



Analysis of Guided Inquiry Learning Devices to Improve Students' Creative Thinking Skills

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DOI: <https://doi.org/10.53621/ijocer.v2i2.244>

Sections Info

Article history:

Submitted: July 1, 2023

Final Revised: August 6, 2023

Accepted: August 25, 2023

Published: October 03, 2023

Keywords:

Creative Thinking;

Guided Inquiry;

Learning Device Validation Results.



ABSTRACT

Objective: This study aims to produce a science learning tool validity using the guided inquiry model to improve the creative thinking skills of 8th-grade students. This research is descriptive and quantitative. **Method:** The research method is developed with Four-D (4D) stages. This research will validate the learning tool consisting of a syllabus, lesson plans, student worksheets, teaching materials, and student creative thinking ability test sheets. Moreover, the object of this study is the learning device's validity level. The data analysis technique was qualitative and descriptive based on assessing the three validators. **Results:** The results of the three validators concluded that the syllabus has an average score of 3.55 with valid criteria, and the lesson plan with an average score of 3.70 with valid criteria. Student worksheets have an average score of 3.49 with good standards, student teaching materials have an average score of 3.49 with very proper measures, and student teaching materials have an average score of 1.67 with valid criteria. The student's creative thinking ability test sheet has an average score of 3.64 with a correct category. Thus, the learning tools developed can be used in the learning process to improve students' creative thinking skills. **Novelty:** The use of guided inquiry learning tools is an effective tool in the learning process to improve students' creative thinking skills with the hope that this learning experience will be applied in dealing with various problems in everyday life.

INTRODUCTION

In this 21st century, education has developed rapidly, as seen from the fundamental changes covering technology, economics, industry, and other fields (Janatul, 2018). The development of human resources can be seen in students' ability to think innovatively, actively, and critically. Changes that occur can also create uncertainty about the future so that it can instantly change people's way of life. For this reason, students, as the next generation and human resources are the hope of Indonesians, need to prepare themselves for facing various life challenges in the era of the Industrial Revolution 4.0 (Putu et al., 2020). One of the critical competencies of 21st-century skills is creative thinking skills (Ghafar, 2020; Mutohahari et al., 2021; Nurhasnari et al., 2019; Peschl et al., 2021; Pujiastuti et al., 2020; Rahmawati et al., 2019). Creative thinking skills show one's creativity. Creativity is an essential aspect of the development of human resources (Kurniati, 2018).

There are many ways to train and improve students' creative thinking skills, especially in science subjects. Based on the results of previous research studies, the application of learning models is a way that can be chosen to train students' creative thinking skills. In fact, in the 2013 Curriculum, some learning standards have been established that require teachers to design, implement, and evaluate learning processes

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