

IMPLEMENTATION OF INKUIRI LEARNING METHOD TOWARDS CHILDREN'S LEARNING CREATIVITY IN RA AL-IKHLAS LABUHAN BATU

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ABSTRACT

Children who were actively doing various activities and carried out well if supported by the right learning methods, in developing creativity the right method was used is the method of playing because by playing children could do creativity according to their desires. As a learning model of many existing learning models, inkuiri was a learning model where in its activities placing teachers as facilitators, teachers guided children as needed.

The implementation of this class action research was carried out with two cycles. The first cycle was to increase the development of children's creativity in shake it up through direct guidance in the classroom, and the second cycle was to increase the development of children's creativity in playing shake it up through direct guidance in the classroom or outside the classroom. During the learning process using an inkuiri approach, researchers were assisted by teachers as collaboration partners to observe all activities or activities that occur using observation sheets.

From the results of research observations obtained that the learning process of early childhood who use conventional methods (teacher centered), this resulted in low creativity of early childhood (only achieved 22.72% in the initial observation), second: the application of inkuri learning can increase creativity of early childhood. This was shown from the success of children's creativity in the first cycle to 54.54%, and in the second cycle increased to 86.36%.

I. INTRODUCTION

Early childhood education program is an education that determines the formation of children's creativity, before entering elementary school children must be given the right education in accordance with the level of education that has been determined by the government of the Republic of Indonesia. The importance of children's education and creativity cannot be separated from the teacher's ability to provide learning, because the teacher's ability is actually the benchmark of increasing creativity of children because without teachers who have the ability and creativity will not give any meaning to the child.

Preschool education that provides early education programs for children aged 4-6 years until entering primary education includes play groups and child care, kindergarten. Education from an early age becomes something important for children for several reasons, including the most digestible ethical education tools for children.

Creativity is a very important demand of education and life at this time. Creativity will produce new innovations and developments in a life. Creative individuals and organizations will always be needed by their environment because they can meet the changing needs of the environment and be able to survive in dynamic and rigorous global competition. The very important creative potential is basically owned by every child, that children have the characteristics of creative individuals, such as great curiosity, happy to ask questions, high imagination, daring to face risks, happy with new things, and others sebagai ainya. However, the factors of parents, teachers in schools, and the environment are important factors that greatly influence the development of creativity.

As a learning model of many existing learning models, inkuiri is a learning model where in its activities placing teachers as facilitators, teachers guide children as needed. In this learning model, children are encouraged to think for themselves, analyze themselves, so that they can find general principles based on materials or data provided by teachers.

With this model, the child is faced with a situation free to investigate and draw conclusions. Guessing, intuition and trial and error, teachers should be encouraged as a guide, teachers help children to use ideas, concepts, and skills that they have learned before to gain new knowledge. Proper questioning by teachers stimulates a child's activities and helps them discover new knowledge. Keep in mind that this model takes relatively much time in its implementation, but the learning results achieved are certainly comparable to the time used. New knowledge can be attached for longer if the child is directly involved in the process of understanding and constructing the concept or knowledge itself. This model can be done both individually and in groups.

In RA AL-Ikhlas Labuhan Batu the development of children's creativity was considered still very low. This was caused by various factors, among others, the lack of innovation in the use of methods in learning by teachers, and a little model of learning that involved the creativity of children both individually and in groups in the learning process carried out by teachers so that children's creativity was less formed. Therefore, it was necessary to conduct research and efforts to increase children's creativity in learning with an inkuiri learning model in which children were involved both physically and mentally.

II. LITERATURE REVIEW

A. CHILDREN'S CREATIVITY

1. Understanding Creativity

Naturally the development of children varies, both in their talents, interests, physical, emotional maturity, personality, physical state, and social. In addition, every child has unlimited ability in learning, to be able to think creatively and productively (Ahmad Susanto, 2011: 111).. Creativity according to The Great Dictionary of Indonesian comes from the basic word creative, namely having the ability to create something (Trisno Yuwono, 2003: 330).

According to Munandar, creativity is the ability to create new combinations based on existing data, information or elements. Creativity is also defined by the ability based on data or information that finds many possible answers to a problem, where the approach is on the quantity and diversity of answers. Operationally, creativity can be formulated as an ability that reflects the smooth flexibility (flexibility), and originality in thinking, as well as the ability to elaborate (develop, enrich, detail) an idea (Syafaruddin and Herdianto, 2011: 87).

One of the most important concepts in the field of creativity is the relationship between creativity and self-actualization. According to humanistic *psychologists*, *Abraham Maslow* and *Carl Rogers* are quoted by Utami Munandar as stating that a person is said to actualize himself when one uses all his talents and talents to become what he is capable of becoming, actualizing, or realizing his potential. According to Maslow self-actualization is a fundamental characteristic, a potential that exists in all humans at birth, but often lost, inhibited or buried in the process of cultivation. So the source of creativity is the tendency to

actualize yourself, realize the potential, drive to develop and mature (Utami Munandar, 1999 : 19).

In general, creativity can be interpreted as the ability to think about something in a new and unusual way and produce a unique solution to various problems (Semiawan, 1999 : 89). From some of the defenisi above,it can be concluded that creativity is an ability to create something new that is different from before, either in the form ofreal ideas or works by combining existing elements.

2. *Elements of Creativity*

The elements of creativity are

- a. *Critical thinking ability*.. Creativity is determined by the ability to think, not to be satisfied with what is. Want to find something other than what already exists. With critical thinking, the soul will live because it is encouraged constantly to seek and seek. By critical thinking oneis required to look for otherpossibilities, new relationships and new ways.
- b. *Sensitivity*. In addition to critical thinking, emotional awareness is also very necessary so that one can capture and feel something vague from what is around him.
- c. *Talent*. Talent can strengthen one's creativity, but it is not the only defining element. If so, people who are gifted to write will be more successful in writing than people who are less or less talented. However, a creative person does not rely only on his talent because talent is like embers. If not dikipasi will provide tremendous heat so in order to be meaningful, talent must be trained and honed.
- d. *Imagination*.. Creativity demands high imagination. With imagination one can create a complete and complete picture in his fantasy, and able to associate everything that is seen, kissed, felt, heard or preached.

3. *Characteristics Of Creativity*

Usually creative children are always curious, have a wide interest, and love the passion and creative activities. Creative children and teenagers are usually quite independent and have confidence. They are more willing to take risks (but by calculation) than children in general. Creative personal people are usually more involved in action. The characteristics of creativity there are 3,, namely:

- a. Fluency, which is the ability of students in solving open ended problems with some alternative correct answers;
- b. Flexibility, namely the ability of students to solve open ended problems in several ways;
- c. Novelty, which is the ability of students to solve open ended problems with several different but correct answers and one answer that students do not usually do at their stage of development or level of knowledge (Hamdani, 2002: 4)

While menurut Guilford,, are five traits that characterize creative thinking, namely:

- a. Smoothness, is the ability to produce many ideas;
- b. Flexibility, is the ability to present various problem solving;
- c. Authenticity, is the ability to solve in the original way;
- d. Decomposition is the ability to decipher things in detail, clearly, and at length;

- e. Re-formulation, is the ability to review an issue based on a perfection that is different from what many people already know (Ahmad Susanto, 2011: 117-118).

4. Factors Supporting and Inhibiting Children's Creativity

Creativity is the potential that a person has that can be developed. In developing, there are factors that support and inhibit in developing a child's creativity, including:

a. Factors Supporting Children's Creativity

According to Hurlock, there are several factors that can encourage and improve the creativity of the child, among other:

- Time, children's activities should not be organized in such a way, so that there is little time they can use to create an idea or concept;
- The opportunity to be alone, only if there is no pressure from social groups, children can be creative;
- Encouragement regardless of how far the child's achievements, the meaning to be a creative child they must be free from the taunts and criticisms that are often thrown at children who are not creative;
- Facilities, play facilities or other means should be provided to stimulate the encouragement of experimentation and exploration, which is an essential element of all creativity;
- Stimulating environment, home and school environment should stimulate children's creativity;
- The relationship between the child and the parent is not possessive, meaning that parents who are not very possessive will encourage the independence of the child;
- How to educate children, educate children democratically both at home and in school will increase children's creativity;
- The opportunity to acquire knowledge, creativity does not appear in voidness. The more knowledge mastered, the better the creativity of children (Ahmad Susanto, 2012: 124).

b. Inhibition Factors of Children's Creativity

In developing creativity, these people can experience various obstacles, obstacles or obstacles that can damage and can even turn off their creativity. There are four things that can inhibit or turn off creativity, namely evaluation, hadiah, persaingan (kompetisi), and lingkungan that mutate.

Some characteristic teachers who tend to inhibit the creative thinking skills of the child, among others penekanan that the teacher is always right, penekanan excessive on memorization, penekanan on mechanical, penekanan on external evaluation as well as strict emphasis to get the job done (Ahmad Susanto, 2011: 126)

In everyday life we find many treatment and actions of children with various patterns and behaviors. So that the expression of children's creativity often causes a less pleasing effect for parents. For example, parents prohibit children from tearing up paper for fear of getting dirty, or shouting when children play in the sand for fear of being exposed to germs. Whereas every child has a different expression of creativity, some seem to like to scribble, move, chatter,

conduct experiments, and so on. Such parental abuse means that it is one example of the many factors that inhibit a child's creativity (Hudiani Jannah, 2012).

B. INKUIRI APPROACH

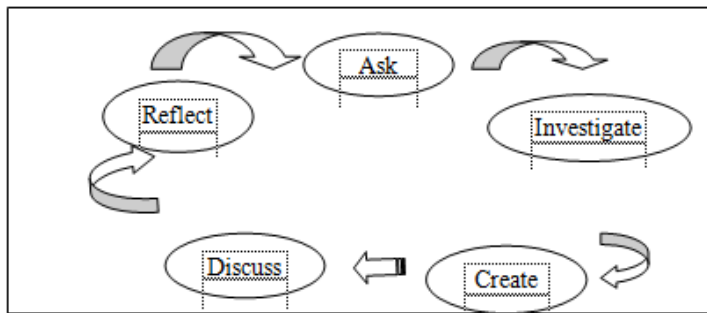
1. Understanding the Inkuiri Approach

According to Piaget, inkuiri is an approach that prepares learners in situations to conduct their own experiments widely in order to see what is happening, want to do things, ask questions, and look for their own answers, as well as connect answers with each other, compare what they find with what other learners find.

The process of inkuiri is to find problems, develop hypotheses, plan experiments, conduct experiments to test hypotheses, synthesize knowledge, develop several attitudes namely objective, curious, open and responsible attitudes. The inkuiri approach is a discovery approach that demands more complex knowledge than discovery *approach*. In the approach of inkuiri,, students with their own mental processes can find a concept, so that in drafting experiments are carried out on their own ability. In the iniri approach, problems are raised by the teacher, the way problem solving is determined by the student, the discovery of conclusions is also made by the student.

2. Inkuiri stages

The inkuiri stage consists of 5 stages, namely the question phase(*Ask*),*the investigation phase (investigate)*,*resulting (create)*,*discussion (discuss)*,and reflection (*reflect*). Every step in this process naturally encourages the emergence of new questions, investigations, and opportunities for "*teachable moments*". The syntax of the inkuiri process can be presented in the image below.



3. Steps to Implement Inkuiri Learning

- Identify and formulate problems.. Problem formulation is the direction achieved in learning. Problem formulation must be in accordance with the material to be taught in learning.
- Formulating Hypotheses.. It is conducted with discussion and must be in accordance with the ability of the student.
- Collecting, processing and analyzing data, students must certainly look for the evidence with the direction of the teacher and the sources must be relevant.
- Testing the hypothesis.. The data that has been analyzed is then concluded by examining the hypothesis that is true or wrong. If the hypothesis is considered

incorrect, then this step can be used to correct the hypothetical problem formula, if necessary repeat the third step.

- e. Formulating problem solving alternatives. When the hypothesis formulation is clear, and when it is collected, students are guided to formulate alternative problem solving.
- f. Establish problem solving course with the guidance of the teacher.

4. Types and Principles of Inkuiri Approach

Sound and Trowbridge (Mulyasa, 2008: 109) presents three kinds of inkuiri models as follows:

- a. *Inkuiri is aguide inquiry*. In the inquiry led by the implementation of the investigation carried out by students based on the teacher's instructions, the instructions given are generally in the form of guiding questions.
- b. *Free inquiry*. In the free ins and, students conduct their own research like a scientist. The problem is self-formulated, the experiment is carried out on its own and the concept conclusion is obtained on its own.
- c. *Modified free inquiry*. In this study the teacher gave the problem and then the students were asked to solve the problem through observation, exploration, and research procedures.

III. RESEARCH METHODOLOGY

This research was carried out in RA AL-Ikhlash Labuhan Batu sidorejo hamlet, Sei Tampang Village District Bilah Hilir Labuhan Batu Regency. The population in this study was students of RA AL-Ikhlash Labuhan Batu with a total of 35 students and sampel taken was all students of grade B RA AL-Ikhlash Labuhan Batu with the number of students 15 people.

As for thenature of this, researchers use a qualitative approach with a type of research that was class action research (*Classroom ActionResearch*). Class action research is defined as research that aims to improve or improve learning activities in overcoming students' difficulties in learning with direct application in the world of work or other factual worlds. This class action research was carried out in the form of a cycle consisting of four stages, namely planning, action, observation, and reflection. Actions in this study, planned to be carried out in two cycles.

Cycle I includes planning, action, observation, and reflection as an initial form of activity to find out the students' initial condition regarding students' creativity in learning by using the model approach inkuri. With the reflection on the process of action in the first cycle, new thinking emerged to solve the problem so that it required re-planning, re-action, and re-reflection in cycle II. Cycle I of child learning material planning related to the involvement of children's creativity, then used the approach action in learning using the model of inkuiri and observations made by teachers as a reflection to conduct cycle II. Cycle II aimed to find out the improvement of children's creativity with the approach of model inkuiri after improvementstothe process of science and learning based on the reflection of cycle I.

Data collected by researchers sourced from a) children's test results by conducting experiments with various objects that were liked by children whose activities were able to develop children's creativity as the initial condition of students for research, b) the results of observation of children's creativity by teachers in the learning process in RA AL- Ikhlash

Labuhan Batu conducted with observation sheets of student creativity, and c) the results of activities involving student creativity seen with tests conducted at the end of each cycle.

The data collection techniques carried out in this study are observation, wawancara (*Interview*), Test, and dokumentasi. While alat data collection in this study in the form of: a) a list of test scores of children's learning results using the approach inkuiri as the initial condition of research, b) the results of observation of children's creativity in the learning process, and c) the results of experiments by making musical instruments using simple objects.

Data analysis techniques used in this research were data reduction (sorting important, relevant, and meaningful data from useless data), descriptive presentations (narrative, visual images, tables) with systematic and logical feed flow, conclusion of the results presented (impact of CAR and its effectiveness). While uji validity of data in this study using *credibility* test (internal *validity*), *transferability* (external validity), *dependability* (*reliability*) and *confirmability* (objectivity).

IV. RESULT AND DISCUSSION

A. Description of The Initial Study Stage

From the observation with the class teacher, it was explained that there were still some children who were still not creative in their learning activities. In addition, children also had low activeness in following the learning. Researchers used an observation sheet with the number of items 15 with the subject matter of understanding the tool. The observations had obtained the highest data of 15 and the lowest score of 0. From the results of the evaluation, the improvement of cognitive development took precedence in the child.

The first cycle was to increase the development of *children's creativity in shaking it up* through direct guidance in the classroom, and the second cycle was to increase the development of *children's creativity in shaking it up* through guidance directly in the classroom or outside the classroom.

1. First Cycle

The implementation of learning in this first cycle, researchers conducted learning with the theme Of Animals with Sub Theme Pets so that children could use their imagination to draw animals that were attached to water bottles. This first cycle was done with one (1) meeting according to the child's play stage.

At the first meeting, it was expected to improve children's cognitive abilities as a first step in introducing cognitive stages. Teaching and learning activities were carried out by *playing shake it up*, with indicators of increasing children's imagination with water bottle media filled with gravel or other materials and analyzing how to play *Shake it up*. Implementation of learning using four (4) activities, namely initial activities that last \pm 30 minutes children doing joint marching activities, greetings and

Prayer was continued by singing the song I'm a new boy. Walking while tiptoeing, and giving praise to children who can do activities well, then entered the classroom, then research to coordinate children to be ready to learn, introduce themes and sub themes and explained the purpose of learning. The second activity was a core activity that lasts \pm 60 minutes, here researchers and teachers carried out learning activities as a first step in improving the

cognitive abilities of researchers / teachers knew the level of *creativity in children, namely the ability of children in drawing and coloring water bottles and analyzing how to play shake it up as the first step in this* meeting the teacher invited the child to sit neatly and no longer mess with friends in order to understand what the teacher was conveying.

Second activity: Teachers invited children to play to make musical instruments out of the general.

Preparation before starting the game:

The children were to play water bottles and meracas (kecrekan) in class. Showing a set of colorful maracas and listen to some music with maracas or one moving instrument. Then the teacher invited the child to look for unused water bottles and the child was invited to decorate the water bottle with paste and paint. When it was dry, the bottle was filled with gravel or other materials as the material to be shaken. Children had their own pleasures using different materials so that each instrument had a different sound. The third activity was rest / meal that was done for \pm 30 minutes, in this activity the children were given the freedom to play with their friends, after which they ate together first.

Washing your hands alternately here the level of patience, the sense of wanting to variety with others trained. Then they were followed by the fourth activities which was closing activity for \pm 30 minutes. At the closing of the children, children were told to mention the feelings of the children when following the activities that have been done and remember what has been learned today and the advice to study at home, then prayers and greetings.

2. Cycle II

a. Cycle Planning II

Based on the results of the reflection of cycle I that has been done as many as 2 meetings by researchers, it was obtained that all activities or activities that occur by using observation sheets selama learning process using the approach of inkuiri was classified as high. The implementation of actions in cycle II was carried out during 2 meetings. In the form of improvement of cycle I.

Initial activities :

Doing prayer activities together and greetings in learning. Then I invited the children to sing together and the teacher to do a question and answer related to the theme that the children will learn together.

Second activity :

Inviting children to play water bottles and meracas (kecrekan) in class. Showing a set of colorful maracas and listen to some music with maracas or one moving instrument. Then the teacher invited the child to look for unused water bottles and the child was invited to decorate the water bottle with paste and paint. When it was dry, the bottle was filled with gravel or other materials as the material to be shaken. Children have their own pleasures using different materials so that each instrument has a different sound. The third activity was rest / meal that was done for \pm 30 minutes, in this activity the children were given the freedom to play with their friends, after which they ate together who first washed their hands alternately / queue, here the level of spread, the sense of wanting to various with others trained. Then followed by the fourth kegitan that was closed activities for \pm 30 minutes. At the closing of the children

were told to mention the children's feelings when following the activities that have been done and recall what has been learned today and the advice to study at home, then pray and pray.

B. Observation Results

With the same activities as in the first cycle image, the results of observations made by researchers to increase children's creativity in the application of learning with an inkuri approach by utilizing simple tools as children's games in the learning activities contained in daily life. in detail the average value of children's creativity in participating in learning activities in cycle II can be seen in table 4 below:

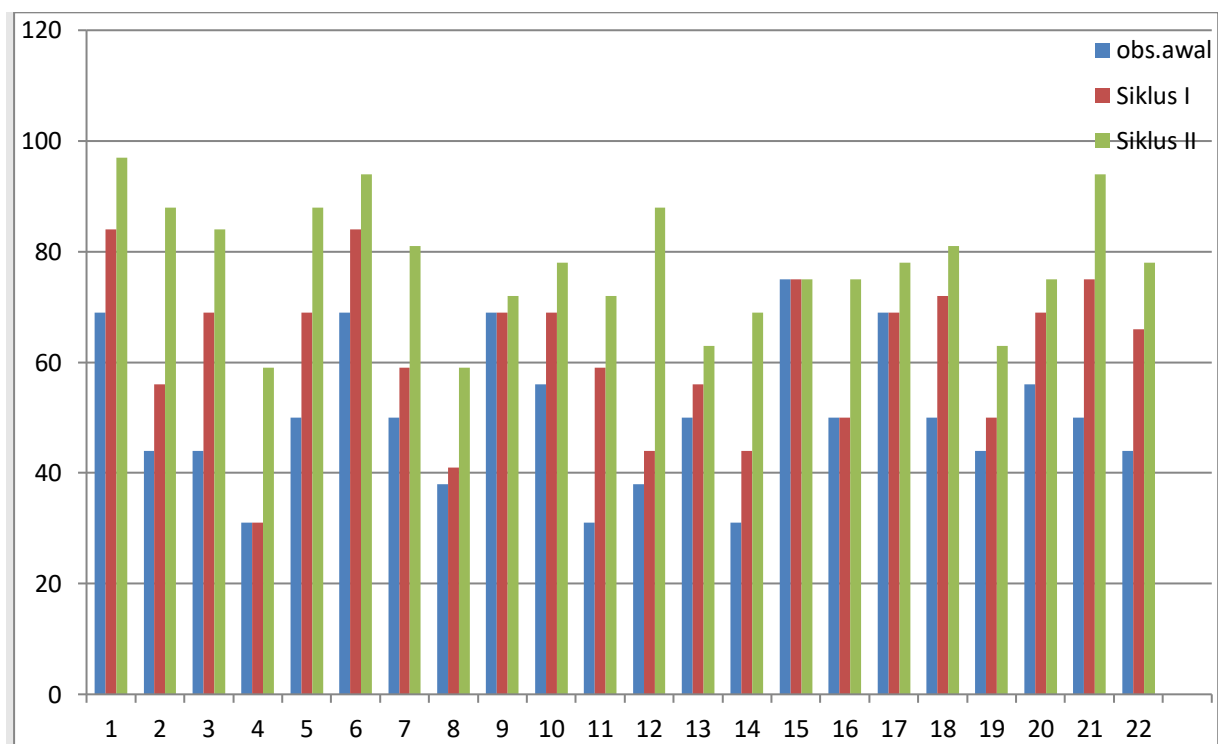
Table 4. 4. Children's Level of Creativity in Cycle II

No.	Mean Meetings		Average	Percentage mastery	Category	Completedness
	1	2				
1.	3,75	4	3,875	97%	Very High	Complete
2.	3,25	3,75	3,5	88%	High	Complete
3.	3,25	3,5	3,375	84%	High	Complete
4.	2,25	2,5	2,375	59	Low	Unfinished
5.	3,50	3,5	3,5	88%	High	Complete
6.	3,75	3,75	3,75	94%	Very high	Complete
7.	3,25	3,25	3,25	81%	High	Complete
8.	2,25	2,5	2,375	59%	Low	Complete
9.	2,75	3	3,125	72%	Are	Complete
10.	3	3,25	2,875	78%	Are	Complete
11.	2,75	3	2,875	72%	Low	Complete
12.	3,25	3,75	3,5	88%	High	Complete
13.	2,25	2,75	2,5	63%	Low	Unfinished
14.	2,50	3	2,75	69%	Are	Complete
15.	3	3	3	75%	Are	Complete
16.	2,75	3,25	3	75%	Are	Complete
17.	2,75	3,5	3,125	78%	Are	Complete
18.	3,25	3,25	3,25	81%	High	Complete
19.	2,50	2,5	2,5	63%	Low	Unfinished
20.	3	3	3	75%	Are	Complete
21.	3,75	3,75	3,75	94%	High	Complete
22.	2,75	3,5	3,125	78%	Are	Complete

In table 4 the level of creativity of children in cycle I above was seen that there was an increase in children's creativity. It was shown from the increasing number of children's creativity, namely as many as 19 people (86.36%) . In table 3, it was revealed that the level of creativity in this cycle was shown from the increasing number of children's creativity, namely as many as 19 people. At the end of cycle II8, only 3 children were still unable to express their creativity and were still in the low category. But it was believed that if continuously get the appropriate stimulus, the creativity increased.

The results of monitoring as previously described showed that in general the level of creativity of children of RA AL- Ikhlas Lbuan Batu has increased. It was shown from the change in the level of creativity of children at the time of initial observation with the implementation of cycle I and cycle II. In figure 1, the comparison diagram showed the percentage increase in children's creativity in cycle I and cycle II is as follows:

Figure 1. Comparison Diagram of Percentage increase in Children's Creativity in Initial Observation, Cycle I and Cycle II.



In Figure 1, there was an increase in creativity of early childhood. At the time of initial observation, only 5 children (22.72%) that reaches the end. After following the study by inkuiri method in the first cycle there was an increase in completion of 12 children (54.54%), and in the second cycle increased to 19 children (86.36%).

The importance of creativity development was carried out early on. It was said, because every child was born with creative potential in them. Rahcmawati (2012) mentioned that the problems that occur in the next development cause the children's creative power to decrease. Rules, habit patterns, reward patterns, and adult parenting patterns around the child can hinder the creativity of the child. Therefore, the right method was needed in edible creativity of children from an early age.

Theoretically, the inkuiri method was part of learning activities with contextual approach. It was also mentioned that the characteristic of this learning is one emphasis on the activities of learners to the maximum to find and find; two, all activities carried out by learners were directed to find and find their own answers to something questionable; three, the purpose of using inculiation learning strategies was to develop thinking skills systematically, critically, logically and analytically.

The development of early childhood creativity refers to the direction of its development program (Rahcmawati, 2012). The direction of creativity development program in early childhood was believed to be 1) learning activities are fun; 2) learning in the form of play activities; 3) enable students ;4) to understand various aspects of learning; and 5) learning in the form of concrete activities. The process of discovery (inkuiri) is done by something close to the world of children, namely through the process of playing. Through this process, students were able to discover and understand important concepts and be able to develop their creativity. This was supported by emperis findings in this study, where it was found that the application of learning with an inkuiri approach is able to increase children's creativity.

V. CONCLUSION

Based on the results of the research that has been *carried out*, it can be concluded that: firstly, the process of early childhood learning was still widely used conventional methods (*teacher centered*), this results in low creativity of early childhood (only achieved 22.72% in the initial observation), *second*, the application of inkuri learning increased the creativity of early childhood. It was demonstrated from the increasing completeness of children's creativity in the first cycle to 54.54%, and in the second cycle increased to 86.36%

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