

# *Students' Creative Thinking Skills at SMAN 1 Basa Ampek Balai*

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**Abstract** – Creative thinking skills are one of the 21st century skills that students must have. Based on the scores obtained by students on the research observation questionnaire at SMAN 1 Basa Ampek Balai, it is known that the creative thinking skills of class X IPA students are still low. The type of the research is descriptive research. The population in this study was all class X IPA students of SMAN 1 Basa Ampek Balai for the 2020/2021 school year. The sample in the study was determined using the *Simple Random Sampling* technique, where each class in the population had the same opportunity to be selected. The instrument has been validated beforehand with the validation results that are valid. The results showed that creative thinking skills were still low. This is because the teacher does not provide students stimulate. So more attention that is needed to habituate activities that direct students to think creatively in class, either through training or with other activities that stimulate students' creative thinking.

**Keywords** – Creative Thinking Skills.

## I. INTRODUCTION

The education system is changes along the time, this is required for renewal and quality improvement to create superior human resources. Currently, students' skills are demanded to be able to face the challenges of the 21st century to become quality and reliable students in the future. The skills needed in the 21st century are known as 4C skills, namely *critical thinking*, *communication*, *collaboration*, and *creativity* (Mahanal, 2014; Siti, 2016; Sari, et al., 2019; Redhana, , 2019).

One of the 21st century skills, indispensable, is creative thinking skill. Creative thinking skill is someone's skill to generate a new idea. Suprpto (2018) states that creative thinking is a person's skill to make something, it can be in the form of ideas, stages or steps, and products.

In human life, it is inseparable from problems that require creative thinking in solving their problems. This is supported by the opinion of Rohim (2012) states that creative thinking skill is one of the higher-order thinking activities needed by a person to solve problems in life. By the reason of through creative thinking activities, someone can be trained to develop new ideas from their thoughts to achieve solutions on their problems.

According to Redhana (2019) what is referred to as creative thinking includes 1) using a number of techniques to create broad ideas, 2) generating new ideas, 3) collaboration, analysis, and evaluation of own ideas to improve and maximize creative efforts. These criteria characterize that a person has creative thinking skill.

Baer (in Arnyana, 2006) states that creative thinking skill consists of 4 indicators, namely 1) *Fluency* (the ability to generate many ideas), 2) *Flexibility* (ability to generate various ideas), 3) *Originality* (ability generate new ideas or ideas that previously did not exist), and 4) *Elaboration* (the ability to develop or add ideas so as to produce detailed ideas). The four indicators are a benchmark for a person's creative thinking skills.

As one of the skills needed in the 21st century, it is necessary to measure the creative thinking skills of students in schools. Mahanal (2014) revealed that in the 21st century, the skills and knowledge needed are in economy, citizenship, and globalization which emphasize mastery of technology. So, to prepare students to face these challenges from now on, one of the steps that need to be done is to know in advance the creative thinking skills of students through measurement activities.

Every student has a skill level that is not the same or different from one another. Through the measurement of creative thinking skills, students can realize their strengths and weaknesses. In addition, teachers can find out the potential and skill levels of students in terms of creativity. Therefore, they get an overview of the steps that must be taken to improve students' creative thinking skills in subsequent learning, and evaluate their performance during the learning process.

## II. RESEARCH METHODS

The type of this research is descriptive research. The population in this study was all students in class X IPA at SMAN 1 Basa Ampek Balai for the 2020/2021 school year. The sample in the study was determined by using *Simple Random Sampling* technique where each class in the population had the same opportunity to be selected.

The instrument used in this research was a creative thinking skills questionnaire which had been validated first with validation results. The questionnaire was filled in to find out the creative thinking skills of students. The data collection technique was carried out by distributing questionnaires filled out by students.

## III. RESULTS AND DISCUSSION

Based on research conducted in SMAN 1 Basa Ampek Balai, using a creative thinking skills questionnaire can be seen in Table 1. The research questionnaire aims to measure students' creative thinking skills. The questionnaire was filled out by 33 students containing 9 multiple choice questions, with a total of 297 answer choices divided into 5 scores from the lowest to the highest. Data from the questionnaire creative thinking skills of students can be seen in Table 1.

Table 1. Results of Creative Thinking Skill Questionnaire Students of Class X IPA at SMAN 1 Basa Ampek Balai

| Indicators     | Sub Indicators                                                     | Number of Answers |    |    |    |    |
|----------------|--------------------------------------------------------------------|-------------------|----|----|----|----|
|                |                                                                    | T1                | T2 | T3 | T4 | T5 |
| <i>Fluency</i> | Reply with a number of answers if there are questions              | 2                 | 2  | 1  | 10 | 18 |
|                | Fluently expresses their ideas                                     | 1                 | 3  | 3  | 1  | 25 |
|                | Quickly see the mistakes and weaknesses of an object or situation. | 4                 | 2  | 4  | 10 | 13 |

|                    |                                                                       |      |      |       |       |       |
|--------------------|-----------------------------------------------------------------------|------|------|-------|-------|-------|
| <i>Flexibility</i> | Providing diverse interpretation of images, stories or problems       | 1    | 1    | 1     | 3     | 27    |
|                    | If there are have problems, usually think the different ways to solve | 1    | 2    | 3     | 15    | 12    |
|                    | Categorizing things in different categories.                          | 1    | 4    | 4     | 10    | 14    |
| <i>Elaboration</i> | After reading or listening the ideas, work to complete the new ones.  | 5    | 1    | 3     | 6     | 18    |
|                    | Developing or enrich other people's ideas                             | 2    | 1    | 6     | 16    | 8     |
| <i>Originality</i> | Try or test details to see the direction that will be taken           | 3    | 1    | 5     | 14    | 10    |
| Total              |                                                                       | 6.7% | 5.7% | 10.1% | 28.6% | 48.8% |

Based on the table above, it shows that the highest score of students (level 1 or T1) is 6.7%, the score level 2 (T2) is 5.7%, the score level 3 (T3) is 10, 1%, the score level 4 (T4) is 28.6%, and the level score 5 (T5) which is the lowest score is 48.8% of students. The choice of answers reflects the level of creative thinking skills of students.

From these results it can be assumed that the creative thinking skills of class X IPA students of SMAN 1 Basa Ampek Balai are still low, seen from the acquisition of scores of students. This happened due to the lack of exercises which given by the teacher to students. Redhana (2019) states that a person's skills do not come from birth, but these skills are rather obtained from the process of practice, learning and experience. So, exercises or practices become one of the things that affects the creative thinking skills of students.

One of practice that can be done is providing questions about solving problem during learning, not only in rote form. Through questions that demand problem solving, students will be trained in thinking skills in finding new ideas to be used as solutions to problems. Thus, the creative thinking skills of students can be trained properly and students can find the meaning of what is being learned.

In addition, by using practice and exercises can improve the creative thinking skills of the students by providing many opportunities for students to freely express their thoughts directly, such as with discussions on learning. This was also conveyed by Muh (2012) that creative thinking skills will be more easily formed by providing opportunities for students to think flexibly and

openly without fear and shame in expressing their ideas and ideas, one of which can be done through discussion activities that provide opportunities for students to develop their thinking in solving problems.

However, from the results of observations that have been made during the learning process at SMAN 1 Basa Ampek Balai, teachers very rarely provide practice to students, both practice in the form of providing problem solving questions and asking questions that try to explore the knowledge and creativity of students through thinking activities creative. This is one of the causes of the low creative thinking skills of students in schools. In accordance with the opinion of Azhari (2013) that the low skills of students in creative thinking are caused by the absence of teacher efforts to explore the knowledge and creativity of students through creative thinking.

In addition, from observations it is known that the learning process in class is rarely carried out by discussion, so that students are not used to express their ideas and thoughts in solving problems. This effects students' creative thinking skill that cannot develop well and has an impact on low creative thinking skills.

Haryanti (2019) states that developing creative thinking skills are actually done through habituation in the learning process in order to create adaptive graduates. This is what we did not find in schools. Then, giving attention to students is needed to habituate activities that direct students to think creatively in class, either through training or with other activities that stimulate students' creative thinking. By getting students to think creatively in the learning process, it will form the competence of students in solving problems in their daily lives, which of course will have an impact on the readiness of students to face the challenges of changing the era that require creative thinking.

#### IV. CONCLUSION

Based on the results of the study, it can be concluded that the creative thinking skills of students are still low. This is because the teachers rarely provide practice or exercises to students, both exercises in the form of providing problem solving questions and asking questions that try to explore the knowledge and creativity of students through creative thinking activities. In addition, the learning process in class is rarely carried out by discussion technique, so that's why students are not used to expressing their ideas and thoughts in solving problems.

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