Analysis of Students' Creative Thinking Levels in Rhythmic Gymnastics Learning

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ABSTRACT
This study aims to look at the creative thinking level of Sentolo 4 Middle School students, Kulonprogo Yogyakarta, in rhythmic gymnastics learning where the characteristics of the class students should be included in the operational cognitive development stage of the format. At this stage, children or students can handle hypothetical situations and their thinking processes are no longer dependent on things that are real and have logical reasoning, which can generate ideas. Also able to think logically, think with formal theoretical thinking based on propositions, and be able to conclude. The sample in this study was 58 students of class VII and VIII (30 students of class VII and 28 students of class VIII) at SMP 4 Sentolo, Kulonprogo Yogyakarta. The instrument used was in the form of essay questions which were distributed to the samples with a total of 22 questions consisting of 10 fluency thinking or problem solving questions, and 12 flexible thinking questions. The results obtained are that students who are in the Very Creative, Creative, and Quite Creative categories can only be drawn into conclusions, namely in class VII there are 24 students (80%), and in class VIII there are 21 students (85.71%), it can be said that these students have fulfilled the indicators of flexible thinking and fluency thinking in other words as a whole in the Creative category.

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D. Manuscript preparation;
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INTRODUCTION
The 2013 curriculum directs students to learn actively, that is, not to depend on the teacher’s explanation alone so that students not only memorize the lesson material but can understand it so that the lesson material is more meaningful. The essence of the 2013 curriculum is a learning process whose implementation can stimulate students’ active participation so that it can bring out students’ creativity (Kurniati et al., 2018). Creative thinking ability is a student’s ability to understand problems and find solutions using varied (divergent) strategies or methods (Florentina, 2017).

Creative thinking has a higher level than critical thinking. People who have creative thinking skills must have critical thinking skills. People who have creative thinking skills often
called divergent thinking have high creativity and are useful for many people. Therefore, creative thinking skills are very important to be taught in schools (Syarifan, 2018).

In general, every student has creativity (Hamdani et al., 2023; Richardson & Mishra, 2018). However, creativity does not develop if the learning strategies and problems used do not provide opportunities for students to come up with creative ideas (Rohani, 2017). Creativity can emerge if the questions given by the teacher require students to use and develop several ideas they already have, and students are required to solve the problem with various solutions (Wirnoot & Ratnaningsih, 2022).

Creativity is also related to a person's thought process (Mayarni & Yulianti, 2020). Someone who has creativity, their thinking ability will spread widely, with this someone will imagine to get something creative (Karwowski, 2022). The thinking activities contained in rational thinking are memorizing, imagining, grouping, generalizing, comparing, evaluating, analyzing, synthesizing, deducing and concluding. In this case the basic thinking process is finding relationships, connecting cause and effect, transforming, classifying, and providing qualifications (Al-furqon et al., 2023).

The creativity learning process is basically to develop various alternative thoughts or to overcome various problems according to what is in one's mind (Simanjuntak et al., 2021). Creativity does not have to create something new and has never existed before (Lian et al., 2018), but students can channel ideas by creating something that they think is different from others through a combination of previously available funds or information, so that students have their own pride in creating his work.

Someone who has creativity always thinks broadly in developing their ideas (Omarriyah & Subekti, 2021; Winata, 2020). A person's creative potential can help create work results, either in the form of meaningful and quality ideas or ideas (Lian et al., 2018). One of the things that can determine whether someone is creative is their ability to create new combinations from existing things.

Teachers have a responsibility for students' understanding and teachers should strive to create a learning environment that suits students' abilities (Cremin & Chappell, 2021; Langdon Warren, 2021), apart from that, teachers must also train students to be able to foster creativity in their own students (Aminuriyah et al., 2022), because this is very important. It is beneficial for their lives to compete for achievements at school and of course to achieve success when they enter the world of work (Amaliyah, Aam., Fitroh, Aulia., Kurniawati, Fadilah, Diah., Zakia, Amanda, Nur., Yulia, Qodrawati, 2022). Therefore, encouragement, praise and warnings from teachers are needed to grow all of this. Teachers can foster an attitude of creativity in their students, by providing opportunities for students to be active through learning activities that are play in nature which allows students' creative ideas to emerge (Conradty et al., 2020).

Based on all the explanations from the opinions above, creative thinking is an important component in learning, without creativity students only learn at their cognitive level, and this will narrow students' knowledge in learning to develop their creativity. Creativity is needed to make it easier for students to understand lessons that are difficult to understand (Langdon Warren, 2021).
Teachers must be able to create comfortable conditions in learning so that creative talents in students can come out and produce understanding that is easily understood by students (Arifudin & Raza, Ali, 2022). This does not rule out the possibility of rhythmic gymnastics material. In learning rhythmic gymnastics, which is a combination of musical instruments and movement, it is hoped that students will be more creative in thinking about creating appropriate gymnastic movements to combine with music and counting (Sabarudin, Bangun, Y. Sunarno, Agung. Damanik, Amri, 2023), at least by imagining or imagining it first and then making it happen. If students cannot think creatively in creating rhythmic gymnastics movements, then can these students realize this creativity, if not, can the results of learning rhythmic gymnastics by the Physical Education teacher be said to be successful?

Therefore, the researcher wants to look at the level of creative thinking of students at SMP 4 Sentolo, Kulonprogo Yogyakarta, where rhythmic gymnastics material is taught in classes VII and VIII, and the characteristics of students in this class should be included in the operational cognitive development stage. At this stage, children or students can handle hypothetical situations and their thinking processes no longer depend on things that happen in reality and have logical reasoning. At this stage too, a teenager can think logically, think with formal theoretical thinking based on propositions and hypotheses, can draw conclusions independent of what can be observed at the time, and abstract ways of thinking begin to be understood (Tathahira, 2020)

METHODS

This type of research is qualitative descriptive research. This is because researchers want to know the level of creative thinking of students at SMP 4 Sentolo, Kulonprogo Yogyakarta in learning physical education with Rhythmic Gymnastics material. The instrument in this research is a test sheet containing essay questions and adapted to the creative thinking index according to Munandar, namely fluency thinking, flexible thinking, original thinking, and elaboration ability. The question instrument was then validated by three expert validators using a Likert scale to determine the level of suitability of the instrument. So researchers use qualitative descriptive methods. In this study, the population was students at SMP 4 Sentolo, Kulonprogo Yogyakarta. And for the sample using total sampling technique. The total sampling technique is a sample that represents the population, usually carried out if the population is considered small or less than 100, with the final results obtained from 58 students in class VII and VIII (30 students in class VII and 28 students in class VIII) at SMP 4 Sentolo, Kulonprogo Yogyakarta.

Then the data is analyzed descriptively, namely describing the percentage results of the total scores obtained by students as they are (Sugiyono, 2019). In terms of assessment standards or scoring criteria, researchers are guided by the modified scoring rubric (Moma, 2015). The formula for determining the percentage of a student's creative thinking score is to divide the student's score by the maximum test score, multiplied by one hundred percent.
RESULTS AND DISCUSSION

Results

The results of this research aim to describe the level of creative thinking of students in grades VII and VIII of SMP 4 Sentolo, Kulonprogo, Yogyakarta. The instrument is in the form of essay questions distributed to the sample with a total of 22 questions consisting of 10 fluency thinking questions or in the form of problem solving, and 12 flexible thinking questions, where students have to answer these questions with the latest creative ideas. The essay questions have been adjusted to the parameters or index of creative thinking. The test score results for each student are then calculated as a percentage of their creative thinking ability, after which they are categorized based on the creative thinking competency category. The results of the data percentage are then categorized based on creative thinking skills categories, to determine the level of students’ creative thinking competence.

Table 1.
Creative Thinking Skills Category

<table>
<thead>
<tr>
<th>Total Score Range (%)</th>
<th>Creative Thinking Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>81 – 100</td>
<td>Very Creative.</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Creative.</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Quite Creative.</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Less Creative.</td>
</tr>
<tr>
<td>0 – 20</td>
<td>Not Creative.</td>
</tr>
</tbody>
</table>

The essay questions were distributed to the sample with a total of 22 questions consisting of 10 fluency thinking questions or in the form of problem solving, and 12 flexible thinking questions, where students had to answer these questions by thinking about finding the latest creative ideas. After the answer values have been converted, they can be displayed as in the following diagrams.

Image 1.
Diagram of Results for Class VII Students’ Creative Thinking Levels

Based on diagram 1 above, it can be said that of the 30 class VII students there are 6 students (20%) in the Very Creative category, 10 students (33.33%) in the Creative category, in addition 8 students (26.67%) in the Quite Creative category, there are also
6 students (20%) in the Less Creative category, and there are 0 students (0%) who are Not Creative. It can be concluded that the class VII students are in the Creative category.

![Image 2. Diagram of Creative Thinking Level Results for Class VIII Students](image)

Apart from that, based on diagram 2 above it can also be said that of the 28 class VIII students there is 1 student (3.58%) in the Very Creative category, 13 students (46.42%) in the Creative category, apart from that there are also 10 students in the Quite Creative Category (35.71%), in the Less Creative category there were 3 students (10.71%), and Not Creative there was 1 student (3.58%). It can be concluded that class VIII students are in the Creative category.

Only students who are in the Very Creative, Creative and Quite Creative categories can draw conclusions, namely in class VII there are 24 students (80%) who are in the Very Creative, Creative and Quite Creative categories, and in class VIII there are 21 students (85.71%) are in the Very Creative, Creative and Quite Creative categories, so it can be said that these students have met the indicators of flexible thinking and fluency thinking. Where the flexible thinking indicator shows that students have been able to provide varied solutions (from all angles).

**Discussion**

The indicator of flexibility in creative thinking is related to the number of ideas that can be generated by students and these answers must be varied. Meanwhile, the fluency thinking indicator shows that students have been able to find ideas for answers by thinking of new ideas so that they become new works, students have also been able to think of more than one answer to solve a problem. In line with the opinion of Hamdani et al. (2023) that students who have fluent thinking skills are students who can ask several questions, are adept at conveying thoughts or ideas, and have the ability to think faster than students in general.

Currently, rhythmic gymnastics learning still uses teaching materials in the form of standard gymnastics or fitness exercises such as Angguk Gymnastics, SKJ 2012 Gymnastics, Scout Gymnastics and other standard gymnastics. Where these exercises already have standard movements, in other words, they cannot be changed in each movement because these exercises already have their own patent rights, so if the
movements are changed for any purpose then there is a concern that they will be subject to infringement. Copyright. Apart from that, if Physical Education teachers use gymnastics music on internet sites such as YouTube and others, gymnastics music is still dominated by house, DJ and other genre music which is feared to affect their psychology because it Basically, they are not yet old enough to know and enjoy these types of music.

**CONCLUSION**

Based on all the results of the analysis that the researchers have carried out, it can be stated that the level of creative thinking of students in class VII and VIII of SMP 4 Sentolo, Kulonprogo, Yogyakarta is in the Creative category. With the overall results, only students who are in the Very Creative, Creative and Quite Creative categories can be concluded, namely in class VII there are 24 students (80%), and in class VIII there are 21 students (85.71%). So it can be said that these students have met the indicators of flexible thinking and fluent thinking, in other words, based on the average results, it can be concluded that students in class VII and VIII at Sentolo Middle School are in the Creative category. However, with the current conditions of the learning process, it seems that Physical Education teachers need the latest rhythmic gymnastics teaching materials so that they can help their students' level of creative thinking become higher or in other words, students' creativity will increase so that they can enter the Very Creative category.

Therefore, from all the results currently found, in learning Physical Education subjects using Rhythmic Gymnastics material, it is very necessary to use the latest forms of gymnastics teaching materials that can help teachers train students' level of creative thinking to increase even further.

**REFERENCES**


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