APPLICATION OF INQUIRY BASED LEARNING TO IMPROVE STUDENT CREATIVE THINKING ABILITY IN ELEMENTARY SCHOOL LEARNING SOCIAL STUDIES

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Abstract: One of the objectives of elementary school social studies learning is that students have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and ability in social life. Therefore students are expected to develop the ability to think creatively by conducting inquiry learning to increase high curiosity. But in the application of learning, in general what is done by the teacher is only based on existing learning, there are students who are not active and less creative in the implementation of social studies learning. The purpose of this research is to explain the inquiry based learning to improve students' creative thinking skills in elementary school social studies learning. The research method used is descriptive qualitative research method. The subjects of this study were fourth grade students in one elementary school in Bandung City with a total of 32 students. After being analyzed, the results obtained from this study indicate that the inquiry based learning can improve students 'creative thinking skills in elementary school social studies learning, it is indicated by 1) students' curiosity becomes higher; 2) Students can have active discussion and questioning.

Keywords: inquiry based learning, creative thinking.

1. Introduction

The efforts of educators in building the full education carried out in principle are to build human knowledge to develop their creative abilities. In accordance with the learning objectives of the social studies subjects described by KTSP (2006), the following are: 1) Knowing concepts related to the life of the community and the environment, 2) Having the basic ability to think logically and critically, curiosity, inquiry, solving problems, and skills in social life, 3) Having a commitment and awareness of social and human values, 4) Having the ability to communicate, cooperate and competence in a pluralistic society, at the local, national and global level.

In accordance with the objectives of elementary school social studies that have been described above, one of the abilities that students are expected to have is the ability to think creatively. Students' creative thinking skills are developed in social studies learning by applying inquiry based learning. Creativity is self actualization is a fundamental characteristic, a potential that exists in all humans at birth, but which is often lost, obstructed or buried in the nature of the process of civilization (Maslow in Munandar, 2004, p. 18) says the source of creativity is the tendency to actualize self, realize the potential, the drive to develop and become mature, the tendency to express and activate all the capabilities of the organism. yourself, with nature, and with others.

The ability to think creatively has several indicators according of Noer (2009) as follows: 1) Fluency: the ability to trigger many ideas, answers, problem solving or questions. 2) Flexibility: the ability to produce ideas, answers, or questions that vary, can see problems from different points of view, find many different alternatives, and be able to change the approach. 3) Elaboration: The ability to develop an idea, add or specify in detail an object, idea, or situation. 4) Sensitivity: the ability to capture and produce problems in response to a situation. 5) Originality: the ability to express one's own opinions in response to a situation at hand.

But in fact there are some findings that explain that the level of creativity of students in expressing a knowledge is still below average. Even the learning done by class teachers has not been able to foster the level of students' creative thinking. Learning is only based on reading and facts contained in the learning resource book. The description of the knowledge obtained from the learning resource book, only students write in a notebook and then write the assignment questions form at the end of the explanation of the material being taught at that time. Learning methods delivered by the teacher during the learning process have not focused activities that can be dominated by students. The learning process that is carried out is still dominated by teacher's lectures that only students see and listen to and then write down what the teacher wrote on the writing board.

One alternative solution that can be done is to apply the inquiry based learning. Through the application of this inquiry based learning, it is expected that learning activities will be better and achieve good results. The learning model is a form of teaching delivered with a clear and structured learning design in each step so that learning can be more meaningful and can improve a variety of students' abilities. The teacher can help this process by guiding students to find knowledge from the investigation process by writing several questions and using high-level thinking so that students can develop their creative thinking skills.

A learning model that is suitable for knowing students' weaknesses in helping to find or explore a learning problem is inquiry learning models or in other languages can be said to be Inquiry Based Learning (IBL). Yulaenawati in Abidin (2014) explained her statement stating that the learning model in her opinion is the supply of structure and understanding of a learning design and can make learning developers better understand a problem, explain in detail a problem into easily overcome parts, and solve problems presented in learning. This inquiry learning model is more focused on the activities of students who are active in an investigation to do some findings of learning problems and choose how to get solutions to these problems which will eventually be a conclusion of a problem solving. This learning model requires students' ability to experiment, investigate, search, search, explore, and also research. The opinion according to Rustini that explains the inquiry model is a learning model that emphasizes the activities of students in discovering their concepts or knowledge independently through a series of problem solving procedures passed. In line with this definition the inquiry model is basically a learning model built on the basis of constructivism approaches.

The syntax of inquiry based learning according of Abidin (2014) can be explained as follows: 1) Pre-learning. At this stage it is an activity carried out by the teacher before learning begins. The teacher at this stage designs learning activities, prepares the media and learning resources to be used, classifies students, and explains the learning procedures to be implemented; 2) Setting Problems. This stage asks students to determine which problems will be examined and determine how to examine the problem; 3) Formulating Hypotheses. At this stage students formulate the answers to the formulation of the problem or hypothesis by optimizing the creative abilities that students have; 4) Carry out Research or Experiment. During the ongoing research activities students must record any findings or information obtained as data for further processing; 5) Processing and Analyzing Data. At this stage the ability of students is needed to process the data obtained during the research process that has been carried out; 6) Test the Hypothesis. This stage is an activity where students test whether the formulated hypothesis is proven or not and students must be able to explain the results of testing this hypothesis with scientific argumentation; 7) Making General Conclusions. At this stage students make the final conclusions from the results of the inquiry activities that have been carried out. These conclusions should be results that are able to explain the formulation of the problems that have been proposed previously; 8) Presenting Results. At this stage each representative group of students presents their work to other groups; 9) Post-learning. At this stage the teacher discusses the research activities that students have carried out previously. The teacher also compares each solution presented by each student theoretically.

2. Research Methodology

The research method used in this study is descriptive qualitative research method. Collecting data in this study was obtained from the test results and observation activity sheets during the learning process which was given to 32 fourth grade students in one of the elementary schools in the city of Bandung. Analysis of the resulting data will be presented in the form of descriptive descriptions that identify the ability to think creatively in solving problems by means of inquiry in social studies learning in elementary school.

3. Results And Discussion

The learning that has been carried out produces findings that show that there are indicators of creative thinking abilities that arise by applying the inquiry based learning. Although not all indicators of creative thinking ability can be done by students during learning, but the activity of conducting inquiry in solving problems goes according to the learning steps. Learning begins by displaying a video on activities to utilize natural resources related to economic activities in the environment around students. As for some of the findings during the learning done by applying the inquiry based learning to improve students' creative thinking skills as follows:

No.	Activity	Findings	Solution
1.	Pre-learning	Some students begin to give questions about the learning to be carried out.	The teacher provides an explanation with a language that is easily accepted by students more than once so that the research will be carried out in accordance with the learning procedure.
2.	Establish a problem	- There are still some groups of students who are still confused about what should be a problem. - Some student groups write different problems from previous learning.	The teacher still provides guidance in accordance with the learning procedure in a language that is easily accepted by students.
3.	Formulate a hypothesis	All groups have begun to get used to learning facilitated by teachers, not	The teacher conveys the intention of writing a hypothesis in a language that

		teachers who continue to provide teaching materials.	is easy for students to accept.
4.	Carry out research or experiment	- There are opinions of some group members who are novel. - Some students are confused in writing the research results obtained because they want to be different from other groups.	Provides little guidance in carrying out research so that students do not get out of the material being taught.
5.	Processing and analyzing data	Some students have been able to write the results of their research in detail and others are still having a little difficulty in writing down the ideas they already have.	Do not force students to be different from other groups, but still have the authenticity of data from each group.
6.	Test the hypothesis	All groups have been able to test the hypothesis they obtained.	
7.	Make general conclusions	All groups can make conclusions that match the results obtained.	The teacher still provides guidance that can make all group members write the conclusions of the study that are in line with expectations.
8.	Presenting results	All group members presented the results of the study well, but there were some groups that had similar results in presenting it.	The teacher still gives encouragement to all students so that they can do further research better.
9.	Post-learning	All students became more happy and active during the learning process, but there were several group members who did not contribute to the study.	The teacher provides learning motivation to all students so that every learning carried out can be followed by all students.

Indicators of creative thinking that arise during learning activities take place are when formulating a problem by presenting video shows, the ability of some students to appear in formulating problems and writing in the form of ideas. In formulating the problem, all members of the group think hard in order to generate new ideas and are different from other groups. However, the details in conducting research are still considered lacking during learning activities, because students have not yet thought high-level thinking. Although one indicator cannot yet be implemented in accordance with expectations, but the students' curiosity by freeing their minds and creative imagination begins to develop better than before. The sensitivity of students to a problem that occurs in the surrounding environment is quite high in response, because the problem under study is a problem that is everyday and often they hear or even see and experience. All ideas or opinions that arise from each student have authenticity, even though there are some students who are still having difficulty expressing the originality of the idea because they are afraid that the idea is not true.

4. Conclusion

The application of inquiry based learning to develop creative thinking skills shows increased results compared to previous learning. This study shows the results obtained that the inquiry based learning can improve students' creative thinking skills in elementary school social studies which are marked by 1) Students can do research in groups; 2) Students' curiosity becomes higher in determining problems and solutions; 3) Students can actively discuss and ask questions with group friends; 4) Students can learn more independently and can work together with group friends but still in the guidance of the teacher.

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