

NEED ANALYSIS OF SEARCH, SOLVE, CREATE, AND SHARE (SSCS) LEARNING MODEL TO IMPROVE STUDENTS' CREATIVE THINKING SKILLS IN THEMATIC LEARNING

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ABSTRACT

Creative thinking skills are very important for students to connect or see things from a different perspective. These skills help students to solve the problems they face with solutions different from the previous. This research aimed to explore the students' needs regarding Search, Solve, Create and Share (SSCS) learning model to improve their creative thinking skills in thematic learning. This research used descriptive qualitative method. There were 89 fourth-grade students in three elementary schools in Jebres district of Surakarta. The data were collected by questionnaires, interviews and analysis of learning models. Based on the observations and interviews, it was revealed that the learning model used at school had not promoted the students' creative thinking skills. Also, the researcher found that the learning was still teacher-centered. The learning did not make the students active and motivate them to have creative thinking skills. Thus, the students need alternative learning models to improve their creative thinking skills. In short, it is necessary to develop a learning model in thematic learning oriented to SSCS.

Keywords: *Creative Thinking, SSCS Model, Thematic Learning*

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Introduction

Indonesian education has undergone many curriculum changes since Indonesia's independence. Ruhmahlatu, Dominggus, K., Huliselan, K. Estevanus & Takaria, Johanis (2016) stated that the curriculum is like a compass in guiding the ship to sail the world of education. Like a compass, curriculum plays an important role in organizing, directing, and guiding the learning activities. Indonesian education practitioners continue to look for solutions to improve the quality of education in Indonesia by implementing the 2013 curriculum (K13) or commonly called with thematic learning.

Majid (2014: 80) argues that thematic learning is one of integrated instructions, which is a learning system that allows students, both individually and in groups, to actively explore and discover scientific concepts and meaningful and authentic principles holistically. Nastiti, D et al. (2018) stated thematic learning is a student-centered learning which trains 3 aspects of knowledge, attitude, and skills. Agustin, Winda & Noor Fahriza (2016) suggest that one of the distinctive features of the 2013 curriculum is the scientific approach which includes observing, asking, exploring, associating, and communicating

processes. Through these activities, students are given a chance to be able to develop their creative thinking skills.

Khoiri, Nur et al (2017) mentioned that creative thinking is an important skill to develop as it is not given from birth, but is built and honed from learning to cooperate. Soesilo (2014: 36) specifically mentioned that the characteristics of aptitude thinking skills based on it include: 1. The fluency, the ability to produce a number of ideas; 2. Flexibility, the ability to produce diverse ideas; 3. Elaboration, the ability to develop, add, or express an idea; 4. Originality, the ability to produce unusual ideas. Creativity is a complex, multifaceted phenomenon in a variety of personal, process, and environmental factors that are intertwined (Yoon, Cho-Hee; 2017). Based on this, teachers in formal schools, especially elementary schools, have carried out various kinds of innovations to improve students' creative thinking skills but it does not work well.

In general, the teachers had applied learning models/methods as an effort to improve the students' creative thinking skills, but the facts showed the model used was not enough to make them think creatively. The teacher also added that learning was more teacher-centered



because during the learning process, the students were more passive and silent in the classroom. The results of the questionnaire also stated that the teacher understood the students' learning difficulties which caused them to lack creative thinking skills, but the teachers had not found a solution to overcome the problem. Therefore, they need alternative solutions to improve the students' creative thinking skills.

Efforts to support elementary school teachers in improving the students' creative thinking skills inspired the researcher to develop SSCS (Search, Solve, Create and Share) in thematic learning. SSCS is a learning model where students are required to have creative thinking skills to solve existing problems. SSCS has four stages. First is search. It is a fact finding process with the question words such as who, what, where, and how. Second is completed, which means finding an alternative sorting out the willingness to use in solving problems as well as a planning problem solving steps. Third is created, which is the implementation of a plan determined by 'finishing', which is by using creative thinking and analytical skills. The last step is shared, which is communicating solutions to the problems with colleagues (Pizzini, 1991). It is expected that the use of this SSCS model can increase students' interest, confidence, communication

skills and creative thinking skills. This is in line with the research conducted by Nastiti, et al. (2017): Milama, Burhanudin., Bahriah, Evi Sapinatul., & Mahmudah, Amaliyyah (2017) that students creative thinking skills increase. Based on this matter, this research was intended to analyse the initial needs of students for the SSCS learning model in thematic learning.

Method

This research used a qualitative research approach with the descriptive method. Descriptive research is intended to describe a phenomenon (Arikunto, 2013: 3). The objective of this research was to determine the students' needs for learning models to improve their creative thinking skills in thematic learning. According to Sekaran & Roger (2010: 263), a sample is part of the population. A sample is composed of several selected members of the population. The research sample consisted of 3 schools with 89 students in Surakarta Indonesia. They were fourth grade students of elementary schools which applied thematic learning in the learning process. 3 teachers were involved in the interview to ascertain the data validation stage. They are the fourth-grade from teachers from each school used as a sample. The data were analyzed with



percentage calculation using the following formula (Ali & Asrori, 2014).

$$P = \frac{n}{N} \times 100\%$$

Description:

P = Percentage Score (%);

n = Number of Score Obtained

N = Maximum Score

The instruments used in this research were material analysis, interview guidelines and questionnaires. Interviews and questionnaires were distributed to the students and teachers. The content validation using Aiken's test used resulted in a value of 0.79-1 and had a mean score of 0.91. This validity test involved 8 experts. The content was declared valid by five validators (Aiken, 1985). The questionnaire for the students consists of 10 questions, in which 3 questions are about thematic learning, 3 questions about learning materials used and 4 questions about teacher teaching methods. The questionnaire for the teachers consists of 12 questions, in which 5 questions are about thematic learning, 4 about the learning model

used and 3 about teacher needs badly needed at this time. The interview guideline for the students consists of 12 questions in the form of yes/no questions to find out the obstacles and problems that occur in learning. The interview guideline for the teachers consists of 15 questions. This guideline aims to find out the obstacles that occur when the learning process takes place, the teachers' strategies to improve the students' abilities, the learning outcomes of the students that have been done so far and the teachers' needs in accordance with existing problems. The material analysis was carried out by analyzing the teaching materials used in thematic learning. The analysis result showed that all the teachers uses teacher and student handbooks from the government and supporting books that the teachers use as teaching materials.

Results and Discussion

The research carried out observations in three different elementary schools in Surakarta to find out thematic learning processes. The questionnaires were distributed to the students to find out the information about the appropriate model of thematic learning that they were experiencing. The questionnaires are related to the students' learning styles, needs, and learning materials. The questionnaire



results were supported by the results of interviews with the students. 80% of students were enthusiastic in participating in thematic learning even though they sometimes did not understand the thematic learning that combines several disciplines in each lesson.

From the observation, it was found the learning process was teacher-centered, where learning was dominated by the teachers. They explained learning materials using the lecture method and the students paid attention to what the teachers explained. The learning did not give students the opportunity to be active and creative. Rahayu, D V., Kusumah Y s., and Dharmin (2018) stated that the paradigm of teaching and learning activities which is widely used in this era is the activity of student-centred teaching and learning activity. Basically, thematic learning is learning that involves students and focuses more on the students to participate in the process. This is in accordance with the opinion of Viantari, Resmitha Nindya (2015) in order to conduct thematic learning well, teachers must involve students actively in teaching and learning activities.

60% of the students explained that in thematic learning they did not understand the subject matter they were learning. They mentioned that sometimes they misinterpreted the subjects

being studied so that they misunderstood what they had done. They also said that the final exam, which uses separate and unpredictable subjects, makes them become confused with the thematic learning flow. 75% of them said that the thematic learning they did was confusing because they sometimes did not understand the explanation the teacher. The teacher explained the learning material verbally with an integrated thematic learning concept. The students expressed that learning is better when the way teachers teach is changed to make it more interesting and not monotonous. They explained that sometimes they get bored in learning with the teacher's teaching methods. This is in line with the opinion of Abduh, Muhammad, Nugroho, and Siskandar (2014) that thematic learning can be interpreted as learning by integrating the materials of several subjects in one topic of discussion. Besides, thematic learning will provide opportunities for integrated learning that emphasizes more on student participation or involvement in learning

80% of the students said that the teaching materials used were good enough in the teaching learning process. In the learning process, they used the student handbook given by the government and the teacher used the teacher handbook. As a result, learning, went



well when using these teaching materials because the students can see the instructions clearly and carry out the learning stages as well. The students also explained that the teachers often provided student worksheets (LKS) as learning materials for the students. This agrees with Nilasari, Efi., Djamika, Ery Try., and Santoso Anang (2016) that teaching materials used during teaching and learning activities have limited material, so that they are not sufficient for one-day learning activities, making teachers do learning through the lecture method and independent assignment using the student worksheets made by them.

70% of the students stated that the methods the teachers used have not made them think creatively. They mentioned that the learning carried out by the teacher every day was very monotonous, which is the lecture and question

and answer methods. This made the students feel bored. Therefore, according to the students, a new strategy or method is needed by the teachers to teach in order to create a fun and enjoyable learning atmosphere and foster the students' creative thinking skills. One of which is by using learning models. The learning model can be defined as a conceptual framework that describes systematic procedures in organizing learning experiences to achieve certain learning objectives (Sutikno 2014: 58). The following are the results of the odd semester mean scores in 3 elementary schools in Surakarta.

The mean scores of the fourth-grade students of the odd semester in thematic learning in Surakarta.

School Name	Subjects					Mean
	Math	Science	Social	Civics	Cultural Arts and Crafts	
Sekolah Dasar Negeri Gebang	70.5	78	75	80	80	76.7
Sekolah Dasar Negeri Sabrang Lor	80	72	82	79	80	78.6
Sekolah Dasar Negeri Sibela Timur	75	70	78	80	85	77.6



Based on the results of the odd semester scores in the three elementary schools in Surakarta, the thematic learning can be said to be quite good, but the creative thinking skill had not been enhanced seen from the results of the interviews and observations carried out by the researcher. 80% of the teachers in three elementary schools in Surakarta stated that they had used learning innovations in the form of learning models but had not emphasized creative thinking skills. Nuswowati, M. and Taufik, M (2015) said that the decline in creative thinking skills on one indicator is because examples to detect, recognize, and understand and respond to problems are rarely given in the learning process.

Most students (85%) stated that they needed an alternative learning model that could help to understand thematic learning in depth. The students (80%) agreed that there should be learning innovations in the form of Search, Solve, Create and Share (SSCS) model. Munawaroh, Hamdah, Sudiyanto, and Riyadi (2018) mentioned that the learning model used is very important and influential in the learning process. Mulyono, M & Lestari, and Dewi Indah (2016) that in SSCS learning, students are given the contextual approach to issues relating to everyday life. Then, they discuss to resolve the issue.

All the teachers stated that alternative learning innovations are needed to enhance students' creative thinking skills. SSCS model development needs to be done to improve students' creative thinking skills. With the stages in SSCS, the students will go through a process where they solve problems in systematic stages so that they not only understand how to solve the problem but also can share it with other friends. Overall based on the analysis result, the students need the SSCS learning model to improve their creative thinking skills. The use of SSCS model has a large influence on students' skills both in academic skills and independence (Febrianti, Nola, Yenti, Isra Nurmai., Asmerdi : 2014., Utami, Runtut Prih: 2011)

Conclusion

Indonesian education has experienced many changes since Indonesia became independent. This implies that the learning techniques vary in each change in curriculum. Currently learning only emphasizes cognitive abilities and has not emphasized creative thinking, even though today creative thinking skills are needed to develop students' ability to compete with one another. Creative thinking skills have 4 stages, namely: 1. The fluency, the ability to produce a number of ideas; 2. Flexibility, the



ability to produce diverse ideas; 3. Elaboration, the ability to develop, add, or express an idea; and 4. Originality, the ability to produce unusual ideas.

Therefore, SSCS is a solution to improve creative thinking skills. It is a learning model with three stages to improve creative thinking skills. SSCS has four stages. First is search. It is a fact finding process of who, what, where, and how. Second is completed, which means finding an alternative sorting out the willingness to use in solving problems as well as a planning problem solving steps. Third is created, which is the implementation of a plan determined by 'finishing', which is by using creative thinking and analytical skills. The last step is shared, which is communicating solutions to the problems with colleagues. Choosing the right learning model can make students have good skills. With the development of the SSCS model, students can have creative thinking skills according to the stages in each process. The SSCS learning model improves not only cognitive skills, but also the skills to share the knowledge in front of others. Thus, by using the SSCS learning model, the students' creative thinking skills can increase.

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