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**Analysis of the Application of Problem-Based Learning to Improve
Creative Thinking Abilities in Economics and Business Student**

By

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Abstrak:

Tujuan penelitian ini untuk menganalisis penerapan pembelajaran berbasis masalah untuk meningkatkan kemampuan berpikir kreatif pada mahasiswa ekonomi dan bisnis. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan di Perguruan Tinggi Swasta Kota Medan pada semester ganjil 2023-2024. Informan dalam penelitian adalah 10 mahasiswa ekonomi dan bisnis di Perguruan Tinggi Swasta Kota Medan pada semester ganjil 2023-2024. Analisis data dalam penelitian ini menggunakan deskriptif kualitatif. Langkah-langkah pelaksanaan penelitian ini terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Hasil penelitian menunjukkan bahwa pembelajaran berbasis masalah dapat meningkatkan keterampilan berpikir kreatif pada mahasiswa ekonomi dan bisnis di Perguruan Tinggi Swasta Kota Medan pada semester ganjil 2023-2024.

Kata Kunci: Penerapan, Pembelajaran Berbasis Masalah, Kemampuan Berpikir Kreatif

Abstract:

The purpose of this research is to analyze the application of problem-based learning to improve creative thinking abilities in economics and business student. This research is classroom action research carried out at Medan City Private Universities in the odd semester 2023-2024. The informants in the research are 10 economics and business students at Medan City Private Universities in the odd semester 2023-2024. Data analysis in this research uses qualitative descriptive. The steps for implementing this research consist of planning, implementation, observation, and reflection. The research results show that problem-based learning can improve creative thinking abilities in economics and business student at Medan City Private Universities in the odd semester 2023-2024.

Keywords: Application, Problem-Based Learning, Creative Thinking Abilities

INTRODUCTION

The objectives of national education which originate from various cultural roots of the Indonesian nation are contained in the National Education System Law, namely

Law Number 20 of 2003. In the National Education System Law Number 20 of 2003, it is stated that national education aims to develop the potential of students so that they become human beings who believe and are devoted to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and are democratic and responsible citizens.

The development of a learning system that includes scientific, economic, and social aspects requires the young generation to be able to face future challenges. This can be started by changing learning methods from traditional methods to learning methods that focus on training students' thinking styles in preparing students to face learning competitions in the era of globalization (Amir, 2009). This means that students are not only given information through teacher-focused teaching, but learning that leads students to develop thinking abilities so that they can solve every problem related to everyday life with skill, innovation, and creativity.

Even though creativity can be developed through practice, in reality in the field of education, the learning process in the classroom is still directed at the ability to memorize information, while high-level thought processes including creative thinking are rarely trained (Sudarman, (2007).

Students must improve critical and creative thinking skills so that students can make the right decisions in solving complex problems that exist in society. Moreover, education itself aims to improve mental development, skills and knowledge so that students become independent and complete individuals.

Creativity is one of the basic human needs to see the many possible solutions to a problem (Sukardjo and Komarudin, 2013). However, in reality this form of thinking has not received much attention and development in formal education. In the current era of globalization, the progress and prosperity of the nation depends on the creativity of society, namely in the form of new ideas, new discoveries, and even new technology created by society. To make this happen, creative attitudes and behavior are needed that can be developed in students at school, with the aim that students who will become the nation's successors will not only become consumers of knowledge but will produce new knowledge, and be able to generate employment opportunities rather than just looking for work.

So far, student creativity has not received attention in the learning process, especially in science subjects. The problem that is often encountered in schools is teacher-centered learning, so that most students do not explore their own abilities and this causes low creativity and student learning outcomes (Arifin, 2010). Based on the results of the researcher's initial observations at the research school, it was found that learning at the school was not yet linked to real life problems so that students experienced boredom and a lack of activity in the learning process. Teachers should be able to master and apply various student-centered and interactive learning strategies by optimizing the function of existing learning media.

The problem based learning model is designed to encourage students to explore ideas, find knowledge resources and think logically. The steps in this learning model and method are first, identifying the problem. Second, explore existing knowledge. Third, generate hypotheses and explain mechanisms by identifying learning objectives. The teacher's role in learning is as a facilitator by encouraging all students to contribute to learning.

The purpose of this research is to analyze the application of problem-based learning to improve creative thinking abilities in economics and business student.

RESEARCH METHODS

This research is classroom action research carried out at Medan City Private Universities in the odd semester 2023-2024. Classroom action research is a form of practical research carried out by lecturers in the classroom to improve the learning process or improve the quality of learning (Alimuddin et al., 2023; Kurdhi et al., 2023). This research is usually carried out when lecturers feel there are problems or deficiencies in the ongoing learning process, or when they want to try a new method or approach to teaching. The main goal of classroom action research is to improve the effectiveness of teaching and learning in the classroom. By conducting classroom action research, lecturers can better understand the learning process that occurs in their class, find solutions to the problems they face, and implement and evaluate the effectiveness of new strategies or methods in learning. The classroom action research process usually involves repeated cycles, namely planning, action, observation, and reflection (Pandiangan et al., 2023). The lecturer will first plan the action to be taken, then carry out the action, observe the results, and reflect to evaluate the effectiveness of the action.

A research informant is someone who has information about the research object. The informants in this research come from direct interviews who are referred to as sources (Pandiangan, 2023; Ratnawita et al., 2023). The informants in the research are 10 economics and business students at Medan City Private Universities in the odd semester 2023-2024.

Data analysis in this research uses qualitative descriptive. Qualitative descriptive is a research method that utilizes qualitative data and is described descriptively (Yoppy et al., 2023). This type of qualitative descriptive data analysis is often used to analyze social events, phenomena or situations. The steps for implementing this research consist of planning, implementation, observation and reflection.

RESULT AND DISCUSSION

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To improve creative thinking abilities includes:

1. Fluently Thinking Ability

Fluently thinking ability means being able to produce many relevant ideas or answers and having a smooth flow of thought. Characteristics of students' fluent thinking skills, namely asking lots of questions; responding with a number of answers if there are questions; having many ideas about a problem; fluently expressing ideas; working faster and doing more than other children; and quickly seeing errors or deficiencies in an object or situation.

2. Original Thinking Ability

Novelty is the originality of ideas produced in responding to ideas appropriately. Thinking original means giving answers that are unusual, different from others, and answers that are rarely given by most people. Student behavior in the aspect of originality is seen when students are able to think about problems or things that other people have never thought about. The original thinking skills possessed by students are reflected in student behavior, namely thinking about problems or things that other people have never thought about; questioning old ways and trying to think of new ways; choose asymmetry in drawing or creating designs; have a different way of thinking than others; seeking new approaches after reading or hearing ideas; working to find new solutions; and prefers to synthesize rather than analyze situations.

3. Detail Thinking Ability

Detailing skills are the ability to enrich and develop an idea or product, adding or detailing an object, idea or situation so that it becomes more interesting. The detailed thinking skills possessed by students are reflected in their behavior, namely looking for deeper meaning in answers or solving problems by carrying out detailed steps; develop or enrich the ideas of others; trying or testing details to see which direction to take; have a strong sense of beauty so are not satisfied with empty or simple appearances; and adding lines, colors and details to his own or other people's drawings.

Problem-based learning can improve creative thinking abilities in economics and business student at Medan City Private Universities in the odd semester 2023-2024. Problem based learning is a learning approach that uses real world problems as a context for critical thinking and problem solving skills. The first stage of the problem based learning model is orienting students to the problem. Students are asked to observe problems in the environment. The problems used in problem based learning must be problems that have not been resolved. The problem used must be one that interests students in knowing it. Students are more enthusiastic in solving these problems, besides that the problems raised in the problem based learning model must be problems that can give rise to many hypotheses so that students are trained to solve problems and need creative thinking skills to solve these problems. Students' creative thinking abilities are stimulated when they think of the best solution to solve a problem. Increasing creative thinking abilities or student learning outcomes which states that learning is meaningful assimilation, the choice of material must be meaningful and appropriate to the student's level of development. Choosing problems that are appropriate to the student's level of development will make students interested in solving them and students' ability to think creatively and learning outcomes can increase.

The second stage is organizing students to study. The lecturer groups students into several groups. An important idea put forward regarding grouping students in learning is that learning occurs through social interactions between students and lecturers or their peers. Students will feel encouraged by discussions between students and lecturers. Students try to give and receive information to each other that students need to solve problems so that the information students need will be distributed well in learning and will result in an increase in students' ability to master the material being studied. This second stage hones students' ability to generate original ideas. The grouping in the second stage trains students' ability to think fluently and think flexibly. These two aspects are aspects of creative thinking abilities.

The third stage is to assist independent and group investigations. Students work together to solve problems given by the lecturer. In implementing the learning carried out by students in research, students carry out experiments to prove the hypotheses that students have made in the previous stage. Students will gain their own experience related to the implementation of the practicum carried out. Carrying out practicums will increase students' understanding of the material because they gain knowledge from reading or sources received from peers and discussions with lecturers, students will gain their own experience from the results of the experiment.

CONCLUSION AND SUGGESTION

The research results show that problem-based learning can improve creative thinking abilities in economics and business student at Medan City Private Universities in the odd semester 2023-2024.

Based on the results of this research, the researcher proposes these recommendations, namely:

1.For Students

Students should be able to take advantage of their free time and existing facilities and be able to develop critical thinking skills to be able to solve problems.

2.For Lecturers

It is best for educators to continue the learning process by using problem-based learning to improve critical thinking skills in learning and teaching activities.

3.For Universities

Teachers should improve the quality of education in schools, by preparing optimal teaching methods, namely by using a learning model that is in accordance with the characteristics of each student and the lesson material they are studying.

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