

Analysis of 12th-Grade Student Creative Thinking Abilities in Theatre Art Concept for Cultural Art

Ummar Aziiza Awalia¹, Slamet Subiyantoro², Margana³
{ummaraa@student.uns.ac.id¹, s.biyantoro@staff.uns.ac.id², margana@staff.uns.ac.id³}

Universitas Sebelas Maret, Indonesia^{1,2,3}

Abstract. This study aims to determine the creative thinking ability of 12th-grade students in Cultural Arts Subjects, Theater arts materials. Creative thinking is the ability to solve problems faced by building new ideas or thoughts. Creative thinking is an activity that focuses on many ways to solve a problem and generate new ideas about a problem. In learning arts and culture, students are required to have the ability to think creatively. Theatrical art material is one of the materials that require students to have the ability to think creatively. Theater arts require students to use creative thinking abilities for every process of learning activities. The sample of this study consisted of 32 in 12th-grade students of State Senior High School 3 Serang City, which were selected randomly. Data analysis was carried out by descriptive analysis to analyze students' creative thinking abilities in theatrical art material. The results show that the 12th-grade students of State Senior High School 3 Serang City, have less creative thinking abilities in the arts and culture subjects in theater arts.

Keywords: Analysis of Student, Creative Thinking Abilities, Cultural Art, Theatre Art

1 Introduction

The increasing education system is a demand for all educators to improve their competence so that students' thinking abilities can increase. Learning that is applied at this time is more student-oriented in learning activities, so that they get to experience that can develop their thinking skills. Especially with creative thinking, students can decide something right to solve the problem with creative thinking so that the problem can be resolved properly. One of the students' thinking skills that are required at this time is the ability to think creatively. Creative thinking is an important ability for students to have so that students can solve problems faced in an ever-changing world [1]. Creative thinking is one of the stages of high-level thinking that is needed in people's lives, and humans are always faced with problems so creativity is needed to solve these problems [2].

Creative thinking can also be interpreted as an activity that is used by a person to build new ideas or thoughts. One of the materials that can measure students' creative thinking skills is modern theater art. This is because modern theater art is a theater that is contemporary in nature, therefore this art is very close to students' daily lives. Every time students carry out an activity, where the activity can be poured into a theatrical art performance because actually theater is a story of life and human life. The modern theater is a theater work that refers to the rules of western dramaturgy [3]. With regard to theatrical forms in their development, the modern theater is still felt, although that connection has undergone changes in accordance with the creations of

theater artists in modernizing the theatre [4]. The modern theater is a theater in which the performance has departed from the script. Modern theater arts performances are also diverse and made in such an interesting way following the current developments. The ability to think creatively can be seen based on the results of the learning evaluation that has been done. The evaluation aims to obtain data, which will show the level of ability to think creatively and the level of success of students in achieving learning objectives after carrying out the learning process within a predetermined period, as well as to measure and assess the extent to which the effectiveness of teaching and teaching methods that have been implemented are applied or implemented by educators [5]. One of the evaluations carried out is by using a test instrument. The test will provide information about the students' creative thinking abilities. A test is several questions that are submitted to a person or several people to reveal the stage or level of development of one aspect. The test was conducted to determine the students' understanding ability about modern theater. Several aspects can be identified to determine students have creative thinking abilities, namely indicators of fluency, flexibility, originality, and elaboration. Based on the explanation above, the researcher wants to know the creative thinking ability of 12th-grade students of State Senior High School 3 Serang City on the theatrical art material.

2 Research Method

The design of this research uses descriptive qualitative research, where the research describes the object as it is. The data analysis technique used in this research is a qualitative descriptive technique. The data obtained are processed using computer software, namely Microsoft Excel 2010 and then make decisions based on the category of creative thinking. The implementation of the research aims to determine the students' creative thinking ability. This research was conducted at a State Senior High School 3 Serang City with a sample consisting of 32 students of class 12th. 12th-grade students of State Senior High School 3 Serang City is a heterogeneous class, so this study took a sample using a random sampling technique. In this study, students were given eight questions which were done online via google forms. The questions consist of indicators of creative thinking, namely fluency, flexibility, originality, and elaboration.

3 Result and Discussion

Creative thinking relates to the discovery of something, about things that produce something new by using something that already exists. Creative thinking is a thinking ability that begins with sensitivity to the situation at hand, that the situation is seen or identified as a problem that needs to be solved. This study aims to determine the creative thinking ability of students of 12th-grade students of State Senior High School 3 Serang City in the Cultural Arts subject of Modern Theater Arts. The design of this research is to use descriptive qualitative research, namely research that explains the object as it is. In this study, the data obtained were the test scores for students' creative thinking skills in modern theater arts. There are four components of creative thinking, namely fluency, flexibility, originality, and elaboration. The indicator is made in a test instrument consisting of eight questions, where there are two questions for each indicator. The results of the assessment of students' creative thinking skills are then converted to the category of creative thinking. The categories of students' creative thinking

abilities are based on modifications from the categories developed by Ekawati and Sumaryanta [6], as follows:

Table 1. Category of Creative Thinking

Percentage Level	Category
86-100%	Very creative
71-85%	Creative
56-70%	Quite creative
41-55%	Less creative
<40%	Not creative

Based on research that has been carried out in 12th-grade students of State Senior High School 3 Serang City, the data obtained from the results of scores categorized as creative thinking abilities are as follows:

Table 2. Creative Thinking of 12th-Grade Student

Category of Creative Thinking	Percentage
Very creative	0%
Creative	9%
Quite creative	38%
Less creative	44%
Not creative	9%
Total	100%

Based on these data, it can be seen that 47% of students in 12th-grade students of State Senior High School 3 Serang City have sufficient creative thinking skills, and 53% lack creative thinking skills. This shows that half of the 12th-grade students of SMA Negeri 3 Serang City have less creative thinking skills. In addition, it is necessary to make improvements in learning activities so that students have more creative thinking skills.

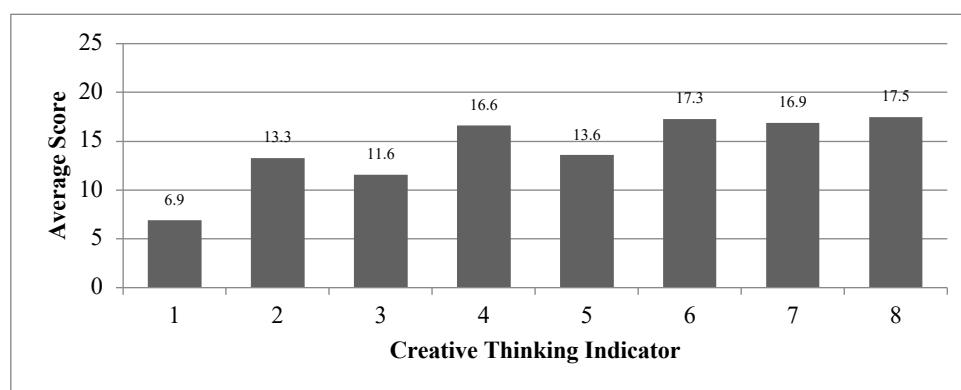


Fig. 1. Creative Thinking Score for Each Indicator

Question number 1

Question number one is a question with indicators of fluent thinking. Students must answer fluently and accurately the questions asked. Question number one is:

“Describe the elements contained in a theatrical performance”

In this question, one sample of students answered that the elements of a theatrical performance were scripts, actors, directors, stages, production staff, stage managers and designers. Based on the answers given by the students shown in the picture above, it shows that the students did not pay close attention to the questions that have been given, because as seen the questions given ask students to explain, but the students only mention the answer points, it can be concluded in indicators of fluency students are not so fluent in providing answers to the questions given. In other students' answers, they even only mentioned two to four elements and did not explain these elements. On this question, it was found that the average score of students was 6.9 (maximum score of 25). This value shows that students are not fluent in answering question number one.

Question number 2

Question number two is a question with indicators of fluent thinking. Students must answer fluently and accurately the questions asked. Question number two is:

Adiwiyata is a program in order to encourage the creation of knowledge and awareness in environmental conservation efforts. Come up with an adiwiyata-themed story idea?

In this question, one sample of students answered that make a small garden in front of the class so that the air becomes cooler. Students bring plants to school. In this question, some students indicated that they did not understand the questions given, so that the answers given were less precise, the question of question two was that students were asked to create an adiwiyata-themed story idea, and the answers given by students were more directed towards efforts in implementing the adiwiyata program. In other students' answers, there were even students who did not answer the question. In this question it was found that the average score of students was 13.3 (maximum score of 25). This value shows that students are not fluent in answering question number two.

Question number 3

Question number three is a question with flexible thinking indicators. Students must answer the questions asked flexibly, accurately and provide varied answers. Question number three is:

What do you think of the phrase "The future of artists is unclear"?

In this question, a sample of students answered that they did not agree with the statement because artists have works that can be used as a source of income and can be successful. In this question with a flexibility indicator, in question three students are asked to give their opinion or perception of the phrase "the future of the artist is not clear" the researcher hopes that students can give flexible answers, such as giving multiple answers with each explanation, but the majority of students only answer with only one glance, like the answer above. In this question, it was found that the average score of students was 11.6 (maximum score of 25). This value shows that students are less varied in answering question number three.

Question number 4

Question number four is a question with flexible thinking indicators. Students must answer the questions asked flexibly, accurately and provide varied answers. Question number four is:

You play in one show, playing the role of captain america, then in the middle of the show the property in the form of a shield is lost. What would you do?

In this question, a sample of students answered that looking for a replacement item, if there is none, make an emergency shield from the available materials. Question four is that students are given a situation simulation to find out their reaction to the situation, which is written in writing, while the simulation given is "what will be done when the property used for the performance suddenly disappears in the middle of the stage?" The majority of students' answers are similar to the answers above, namely they will look for a substitute for property, the answer is not wrong but not quite right, because in the simulation given the situation is in the middle of an ongoing show, the expected answer from this question is that they improvise. to cover the flaws on stage. In this question, it was found that the average score of students was 16.6 (maximum score of 25). This value indicates that students are quite varied in answering question number four.

Question number 5

Question number five is a question with indicators of originality thinking. Students can answer questions with original, give new and unusual expressions. Question number five is:

What are the other functions of these items based on your imagination to be used as show props? (The picture in the question is a picture of a pot, a broom and a dipper)

In this question, a sample of students answered that brooms become guitars, umbrellas become crowns and pots become drums. Question number five, is to find out the level of originality of students' thinking, the question of this question is that students are asked to change a function of different items, according to their imagination, in this question students are able to answer the question well by mentioning the change in function. these objects, but the majority of students only mention one change from each object, so the ability to produce something original is not very visible. In this question, it was found that the average score of students was 13.6 (maximum score of 25). This value indicates that the students lack originality in answering question number five.

Question number 6

Question number six is a question with indicators of originality thinking. Students can answer questions with original, give new and unusual expressions. Question number six is:

Make a costume design from the material in the picture! Describe in detail in the following format:

- a. top*
- b. low part*
- c. accessories*

In this question, a sample of students answered that the top of the shirt is made of newspaper, the bottom is a skirt made of cardboard and accessories in the form of cans on the skirt and used bottles as necklaces. Furthermore, still on the originality indicator, the question given is in the form of an order to make a costume design with the available materials along with a detailed explanation of the costume, it can be seen from the answers above that students are able to transform these materials into a costume design, it's just that students haven't explained in detail the parts of the costume or specifically determined the type of costume designed. In this question, it was found that the average score of students was 17.3 (maximum

score of 25). This value indicates that the students are quite originality in answering question number six.

Question number 7

Question number seven is a question with elaboration thinking indicators. Students are able to answer questions in detail and are able to develop an idea. Question number seven is:

Come up with story ideas by combining traditional stories with modern stories?

In this question, a sample of students answered that Moana gives food to Bawang Merah who is always mean to her, but Cinderella always forbade Moana to be too kind to Bawang Merah who always wanted to snatch Sangkuriang from Moana. Shallots are always evil, never give up. Bawang Merah kidnapped and held Moana hostage under the Sea Kingdom. Moana was given food that had been poisoned by Bawang Merah and suddenly Moana fainted. The incident was heard by Ariel and Mariposa's ears. Then they both searched for Sangkuriang to take the antidote in the neighboring Kingdom which took time to retrieve. When it was taken, it turned out that Sangkuriang, Ariel and Mariposa were late, so Moana was gone. But a miracle appeared, the antidote was working fine. Finally, Bawang Merah was imprisoned in the Kingdom of the Sea by Nyi Roro Kidul.

The next question will show the results of students' answers regarding the last indicator of creative thinking, namely elaboration, while the questions given are students are asked to make a story idea by combining traditional and modern stories, the majority of students seem to have been able to answer the questions properly and correctly, only a few students who may not understand the question properly, so that the answer becomes less precise. In this question, it was found that the average score of students was 16.9 (maximum score of 25). This value indicates that the students are quite detailed in answering question number seven.

Question number 8

Question number eight is a question with elaboration thinking indicators. Students are able to answer questions in detail and are able to develop an idea. Question number eight is:

Make a sentence that can be used in a theatrical performance (monologue), a sentence containing your anxiety about something?

In this question, a sample of students answered that I'm tired of these emergency restrictions, I can't meet friends. can't drink coffee at my favorite place. I hate all of this. In this question, still on the "elaboration" indicator, students are asked to make sentences that can be used in a theatrical performance (monologue) which contains about their anxiety, students are simply able to answer the questions given, there is only a slight inaccuracy in making sentences for a performances, should be able to include poetic elements in sentences that are made to sound beautiful in the show. In this question, it was found that the average score of students was 17.5 (maximum score of 25). This value indicates that the students are quite detailed in answering question number eight.

Based on the assessment data on students' creative thinking abilities, it was found that students' creative thinking abilities tended to be lacking in every indicator of creative thinking. The creative thinking ability of students is lacking, causing less achievement of learning objectives to the fullest. Based on the results of interviews with teachers of arts and culture subjects at senior high schools in 3 Serang, they realized that the lack of students' creative thinking skills was due to the use of models, methods, and media that teachers used in learning

arts and culture. The teacher only uses the lecture method using presentation slides and assigns assignments to each art and culture learning material. The teacher also does not provide direction for each cultural arts task so that the activities that students do are less directed and not following the syntax of the learning model. Creative thinking is one of the skills needed to develop their potential to face the challenges of the 21st century. Creative thinking is a person's ability to create new ideas and implement them to solve problems.

4 Conclusion

Based on research that has been conducted in 12th-grade students of State Senior High School 3 Serang City, it was found that students can be categorized as lacking the ability to think creatively. It is shown that 53% of students cannot think creatively. The ability to think creatively that is lacking can be seen based on students' answers to each question given.

Students' creative thinking skills need to be improved because creative thinking is one of the most important abilities at this time. This is supported by the statement of Istianah [1] which states that creative thinking is an important ability for students to have so that students can solve problems faced in an ever-changing world. The lack of students' creative thinking skills needs to be followed up by researching to find suitable learning models or methods to improve students' creative thinking skills. The learning model will affect student learning outcomes in learning activities. Therefore, a teacher must use the right learning model to achieve maximum learning objectives.

References

- [1] E. Istianah, "Meningkatkan kemampuan berpikir kritis dan kreatif matematik dengan pendekatan model eliciting activities (MEAs) pada siswa SMA," *Infin. J.*, vol. 2, no. 1, pp. 43–54, 2013.
- [2] F. Rohim and H. Susanto, "Penerapan model discovery terbimbing pada pembelajaran fisika untuk meningkatkan kemampuan berpikir kreatif," *UPEJ Unnes Phys. Educ. J.*, vol. 1, no. 1, 2012.
- [3] Y. C. Durachman, "Traditional Theatre Longser As The Creativity Base For Producing Modern Theatre," *e-Prosiding Pascasarj. ISBI Bandung*, vol. 1, no. 1, 2021.
- [4] A. A. Kusumawati, "Menengok Seni Teater/Drama Umat Islam di Indonesia," *Adab. J. Bhs. dan Sastra*, vol. 8, no. 2, pp. 371–384, 2009.
- [5] A. Sudijono, "Pengantar statistik pendidikan," 2021.
- [6] E. Ekawati, "Pengembangan Instrumen Penilaian Pembelajaran Matematika Dasar," *Yogyakarta Kementeri. Pendidik. Nas.*, 2011.