BASED LEARNING MANAGEMENT IDEAS TO IMPROVE THE CREATIVITY OF THINKING

Zulfakar[a]*

[a]*IKIP Mataram

Jl. Pemuda No.59A, Dasan Agung Baru, Kec. Mataram, Mataram, Indonesia zulfakar07@gmail.com

Abstract

This study aims to develop ideas based learning management in improving, the creativity of thinking, by applying the four main pillars, namely: 1) learn to know something, 2) learn to understand something, 3) learn to actualize something, and 4) studying the creation of something. The method used in tis research is the method of research and development is commonly abbreviated (R & D). As for knowing improvement of student learning outcomes using the formula Pm = P2-P1. This research instrument synergy between faculty and students in implementing the four main pillars of ideas based learning management indicators: a) mastery and getted of the material, b) understanding and deepening of the material, c) actualize material, d) the creation of matter. The results showed a significant increase applied before and after the learning management based on the idea of three classes the first semester of the 2014/2015 academic year student of management education FIP Teachers' Training College Mataram taken at random, while the sample in this study amounted to 150 students with details as follow : 50 students of the third semester, 50 students and 50 students of the fifth semester VII semester. With an average increase of 6.42 %, with details as follows: third semester, an increase of 6.5 %, the fifth semester increased by 6.74% while the seventh semester an increase of 6.02%.

Keywords: Based Learning Management Ideas, Creative Thinking.

I. INTRODUCTION

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the strength sepiritual, self-control, personality, intelligence, character, and skills required him, in the life of the nation. National education goals is educating the nation and develop human Indo nesia whole, the man who is faithful and devoted to God Almighty and noble character, has the knowledge and skill, physical and spiritual health, personality steady and independent and civic responsibility and nationality. To achieve the goal of education is required an educator who is capable and qualified seta expected to steer students into a generation that is expected according to the goals and ideals of the nation. For that a formal ndidikan prisons have no liability for such purposes by optimizing human resources from both educators and managers. The learning process can take place properly if an educator is able to set the time sersedia quickly as possible. Then a teacher should be able to manage the learning process so as to produce learners who qualified. Thus it is possible to identify four common functions that are characteristic of the work of a professor as a manager are: a. Plan. This is the job of a lecturer to set goals lectures b. Organize. It is the job of a lecturer for organizing

and linking learning resources, so as to realize the goal of learning in a way that is most effective and efficient. c. Lead. It is the job of a lecturer to motivate, encourage and stimulate students, so they will be ready to achieve learning objectives. d . Supervise. It is the job of a lecturer to determine whether the function is to organize and lead have been successful in realizing the objectives that have been formulated

The role of the faculty in teaching and learning activities should be able to realize the learning that is active, meaning that the students participate in various learning activities. And is expected to improve the mental engagement of learners in the learning process, students in aspects of emotional, spiritual and intellectual. Besides lecturers should be able to be a partner of learning for learners, learners will learn if professors also studied. Lecturer responsible for improving the situation to encourage initiative, motivation and responsibility of learners in an atmosphere of active, so it will be easy to understand learning and learner-centered. Learning activities learners should be associated with the knowledge that has been owned, skills, and values that are expected to be controlled and owned by learners. The learning process is not just a transfer of knowledge that has to do with knowledge of learners or not. Activities learners should also have regard to their experiences in their daily lives. Lessons will be interesting if mem iliki connection with the daily life of learners and facilitated by lecturers so that learners are challenged to implement it.

Learning is a process that involves human individual base as a whole organization, resulting in a change in knowledge, skills and attitude. Although we have long realized that learning requires active student involvement, but in reality they show a different trend. In the learning process still seems the tendency to minimize the role and involvement of students Domination of lecturers in the learning process led to the students more engaged and more involved passively, they are much more await presentation of the lecturer of the seek and find their own knowledge, skills and attitudes they need, if the learning conditions that maximize the role and involvement of lecturers as well as minimizing the role and the student involvement occurs in higher education that resulted learning becomes monotonous, one-way and failed to give freedom to the faculty to develop

and manage the class. Rigidity is in learning to give birth mindset learners who do not thrive, is limited, and even hamper the creativity of students. Talent and potential of learners should be developed instead pressed on and off. While Law No. 20 of 2003 on National Education System, Article 3 stated that national education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, has the objective of developing students' potentials in order to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and accountable.

One important aspect that no student is a potential that needs to be developed through the development of learning management based ideas in improving the creative thinking of students to understand her position in order to play an active role in the development itself significantly Therefore, the development of learning management based on ideas to improve the creativity of thinking into the main key to a student of Teachers' Training College Education Administration FIP Mataram soon after graduation can develop themselves from the review process and bring the ideas based learning management development in enhancing the creative thinking. A student who understand development-based learning management ideas to improve the creativity of thinking tend to appreciate a variety of opportunities to be decided soon be a promising option profits. Therefore, the development of ideas based learning management in enhancing the creative thinking students of Teachers' Training College Educational Administration FIP Mataram early disuport naturally to become a driving force to move the student would become a creative student.

This study we did at the Education Administration Studies Program FIP Teachers' Training College Mataram by comparing the results before and after the student learning based learning management ideas implemented at the beginning of the first semester of the 2014/2015 academic year starts from September to December.

At the time of observation from interviews with a number of professors and students find that professors still use the conventional method of using the method of discussion and presentations.

Lecture method used lecturers because this method is easier to implement in the learning process because the lecturer had no difficulty in regulating the activities of each group, the students tend to be crowded during the learning process, there are students who are lazy and irresponsible in a group, the students do not understand the material taught, less focus on relevant knowledge, inadequate number of supporting books owned by the students, and the learning model that is applied during the lectures less innovative raises student motivation less time to follow the lectures that affect student results.

II. LITERATURE REVIEW

A. Based Learning Management Development Idea

According [1] management pembalajaran based on the idea should be based on four pillars in its implementation, namely: how a person in everyday life as social beings to: a) be able to know something, b) are able to understand seuatu, c) able to actualize something, and how someone was able to creation of something. In line with what has been delivered Dracker, the opinion of [2] states that the phase in activity-based learning management idea is as follows: 1) phase motivate their students to know the objectives to be achieved in learning and that students will try to involve myself fully. 2) phase of the full concentration of students in memperhatian elements that are relevant to learning materials so that more in depth, 3) pengaktualisasian phase, the students understand the information in memory and can process the information it receives to its essence can be taken and put into practice in everyday life. 4) phase of the feedback, students can creation information and can perceive it in accordance with the level of intelligence. These abilities can be developed in the creative thinking of students who applied in everyday learning activities on the ability of cognitive, affective and psychomotor,

While UNESCO describes the four principal in effective learning are: learning to know (learning to know) learning to be (learning to be), to learn to be able to do (learning to do), and learn to live with the people. (Learning to live to gether). More than 2400 years ago [3] says: What I hear I forget, what I see I remember, what I do I understand. These three simple statements discuss important weight active learning. [4] has been modified and

expanded the Confucius statement into what he called active learning understood. While [5] put forward the theory of hierarchy of human needs in the form of a pyramid that can dielaskan as follows: a) physical needs are a basic need for survival, such as eating, drinking. b) kebuthan for security both related to the physical and non-physical, c) the need for love, d) the need for an award and to be recognized by others e) the need for knowledge and understanding of the various issues related to the living needs sbagai individual, f) the need for beauty and self aktualsiasi.

So based on the above opinion can be synthesized based on the idea that learning management is a learning management that is able to practice in the learning process of learning the four main pillars, namely: know, understand, actualize, and creation.

B. Creative Thinking

Creativity that will occur if the interaction between the individual and the environment. This means a change in indvidu or in the environment can support, or may inhibit. That stance is in line with what was raised [6] that create on is the ability to produce a composition, product, or idea of what is basically a new and previously unknown maker, to produce a composition , product or idea that is new, we need a so-called object that nature can be combined in different ways, Furthermore Ullricht suggests that something new can be generated in the form of imaginative activity or synthesis of thought which results not only perangkuman. He may include the creation of new patterns and combined information derived from previous experience and transplantation long-standing relationship to new situations that include the formation of a new correlation. She must have a specified purpose and objective, not a mere fantasy, although the result was perfect and complete. He may be in the form of products of art, literary, scientific products, or may be procedural or methodological, thus creative person can be said if the person concerned is able to optimize the power of thought to produce good ideas, spontaneous and original in addressing a problem.

The phenomenon of the creative according quoted by Semiawan is a model of integrative which includes four basic functions, namely: (a) rational thinking, (b) the development of emotional or feeling at a high level, (c) the development of specialized talent (sensing copyright Telen) in mental life and physically at a high level, and (d) a

high level of consciousness that produces the use of imagination, fantasy, and breaking through the threshold of consciousness or unconscious condition [7].

Someone who has kreatififitas thinking can flourish and useful for improving the quality of knowledge and experience when he was given the opportunity and the freedom to use new and different ways to combine information with the idea that he already owns. To realize creative ideas into a form that can be observed, felt, heard, or enjoyed, need to be passed in a process called creative process. The creative process is divided into two parts namely activities to discover and prove. Invention or discovery involves the use of imagination, play and explore ideas. While the evidence or proving includes skills, evaluation and testing. Both of these factors make sure someone will be creation.

[8] argues, with a creative attitude someone wants to go forward with something new. It concerns the formation of mindset, for example in expressing ideas and risk-taking attitudes. Creative attitude by [9] is a non - characteristic flair of creativity. The extent to which a person is able to produce creative achievements come determined by the characteristics of non aptitude (affective). In connection with the development of one's creativity does not just pay attention to the development of creative thinking abilities but also pemupukkan attitudes and personality traits of creative.

As has been explained previously that a creative attitude is determined by the characteristics of non-talent. These characteristics more to do with attitudes or feelings, which include among others curious, imaginative, feel challenged by the diversity and appreciate nature.

Based on the theoretical study of the above can be synthesized that are meant to creative thinking in this study is how a person's attitude to creatively respond to an object. The attitude operationalized in dimension among others: curiosity to a problem that is widespread, has imaginative power, feel challenged by the diversity, quality of courage to take risks, and appreciate fantasy.

Creativity think where the emergence of new original idea is the awareness that uses imagination, fantasy and a breaking down in the conditions of the threshold of consciousness or unconsciousness. Meanwhile, to bring the power of

creativity to be integrated of the three functions. Based on the number of opinions on the above can be synthesized that creative thinking is a tendency for rational thinking, emotional, and creative talents.

III. RESEARCH METHODS

This research method using the methods of research and development (R & D) ,. Therefore, the research framework is broadly sorted as follows: (a) collecting data to be analyzed the current state; (b) examine the learning outcomes; (c) comparing the results of the implementation and development.

To determine the learning outcome of students used the formula:

$Pm = R2-R1$

Information

$Pm =$ improvement of student learning outcomes.

$Pm = R2-R1$.

$R1 =$ the average performance value before the end of the semester -based learning management ideas implemented.

$R2 =$ the average performance value after the end of the semester -based learning management ideas implemented. [10]

IV. RESULT AND DISCUSSION

A. Result

Student learning outcomes in course material policy analysis and decision-making at the level of Education Administration Studies Program FIP Teachers' Training College Mataram by comparing student results before and after applied based learning management ideas at the beginning of the first semester of the 2014/2015 academic year starts from September to December, with student results before they are implemented based learning management ideas to 72.5 % with the details in the third semester average of 71.7 %, the fifth semester average of 72.42 %, while the VII semester average of 73.36 %. Meanwhile, after the application of an idea based learning management an increase of 78.9 %, with the details in the third semester, an average of 78.2 %, the fifth semester average of 79.16 %, VII semester average of 79.38 %.

These results are quite encouraging that the spirit of the students in the upper division courses increases sufficiently with the implementation of a learning management based ideas in the classroom.

B. Discussion

One of the learning outcome can be achieved by implementing a learning management based on the idea that is considered more appropriate to the material needs of students so that students more easily understand which taught that learning objectives can be achieved. Many lecturers are using direct learning model, but this model is considered less effective use in learning merely focused on faculty course makes students tend to be passive in the classroom. With regard to this learning management faculty need to find new, more effective way to teach. Learning management that can be applied one of them is based learning management ideas.

Results based learning management development ideas to improve student creativity thinking can be used as feedback for teaching staff and students in learning on campus and off campus. Through the development of ideas based learning management in enhancing the creative thinking of students to material that has been delivered by lecturers with implementing management based learning with lecture material ideas that have not implemented based learning management ideas.

Analysis of the results of the scores given to the faculty -based learning promotes creativity thinking of ideas in students should ideally not only be endpoints in a learning process, but it could be developed into a pattern of its own learning both inside and outside the college campus. This needs to be done by the lecturers as require accuracy, let alone every lecturer generally observe a number of students who attend the lecture. This problem can be overcome by developing ideas based learning management in improving the creativity of thinking.

One of the goals of management development based learning ideas in improving the creativity of thinking is to see ideas that exist in students improve creative thinking students of Educational Administration FIP Teachers' Training College Mataram toward mastery of course materials that implement learning management based on ideas to improve the creativity of thinking with which no implement management ideas based learning. Students can basically use the measurements to perform self-evaluation, which measures how ideas based learning management in improving the creativity of thinking students of Teachers' Training College Educational Administration FIP Mataram has been applied. In this regard, a problem which needs to be solved is how students can improve their creative thinking with ideas based learning management application.

V. CONCLUSION/RECOMMENDATION

Learning management based ideas can be applied in the Program of Educational Administration FIP Teachers' Training College Mataram in the learning process on materials other as seen from the results obtained significantly with improved learning outcomes is the average student at 6, 42 % were carried out in three classes Odd different semester 2014/2015 academic year is quite acceptable by students.

Needs the support of leaders at the faculty or institute to complement the lectures which required students and teachers in implementing and developing ideas based learning management in enhancing the creative thinking of students.

The need for sustainability to find a level of accuracy of this method of learning in the lecture in different classes and with different materials.

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