

Blended Learning: Alternative Method Of Core Curriculum To Improve 21th Century Student's Creative Thinking Skills

Caraka Putra Bhakti, Muhammad Alfarizqi Nizamuddin Ghiffari

caraka.pb@bk.uad.ac.id

Guidance and Counseling Departement, Ahmad Dahlan University, Indonesia

Abstract

The purpose of this paper is to provide an alternative method of the core curriculum to improve students' creative thinking skills. The 21st century is an era of a complex problem for young people and this era requires students to have a wide range of skills. There are a wide variety of skills that students are required today, one of which is a creative thinking skill which is the thinking process that is carried out systematically, resulting in an idea or a product of the ideas. Develop that skills can be done through the core curriculum, with an effective and efficient method. Blended learning can be one alternative which is to be used in the core curriculum given to students which aim to develop students' potential. The subject of this writing include 1) what core curriculum capable of increasing creative thinking skills 2) the implementation of blended learning in the core curriculum capable of increasing creative thinking skills

Keywords: Blended Learning, Creative thinking skill, Core Curriculum,

Introduction

Lives of the 21st century are increasingly complex, has a wide range of problems in life, Humans are required to continue to actualize themselves by having a wide range of skills. Thus, humans can survive in this present life. There is a wide range of skills needed by humans in the 21st century. One of the skills that need to humans is Creative thinking skills. According to Fasli Jalal (2008) quotes from Kai Min Cheng stating that the 21st Century Skills, that include: basic skills, technology skills, problem-solving skills, communication skills, critical and creative skills, information/digital skills, inquiry/reasoning skills. If we look, creative thinking skills are included in the category of skills required in the 21st century as a defence for the man in the face of change is so swift. Thus, creative thinking skills are required for humans to be able to adapt and face the 21st century.

Creative thinking skills become indispensable because of his own skills Creative thinking is not limited to the usual thought process. Creative thinking skills own means to produce a thing. Briefly, creative thinking can be said to be a pattern of thinking that is based on a method that encourages us to produce creative products (Rahman, 2012). Thus the product resulting from the process of creative thinking will

be needed to deal with 21 century filled with a complex problem. therefore, the need to develop creative thinking skills optimally to humans.

Of course, in developing creative thinking skills in human beings, human beings need to be trained from school and where the role of school counselors in developing creative thinking skills in students. School counselors would have a wide range of services which can be given to students who aim to develop the potential of students, one of the services that can be applied is the core curriculum. As a basic Guidance as educational efforts, defined as a process aid to individuals to reach optimum levels of self-development in his life independently navigation (Bhakti, 2017). From the foregoing services rendered by school counselors to students to be effective and efficient, so as to develop students' creative thinking skills optimally. Therefore, school counselors play an important role in the services to be able to develop creative thinking skills.

However, in reality, there are many core curriculum are applied at this time can still be said to be less effective. This is because of the use of methods of material that is not in accordance with the needs and conditions of the students, as well as lectures. According to Ismail (2008), Methods lecture be less effective in the classroom with a large number of students, for various reasons, such as some students less attention to the teacher, talk with his friend, the teacher is less than optimal in supervising students. In the 21st century, students are more interested in learning the which involves the student or the student centre as well as the use of technology in the learning process (Bhakti, 2018). Therefore, lectures need to be reduced and the need for the implementation of better methods which involve students in it, the present, using technology and can improve students' ability to think creatively.

The method replaces the lecture method needs to involve students in it. This is because the right methods that involve students more interesting than the lecture method that has been applied in various schools. according to Rudyanto (2014), The use of varied learning model can support students' learning success. From these statements it can be concluded, the lecture method that already exists today should be replaced by an upgraded and more effective methods and able to enhance students' creative thinking skills. There are a couple of methods that can improve students' creative thinking skills. Blended learning can be one of the methods used in the core curriculum. This is because blended learning has its own uniqueness.

Blended learning is a learning method that this method is formed of two or more methods are combined, thus creating a new method. The purpose of Blended learning itself to create the most effective teaching methods. It because, the fundamental concept of blended learning is to combine the most effective method to develop a certain capability, thus merging the blended learning method is not only combining methods in general, but there is a meaning in combining the method to be selected. Thus, the combined method has the same goal in the learning process later.

Based on the description of the background, then the problems identified in the core curriculum to improving creative thinking were:

1. Guidance and Counseling Teachers/School Counselor were less creative in developing learning methods
2. Students learning activeness were not maximal, students will be bored and creative thinking skill doesn't improving optimally
3. The roles of guidance and counseling teachers/Counselor Teacher were not optimal in improving students' creative thinking
4. The Methode that already exist doesn't student improving creative thinking skill
5. The guidance and counseling teacher/School Counselor less information about methods that can improving creative thinking optimally.

Based on the background of the above problem, then the problem to be discussed can be formulated as:

1. What kind of method to improving student's creative thinking skill?
2. How to make the method that guidance and counseling teacher/school counselor have more effective ?
3. How to implement the blended learning to improving student's creative thinking skill?

Literature Reviews

Creative thinking skill

Creative thinking skills own means to produce short things. which is creative thinking can be said to be a pattern of thinking that is based on a method that encourages us to produce creative products (Rahman, 2012). Produce a creative product not only in the form of an object that can be used or a tool. Followed by Rahman (2012) creative thinking is a person's ability to give birth to something new, whether it be the idea and the real work is relatively different from what has gone before. Thus, an idea or a thought can be said to be the result of creative thinking.

Having creative thinking skills is certainly not easy. There are various aspects of creative thinking that need to be owned by someone. According to Anwar (2012), creative thinking is a new way of seeing and doing something that contains four aspects, among others, fluency (fluency), flexibility (flexibility), Originality (authenticity), and elaboration (of detail). In addition, reinforced by the opinions Evans (in Rahman, 2012) suggests that creative thinking was detected in the four elements, namely: Sensitivity, Smooth (Fluency), Flexibility, and Authenticity (Originality). Thus, people who have creative thinking not merely think ordinary but has some aspects that need to be held as efficient in thinking, flexible, original and so forth.

The exposure of creative thinking, these skills are required by current students. If students today have a good creative thinking and optimal, then the student will be able to deal with a wide range of issues that will he face the future. This is because the process of thinking and finding solutions requires creativity in defining steps and actions so that the measures and actions that students take to solve a problem right.

Core Curriculum

Provision of services in guidance and counseling consists of several parts. In a comprehensive guidance and counseling services in four service components are 1) Basic Service, 2) Individual Planning Services Specialization and, 3) The service is responsive, 4) Support system. Basic service is one of the services into one service were always given to students. Basic service strategies According to Ministry of Education (2008: 224-230), is a program implementation strategy for each component of the basic services that core curriculum and Guidance Group. A core curriculum is very often used by guidance and counseling teachers in developing students' potential.

A core curriculum is a service that aims to develop the potential of students where the service is provided to all students. According to ASCA (2016), Core curriculum is planned lesson delivered to all student within a grade level or school. Thus, the core curriculum levelling services provided to students and do not see the difference between a student with other students.

The core curriculum is given to students applied to certain methods. Of course, the methods applied need to pay attention to the needs and suitable for students condition. Thus, the service can be applied effectively and efficiently develop the abilities such as critical thinking, problem-solving skills and creative thinking skills.

Blended Learning

As a method that results from combining the two methods, Blended Learning not only combines two methods for granted. Blended Learning is a method derived from a combination of methods that have existed with the new method. Sneezing in Tucker (2009) Blended Learning instructional approaches are defined as roommates Reviews those combine different media training (technologies, activities, types of events) to create an optimal training program for a specific audience. Upheld by Sutisna (2016) which says that Blended Learning is a learning method that combines two or more methods and approaches in learning to achieve the goal of the learning process. From this merger of the methods used is the key factor of Blended Learning.

The incorporation of the blended learning method has several key components. The important component consists of consists of traditional methods or face-to-face with the latest technology or method. According to Garrison (2004) states that "... Blended learning is the effective integration of the two the main components (face-to-face and Internet technology) such that we are not just adding on the existing dominant approach or method.". Thus, Blended Learning is a joint product of two methods

which combine the method of face-to-face (Traditional) and Technology (the new method). Of the two methods were combined produce new method is more contemporary, more appealing and have a different style.

This method can be applied in the core curriculum. Of course, in its application to suit the needs and potential to be developed by guidance and counseling teacher/school counselor. For example the teacher guidance and counseling / school counselors seeking to develop creative thinking skills, of course, the method is incorporated into the blended learning need to see be something like, a method that combined make the students have the ability to create something in the original, making students sensitive to something, improving students have the ideas and the ideas and problem-solving skills. In addition, students need to be involved in the learning process. Thus the methods are combined must have indicators such as case-based learning, project-based learning, blogging, movie maker, and others which consist of traditional methods and technology.

Of course, in the implementation stage requires several sessions. For example, at the first meeting was the introduction mater, the second meeting began to discuss the matter by using case-based learning, the next meeting using technology as the development of what has been discussed at previous meetings, and so on. Thus, every meeting with the activities provided to students is expected to be able to develop the students' potential as creative thinking skills.

Conclusion

In developing creative thinking skills, methods used in core curriculum need to consider several indicators of creative thinking skill itself. The method used need to create a good atmosphere to make students able to think in original, flexible, sensitive, and so forth. Blended learning can be one alternative service that can be provided to students in developing creative thinking skills.

Creating a classical method in an effective counseling service must pay attention to the circumstances, current students. Blended learning itself offers a simpler way to establish the method to be applied in the core curriculum. For example, the technology and existing methods are combined and put together. Case-base learning and blogging can be one alternative. This is because the case-based learning will help students in the process of thinking while blogging is a student to create an idea which is obtained from the previous thought process.

Blended learning Implementation in core curriculum to develop creative thinking skills students performed with several stages. Each stage consists of activities gradually. For example, the first meeting to learn the material, a second meeting began using ideas and creations, the third meeting using technology to be creative, the fourth meeting using technology to develop students who have the previous form. It is expected that through each of these stages, students will take the essence of

learning from each activity and creative thinking skills students will develop optimally.

References

- Anwar, N. M. et al. (2012). A Comparison of Creative Thinking Abilities of High and Low Achievers Secondary School Students. *International Interdisciplinary Journal of Education*, 1(1), 1-6.
- ASCA. (2016). *ASCA National Model Implementation Guide: Foundation, Management and Accountability*. America: American Scholl Counselor Association.
- Bhakti, C. P., Ghiffari, M.A.N. & Regita. S. M. (2018). Strategy of Core Curriculum to Improving Student's Critical Thinking Skill. *Teraputik*, 1(3).
- Bhakti, C. P. (2017). Program Bimbingan dan Konseling Komprehensif untuk Mengembangkan Standar Kompetensi Siswa [Comprehensive Guidance and Counseling Program for Developing Student Competency Standards]. *Jurnal Konseling Andi Matappa*, 1(1).
- Depdiknas, R. I. (2008). *Rambu-Rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal [Guidance and Counseling in Formal Education]*. DepDikNas RI. Bandung: UPI.
- Garrison, D. R, and Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *Internet and Higher Education*. 7: 95-105 ELSEVIER: Canada.
- Jalal, F. (2008). *Bahan Paparan Direktur Jenderal PMPTK pada Rembug Nasional Pendidikan Tahun 2008 [Presentaion on national meeting under vocational directorate general]*.
- Rahman, R. (2012). Hubungan Antara Self-Concept Terhadap Matematika Dengan Kemampuan Berpikir Kreatif Matematik Siswa [Relationship Between Self-Concept to Mathematics with the Ability of Student Math Creative Thinking]. *Infinity: Jurnal Ilmiah Program Studi Matematika STKIP Siliwangi Bandung*. 1(1).
- Rudyanto, H. E. (2014). Model Discovery Learning Dengan Pendekatan Saintifik Bermuatan Karakter Untuk Meningkatkan Kemampuan Berpikir Kreatif [A Discovery Learning Model with a Scientific Approach to Be Characterized to Improve Creative Thinking Skills]. *Premiere Educandum*. 4(1).
- Sutisna, A. (2016). Pengembangan Model Pembelajaran Ble nded Learning pada Pendidikan Kesetaraan Program Paket C dalam Meningkatkan Kemandirian Belajar [Development of Learning Model Ble nded Learning on Equality Education Program Package C in Increasing Self-Reliance Learning]. *Jurnal Teknologi Pendidikan*, 18(3).
- Tucker, J. S. (2009). *Training Digital Skills in Distributed Classroom Environments: A Blended Learning Approach*. U.S. Army Research Institute for the Behavioral and Social Sciences: U.S.