



The Influence of the Creative Problem Solving Learning Model on Student Activity in PKN MI An-Nur Subjects

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article info

Article history:

Received: 24 08 2024

Accepted: 01 09 2024

Published: 30 10 2024

Keywords:

Creative Problem Solving, student activeness, Civic Education, innovative learning

abstract

The issue of low student engagement in Civic Education (PKn) at the Madrasah Ibtidaiyah level has become a major concern in improving the quality of learning processes. This study aims to examine the effect of the Creative Problem Solving (CPS) learning model on the activeness of fourth-grade students at MI An-Nur. The research employed a pre-experimental design with a pretest-posttest one group design and involved 31 students as the sample. Data were collected through observation sheets and questionnaires and analyzed using the paired sample t-test. The results showed an increase in the average activeness score from 75.41 (good category) in the pretest to 87.63 (excellent category) in the posttest. Furthermore, the proportion of highly active students increased from 74.2% to 93.5%. Statistical analysis yielded a p-value of 0.000 ($p < 0.05$), indicating a significant effect of the CPS model on improving student activeness. These findings suggest that the CPS model is a promising instructional strategy to enhance student engagement in Civic Education learning.

How to cite this article:

Azka, Siti Nisrina Nur., et.al. (2024). Pengaruh Model Pembelajaran Creative Problem Solving Terhadap Keaktifan Siswa Pada Mata Pelajaran PKN MI An-Nur. Indonesian Journal of Elementary Education (IJEE), 6(2), 52-59. <http://dx.doi.org/10.24235/ijee.v6i2.18415>



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info artikel	abstrak
<p>Riwayat artikel: Diterima untuk direview: 24 08 2024 Diterima: 01 09 2024 Diterbitkan: 30 10 2024</p> <p>Keywords: Pemecahan Masalah Kreatif Aktivitas Siswa Pembelajaran PKn Pembelajaran Inovatif</p>	<p>Masalah rendahnya aktivitas siswa dalam pembelajaran Pendidikan Kewarganegaraan (PKn) di jenjang Madrasah Ibtidaiyah menjadi perhatian utama dalam peningkatan mutu proses belajar mengajar. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran Creative Problem Solving (CPS) terhadap keaktifan siswa kelas IV di MI An-Nur. Penelitian ini menggunakan desain eksperimen pretest-posttest one group design dengan sampel sebanyak 31 siswa. Data dikumpulkan melalui lembar observasi dan angket, kemudian dianalisis secara statistik menggunakan uji-t sampel berpasangan. Hasil penelitian menunjukkan adanya peningkatan skor rata-rata aktivitas siswa dari 75,41 (kategori baik) saat pretest menjadi 87,63 (kategori sangat baik) saat posttest. Selain itu, proporsi siswa yang sangat aktif meningkat dari 23 siswa (74,2%) menjadi 29 siswa (93,5%). Uji statistik menunjukkan nilai signifikansi p sebesar 0,000 ($p < 0,05$) yang menunjukkan bahwa terdapat pengaruh yang signifikan model CPS terhadap peningkatan aktivitas siswa. Temuan ini menyiratkan bahwa model CPS dapat digunakan sebagai alternatif strategi pembelajaran yang efektif dalam meningkatkan aktivitas dan partisipasi siswa dalam pembelajaran PKn.</p>

INTRODUCTION

Civic Education (PKn) plays a strategic role in shaping the character of students as responsible, democratic, and noble citizens. In the midst of the dynamics of globalization and the rapid advancement of information technology, character education through PKn subjects is very important to instill basic national values, such as love for the homeland, tolerance, social responsibility, and legal awareness from an early age (Sukardi, 2020). PKn as an integral part of the national curriculum aims to form intellectually, emotionally, socially, and spiritually intelligent citizens.

Explicitly, the purpose of PKn subjects in the 2013 Curriculum and the Independent Curriculum is for students to be able to think critically and creatively in responding to civic issues, actively participate in community life, and act in accordance with the principles of democracy and Pancasila values (Ministry of Education and Culture, 2022). However, in its implementation, there are still various challenges faced by teachers and schools. One of the main problems found in various basic education units, especially in Madrasah Ibtidaiyah, is the low activity of students in learning PKn. This symptom can be seen from the lack of student participation in class discussions, low interest in asking questions, indifferent attitude to subject matter, and the inability of students to express opinions or solve problems related to civic life.

Many previous studies have shown that low student activity in PKn learning not only has an impact on less than optimal learning outcomes, but also affects the formation of students' character (Yusuf & Suryani, 2019; Rahayu et al., 2021). One of the main causes of this phenomenon is the use of conventional learning methods, where teachers are more dominant as information centers while students tend to be passive and only receive material. On the other hand, the development of modern pedagogy requires a student-centered learning approach, which is able to stimulate students to think critically, creatively, and actively in learning activities.

It is in this context that the use of innovative learning models becomes very relevant. One of the models that has been widely studied in recent years is the Creative Problem

Solving (CPS) model. CPS is a learning approach that aims to develop students' creative thinking skills in solving problems systematically and flexibly. According to Isaksen et al. (2010), CPS involves the process of identifying problems, finding alternative ideas, selecting the best solutions, and implementing and evaluating the solution. This model allows students to be actively involved in each stage of learning, as well as foster confidence, courage in opinion, and the ability to work together in groups. Research by Purwati (2015) shows that the CPS model is effective in improving students' problem-solving skills at the elementary school level. Similar results were also found by Azizah and Santoso (2023), who stated that the application of the CPS model was able to significantly increase students' interest in learning and learning outcomes. These findings reinforce the argument that learning based on creative problem-solving not only drives academic achievement, but also shapes attitudes and social skills needed in real life. However, most of the previous research still focused on the aspect of learning outcomes and has not in-depth examined student activity indicators as the main variable in the learning process.

Student activeness is an important indicator in assessing the effectiveness of a learning process. According to Novriani (2021), active learning includes student involvement in learning activities such as listening, writing, reading, discussing, conveying ideas, and completing assignments or problems given by teachers. These activities reflect the level of cognitive, affective, and psychomotor involvement of students in learning. In the CPS model, student activity is expected to be reflected in various indicators, including: the ability to express opinions in groups, respect the opinions of others, develop alternative solutions, and convey the results of discussions to other groups (Widiani, 2016).

However, the reality on the ground shows that the implementation of the CPS model at the Madrasah Ibtidaiyah level is still not widely done, especially in PKN learning. This is due to several factors, such as the limited understanding of teachers of the CPS model, the lack of in-depth professional training, and the limited time and supporting facilities in schools. In addition, some teachers still adhere to the lecture method as the main approach in delivering PKN material, which ultimately limits the space of movement and student participation in learning. Therefore, systematic efforts are needed to further examine the impact and effectiveness of the application of the CPS model in the context of PKN learning at the elementary level.

This research is intended to answer these needs, focusing on the analysis of the influence of the Creative Problem Solving learning model on students' activeness in class IV PKN learning at MI An-Nur. This study aims to fill the gap from previous research, which focused more on learning outcomes and has not specifically measured student activeness as an important variable in the success of the learning process. The novelty of this study lies in the systematic measurement of indicators of activeness in CPS model-based learning in the madrasah environment, which has relatively not been widely studied.

More broadly, this study supports the results of previous studies that show the effectiveness of the CPS model, but also seeks to enrich the literature by providing empirical evidence on its implementation in the context of Islamic basic education. Thus, the status of this study is to support and strengthen previous findings, while expanding the scope of the study through a more specific contextual approach. It is hoped that the results of this research can be a reference for teachers, education practitioners, and policy makers in developing PKN learning strategies that are more innovative, participatory, and oriented towards developing students' character.

Based on this description, the researcher felt the need to conduct a study entitled: "The Influence of the Creative Problem Solving Learning Model on Student Activity in Class IV PKN Subjects at MI An-Nur". This research is not only theoretically important in developing effective learning models, but also has practical implications in improving the quality of PKN

learning that is more contextual, fun, and builds students' national character from an early age.

METHODS

This study uses a quantitative approach with a quasi-experimental method. The research design used was a one group pretest-posttest design, where one group was given treatment in the form of the application of the Creative Problem Solving (CPS) learning model, then measurements were taken before and after treatment to determine the effect on students' activeness in learning PKN. This research was carried out at MI An-Nur, Pekalipan District, Cirebon City, West Java Province, in odd semesters of the school year 2023/2024. The subject of the study is grade IV students totaling 74 students, with purposive sampling of 31 students. The independent variable in this study is the Creative Problem Solving (CPS) learning model as the X variable.

Data collection was carried out by two main techniques, namely observation and questionnaire. Observation was used to assess the level of student activity during learning, while questionnaires were used to determine students' responses to the implementation of learning with the CPS model. The research instruments are in the form of observation sheets and questionnaires that have been prepared based on student activity indicators. Before use, the instrument was tested for validity and reliability by involving students of grade IV.1 MI An-Nur as test subjects. The data was analyzed using the help of the SPSS 24.0 program. The normality and homogeneity test is carried out first to meet the assumptions of the inferential analysis. Hypothesis testing was carried out using a paired sample t-test to determine the significance of the difference between pretest and posttest scores. In addition, an N-Gain analysis was carried out to determine the effectiveness of the CPS model in increasing student activity. The research implementation design follows the general procedure in Classroom Action Research (PTK) which consists of four stages, namely: (1) planning, including the preparation of lesson plans and CPS-based learning scenarios, as well as the preparation of observation instruments; (2) implementation of actions; (3) observation during the learning process; and (4) reflection on the results of observations to determine the effectiveness of actions and improvement plans in the future..

RESULTS AND DISCUSSION

Referring to the N-Gain value in the form of percent (%) and the Descriptive output table above, we can create a table of the results of the N-Gain score test calculation as next:

Table 1. N-Gain Score Test Results

No	Learning Model	No	Student Activity
	N-Gain Score (%)		N-Gain Score (%)
1	75.02	1	55.57
2	33.35	2	56.01
3	47.23	3	47.23
4	66.70	4	61.89
5	26.93	5	39.99
6	62.88	6	41.01
7	51.17	7	41.93
8	66.67	8	42.85
9	32.14	9	50.02
10	53.33	10	64.00
11	45.95	11	47.23

12	33.33	12	37.93
13	77.80	13	43.51
14	66.69	14	37.93
15	28.01	15	57.15
16	50.00	16	28.01
17	42.87	17	32.14
18	72.20	18	56.53
19	41.64	19	45.95
20	38.45	20	75.61
21	54.50	21	43.51
22	66.69	22	62.07
23	59.99	23	30.77
24	48.65	24	77.77
25	80.55	25	65.80
26	46.16	26	50.00
27	24.98	27	50.00
28	26.93	28	52.94
29	58.81	29	61.54
30	55.00	30	25.01
31	68.40	31	59.08
Average	51.71	Average	49.71
Minimal	24.98	Minimal	25.01
Maximum:	80.55	Maximum:	77.78

The Influence of the *Creative Problem Solving* Learning Model on Student Activity Normality Test

The table below is a kolmogorov-smirnov test using the IBM SPSS application as follows:

Table 2. Results of the One-Sample Normality Test Kolmogorov Smirnov Test

		Unstandardized Residual
N		31
Normal Parameters,a,b	Mean	.0000000
	Hours of deviation	.82271403
Most Extreme Differences	Absolute	.100
	Positive	.100
	Negative	-.090
		.100
Asymp. Sig. (2-tailed)		.200c,d
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

(Source: Primary data processed in 2024)

Based on the data in table 4.11 above, the value of Asymp.Sig. (2-tailed) of 0.200 will be compared to the value of 0.05 which is the basis for reversing the decision of normal distribution data or not. The data above shows that the value of $0.200 > 0.05$ means that the

data of this study is normally distributed.

Table 3. T Test Results (Partial)

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Itself.
	B	Std. Error			
1	(Constant) -.952	.624		-1.525	.138
	TOTALX .190	.020	.865	9.293	.000

Dependent Variable: TOTALY

The result of the df value is 29 with a significance of 0.05 obtained that the t table is 1.69913. The test results of the IBM SPSS program in the table above show that the calculated t value is greater than the t of the table of the creative problem solving variable, which is $9.293 > 1.69913$ and the significance value is smaller than the alpha, which is $0.000 < 0.05$, so it can be concluded that there is an influence of the creative problem solving (X) learning model variable on the student activity variable (Y).

DISCUSSION

The results of the study show that the Creative Problem Solving (CPS) learning model has a significant influence on increasing student activity in PKn learning. This is evidenced by the results of the paired sample t-test which shows a significance value (p-value) of 0.000 (< 0.05) and a calculated t-value of 9.293 ($> t$ table 1.699), which means that an alternative hypothesis (H_a) is accepted. These findings suggest that the application of the CPS model can increase students' active involvement in the learning process.

The increase in student activity can be seen from the significant changes between the first and next cycles, where students become more confident in expressing opinions, actively discussing, and being able to present the results of group discussions. This success cannot be separated from the role of teachers as facilitators and motivators who continue to evaluate learning to improve teaching strategies (Putri & Muslim, 2021). These results are in line with the research of Sebayang and Nababan (2022) which shows that the CPS model is able to significantly improve PKn learning outcomes. Another support comes from the Maemunah and Masdiana (2023) study that proved the effectiveness of CPS in mathematics learning at MI Al-Islah, which implicitly showed that this model is adaptive for a variety of subjects, including PKn.

The CPS model allows students to think creatively and systematically in solving real problems, which is in accordance with the opinion of Huda (2014) that CPS involves six main stages known as OFPISA (Objective, Fact, Problem, Idea, Solution, Acceptance Finding). This process stimulates students' active involvement in various aspects of thinking and acting skills. According to Uzer Usman (2009), student involvement in learning can be improved through relevant teaching, providing sufficient study time, and recognizing students' individual needs. This is reinforced by Baroody (in Lestari & Yudhanegara, 2015), who emphasized that problem-solving-based learning is able to improve analytical thinking skills.

Thus, the use of the CPS model is not only effective in increasing student activism, but also encourages the achievement of civic education goals oriented towards the formation of active, critical, and responsible character. Meaningful learning experiences through the CPS

approach allow students to more easily understand the concepts of citizenship and apply them in their daily lives.

CONCLUSION

Based on the results of the research, it can be concluded that the *Creative Problem Solving* (CPS) learning model has a significant influence on increasing student activity in learning PKN grade IV MI An-Nur. This is evidenced by an increase in the average score from pretest to posttest, as well as the results of the paired sample *t-test* which showed a p-value of 0.000 (< 0.05). The consistent application of the CPS model is able to encourage students to be more active in discussing, expressing opinions, and solving problems creatively. The implication of this study is that teachers are advised to integrate the CPS learning model in civic education activities and other subjects, as a strategy to increase students' active participation and critical thinking skills. The use of this model also helps to create a fun and meaningful learning atmosphere, in line with the principles of active and constructivistic learning.

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