menggunakan reduksi data yang tidak relevan, penyajian data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa 1) Pendekatan yang dapat dilakukan dalam meningkatkan kemampuan berpikir kreatif ada 4 yaitu *person* yaitu dengan memberi motivasi, petuah. *Process* yaitu dengan mengulang materi dan mengkombinasi metode pembelajaran. *Product* belum diperoleh hasil yang maksimal. *Press* Memberi dorongan, motivasi, petuah. 2) Implementasi dari usaha meningkatkan kemampuan berpikir kreatif yang terdiri dari 4 aspek. *Fluency* hanya 50% siswa yang memiliki aspek ini. *Flexibility* belum mampu memiliki aspek-aspek dari *flexibility* namun mampu berdiskusi. *Originality* terdiri dari 3 siswa yang memiliki aspek ini. *Elaboration* hanya dimiliki 5 siswa. 3) Factor pendukung dari usaha meningkatkan kemampuan berpikir kreatif adalah dengan menyediakan media pembelajaran, alat peraga, sarana dan prasarana, variasi

metode pembelajaran, motivasi dan dukungan dari orang tua. Factor penghambat adalah kurang tersedianya media pembelajaran, alat peraga, sarana dan prasarana, variasi metode pembelajaran dan kurang mendapat motivasi dan dukungan dari orang tua.



ABSTRACT

Rifdah, Azizah Fikri. 2018. *Exploring Approaches to Increase Fifth Grade Students' Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang*. Thesis, Islamic Primary Teacher Education Program (PGMI), Tarbiyah and Teaching Training Faculty, Maulana Malik Ibrahim State Islamic University, Malang. Supervisor Lecturer H. Mokhammad Yahya, PhD

Keywords : Approaches, Creative Thinking Skills

Creative thinking is a process that occurs in brain and mind, it is done by someone creative. To increase the ability of creative thinking, it is needed approach and effort. This is precisely intended to fifth grade. Improving students' creative thinking ability to be able to solve problem with other alternatives and use unusual ideas.

The aims of this research are: 1) to explain approaches to increase creative thinking ability of fifth grade students at SDN Tambak Asri 2 Tajinan Malang 2) to explain the implementation of approaches in improving creative thinking ability of fifth grade students at SDN Tambak Asri 2 Tajinan Malang 3) to explain support factors and obstacles in improving creative thinking ability of fifth grade students at SDN Tambak Asri 2 Tajinan Malang.

To achieve the aims above, it is used qualitative approach with descriptive research type. In this research, it is used passive participative observation (*passive participation*), where the researcher comes to the place of observed activities, but researcher does not involve the activities. It means this research is aimed to describe and interpret teacher's approach and effort in improving creative thinking ability of fifth grade students at SDN Tambak Asri 2 Tajinan Malang. Data collection techniques used are observation, interview and documentation, while data analysis used are irrelevant data reduction, data presentation and making conclusion.

The result of this research shows that 1) there are 4 approaches that can be done in improving creative thinking ability such as *person*, it means giving motivation and advice. *Process*, it is giving lesson and comparing teaching methods. *Product*, it has not obtained maximal result. *Press*, it means giving support, motivation, and advice. 2) In implementation of the effort in improving creative thinking ability, there are four aspects. For *fluency*, there are only 50% students who have this aspect. *Flexibility*, the students have not been able to have aspect of flexibility, but, they are able to discuss. *Originality*, there are 3 students who have this aspect. *Elaboration*, there are only 5 students who have it 3) Support factors of effort in improving creative thinking ability are providing teaching media, props, facilities and infrastructure, variation of teaching method, motivation and parents' supports. The obstacles founded are less available teaching media, props, facilities and infrastructure, variation of teaching method and the students are less of getting motivation and parents' supports.

مستخلص

رفدة، عزيزة فكري، ٢٠١٨. "استكشاف الجهود لزيادة مهارة التفكير الإبداعي لدى طلاب الصف الخامس في المدرسة الابتدائية الحكومية الثاني تاجينان مالانج". خطة بحث الجامعي، قسم التعليم المدرسة الابتدائية، كلية العلوم التربية والتعليم، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الحاج محمد يحيي الماجستير.

الكلمات الأساسية: الجهد والقدرة على التفكير الإبداعي.

التفكير الإبداعي هو عملية تحدث في الدماغ والعقل، يقوم بها شخص مبدع. لتحسين قدرة التفكير الإبداعي، هناك حاجة إلى نهج وجهد. هذا صحيح بالنسبة للصف الخامس. يمكن أن يساعد تحسين مهارات التفكير الإبداعي لدى الطلاب الطلاب على حل المشكلات وحل المشكلات مع البدائل الأخرى واستخدام أفكار غير معتادة.

أسئلة البحث هي: (١) لمعرفة شرح المناهج والجهود المبذولة لتحسين قدرة التفكير الإبداعي لدى طلاب الصف الخامس الخامس في المدرسة الابتدائية الحكومية الثاني تاجينان مالانج، (٢) لمعرفة شرح تنفيذ الجهد في تحسين مهارات التفكير الإبداعي لدى طلاب الصف الخامس من المدرسة الابتدائية الحكومية الثاني تاجينان مالانج؟ (٣) لمعرفة شرح العوامل الداعمة والمتبطة في تحسين قدرة التفكير الإبداعي لدى طلاب الصف الخامس في المدرسة الابتدائية الحكومية الثاني تاجينان مالانج.

لوفاء الأهداف المذكورة أعلاه، يتم استخدام المدخل الكيفي بمنهج الوصفي. هذا البحث هو من خلال ملاحظة المشاركة السلبية (المشاركة السلبية)، أن الباحث يأتي لوضع النشاط المرصود، ولكن لا يشارك في النشاط. لذا تهدف هذه الدراسة إلى وصف وتفسير النهج والجهد للمدرسين في تحسين مهارات التفكير الإبداعي لدى طلاب الصف الخامس في المدرسة الابتدائية الحكومية الثاني تاجينان مالانج. أدوات جمع البيانات هي الملاحظة والمقابلة والوثائق. وحيث يستخدم تحليل البيانات تقليل البيانات غير ذات الصلة، وعرض البيانات، واستخلاص النتائج.

وننتائج البحث فيما يلي (١) المنهج الذي يمكن القيام به في تحسين القدرة على التفكير بشكل خلاق هناك ٤ أي شخص هو من خلال إعطاء الدافع والمشورة. العملية هي عن طريق

تكرار المواد ونموذج طريقة التعليم. المنتج لم يحصل على نتائج قصوى. اضغط على التشجيع والتحفيز والمشورة. (٢) تنفيذ الجهود لتحسين قدرة التفكير الإبداعي المكون من ٤ جوانب. الطلاقة ليست سوى ٥٠٪ من الطلاب الذين لديهم هذا الجانب. لم تكن المرونة قادرة على الحصول على جوانب من المرونة ولكنها قادرة على مناقشتها. تتكون الأصالة من ٣ طلاب لديهم هذا الجانب. التفصيل فقط لديه ٥ طلاب. (٣) تدعم عوامل الجهد المبذول لتحسين قدرة التفكير الإبداعي على توفير وسائل الإعلام التعليمية، والدعائم، والمرافق والبنية التحتية، واختلاف طرق التعلم، والدافع، والدعم من أولياء الأمور. عوامل تثبيط هي نقص وسائل الإعلام المتاحة، والدعائم، والمرافق والبنية التحتية، واختلاف طرق التعلم وعدم وجود الدافع والدعم من أولياء الأمور.

CHAPTER I

INTRODUCTION

A. Background of the Research

Man is a creature of God Almighty, God Almighty the most perfect amongst other living beings. One of the perfection of the human is the ability given to thinking that there is no limited.¹ As the word of God in the Qur'an Surah Ar-Rahman verse 3-4 Allah stated that:

"He (God) who created human beings (3), to teach good at talking (4)"²

According to Major General Dictionary Indonesian Language means, the ability, skill, strength. Thinking means using reason to consider, decide everything.³ Thinking ability means the ability, skills, and strengths that are done using human minds to consider, and decide everything.

The highest level of thinking is creative thinking. There are multilevel in creative thinking. The students are said to be creative when thinking can solve a problem in its own way. Another level of creative thinking, for example, students produce solutions to problems that are unique, unusual or different.⁴

The ability of the creative thinking refers to the ability of the products identified by the Guilford as a factor relevant in unique creative thinking,

¹ Dwi Yulianti. *Bermain Sambil Belajar Sains di Taman Kanak-Kanak*. (Jakarta: Indeks, 2010), p. 64

² *Al-Qur'an dan Terjemahannya* (Bandung: Jabal Roudotil Jannah, 2010), p. 531.

³ Dwi Yulianti, *loc cit.* p. 64

⁴ Abdur Rahman As'ari dan Edy Bambang Irawan (ed). *Variasi Konstruk Dalam Pembelajaran Matematika*. (Malang: Bintang Sejahtera, 2016), p. 22.

namely: fluency (lots), flexibility (many different categories of relevant ideas, the shift in approach, the fluidity of information, lack of stiffness), elaboration (ability to develop ideas, outlining and adding various details for information that has been generated, orisinality (response of unusual, unique and rare).⁵

According to Boulay and Mizoguchi, creative thinking skill is the ability of a learner to make accurate predictions and imagine opportunities in novel situations.⁶ Santrock argues that creative is the ability to think about things in ways that are new and unusual as well as giving birth to a unique solution to the problems facing.⁷ Teach high level thinking ability combined with a defined curriculum learning materials can help students become critical thinkers and creative.⁸

The ability of the creative thinking if trained continuously will produce a strong intelligence in humans. Thus basically no one is stupid, that there is less to maximize the grace that has been given to us. Therefore, the ability to think this fits perfectly formed from education. And will be rooted in the human psyche if drilled since primary education.⁹

According to the legislation of the Republic of Indonesia Number 20 Year 2003 about National education system chapter IV article 17 paragraph

⁵ *Ibid.*, p. 24

⁶ *Ibid.*, p. 23

⁷ Yuliani Nurani Sujiono, Bambang Sujiono. *Bermain Kreatif Berbasis Kecerdasan Jamak*. (Jakarta: indeks, 2010), p. 25

⁸ Dwi Yulianti. *Bermain Sambil belajar Sains di Taman Kanak-Kanak*. (Jakarta: Indeks, 2010), p. 64

⁹ *Ibid.*, p. 64

1 states the basic education in secondary as informing secondary education level. In chapter IV, article 6 also States every citizen aged seven to fifteen years following the compulsory primary education.¹⁰

Improve the ability of the creative thinking is an obligation for every teacher. Because every child has different capabilities. Thinking is something that is unlikely to be observed, because is not visible. Thinking it was part of a person who does not stopis done from time to time. The person's behavior due to thinking that's what can beobserved. By thinking people would be moved to do something. So too with people who have creative thinkers, follow its horns, whose behavior can be observed.¹¹

Rhodes explains that the development of creativity in one's self can be done through 4 p approach, Person (personal), where the action arises from the overall uniqueness of the creative personality in the interaction with the environment; Process (process), where the creative process steps, starting from the stage of preparation, incubation, illumination, and verification; Press (the urge), in the form of internal and external encouragement of social and pshycological environment; Product (final result) which is characterized by originality, novelty, meaningfulness, and observed (observable). With regard to the approach, it is believed that a creative personal involved in the creative process and with the support of (press) of

¹⁰ *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional* (Jakarta: PT Armas Duta Jaya, 2005), p.10.

¹¹ Abdur Rahman As'ari dan Edy Bambang Irawan (ed). *Variasi Konstruk Dalam Pembelajaran Matematika*. (Malang: Bintang Sejahtera, 2016), p. 26.

environment will produce creative products.¹² However, the reality in the field, students can not be said to be creative.

Researchers made the SDN Tambak Asri 2 Tajinan Malang as an object of research because has never been made into objects of previous research, strongly support the existence of school updates in the world of education, in particular the renewal of the learning activities support for the improvement of the learning achievements of students.

Researcher make the grade 5 students as an object of research because, according to Jean Piaget's theory of cognitive development in saying that children aged 7-12 years included in the concrete operational stage. At this stage, the child is already mature enough to use logic or thinking of the operation, but only to the physical object that exists at the moment. In this stage, the child has been missing inclination towards animism and articialisme. The egosentris is reduced and her ability in the tasksof conservation for the better. However, without a physical object before them, the children on the concrete operational stage is still having great difficulty in completing the tasks of logic. For example children who are given three stuffed with differenthair color (edith, susan and lily), no difficulty to identify the most dark-haired doll. But when given the questions, "edith hair brighter from susan's hair. Edith hair darker than the hair of lily. Whose hair is the darkest? ", children on

¹² Yuliani Nurani Sujiono, Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*. (Jakarta: indeks, 2010), p.38.

the concrete operational stage experience difficulties because they have not been able to think using only had taken arms.¹³

The researcher did some interviews, including with the headmaster, fifth masterclass and fifth grade students. Based on the result of interviews conducted researcher against the principal of SDN Tambak Asri 2 Tajinan Malang, retrieved that teachers more often using methods lectures. Teachers rarely invites students to play an active role in the learning process. More students sit and listen, not all the teachers who teach in this school is the education of undergraduate alumni, not the existence training teachers periodically causes teachers to teach what it is. Principal also confirmed that the lack of support and motivation to learn from student's parents, causing the students only came to school without bringing the passion in learning and thinking. This cause less students in creative thinking.

The results of the interviews with the teachers grade 5 SDN Tambak Asri 2 Tajinan Malang, a school that became an object of research took place some constraints in carrying out activities of learning including the following thematic teaching teachers can't teach every day, only 3 days of each week. This leads to a less effective and creative in every meet, while teachers are required to complete the learning 1 in 1 day.

Further constraints of overall child that add up to 28 students, students understand the material stated there were only 7 children. The rest have yet

¹³ Jurnal perkembangan kognitif : teori Jean piaget oleh Fatimah Ibda Dosen Fakultas Ilmu Tarbiyah dan Keguruan UIN Ar Raniry. Intelektualita. volume 3 nomor 1 Januari-Juni 2015.

to understand and still need repetition. Whereas in the thematic learning K13 students required active and creative learning activities.

Other problems that occur in the activities of learning at this school is the presence of an inhibitor in the learning activity a lack of supporting activities in learning. Either in the form of media of instruction as well as learning resources. Students ran only in the thematic textbook without looking for media and other sources. This is due to the economic circumstances of the parents and students if requested funds to the school, the school can not facilitate.

Based on the result, researcher conducted observations when teachers instruct students to discuss, direct students to form a group. However, in carrying out the task given, still many students ask about instruction, students are still confused what to do. After understanding, students working on what was assigned. However, in each group, there are students who do not participate in the task, the students just sat quietly, sometimes interfere with other groups, and it could be quiet again when the teacher approached him. In 1 group has been reminded to work, another group will be crowded. While there is only 1 teacher in the classroom. This shows the level of creative thinking of students is still very low.

Based on the background, then the research entitled **“Exploring Approaches to Increase Fifth Grade Students’ Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang”** It is important to do.

B. Focus of the Research

Based on the background which has been described above, then the research problems are formulated as follows:

1. What are the approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang?
2. How is the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang?
3. What are the supporting and restricting factors during the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang?

C. Objectives of the Research

The purpose of doing this research is:

1. To explain the approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang.
2. To explain the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang.
3. To explain the supporting and restricting factors during the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang.

D. Significances of the Research

The main benefit of this research, namely knowledge of the business which has been excavated to make increased creative thinking abilities of students. Students who had originally just thought monotony is expected to solve the problem yourself by thinking creatively.

A range of practical and theoretical benefits include:

1. Theoretically, the research is expected to:
 - a. As an additional source of reference for the world of education particularly the level of elementary school in an effort to increase the ability of creative thinking.
 - b. For comparison and reference for researchers.
2. Practically, the research is expected to:
 - a. For the school, expected to provide information on the development of world education that educators should be able to give guidance to students using the effort to increase the ability of the creative thinking of students with relevant and interesting so that students can develop their creative thinking ability.
 - b. For teachers, Teachers are expected to increase and develop their competencies as a teacher with the digging ability of creative thinking of students, so as to engender innovation and diverse method.
 - c. For students, it is expected students to understand the learning material and resolve the issue in its own way and not only fixed on

one solution so that the ability of the creative thinking can be developed.

d. For researchers, expected to add to the knowledge about approaches to improve the ability of the creative thinking and knowing how to measure aspects of the ability of the creative thinking that comprises aspects of fluency, flexibility, elaboration, and originality.

E. Previous Research

To avoid from plagiarism and show the originality research was recently conducted by researcher as well as yet of the existence of research with the conditions and contexts research in previous research.

Then the previous studies similar to the research that will be conducted as follows:

1. Thesis by Ika Humaeroh: "Analysis of the Creative thinking ability of students in the Electrochemical Material Through the Model of Open-Ended Problems" in 2013.

The problems raised by the researchers which is about Curriculum 2013 wanted to create a creative human being, but creativity hasn't gotten attention especially in the field of science, study the question of tests given in students tend to demand one answer is right (close-ended) so it is difficult to know the depth of understanding of the material that has been overrun by students, reserved provided at school, generally demand the students glued to memory and less

creative thinking ability facilitates students. Problems – problems that gave rise to the formulation of the problem, namely: 1) how to achieved aspects of creative thinking ability of students in the electrochemical material through the model of open-ended problems? 2) How the level of creative thinking ability of students in the electrochemical material through the model of open-ended problems? The purpose of the research problem formulation in accordance with Ika, namely: 1) Know the achieved aspects of creative thinking ability of students in the electrochemical material through the model of open-ended problems. 2) Know the level of creative thinking ability of students in the electrochemical material through the model of open-ended problems.

The research equation Ika with researcher namely have in common in terms of topic research, namely examining the ability of creative thinking. As for difference the study with researcher Ika namely focus on material and use open-ended problems model.

2. Thesis by Siti Nuraini: “Improvement of Mathematical Creative Thinking Abilities of Students through Teaching Recipocal Model in Seventh Grade Middle School the Country 20 Pekanbaru.”

The problems raised by researchers, namely mathematical learning where students still find it difficult working on a matter which is different from of the example given of a teacher, in working on the problem, students are still focused on one formula and haven't been

able to find and resolve of the problem in a way that other alternative apart from the example given by the teacher, in working on the problem, most students still apply using steps that detail, the lack of desire to know students in learning especially learning math, lack of persistence of students in working on the problem. The problems gave rise to the formulation of the problem, namely: 1) Is there any influence model of reciprocal teaching against the ability of the creative thinking of mathematics students in seventh grades SMP Negeri 20 Pekanbaru?. 2) If there is influence how big is its effect on the improvement of the ability of the creative thinking of mathematics students through reciprocal teaching model in in seventh grades SMP Negeri 20 Pekanbaru?. Siti's research objectives in accordance with formula problem, namely: 1) Find out if there is a reciprocal teaching model in seventh grades SMP Negeri 20 Pekanbaru. 2) know the magnitude of the influence of the improvement of the ability of the creative thinking of mathematics student through reciprocal teaching in seventh grades SMP Negeri 20 Pekanbaru.

The research equation Siti with researcher namely have similarities in terms of topic research, namely examining the ability of creative thinking. As for the difference the study with researcher is focus on the subjects of mathematics and teaching model through the reciprocal object that is in seventh grades SMP Negeri 20 Pekanbaru.

3. Thesis by Santi Handayani Noorjannah: “Analysis of Creative Thinking Ability of Students of Seventh Grade on Learning Mathematics with Mathematical Trees Assisted VAK Model.”

The problems raised by researchers, namely the fact of low ability of mathematical creative thinking of students for this can be obtained from observations of teachers of mathematics found in Semarang, 30 state Junior High School which is one of the school located in Semarang and including ranked 10 on the national exam year 2014 city of Semarang. Every teacher mathematics says that the creativity of the students he taught tend to complete math problem still less, as the model of learning that given still traditional and student just follow the teacher, but there are still plenty of ideas needed to solve the problem in different ways. The problem give rise to the formulation of the problem, namely: 1) If the model tree assisted mathematical VAK learning seventh grade in learning math better than use of traditional learning model? 2) How mathematical creative thinking ability of the students seventh grade according to Silver on the learning of mathematics in terms of classification of learning styles VAK (Visual, Auditory, Kinesthetic)? 3) How mathematical creative thinking ability profile of students toward learning styles VAK (Visual, Auditory, Kinesthetic)?. Research objectives Santi in accordance with formula problem, namely: 1) learning to know the VAK (Visual, Auditory, Kinesthetic) assisted mathematical seventh grade trees better

than traditional learning models. 2) to describe the ability of mathematical creative thinking of students of seventh grade according to the study of mathematics Silver of VAK learning styles. 3) to know the profile of the students with the ability of mathematical creative thinking in terms of learning styles VAK (Visual, Auditory, Kinesthetic).

Research on equation of Santi by researchers is to have similarities in terms of topic research, namely examining the ability of creative thinking. As for the difference of the research is the analysis of researchers with Santi focus on subjects of mathematics Model of Vak-assisted Mathematical Trees. Research on equation of Santi by researchers is to have similarities in terms of topic research, namely examining the ability of creative thinking. As for the difference of the research is the analysis of researchers with Santi focus on subjects of mathematics Model of Vak-assisted Mathematical Trees.

4. Master Thesis by Didi Nur Jamaludin, "Influence of Project Based Learning towards Critical Thinking, Creative Thinking and a Scientific Attitude on the Matter the growth of seeds."

Problems raised researchers i.e. environment as a learning resource for biology is not optimal, one plant material. Learning the Systematics of plants during this time, students have less interest because of the impression that arose against the material filled with rote, so that interest students to learn to be reduced. The potential

diversity of flora of Indonesia has the potential to develop high-value intellectual property, so that the views of plants not only the concept but rather a collection of grace that has great potential for human well-being is greater diversified food, herbal medicine, craft and arts. The problems gave rise to the formulation of the problem: "How the influence model of Project Based Learning towards critical thinking skills, creative thinking and a scientific attitude to students on the material of a plant seed?". Research purposes in accordance with the absence of Didi, namely: 1) Analyzes critical thinking skills among a class of experiments using model of Project Based Learning and classroom control using conventional learning with comparison of pretest and posttest. 2) creative thinking skills to analyze between classes using model experiments of Project Based Learning and classroom control using conventional learning with a comparison of pretest and posttest. 3) Analyzes attitudes among students class experiments using model of Project Based Learning and classroom control using conventional learning with a comparison of pretest and posttest. 4) Analyze the relationship of critical thinking skills, creative thinking and a scientific attitude. 5) know the students responses on the application of the model of Project Based Learning material plant seeds. 6) knowing the constraints of teachers in the application of the model of Project Based Learning material plant seeds. 7) knowing

excellence and weakness in applying the model of Project Based Learning material plant seeds.

Research with researcher Didi equation is to have similarities in terms of topic research, namely examining the ability of creative thinking. As for the difference the study with researcher Didi is the analysis focus on subjects particularly the growth of the seed through the IPA Project Based Learning and to know the influence of Project Based Learning towards critical thinking, creative thinking and attitude Scientific Material on the growth of seeds.

5. Dissertation by Euis Setiawati, "Develop the ability of logical thinking, creative, and Habits of Mind Mathematically-based Learning Through problems."

Problems raised researchers i.e. students experience the barriers caused by the characteristics of math concepts learner d. Middle school students (SMTA) upper level many doing mistakes work on math problems at a time when the national exam. Math problems that are considered difficult by students related to quadratic equations. The problems gave rise to the formulation of the problem, namely: 1) If the ability of logical thinking, creative thinking, and behavior of the students follow mathematical HOM PBM better than students who follow the PB, in terms of: (a) the student's overall ; (b) school level (high and medium); (c) the category of Early Mathematical Ability (KAM) students (high, medium and low)? 2). Whether there are

interactions between the factors of learning, school level, and improve the ability in KAM category logical thinking, the ability of the creative thinking and behaviours mathematical HOM students? 3) is on a group of PBM there are associations between: (a) the ability of logical thinking and the ability of mathematical creative thinking; (b) the ability of logical thinking and behaviours mathematical HOM, (c) the ability of mathematical creative thinking and behaviours mathematical HOM? 4). How does the description of the activities of students during the PBM and PB?. Research purposes in accordance with the outline of the problem Euis are: 1) Describe whether the ability of logical thinking, creative thinking, and behavior of the students follow mathematical HOM PBM better than students who follow the PB, in terms of: (a) overall students; (b) school level (high and medium); (c) the category of Early Mathematical Ability (KAM) students (high, medium and low). 2) Describe whether there is interaction between learning factors, level of school, and improving the ability in KAM category logical thinking, creative thinking and behaviours mathematical HOM students. 3) Describe whether the PBM group there are associations between: (a) the ability of logical thinking and the ability of mathematical creative thinking; (b) the ability of logical thinking and behaviours mathematical HOM, (c) the ability of mathematical creative thinking and behaviours mathematical

HOM. 4) Describe an overview of the activities of students during the PBM and PB.

The research equation Euis with researchers is to have similarities in terms of topic research, namely examining the ability of creative thinking. As for the difference the study with researcher Euis is the analysis focus on subjects of maths and develop the ability of logical thinking, creative, and Habits of Mind Mathematically-based Learning Through problems.

No	The name of the researcher, headings, forms, Publisher, and year	Equation	Difference	Originality of Research
1	Ika Humaeroh, Analysis of the Creative thinking ability of students in the Electrochemical Material Through the Model of Open-Ended Problems, Skripsi, UIN Syarif Hidayatullah, 2016	Creative thinking skill	Analysis, electrochemical material used, use <i>open-ended problems</i> .	1. The main topics Examined about the Effort to dig the ability of creative thinking 2. The object and focus of the research is Qualitative Research on fifth grade DN Tambak Asri 2 Tajinan Malang
2	Siti Nuraini, Improvement of Mathematical Creative Thinking Abilities of Students through Teaching Reciprocal Model in Seventh Grade Middle School the Country 20 Pekanbaru, Skripsi, UIN Sultan Syarif Kasim Pekanbaru, 2012	Creative thinking skill	Focus Subjects Mathematics through <i>Reciprocal Teaching Models</i>	
3	Santi Handayani Noorjannah: "Analysis of Creative Thinking Ability of Students of Seventh Grade on Learning Mathematics with Mathematical Trees Assisted VAK Model, skripsi, Universitas Negeri Semarang, 2016.	Creative thinking skill	Analysis, Focus Subjects Mathematics through Mathematical Tree Assisted Vak Model	
4	Didi Nur Jamaludin, Influence of Project Based	Creative thinking	The material used is the IPA	

	Learning towards Critical Thinking, Creative Thinking and a Scientific Attitude on the Matter the growth of seeds, Tesis, Universitas Pendidikan Indonesia, 2013	skill	especially material growth of the Seed, the model used for Project Based Learning, critical thinking, variable scientific attitude.
5	Euis Setiawati, Develop the ability of logical thinking, creative, and Habits of Mind Mathematically-based Learning Through problems, dissertation, Pascasarjana Universitas Pendidikan Indonesia, 2014	Creative thinking skill	Develop the ability of logical thinking, creative, and Habits of Mind Mathematically, using model-based learning Problems

Table 1.1 Previous Research

Based on studies conducted earlier researchers regarding the ability of the creative thinking that has similarities in terms of the focus of research and demonstrate the existence of differences range from such research with the research the researchers developed views in terms of the formulation of the problem and research objectives as well as the methods and results. Then point out that the research that the researcher did have the originality and the research that researchers do not exist elements plagiarism, originality with proven yet exactly the same research presence between the title of the research and the research focus, issues raised to examined, as well as the methods used in the research.

F. Definition of Key Terms

In accordance with the title, that is not the case a different interpretation against the terms used in qualitative research.

It needs to be given some explanation as follows:

1. The ability of a promissory owned everyone.
2. Thinking is a mental process involving operations such as induction, deduction, classification, and reasoning.
3. Creativity (creativity) is a process that involves cognitive activity in generating ideas or new concepts.
4. Creative thinking quite simply as the process of forming ideas or hypotheses, testing them, and communicating the result. Implied in this definition is the creation of something new, something that has never been seen or that has never existed before.
5. The grade 5 students were the sons who have age 10-11 ± year. Children aged 10-11 years in the concrete operational stage, the child's way of thinking is less egocentric and child think only in concrete situation. If the child is exposed to a problem in the absence of concrete materials, then the child can not resolve the issue properly.

G. Compositions of Research Findings

So in the writing is easy to understand in order of discussion, then the following authors include the systematic discussion of the following:

Chapter I consists of Introduction. In this chapter include background of the research, focus of the research, objective of the research, significance of the research, previous research, definition of key terms, and composition of research findings.

Chapter II consists of Review of Related. In this chapter the authors present the theoretical framework and research roadmap. The theory that includes definitions, the characteristics of creative thinking ability of creative thinking, and creative thought processes to improve creative thinking ability of the students' of fifth grade SDN Tambak Asri 2 Tajinan Malang.

Chapter III consists of Method of The Research. In this chapter the author presents about qualitative research methods which consists of approach and research design, attendance of the researcher, setting of the research, data and data source, data collection, data analysis, and research procedure.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

According to Major General Dictionary Indonesian Language means, the ability the ability, skill, strength. Thinking means using reason to consider, decide everything. In addition, the psychologists argued that thinking is also the ability to analyze, criticize, and reach conclusions based on references or reasoning carefully. Thus, the ability to think is the competence or the ability to use reason to consider, decide, analyze, criticize for doing something well and meticulously based on the consideration of or references. Nur recalls thinking is a mental process involving operations such as induction, deduction, classification, and reasoning. While the ability to think is a person's ability to connect some of the knowledge and can develop it. Thinking ability determines one's level of intelligence in developing its science.¹⁴

Qur'an encourages people to think. In the Al-Quran Al-Karim there are over 640 verses that encourage readers to think. Therefore, it is ordered by the Shari'ah to human thought. God a respecter of man compared with the other creatures of reason and intelligence is high. Allah Ta'ala says in the Qur'an's Surah Al-Isra ' paragraph 70:

¹⁴ Dwi Yulianti. *Bermain Sambil Belajar Sains di Taman Kanak-Kanak*. (Jakarta: Indeks, 2010), p. 64

Common sense is the evidence that shows the power and the power of Allaah, which make man can use his mind in all his dealings. Allah Ta'ala says in the Qur'an, Surat Al-Anfal verse 22:

﴿ إِنَّ شَرَّ الدَّوَابِّ عِنْدَ اللَّهِ الصُّمُّ الْبُكْمُ الَّذِينَ لَا يَعْقِلُونَ ﴾

It means: "moving creatures that animate the most poorly in the sight of Allah are those who are deaf and dumb (can't hear and understand the truth), namely people who don't understand it."

Thinking is an ability. If not, then the thinking man will not have the ability to observe the various problems carefully, making it find numerous secrets in life, making them power over him, and ordered him to comply with the the purposes of himself.

Thinking is knowledge. The meaning of thinking is trying to add to knowledge, knowledge, experience, which will further foster the power to change behavior and control all the action. Thinking is innate in all people who want to develop, improve, and reinvent itself.¹⁵

Man is a creature of God Almighty, God Almighty the most perfect amongst other living beings. One of the perfection of the human is the ability given to thinking that there is no limited. The thinking ability if trained continuously will produce a strong intelligence in humans. Thus basically no one is stupid, that there is less to maximize the grace that has been given to us. Therefore, the ability to think this should trained since

¹⁵ Jamal Madhi, *Kreatif Berpikir*.(Surakarta: Al Jadid, 2009), p. 15

early childhood. Teach thinking ability combined with a defined curriculum learning materials can help students become critical thinkers and creative.¹⁶

1. Creativity

a. Definition of Creativity

Al-Ibda' (creativity) in Arabic is a noun form of the verb of the verb *abda'a* which means *ikhtara'a* (making something new) or *ibtakara* (innovate). Just as mentioned in the Lisanul of the Arabic phrase *bada'a ash-syai'a*, *yabda'uhu* means making something there and started it. *Abda'a ash-syai'* means making something new, different from the others.

Al-mawsoo'ah Al-Falsafiyah al-' Arabiyah (Arabic encyclopedia philosophy) defines creativity as creating something new or devise new elements in the form of a new one in one area, such as science, art, literature, etc.

Encyclopedia of the Modern United Kingdom defined creativity as the ability to create something new, like a solution to a problem or new appearance, artistic value, or new methods. Various references indicate that creativity is the concept of concepts of the science of cognitive psychology.¹⁷

With regard to the notion of creativity there are some characters who have similar opinions, such as: (1) Santrock argues that creativity is the ability to think about things in ways that are new and unusual as

¹⁶ Dwi Yulianti, *loc.cit.*, p. 64

¹⁷ Yusuf Abu al-Hallaj, *Kreatif atau Mati*. (Surakarta: Al-Jadid, 2010), p.16

well as giving birth to a unique solution to the problems encountered; (2) the Majesty stated that creativity is a way of thinking and acting or invent something original and valuable/useful to that person and another person; (3) Angelou argues that creativity is marked by having the ability to create, hold, find a new form and/or to generate something through imaginative skill.

Solso, Maclin, & Maclin declares "Creativity (creativity) is a process that involves cognitive activity in generating ideas or new concepts". Solso, Maclin further, Maclin & defines creativity as the cognitive activities that generate new views of a form of the problem and not confined to a pragmatic result (always seen according to their uses). Creativity is the result of creative thinking which can be shown with the emergence of new ideas or new concepts, and not just limited to produce something useful just.¹⁸

Furthermore Semiawan argued that creativity is the ability to provide new ideas and implement them in problem solving. This was confirmed by a statement which sets forth Jamaris in general characteristics of a form of creativity is apparent in the thought process when someone solves the problems related to:

- 1) *Fluency* in providing answers and or suggested or ideas;
- 2) *Flexibility* in the form of a willingness to put forward a variety of alternative in solving problems;

¹⁸ Abdur Rahman As'ari dan Edy Bambang Irawan (ed). *Variasi Konstruk Dalam Pembelajaran Matematika*. (Malang: Bintang Sejahtera, 2016), p.25

- 3) *Originality* in the form of the ability to produce a variety of ideas or original works are the result of your own thinking;
- 4) *Elaboration* form the ability to extend the ideas and aspects that may not be thought of or seen by others;
- 5) *Tenacity and patience* in the face of an uncertain situation.

In addition, creativity has a distinctive non-aptitude such as curiosity, love to ask questions, and always looking for new experiences. This statement is supported by the opinion of Munawar States that creativity is the ability to create new combinations of data, information, and the existing elements. Creativity is the ability of reflecting the smoothness, elegance, and originality in thinking and ability of elaborating an idea which includes the ability to develop, enrich, and detail.

Furthermore his creativity is also associated with the thought process that is conducted by a person, in this case the ability of thinking spreads (*divergent thinking*) and not think that narrows (*converget thinking*). In fact, people who are not necessarily creative high intelegentions but people are generally quite creative intelligence.

Mayesty, stating that children scientifically creative basically, this means that what they do is unique and useful to themselves even useful also for others. Children are naturally creative, is a figure that generally they explore this world with brilliant ideas and even use

what they see in ways that are natural and original. Creativity means having power or quality to express themselves by means of their own children, they always hold changes made at any time, and all of their own. Natural creativity are basically already in themselves.

That is, the outside environment of others and they just need a push. Selajutnya Mayesty suggested eight ways to assist children in expressing creativity, namely:

- 1) Help children accept change
- 2) Help children realize that some problem have no easy answers
- 3) Help children recognize that many problems have a possible answers
- 4) Help children learn to judge and accept their own feelings
- 5) Reward children for being creative
- 6) Help children feel joy in their creative productions and in working through a problem
- 7) Help children appreciate themselves for being different
- 8) Help children develop preverance.

Rhodes explains that the development of creativity in one's self can be done through 4 p approach, i.e. a **Person** (personal), where the action arises from the overall uniqueness of the creative personality in the interaction with the environment; **Process** (process), where the creative process steps, starting from the stage of preparation, incubation, illumination, and verification; **Press** (the urge), in the form

of internal and external encouragement of social and psychological environment; and **Product** (final results) which is characterized by originality, novelty, meaningfulness, and observed (observable). With regard to the approach, it is believed that a creative person involved in the creative process and with the support of (press) of environment will produce the creative product.

b. Indicator of Creativity

Maslow and Roger explains that creativity as one of the aspects of personality are highly associated with self-actualization. The subsequent opinion of the Maslow States that people are able to actualize himself is a creative person, a person who is very caring (more) against the process rather than the climax of success and pride towards the success. Cusp living to experience (*peak experience*) associated with the ability to integrate yourself with what (*a oneness where there was a twoness ... a detachment from time and places*).

Associated with self-actualization as a form of embodiment of creativity, Catron and Allen describe 12 creative indicator as follows:

- 1) Children eager to take risks and try to behave differently to things that are new and difficult.
- 2) Children have an extraordinary sense of humor in everyday situations.
- 3) Holds firmly fixed, undisguised, and desirous to speak openly and freely.

- 4) Children are nonconformists, he doing things his own way.
- 5) Children to express verbally, examples of imagination to make the words funny or fantastic stories.
- 6) Children interested in various ways, have a sense of wonder, and like to ask.
- 7) Children be guided and motivated himself alone; children have imagination and like fantasy.
- 8) Children involved in the exploration of the systematic and deliberate in making plans and an activity.
- 9) Children liked to use his imagination in play.
- 10) Children be innovative, inventor, and has a lot of resources.
- 11) Child exploration, experimenting with objects. Examples of making something as part of the goal.
- 12) Child is flexible and talented children in designing something.

With regard to the characteristics of creativity and creative indicator can be presented that the indicator related to fluency was the son has an incredible sense of humor in everyday situations, children express verbally, imagination for example, to make the words funny or fantastic stories, children interested in various ways, have a curiosity and love to ask.

Indicator-related creative flexibility is the child who wishes to take a risk and try to behave differently to things that are new and difficult, children liked to use his imagination in the play especially in

playing pretend, the child is flexible and talented children in designing something.

Indicator-related creative originality are the children eager to take risks and try to behave differently to things that are new and difficult, children are nonkonfermis, doing things his own way, being innovative , the discovery has plenty of resources.

Indicator-related creative elaboration is the child become directional himself and motivated themselves, children have imagination and like fantasy, children involved in the exploration of the systematic and deliberate in making the plan of an activities, children explore, experiment with the object, for example, incorporate or make something as part of the goal.

Indicator-related creative tenacity and patience are the children took a firm/strapping, blatant, eager to take risks behave differently and try to new things that are difficult.

Based on the above exposure then it can be inferred that the creative potential that is owned by each child can only be develop by a creative process by giving the child the opportunity to have activity through play activities that allow the emergence of a number of indicators of creative.¹⁹

¹⁹ Yuliani Nurani Sujiono, Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*. (Jakarta: indeks, 2010), p. 40

c. Forms of Creativity

According to the view of Boden, creativity can be born in some form. But in General, this form of creativity was born in three forms.

First, creativity is born in the form of combination. Creative people are combining the basic materials that already exist, be it ideas, idea or product, so that later gave birth to a new (novelty).

Second, creativity is born in the form of exploration. This form of attempt to give birth to something new, from something I had looked before. As well as Thomas a. Edison discovered electricity, or Newton's gravitational theory finds. They were categorized as creative being able to explore new things.

Third, that is transformational. Changing from the idea to a practical course of action, or of culture on the structure, from the structure of culture, from one phase to the other phases. Creativity is born, for being able to duplicate or to transform thought into a new form.²⁰

d. Characteristics of Creative Personality

1) Creative Personal power with physical energy that allows them to work long hours with full concentration, but they also can calm and relax, depending on the situation.

2) Personal creative smart and shrewd, but at the same time they also range. On the one hand they have the wisdom, but can also be as

²⁰ Momon Sudarma, *Mengembangkan Keterampilan Berpikir Kreatif*. (Jakarta: Raja Grafindo Persada, 2013), p. 25

childlike. Deep insight can appear along with the emotional and done mental. They are capable of divergent or convergent thinking.

- 3) A third paradoxical characteristics relating to combination of attitude and discipline. Creativity requires hard work, tenacity, and perseverance to complete an idea or new work by addressing the obstacles often encountered.
- 4) Creative Personal can be alternating between imagination and fantasy, but based on reality. Both are necessary to be able to break away from the present without losing touch with its past.
- 5) Personal creative inclination shows good introversion or ekstroversion. Someone needs to be able to work alone to be able to be creative like writing, painting, doing experiments in the laboratory, but also important for him to meet others, exchange ideas, and get to know the works of others.
- 6) Creative people can be low self-esteem and be proud of his work at the same time. They are satisfied with their accomplishments but usually not too like to emphasise what they have accomplished, and they also admit the existence of a factor of luck in their careers. They are more interested in what a still- they will do.²¹

²¹ Utami Munandar, *Kreativitas dan Keterbakatan*. (Jakarta: Gramedia Pustaka Utama, 2002), p.51

2. Creative Thinking

a. History of Creative Thinking

A lot of controversy surrounding the concept of intelligence and intelligence tests on the assumption that the intelligentsia is quality single (unitary), genetically inherited, and can be measured. By the middle of this century seem development focused on the problem of singularity and plurality of the intelligentsia.

Sperman believed that intelligence, includes the factor g (abstract reasoning power) which is consistent, and the specific factor (s) are different on different performance. Thurstone instead believed that the multidimensional nature of the intelligence, includes seven primary mental abilities (primary mental abilities). An extreme example of the nature of the pluralistic intelligence appeared on the model structure of the intellect of Guilford, with 150 of the human intellect. Gardner distinguishes seven kinds of intelligence model. He formulated as the "ability to solve problems, or create works that are rewarded in one or more cultures.

Vialle, leaning more to extend the concept of intelligence, though with different ways. Intelligence is not a single trait as concept right in the past. Any creativity is a multidimensional concept that is, which can be reviewed from different dimensions. Each culture/community to determine whether the meaning of intelligence, so that different intelligence conception in the epoch times and

different environments. Also what is assessed is not necessarily the same creative in society/culture that is different. Intelligence and creativity are dependent on external and internal factors. Intellectual and creative potential can be enhanced or inhibited as a result of interaction with the environment.

It's hard to find a single definition of intelligence and creativity that can be universally accepted, and it is indeed impossible or unnecessary.

Guilford with his speech in 1950 's famous attempt to draw attention to the problem of creativity in education, namely that development of creativity would be abandoned in formal education, whereas it is very meaningful for the development of the potential of the individual as a whole and for the advancement of science and art and culture. Then with the structure of intellect model proposals made, it appears the attention to creativity, including the relationship between creativity and intelligence, it is increasing, especially the extent to which intelligence influence on one's creativity. The structure of intellect model distinguishes between thinking "converging" and "divergent". The ability of thought underlying the traditional intelligence tests convergen and divergent thinking ability is an indicator of creativity.

The question that arises is whether creativity as measured by tests of divergent thinking or test the creativity is an aspect of

cognitive functioning which can be distinguished from traditional notions about general intelligence?

The theory of the "threshold of intelligence to creativity" from Anderson exposing that until a certain level of intelligence, which is estimated to be about IQ 120, there is a close relationship between intelligence and creativity. Products require a high level of creativity intelligence high enough anyway. But above the threshold of intelligence that there is no correlation between higher intelligence and creativity.

With respect to the issue of dimensionalitas intelligent creativity, in research shown that Munandar Utami study results and analysis of correlation factors prove a test of creativity as a dimension of cognitive functioning that relatively unified can distinguished from tests of divergent thinking, but intelligence (creativity) also shows a meaningful relationship with convergent thinking (intelligence).²²

b. Definition of Creative Thinking

Creative thinking is a process that occurs in the brain and the mind are done by somebody who is creative. The process has several stages that must be traversed and norms as well as the basics that made reference. In addition, creative thinking, also known as specific skills acquired by a person. He could develop such an innate understanding of all matters relating to the process.

²² Utami Munandar, *Kreativitas dan Keterbakatan*. (Jakarta: Gramedia Pustaka Utama,2002),p.8

A French philosopher, DeBono, asserts that thinking is a skill that is not much different with other skills. According to him, thinking it has in common with car driving skills. With creative thinking, intelligence will function and influence on human experiences, as well as the rise of engine power car with your driving skill. This learning process requires the implementation of the strategic and specific skills, such as applying, analyzing, reviewing, making inferences, compare, compile, interesting results, plan, monitor, evaluate and others so on.

Creative thinking is a process of the brain that is universal, complex and regulated by a variety of elements, factor, skills and methods that take effect either increasing or undermine the process of creative thinking. So that people can be creative, then he must master these aspects of creative thinking and its elements.²³

D.N. Perkins also mentioned that creativity was not alone, special abilities or talents, creative products and do not rely on one trait, new ideas. Basic creativity involves a lot of components that produce creative output. These components are: creative thinking involves the aesthetic side and standard of practical, creative thinking relies on attention to the objectives and results, creative thinking is tied to more mobility than a smooth, creative thinking not only is the

²³ Yusuf Abu al-Hallaj, *Kreatif atau Mati*. (Surakarta: Al-Jadid, 2010), p.79

objective and subjective, creative thinking and more dependent upon motivation extrinsic motivation rather than intrinsic.²⁴

Stripling defined creative thinking as the ability to look at things in a different way from the obvious or the traditional and involves generating new ideas and putting existing ideas together in new ways McGregor.

Torrance defined creative thinking quite simply as the process of forming ideas or hypotheses, testing them, and communicating the result. Implied in this definition is the creation of something new, something that has never been seen or that has never existed before.

McGregor defined creative thinking is a the generation or suggestion of a unique or alternative perspective, the production of an innovative design or a new approach to a problem or artistic challenge.

Kamplis and Berki defined creative thinking as the thinking that enables students to apply their imagination to generating ideas, questions and hypotheses, experimenting with alternatives, and to evaluating their own and their peers ideas, final products and processes. Amier defined creative thinking is relating/ creating of things or ideas which were previously unrelated.

Based on some of the opinions that have been discussed above, creative thinking is something the organized power of abstract nature,

²⁴ Hassoubah, Zaleha Izhah. *Developing Creative and Critical Thinking Skills*. (Bandung: Nuansa, 2004), p. 54

courageous, disciplined, not unstoppable, there are smooth, there's flexibility, there's newness, and unusual conditions arising out environment and become a driving force someone to do something. Creative thinking refers, among others, on the ability of the various possibilities, generating new ideas, original, thought-provoking that reflects the insight, curiosity, and the ability to identify the relationships between concepts or ideas.

The ability of the creative thinking refers to the ability of the products identified by the Guilford as a factor relevant in unique creative thinking, namely: (1) *fluency* (lots of); (2) *flexibility* (many different categories of relevant ideas, approaches, shifting fluidity of information, lack of rigidity); (3) *elaboration* (ability to develop ideas, outlining and adding various details for information that has been generated); (4) *originality* (response is unusual (unique) and scarce (rare)).

The ability of the creative thinking and creative creativity required in private where there are four things involved which includes fluency, flexibility, elaboration, and originality, whereas in the creative personality involving curiosity, independence, taking risks and commitment to duty. Although students have the ability of creative, creative products that may not be produced if not supported by a personal creative. Creative personality cannot be built, when students are afraid to think about new things or do not want to be

creative. Curiosity, independence, commitment, and risk taking on the task required students to be able to dig up creative ideas to produce a product that meets the creative elements.²⁵

c. Elements of Creative Thinking

1) Fluency

Prowess means the ability to give birth much alternative, synonyms, ideas, solutions, speed, ease of giving birth to a masterpiece. Prowess depends very much on a lot of response that can be produced by human.

Based on this, then substantially prowess is considered the process of creativity, among them:

a) Verbal Skills or proficiency compose words. It is the ability to generate many words. There are many exercises that can be done to train the verbal skills or proficiency compose words. Among the important exercises are:

1)1 Write down as many names of fruits that start with the letter A.

1)2 Write down as many words that begin with the letter M and end with the letter M.

1)3 Write down the names of the five countries that begin with the letter M.

²⁵ Abdur Rahman As'ari dan Edy Bambang Irawan (ed). *Variasi Konstruk Dalam Pembelajaran Matematika*. (Malang: Bintang Sejahtera, 2016), p. 23

b) Skills in expressing the meaning or pour the mind. This is an ability to generate as many ideas that could meet specific needs at any given time, regardless of the depth of the idea of quality, uniqueness or other skills. There are a number of exercises that can be done to train skills in expressing ideas or pour meaning.

Among the most well known exercise are as follows.

1)1 Mentioned five bottle use different scars.

1)2 Imagine various things caused by the use of tools that are useful for the benefit of humans, not that bring disreputes.

c) Proficiency in using a variety of forms. This is the ability to describe quickly and imagined in the shape of the object.

Example: make 10 different shapes of the letters of the alphabet! م ح ع ن س ز

2) Flexibility

Flexibility was considered as the second element from the elements of creative thinking. Flexible is the antithesis of a rigid nature, which only holds a certain thought patterns as before. Flexibility demanded a tendency to change one's thinking based on a change in attitude and ordinances, as well as seeing many things from a number of different sides, and not limited to one side.

3) Originality

Originality is regarded as the largest element related to creative thinking, because it is based on giving birth to new ideas or new ways in the order of values in society and born from within one's self. In other words, it is the special value of originality and unbeatable prices in thinking while maintaining their identity, as well as a great power is owned by someone to implement ideas which are not knew many person.²⁶

d. Characteristic of Creative Thinking

Characteristics in everyday understanding constitute a characteristic of something. Certainly "something" that usually can be observed. While thought is unlikely to be observed, because it is not visible. Thinking it was part of a person who does not stop is done from time to time. The person's behavior due to thinking that's what can be observed. By thinking people would be moved to do something. So too with people who have creative thinking (creative thinker), follow its horns, whose behavior can be observed. According to Laura Berk stated that creative thinkers is the innovative style of thinkers who have a tolerance of ambiguity and persistence, and who have the courage of their own convictions based on typical and a willingness to take risks. So that it can be made a kind of typical of such behaviour. As for the creative characteristic of adults

²⁶ Yusuf Abu al-Hallaj, *Kreatif atau Mati*. (Surakarta: Al-Jadid, 2010), p.81

(Characteristics of Creative Adult) that is the result of research study of artists, writers, scientists, and other creative adults who show the trait: flexibility, flency, elaboration, tolerance of ambiguity, originality, breadth of interest, sensitivity, curiosity, independence, reflection, action, concentration and persistence, commitment, expression of total personality, and sense of humor.

e. Process of Creative Thinking

The main creative thinking process used to solve problems. Citing the opinion of Wallas and Jamaris explains that problem solving is the process that occurs in 4 phases, namely:

- 1) Preparation Phase, a collection of information related to the problem that is being solved
- 2) The Maturation Phase, information that has been collected in the form of activities related to the effort to understand the interconnectedness of one information with other information in order to problem solving.
- 3) Phases of illumination, such as the discovery of the ways that need to be done to solve the problem, and
- 4) The Verification Phase, in the form of activities related to business to evaluate whether the measures that will be used in problem solving will give you the appropriate results.²⁷

²⁷ Yuliani Nurani Sujiono, Bambang Sujiono, *Bermain Kreatif Berbasis Kecerdasan Jamak*. (Jakarta: indeks, 2010), p. 25

First, declare that the Wallas stage preparations namely formulate problems and to make the initial effort to solve it. This involves the entire preparation phase is the knowledge and experience to find some temporary solutions to be tested, but then the solution is not used. Second, the incubation stage i.e. where there is no work done directly to solve and distract and momentary on other things. Creative ideas sometimes appeared at a time when these issues are not well thought out, this is a stage of incubation. Solso, Maclin, & Maclin declared that "stopping the process of problem solving while time can help to reorganize or rearrange thoughts thoughts to the problem at hand."

Third, stage illumination acquires insight (understanding depth) of the problems faced. At the stage illumination path to the solution begins to look. Solso, Maclin, & Maclin declared that "at this stage of illumination light path towards enlightenment/problems began to open, increasing understanding, ideas arise and are complementary to the resolution of the problem".

Fourth, verification test stage of understanding that has been obtained and create solutions. After the idea/solution is obtained, the next idea/solution must be tested. The verification stage is to test a product creative process results to prove its legitimacy. Verification is generally shorter than that of the previous stages, because the only test and review the results of the calculation of a person, or to see whether

his discovery was successful. But in some cases, verification still needed time to do further research or review.

The stages of creative thinking according to Krulik & Rednick is synthesising ideas, build (generating) ideas, implementing the idea. Siswono defines synthesising ideas are interweaving and blending ideas (ideas) owned; that can be sourced from learning in the classroom as well as everyday experience. Build ideas is bring up ideas that are related to the given problem as a result of converting an idea before. Applying is implementing or using ideas that were planned to resolve the problem.

The stages of creative thinking according to Krulik & Rudnick more specifics on the process of digging up ideas to solve the problem, and did not bring up the existence of such incubation stage in the creative process according to Wallas who is one of the stages of a fairly important part of the creative process.

Synthesis of ideas is the first stage of Krulik & Rudnick equals preparation phase according to the Wallas. In the preparation phase, carried out an understanding into situations or problems encountered. Done gathering information and relevant knowledge into situations or problems encountered, which in turn carried out design ideas or ideas. Blend the idea or notion according to Krulik & Rudnick called synthesize ideas. So there are two preparatory stages components

namely understanding the situation or to synthesize information and ideas.

When someone is experiencing a deadlock in the search for ideas then there was incubation. If the deadlock does not occur then the incubation takes place quickly as though it didn't happen incubation. If there is a deadlock, incubation took place longer so it can be observed from the behavior shown as still or stop, read, look back on the results of previous work and so on. So there are two incubation stage i.e. quickly (not visible) and slow (visible).

The second stage of creative thinking according to Krulik Rudnick, namely & build ideas in accordance with the third stage of the creative process according to Wallas namely illumination. Stage illumination occurs when the ideas start to emerge. The ideas presented or built to ask a question as a result of converting ideas. Eliciting and combining ideas in creative thinking process according to Krulik Rudnick called & building ideas. So the components of illumination that is build on the idea.

The third stage of creative thinking according to Krulik Rudnick, namely & implementation ideas in accordance with the fourth phase of the creative process according to Wallas, i verification. The verification stage i.e. ideas which appear checked and selected the most appropriate to use. Then the idea is expressed in the form of language or writing, then checked or verified whether the result is in

compliance. So the verification phase there are two components namely writing down ideas and examine or verify the results of writing ideas.

3. The Four P's Approaches of Creative Thinking

Rhodes analyzes more than 40 definition about creativity that concludes on a general creativity formulated in terms of person, process, and product. Creativity can be reviewed from the personal and environmental conditions encourage (press) to the behavior of individual creative. Rhodes calls the fourth types of definition of creativity is as the "Four P's of Creativity: the *Person, Process, Press, Product*". Most definitions of creativity focused on one of the four P's or combination. The four P's are inter-related: a creative Personal involved in the creative process, and with the support and encouragement (Press) from the environment, generate creative products.

a. The Definition of Personal

According to Hulbeck "Creative action is an imposing of one's own personality on the whole environment in a unique and last American way." Current definition of creativity which also stressed the importance of the personal aspect given the Sternberg in "threefacet model of creativity", namely creativity is a distinctive meeting point between three psychological attributes: intelligence, cognitive style, and personality/motivation. Simultaneously the third facet in natural mind this helps understand what aspects influenced the creative individual.

Verbal ability, include the intelligentsia thought, knowledge, planning, formulation of the problem, strategy, mental representation, decision-making skills, and balance as well as the integration of intellectual property in General. Cognitive or intellectual style of creative leeway and shows a personal attachment to the convection, creating its own rules, do things his own way, favoring a less structured problems, love to write, design, more interested in the position that demands creativity, such as authors, scientists, artists, or architect.

Dimensions of personality and motivation includes characteristics such as flexibility, ambiguity, the urge to achievement and got a confession, perseverance in the face of obstacles, and taking a moderate risk.

b. The Definition of Process

Definition of the creative process from Torrance essentially resemble the steps in the scientific method, that is:

"The process of (1) sensing difficulties, problems, gaps in information, the missing elements, something asked; (2) making guesses and formulating hypotheses about these deficiencies; (3) evaluating and testing these guesses and hypotheses; (4) possibly revising and retesting them; and finally (5) communicating the result."

c. The Definition of Press

The fourth category of definitions and approaches to emphasize creativity factor press, whether internal impetus (yourself) or externally

from the social and psychological environment. Definition of Simpson refers to the aspects of the internal impetus, that creative ability is formulated as "the initiative that one manifests by his power to break away from the usual sequence of thought." About the encouragement or support from the environment, there is an environment that does not appreciate the imagination or fantasy, and suppressed creativity and innovation. Creativity also do not thrive in a culture too stressed conformity and tradition, and less open to changes or new developments. Creativity depends not only on skill in the fields and in the creative thinking, but also in intrinsic motivation (internal plunger) to busy yourself in work, and in a conducive social environment (external booster).

d. The Definition of Product

The definition which focuses on creative products emphasize the element of originality, novelty, and meaningfulness, as the definition of Haeefele that "creativity is the ability to create new combinations-combination which has social significance". This definition shows that it is not the entire product must not be new, but the combination is also recognized as meaningful.²⁸

²⁸ Utami Munandar, *Kreativitas dan Keterbakatan*. (Jakarta: Gramedia Pustaka Utama,2002),p. 25

4. Type of Tool to Measure the Creative

a. The Tests that Measure Creativity Directly

A number of tests of creativity have been compiled and used, among others, the famous test of Torrance used to measure creative thinking (the Torrance Test of Creative Thinking: TCTT) which has the form of verbal and figural shapes. Last there is already adapted for Indonesia, i.e. the test Circle (Circle Test) from Torrance.

b. Tests that Measure the Elements of Creativity

Creativity is an invalid constructs a multimedimensi, composed of various dimensions, i.e. the cognitive dimension (creative thinking), the dimensions of the affective (attitude and personality), and psychomotor dimensions (creative skills). Each dimension encompasses a variety of categories, such as cognitive dimensions of creativity is divergent thinking, includes among other things the smoothness, suppleness, and originality in thinking, ability to detail (elaboration).

Some examples of tests that measure the originality is a test write stories, Test the use of bricks that ask subjects to think about a variety of unusual usage for bricks.

c. Test that Measures Creative Personality Trait

- The test asking the question, which is part of the Torrance Tests of creative thinking
- *Risk Taking Test*, is used to show the impact of taking risks against creativity.

- *Figure Prefence Barron-Welsh Test* from that show a preference for ketidakaturan as one of the creative personality trait.
- *Sex Role Identity Test* to measure the extent to which a person identifies himself.
- *Bem Sex Role Inventory tests*. With sex roles.

d. Measurement of Creative Talent in non-Test

- Checklist (Cheklist) and Questionnaire

The tool was developed based on research about the characteristics of the specific creative is privately owned.

- list of Experience

This technique assesses what a person has done in the past. Several studies found a high correlation between "reports" and creative achievements in the future. The simplest format is to ask someone to write a short autobiogafi, which are then graded for quantity and quality of creative behavior.

A more formal method is The State of Past Creative Activities developed by Bell, he told: "Register creative activities you've done during the 1-3 years. These activities can include art, literary, or scientific. Please detail the activities or the products you make, including the public exhibition of such products. Each activity is assessed based on a set of criteria. The individual is then assessed in its entirety based on the ranking.

e. Direct Observation on Performance of Creative

Observe how people act in certain situations appears to be the most valid technique, but it is time consuming and can also be subjective.²⁹

5. Several Tests of Creativity from Abroad

a. Divergent Thinking Ability Test (Guilford)

About the structure of Intellect model Guilford includes three dimensions (matra), matra operations (process) with five categories of mental operations, matra content with four categories, and matra products with six categories. Especially with regard to creativity is the "divergent thinking" as a mental operation requiring the use of the ability to think well, supple, original, and detailed (elaboration).

Various tests of creative thinking of Gulford that measures the ability of divergent thinking is mainly used for the population of teenagers and adults, though there are also for children grades 4 to 6 SD. Test of creativity that are arranged for children consists than 10 sub-tests, namely: name for the story, what can be done, the same meaning, writing sentences, all kinds of people, making things, different groups, create objects, hidden letters and add to the decor. The five sub-first test is verbal, the other non-verbal. Tests of divergent thinking from Guilford has a time limit, based on the consideration that the timing is important to careful testing.

²⁹ *Ibid.*, p.80

b. Test Creative Thinking Ability about Torrance

Torrance test intended to trigger expressions simultaneously from several creative mental operation that primarily measure *fluency, flexibility, originality, and elaboration*. Torrance tests of creative thinking consist of verbal and figural shapes, both with regards to the creative process and includes different kinds of thinking. The tests are arranged such that to create exciting and challenging activities for students ranging from pre-school education to graduate high school. Torrance test can be given individually or in groups. Verbal forms consists of seven sub-tests: ask questions, guess so, guess the result, repair of the product, the use of unorthodox, unusual questions, and activities are assumed. Figural shape consists of three tests: the test form, the picture is not complete, and the test circle. A test of verbal fluency, flexibility to skor, originality, while tests with a score of plus figural elaboration. Torrance test was also given a time limit on the basis of the consideration that to a certain degree there should be a press to trigger the creative mental function by providing a boost to stimulate creative thinking.

c. Test Creative Thinking – Production Drawing

The test includes a new creativity that is constructed by the Urban and Jellen called *Test for Creative Thinking Drawing Production (TCT-DP)*. This test is different from the test of Guilford and Torrance because his score is not based on the scarcity of statistical basis, but based on

what is called image production. Respondents were asked to complete an incomplete picture, and his judgement includes Nine dimensions, i.e. complete, resume, recent items, relationships, relationship lines are made relating to the theme, across boundaries (two criteria), perspective, and humor. TCT – DP are compiled based on the theory about the nature of creative thinking, and procedures skoring based on theory of creative thinking, attitudes and procedures skoring based on this theory, and not based on statistical calculations.

d. Creative Thinking with Sounds and Words

The size of the other creative talents in touch with originality and imagination, the proverbial or imagery, and analogies, namely *Thinking Creatively with Sounds and Words* (Torrance, Kathena, and Cunnington). This test consists of two measures of verbal originality. One is the Sounds and Images that display the Test stimuli in the form of sound that range from simple to elaborate. This sounds stimulate the intellect of man (national interact) with emotion to come up with imaginative response.

e. Inventory Kathena-Torrance about Creative Perception

A useful way to find and recognize creative talent is through the observation of one's self, in the form of a checklist, questionnaire, and inventory. One of the effective inventory to identify the talents of creative is a Creative Perseption Kathena-Torrance Inventory, consisting of two measurement tool: *what kind of person are you?* And *Something*

about myself. This tool is primarily designed for teens and adults who are talented creative, but it has also been used for children aged 10 or 11 years.

The first gauge, *what kind of person are you?*, is based on the consideration that someone has self I psychologically in ways creative behavior and not creative. This gauge is obtained with the index of one's motivation to function in ways that are creative.

The second tool, *Something about myself*, is based on the consideration that the creativity is reflected in the characteristics of the personality of the person, in the way he thinks, and in products that emerge as a result of their creative impulses. For both these tools there is no deadline, but on each umumnya need 5-15 minutes to be filled.

A useful approach for gifted students is to get informed about the level of students in:

- The ability of the public
- Creative thinking ability
- Learning Achievements
- Specific Information related to the field of talents where students are expected to demonstrate excellence, and if there is no measurement tool available for this, the questionnaire can be used to assist in the acquisition of data.³⁰

³⁰ *Ibid.*, p.91

To summarize the discussion on the creative thinking, it can be simplified as the following:

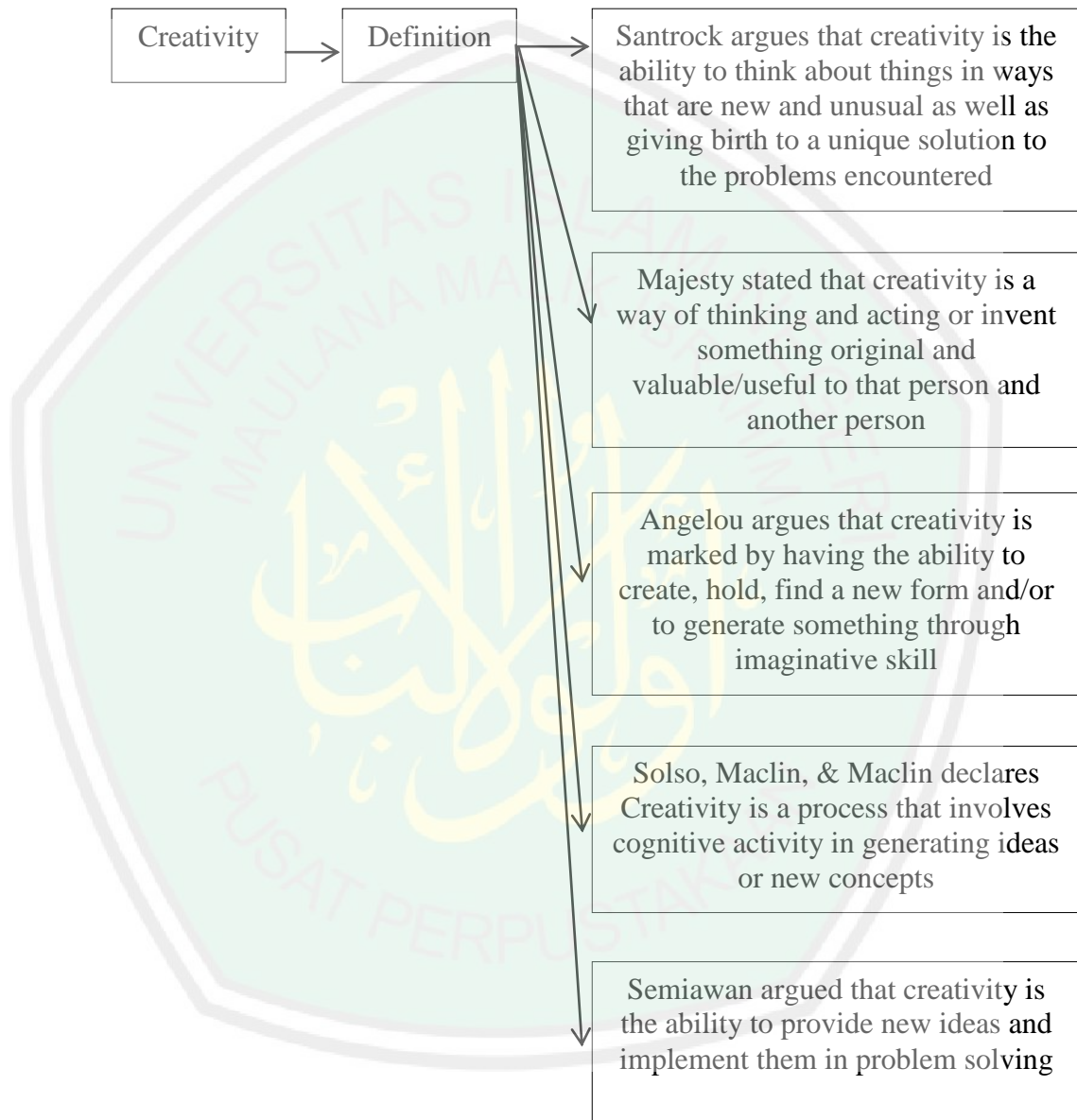


Table 2.1 Definition of Creativity



Table 2.2 Indicators of Creativity

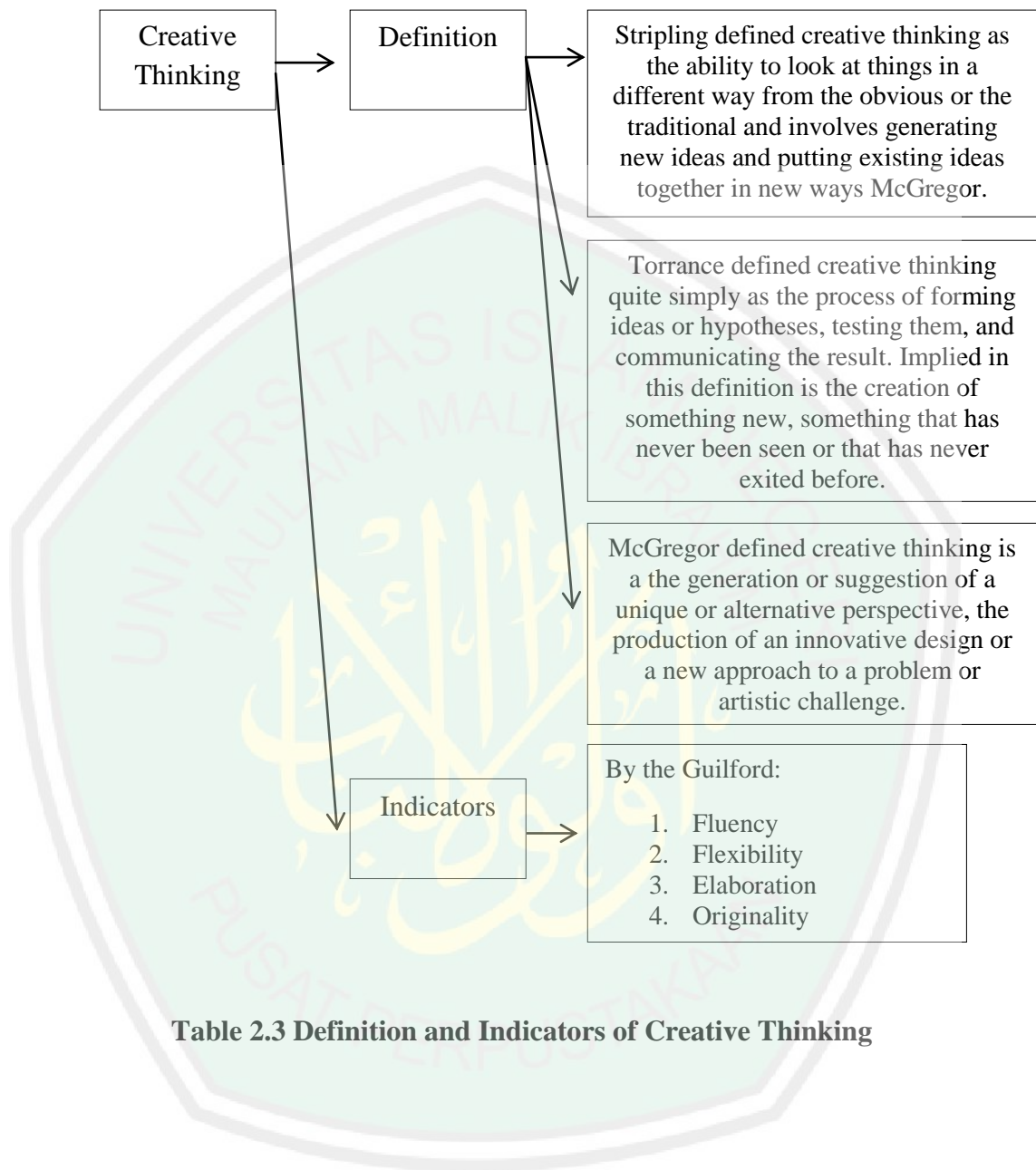


Table 2.3 Definition and Indicators of Creative Thinking

B. Research Roadmap

In the learning ability of creative thinking is needed because the creative thinking ability are able to encourage students especially students skilled in solving problems and finding alternative-alternative solutions vary. But in fact the ability of creative thinking which is one of the higher-order thought process is seldom trained. Many still find, in a classroom teachers using conventional learning model which is rated only often make students stuck in a routine of learning. Conventional learning model which is currently often used in schools, using the sequence of learning activity descriptions, examples and exercises. In practice, the teacher is more dominating in the activity of learning. As a result the thinking ability of students ' creative thinking ability in particular in the less developed.

Given the importance of creativity in every learning, then the necessary approaches to dig the ability of creative thinking in students a proper and efficient manner so that students can construct the ideas they had while learning process in progress. Also needed a way to implement approaches to upgrade the creative thinking in schools. As well as knowing what supporters and restricting factor in implementing those approaches.

Aspects of creative thinking ability that is used in this study refers to the ability of the products identified by the Guilford as a factor relevant in unique creative thinking, namely: fluency (lots), flexibility (a lot different categories of relevant ideas, approaches, shifting fluidity of information, lack of stiffness), elaboration (ability developed, outlining ideas and add

various details for information that has been generated, orisinality (response of unusual, unique and rare).

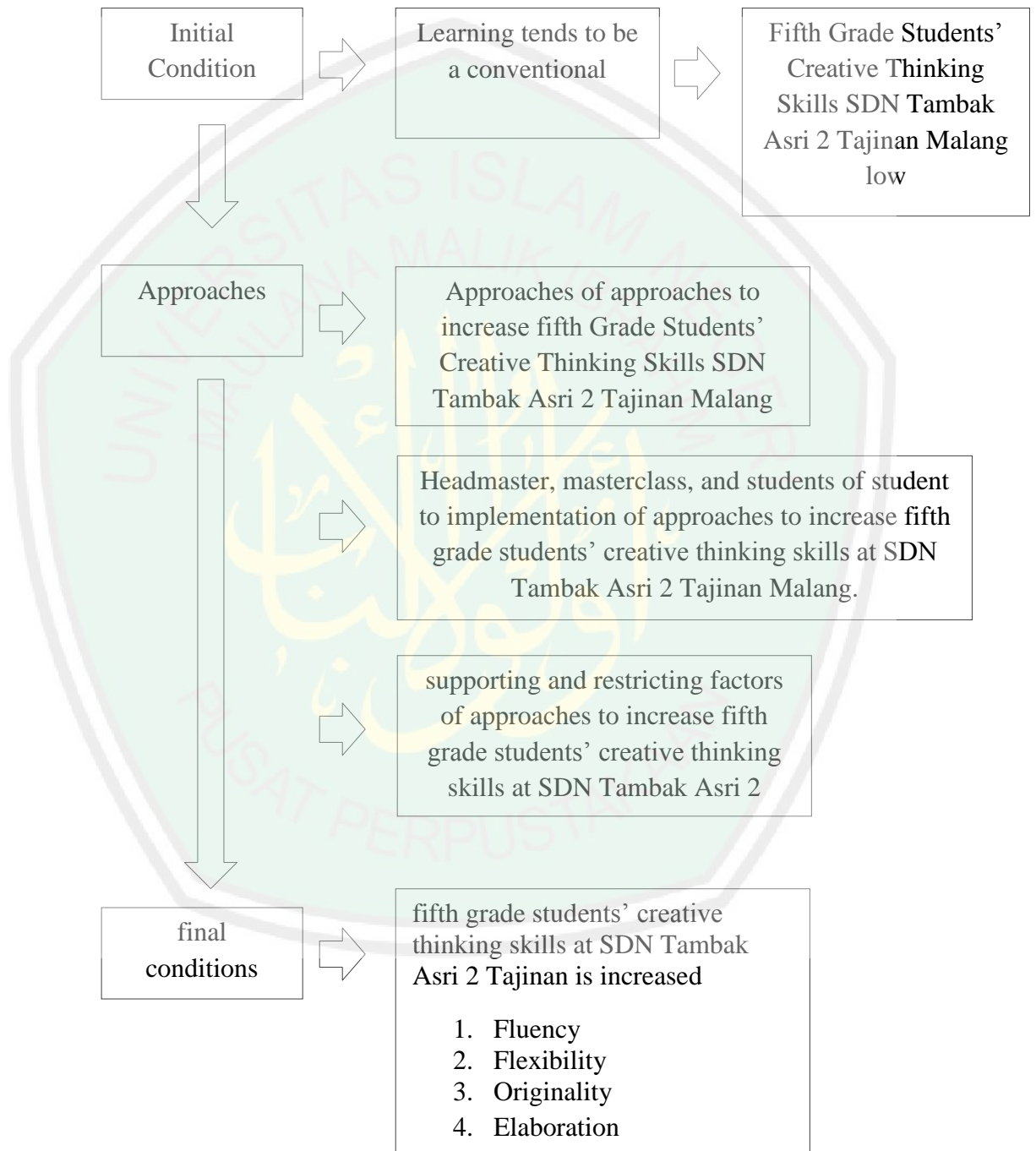


Table 2.4 Research Roadmap

CHAPTER III

METHOD OF THE RESEARCH

A. Approach and Research Design

The research method used is descriptive qualitative research. Descriptive research is research that focus on actual problems such as what happens when research lasts.³¹ This research aims to make the description, depiction in a systematic, factual and accurate regarding the facts, properties and relationships between phenomena investigated.³² It can be said that the research is descriptive research that describes precisely the fact of the object examined. This research was conducted to look at the ability of the creative thinking of students in aspects of fluency (fluency), suppleness (flexibility), elaborate (elaboration) and novelty (originality).

B. Attendance of the Researcher

In accordance with the research done that is research about “Exploring Approaches to Increase Fifth Grade Students’ Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang”, then the researchers here plays the absolute in the process of research, so that the presence of researchers in the field is indispensable as the role of the researcher as a principal instrument in observing the symptoms that occur in the field. Therefore the presence of the researcher will be a major factor, because of the on going process of research related to this.

³¹ Noor, J, *Metodologi Penelitian*. (Jakarta: Kencana Prenada Media Group,2011), p. 335.

³² Nazir,M, *Metode Penelitian*.(Bogor: Ghalia Indonesia, 2009), p. 54.

With the presence of researchers in the field, researchers will be able to information or data was needed, because it is not impossible phenomenon in the field will be far different from the assumption or hypothesis of the previous researcher. Researchers also must adjust to an environment where research, so it will be easier to interact with the environment in the process of collecting the data. Researchers insist on wholeness. Researchers concerned with the context of intact at every opportunity. Researchers act as gatherers of data using a variety of methods, of course already provided with knowledge-knowledge. Researchers quickly processing the data acquired, and ordered them back to the next action. Researchers freely observe clearly the subject from behind the glass are the subject simply does not know whether they are being examined.³³

The position of the researchers as observers participating in the study. Researchers do initial observations at the time of learning in class to specify the symptoms that arise from protege to examined, so the researchers participating in the study as well as full observers, the then the researchers doing the classification problems so it appears a focus of research. Based on the focus of the research obtained, investigators began digging up information that will be used as materials analysis appropriate indicators that will be examined.

³³ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2011), p. 177

C. Research Set

The location used in the research is in SDN Tambak Asri 2 Tajinan Malang at Kramat road no 9 Tambak Asri village Tajinan Malang. This research was conducted on the even-numbered school year 2017/1018 fifth grade. This location became the site of elections unsettled research has been through a lot of considerations, among others:

1. The school, especially the principal, Vice head of the curriculum and the teachers are very open with the arrival of investigators. The school strongly support the existence of the updates in the world of education, in particular the renewal of learning activities that support for the enhancement of the learning achievements of students. This activity is meant to know what approaches are needed to enhance the ability of the creative thinking of students in learning all the material. And furthermore will note how the level of creative thinking of the students then developed towards the improvement of their learning achievements.
2. Research related creative thinking needed in learning any material. Students will be able to explore their creativity, their ability to find answers to any problems in different ways to different settlement but produce the same answer.
3. On the SDN Tambak Asri 2 Tajinan it has never been used as an object of research before, so it is very necessary for the examined in particular researching about the creative thinking ability.

D. Data and Data Source

Data obtained from the interview against the subjects of the research that has been previously armed with initial data that comes from observations in the classroom. In this data retrieval, the student give further questions and problems that students are required to solve the problem with the thinking of its own findings by considering data from the results of the initial observations.

Initial data sources in this study is the result of direct observation activities learn fifth grade SDN Tambak Asri 2 Tajinan Malang. On this observation data obtained by researchers in the form of descriptive data about the steps undertaken by problems completion student. Then do further observations to obtain information appropriate to focus research. Researchers also perform tests that will be a comparison of the initial observations. On the next stage of data mining will be done with the interview. The subjects of the research in this study focused on the fifth grade SDN Tambak Asri 2 Tajinan Malang, the research subjects and taken some children as a sample that consists of some of the children capable of high, medium and low for serve as the subject of the interview.

E. Data Collection

This research uses three techniques of data collection, this is done to obtain data in the form of procedural steps in writing of the completion of the matter, as well as the direct elaboration about the procedures used in

resolving the matter, and that would then be supported by observations done researchers. The techniques used are:

1. Researchers perform direct observation against the activities of students in solving problems, attempted without disturb protege. Observations made on the date of 28 September 2017. In this case the researchers observe symptoms that arise in the process of work reserved. For example regarding the constraints experienced by the student in understanding the problem, the difficulty of finding a solution, as well as other important information that needs to be recorded and observed by the researchers so that the directional information for the sake of analysis data in accordance with the focus of the research.
2. Researchers give a test to gather information about a student's response to the process of solving problems with so it can be seen how students work on such material. The form of the test plan is used in this research is a test description (Esay) because it can facilitate researchers in identifying the problems that became the focus of research. This description of the test of the researchers will be able to identify how students find answers to questions given in order to complete the work. So that the student will be visible if it truly understand what he was working on that. Because it is not a little older age fifth grade is not familiar with what he's doing.

3. The interview is a conversation between researchers, this is a researcher and the informants are assumed to have vital information about an object. In this research was conducted the interview in depth to dig up information. Researchers conduct interviews at a glance with his protege when the learning process in the classroom. This is done to find out the understanding of the student in General, the difficulties experienced protege in resolving the problem. Next Researchers will conduct in-depth interviews with proteges such as capable of high, medium, and students have the ability lacking. Taking the subject interview is determined based on the value of the test, the results of observation and consideration of researchers with fifth master class regarding the students who invited easy communication. This is done by the consideration that some children are represented from the object that will be examined.

Below is the list of the interview and the purpose of their interview in this research:

NO	INTERVIEWER	PURPOSE OF THE INTERVIEW
1	Headmaster	To know about initial at the school, the state of teachers, and students.
2	Fifth Masterclass	To know the state of the class, and obstacles that occur in the classroom during the learning process.
3	Fifth Grade Students	To know the difficulties experienced, and know the ability of creative thinking.

Table 3.1 Purpose of the Interview

4. Documentation. Researchers doing documentation with taking pictures at every research activities that can be used as a data and research evidence.
5. The recording. Researchers conducting the recording as a tool so that no information is missing and during interviews researchers can concentrate on what is asked without taking notes.

F. Data Analysis

The analysis of qualitative data is a form of the approaches made by researchers to describe more detail towards the data already obtained from the results of the retrieval of the data in the form of pictures and words correspond to the reality of the acquired from the data source. In data analysis, data clustering occurs, the selection of data, then the synthesis of data so that it refers to a conclusion from the data found. So it can be outlined the important thing to tell and can be learned by others. Research on data analysis techniques used are:

1. Collecting, sorting through, and classifying the problems experienced by the student in resolving problem
2. Take note of the things that produce the note field.
3. Data Observation or note field.
4. Observations and interviews are focused upon the focus that has been selected. Make public findings of interviews at a glance when the learning process processed. So the interview on this research not only as

the process of searching for data, but also as a technique of analysis of data written and observational data.

5. Mark the keywords found in the results of the work of the student.
6. Learn the keywords.
7. Conduct interviews was chosen to deepen the data that has been found through testing a number of questions that contrast.
8. Analysis of the theme as an attempt to understand holistically views of objects that are examined. On this research can be defined as an attempt to know the level of creativity student.

Data analysis was done with based on the field research whether one or more than one aspect. On the basis of the understanding of some aspects of the research then staged a mapping or a description of the data. Then from the results data is mapped, then researchers began an analysis of whether the compare, see sequence or causal relationships examines all at once.

G. Research Procedure

Steps in conducting this research are as follows:

1. Start with a problem

Research conducted is based on problems that are being faced by education in the present, namely the ability of the creative thinking of students who got less attention in the learning process. The learning model applied to any less facilitating the ability of the creative thinking of students.

2. Determine the type of information needed

At this stage the researcher collects literature related things are examined, namely books, journals and other reference required from internet sites.

3. Specify the data collection procedure

Data collection procedure conducted by the researcher begins with the creation of the test contains problems that will be solved by the students. researchers then do the research process in class for 3 times. At the first meeting, researchers propose a test to find out the capabilities of the students. At the second meeting, researchers apply the approaches in the form of the method, and learning strategies to improve students ' thinking ability. In this process, data collection is done with the observation sheet. Then in the third, conducted meetings evaluation process to measure the level of students ' thinking ability, know the approaches that can be done to improve creative thinking ability of the students, the school in improving implementation creative thinking ability of the students, and to know the factor restricting supporters and in improving the ability of the creative thinking of students.

4. Processing of information or data

Data obtained in the form of observations, test results and interviews. Based on the results of observation, researchers doing

scoring and count the achieved aspect of the creative thinking of the students.

While the results of the test, students answer analysis done to categorize the level of creative thinking of students. Then the data is used to supplement interview data before.

5. Conclusions of the research

At this stage the researchers draw conclusions as to the level of creative thinking ability of students in the aspect of smoothness (*fluency*), suppleness (*flexibility*), novelty (*originality*), and *elaboration*.

CHAPTER IV

EXPOSURE DATA AND RESEARCH FINDINGS

A. General overview Research Background

1. History of the founding of the SDN Tambak Asri 2 Tajinan Malang

SDN Tambak Asri 2 Tajinan Malang founded in 1977 with the status of land usage rights from Mr. Asyik Nurharsono with principal named Mr. Durjat Purwanijoto until the year 2002. Later in the year 2002 was replaced by Mr. Sariani.

In the year 2004 there is a change of ownership of land usage rights to the property by deed of grant No. 148/KEC TJ/IV/2004. Year 2010 proposing land certificates have not been completed. But this year it is finished so that the certificate of the land the school was and is clear.

2. Profil of the SDN Tambak Asri 2 Tajinan Malang

Institution primary school (SDN) Tambak Asri 2 Tajinan is one of the educational institutions under the auspices of the Ministry of culture and education in district Tajinan. Status in the country with the number NPSN 20517015.

Institution primary school (SDN) Tambak Asri 2 Tajinan is one of the institutions that are built above ground m^2 with a building area of 13,502 $971 m^2$. Located in the Kramat road no 9 RT 5 RW 1 Tambak Asri village Tajinan Malang.

The total of students in the school year 2017/2018 is 90 male students and 95 female students with a total teachers grade 6 person and 3 teachers of subjects. The curriculum used is the curriculum-13.

3. Vision and Mision of SDN Tambak Asri 2 Tajinan Malang

Elementary School (SDN) Tambak Asri 2 Tajinan Malang has a vision of **“REALIZING CITIZENS SCHOOL OF FAITH, PIOUS, NOBLE CHARACTER, EDUCATED AND VIRTUOUS.”**

Elementary School (SDN) Tambak Asri 2 Tajinan Malang has a mission:

- 1) Realize school be a good citizens through civics.
- 2) Increases the potential and quality of citizens through school education (PAKEM) active learning, creative, effective, and fun.
- 3) Increase faith and manners of the citizens of the school through conditioning and religious education.
- 4) Awareness of the citizens of the importance of education.
- 5) Develop knowledge and simple technologies, sports, talent and competence appropriate art students.

4. Purposes of SDN Tambak ASri 2 Tajinan Malang

In General, the purpose of education elementary school (SDN) Tambak Asri 2 Tajinan Malang equal to the National Education goals. But specifically, elementary school (SDN) Tambak Asri 2 Tajinan Malang nurture and educate a generation of the nation became:

- 1) sholeh and Sholehah children, meaning have good character, good to God Almighty, Prophet, parents, community or to herself.
- 2) Intelligent, meaning that it is capable of thinking, studying, and is summing up everything.
- 3) Skilled, meaning making, repairing and renovating something in their environment for the better and the benefits.
- 4) Independent, that means being able to understand yourself, understand the environment, can adapt to the environment and responsibility towards oneself and the environment.

5. Services and Infrastructure

Services in schools is to help prepare or take care of something that required residents of the school. Services provided by SDN Tambak Asri 2 Tajinan Malang is:

- 1) Administration Service
- 2) Counseling Service
- 3) UKS Service
- 4) Cooperative Service
- 5) Library Service

Facilities at the school are a means to launch the implementation of the process of teaching and learning for the citizens of the school. Facilities owned SDN Tambak Asri 2 Tajinan Unfortunate at this time are:

- 1) Total of classroom is 6
- 2) Library Room

3) UKS Room

4) Prayer Room

6. Extracurricular Program

Extracurricular Program a good opportunity for students to enrich themselves and develop the talents of interest in students. Extra curricular learning in class with linking in the environment. Developing for talent and interest in the students, then held the extra curricular. Extra curricular programs in the elementary schools of SDN Tambak Asri 2 Tajinan among others:

1) Obligatory Extracurricular Program : Scout

2) Choice Extracurricular Program:

a) Dance

b) Tartil

7. Organizational Structure at SDN Tambak Asri 2 Tajinan Malang

Organization of the school is a uniform pattern, even in school it takes a person who served in the specified fields. Related to this is to streamline the operations of the education in the elementary schools of the SDN Tambak Asri 2 Tajinan Malang form the organizational structure is attached to the attachment page.

B. EXPOSURE OF RESEARCH DATA

Exposure data in this chapter will describe data that relate directly to the focus of the study. After having done some research on the sources of data are concerned about the issue of exploring approaches to increase fifth

grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang. Then the exposure data are examined, namely the following:

1. Approaches in increasing students' creative thinking skills.

To print the student's creative thinking ability that has required effort and approach to do the teacher. Approach that can be done is the *person*, *process*, *press*, and *product*. Equipped with the availability of learning resources, media advocates, props, and other infrastructure.

Based on the research results researchers through interviews about whether grade 5 students have the ability to think creatively with Miss Tri Suatmi, S.Pd as the head of school SDN Tambak Asri 2 Tajinan 2 was unfortunate, she says:

“If creative is not all, not 100%.”³⁴

The above is reinforced by data documentation that is owned by the researchers when conducting observations in class 5. When students are given assignments by teachers not all able and understand what is being said by the teacher. The teacher should repeat back commands to be assigned.³⁵

Further, researchers conduct interviews with the principal about what approaches and approaches made by the principal to improve the ability of the creative thinking of students in particular the grade 5 students, she says:

“because the guardian class 5 it was new so we give encouragement, we remind that brings science in order to be applied. Because sometimes less reading and so on. During this time his ability, which is given to their students and to reach 100% still needs a lot of improvement and the approaches of others. And for my students to do

³⁴ 01/Wawancara/TriS/13032018/09.00. The text of its interviews is “kalau dibilang kreatif itu belum semuanya mbak, belum 100%.”

³⁵ 09/Documentasi-kelas/20022018/07.28

is give tips, encouragement, and motivation at the time of the ceremony so that they improve the quality of their learning..”³⁶

The statement reinforced with interviews of researchers to Miss Mega as the headclass 5 SDN Tambak Asri 2 Tajinan Malang.

“creative thinking when it says it is, still not all. Because when I've explained my question and then come back, that's what connected only half the class course more still do not understand. So I have to repeat again so that they understand. Sometimes I am a combination of methods, such as analytical study using the method of problem solving or practice directly”³⁷

This is evidenced when researchers conducting observations in class on 20 February 2018 at 08.00. After teachers explain the material, then the teacher quizzed again about what has just been presented, students can answer only some children alone and more silent still don't understand. And students who don't understand sometimes don't have the initiative to ask again to better understand. They are just silent and open the book as if searching for an answer that the teacher asked.³⁸

Approach and effort is very important in increasing the ability of the creative thinking of students so that students are able to meet and have an

³⁶ 02/Wawancara/TriS/13032018/09.05. The text of its interviews is “karena wali kelas 5 itu masih baru jadi kita beri dorongan, kita ingatkan agar ilmu yang didapatkan itu diterapkan. Karena kadang-kadang masih kurang membaca dan sebagainya. Selama ini kemampuannya itu, yang diberikan kepada siswanya dan untuk menuju 100% masih perlu banyak peningkatan dan usaha yang lainnya. Dan untuk kepada siswa yang saya lakukan adalah memberi petunjuk, dorongan, dan motivasi pada saat upacara agar mereka meningkatkan kualitas belajarnya.”

³⁷ 03/Wawancara/Mega/13032018/10.15. The text of its interviews is “kalau dikatakan berpikir kreatif itu, masih belum semua mbak. Karena ketika saya sudah menerangkan kemudian saya tanya kembali, itu yang nyambung hanya setengah kelas saja yang lainnya masih belum mengerti. Jadi saya harus mengulangi lagi agar mereka mengerti. Terkadang saya kombinasi metode pembelajarannya, misalnya menggunakan metode problem solving atau praktek secara langsung”

³⁸ 01/Observation/20022018/08.00

indicator of creative thinking which includes *fluency*, *flexibility*, *originality* and *elaboration* for applied in resolving any problems.

2. Implementation of those approaches in increasing fifth grade students' creative thinking skills.

Implementation is done after discovering what approaches and approaches are being made to improve creative thinking ability of the students of fifth grade students at SDN Tambak Asri 2 Tajinan Malang.

Through interviews of researchers to the school principal regarding the implementation of the effort to enhance the ability of the creative thinking of the students, that:

“that could be done was to improve class work ethic. At the time of the meeting the teacher, I also encourage and remind that all teachers remind children, instill good character. Yes at least in the first 5 minutes after entering it ya. Suppose there is a problem what is it immediately in class discussed, resolved and given lessons.”³⁹

Reinforced with interviews of researchers to fifth headclass SDN Tambak Asri 2 Tajinan Malang understands directly in class about aspects of *fluency* of creative thinking.

“How do yeah, because not all can give birth to many ideas, solve problems, find alternative answers. Arguably only half the class. To answer questions, solve problems, all have to see the text, if not see the text Yes still can not. If the Alif, Sahrul, Alfian, Bagas, Dini, Desta, Ferdi, Haryo, Kevin, Zaki, Surya, Wulan dont responds, if in

³⁹ 04/Wawancara/TriS/13032018/09.10. The text of its interviews is “yang bisa dilakukan wali kelas adalah meningkatkan etos kerja. Pada saat rapat guru, saya juga menghimbau dan mengingatkan agar seluruh guru mengingatkan anak-anak, menanamkan karakter yang baik. ya minimal di 5 menit pertama setelah masuk itu mbak. Misalkan ada masalah apa di kelas segera di bahas, diselesaikan dan diberi pelajaran.”

order to exercise the right of silence now, but he's not understood and not concentrated.”⁴⁰

This is evidenced when the researcher doing the observations directly at the grade 5 on 21 February 2018, that when students were given a written question or problem was able to answer and resolve only a few children, they also encouraged by texts or learning resource. Apart from the children themselves, they just sit still do not understand what to do and don't have the initiative to ask the teacher or a friend of his.⁴¹

Then the guardian class also describes the State of the students when answering questions from teachers. This includes aspects of *flexibility* in creative thinking.

“When they give their questions answered directly, without any fear of wrong but the truth is that the answer is not too think. Principal responsibility first. They can not use or apply different concepts. What is taught first, that which is in use.”⁴²

Reinforced with observation data from researchers that the grade 5 students when an verbal question or give in when the teacher uses the method of questioning, almost the whole class replied in unison, they are

⁴⁰ 05/Wawancara/Mega/13032018/10.20. The text of its interviews is Bagaimana mbak ya, karena tidak semua bisa melahirkan banyak ide, menyelesaikan masalah , mencari alternative jawaban. Bisa dibidang hanya setengah kelas. Untuk menjawab pertanyaan, menyelesaikan permasalahan, semua harus lihat teks, kalau gak lihat teks ya tetep gak bisa mbak. Kalau alif, sahrul, alfan, bagas, dini, desta, ferdi, haryo, kevin, zaki, terus wulan, surya itu nggak tanggap, kalau di suruh ngerjakan sekarang, bener diem tapi dia gak faham dan gak konsen

⁴¹ 02/Observation/21022018/08.30

⁴² 06/Wawancara/Mega/13032018/10.20. The text of its interviews is “ketika mereka di beri pertanyaan mereka langsung menjawab, tanpa ada takut salah namun kebenaran jawabannya ini yang nggak terlalu di fikirkan. Pokok jawab dulu. Mereka tidak bisa menggunakan atau menerapkan konsep yang berbeda. Apa yang diajarkan dulu, itu yang di gunakan.

not afraid to answer it. But the truth of their answers are still not mature in thought. The most important is they responded with a loud voice.⁴³

Then when the teacher lets students use concepts or different ways of being taught the teacher, all the students do not understand and do not understand. They always encouraged a from one source of learning and of a concept that they understand.⁴⁴

Proceed with the questions researchers regarding the *originality* aspect of creative thinking of students.

“the idea is to create new and unique nature that only Wahya and Salsa. The two children before I describe should be asked beforehand, they've understood a little. It looks like they've learned it at home. If students who love to ask that Saipul, Wahyu is the brave. Sometimes before it is explained that he understood. Like this mam?. Sometimes in order to explain to his friends, though initially shy and didn't want to, but if I give the strengthening he finally willing and able to explain to his friends.”⁴⁵

Evidenced by the observation of the researchers in the classroom, before starting the lesson the teacher always asked about the readiness of students before learning. A brave and active students ask the teacher to explain before there are only 3 children. Is the Wahyu, Salsa, and Saipul. The third child is always asking the material to be learned, he has studied

⁴³ 03/Observation/21022018/08.30

⁴⁴ 04/Observation/21022018/08.40

⁴⁵ 07/Wawancara/Mega/13032018/10.25. The text of its interviews is “untuk membuat ide yang sifatnya baru dan unik itu hanya wahyu dan salsa mbak. Kedua anak ini sebelum saya menerangkan mesti bertanya terlebih dahulu, mereka sudah mengerti sedikit. Sepertinya mereka sudah mempelajarinya di rumah. Kalau siswa yang suka bertanya itu saipul, wahyu, yang berani. Kadang-kadang sebelum diterangkan itu dia sudah mengerti. Bu begini a bu. Kadang di suruh menjelaskan ke teman-temannya, meski awalnya malu-malu dan tidak mau, tapi kalau saya beri penguatan akhirnya dia mau dan mampu menjelaskan ke teman-temannya.”

and understood in advance. So when the teacher explains material, he increasingly understood and understand about such material.⁴⁶

Proceed with the questions researchers regarding aspects of the *elaboration* creative thinking.

“To develop ideas, ideas, products, and the ability for the specified object, the answers, and the situation so that it becomes more exciting this can not, they still haven't been able to. When working on the question of the use of any detailed way that there were only a few children, who actually disciplined following the steps in detail just one child that is Anita. To develop the idea that another person disclosed Yes only children who dare course, Wahyu, Sofi, Saipul, Salsa. But Salsa lately disheartened because she's sick. As to whether these students test results of his own, Yes if I have corrected back Yes in the correction. Otherwise I got correct, yes worked a potluck later collected. If the simple appearance of the with that not there, everything is average like-colored, manifold. Because of their age still belongs to the kids.”⁴⁷

This is evidenced by the presence of the researcher while trying to direct teaching in class 5 on 27 February 2018, what was said was true headclass and accurate. That to develop ideas, ideas, products, and the ability for the specified object, the answer becomes more attractive so that this indeed could not, they were only able to use what is known only. Using the concept of a known and understood. Then in each task given teachers, no students correcting back his work. When you are finished working on,

⁴⁶ 05/Observation/22022018/08.46

⁴⁷ 08/Wawancara/Mega/13032018/10.30. The text of its interviews is “Untuk mengembangkan ide, gagasan, produk, dan kemampuan untuk memperinci obyek, jawaban, dan situasi sehingga menjadi lebih menarik ini belum bisa mbak, mereka masih belum bisa. Kalau mengerjakan soal menggunakan cara yang terperinci pun hanya ada beberapa anak, yang benar-benar disiplin mengikuti langkah-langkah secara terperinci hanya satu anak yaitu Anita. Untuk mengembangkan gagasan yang diungkapkan orang lain ya hanya anak-anak yang berani saja mbak, Wahyu, Sofi, Saipul, Salsa. Tapi Salsa akhir-akhir ini minder karena dia sakit. Mengenai apakah siswa ini menguji hasil pemikirannya sendiri, ya kalau saya suruh mengoreksi kembali ya di koreksi. Kalau tidak saya suruh mengoreksi, ya dikerjakan seadanya kemudian dikumpulkan. Kalau suka dengan penampilan yang sederhana itu gak ada mbak, semuanya rata-rata suka yang berwarna, yang bermacam-macam. Karena usia mereka masih tergolong anak-anak.”

directly collected to the teacher. When the teacher gives instruction to correct back, then these students correcting back his work. So these students are very confident with his work without any effort of correcting or rechecking.⁴⁸

3. Supporting and restricting factors during the implementation of those approaches.

To print the student's creative thinking ability that has the necessary approaches to improve, then it takes the effort of implementation found. Of this implementation is to be found some supporters and restricting factors of increasing the ability of creative thinking.

Through interviews of researchers to the school principal SDN Tambak Asri 2 Tajinan unfortunate, that:

“To get to 100% it is indeed also necessary props, this now, let alone the media tools such as LCD it must exist. Because here is still not there, so if forced to 100% right can not. So yes I am just reminding and alerting. It later returned to the question, in the ethos of high work could probably be immediately implemented. So in essence still require media supporters, yes because the media supporters are very important, but if here want to meet like that, his cash money has not met. Hehehe. The term little by little infrastructure, a variety of sources and media study must be fulfilled. Then the family environment also strongly influenced. Here many students got less attention from his parents. Most of her mother's father's work. So they just taught myself without anyone to accompany, to school without any motivation from his parents. Maybe it's a hampered him here.”⁴⁹

⁴⁸ 06/Observation/27022018/08.00

⁴⁹ 09/Wawancara/TriS/13032018/09.15. The text of its interviews is “Untuk menuju 100% itu memang juga perlu alat peraga, media, apalagi sekarang ini alat seperti LCD itu harus ada. Karena di sini masih belum ada, jadi kalau dipaksa untuk 100% kan belum bisa. Jadi ya saya hanya mengingatkan dan mengingatkan. Nanti kembali kepada yang bersangkutan, apabila etos kerjanya tinggi mungkin bisa segera dilaksanakan. Jadi pada intinya masih di perlukan media pendukung, ya karena media pendukung sangat penting, tetapi kalau di sini mau memenuhi seperti itu, uang kas nya belum memenuhi. Hehehe. Istilahnya sedikit demi sedikit sarana prasarana, ragam sumber dan media belajar harus terpenuhi. Kemudian lingkungan keluarga juga sangat mempengaruhi. Disini banyak siswa yang kurang mendapat perhatian dari orang tuanya. Kebanyakan ayah ibunya

Proven by researchers in conducting observations surrounding the school, classroom, library, that very limited learning resources, props, and media supporting learning. Used teacher in any learning is by leveraging the infrastructure and facilities owned by the school, such as whiteboard and notebook images. Because each student is definitely has a book of pictures.⁵⁰

Some students look less attention from parents, because when heading off to school her face looks glum, no motivation and eagerness to learn, school uniform worn disheveled and untidy. Then when at the school just wants to play and interfere with his friend even invite a fight.⁵¹

It is in the real interview with researcher headclass 5 as the parents of students at the school, she said:

“Moreover, if asked, could Sahrul surely he could answer. Even when the test it is speeding new end time. Yes most certainly inconsequential all answer it. It's the cause that his father because ya craftsman, his mother could not see exposed to a sick diabetes (used to be able to see) Yes this new course, continued his brother's work, so he's not in there that noticed. Most children who can not it less attention to the elderly. Nearly 80% of students here is the son of a broken home, the father of his mother divorced, then married again, sometimes one of the parents go where so. Like Kevin, Alif (her mother's work. Most are not with her parents because of work. This severe Kevin, Sahrul, Alif. Kevin is his lot and avidly buying but he never read and never learn. Then there is another Wira and Saipul originally jokingly gradually mutual fight. With him definitely sweating. So if the break does not allow me to play football because

kerja. Jadi mereka hanya belajar sendiri tanpa ada yang menemani, ke sekolah tanpa adanya motivasi dari orang tuanya. Mungkin itu mbak yang menjadi penghambat nya di sini.”

⁵⁰ 07/Observation/27022018/10.00

⁵¹ 08/Observation/27022018/10.00

surely they were sweating, the incoming class it smells bad and there may be a lesson in her brain. ⁵²

This is evidenced when researchers tried to dive into the ground. Students who do not pay attention to the teacher, not the concentration in learning is that students are less attention from parents. The task at home was never carried out because no one accompany and guide in learning. Even the books that should be used when learning at school is not taken.

A learning resource for students only used one source who encouraged a given teacher's classroom. As most parents of students very heavily to pay for his son's school books.

Learning for the media being used is very limited, because the school does not provide students and parents are not supportive. If every time a meeting of teachers provide the learning medium then 1 month salary will not be enough to provide it. Sometimes students are asked bring tools and materials to practice in class but very seldom do, because their parents lack support and objections when issuing costs other than to pay for school. So what was it that student teachers are utilized as a medium of instruction. For

⁵² 10/Wawancara/Mega/13032018/10.20. The text of its interviews is “Apalagi Sahrul kalau ditanya bisa, pasti dia menjawab bisa. Bahkan saat ujian itu ya sudah waktu selesai baru ngebut. Ya pasti ngawur semua menjawabnya. Itu penyebabnya mbak karena bapaknya itu seorang tukang, ibunya tidak bisa melihat terkena sakit diabetes (dulu bisa lihat) ya baru ini saja, terus kakaknya kerja, jadi dia sudah tidak di ada yang memperhatikan. Kebanyakan anak yang gak bisa itu kurang perhatian orang tua. Hampir 80% siswa disini adalah anak yang broken home, ayah ibunya cerai, kemudian nikah lagi, terkadang salah satu dari orang tuanya pergi kemana gitu. Seperti Kevin, Alif (ibunya kerja. Kebanyakan gak bersama orang tuanya karena kerja. Yang parah ini Kevin, Sahrul, Alif. Kevin ini bukunya buanyak dan rajin membeli namun dia tidak pernah membaca dan tidak pernah di pelajari. Kemudian ada lagi Wira dan Saipul awalnya guyon lama-kelamaan saling bertengkar. Dengan dia pasti berkeringat. Makanya kalau istirahat tidak saya perbolehkan bermain sepak bola karena pasti mereka itu berkeringat, masuk kelas baunya tidak enak dan tidak mungkin pelajaran masuk di otaknya. “

example is a book of images of students used as a medium for creative students poured in the form of drawing.⁵³



⁵³ 09/Observation/27022018/10.00

CHAPTER V

DISCUSSION OF RESEARCH RESULT

Of exposure data and results of research that has researchers describe in the previous chapters, this chapter then researchers will explore and discuss deeper in order to be in the construction of a new concept that is based on the results of research in the field. As for that being a discussion in this chapter i.e. 1) approaches of approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang. 2) implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang. 3) supporting and restricting factors during the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang.

1) **Approaches in increasing students' creative thinking skills.**

To print the student's creative thinking ability that has required effort and approach to do the teacher. Approach that can be done is the *person*, *process*, *press*, and *product*. Equipped with the availability of learning resources, media advocates, props, and other infrastructure.

The first approach is the *person*. According to Hulbeck "Creative action is an imposing of one's own personality on the whole environment in a unique and last American way." Current definition of creativity which also stressed the importance of the personal aspect given the Sternberg in "threfacet model of creativity", namely creativity is a distinctive meeting

point between three psychological attributes: intelligence, cognitive style, and personality/motivation. Simultaneously the third facet in natural mind this helps understand what aspects influenced the creative individual.

The second approach is *process*. Definition of the creative process from Torrance essentially resemble the steps in the scientific method, that is: "The process of (1) sensing difficulties, problems, gaps in information, the missing elements, something asked; (2) making guesses and formulating hypotheses about these deficiencies; (3) evaluating and testing these guesses and hypotheses; (4) possibly revising and retesting them; and finally (5) communicating the result. "

The third approach is *press*. The fourth category of definitions and approaches to emphasize creativity factor press, whether internal impetus (yourself) or externally from the social and psychological environment. Definition of Simpson refers to the aspects of the internal impetus, that creative ability is formulated as "the initiative that one manifests by his power to break away from the usual sequence of thought."

The last approach is *product*. The definition which focuses on creative products emphasize the element of originality, novelty, and meaningfulness, as the definition of Haeefele that "creativity is the ability to create new combinations-combination which has social significance". This definition shows that it is not the entire product must not be new, but the combination is also recognized as meaningful.

About the encouragement or support from the environment, there is an environment that does not appreciate the imagination or fantasy, and suppressed creativity and innovation. Creativity also do not thrive in a culture too stressed conformity and tradition, and less open to changes or new developments. Creativity depends not only on skill in the fields and in the creative thinking, but also in intrinsic motivation (internal plunger) to busy yourself in work, and in a conducive social environment (external booster).⁵⁴

Based on the results of the research that the researcher mentioned above in chapter IV of the *person* approach that is applied to the principal of SDN Tambak Asri 2 Tajinan Malang is to give motivation, tips, and reminded that teachers class implements, practise all science is acquired. Because each student has the intelligence, cognitive style, and personality. Then master class each day giving attention, motivation, and help resolve problems among fellow students.

The *process* approach of applied in SDN Tambak Asri 2 Tajinan Malang is by repeating the concept and content, combining learning methods, and maximize existing learning media.

The expected product is giving birth to students who have the ability of creative thinking which includes aspects of fluency, flexibility, originality and elaboration. But for the product resulting in class 5 SDN 2 Tambak Asri 2Tajinan Unfortunate yet 100% have all aspects of creative thinking.

⁵⁴ Utami Munandar, *Kreativitas dan Keterbakatan*. (Jakarta: Gramedia Pustaka Utama,2002),p. 25

The *press* approach applied to the SDN Tambak Asri 2 Tajinan Malang is to always provide encouragement, motivation, tips. Because the majority of the elderly students pay attention to his children. So the teacher at the school who was instrumental in shaping and giving birth to the students who have the ability to think creatively.

2) Implementation of those approaches in increasing fifth grade students' creative thinking skills.

The exercise of the implementation is done after discovering what approaches and approaches are being made to improve creative thinking ability of the students of class 5 SDN Tambak Asri 2 Tajinan Malang.

The ability of the creative thinking refers to the ability of the products identified by the Guilford as a factor relevant in unique creative thinking, namely: (1) *fluency* (lots of); (2) *flexibility* (many different categories of relevant ideas, approaches, shifting fluidity of information, lack of rigidity); (3) *elaboration* (ability to develop ideas, outlining and adding various details for information that has been generated); (4) *originality* (response is unusual (unique) and rare (rare)).⁵⁵

Based on the results of the research that the researcher mentioned above in chapter IV that Implementation of those approaches in increasing fifth grade students ' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang is the head of school and classroom teacher who was instrumental in this case.

⁵⁵ Abdur Rahman As'ari dan Edy Bambang Irawan (ed). *Variasi Konstruk Dalam Pembelajaran Matematika*. (Malang: Bintang Sejahtera, 2016), hlm. 23

The principal has always appealed to every classroom teacher to improve work ethic, motivation to his protege, instill good character and help resolve any problems.

Master class is the parent of the student while in school. 5th grade teachers in implementing the approaches of creative thinking which consists of 4 aspects (*fluency, flexibility, originality, and elaboration*) is to adjust the capacity and condition of the student.

For aspects of *fluency* that consists of being able to give birth to a lot of ideas in each issue, were able to find alternative answers to every problem, capable of solving the problem. That has the ability to give birth many ideas is only about 50% of all students. and 50% more silent and just don't get it. Ability to seek alternative answers and ability of solving this problem are still not owned by grade 5 students. Because the grade 5 students is only able to answer, resolve the issue with reference to the textbooks or learning resource. Haven't been able to to seek alternative answers or solving the problem yourself.

For the *flexibility* aspect consists of the ability to convey a wide range of ideas without fear of the wrong, the ability to convey a wide range of ideas but still think the truth of the ideas, the ability to give an interpretation against the problems in a way that varies and spontaneous, the ability to apply concepts in a way that is different and the ability to discuss a problem with different ways it still requires a fairly long process. Because the grade 5 students in a teacher giving questions orally, or when a teacher uses the

method of questioning, almost the whole class replied simultaneously, these students are not afraid to answer it. But the truth of the answers are still not mature in thought. The most important is the students responded with a loud voice. Then the grade 5 students is not yet capable of when given a problem and students were told to give an interpretation in a manner that varies and spontaneous, yet also able to implement the concept different from that taught by the teacher. But if these students are given the opportunity to discuss their capable but not all students want to engage in discussion.

For the *originality* aspect consists of the ability to make ideas new and unique nature, the ability to use the unorthodox way in expressing the idea, the ability of thinking and questioning issues that were never thought of by others, unique thinking ability after reading or hearing the ideas. Only 2 students who have the ability to make ideas new and unique nature, because both of these students learn at home in advance so that when the teacher explains the two students before it was understood in advance. Students who have the ability to think of and question the problem that never thought of by others consisted of 3 students, the other for students lacking the readiness in the study. For unique thinking ability after reading or hearing these ideas are still not owned by students, may still require a lot of exercise and reading to have this ability.

For the aspects of the *elaboration* consists of the ability to develop ideas, ideas, products, and the ability for the specified object, the answers, and the situation so that it becomes more attractive, the ability suggests the

answer using the steps detailed the ability to develop ideas expressed to others, the ability to test the results of his thoughts in detail, and have a strong sense of beauty so dissatisfied with the appearance of the empty and simple. For the ability to develop ideas, ideas, products, and the ability for the specified object, the answers, and the situation so that it becomes more attractive is not owned by the grade 5 students, because it still requires a process and supporting media. For students who have the ability suggests the answer using the steps detailed there is only 1 student, because these students are accustomed to doing everything with a sort and detail, for the other students more use way pass quickly without the detailed steps. For the ability to develop ideas that disclosed other people owned the readiness of students who have learning, students who dared to ask before the teacher explains that is there are four children, another for students who have not been able to develop but are only able to answer same as other students. For the ability to test the results of his thoughts in detail is still not owned by grade 5, grade 5 is almost never test his results back, except when the teacher gives the command to test the return results of his thoughts.

3) Supporting and restricting factors during the implementation of those approaches .

To make the student's creative thinking ability that has the necessary approaches to improve, then it takes the effort of implementation found. Of this implementation is to be found some supporters and restricting factors of increasing the ability of creative thinking.

Based on the results of the research that the researcher mentioned above in chapter IV that in an attempt to increase creative thinking and implementation of fifth grade SDN Tambak Asri 2 Tajinan Malang found many supporters and restricting factor.

The factors supporting that can improve the ability of the creative thinking of students supporting factor consists of external and internal supporting factors. External supporting factors include availability of learning media, props, learning resources, facilities and infrastructure, completeness and variety learning methods. The internal supporting factors including motivation, attention from parents, family and from yourself.

Factors restricting the increase in the ability of the creative thinking of students composed of factor restricting external and internal barrier factor. Factor the external barrier that is, less availability of learning media, props, learning resources, less cash money satisfy the school to meet the advice and tools. The internal barrier factor including lack of motivation and attention from parents and families, lacking in learning, and socialization.

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The findings of the research on Exploring Approaches to Increase Fifth Grade Students' Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang has answer of the focus research compiled by researchers, then some conclusions can be drawn as follows:

1. Approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang, including 4 approaches:

a) Person

By giving tips, motivation, and reminded that teachers class apply, apply all the knowledge acquired. And classroom teacher every day give attention, motivation, and help resolve problems among fellow students.

b) Process

Repeating the concept and content, combining learning methods, and maximize existing learning media.

c) Press

Give encouragement, motivation, and tips.

d) Product

The resulting product in fifth grade at SDN Tambak Asri 2 Tajinan Malang Unfortunate yet 100% have all aspects of creative thinking.

2. Implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang include from *fluency, flexibility, originality, and elaboration* aspects.

a) *Fluency*

Students who have the capability of giving birth to a lot of ideas is only about 50% of all students. and 50% more silent and just don't get it. Ability to seek alternative answers and ability find penyelesaian this problem still not owned by grade 5 students. Also haven't been able to to seek alternative answers or solving the problem yourself.

b) *Flexibility*

Grade 5 students were able to answer questions from the teacher but the truth of the answers of the questions not yet contemplated. Grade 5 students haven't been able to give an interpretation in a different way and spontaneous, yet also able to implement the concept different from that taught by the teacher. But the grade 5 students were able to discuss.

c) *Originality*

There are 2 students who have the ability to make ideas new and unique nature. Students who have the ability to think of and question the problem that never thought of by others consisted of 3 students, the unique ability To think after reading or hearing these ideas are still not owned by students.

d) *Elaboration*

For the ability to develop ideas, ideas, products, and the ability for the specified object, the answers, and the situation so that it becomes more attractive is not owned by the grade 5 students, to students who have the ability suggests the answer using the steps detailed there is only 1 student, for the ability to develop ideas that disclosed other people owned the readiness of students who have learning, students who dared to ask before the teacher explains that is there are four children,. For the ability to test the results of his thoughts in detail is still not owned by grade 5 students.

3. Supporting and restricting factors during the implementation of those approaches in increasing fifth grade students' creative thinking skills at SDN Tambak Asri 2 Tajinan Malang.

a) Supporting Factors

1) External : availability of learning media, props, learning resources, facilities and infrastructure, completeness and variety learning methods.

2) Internal : motivation, attention from parents, family and from yourself.

b) Restricting Factors

1) External : less availability of learning media, props, learning resources, less cash money satisfy the school to meet the advice and tools.

2) Internal : less motivation and attention from parents and families, lacking in learning, and socialization.

B. Suggestions

1. For Teacher

Teachers should utilize media, material already available or which is already in the form of used to minimize costs in making the learning media. Should teachers use varied methods so that students do not feel saturated in class. Also provides an extensive learning resources although not necessarily new. As well as giving motivation to students to have school spirit, especially in improving the ability of creative thinking.

2. For School

The school should look for alternative media advocates, provide infrastructure and learning resources required of students. in order to make the students feel comfortable and happy in learning. In particular in improving the ability of creative thinking.

3. For Student

Students should seek or take advantage of an already useless items into useful items as media advocates in studying, diligently saving in order to have a variety of learning resources and improve morale in learning so that the ability creative thinking can be increased.

4. For Parent

Should always pay attention, motivation to his sons and daughters to always actively in learning, support material in meeting the needs of the school, and always accompany when learning.

5. For Writer

Should keep digging up knowledge and experience, so that it is able to apply the knowledge already acquired in the real life. That ultimately provide benefits for other people, not just for themselves. And also should continue to try new innovations to develop a little bit of creativity is owned by hope could bring benefits for the development of education even though it's a little bit.

6. For Other Researcher

Should be used as reference in further research in order to be able to contribute to the quality improvement approaches and the quality of education.

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APPENDIX 1**DAFTAR KODING DOKUMENTASI**

NO	KODE	KETERANGAN
1.	01/Dokumentasi-Pro/19022018/09.46	Dokumentasi pertama tentang profil, identitas, sejarah singkat SDN Tambak Asri 2 Tajinan Malang
2.	02/Dokumentasi-Geo/19022018/09.50	Dokumentasi ke-2 tentang Geografi Sekolah SDN Tambak Asri 2 Tajinan Malang
3.	03/Dokumentasi-ViMiTu/19022018/10.00	Dokumentasi ke-3 tentang Visi, Misi, dan Tujuan SDN Tambak Asri 2 Tajinan Malang
4.	04/Dokumentasi-Str/19022018/10.05	Dokumentasi ke-4 tentang Struktur Organisasi Sekolah SDN Tambak Asri 2 Tajinan Malang
5.	05/Dokumentasi-Kur/19022018/10.10	Dokumentasi ke-5 tentang Kurikulum Sekolah SDN Tambak Asri 2 Tajinan Malang
6.	06/Dokumentasi-Sar/19022018/10.15	Dokumentasi ke-6 tentang Sarana dan Prasarana Sekolah SDN Tambak Asri 2 Tajinan Malang
7.	07/Dokumentasi-	Dokumentasi ke-7 tentang Profil Guru

	ProGu/20022018/10.00	Kelas 5 SDN Tambak Asri 2 Tajinan Malang
8.	08/Dokumentasi- ProSi/20022018/10.10	Dokumentasi ke-4 tentang Profil Siswa Kelas 5 SDN Tambak Asri 2 Tajinan Malang
9.	09/Dokumentasi- KonKe/21022018/07.00	Dokumentasi ke-9 tentang Kondisi Kelas 5 SDN Tambak Asri 2 Tajinan Malang

APPENDIX 2

DAFTAR KODING WAWANCARA

1.	Kode	01/Wawancara/TriS/13032018/09.00
	Nama Informasi	Tri Suatmi,S.Pd
	Jabatan	Kepala Sekolah
	Waktu Wawancara	13 Maret 2018/ 09.00
	Tempat Wawancara	Ruang Kepala Sekolah
2.	Kode	02/Wawancara/TriS/13032018/09.05
	Nama Informasi	Tri Suatmi,S.Pd
	Jabatan	Kepala Sekolah
	Waktu Wawancara	13 Maret 2018/ 09.05
	Tempat Wawancara	Ruang Kepala Sekolah
3.	Kode	03/Wawancara/Mega/13032018/10.15
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.15
	Tempat Wawancara	Ruang Kelas 5
4.	Kode	04/Wawancara/TriS/13032018/09.10
	Nama Informasi	Tri Suatmi,S.Pd
	Jabatan	Kepala Sekolah
	Waktu Wawancara	13 Maret 2018/ 09.10
	Tempat Wawancara	Ruang Kepala Sekolah

5.	Kode	05/Wawancara/Mega/13032018/10.20
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.20
	Tempat Wawancara	Ruang Kelas 5
6.	Kode	06/Wawancara/Mega/13032018/10.20
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.20
	Tempat Wawancara	Ruang Kelas 5
7.	Kode	07/Wawancara/Mega/13032018/10.25
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.25
	Tempat Wawancara	Ruang Kelas 5
8.	Kode	08/Wawancara/Mega/13032018/10.30
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.30
	Tempat Wawancara	Ruang Kelas 5
9.	Kode	09/Wawancara/TriS/13032018/09.15
	Nama Informasi	Tri Suatmi,S.Pd

	Jabatan	Kepala Sekolah
	Waktu Wawancara	13 Maret 2018/ 09.15
	Tempat Wawancara	Ruang Kepala Sekolah
10.	Kode	10/Wawancara/Mega/13032018/10.20
	Nama Informasi	Mega Setya Permatasari,S.Pd
	Jabatan	Guru Kelas 5
	Waktu Wawancara	13 Maret 2018/ 10.20
	Tempat Wawancara	Ruang Kelas 5

APPENDIX 3

DAFTAR KODING OBSERVASI

NO	KODE	KETERANGAN
1.	01/Observation/20022018/08.00	Kondisi kelas setelah guru menyampaikan materi.
2.	02/Observation/21022018/08.30	Kondisi siswa ketika diberi pertanyaan atau permasalahan.
3.	03/Observation/21022018/08.30	Kondisi siswa ketika diberi pertanyaan secara lisan.
4.	04/Observation/21022018/08.40	Kondisi siswa ketika disuruh menggunakan konsep yang berbeda.
5.	05/Observation/22022018/08.46	Kesiapan siswa sebelum pelajaran dimulai.
6.	06/Observation/27022018/08.00	Kemampuan aspek <i>elaboration</i> .
7.	07/Observation/27022018/10.00	Sarana dan Prasarana Sekolah
8.	08/Observation/27022018/10.00	Kondisi siswa yang terlihat kurang mendapat perhatian orang tua.
9.	09/Observation/27022018/10.00	Penghambat dalam pembelajaran.

APPENDIX 4**STRUKTUR SEKOLAH**

1. Kepala Sekolah : Tri Suatmi,S.Pd
NIP: 195809211977032001
2. Ketua : Sujiono
3. Narasumber : Ahmad Zaelani
4. Sekretaris I : Novi Dwi E,S.Pd
Sekretaris II : Yuli,S.Pd
5. Bendahara I : Hariati,S.Pd
NIP: 197006262008012017
Bendahara II :Nurul A'ini,S.Pd
6. Bidang – bidang:
 - 1) Bidang Penggalian Sumber Daya Sekolah :
A. Lutfi,S.Pd
 - 2) Bidang Pengelolaan Sumber Daya Sekolah :
Rusilah,S.Pd
 - 3) Bidang Pengendalian Kualitas Pelayanan Sekolah :
Nuky Sandra,S.Pd
 - 4) Bidang Jaringan Kerja Sama Sistem Informasi :
M. Sonhaji, S.Ag
 - 5) Bidang Usaha :
Mega Setya Permatasari,S.Pd

APPENDIX 5

TRANSKRIP WAWANCARA

- Nama Informan** : Tri Suatmi,S.Pd (kepala sekolah SDN
Tambak Asri 2 Tajinan Malang)
- Tanggal** : 13 Maret 2018
- Pukul** : 09.00- 09.15
- Tempat Wawancara** : Ruang Kepala Sekolah
- Topic Wawancara** : Kemampuan Berpikir Kreatif Siswa
- Peneliti** : Apakah wali kelas 5 sudah mampu melahirkan siswa yang kreatif?
- Informan** : “kalau dibilang kreatif itu belum semuanya mbak, belum 100%.”
- Peneliti** :Kemudian bagaimana usaha ibu untuk melahirkan siswa-siswi yang kreatif?
- Informan** :“karena wali kelas 5 itu masih baru jadi kita beri dorongan, kita ingatkan agar ilmu yang didapatkan itu diterapkan. Karena kadang-kadang masih kurang membaca dan sebagainya. Selama ini kemampuannya itu yang diberikan dan untuk menuju 100% itu memang juga perlu alat peraga, media, apalagi sekarang ini alat seperti LCD itu harus ada. Karena di sini masih belum ada, jadi kalau dipaksa untuk 100% kan belum bisa. Jadi ya saya hanya mengingatkan dan mengingatkan. Nanti kembali kepada yang bersangkutan, apabila etos kerjanya tinggi mungkin bisa segera dilaksanakan. “

Jadi pada intinya masih di perlukan media pendukung,

“ya karena media pendukung sangat penting, tetapi kalau di sini mau memenuhi seperti itu, uang kas nya belum memenuhi. Hehehe.”

Istilahnya sedikit demi sedikit.

“saya hanya bisa memberi petuah, saat di upacara.”

“kan anak sekarang di tinggal noleh aja, sudah lupa.”

“tapi sebetulnya pada waktu rapat, mungkin sudah diingatkan, atau sudah dilaksanakan, setidaknya kalau masuk 5 menit pertama anak-anak di beri petuah. Kalau ada masalah apa, langsung dibahas, diselesaikan dan diberi pelajaran.”

Peneliti :Kemudian untuk masalah prestasi bu?

“Alhamdulillah meski tidak nomer 1 tapi mendapat juara 2 harapan. Setidaknya masih dapat nomer.”

“sebenarnya anak-anak ini bisa diandalkan, seperti tari itu peminatnya banyak. Yang berpotensi itu pasti ada.”

TRANSKRIP WAWANCARA

Nama Informan : Mega Setya Permatasari,S.Pd (Wali Kelas 5)
Tanggal : 13 Maret 2018
Pukul : 10.00-10.20
Tempat Wawancara : Ruang Kelas 5
Topic Wawancara : Kemampuan Berpikir Kreatif Siswa Kelas 5

1. Fluency :

- a) Apakah siswa kelas 5 mampu melahirkan banyak ide dalam setiap permasalahan? kalau di tanyai yang nyambung hanya setengah kelas, jadi yang lainnya itu ndoweh gitu.
- b) Apakah siswa kelas 5 mampu mencari alternative jawaban dari setiap permasalahan? Kalau jawabnya, semua harus lihat teks, kalau gak lihat teks ya tetep , kalau alif, sahrul, alfian, bagas, dini, desta, ferdi, haryo, kevin, zaki, terus wulan, surya itu nggak anu, kalau di suruh ngerjakan sekarang, bener diem tapi dia gak faham dan gak konsen.
- c) Apakah siswa kelas 5 mampu mencari penyelesaian masalah? Tergantung permasalahannya mbak, yang bisa mandiri ya hanya beberapa anak saja.
- d) Apakah yang ibu lakukan ketika siswa mencoba mencari alternative jawaban dari setiap permasalahannya? Di jelaskan kalau ada yang salah dibenarkan

2. Flexibility :

- a) Apakah siswa kelas 5 memiliki kemampuan untuk menyampaikan berbagai macam ide tanpa rasa takut salah? Ya langsung njawab, masalah berani nggaknya mereka langsung menjawab.
- b) Apakah siswa kelas 5 memiliki kemampuan untuk menyampaikan berbagai macam ide tetapi masih memikirkan kebenaran ide tersebut? Iya ini nggak terlalu dipikirkan pokoknya jawab dulu.

- c) Apakah siswa kelas 5 mampu memberi penafsiran terhadap permasalahan dengan cara yang berbeda-beda dan spontan? Belum bisa mereka
- d) Apakah siswa kelas 5 mampu menerapkan konsep dengan cara yang berbeda-beda? Nggak bisa. Harus di terangkan itu. Kalau cara lain, ya menerangkan itu lagi. Guru harus menjelaskan lagi.
- e) Apakah siswa kelas 5 mampu berdiskusi suatu permasalahan dengan cara yang berbeda-beda? Mampu mereka
- f) Apakah yang ibu lakukan seandainya siswa yang menyampaikan idenya masih takut salah ? tidak ada yang takut

3. Originality :

- a) Apakah siswa kelas 5 mampu membuat ide yang sifatnya baru dan unik? Kayak wahyu itu, salsa, sebelum diterangkan. Bu gini a bu?
- b) Apakah siswa kelas 5 mampu menggunakan cara yang tidak lazim dalam mengungkapkan idenya? Ya anak ini, sebelum diterangkan sudah mengerti duluan
- c) Apakah siswa kelas 5 mampu memikirkan dan mempertanyakan masalah yang tidak pernah terpikirkan oleh orang lain? Kalau yang suka bertanya itu saipul, wahyu, yang berani. Kadang-kadang sebelum diterangkan itu dia sudah mengerti. Bu begini a bu. Kadang di suruh menjelaskan ke teman-temannya dia mau meski awalnya malu-malu
- d) Apakah siswa kelas 5 mampu berpikir unik setelah membaca atau mendengar gagasan-gagasan? Gak semua ya. Ya hanya anak2 yang mampu saja seperti saipul, yang berani wahyu, salsa, sofi

4. Elaboration:

- a) Apakah siswa kelas 5 mampu mengembangkan ide, gagasan, produk, dan kemampuan untuk memperinci obyek, jawaban, dan situasi sehingga menjadi lebih menarik ? nggak bisa bu, belum bisa bu kalau kearah ini.

- b) Apakah siswa kelas 5 dalam mengemukakan jawabannya menggunakan langkah-langkah yang terperinci? Itu Anita, dia kalau mengerjakan urut.
- c) Apakah siswa kelas 5 mampu mengembangkan gagasan yang diungkapkan orang lain? Itu hanya anak yang berani saja, ya Wahyu, Sofi, sama Saipul. Kalau Salsa itu berani pintar berani, tetapi sejak dia sakit itu dia minder.
- d) Apakah siswa kelas 5 menguji hasil pemikirannya secara detail ? itu kalau saya suruh mengoreksi, baru di koreksi, atas perintah guru baru mengoreksi.
- e) Apakah siswa kelas 5 memiliki rasa keindahan yang kuat sehingga tidak puas dengan penampilan yang kosong dan sederhana? Anita Hasfina suka menghias.
- Apalagi Sahrul kalau ditanya bisa, pasti dia menjawab bisa. Bahkan saat ujian itu ya sudah waktu selesai baru ngebut. Ya pasti ngawur semua menjawabnya.
- Itu mengapa bu kurang perhatian orang tua?
- Iyya mbak karena bapaknya itu seorang tukang, ibunya tidak bisa melihat terkena sakit diabetes (dulu bisa lihat) ya baru ini saja, terus kakaknya kerja, jadi dia sudah tidak di reken.
- Kebanyakan anak yang gak bisa itu kurang perhatian orang tua. Seperti Kevin, ALif (ibunya kerja. Kebanyakan gak bersama orang tuanya karena kerja. Yang parah ini Kevin, Sahrul, Alif. Kevin ini bukunya buanyak dan rajin membeli namun dia tidak pernah membaca dan tidak pernah di pelajari.
- Kemudian Wira dan Saipul awalnya guyon lama-kelamaan saling bertengkar. Dengan dia pasti berkeringat.
- Makanya kalau istirahat tidak saya perbolehkan bermain sepak bola karena pasti mereka itu berkeringat, masuk kelas baunya tidak enak dan pelajaran gak mungkin masuk di otaknya.

APPENDIX 6

PROFIL SEKOLAH	
IDENTITAS SEKOLAH	
1. NAMA SEKOLAH	SDA TAYASSAN
2. NOMOR STRUKTUR	00000000000000000000
3. PROPINSI	JAWA TIMUR
4. KOTA/KABUPATEN	BOJONEgara
5. KECAMATAN	TAYASSAN
6. DESA/KELURAHAN	TAYASSAN
7. JALAN DAN NOMOR	PERUMAHAN
8. KODE POS	60177
9. TELEFON	085 514248 0000
10. FAKS/EMAIL / FAX	085 514248 0000
11. DAERAH	PERANTARA
12. STATUS SEKOLAH	SD NEGERI
13. KELOMPOK SEKOLAH	SD
14. AKREDITASI	SD
15. SURAT KEPUTUSAN SK	06-01-2006
16. PENERBIT SK	Das. Samsudin, A.M. M.Pd.
17. TAHUN BERDIRI	Tahun 1977
18. TAHUN PENGERIAN	Tahun 1977
19. KEGIATAN BELAJAR MENGAJAR	SD PADI
20. BANGUNAN SEKOLAH	SD MILIK SENDIRI
21. LOKASI SEKOLAH	SD Milik perampungan
22. JARAK KE PUSAT KECAMATAN	10 KM
23. TERLETAK PADA LINTASAN	15 KM
24. PERALIHAN PERUBAHAN SEKOLAH	Desa
25. TERLETAK PADA LINTASAN	KABUPATEN
26. PERALIHAN PERUBAHAN SEKOLAH	KOTA
27. TERLETAK PADA LINTASAN	PROPINSI
28. JUMLAH KEANGGOTAAN	SEKOLAH 185 Siswa
29. ORGANISASI PENYELENGGARA	PEMERINTAH
	TAYASSAN
	ORGANISASI
	MASYARAKAT
KEPALA SEKOLAH	
Hps 72661974012005	

Picture 1. Profile School



Picture 2. Infrastructure School



Picture 3. Vision and Mision



Picture 4. Structure Organization



Picture 5. Observation



Picture 6. Student Ask Teacher



Picture 7. Student Collect Work



Picture 8. When Students Discussion



Picture 9. Interviews with Students



Picture 10. Interviews with Fifth Headclass



BUKTI KONSULTASI SKRIPSI
JURUSAN PENDIDIKAN GURU MADRASAH IBTIDAIYAH

Nama : AZIZAH FIKRI RIFDAH
 NIM : 14140013
 Judul : EXPLORING EFFORTS TO INCREASE FIFTH GRADE STUDENTS' CREATIVE THINKING SKILLS AT SDN TAMBAK ASRI 2 TAJINAN MALANG
 Dosen Pembimbing : H. MOKHAMMAD YAHYA, PhD

No.	Tgl/ Bln/ Thn	Materi Konsultasi	Tanda Tangan Pembimbing Skripsi
1.	24 APRIL 2018	Consultation Chapter I, II, III	
2.	26 APRIL 2018	Revision Chapter I, II, III	
3.	3 MEI 2018	Consultation Chapter IV	
4.	4 MEI 2018	Revision Chapter IV	
5.	8 MEI 2018	Consultation Chapter V	
6.	9 MEI 2018	Revision Chapter V	
7.	11 MEI 2018	Consultation Chapter VI	
8.	15 MEI 2018	Revision Chapter VI	
9.	17 MEI 2018	Acceptable Examination	
10.			
11.			
12.			

Malang, 20.....

Mengetahui
 Ketua Jurusan PGMI,

H. Ahmad Sholeh, M.Ag
 NIP. 197608032006041001



Certificate No. ID08/1219



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
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Nomor : 317 /Un.03.1/TL.00.1/02/2018
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

26 Februari 2018

Kepada
Yth. Kepala SDN Tambak Asri 2 Tajinan Malang
di
Malang

Assalamu'alaikum Wr. Wb.

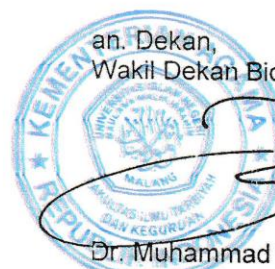
Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama : Azizah Fikri Rifdah
NIM : 14140013
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)
Semester - Tahun Akademik : Genap - 2017/2018
Judul Skripsi : **Exploring Efforts to Increase Fifth Grade Students' Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang**
Lama Penelitian : **Februari 2018 sampai dengan April 2018**
(3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



an. Dekan,
Wakil Dekan Bidang Akademik

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Tembusan :

1. Yth. Ketua Jurusan PGMI
2. Arsip



PEMERINTAH KABUPATEN MALANG
DINAS PENDIDIKAN
KOORDINATOR WILAYAH KECAMATAN TAJINAN
SD NEGERI 2 TAMBAKASRI

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SURAT KETERANGAN

Yang bertanda tangan di bawah ini:

Nama : Tri Suatmi, S.Pd
Jabatan : Kepala Sekolah SDN Tambak Asri 2 Tajinan Malang
Alamat : Jalan Keramat no 9 RT 5 RW 1 desa Tambak Asri kecamatan
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Menerangkan bahwa:

Nama : Azizah Fikri Rifdah
NIM : 14140013
Asal : Universitas Islam Negeri Maulana Malik Ibrahim Malang
Fakultas : Ilmu Tarbiyah dan Keguruan
Jurusan : Pendidikan Guru Madrasah Ibtidaiyah (PGMI)

Benar-benar telah melaksanakan penelitian dan pengambilan data di SDN Tambak Asri 2 Tajinan Malang guna penyusunan Tugas Akhir Skripsi dengan judul *"Exploring Efforts to Increase Fifth Grade Students' Creative Thinking Skills at SDN Tambak Asri 2 Tajinan Malang"*.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Malang, 17 April 2018
Kepala Sekolah



TRI SUATMI, S.Pd
NIP. 19580921 197703 2 001

PROFIL GURU KELAS 5

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Nama : Mega Setya Permatasari,S.Pd

TTL : Malang, 25 Oktober 1994

Riwayat Pendidikan :

1. TK PGRI 02 Tangkil Sari
2. SDN Tangkil Sari 01
3. SMPN 1 Bululawang
4. SMAN 6 Malang
5. PGSD Universitas Negeri Malang

Pengalaman Kerja : Guru SDN Tambak Asri 2 selama 1 tahun.

Malang, 13 Maret 2018
Guru Kelas 5



Mega Setya Permatasari,S.Pd

DATA SISWA KELAS 5 SDN TAMBAK ASRI 2 TAJINAN MALANG
TAHUN AJARAN 2017/2018

NO URUT	NAMA LENGKAP	TEMPAT, TANGGAL LAHIR	AGAMA	NAMA ORANGTUA / WALI	PEKERJAAN ORANGTUA / WALI	ALAMAT RUMAH
1	Alif Febri R	Malang, 31 Januari 2006	Islam	Suwito	Swasta	Kalimeri
2	Moch. Sahrul	Malang, 13 Oktober 2005	Islam	Solikin	Swasta	Tambak Asri
3	Saiful Anam	Malang, 10 November 2005	Islam	Eko Agus Sulistyio	Swasta	Tambak Asri
4	Tegar Dwi Alfian	Malang, 30 Agustus 2005	Islam	Oki Sulandra	Swasta	Meduran
5	Bagas Ferdiansyah	Malang, 30 Juli 2006	Islam	Andik Agus Wahyudi	Swasta	Tambak Asri
6	Faizal Denys	Malang, 8 Desember 2006	Islam	Adi Sugiarto	Swasta	Tambak Asri
7	Ferdi Ardiansya	Malang, 23 Mei 2006	Islam	Chalim Fauzi	Swasta	Tambak Asri

8	Gusti Ramadhan	Malang, 30 September 2007	Islam	Saepuddin	Swasta	Kalimeri
9	Harya Bagus Setha	Malang, 20 Juni 2007	Islam	Ishaq	Swasta	Arjowinangun
10	Kevin Nazril Eka	Malang, 28 April 2007	Islam	Ayyub Ansori	Swasta	Tambak Asri
11	Muh. Hafiz Muzakki	Malang, 18 April 2007	Islam	Randy Andreas	Swasta	Tambak Asri
12	M. Wira Satya	Denpasar, 4 Januari 2007	Islam	Andre al Athof	Swasta	Kalimeri
13	Rodrigo Araya	Samarinda, 1 Februari 2007	Islam	Subahar	Swasta	Tambak Asri
14	Surya Tegar	Malang, 11 November 2004	Islam	Akhmad	Swasta	Tambak Asri
15	Anita Dwi Safirah	Malang, 5 Juni 2006	Islam	Kanipan	Swasta	Tambak Asri
16	Ayu Dewi Ursila	Malang, 11 April 2006	Islam	Madkan	Swasta	Kalimeri
17	Dia Aniliya Ramadini	Malang, 20 Oktober 2006	Islam	Majid	Swasta	Tambak Asri
18	Desta Novalia	Malang, 10 Desember 2006	Islam	Kasyipan	Swasta	Kalimeri
19	Hasfina	Malang, 13 Agustus 2005	Islam	Dedik Harun	Swasta	Tambak Asri

20	Hesti Puspita Sari	Malang, 5 Juli 2006	Islam	Saepul	Swasta	Kalimeri
21	Maya Silvana	Malang, 1 Maret 2006	Islam	Sapi'i	Swasta	Kalimeri
22	Shovi Alkayyu	Malang, 5 September 2007	Islam	Zidan Rifqi	Swasta	Meduran
23	Salsabila	Malang, 25 Maret 2006	Islam	Bayezid Sultan	Swasta	Tambak Asri
24	Wahyu Okta Fitriadani	Malang, 11 JANuari 2007	Islam	Fakhrudin	Swasta	Kalimeri
25	Wulan Rahmadhania	Malang, 25 September 2006	Islam	Islam	Swasta	Meduran
26	Yulia Intan Sari	Malang, 1 Juli 2006	Islam	Tekad	Swasta	Kalimeri



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- NAMA** : Azizah Fikri Rifdah
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- ALAMAT** : JL Silikat No 1 Pandean Blimbing
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- MOTTO** : Harus siap dalam segala keadaan!
- EMAIL** : azizahfikri02@gmail.com
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 2. MINU Maudlu'ul Ulum Pandean Blimbing Malang
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 4. MA Nurul Ulum Malang
- PENGALAMAN KERJA** :
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 2. Pembina Pramuka SDN Tangkil Sari 1



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NIM. 14140013