



## Building Creativity Student through Portfolio Model-Based Learning Subject Civic Education

**Agung Kurniawan**

STKIP PGRI Sidoarjo  
d0kt012@gmail.com

### Abstract

*The purpose of this research is to develop creativity using portfolio-based learning method. The study is development research using classroom action research principle. This research uses three research cycles. In the first cycle Average students' creative thinking ability in Lead cycle 24.28%. The average student attendance in educational activities in the first cycle was 32.5%. In the second cycle, the average increase in student effectiveness in cycle II of 48.47%. The average student attendance in the learning activity in the second cycle was 47.5%. In cycle three addition, the ability will be used in a high category that is equal to 75,71%, student participation in learning activity included in the good category, that is equal to 82%. Thus it can be concluded that the learning portfolio can improve students' creative thinking ability.*

**Keywords:** Creativity, Based Learning Model Portfolio, Civic Education

### Abstrak

*Tujuan dari penelitian ini adalah untuk mengembangkan kreatifitas dengan menggunakan metode pembelajaran berbasis portopolio. Penelitian yang digunakan dalam penelitian ini adalah penelitian pengembangan dengan menggunakan prinsip penelitian tindakan kelas. Penelitian ini menggunakan tiga siklus penelitian. Pada siklus pertama Rata-rata kemampuan berpikir kreatif siswa pada siklus I berjumlah 24,28%. Partisipasi rata-rata siswa dalam kegiatan pembelajaran pada siklus pertama adalah 32,5%. Pada siklus kedua Rata-rata kemampuan berpikir kreatif siswa pada siklus II sebesar 48,47%. Partisipasi rata-rata siswa dalam kegiatan pembelajaran pada siklus kedua adalah 47,5%. Pada siklus tiga Selain itu, kemampuan berpikir kreatif siswa dalam kategori tinggi yaitu sebesar 75,71%, Partisipasi siswa dalam kegiatan pembelajaran termasuk dalam kategori baik, yaitu sebesar 82%. Dengan demikian dapat disimpulkan bahwa pembelajaran berbasis portofolio dapat meningkatkan kemampuan berpikir kreatif siswa.*

**Kata Kunci:** Kreatifitas, Pembelajaran Portopolio, Pendidikan Kewarganegaraan

### I. Introduction

Schools have a role and responsibility in preparing citizens who have a strong and consistent commitment to maintaining the unitary state of Indonesia. Efforts are conduct educational programs that provide various capabilities as a citizen, through the implementation of citizenship education subjects in school.



In connection with the interests of educational institutions, communities, and nations, educators have an essential role in facilitating learners to be able to reach the standard of competence specified in the curriculum. In performing the duties of educators demanded optimalism have the creativity to encourage creative thinking abilities of learners. For that educators need to redefine the role of the original as a source of knowledge in classroom managers whose primary function do the design of learning and motivating learning to the learners.

In the teaching and learning activities, there is a lot of ways of learning that can be used by educators to achieve the learning objectives. In general, how to teach educators can be grouped into two methods: traditional and modern.

Teaching conducted traditionally conventional methods (e.g. lectures, question, and answer) less stimulating activity and creativity of learners optimally, because the student activities only passively, i.e., listening to lectures educators and difficult incomprehensible to ask about things that are more nature verbalises, The size of their participation is only marked by the question or not. If no one asked, it means the student has understood, although the information has not been proven, when in fact it is an element of creativity activity asks that students' ability to see gaps or barriers they experienced during the learning process.

While in modern teaching, student-centered learning process / active student learning (CBSA) educators only as a facilitator (enabler learning event), a teaching style more focused on empowerment model and conditioning. (Fajar, 2002)

One teaching modern is learning model portfolio (portfolio-based learning) that is expected to involve all aspects, namely cognitive, affective, and psychomotor, and physically and mentally involve all stakeholders in learning so that students have freedom of thought, opinion, active, and creative.

According to Fajar (Fajar, 2002), the portfolio is a collection of student work for a particular purpose and unified selected according to the prescribed guidelines. In this model each portfolio contains selected works of the class as a whole are working cooperatively, vote, discuss, search for data, process, analyze and seek solutions to a problem that is studied.

In the learning model portfolio students are required to think smart, creative, participatory, perspective and responsible. By portfolio, it is expected to foster creativity through learning activities within the collection. Thus the expected competencies will Be Achieved (Kurniawan, 2006).

Also, Portfolios provide opportunities for community involvement in capturing the social changes result in greater depth than traditional assessment tools. Although the research is not a sufficient scale to be generalizable, in this observation is the Portfolio has made it possible to capture the elements of what is known is the practice of high-impact community engagement, service learning, and educational, social action (Buyarski, C. A & Landis, C. M, 2014).

From the results of initial observations of the teaching and learning activities, it is known that the creativity of the students is still very low. It is seen during the learning process takes place students less interested and motivated to keep learning, students are very passive, either at the time of assignment and discussion, looked discussion does not live, none of which ask the question if there were only one or two students. And this makes the learning process is not going well.



## A. Learning concepts

Learning is an activity that process and is an element that is fundamental to every organization of the type and level of education, meaning that the success or failure of education goals is highly dependent on the learning process experienced by students, whether at school, home or family environment itself.

According to Pavlov and Guthrie (Syah, 2003) put forward the theory of learning by conditioning which in principle that the incidence of behavior is because of the relationship between the stimulus (stimulus) with a response. Chaplin in the Dictionary of Psychology (Syah, 2003) restrict learning in two formulations, namely: (1) Learning is the acquisition change relatively sedentary behavior as a result of training and experience. (2) Learning is the process of obtaining responses as a result of their specialized training.

Learning is a psychological, mental activity, which takes place in an active interaction of the environment that resulted in changes and the knowledge, understanding, skills, and attitudes which the value of the difference is relatively constant and scar.

From the definitions of the above can be concluded that the notion of learning is a process of work done by each to obtain a change in his attitude and behavior, skills and habits that exist in individuals who learn in which to happen to learn, it required es a good condition internally and externally. Learning can also be understood as a stage for change throughout an individual's behavior is relatively settled as a result of experience and interaction with the environment involving cognitive processes. (Sari, D.M.M, Yudy Prasetyo, Agung Kurniawan, 2018)

Ballard & Clanchy (1996) the students' learning approach, in general, is influenced by the attitude toward science. Attitude preserve what is already there (conserving), generally, students who are conserving use creative learning approach (to be reproducing the facts and information). Attitude extend (extending), typically students who are extending use analytical study approach (based on the selection and interpretation of facts and information). Even among these, pretty much apply to learn an ideal approach is a thoughtful approach (based on deep thought), which is not intended to absorb knowledge but also develop it. In this learning process involves multiple intelligences in students, by using emotional, spiritual, and intelligence that can make learning meaningful (Kurniawan, 2008).

Also, Portfolios provides an opportunity for community involvement to capture the results of social change more intensely than traditional assessment tools. Although this research is not a sufficient scale to be generalizable, in this observation the Portfolio process has made it possible to capture the elements of what is known to be high-impact practices in community engagement, service learning, and social action education (Buyarski, C. A & Landis, C. M, 2014).

From the initial observation of the teaching and learning activities, it is known that the students' creativity is still very low, it is seen during the teaching and learning process. The students are less interested and motivated in following the learning, the students are very passive, both during the work and discussion, nobody asks a question even if there are only one or two students. And this makes the learning process does not work well.

## B. Concept Creativity

According to Guilford (1995) that creativity refers to the ability that marks the characteristics of a creative person. More Guilford suggests two ways of thinking. First,



convergent thinking is the ways individuals in thinking of something with the view that there is only one correct answer. Second Method divergent thinking is the ability of individuals to seek alternatives answer to a problem.

In conjunction with the creativity, Guilford emphasized that creative people have more ways than convergent-divergent thinking. Creativity is the ability to create something new. Something new here is not meant to be entirely new, but it can also be a combination of elements that have been there before. (Munandar, 1995). Creativity is the ability to reflect fluency, flexibility, and originality in thinking and the ability to collaborate an idea. Creativity as a whole personality is the result of interaction with the environment. (Munandar, 1995). Meanwhile, according to Rogers, creativity as the process of the emergence of new results into action. New findings that emerged from the properties unique individual who interacts with other individuals, experience, or station in life. This creativity can be realized in an atmosphere of togetherness and occurs when the relationship between individuals characterized by meaningful relationships.

Rhodes classify the definitions of creativity into four categories, namely: Product emphasize creativity of creative work, either entirely new or a combination of old actions which produce something new. A person is looking at the creativity of the individual regarding characteristics that mark the personality of a creative person or associated with creativity, and this can be known through original behavior that appears, process and emphasizes how the creative process is underway from the start. It is growing until the creative behavior appears. Press stressed the importance of the factors that support the emergence of creativity in individuals

There are four reasons why creativity is very important, which is as follows: first, because the creative people can realize (actualize) themselves, and represent themselves are basic needs for the highest level of human life. Creativity is a manifestation of a fully functioning individual. Second, creativity or creative thinking as the ability to see all kinds of possible solutions to a problem, a way of thinking that is still less attention in education (Guildford, 1995). In schools that mainly trained is the acceptance of knowledge, memory, and reasoning (logical thinking). Third implicated themselves creatively not only beneficial (for self and the environment) but also gives satisfaction to the individual. This satisfaction is very instrumental, even more than the material benefits solely. Fourth, Creativity is what allows humans to improve the quality of life. In this era of development, welfare and prosperity of society and the state depends on the creative contribution, in the form of new ideas, discoveries, and new technologies.

## II. Research Methods

Research using a model-based learning portfolio to build students' creativity is a research and development that are followed up with action research. Because in the process of developing learning models are of interest to identify gifted students creative, as proposed that the research action is reflective forms that teachers themselves were the result can be used as a tool for curriculum development, school development, the development of teaching skills, and so on. (Sudikin, 2002)

This study was conducted in three cycles I (C I), the second cycle (C II), and the third cycle (C III) The implementation follows the pattern of the recycling that is diagnostic (diagnose / get to the bottom of the emergence of learning difficulties), therapeutic (done by trying out models ) and reflection (done by discussion and discussion of evaluative).



Data collection methods used in this study are as follows: 1) Methods of observation; 2) Questionnaire method; The instruments of each method are: 1) Observation sheet of interaction in learning; 2) Observation sheet of students' creative thinking ability; 3) Student response questionnaire sheet to the application of portfolio learning model. To obtain data with the feasibility of implementation of portfolio learning model, used descriptive data analysis with a percentage.

### III. Result and Discussion

In Cycle 1, the learning process fewer teachers can motivate students to learn. Teachers are less well in linking learning with students' prior knowledge. Also, teachers are less able to provide feedback/reflection, and they rarely give an award every time a student is asking/answering questions Teacher is less focused on the students so that students themselves are less enthusiastic to participate in learning activities.

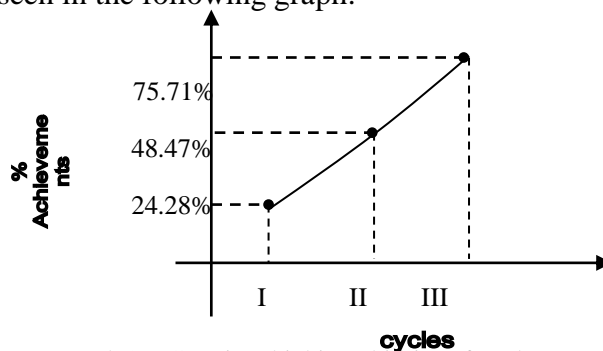
Regarding the students are still tricky to pull out of ideas in looking for problems in the family and the school, because the scope is very narrow. Students difficulties in gathering records from the television or radio. Students difficulty in choosing one of the problems for the study of class because each group has their own opinion.

In reflecting on the learning experience obtained information that the students are still reluctant to express their opinions and propose their views on the teacher. Average of creative thinking abilities of students in the first cycle amounted to 24.28%. The average participation of students in learning activities in the first cycle is 32.5%

In the second cycle, Based on observational data, the teaching and learning interactions that occur in the teaching and learning activities in the category of "enough" is to gain a score of 19. Information concerning the students during the teaching and learning activities, to reflect the learning experience obtained information that: Students have been able to resonate on the good learning experience. Average of creative thinking abilities of students in the second cycle amounted to 48.47%. The average participation of students in learning activities in the second cycle is 47.5%.

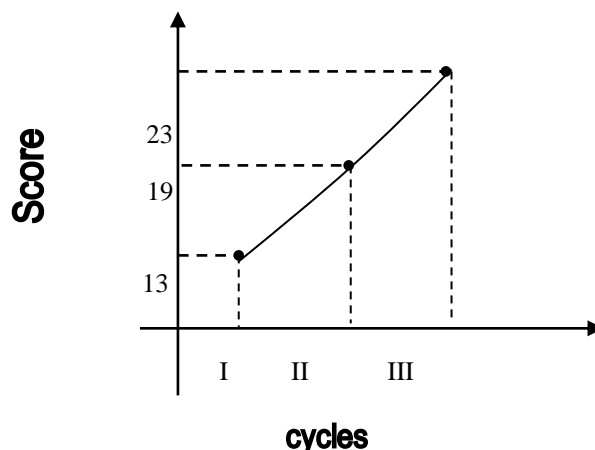
In the third cycle, observations made on teaching and learning interactions to see the participation of students during the teaching in the third cycle is included in the category of "good" with the acquisition of a score of 23. Also, the creative thinking skills of students in the high category in the amount of 75.71 %, Student participation in learning activities included in either category, which amounted to 82%.

While the ability of creative thinking of students and teaching and learning interactions can be seen in the following graph:



graph 3.1 Creative thinking abilities of students

In the graph above, it is known that the creative thinking skills of students in each cycle gradually increased from the first cycle with the percentage of 24.28%, the second cycle with the percentage of 48.47%, and the third cycle increased to 75.71%, which is included in the category high creativity.



Graph 3.2 Teaching and learning interactions

In the graph above, it is known that the interaction of learning to see the participation of students in each cycle can run well and increased from the first cycle with a score of 13, the second cycle with a score of 19, and the third cycle increased to 23 were included in both categories. In the learning model portfolio students are required to think smart, creative, participatory, perspective and responsible. Students also are expected to foster creativity through learning activities within the portfolio. Thus the expected competencies will Be Achieved (Kurniawan, 2006)

Based on the data, that all objects or evidence portfolio is divided into four kinds: first, the work of students (artifact), which is the work of learners produced in the classroom. Second, reproduction (reproduction) is the work of students who worked outside the classroom. Third, Endorsement (attestations) that is the question and the results of the observations made by the teacher or other students. Fourth, production (productions) are the work of students who had been specially prepared for the portfolio. Similar disclosed by Bansal (2011) Portfolio is a collection of student work that demonstrates significant and meaningful student learning progress over time. The ultimate goal is to encourage students to document and reflect on the experience of education.

Through evidence that learners can demonstrate something to others as a manifestation that they have about the knowledge, skills, and attitudes appropriate to the learning objectives. In authentic assessment, evidence gathered from various sources in various ways to share the grace period.

The basis of the development of a portfolio-based learning model is the theory of constructivism, which in principle illustrates that the students establish or build knowledge through interaction with the environment. The application of constructivism in learning, means placing students on a central position in the overall learning program as an example of the issues or problems that arise are used as the basis for discussion, debate, and investigative activities within or outside the classroom.



Under the proposed social constructivism, looked at that with discussions or hear other people's opinion or alter a person's form of knowledge that prior knowledge he had. Given social constructivism, the role of social interaction is essential. A person can construct or reconstruct knowledge that has been previously owned. In the insight of the concept of social constructivism can be easily formed on students through an activity or experiment. Portfolio-based learning can also be regarded as an effort to bring students to the object to be discussed.

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In connection with the interests of educational institutions, communities, and nations, educators have a crucial role in facilitating learners to be able to reach the standard of competence specified in the curriculum. In performing the duties of educators demanded optimalism have the creativity to encourage creative thinking abilities of learners. For that educators need to redefine the role of the original as a source of knowledge in classroom managers whose primary function do the design of learning and motivating learning to the learners.

In the teaching and learning activities, many ways of learning can be used by educators to achieve the learning objectives. In general, how to teach educators can be grouped into two approaches: traditional and modern.

Teaching conducted traditionally conventional methods (e.g. lectures, question, and answer) less stimulating activity and creativity of learners optimally, because the student activities only passively, i.e., listening to lectures educators and difficult incomprehensible to ask about things that are more nature verbalises, The size of their participation is just marked by the question or not. If no one asked, it means the student has understood, although the information has not been proven, when in fact it is an element of creativity activity asks that students' ability to see gaps or barriers they experienced during the learning process. While in modern teaching, student-centered learning process/active student learning (CBSA) educators only as a facilitator (enabler learning event), a teaching style more focused on empowerment model and conditioning. (Fajar, 2002).

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live, none of which ask the question if there were only one or two students. And this makes the learning process is not going well.

#### IV. Conclusion

Ability in creative thinking/creativity of the students gradually increased in each cycle of the first cycle with a percentage of 24.28% is included in the category of "low", the second cycle with the percentage of 48.47% is included in the category of "medium", and the third cycle increased to 75.71% are included in the category of creativity "high".

Teaching and learning interactions to see student participation in learning activities with model-based learning portfolio in the first cycle with a score of 13 included in the category of less, cycle II with a score of 19 included in the category of "enough", and the third cycle teaching and learning interactions included in the category "good" is to score 23.

Of student response data is known that students are confident and was pleased with the implementation of portfolio-based learning model, causing students are motivated to learn, enthusiasm in the task, come forward and speak with a lot of digging for information can improve the creativity of students poured into the portfolio view.

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