

## THE EFFECT OF LEARNING INTENSITY THEMES ON CREATIVITY MI AMIRUDDIN CLASS V STUDENTS MOJOKERTO

Indah Zulfana,  
[indahzulfa4@gmail.com](mailto:indahzulfa4@gmail.com)

### ABSTRACT

Thematic learning is one of the integrated learning models (integrated instruction) which is a learning system that allows students, both individually and in groups to actively explore and discover scientific concepts and principles in a holistic, meaningful, and authentic way. daily activities. Creativity can give something new in life. A person's creativity is characterized by his ability to generate new ideas and discover new things, and can solve a problem. Problem formulation How the intensity of thematic learning and creativity of MI Amiruddin Mojokerto students, is there any influence between the intensity of thematic learning on the creativity of MI Amiruddin Mojokerto students. Obtaining research results Based on the results of the study showed that the intensity of thematic learning at MI Amiruddin Mojokerto was mostly sufficient, amounting to 31 people (55.4%) of 56 students. (64.3 %). From the data analysis using the Spearman rank test using SPSS software, the p value = 0.005. This result is smaller than the significance value used, namely  $p \leq \alpha = 0.05$ , meaning that there is an influence between thematic learning variables on student creativity. And where the correlation coefficient value is 0.373, which means that the influence of the two variables between the thematic learning variables and the creativity variable shows a sufficient correlation, then  $p \leq \alpha$  in other words H1 is accepted, meaning that there is an effect of thematic learning on student creativity.

**Key words:** Thematic Learning Intensity, Student Creativity

### PRELIMINARY

Learning is an activity that occurs between educators and students and between students, as well as various learning resources in the learning environment in order to achieve learning objectives in the form of good learning process knowledge and skills that are basically able to arouse enthusiasm from all students to continue learning as a necessity. and done with pleasure, and without burden. Therefore, we need a variation in the delivery of learning materials so that all students are active and develop social skills.

Thematic learning is one of the integrated learning models (integrated instruction) which is a learning system that allows students, both individually and in groups to actively explore and discover scientific concepts and principles in a holistic, meaningful, and authentic way. The integrative learning process is designed to develop attitude, knowledge, and skill competencies through various learning activities that require active learners. The thematic learning model was developed to improve learning outcomes in the form of academic achievement and ability in social skills. Social skills can be carried out through a group process, namely by individually establishing relationships and collaborating with other individuals to achieve common goals.

Through the group process, children will think together, discuss together, conduct joint investigations, and act towards a common goal. In other words, the group process provides an opportunity for each child to implement the principles

of cooperation in a democratic manner so that the learning process becomes active and fun. With thematic learning will affect the quality, skills and learning success of students. Thematic learning has several advantages, including: 1) learning experiences and activities are very relevant to the level of development and needs of elementary school age children, 2) the activities selected in the implementation of thematic learning are based on the interests and needs of students, 3) learning activities will more meaningful and memorable for students, so that learning outcomes will last longer, 4) help students'

thinking skills, 5) present learning activities that students often encounter in their environment, 6) develop students' social skills, such as cooperation, tolerance, communication, and responsive to other people's ideas.

Thematic learning is learning that is organized around a particular theme. A theme is a broad concept or topic such as the environment, animals and plants. In thematic learning, the teacher prepares and provides books, photos, and other materials related to the theme. Experience experiences in various fields of learning material or developmental domains related to the theme. Thematic learning is learning that uses themes to link several subjects so that they can provide meaningful experiences to students.

Basically, young children are very creative, this is evident from their behavior who likes to ask questions, likes to explore the environment, is interested in trying things out, and has a strong imagination. Creativity as a character possessed by children is often not recognized by society. The terms stubborn, rebellious, weird, and stubborn are proof of the social disapproval of creative children. In fact, behind stubborn, rebellious, and stubborn words, children are issuing new ideas that may feel strange. Creative children never run out of ideas to do something. Children who like to draw will use something as a medium for drawing such as walls, doors, windows, tables, books, invitation paper, and others. Like a skilled painter, these objects are the canvas. Meanwhile, for drawing, children use objects that if they are scratched they leave certain colors, such as lipstick, eyebrow pencil, kitchen ingredients, paint, pencil, crayon, marker, and others. Children's spontaneous doodles made by children are called the results of children's creativity. Another story with children who have many ideas.

The child likes to take the initiative to do something which is then followed by other children. The existence of children who have many ideas is very prominent compared to other children. Likewise, children who are cool playing with stones and arranging stones into rows like the design of a house, or piling stones like a building and the like. Creativity is the result of the interaction between the individual and the environment. The environment can either support or hinder creative efforts made by children.

The term creativity is the ability that a person has to find and create something new, new ways, new models that are useful for himself and for society. The new thing need not always be something that never existed before, its elements may have existed before, but the individual finds new combinations, new constructs, which have different qualities from the previous state. So the new thing is something that is innovative.

Creativity is something that is very important in daily activities. Creativity can give something new in life. A person's creativity is characterized by his ability to generate new ideas and discover new things, and can solve a problem. A

Creativity can also be grown from one's experience. Therefore, the learning experience in schools as much as possible provides students with the skills to work.

The learning process is essentially to develop the activities and creativity of students, through various interactions and learning experiences. However, in practice, we are often not aware that there are still many learning activities that actually hinder the activities and creativity of students.

Thematic learning at MI Amiruddin has applied the thematic learning in grades 1 to 6. In connection with the facts that occurred above, the researcher examines the problem in the title of the thesis "The Influence of The Intensity of Thematic Learning on Student Creativity at MI Amiruddin Mojokerto for the Academic Year 2021/2022".

### **Formulation of the problem**

From the background of the problem, it can be formulated a problem formulation as follows:

1. How is the intensity of thematic learning at MI Amiruddin Mojokerto for the 2021/2022 academic year?
2. Is there any creativity from MI Amiruddin Mojokerto students for the 2021/2022 academic year?
3. Is there an influence between the intensity of thematic learning on the creativity of MI Amiruddin Mojokerto students in the 2021/2022 academic year?

### **RESEARCH METHODS**

The research subjects in this study were all students of MI Amiruddin Mojokerto, totaling 56 students from grade 5. If the population was the entire research subject. The population is a comprehensive collection of an object that is of concern to the researcher

This research used questionnaire and interview methods. It is used to explore and obtain data about thematic learning and creativity of MI Amiruddin Mojokerto students based on scoring.

Data collection techniques used by researchers are the following methods:

#### **1. In-depth Interview Method (Depth Interview)**

The interview method is a conversation with a specific purpose. The conversation is carried out by two parties, namely the interviewer (interviewer) who asks the question and the interviewee (interviewee) who provides answers to the question.

In this depth interview method, the researcher conducts in-depth direct interviews with the principal, waka of the curriculum, teachers, guardians of students, and students. This study uses an open-ended depth interview so that extensive and in-depth data can be obtained regarding the intensity of thematic learning and creativity of students at Madrasah Ibtidaiyah Amiruddin Mojokerto.

The use of the depth interview method in this study aims to find out further and in depth how the components and inhibiting and supporting factors in the

intensity of thematic and creative learning of students at Madrasah Ibtidaiyah Amiruddin Mojokerto Researchers used a semi-structured interview design in which the design will facilitate researchers in conducting interviews and compiling the data obtained. To support the interview process, researchers used tools such as cellphone recorders and notes. These tools are used to help authenticate the qualitative data obtained. problem or field to be studied. To obtain data, questionnaires were distributed to respondents (people who answered questions posed for research purposes), especially in survey research. The questionnaire or questionnaire that will be used as a data collection tool is a closed questionnaire. Closed questionnaires are questionnaires that have provided answers, so that respondents only need to choose, this method will be used to collect data about the intensity of thematic learning and student creativity at Madrasah Ibtidaiyah Amiruddin Mojokerto. The data collection used by the researcher is using the questionnaire method. This questionnaire researchers use to get answers from respondents. Questionnaire is an efficient data collection technique if the researcher knows with certainty the variables to be measured and knows what to expect from the respondents. The instrument used is a closed type questionnaire using a Likert scale. The answer to each instrument item using a Likert scale has a gradation from very positive to very negative which can be in the form of words such as always, often, sometimes, and never. The questionnaire instrument in this study was made in the form of a checklist (register) with each question being given four alternative answers, approval or conformity.

In this study using two variables, namely the independent variable and the dependent variable. The independent variable (independent variable) or variable X is a variable that is seen as the cause of the emergence of the dependent variable which is thought to be the result. While the dependent variable (dependent variable) or variable Y is the predictable variable (effect), which varies following changes in the independent variables. Generally it is a condition that we describe and describe

1. Independent Variable: Thematic Learning Intensity
2. Dependent variable : Student Creativity The paradigm of this writing are:  
 $X \rightarrow Y$  Information :  
 X : Intensity of Thematic Learning  
 Y : Your student creativity

## 2. Questionnaire

The questionnaire method is a list that contains a series of questions regarding a Analysis of the data used are:

- a) To answer the problem formulation used are:

used the percentage formula, namely:

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

N

Information:

P = percentage F = frequency

N = number of respondents

b) While for the formulation of the problem No. 3 the product moment formula is used, because this research is connecting the two formula variables as follows:

$$\frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} \{N\sum y^2 - (\sum y)^2\}}}$$

Information :

$R_{xy}$  : index number of “r” product moment effect

N : number of respondents or number of respondents

xy : the sum of the x scores and y scores

x : total score x

y : total score result y

## RESULTS AND DISCUSSION

### 1. Thematic learning at MI Amiruddin Mojokerto

#### Thematic Learning Intensity

	Frequency	Percent	Valid Percent	Cumulative Percent
Well	23	41,1	41,1	41,1
Valid Enough	31	55,4	55,4	96,4
Not enough	2	3,6	3,6	100,0
Total	56	100,0	100,0	

Based on the table shows that most of the thematic learning is sufficient, namely 31 respondents (55.4%), good thematic learning is 23 respondents (41.1%), and thematic thematic learning with less categories is 2 respondents (3.6%).

From the data seen from the thematic learning intensity, the results were mostly sufficient with 31 people (55.4). These results can be seen from the evaluation data in this thematic learning with a percentage of 28%. Sufficient evaluation can be caused by the planning stage with a percentage of 34% thus the evaluation of this method is not perfect or it

can be said that in the planning stage the class teacher has not been able to convey the material clearly or the students have not been able to understand what the teacher said. So that the evaluation in this thematic thematic learning gets a sufficient value.

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This thematic learning itself has many difficulties, especially for students,

teachers, and guardians of students. Students themselves must understand the various themes presented, for teachers also have difficulty in conveying the material during the learning process, and for the guardians of students themselves experiencing difficulties in accompanying children when studying at home. So that this thematic learning has not gotten good results because of the planning that is not understood by the class teacher so that it affects the evaluation in its implementation. However, it can be compared with conventional learning, teachers tend to teach more about concepts rather than competencies. With the aim of students knowing something, not being able to do something and during the learning process students listen more. On the other hand, it can be seen that the conventional approach in question is a learning process that is dominated by the teacher as a "transfer of knowledge" while students are "recipients of knowledge".

This thematic learning is learning that integrates various competencies from various subjects into various themes. The theme of knitting the meaning of various basic concepts so that students do not learn the basic concepts partially, thus the learning provides complete meaning to students as stated in the various available themes. Thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. Psychological foundations in thematic learning, especially related to psychological development, are needed especially in determining the content or thematic learning materials given to students so that the level of breadth and depth is in accordance with the stage of development of students. In this study, the results showed that most of the 32 people (54.1%) were class 5a and 24 people (42.9%) were class 5b, the number of respondents in this study were 56 respondents consisting of class 5 at MI Amiruddin Mojokerto.

Learning is a process within individuals who interact with the environment to get changes in their behavior, learning is a mental/psychic activity that takes place in active interaction with the environment that results in changes in knowledge, skills and attitudes. However, creativity is also used as a measure to find out how far someone has mastered the material that has been taught. Therefore, the creativity test as a tool to measure the learning process in accordance with the expected goals and according to the applicable curriculum. Creativity needs to be evaluated as a mirror to review whether the goals set have been achieved and whether the teaching and learning process has been effective to obtain creativity. Creativity is an educational component, because creativity is measured to determine the achievement of educational goals through the teaching and learning process.

### 3. The Influence of Thematic Learning Intensity on Student Creativity

Intensitas Pembelajaran Tematik Crosstabulation		Metode tematik			Total
		Baik	Cukup	Kurang	
Kelas	Count	12	12	0	24
	5A % within Kelas	50,0%	50,0%	0,0%	100,0%
	% of Total	21,4%	21,4%	0,0%	42,9%

		Count	11	19	2	32
	5B	% within Kelas	34,4%	59,4%	6,2%	100,0%
		% of Total	19,6%	33,9%	3,6%	57,1%
		Count	23	31	2	56
Total		% within Kelas	41,1%	55,4%	3,6%	100,0%
		% of Total	41,1%	55,4%	3,6%	100,0%

Kelas * Kreativitas siswa Crosstabulation			Hasil belajar		Total
			Baik	Cukup	
Kelas		Count	16	8	24
	5A	% within Kelas	66,7%	33,3%	100,0%
		% of Total	28,6%	14,3%	42,9%
		Count	4	28	32
	5B	% within Kelas	12,5%	87,5%	100,0%
		% of Total	7,1%	50,0%	57,1%
		Count	20	36	56
Total		% within Kelas	35,7%	64,3%	100,0%
		% of Total	35,7%	64,3%	100,0%

Based on the table, it was found that 24 respondents (42.9%) applied the thematic method enough to get enough creativity, while

13 respondents (23.2%) had good thematic learning with good creativity.

Based on table 4.9, data analysis was carried out using the Spearman rank test using SPSS software, the p value = 0.005 was obtained. This result is smaller than the significance value used, namely  $p \leq \alpha$  0.05, meaning that there is an influence between thematic learning creativity. And variables on student where the coefficient value is 0.373, which means that the influence of the two variables between the thematic learning variables and the creativity variable shows a sufficient correlation, then  $p \leq \alpha$  in other words H1 is accepted, meaning that there is an effect of thematic learning on student creativity. From the results of this thematic learning research, there were sufficient results, namely 31 people (55.4%), a good percentage of 23 people (41.1%), and with less than 2 people (3.6%). This research method obtained sufficient results because of the planning results obtained a value of 34%. The planning stage can affect the evaluation results as well so that the evaluation results are 28%. This can be caused by planning that may not be in accordance with the applied curriculum, so that the evaluation results also get a sufficient value because of the planning that was not achieved. Creativity can also be influenced by age, this can be seen from the age data of respondents with age <11 years getting enough creativity. is in the preoperational stage. At this

stage, children's development is marked by the development of language and various other forms of representation as well as rapid conceptual development. In contrast to children aged 11-12 years where children are experiencing a process of rapid growth and development so that their reasoning power and memory have begun to develop well. Thus, creativity can be influenced by the age factor.

Psychological factors. While the second factor is an external factor which includes environmental factors, this environment can be in the form of a physical environment or a social environment. Good social work can also affect the process and creativity of students, teachers and students are often disturbed by noise outside the classroom and outside the school and it will affect the learning process. The second is the instrumental factor, which is a factor whose users are designed according to the expected creativity. Factors that are expected to function as a means to achieve the expected learning objectives.

## CONCLUSION

Based on the results of the research and discussion that have been described previously, conclusions can be drawn:

1. Based on these results, it can also be shown that between the thematic learning intensity variables at MI Amiruddin Mojokerto, there are quite large indicators, namely 31 people (55.4%) and 25 (44.6%) less results from 56 students.
2. Based on these results, it can also be shown that between the variables of student creativity at MI Amiruddin Mojokerto, the indicators are quite large with the number of 36 people (64.3%) and less than 20 (35.7%) of 56 students.
3. From the data analysis using the Spearman rank test using SPSS software, the  $p$  value = 0.005. This result is smaller than the significance value used, namely  $p \leq \alpha = 0.05$ , meaning that there is an influence between thematic learning variables on student creativity. And where the correlation coefficient value is 0.373, which means that the influence of the two variables between the thematic learning variables and the creativity variable shows a sufficient correlation, then  $p \leq \alpha$  in other words  $H_1$  is accepted, meaning that there is an effect of thematic learning on student creativity.

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