

**MEDIA APPLICATION *FEATURE* VIDEO CREATIVE THINKING
ABILITY TO IMPROVE THE STUDENTS IN LEARNING IPS**
(Classroom Action Research In SMP Negeri 5 Bandung Class VII-A)

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Abstract--This research background based on the problems that occur in class VII-A SMP Negeri 5 Bandung associated with creative thinking abilities of learners in the social studies learning. These issues are the findings of the observations made at some time in January 2017. Indicators of the problems encountered is the creative thinking ability of students is still relatively low, these problems among which, the students are less able to find information about the problems that exist in the subject matter. This is evidenced by the number of students who answered questions teacher from textbooks alone, without any attempt to explore from various other sources of information. Learners are less able to associate the subject matter contained in daily life - today. This indicates that learners are not sensitive to the surrounding environment, causing learners do not know the state of the environment. In answering questions from the teacher the students do not think holistically (comprehensive), learners are not able to think and look at various aspects and approaches, but stu is so broad assessment. Reviewing the problems to be studied with regard to the learning process, the researchers chose a Class Action Research (PTK) Kemiss research design and Taggart 3 cycles. The selected alternative solutions is through the use of media *feature* video is expected to creative thinking abilities of learners to be increased. The increase in creative thinking abilities of learners in the social studies learning can be seen from several indicators of achievements of creative thinking ability has increased. All aspects of this have evolved from the first cycle to the third cycle of sufficient quality, to be good. In conclusion, the media use *feature* the video can improve creative thinking ability of students in social studies learning.

Keywords: Media *Feature* Video, Creative Thinking Skills, Social Studies Learning

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I. INTRODUCTION

Learning in the classroom is the most important activities in education. During the learning activities, learners will interact with teachers to achieve learning objectives have been determined. Learners is not only learn about the subject matter, but also encouraged to develop the capabilities and potentials. According to Alma, et al (2010, p. 18) there are 7 social studies purpose of teaching, including:

- a. Preparing students to become good citizens
- b. Preparing students to have the ability of thinking, form *inquiry* skills, developing the attitudes and values.
- c. Helping children to think logically , develop a sense of tolerance
- d. Helping children to be able to express ideas in a selective, orally and in writing
- e. Helping children to understand the world of life dreamily , know their rights and obligations as citizens
- f. developing a sense of aesthetics, ethics, respect for others, exploit leisure etc.

Social learning is not just a lesson that only put memorization and cognitive intelligence alone. Teachers can explore the ability of learners and develop their creativity, be it in the form of knowledge or making creative product, it can be tailored to the theme of learning. Creativity needs to be trained so that learners are able to answer every challenge in their life in the future. According Khodijah (2006, p. 81) think is a train of ideas in a proper manner and carefully that began with their problems.

Creative thinking is the general ability to create something new, as the ability to provide ideas - new ideas that can be applied in problem solving, or as the ability to see the new relationships between the elements of a preexisting (Munandar, 1999, p. 25). While Maxwell (1995, p. 136) "explained that:

"Creative thinking is the ability of individuals to think about what has been thought of everyone, so that the individual is able to do what has never been done by everyone. Sometimes creative thinking lies in the innovations that help ourselves to do old things in new ways. But anyway, is pretty much looking at the world through new eyes so that there arose new solutions, that give added value. based on the description above can be concluded that the definition of creative thinking is a person's ability to create ideas or new ideas that make it feel able to achieve shared objectives in life."

Indeed, the ability to think creatively is basically owned by everyone. Creative thinking is the ability to create new ideas and original. Even in

people who feel unable to create any new idea actually can think creatively, provided trained. According to Guilford with the factor analysis found there were five traits that characterize the ability of creative thinking (1967) include:

- a) Smoothness (*fluency*), is the ability to generate ideas or ideas without any obstacles.
- b) Dexterity (*fleksibility*), Lues in the mix, not rigid and able to maintain its uniqueness.
- c) Authenticity (*originality*) is the ability to give birth to original ideas as a result of his own thoughts and not cliché.
- d) Unraveling (*elaboration*) the ability to explain something in detail.
- e) Reformulation (*redifination*), is the ability to assess / look back on an issue in a way and a different perspective to what is already common.

This study will only take four indicators as the basis of research that fluency, flexibility, originality, and decomposition. The task of teachers as educators not only to transfer knowledge, but teachers also have an obligation to educate students in developing learners' attitude and character. The task of the teacher in delivering learning materials to learners must be supported by a variety of aspects, namely, the ability to develop a variety of models, methods, strategies, and instructional media for the achievement of educational goals. Instructional media has an important role in a learning process. According AECT in the Soul (2004, p. 2) states that the media are all forms that are used to process information distribution. Thus, in determining the success of education is not only seen in the results, but also determined by the process of learning and appropriate learning media, because the media is a tool to facilitate the learning process. While Dale (1969, p. 180) suggests that the ingredients audio-visual equipment can provide many benefits as long as teachers play an active role in the learning process. Teacher-learner relationship remains the most important element in today's modern education system. Encyclopedia of Educational Research in Hamalik (1994, p. 15) details the benefits of educational media as follows:

1. Laying the concrete foundations to think, therefore, reduce wordiness.
2. Enlarge the attention of learners.
3. Laying the foundations that are important for the development of the study, therefore, makes lessons more steady.
4. Provide a real experience that can grow on their own activities among learners.

5. Growing a regular and continuous thought, especially through vivid images.
6. Helping her understanding that can help the development of language skills.
7. Providing an experience that is not easily obtained in any other way, and help the efficiency and diversity better.

Based on the explanation above, medium of learning was instrumental in the creation of a learning easy and fun. Delivery of content will be more easily conveyed with the help of instructional media. Interesting learning media will raise the motivation of learners for more courage in learning. Learners' attention will be focused on learning, making it easier to achieve the learning objectives.

Learning IPS in SMP Negeri 5 Bandung Class VII-A found several problems. Those problems among which, the students are less able to find information about the problems that exist in the subject matter. This is evidenced by the number of students who answered questions teacher from textbooks alone, without any attempt to explore from various other sources of information. Learners are less able to associate the subject matter contained in daily life - today. This indicates that learners are not sensitive to the surrounding environment, causing learners do not know the state of the environment. In answering questions from the teacher the students do not think holistically (comprehensive), learners are not able to think and look at various aspects and approaches, but IPS is so broad assessment. Some learners often do not appreciate her, this is evidenced by learners interrupter friends. The statement above problems is an indication that the power of creative thinking of students is still low.

Featured is the text that contains about things related to news sources, presented with a distinctive style that contains news value and aesthetic value (Isnawijayani 2013, p. 7). Additionally, Phyrman (2008) also revealed that the *feature* is the kind of news that are light and entertaining. *Feature* is also a group or clumps of news (news). Theoretically, a *feature* included in *soft news* (soft news, soft news). It should be understood also that *soft news* (soft news, soft news) is not a reflection of the content or material, or technique but in terms of presentation. In the works, *feature* no matter how the material is removed, the audience will enjoy it lightly. As a basic guideline, because the *feature* is part of the *news*, then any message, description or story presented an objective fact must not be fictitious. *Featured* in general is not

bound by time, deeper in presenting the facts, as well as emphasizing to the allure of the human (human interest).

Along with the development of technology and information, now *features* can be enjoyed in the form of video. Evidenced by the number of television stations that have a diversified program *feature*. *Featured* video is meant to be applied in this study media is presented collaboratively shape consisting of narration, interviews, dialogues, discussions until reportage. The power of creative thinking of learners can be trained in the learning process. Contextual learning process that requires work and have a lot of ideas. Through a *feature* videolearners are invited to observe and analyze and find a variety of alternative solution to a real problem that is shown in video form. media then the *Feature* video can stimulate learners to develop the ability to think creatively. Implementation of media *the feature* video is going to be used as a model of problem-based learning where the students will be trained to look for the solution of a problem. Alternatives such problems will then be presented and discussed with friends - classmates. Through problem-based learning learners are required for creative thinking in finding solutions to problems.

Based on the above explanation, the researchers interested in conducting action research with the title "**Media Application *Feature* Video To Enhance Creative Thinking Ability of Students in Learning IPS (Classroom Action Research In SMP Negeri 5 Bandung Class VII-A)**". Based on the background of the problems mentioned above, we propose the following problems:

First, the initial conditions of learners before being applied learning with media *feature* video in an effort to enhance the creative thinking skills of learners in learning social studies in grade VII-A SMP Negeri 5 Bandung.

Second, measures improve creative thinking ability of students to use media *features* video in learning social studies in grade VII-A SMP Negeri 5 Bandung

Third, the results of the process of applying media *features* video to enhance creative thinking abilities of learners in social studies lesson in class VII-A SMP Negeri 5 Bandung.

II. RESEARCH METHODS

Reviewing the problems above, the researcher uses descriptive research method by way of extending it through Class Action Research (Classroom *Action Research*). The research method

is used as a class action the activities carried out by teachers in order to improve the learning process. The research design used in this study is classroom action research design refers to the spiral model of Kemmis and Mc Taggart which consist of planning (*plan*), implementation (*act*), observation, and reflection (*reflect*). Data collection tool used is the observation checklist, field notes, interview, and questionnaire. Data collection techniques of observation, interviews, and documentation. Data have been obtained if the need for subsequently analyzed in order to become data that has meaning and significance. In this study, researchers collected data have been obtained from the instrument used. Data were drawn from this study is divided into two quantitative and qualitative data.

III. RESULTS AND DISCUSSION

1. Initial Conditions Before Applying Media Feature Video To Enhance Creative Thinking Ability in Learning IPS

initial conditions already quite active learners during learning activities. Efforts made by the teacher to the students active during the learning is by giving stickers point. Every answer questions, do chores, and doing homework then it will get the point. Learners were keen to get a sticker that point. By the time the students answered questions learners are less able to find information about the problems that exist in the subject matter, are less able to associate the subject matter contained in daily life - today. This indicates that learners are not sensitive to the surrounding environment, causing learners do not know the state of the environment. Some learners often do not appreciate her, this is evidenced by learners interrupter friends. The statement above problems is an indication that the power of creative thinking of students is still low. Researchers with the teachers in collaboration partners treat these problems by learning to apply media *features*. video Teachers partner asks researchers to plan everything needed to research thoroughly.

2. Steps Implementation Media Feature Video To Enhance Ability Creative Thinking of Students in Learning IPS

Deployment Planning Media Feature Video To Enhance Ability Creative Thinking of Students in Learning IPS

At the planning stage researcher with the teacher partners must first conduct discussions related to the research to be conducted in A class VII SMPN 5 Bandung, discussion partners discussed with the teacher covers the material, learning scenarios, learning implementation plan (RPP), media and learning assessment tools. Media that are widely used media *feature* video and *power*

point that has been prepared. Assessment tools used in the form of sheets of observation and assessment sheets. In addition to preparing the planning above, the researchers also prepare observation sheets, sheet interviews, and field notes and search request to become an observer in the study. The focus of the implementation of media *feature* the above video becomes an important part in any planning and implementation of the learning process. Observer will observe and provide input at the time of reflection and the result is corrected in forward planning, good planning Cycle 2 and Cycle 3.

Implementation Implementation of Media Feature Video To Enhance Creative Thinking Ability of Students in Learning IPS

During the implementation phase, researchers conducted three cycles. each cycle divided into several meetings, which are adapted to the methods and materials are assessed by teachers in the classroom. For this study, the first cycle divided into 1 meeting, 2nd cycle is divided into 1 meeting and the 3rd cycle as much as 2 meeting. Thus the implementation of the actions taken in This Bandung SMPN 5 consists of 4 meetings.

In the first cycle, the teacher will explain beforehand about the notion of distribution activities, all kinds of distribution, and the kinds of distributors. In addition to media *features* instructional videowill also use media *power point* of interest. After the teacher finished explaining the students will be asked to sit in groups. Then the students watched a *feature* video that Indonesia CNN news shows discussing the rise in the price of chili. Having watched a *feature* video learners will discuss with the group. Then, after the students finished the discussion the representative of the group will present the results of their discussion. Another group participated address any and ask.

In the second cycle, sub material that will be the discussion is about demand and supply. The learning scenarios prepared for the second cycle there is no much difference with the first cycle. However, in this second cycle, video views will use *feature* the video in the form of animation. The hope is to increase antusias learners to social studies. In this second cycle learners learners will be required to analyze the various problems and find solutions to these problems. This situation allows the creation sebuat ideas or creative new ideas.

The third cycle, On this third cycle, sub material that will be the discussion is on the market. In the third cycle consists of two meetings. The first meeting of the students will be given the task of finding information from various sources

about examples of traditional markets that still exist in Indonesia. Each group will be given the task to find information about one example of a traditional market that still exists in Indonesia. Furthermore, the students will discuss with the group to look for the information. After that, the students plan the preparation of *power point* which will be aired by the time they appear in front of the class in the second meeting, in addition to the power point they also have to serve *feature* a video on the market that they are allowed to download from the Internet. The hope is that all learners have the opportunity to express opinions and ideas once they get that information. Results of the search for the information they share the class saat second meeting. All group members must have the opportunity to present information they have acquired. The other group was given the opportunity to respond and ask questions. In this third cycle of students required to be creative in presenting various results either in the form of information written or in the form of *feature* video impressions. This situation is very possible the creation of a creative work in the form of media that can facilitate learners transform and understand the subject matter.

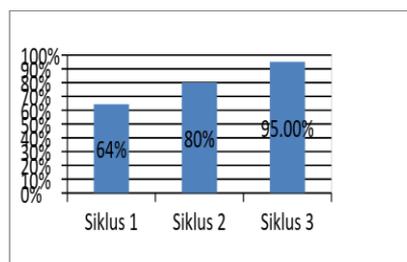
Obstacles And Solutions For Media Feature Video Application Process For Increasing Creative Thinking Ability in Learning IPS

During the execution of this study is certainly not in spite of obstacles and problems encountered by researchers together with partners teacher. The obstacles faced by time of this study is the low interest of the students towards social studies, so it makes less enthusiastic learners. Only seen as a social studies lesson that much material is so hard to memorize. The ability of researchers who still can not master class so that the class is less conducive. After carrying out discussions and assistance from partner teachers and lecturers, the obstacles can be overcome with good slowly, attempts by researchers to motivate learners to be able to learn comfortably. Researchers are also trying to familiarize themselves with the students in order to create a harmonious relationship between teachers and learners so as to create a fun learning environment.

3. Results Of Application Process Media Feature Video To Enhance Creative Thinking Ability of Students in Learning IPS

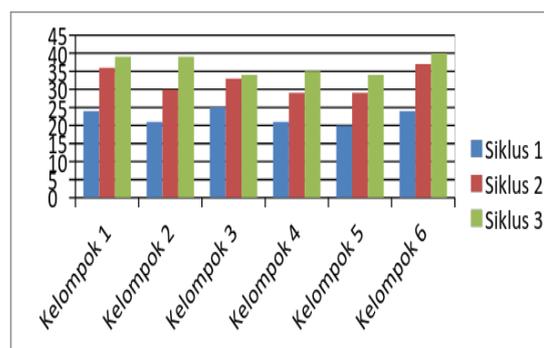
Activity observations of teacher performance in the classroom, was conducted to determine the level of teacher's ability to manage learning activities as well as the attitude and creativity shown by the teacher during the learning activities. The results can be presented in the form of a bar chart as follows:

Chart Appearance Teacher Classroom



Source: Data Researcher, 2017

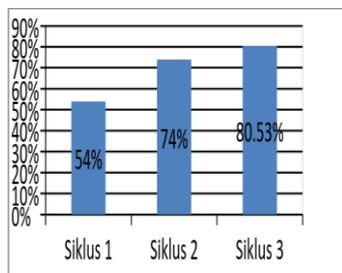
Based on the above diagram it can be seen that the performance of teachers in teaching has increased pretty good. An increase of 16% from the first cycle was only 64% to 80% in the second cycle. This shows that teachers manage learning activities well. Meanwhile, in the second cycle also experienced a significant increase that as much as 15% from the second cycle of 80% to 95% in the third cycle. From the graph above we can conclude that the performance of teachers in managing learning activity is good because mengalami increase in each cycle. In every cycle shows that the teachers do various improvements at each cycle. This is done so that the learning is done have good quality. Next up is the result of observation of the activity of learners in the increased ability to think creatively through *featured* videos can be viewed as follows:



Based on the above data, it can be explained that the activities of learners in the increased ability to think creatively through *feature* video has increased quite significantly. It can be seen from the graph of each group experienced an increase in each cycle. Activities of students in the class increased in line with the implementation of media *the feature* video in social studies learning. At each learning activity from the initial activity, core activities, to cover the activities of learners activity experienced a change for the better. This situation strongly supports the establishment of learning that can facilitate learners to understand the subject matter easily. Creative thinking abilities of learners were observed during the conduct of the study assessed according to the assessment rubric.

Results of the assessment are presented in the form of a bar chart as follows:

Graph Creative Thinking Skills Assessment Learners



From the above explanation, it can be described acquisition increased critical thinking skills of students in each cycle. In the first cycle shows that the creative thinking abilities of learners is still 54% and then rose sharply to 74%, while in the third cycle indicates the percentage of good results. So it can be concluded that efforts to increase the creative thinking abilities of learners through the medium of *features* video in successful social studies **learning**.

IV. CONCLUSION AND ECOMMENDATION

Based on the results of a classroom action research has been done can be summarized as follows: First, the initial conditions are already quite active learners during learning activities. However, there are indications that the power of creative thinking of students is still low. Researchers with the teachers in collaboration partners treat these problems by learning to apply media *features*. video Second, measures enhance the ability of creative thinking of learners using media *feature* instructional in a video IPS starting from the planning stage of learning by using the medium *feature*. of video The next stage is the implementation of media *a feature* video to develop creative thinking abilities of learners performed well. In the application media *features* video, teacher and learners are able to optimize the time for learning can be done well. Teachers reflect on the implementation of media *the feature* video in enhancing the ability of creative thinking in social studies learning with the end result of the reflections that are in either category. Application of media *feature* video This is also certainly not immune from obstacles. However, these obstacles can be solved immediately so as to optimize learning. Third, increase creative thinking abilities of learners after the implementation of media *the feature* video and the final results in the third cycle of creative thinking ability of students in grade VII-A are in either category. This is evident from the increase of cycle 1 to cycle 2, cycle 2 to cycle 3. Learners are able to smoothly think and generate ideas. When faced with a problem that

learners can think flexibly. Other results that learners can take advantage of *features* video for ease in understanding the subject matter. Learners also can both communicate his ideas in detail.

Based on the results of the findings in research application media *features* video to enhance creative thinking abilities of learners in learning social studies, there are several things that can be recommended as follows:

1. For the improvement of the quality of teaching social studies, expected media *features* video can be applied in other classes in order to improve IPS overall quality of learning. IPS learning quality improvement is not only done on research grade only.
2. Application of media *feature* video to develop critical thinking skills of learners can also be digunakane sebagai referral to develop teaching skills of teachers so as to improve the professionalism of teachers.
3. For subsequent researchers these results can be used as a reference to develop critical thinking skills of learners through methods of creative thinking in social studies learning. In this case, researchers realized that still many shortcomings in the implementation of this study, therefore, researchers expect in future studies will be better.

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