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CREATIVE LEARNING METHODS TO INCREASE CLASS PARTICIPATION AND PROBLEM SOLVING SKILLS OF STUDENTS IN GLOBAL PERSPECTIVES SUBJECTS IN GRADE IX (NINE) SMP SPK SAMARINDA

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Abstract

Schools play a crucial role in not only imparting knowledge but also in nurturing and enhancing students' abilities, equipping them to tackle the constant challenges they will encounter in various aspects of their lives. One way is to actively participate in class to improve problem solving skills. Based on the initial data collection carried out, it is known that Grade IX (Nine) students at SPK Samarinda Middle School exhibit a low level of problem-solving skills. The implementation of creative learning methods in Global Perspectives, a subject at SPK Samarinda Middle School, resulted in a remarkable increase in grade IX participation. The percentage rose from 49.76% to 76.68%, with a total of 26 students actively engaged.. Apart from that, teachers are also required to be creative teachers and can be facilitators with good planning, to be able to develop students' abilities, one of which is solving problems by considering various points of view and the impacts that will be affected. The creative learning methods used are: group activities, research, presentations, discussions and debates, were proven to be able to increase students' problem solving abilities from only 19.23% to 88.46%.

Keywords: creative learning method, class participation, problem solving skill, Global Perspectives.

INTRODUCTION

Throughout their life, individuals inevitably encounter a multitude of problems that require resolution either in the short or long term. However, it is common for individuals to seek convenient and efficient solutions to the challenges they encounter. Additionally, innovations often serve as catalysts for change, leading to the development of new tools and methods that aid in problem resolution. The capacity to creatively solve problems through innovative approaches is a skill that should be fostered and cultivated in individuals from an early age, evolving alongside their age and educational level.

Global Perspectives is a subject within the Cambridge curriculum that aims to encourage students to contemplate and examine potential solutions to crucial global issues. This subject focuses on developing four essential competencies that are vital for students in the 21st century.

The 21st century skills that teachers and students must have in Global Perspectives subjects are:

1. Critical thinking skills
2. Creativity skills
3. Communication skills
4. Collaboration skills

For students, these skills are used to solve problems they will encounter in the future, both in learning activities and everyday life. Conversely, for teachers, these skills are used to motivate students to actively participate in learning activities, so that learning objectives can be achieved. According to a research conducted by Harry G. Murray and Megan Lang (February 1997), at least under certain circumstances, active participation in the classroom can improve students' understanding of subject matter and develop problem solving skills.

As a teacher who teaches the Global Perspectives subject, the writer has observed that a significant number of students, particularly those in Grade IX at one of the SPK Samarinda Middle Schools, demonstrated limited engagement during learning activities, particularly in discussion and debate sessions. Moreover, this subject aims to cultivate students' capacity to identify and analyze problems that arise at the individual, local, national, and global levels. Active participation in discussions and the expression of personal opinions are crucial for developing these abilities. However, there are several factors that contribute to students' reluctance to actively participate in class:

1. The learning methods used by the teacher do not stimulate students' interest and curiosity.
2. The topics presented do not interest students.
3. Students' readiness to receive learning.

4. Global perspectives is not one of the subjects tested in the IGCSE Exam at the school; therefore, students feel they are not required to pay more attention to the lesson.

In this study, the researchers are focusing on the causal factor of teachers' learning methods failing to stimulate students' interest and curiosity, resulting in a notable decline in student participation levels. Additionally, there is a discernible issue with students' problem-solving skills, as evidenced by the researcher's assessment of the experimental class in the previous semester. To supplement these findings, pre-test activities were conducted on students in the experimental class, revealing a meager 49.52% (categorized as low) for student's participation percentage. Furthermore, the assessment of students' problem-solving skills, based on completion levels, showed a mere 19.23%, falling significantly short of the classical completeness criterion of >85%.

Based on several previous studies, learning using creative learning methods can build an active class atmosphere and show relatively higher class participation. In line with higher participation in class, other research has also shown that students' ability to solve problems has increased as well.

Therefore, the author conducted action research which will encourage Global Perspectives subject teachers to use Creative Learning methods in learning activities. According to Ni Ketut Kris Primayonita, et al. (2020) this Creative Learning model is a combination of three learning models: Problem Based Learning (PBL), Brain Based Learning (BBL) and inquiry model which can direct students to solve problems meticulously and creatively while be actively involved in the learning process as well. Based on this background, the researcher will conduct classroom action research with the title: "Creative Learning Methods to Increase Class Participation and Problem Solving Skills for Grade IX (nine) Students in Global Perspectives Subjects at SMP SPK in Samarinda."

Formulation of the problem

How can creative learning methods in Global Perspectives learning increase students' participation and problem solving skills?

RESEARCH METHODS

The research model used is action research developed by Kemmis and McTaggart with 2 (two) cycles as in Figure 3.1.

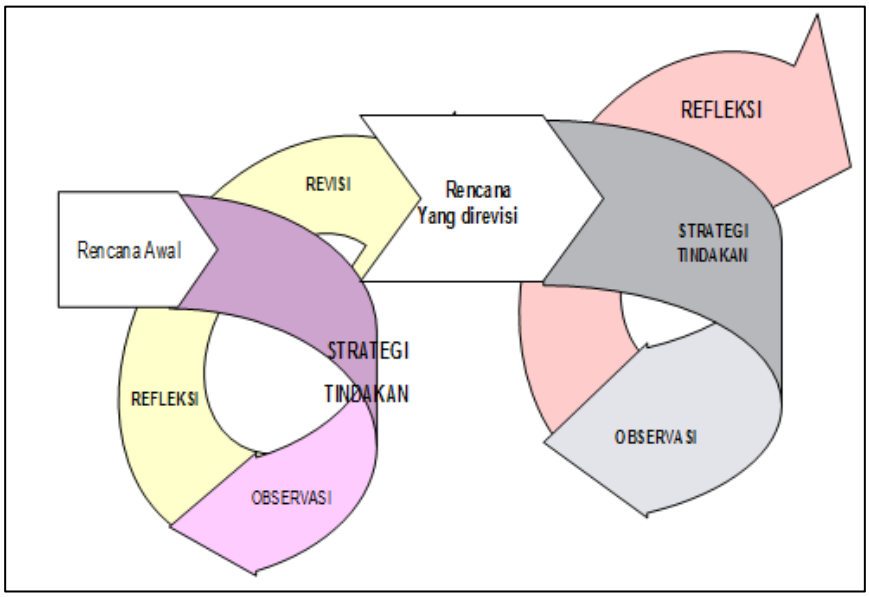

Figure 1. Kemmis and McTaggart Model Research Design

In the first and second cycles, the stages which will be carried out are plan, action, observe, reflection. If the goals set for the first cycle cannot be achieved, it is important to identify the reasons for the lack of success and determine corrective steps for the second cycle. However, if in the first stage the target or research objective has been achieved, then in the second cycle research will be carried out using creative learning methods with modifications from cycle I to get maximum results.

Research Subjects

The research subjects were 26 people (1 class). The following are the characteristics of the research subjects:

1. Grade IX
2. Number of students: 26 students
3. Gender: Male = 16 students; Female = 10 students

Research Object

The research object in this school action research is to discuss the application of creative learning methods to increase class participation and students' problem solving skills in global perspectives subjects. In this case, 2 (two) research variables will be used, namely independent and dependent.

1. Independent variables are variables that influence or are the cause of changes or emergence of the dependent variable (Sugiyono 2012: 41). The independent variable in this research is the creative learning method.
2. The dependent variable is the variable that is affected by the existence of the independent variable. In this case the dependent variables are class participation and students' problem solving skills.

Research Procedure

The research procedure which will be conducted in 2 (two) cycles will carry out 4 stages:

1. Plan
2. Action
3. Observe
4. Reflection

Planning

Planning is carried out by creating a lesson plan and timeline for the topics that will be used along with the assessments and rubrics that will be used.

Implementation

Activities that will be carried out during the research cycle are:

1. Explanation of the activity topic and instructions regarding the assessment used.
2. Discussion of the case study.
3. Conduct a Case Study.
4. Presentation and discussion.

Observation

Observations will be carried out by researchers with the help of a teaching partner using a camera. For written recording, you will use an observation and assessment rubric. This activity will be carried out in September 2023.

Reflection

Reflection will be carried out in September 2023 by collecting all observation results, assessment results and assessment rubrics. If the desired results or targets are not achieved, the researcher will prepare to carry out the second cycle of research.

Instrument of the Research

Data collection instruments that will be used in this research include: observation sheets, student test sheets, interview guidelines, student score comparison sheets, student activity criteria, documentation and field note sheets.

1. Observation SheetObservations were carried out on students during learning activities guided by the observation sheet provided by the researcher. The results of the observation sheet analysis are used to see students' activity in the classroom during learning activities and completing assignments.
    1. Student Test Sheet
       Student test sheets are a form of evaluation for students regarding understanding of the material presented. Student tests are given based on topics given by the teacher. The form of test that will be used is an essay by analyzing problems to measure students' problem solving skills.
    2. Interview Guidelines
       In this research, interviews will be conducted that are guided by the main questions that have been determined by the researcher. The results of the interviews will be used to determine student responses to the application of creative learning methods in learning activities.
    3. Criteria for Student Participation
       To see the effectiveness of using creative learning methods in this research.
    4. Documentation
       The number and data of students who will be used as research subjects were obtained from school documentation. Apart from this, all observation activities will be documented in the form of photos and videos.
    5. Field Note Sheet
       The results of observations in research that are visible and audible but not recorded in the observation sheet or interview, can be recorded in the field note sheet.

Data Collection Techniques

Data collection techniques that will be used in this research include:

1. Observation
   Observation is a data collection technique by observing students as research objects during the learning and teaching process. The teacher and researcher are 2 (two) observers who are involved using the available observation sheets.
2. Interview
   In this research, interviews will be conducted with teachers and students to obtain information about the techniques used, teachers' difficulties in the

learning process, as well as students' responses regarding the application of creative learning methods.

3. Test
   Tests will be given to students before and after learning as a data collection technique that functions to see students' abilities. The results of the test will be used to measure students' understanding of the topics being taught.
4. Field Notes
   Data collection techniques by collecting and summarizing information that is not obtained from observation and interviews. In this research, the person carrying out the recording was the researcher himself as the executor.

Data Analysis Technique

Data analysis in research was carried out after obtaining data from observations, interviews, student ability tests (student evaluations), observations of student activity and field notes. All this data will be summarized and analyzed. The results of observations, interviews and field notes will be summarized and conclusions drawn in descriptive form. Meanwhile, the results of student evaluations (tests) and measurements of student activity will be analyzed in the form of numbers. The percentage of student activity achievements according to Wijayanti (2012) presented by Suseno et al (2017) is as follows:

$$\textbf{Capaian} = \frac{\textit{Jumlah skor yang diperoleh}}{\textit{Skor maksimum}} \textbf{ x } \mathbf{100\%}$$

Student participation in class can be analyzed in the form of calculating the percentage of student activity and can be categorized guided by using a table of student activity criteria.

Table 1 – Criteria for Students' Participation

Participation	Criteria
75% - 100%	High
51% - 74%	Medium
25% - 50%	Low
0% - 24%	Very Low

Arikunto (2010)

The formula that can be used to analyze students' problem solving skills by measuring the evaluation results of students who have achieved the KKM (Minimum Completeness Criteria) score is:

$$\mathbf{NP} = \frac{\boldsymbol{S}}{\boldsymbol{\Sigma S}} \times \mathbf{100\%}$$

Being:

NP = Score in Percentage

S = Number of students who obtained scores > KKM

ΣS = Total number of students

The analysis results from student evaluations that must be obtained if you want to achieve a level of success in improving students' problem solving skills is > 85%.

Success Indicators

The success indicators of this research are seen from 2 (two) aspects, namely student participation in class which will be measured using student activity criteria with a success percentage of >51% (medium criteria based on Student Activity Criteria). Meanwhile, students' problem solving skills can be measured from the results of student evaluations which exceed the KKM score of >75% with classical completeness of >85% (Trianto, 2015).

RESULTS

Pre-Cycle

In the pre-cycle stage, the researcher first conducted learning using the lecture method, question and answer, explaining instructions and ending by giving questions in the form of case studies. The pre-cycle scores are used to determine the actions that will be used in cycle I. The scores obtained in the questions given in the pre-cycle to see students' problem solving abilities are as follows:

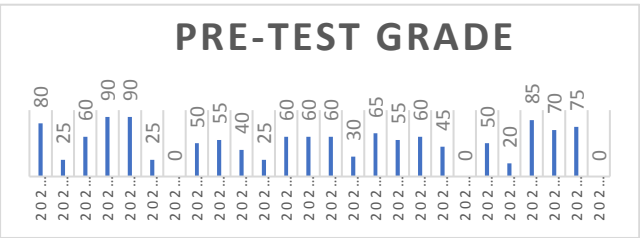

Figure 2 – Pre-test results graph

The percentage obtained was 19.23%.

To measure student activity, initial observations were carried out using observation indicators. The results of these observations are as follows:

Percentage of Students' Participation $= \frac{Jumlah\ skor\ yang\ diperoleh}{Skor\ maksimum}\ \mathbf{x\ 100\%}$

$= \frac{206}{416}\ \mathbf{x\ 100\%}$

$= \mathbf{49{,}52\%}$

Based on the initial data obtained, the researcher will start carrying out cycle 1 on research subjects.

Cycle 1

Cycle 1 will begin in August 2023 and will be carried out in 4 (four) stages, namely planning, action, observation, reflection. The following is an explanation of cycle 1.

a. *Plan*ning

The researcher who acts as a teacher in the Global Perspectives subject will prepare schedules, lesson plans, learning media, evaluation sheets and observation sheets/student worksheets for students and teachers with the theme Design Thinking. The topics that students can choose freely are about problems around them that can affect them both personally and locally (in the area around their home or the city where they live).

There are 3 (three) stage processes in cycle 1 which students will carry out in groups and individually, including:

1. Grouping:

Students will carry out a design thinking process which consists of several stages, namely:

- *Empathize*
  Understand the problem from the perspective of the people affected.
- *Define*
  Describe the problem and explain how solving this problem can make a difference.
- *Ideate*
  Bringing together ideas from group members that are considered capable of solving the chosen problem.
- *Prototype*
  Physically presenting ideas for solving problems that have been selected and created (can be in the form of products, images, or in the form of presentations).
- *Test*
  Deliver/present the prototype to the teacher and fellow classmates to get feedback and make improvements based on the feedback received.

1. Individual

There are 2 (two) stages carried out individually, namely:

- *Reflect and Share*
  Reflection on the Design Thinking Process carried out in groups based on each student's perspective.

- *Peer Evaluation*
  Peer evaluation is carried out with the aim of training the integrity of each student's objective assessment of their group mates.

a. Action

Implementation of the actions carried out in cycle 1 was carried out in 4 (four) meetings with a duration of 2x40 minutes each. The action process is carried out in accordance with the learning schedule which is carried out in 4 (four) weeks. The material provided in this first cycle is about research skills with the topic of design thinking. This action activity is carried out in several stages:

1. Reiterate what research is and introduce what is meant by thinking skills.
2. Divide students into 6 groups containing 4 – 5 people/group.
3. Provide and explain worksheets that will help students determine the steps that must be taken:
   - Look for several problems (cases) that are occurring around students that affect them and the environment around them, then determine 1 (one) case that will be analyzed and resolved.
   - Carrying out the stages for the Design Thinking Process, namely: Empathize, Define, Ideate, Prototype, by discussing with each group member, then carrying out a test by presenting the results of the prototype in front of the class followed by providing feedback from the teacher and other students who are members of different groups.

The stages carried out with the Design Thinking Process aim to find problems that exist around them, explore how much the problem affects the environment locally, and how they solve the problem by making a prototype (which can be a picture/design, finished product, or a program). will be shown to classmates for the alpha testing process. One form of evaluation for the creative learning topic used in cycle 1 is creating a solution as a group and providing reflection and evaluation individually. This method is used because in the Global Perspectives subject the assessment parts are based on written test scores, group assessments and individual assessments.

Individual assessments are also given to students in the form of Reflect and Share, which is in the form of personal reflections about case studies that have been carried out in groups. Apart from that, each student is also asked to fill out a Peer Evaluation which is used to provide feedback to colleagues in their group.

b. Observation

Implementation of Global Perspectives learning activities for the topic Research Skills: Design Thinking using the Creative Learning method succeeded in increasing students' participation and problem solving abilities.

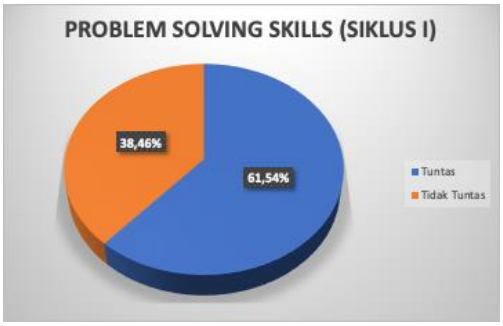

Figure 2 – Problem Solving Percentage Graph

The graph above shows that students' problem solving abilities have gained a significant increase from 49.52% to 61.54%.

Cycle I was successful in increasing students' participation in class from 49.52% (low criteria) to 70.67% (medium criteria).

However, based on the success indicators, a second cycle is still needed to achieve maximum results of >75% (high criteria) for the level of student activity and >85% to achieve classical completeness in student problem solving abilities.

c. Reflection

Based on the results of observations and evaluation of learning outcomes in cycle I using the design thinking method, several conclusions can be drawn regarding the advantages and drawbacks of this learning:

1. Mapping students can be a useful strategy to ensure more even group distribution.
2. Increasing the cycle time allows students to have more time to develop their research results up to the beta testing stage.
3. Develop individual questions so that researchers can look deeper into the results of individual evaluations.
4. In cycle I of the learning activities, students can develop their problem-solving abilities by focusing on problems in their local surroundings. While this approach allows them to produce solutions with an impact on their immediate circle, such as family, school, or city, it may not yet address the national or global perspectives targeted in the Global Perspectives subject. To achieve the broader scope, subsequent cycles of learning activities can be designed to expand students' understanding of global issues encourage

them to develop solutions that have a wider reach. This can involve exploring global challenges, engaging in collaborative projects with students from other regions or countries, or incorporating international perspectives into their problem-solving processes.

5. The method used in cycle I is to provide a combination of each step that must be carried out by students in stages through Student Worksheets (LKS) and this has proven to be very helpful for students in guiding them to develop their creativity because they do not only rely on the guidance provided by the teacher.

1.1. Cycle 2

Based on the results of reflection in cycle I which has shown an increase in indicators of student activity levels from low to medium and problem solving abilities which have achieved a success rate of more than 50% but still have not achieved classical class completeness, which is >85%, then action in cycle II is carried out to obtain The indicators of success that have been determined by researchers are >75% for student participation and >85% for problem solving skills. In cycle II, 4 (four) stages are implemented: planning, action, observation, reflection.

a. *Planning*

In cycle II, corrective actions will be taken to address the deficiencies found in cycle I while still utilizing the creative learning method, specifically the Case Study Method with slight improvements to enhance research results. The differences in creative learning methods carried out in cycle II include:

1. Carry out activities in groups by mapping the members first.
2. Without using student worksheets to combine each stage, but only based on simple teacher instructions along with an assessment rubric. This is done to see and measure students' abilities in interpreting the instructions given by the teacher.
3. 3. Each group is asked to look for problems regarding Health and Disease in one of the regions in Indonesia, look for their relationship to the conditions of Water, Food and Agriculture in that region, then conduct research on other countries that have experienced the same problems and how how the country handles it. So in cycle II, students begin to see from a broader perspective, namely nationally and globally.
4. Based on the research conducted, each group creates solutions that can be applied in Indonesia.

5. Each group presents the results of their work and the other groups are asked to provide opinions which can result in simple discussions and debates to get feedback and different points of view from other group members.
6. Provide opportunities for students to assess the activity of their group members using the Peer Evaluation form.

All activities carried out in cycle II will be planned in the form of a Learning Implementation Plan (RPP) or what is also called Lesson Plans. Apart from that, student learning evaluations will also be provided along with assessment rubrics in group and individual form. Peer evaluation and also interviews with students.

b. *Action*

The implementation of actions for cycle II was carried out in 6 meetings with the duration of each meeting being 2 x 40 minutes or 80 minutes in accordance with the RPP (Lesson Plans) that had been prepared. After group activities are completed, each student is asked to complete reflection questions as part of the individual assessment. The stages of implementing actions for cycle II are as follows:

1. 1. Carrying out group activities (Group Work)
    - Students is divided into 6 groups consist of 4-5 people for each group with mapping carried out based on the scores obtained from cycle I.
    - The teacher provides instructions about the assignments to be carried out via Google Classroom:
        - Look for 1 case related to the topic of Water, Food and Agriculture which will be used for the case study.
        - Group Analysis of Socio-Economic, Environmental and Cultural Factors.
        - Have a discussion within the group.
        - Search and find solutions to existing problems based on analytical data carried out and documented in the form of presentations (PPT).
        - Present the selected case along with the designed problem solution to the teacher and fellow classmates to get feedback.
2. Individuals' Evaluation
    - Each student will answer questions individually as an individual assessment/ evaluation.

- Apart from filling in reflection questions, they also have to fill out a peer evaluation form to provide an assessment of the activity and participation of their group friends. In this case, researchers who also act as teachers teach students to act objectively and with integrity and are responsible for providing truthful assessments.

Another thing the teacher does is provide a change in atmosphere by changing the position of the table and seat. Apart from that, another way to reduce students' boredom is to utilize school facilities such as a library that is large enough for students to hold group discussions at a fairly large distance apart.

c. *Observation*

Researchers in cycle II produced the following observations:

1. Student Participation

   Student participation increased significantly as seen from the number of students who asked the teacher about the instructions given and also the results of their research. Apart from that, almost all group members can answer questions asked by the teacher and their friends from other groups.

Table 2 – Student Participation Data for Cycle II

DATA KEAKTIFAN SISWA				
Siklus	**Jml. Skor**	**Total Skor**	**Prosentase (%)**	**Kriteria**
Pre-Test	206	416	49,52	Rendah
I	294	416	70,67	Sedang
II	319	416	76,68	Tinggi

2. *Problem Solving Skills* (Students' Evaluation)

   Students' problem solving abilities using creative learning methods which require students to think more complexly have also experienced quite significant changes with the success of achieving classical completion, which can be shown by the following table:

Table 3 – Student Completion Percentage

PROSENTASE KETUNTASAN SISWA			
Siklus	**Jml. Siswa Tuntas**	**Jml. Siswa**	**Prosentase (%)**
Pre-Test	5	26	19,23
I	16	26	61,54
II	23	26	88,46

From the table above it can be seen that students can achieve classical completeness of >85%.

3. Students' Interviews

   Interviews were conducted in writing with each student.

   From the results of written interviews with 26 students, it was found that 25 students felt that their participation in class had increased. Then for problem solving skills, 24 students felt an improvement compared to before.

d. *Reflection*

Based on observations made in cycle I and cycle II, it can be concluded that the use of creative learning methods in Global Perspectives subjects can increase student participation which can be seen through the level of student activity to 76.68% with high criteria. Apart from that, it can also improve students' problem solving skills which can be seen from achieving classical completeness, namely 88.46%. The results of interviews conducted with students also show that creative learning methods can bring a pleasant learning atmosphere to students.

CONCLUSION

Through analysis of data obtained from the pre-test, cycle I to cycle II, it can be concluded that learning and teaching activities using creative learning methods in Global Perspectives subject have provided an increase in student participation and also problem solving skills significantly to good criteria. The creative learning methods used in this research are: group activities, research, presentations, discussions, debates, assessments between friends, and also evaluation and self-reflection. In the end, students who initially struggled with the concept of conducting research and providing solutions found enjoyment in the learning process through the use of this creative learning method.

Teaching Global Perspectives subjects to junior high school students can foster open-mindedness and enhance their problem solving abilities by encouraging them to consider various perspectives when approaching problems. Apart from that, through this subject students are also trained to see the impacts of problems and also their solutions starting from themselves, family, friends, the surrounding environment, city, country and globally.

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