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THE RELATIONSHIP BETWEEN CREATIVE THINKING SKILLS AND LEARNING OUTCOMES OF GRADE III ELEMENTARY SCHOOL STUDENTS

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Abstract. This study aims to determine the relationship between creative thinking skills and the learning outcomes of third-grade elementary school students in the Indonesian language subject. The method used in this study is a quantitative approach with a correlational research type. The population in this study consists of all third-grade students, totaling 25 participants. The data collection tool used is a test to find data on creative thinking skills in relation to learning outcomes. The prerequisite tests used are normality tests and linearity tests. The data analysis technique in this study uses Pearson correlation test (product moment correlation). The analysis results show that there is a significant relationship between the creative thinking skills of students and the learning outcomes of third-grade students in the Indonesian language subject.

Keywords: Skills Creative Thinking, Results Learning, Indonesian

Abstrak. Penelitian ini bertujuan untuk mengetahui keterkaitan keterampilan berpikir kreatif dengan hasil belajar peserta didik kelas III SD pada mata pelajaran Bahasa Indonesia. Metode yang digunakan dalam penelitian ini yaitu pendekatan kuantitatif dengan jenis penelitian korelasional. Populasi dalam penelitian ini seluruh kelas III sebanyak 25 peserta didik. Alat pengumpul data yang digunakan berupa tes untuk mencari data keterampilan berpikir kreatif dengan hasil belajar. Uji prasyarat yang digunakan yaitu uji normalitas dan uji linearitas. Teknik analisis data dalam penelitian ini menggunakan uji korelasi pearson (korelasi product moment). Hasil analisis menunjukkan bahwa terdapat hubungan yang signifikan antara keterampilan berpikir kreatif peserta didik dengan hasil belajar peserta didik kelas III pada mata pelajaran Bahasa Indonesia.

Kata Kunci: Keterampilan Berpikir Kreatif, Hasil Belajar, Bahasa Indonesia

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INTRODUCTION

In the world of education, the results study participant educate be one of indicator important in measure success of the learning process (Amelia et al., 2023; Rif'ah & Rohayati, 2018; Ulfah & Opan Arifudin, 2021). Learning outcomes no only influenced by factors external like method learning and environment learning, but also by internal factors of the participant educate, one of them is ability think creative (Baihaqi et al., 2025).

Think creative is one of aspect from skills think level high (higher order thinking skills) which are very necessary in face challenge 21st century. With think creative student can develop ability think about it through useful ideas, discoveries and thoughts for him in the learning process (Inaya & Setiyawati, 2023). Ability this covers ability for generate new ideas, see a problem from various corner view, and create innovative solutions (Ilmi & Puspita, 2020). Therefore, creative thinking is a very important competency to be developed in the learning process. Participant students who have ability think creative tend will feel challenged and interested for finish various problem in learning. When the ability think creative develop so will give birth to idea (idea), find mutual relationship relating, making and doing imagination, and have lots perspective to a thing (Mardhiyana & Sejati, 2016). This matter can impact positive to results study them. On the contrary, the low ability think creative can become obstacle in understand material lessons and finish problem academic.

However thus, in practice, ability think creative participant educate often not yet get optimal attention in the learning process. Too much learning focus on memorization and achievement mark solely potential hinder development power think creative students. In law number 20 of 2003 states that one of national education goals is develop potential participant educate to become creative human beings (Pelawi et al., 2021). Based on field data known that ability think creative participant educate class III is classified as creative.

Table.1 Value data think creative Participant Educate

Indicator	Amount Participant Educate	Percentage %
Very Creative	8	32%
Creative	15	60%
Enough Creative	2	8%
Lack of creativity	0	0%
No Creative	0	0%

Based on the data in table 1. above known to 32% of participants educate in very creative category, as many as 60% of participants educate in category creative, 8% of participants educate in category enough creative and not there is participant educate in category not enough creative and no creative. That thing to signify that MIN 1 Tanggamus pays great attention skills that must be mastered participant educate in face challenge 21st century. One of them is skills 21st century namely think creative (Montessori et al., 2023; Shabrina & Astuti, 2022; Srirahmawati et al., 2023).

Study similar to what was done (Manurung et al., 2020) state that think creative can give influence to results Study mathematics participant educate grade V of elementary school. Next study (Waruwu et al., 2020) obtained results that there is significant relationship between think

creative to results study participant educate grade V SDN on the subject lesson mathematics. From several study the direction study lots focused on the eyes lesson mathematics. Therefore that, it is necessary done study in field eye another lesson for know how far the relationship between ability think creative with results study participant educate on the eyes Indonesian language lessons for grade III elementary school. Research this aiming for to study connection between ability think creative and results study participant educate grade III of elementary school. It is expected results from study this can give contribution in development of learning strategies that are not only achievement oriented values, but also encourages development potential think creative participant educate.

METODE

Method research used in study this use approach quantitative with type study correlation. Research correlation is study correlation is method correlation is one of from miscellaneous method study quantitative used in evaluation. Especially for detect to what extent does variation occur in a factor related with variations on one or more other factors based on coefficient correlation (Sugiyono, 2016). Population in study this all over class III of elementary school. As many as determined with method taking sample using purposive sampling. Purposive sampling is technique taking sample based on consideration researcher (Sugiyono , 2019).

Data collection tools used in the form of a test. Test first used for get result data study participant educate, test in matter this shaped choice double covering ability cognitive participant educate on aspects C1-C6. Second test used for search for value data think critical participant educate, where question think critical the in the form of essay that refers to indicators of thinking critical. As for the indicators for measure think creative namely fluency, flexibility, originality, and elaboration (Darwanto , 2019; Utomo Aji et al., 2024).

Table 2. Thinking interval criteria creative

Indicator	Amount Participant Educate
Very Creative	> 81 – 100
Creative	61 – 80
Enough Creative	41– 60
Lack of creativity	21 – 40
No Creative	≤ 20

Source (DP Sari & Dewi, 2017)

Before the data is analyzed need prerequisite tests were carried out. The prerequisite tests used were: namely the normality test and the linearity test. Normality test used for evaluate does the data follow normal distribution, data must be tested its normality for ensure eligibility

analysis parametric (AP Sari et al., 2024). Linearity test aiming for know whether two variable or more tested have linear relationship or no in a way significant. This test usually used as requirements in analysis correlation or linear regression (Setiawan et al., 2020). Data analysis techniques in study this using correlation test pearson is technique correlation used for look for relationship and prove hypothesis connection two variable if data from two variable or the is same (Sugiyono , 2019). In study this is the test used for look for connection intelligence emotional with participant results educate grade III of elementary school.

RESULTS

Research data obtained use instrument study in the form of test test first for search for skills data think creative as variable X and test second used for search for result data study as the given Y variable to 25 participants educate on the eyes Indonesian language lessons. If X states variable free and Y states variable bound, then summary variable data score study presented in table 4 below

Table 4. Thinking data creative and results study

Respondents	Thinking Value Creative	Respondents	Achievement Value Study
R1	83	R1	88
R2	61	R2	80
R3	61	R3	80
R4	58	R4	82
R5	83	R5	89
R6	81	R6	85
R7	84	R7	89
R8	74	R8	83
R9	84	R9	83
R10	74	R10	83
R11	88	R11	86
R12	73	R12	84
R13	72	R13	85
R14	74	R14	90
R15	72	R15	84
R16	60	R16	81
R17	71	R17	82
R18	70	R18	84
R19	74	R19	84
R20	88	R20	86
R21	73	R21	84
R22	89	R22	85
R23	61	R23	80
R24	64	R24	84
R25	65	R25	83

Prerequisite test

Normality Test

Normality test data taken from results test skills think creative and results learning. The normality test was carried out use Kolmogorov-Smirnov [a]. The Kolmogorov-Smirnov (KS) test works for test whether a sample data comes from from population that has distribution certain, usually normal distribution. This test is also used for compare distribution sample with distribution theoretical. As for the results testing this can seen in table 5 below this.

Table 5. Normality test

	Kolmogorov-Smirnov [a]			**Shapiro Wilk**		
	Statistics	**df**	**Sig.**	**Statistics**	**df**	**Sig.**
Think_Creatively	.158	25	.107	.934	25	.105
Learning Outcomes	.163	25	.084	.939	25	.142

Based on table 5, it can be seen in the Shapiro-Wilk table column that the sig values of the two data are more from 0.05, then the data thinks creative and learning outcomes normally distributed, which means distributed data in a way symmetrical about the mean, with part big data values collected around average value and more little data away from the average.

Linearity Test

Linearity test used for know whether connection between two or more variable linear (straight line) or no. This important because of this test used as prerequisite in analysis correlation and linear regression, ensuring that the statistical model used in accordance with data.

Table 6. Linearity test

			Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Learning_Outcomes * Creative_Thinking	Between Groups	(Combined)	128,360	14	9.169	1,730	.194
		Linearity	89,793	1	89,793	16,942	.002
		Deviation from Linearity	38,567	13	2,967	.560	.838
	Within Groups		53,000	10	5,300		
	Total		181,360	24			

Based on the data in table 6, it can be seen mark from sig deviation from linearity (0.838) more big from 0.05 then the data is linear.

Hypothesis Testing

Based on the prerequisite tests carried out known that the data is normally and linearly distributed so that for test the hypothesis using correlation test pearson with IBM SPSS 24 application.

Table 7. Hypothesis testing

		Think_Creatively	Learning Outcomes
Think_Creatively	Pearson Correlation	1	.704 **
	Sig. (2-tailed)		.000
	N	25	25
Learning Outcomes	Pearson Correlation	.704 **	1
	Sig. (2-tailed)	.000	
	N	25	25

Based on table 7. results analysis of data obtained mark correlation pearson = 0.704, this state level correlation “strong” category, so obtained coefficient determination = 0.4951 which means "that thinking creative give contribution by 49.51% against results Study".

DISCUSSION

Based on the results research conducted data was obtained that there is significant relationship between skills think creative with results study participant educate with level correlation category strong. Correlation level category strong means connection between two variable or much stronger and can reliable. Correlation strong show that change in one variable tend impact big on variables others. So, if participant educate own level think high creativity then it will also get results high learning too. This is supported by opinion (Nurmawan & & Sari, 2023) who stated that think creative own trend can practice student for bring out the ideas that come up or express self in the learning process.

Research result the reinforced with researches previously stated that there is connection between skills think creative with results study participant educate on the eyes lesson mathematics (Firdaus et al., 2024; Manurung et al., 2020; Nurmawan & & Sari, 2023; Sahwari & Dassucik, 2021; Winda & Noor, 2016). With thus can concluded that skills think creative own connection with results study no only on the eyes lesson mathematics but also in the eyes other subjects such as Indonesian in particular in study this is at the level school basic. That is in harmony with opinion (Susiloningsih et al., 2022) which revealed that skills think critical is very important taught to participant educate as early as possible.

Thinking creative alone become need important for participant educate for face challenges of education in the 21st century. To face development 21st century needed skills 21st century must mastered every participant educate. As for the skills 21st century, namely Critical Thinking (thinking critical), Creativity (creativity), Communication (communicating), and Collaboration (working same) which is often abbreviated with 4C (Alsya'bi et al., 2022; Nopiani et al., 2023; Nurhayati et al., 2024; Wati et al., 2022).

Think creative this is very necessary in self students and should can applied in the learning process teaching. Because it involves emergence idea or draft new, or connection new between ideas and concepts that have been there is can to awaken motivation student for study in a way independent as well as capable study with other students in group learning. Efforts made can from aspects of the learning process, improvement teacher's ability in teaching, and the strategies used in the learning process that can dig ability student for think creative in follow the learning process. Then in the learning process it is expected that teachers can do things new that can push student for develop potential and talent that he has have, improve ability think creative, and involving student in a way active in find alone settlement problem. For push student think creative teachers must give a session where all student can disclose his opinion, providing time for student for make task creative in class, and given chance for free develop his creation (Waruwu et al., 2020)

CONCLUSION

Based on results analysis of data obtained mark correlation pearson = 0.704, this state level correlation "strong" category, so obtained coefficient determination = 0.4951 which means that thinking creative give contribution by 49.51% against results learn. With thus can concluded that there is significant relationship between skills think creative with results study participant educate grade III SD in the subject Indonesian language lessons.

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