

## Application of Teachers' Creative Pedagogical Learning Approaches to Optimize Students' Interest in Learning at MAN Insan Intellectuals, Palu City

Diana Anggriani Kalena, Sunarto Amus, Dhevy Puswiartika  
Universitas Tadulako, Palu, Indonesia

### ABSTRACT

The role of the teacher is in providing varied activity choices, it is hoped that the goal will be interest in learning. The first problem formulation of this research is: How is the description of students' interest in learning before implementing the creative pedagogical approach at MAN Insan Scholar, Palu City, How can the implementation of the creative pedagogical learning approach optimize students' interest in learning at MAN Insan Scholar, Palu City, What is the description of students' interest in learning after implementing the approach? creative pedagogy at MAN Insan Scholar Palu City. Is the application of a creative pedagogical approach effective in optimizing student interest in learning at MAN Insan Scholar Palu City. The aim of this research is that the implementation of a creative pedagogical learning approach can optimize students' interest in learning at MAN Insan Intellectuals, Palu City. The research method is a quantitative approach because it is used to solve the problems faced and is carried out carefully and systematically, and the data collected is in the form of a series or collection of numbers. Based on the results of the hypothesis, it shows that Sig. (2-tailed)  $< 0.05$ , namely  $0.000 < 0.05$ , then the hypothesis is accepted, because Sig. (2-tailed) is below 0.05. So it can be concluded that there is an influence of using a creative pedagogical learning approach on the learning outcomes of Civics class XI students at MAN Insan Scholar, Palu City.

**Keywords:** Learning Approach, Creative Pedagogy, Interest in Learning

#### Corresponding author

**Name:** Diana Anggriani Kalena

**E-mail:** Syaditfa@gmail.com

### INTRODUCTION

Education has a very important role for supports human life, because it is essentially deep In carrying out this life, humans are never free from things called education. Because education functions to improve human quality itself, then education also plays an important role in human life for the progress of a religion and nation (Arifin, 2003: 8).

Education cannot be separated from the teaching and learning process between teachers and also students in class for quite a long time so can achieve good learning goals. Teachers cannot be separated with education, because teachers can be said to be implementers or educational facilitator in the teaching and learning process in the

classroom. Before carrying out learning, teachers must have competence in teaching, preparing and designing materials and materials will be taught (Sudjana, 2000:12).

The quality of a teacher can be measured by how good the teacher is master the four existing competencies. These four competencies are: pedagogical competence, social competence, competence professional, and personality competence. In practice there is one The competency that differentiates teachers from other professions is pedagogical competency. Pedagogical competence is competence absolutely owned by the teacher and at the same time this competency is a competency What differentiates teachers from other professions. This competency includes broad and in-depth knowledge and skills regarding student characteristics and student psychology.

The role of the teacher is in providing varied activity choices, it is hoped that the goal will be interest in learning. Interest in learning activities has several important roles, such as increasing concentration or attention, bringing joy or feelings of pleasure, strengthening students' ability to remember, generating positive and constructive learning attitudes, and minimizing students' boredom towards lessons. The important role of interest in learning activities is one of the supporting factors in the success or failure of the learning objectives to be achieved (Sadirman, 2006). It is hoped that providing varied learning activities will not only increase interest, but also increase creativity .

Things that can arouse participants' interest in learning Education can be done by using learning methods or strategies creative and different. The main problem in learning Pancasila and Citizenship Education (PPKn) is that the use of learning methods or models in conveying lesson material appropriately, which fulfills the content of the value order, so that it can be internalized in students and implementing the essence of value education in everyday life has not met expectations such as desired, also because of the limited media that can be used to support the PPKn learning process.

This is related to problems in PPKn learning, where learning methods in the Teaching and Learning Process (PBM) seem very rigid, less flexible, less democratic, and teachers tend to be more dominant with *one way methods* . PPKn teachers teach more to pursue targets that are oriented towards final exam scores, besides still using the monotonous conventional model, teacher activities are more dominant than students, as a result teachers often ignore the process of developing values, attitudes and actions, so that PPKn subjects are not considered as a citizen development subject that emphasizes awareness of rights and obligations but tends to be a subject that is less interesting and boring.

Based on the results of initial observations carried out by researchers, (PPKn Teachers) at MAN Insan Scholar Palu City on Monday, March 14 2022, information was obtained that in the PPKn learning process, students were less interested in PPKn subjects. Many students do not take lessons seriously, students are very passive, some even leave class or skip class. Even though Civics is a subject that must be taught in all majors and prayer is an important subject.

Researchers also conducted initial observations on students at MAN Insan Scholar Palu City on Monday, March 14 2022. Information was obtained that students were less

interested in Civics subjects because they felt the subjects were difficult to understand. During the teaching and learning process in class, students feel bored because there is too much to memorize and master. Apart from that, when the teacher explains Civics lessons, students feel bored because they don't understand what the teacher is explaining.

From the results of interviews during initial observations conducted by researchers at MAN Insan Scholar, Palu City on Monday, March 14 2022, it shows that when students are given assignments by teachers, the work they do is not done wholeheartedly, in other words, they feel forced to do it, they feel that the assignment is too much, This results in sleeping late at night and being sleepy in class in the morning, and some students are even late for school.

From the results of interviews during initial observations, it is known that students' interest in learning is relatively low in Civics subjects. Low student interest in learning can have an impact on the class average score which has not reached the minimum completeness criteria (KKM) set at 75. Apart from low average scores, students' low interest in learning also has an impact on their low ability to understand theoretical Civics material. Lack of student participation in learning can result in students being unable to express opinions or responses. Students' low interest in learning about Civics subjects can be caused by teachers' lack of effort in arousing students' attention to the goals and benefits of learning. Apart from that, it does not provide feedback on student performance assessments, such as not returning the results of assignment assessments, formative tests or summative tests. From this, development support is needed to trigger students' creativity.

The problem of students' low interest in learning in the PPKn subjects above can be overcome by developing creative pedagogical learning models. Creative Pedagogy as a new pedagogy to produce creative teachers, students and schools gives teachers the freedom to be creative and freely choose learning models and methods. (Pentury & Anggraeni, 2022). Creative pedagogy may be something new, however The development of creative pedagogy will lead to thinking power students are creative, namely by generating ideas, thoughts and activity learners.

A teacher of Pancasila and citizenship education should have primary qualities in humanitarian matters. Pancasila and citizenship education teachers also have extensive abilities and knowledge about national and international political developments as well as socio-cultural life that develops in a community. Pancasila and citizenship education teachers are also required to have extensive and in-depth knowledge of law and morals and must be able to convey past facts and actual facts that are currently occurring relating to politics, law and morals. All of these abilities must be applied optimally by teachers in learning.

The development of students' imagination must be supported by the teacher creative person who can provide teaching creatively, namely through creative pedagogy. According to Nacce (in Lin, 2011: 152) states that creative pedagogy is creative teaching developed by teachers to make teaching more imaginative, interesting, and effective. This creative teaching focuses on teacher practice teach in class. So that it inspires the

imagination of students and develop new ideas. Pedagogical teaching strategies for training creativity must involve students to explore more new possibilities in order to arouse curiosity and learning motivation (Cropley in Lin, 2011: 153).

A student can be said to have used abilities think creatively if the comments produced are different and arise from the students' ideas or ideas, not copying them directly from books or reading source. This is in line with what was stated by Supriatna (2019:76) states that creativity can emerge from incomplete or incomplete material. Incompleteness and incompleteness can stimulate students to ask questions, search own answers, and build knowledge through ideas new.

Based on the description above, the researcher concluded to do development of creative teaching in collaboration with teachers innovate in solving problems constructively students' imagination in learning so that they can improve their abilities think creatively. Creative thinking abilities that will be developed by researchers through the application of creative pedagogy . Creativity is the aim of this research is how teachers and students can carry out learning in a balanced manner and in harmony to build creative potential. Through imagination the teacher can explore students' learning experience by conducting questions and answers that can bring out student creativity, apart from that, with imagination the teacher can express planning and the learning process in the method of telling stories, analogies, making pictures or role playing so that it can develop students' imagination (Chappell, et al., 2019; Stehlik, 2008; Toivanen, 2013). Developing students' imagination can carried out with the support of teachers who are creative in carrying out learning creatively through the application of a creative pedagogical approach.

Dezuan and Jetniof (2011:264) (in Supriatna & Maulidah, 2020:8) define creative pedagogy as planning, organizing activities from teaching and learning activities that are imaginative and innovative in content The curriculum is accompanied by learning strategies implemented in the classroom with the aim of: a form of developing student creativity. As explained from the results research by Horng, et al. (2005); Jimenez (2018); Lin (2011:152) about creative teaching framework (creative pedagogy) in which the approach is explained Creative pedagogy includes creative teaching planned and developed by The teacher aims to form a more imaginative and interesting learning process and effective. Thus creative teaching can be developed by creative teachers by highlighting different flexibility in teaching, playing an active role in developing his thoughts and expressed in learning actions.

This means that teachers can innovate by packaging learning from the basic curriculum context which contains a number of *guidelines* learning so that through creative pedagogy it can produce creative students who are brave in making decisions through the use of imagination (Supriatna & Maulidah, 2020:49; Chien & Hui, 2010). Education can develop creativity with encouragement from several components includes: teaching that carries out creative and innovative practices, doing Environmental modification aims to stimulate student creativity and openness teachers towards students in reflection activities at the end of each lesson (Craft, 2003; Hughes, 2014). This means that creative teachers can develop imaginative designs such as planning how the process of teaching and learning activities will be This is done by involving students actively and efficiently in activities

learning process as well as reflection which is a means of learning for carry out elaboration or expansion of insight (Supriatna & Maulidah, 2020:51).

## **METHOD**

In this research, the approach used is a quantitative approach because it is to solve the problems faced and is carried out carefully and systematically, and the data collected is in the form of a series or collection of numbers (Nasehuddin & Gozali, 2015), where the method used by researchers is the experiments , because quantitative methods include experimental and survey methods (Sugiyono, 2017). Researchers use experimental methods in their research because experimental research can be interpreted as a research method used to find the effect of treatment on others under controlled conditions (Sugiyono, 2017).

## **FINDING AND DISCUSSION**

An instrument is said to be valid if it is able to measure what is desired. An instrument is said to be valid if it can reveal data from the variables studied accurately. The level of the instrument shows the extent to which the data collected does not deviate from the description of the variable in question. The research instrument was measured using a sample of respondents. The tool for measuring validity is *Correlation Product Moment from Pearson* . Testing the validity of the instrument was carried out using the SPSS 26.0 *for Windows computer software program* . An instrument is said to be reliable if the instrument can be used more than once at different times, but still shows relatively consistent results. According to Prasetya & Sumarji ( 2020 ) stated that a quite popular approach to overcome this problem is to use the alpha coefficient . From the opinion above, it can be explained that reliability testing is the process of testing the question items in a questionnaire, whether the contents of the question items are reliable so that the factors can be measured.

Next, the reliability coefficient obtained is compared with a minimum alpha of 0.60. If the reliability coefficient  $\geq$  alpha (0.06) then the question asked is reliable and the reliability coefficient  $\leq$  alpha (0.06) then the question asked is not reliable. To find the reliability of the instrument, the test data were analyzed with the help of the SPSS 26.00 for Windows software program. From this opinion, in this study the basis for decision making whether an item is reliable or not is alpha ( $\alpha$ )  $\geq$  0.60 .

**Table 1: Reliability Test Results**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,966	,970	20

After being given treatment to those who used a creative pedagogical learning approach, at the end of the lesson the author carried out a posttest to determine better learning outcomes for the two groups. The description of statistical data on pretest and posttest scores obtained by students in class can be seen in the following table:

**Table 2: Description of statistical data on post-test scores for PPKn lessons**

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error
PRE TEST	8	50.00	90.00	69.8118	9.83857	-.113	,261	-.547	,517
POST TEST	8	67.00	95.00	79.3647	6.33555	.311	,261	-.368	,517
Valid N (listwise)	8								

Testing of analysis requirements needs to be carried out before the data is analyzed further. The analysis requirements test carried out is the normality test. The normality test used in this research was the *One-Sample Kolmogorov-Smirnov Test normality test* using the statistical calculation program SPSS 26.0 for Windows Version. If significance or *Asymp.Sig. (2-tailed) > 0.05*, then the sample is normally distributed. The following are the results of the normality test of pretest and posttest scores, namely:

**Table 3 : Normality Test Results**

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRE TEST	,067	85	,200 *	,983	85	,323
POST TEST	,088	85	,151	,982	85	,271

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the normality test in table 3 above, the results obtained show that the student's pretest score has a significance or Asymp.Sig ( 2-tailed) of 0.983. In other words, it can be concluded that the pretest value data is normally distributed because  $p$  is  $> 0.05$ , namely  $0.983 > 0.05$ . In terms of normality, students' posttest scores have a significance or Asymp.Sig .( 2-tailed) of 0.982. In other words, it can be concluded that the posttest value data is normally distributed because  $p > 0.05$  , greater than  $> 0.05$ . Hypothesis Testing Hypothesis testing using the T-test aims to determine the difference in the average value of the PPKn learning outcome test between classes that use a creative pedagogical learning approach and the average value of the PPKn learning outcome test for students in classes that use conventional learning. Hypothesis testing in this research is to *find out whether there is* an influence on changes in learning outcomes in class (2-tailed)  $> 0.05$  , then  $H_0$  is accepted and if the significance or Sig. (2-tailed)  $< 0.05$  then  $H_0$  is rejected or  $H_1$  is accepted. The results of hypothesis testing regarding differences in the average scores of students' PPKn lesson results tests can be seen in the table below:

**Table 4: Hypothesis Test Results ( Paired Samples Test )**

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	POST TEST	79.3647	85	6.33555	0.68719
	PRE TEST	69.8118	85	9.83857	1.06714

The role of the teacher is in providing varied activity choices, it is hoped that the goal will be interest in learning. Interest in learning activities has several important roles, such as increasing concentration or attention, bringing joy or feelings of pleasure, strengthening students' ability to remember, generating positive and constructive learning attitudes, and minimizing students' boredom towards lessons. The important role of interest in learning activities is one of the supporting factors in the success or failure of the learning objectives to be achieved (Sadirman, 2006). It is hoped that providing varied learning activities will not only increase interest, but also increase creativity. The problem of students' low interest in learning in the PPKn subjects above can be overcome by developing creative pedagogical learning models. Creative Pedagogy as a new pedagogy to produce creative teachers, students and schools gives teachers the freedom to be creative and freely choose learning models and methods. (Pentury & Anggraeni, 2022). Creative pedagogy may be something new, but the development of creative pedagogy will lead to students' creative thinking power, namely by generating ideas, ideas and student activity.

This is proven by the results of the average test scores for students' PPKn lesson learning outcomes during the post test, there is an increase compared to the average test scores for students ' PPKn lesson learning outcomes during the pre test. Based on the results of data calculations, the average test score for students' Civics learning outcomes in the

pre-test was 69.81, showing a significant result with a Sig. (2-tailed) below 0.05, namely 0.00, which means treatment given in the post test results, namely the use of creative pedagogical learning methods on student learning outcomes in Civics lessons has a significant influence. Based on the results of the statistical calculations above, it can be concluded that there is an influence of the use of creative pedagogical learning methods on the learning outcomes of PPKn lessons for class XI MAN Insan Intellectual students in Palu City.

## CONCLUSION

Based on the results of the hypothesis, it shows that Sig.(2-tailed) < 0.05, namely  $0.000 < 0.05$ , then the hypothesis is accepted, because Sig.(2-tailed) is below 0.05. So it can be concluded that there is an influence of the use of a creative pedagogical learning approach on the learning outcomes of PPKn class XI students at MAN Insan Scholar, Palu City. So the author can draw the conclusion that the use of a creative pedagogical learning approach has had a significant positive influence on the learning outcomes of Civic Education lessons for class XI students. This can be seen from the increase in the average score of the PPKn learning outcomes test for class XI students, after the class was given treatment and carried out a post test with a score of 79.36 .

## REFERENCES

- Agung, Iskandar. 2014. *Developing Teacher Professionalism (Efforts to Improve Teacher Performance Competence and Professionalism)*. Jakarta: Bee Media Pustaka.
- Arikunto . 2017 . *Research Procedures A Practical Approach* . Jakarta: PT. Rineka Cipta.
- Hamzah B. Uno. 2012. *Learning Models Creating Creative and Effective Teaching and Learning Processes* . Jakarta: PT Bumi Aksara
- Hurlock, E. 2013. *Developmental Psychology* . Jakarta: Erlangga.
- Majid, A. 2013. *Learning Strategy* . Bandung: PT. Rosdakarya Teenager
- Martono, Nanang. 2016. *Quantitative Research Methods* . Jakarta: PT RajaGrafindo Persada.
- Munandar, U. 2002. *Creativity & Talent: Strategies for Realizing Creative Potential & Talent* . Jakarta: PT. Gramedia Pustaka Utama.
- Nurjanah, Siti. 2016. *Teacher Professional Competency* . Iycheangga. Blogspot.com
- Slameto. 2015. *Learning and the Factors that Influence It* . Jakarta: Rineka Cipta
- Sugiyono . 2017 . *Quantitative, Qualitative and R&D Research Methods* . Bandung: Alfabeta, CV.
- Sukandarrumidi. 2012. *Research Methodology Practical Guidelines for Beginner Researchers* . Yogyakarta: Gajah Mada University Press.
- Sundayana , Rostina. 2014 . *Educational Research Statistics* . Bandung: Publisher. Alfabeta.
- Suprihatiningrum, Jamil. 2016. *Learning Strategy* . Jogjakarta: Ar-Ruzz Media.
- Suprihatiningrum , Jamil . 2013. *Theory and Application Learning Strategy* . Yogyakarta: AR-RUZZ Media.
- Suryabrata , Sumadi. 2016. *Research Methodology* . Jakarta: PT Raja Grafindo Persada.

- Trianto. 2008. *Designing Contextual Learning (Contextual Teaching and Learning) in the Classroom* . Jakarta: Smart Library Publisher.
- Wahyudi, Imam. 2012. *Pursuing Teacher Professionalism Practical Strategies for Creating a Professional Teacher Image* . Jakarta; Jakarta Achievements.
- Winarsunu, Sincere. 2012. *Statistics in Psychological and Educational Research* . Malang: UMM Press.
- Abdul Kadir and Hanun Asrohah . 2014. *Thematic Learning* . Jakarta: PT. Raja Grafindo Persada.
- Agus, Wibowo and Hamrin, 2012. *Become a Teacher with Character* . Yogyakarta: Student Library
- Ahmad Susanto. 2013. *Learning and Learning Theory in Elementary Schools* . Jakarta: Kencana Prenadamedia Group
- Arikunto, S. 2017. *Development of Research Instruments and Program Assessment* . Yogyakarta: Student Library.
- Nasehudin , Toto Syatori and Nanang Gozali. 2015. *Quantitative Research Methods* . Bandung: CV Pustaka Setia.
- Noor, Juliansyah. 2012. *Research Methodology, Theses, Theses, Dissertations, AND Scientific Work* . Jakarta: Kencana.
- Nurlaela, L. & Ismayanti, E. 2015. *Creative Thinking Learning Strategies* . Yogyakarta: Waves.
- Nuryadi, et al. 2017. *Basics of Research Statistics* . Yogyakarta: Sibuku Media.
- Sadulloh , Uyoh et al. 2018. *Pedagogik (Educational Science)* . Bandung: Alfabeta Publishers.
- Siti Muri'ah and Khusnul Wardan. 2020. *Psychology of Child and Adolescent Development* . Jakarta: Archipelago Literacy.
- Supriatna, N., & Maulidah, N. 2020. *Creative Pedagogy* . Bandung: PT Teen Rosda Karya
- Suyanto , and Asep Jihad . 2013. *Becoming a Professional Teacher, Strategies to improve. Teacher Qualifications and Quality in the Global Era* . Jakarta: The Essence of Erlangga. Group.
- Suyono & Hariyanto. 2015. *Implementation of Learning & Learning* . Bandung: Rosdakarya Youth
- Yusuf Suryana and Nur Irwantoro. 2016. *Pedagogical Competencies for Improving and Assessing Teacher Performance in the Context of Implementing the National Curriculum* . Sidoarjo: Genta Group Production.