

**THE LEARNING CREATIVITY PROFILE THROUGH AUDIO PODCAST
MEDIA AS AUDITORY LEARNING STYLE IN SD ISLAM KREATIF**

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Article Info	Abstract
<p>History: Submitted June 22th, 2020</p> <p>Revised July 13th, 2020</p> <p>Accepted July 29th, 2020</p>	<p>The purpose of this research is to determine the profile of students' learning creativity in thematic learning of the Indonesian Language Subject in the 4th grade at SD Islam Kreatif. The method used is the descriptive method. The sample in this research is the 4th grade students of SD Islam Kreatif with a total of 19 students. The research instrument used is a questionnaire to measure the learning creativity. The creativity indicators are curiosity, imaginative, feeling of challenged, dared to take risks, and respect. Students' learning creativity through the use of podcast-based audio media has a creative profile. Students have learning creativity and show a positive response of 32% with very creative criteria and 68% with creative criteria</p> <p>Keywords : Creativity; Podcasts; Auditory Learning Style</p>

A. Introduction

Learning shows activities carried out by students through activities such as reading, observing, discussing, listening, and observing from learning activities to obtain information and knowledge. Through information and knowledge, students can find ideas as the material for creativity. The smarter students are, the more potential they are to be creative because they have many problems and ideas to solve (Kurniawan, 2016: 167).

Students are required to be creative and active in the learning process. The results of interviews that have been conducted at SD Islam Kreatif, the students' learning creativity is still low indicated by the number of students who still passive in the learning. Students do not dare to express their incomprehension during the learning process in the class. So it causes the teacher's ignorance of the students' understanding in receiving the material presented in learning. This is also one of the causes of obstacles in students' creativity. The use of media that only focuses on textbooks makes students not develop. So to overcome these obstacles, it is necessary to have an intermediary tool/media that functions as a means of channeling messages, namely the use of

podcast-based audio media. By using podcast-based audio media, the creativity of students who have not developed can be developed.

Indicators of learning creativity on podcast audio media are curiosity, imaginativeness, feeling challenged by pluralism, dare to take risks, and respect. In addition, creativity is also described based on the learning styles of students. When entering elementary school age, students begin to adjust to concrete reality, accompanied by the development of a fairly strong curiosity. Through podcasts, students will be able to act creatively in the learning process.

Creativity is an active pattern of behavior on students in finding new things, creating something new, and forming new models that can be used by students. Creative students have the characteristics of the students themselves. Because it can be said that these students whose have creativity with the following characteristics: having curiosity, having self-confidence, trying new experiences, being flexible in thinking and acting, being critical of others' opinions (Kenedi, 2017: 333).

Creativity is divided into 2, namely aptitude and non-aptitude. Creativity that will be seen in the form of aspects of curiosity, imaginative, feeling challenged by pluralism, dare to take risks, and respects. This aspect will be seen through podcast-based audio media.

Learning creativity is an important aspect in learning achievement regarding to the success of students in the learning process. According to Usman (1993: 11) students who have creativity will always be creative in doing many things in every activity. Students have a high sense of trust, dare to take risks, can solve problems, and can work individually. Students with creative abilities are characterized by the ability to think in terms of finding various answers to a problem by supporting fluency, flexibility, collaboration of ideas and originality in thinking (Ali & M. Asrori, 2009: 44)

Measuring creativity can be through its aptitude and non-aptitude characteristics. Aptitude characteristics of learning creativity are include:: 1) the ability to think fluently, 2) the ability to think flexibly, 3) the ability to think originally, 4) the ability to detailing, 5) the ability to assess. While the

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characteristics of non-aptitude are: 1) curiosity, 2) imaginative, 3) challenged by progress, 4) have the courage to take risks, 5) can appreciate.

Utami Munandar describes the characteristics of creative thinking skills as follows:

- a. The characteristics of creative thinking abilities (Aptitude) namely:
 - 1) the ability to think fluently, namely having various ideas, being able to provide choices in preparing answers, being able to provide many ways to do various things in solving problems, having more than one alternative answer in providing solutions, 2) the ability to think flexibly, namely generating various ideas, having variations in providing answers or questions, being able to see a problem by searching for various alternatives with various angles, being able to change the way of thinking, 3) the ability to think rationally, namely being able to create something different and unique, having an unusual way to expressing oneself, being able to create something new with the combination created, 4) the ability in detailing or elaborating, namely being able to create and

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develop ideas, can itemization the details of an idea so that the creation of something becomes more interesting.

- b. Affective Characteristics (Non-aptitude), namely: 1) curiosity is always driven to know more, ask lots of questions, always paying attention to people, objects, and situations, be sensitive to observations and wanted to know, 2) Has an imaginative characteristic, that is able to create things that are described in his head from something imaginary into reality, 3) Sense of being challenged by progress, namely having a sense of solving difficult problems, being challenged to overcome complex conditions, being more interested in difficult work, 4) Having the courage to take risks, namely being brave in thinking about answers to questions that are not yet known for sure, not giving up easily and not being afraid to fail in various things, having no doubts, 5) respect is being able to appreciate everything related to life, respecting one's own talents that are being developed (Munandar, 2009: 5-10).

Students with a sense of creativity want to be curious, have great interests, have hobbies and like the activities that support their learning creativity. Students with a creativity sense have more courage to take risks than students in general, meaning that students can do something very meaningful and popular for themselves, students do not really care about criticism and ridicule for themselves. Students do not mind making mistakes and expressing opinions even though they are different from other thoughts. Students with their creativity will have the courage to be innovative to excel from their environment.

Indonesian language learning in elementary schools is often considered as less-active learning because it is more dominant in noting material activities and there are rarely practical activities (Mualimah & Usmaedi, 2018: 43). Learning that can increase students' learning creativity can present learning that gives an impression and has an attraction to be active in activities (Sari, 2017: 132). So that students can develop in the learning process and foster learning creativity. The ability of students to develop creative thinking skills is hampered because of the limitations of the

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learning media. Due to the limitations of media in learning, not all students can be involved in the process using the same media (Nada, et al, 2018: 219).

Auditory learning style has a style domain that focuses on hearing, speaking vocabulary, relating to voices and sounds (A.A.A. Saleh & Faki, 2014: 106). Auditory learning style is the students' style with learning patterns through hearing. Lectures and discussions become the learning methods carried out on audio learning styles.

The learning process has a sequence by listening and then applying. Students with this learning style are able to remember the teacher explanations or discussions in class, dominantly like to talk, are less skilled at assignments related to writing and are great at presentation activities (Yusuf & Amin, 2016: 87).

Auditory learning style focuses on the sense of hearing in the learning process to support the ease of receiving information. The advantage of this learning style is that it uses the sense of hearing as its goal in obtaining information. Students prioritize listening in their activities, only then they can understand the material obtained. This learning style prioritizes the types of

sounds and words. Auditory learning styles require or are associated with various types of associations with sound.

Students' learning styles can be influenced by physical conditions. Motor skills of students will create the students who are active in all activities carried out (Yusuf, 2009 1). There are other factors that can be involved in the formation of students' learning styles, namely internal factors and external factors. Endogenous factors, such as physical factors, attention and interest factors, talent factors, motivational factors, and personality factors. Exogenous factors such as family, school and other environmental factors (Awang, 2014: 511-514).

Forming learning activities requires a plan for using learning strategies but there needs to be learning motivation, tendencies to apply learning styles, and various other factors (Prastiti & Pujiningsih, 2009: 224). There needs to be variations in the provision of learning styles in order to minimize the difficulties of the teaching and learning process between teachers and students. The learning style in the classroom will cause a discrepancy with the teaching style built by the teacher (Provitera & Esendal, 2008: 69). Teachers and students, to

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realize the achievement of learning objectives, there needs to be a balance that is given and received in balancing teaching and learning activities.

Research with the interaction of guided inquiry learning strategies through learning styles, states that there are variations in each class in the school. Each class will have a varied dominant learning style (Nurochma, 2012: 1).

Afgani's research results state that online learning can foster creativity, learning with an online system helps

increase students' learning creativity, both in the realm of aptitude and non-aptitude (Afgani & Sutama, 2020: 74).

This research on creativity is an effort to increase learning creativity on students through the learning media using online technology systems as an effort to contain the spread of the COVID-19 pandemic. Limitations in the learning process have an impact on the quality of students' skills. By using an online technology system, it encourages students to be creative in their learning process.

B. Research Methodology

The method in this research is qualitative description. The research was conducted in March-June of 2021 at SD Islam Kreatif. The subjects in this research were the 4th-grade students of SD Islam Kreatif with a total of 19

students. The instrument used in this research is a questionnaire sheet about non-aptitude learning creativity which contains 5 indicators, namely curiosity, imaginativeness, feeling challenged, dare to take risks, and respects.

Table 1
The instrument of Non-aptitude Learning Creativity

No	Aspect of Validation	Indicator
1	Curiosity	Students paying attention to the material
2		Students search for answers from the internet or other learning resources
3	Imaginativeness	Students can describe the stories they have heard
4	Feeling Challenged	Students feeling challenged by questions from stories that have been heard
5		Never give up in searching answers from various learning sources
6		Working individually without the help of others
7		Trying to be on time in completing assignments
8	Dare to Take Risks	Confidence with the work being done

9		Dare to do difficult tasks
10		Optimistic about the courage of the completed assignments
11	Respect	Appreciate own opinion on the completion of the assignments

Table 2
Guttman's Scale Category

Score	Description
1	Yes
0	No

Calculating the average score achieved:

$$x = \frac{\sum x_i}{n}$$

Description:

x : Average

$\sum x_i$: Total score of each student

n : Total Score

The use of criteria by seeing at the students' learning creativity as a standard of measurement with the following variables:

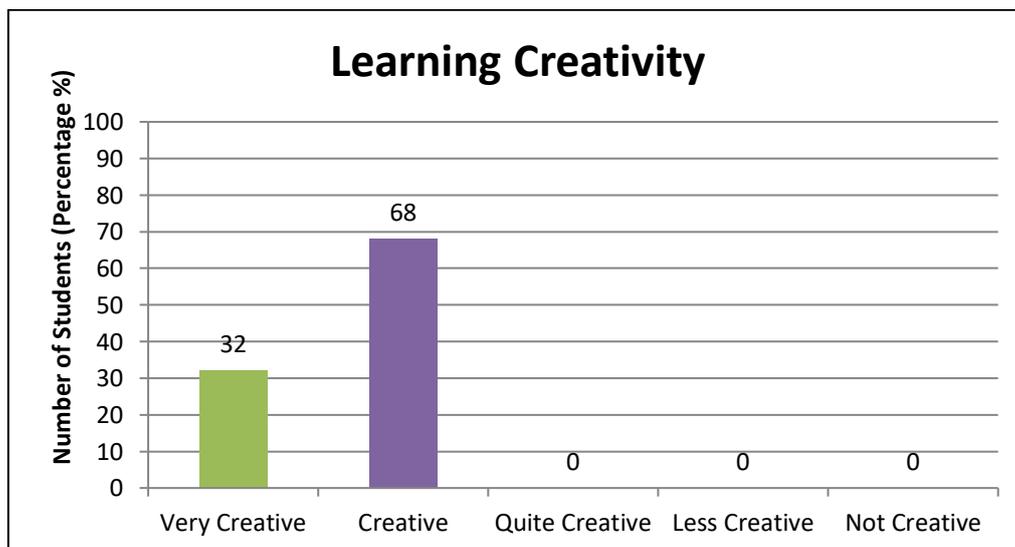
Table 3
Creative Criteria

Creativity Level	Category
81 – 100	Very Creative
61 – 80	Creative
41 – 60	Quite Creative
21 – 40	Less Creative
0 – 20	Not Creative

C. Result and Discussion

The research on learning creativity is seen through the audio podcasts media. Product trials on a small scale to see the creativity of students' learning towards podcast-based audio media that were

developed were carried out using documents which then being shared through the class WhatsApp group, with a total of 19 students.



Picture 1. Learning Creativity

Based on the picture, it is known that 32% of students have creativity in learning to use podcast-based audio media in the very creative category, 68% of students are in the creative category. Students who are included in the very creative category have a curiosity that is always driven to know more and always pays attention to the learning materials, imaginative who able to describe stories, feeling challenged by pluralism with questions from stories, searching answers from the internet and other sources, work on individually, completing tasks on time, dare to take risks with confidence in the work that is done, dare to accept difficult tasks, optimistic about completing tasks, and appreciates completing tasks independently.

Students with creative categories are not far from students with very

creative categories. The indicators contained in him only differ by one or two indicators. Besides being categorized as very creative and creative, the creativity of 19 students was also measured by per indicator in the learning using podcast-based audio media.

Based on the questionnaire data to respondents, there are findings that can be used as a discussion of research on the effectiveness of podcast-based audio media development at SD Islam Kreatif and answer the identification of problems that have been formulated previously. From the description of the questionnaire data, then it will be recapitulated, the following is the data obtained from the results of the questionnaire to 19 students as respondents:

**Table 4
 Questionnaire Results Recapitulation**

No	Statement	Answer		Total Score	Percentage (%)
		Yes	No		
1	I paying attention to the material	19	0	1	100%
2	I'm searching for answer from the internet	9	10	0,5	50%
3	I'm searching for answer from other learning resources	18	1	0,94	94%
4	I can describe the story that has been heard	14	5	0,73	73%
5	I feeling challenged by the questions	16	3	0,84	84%

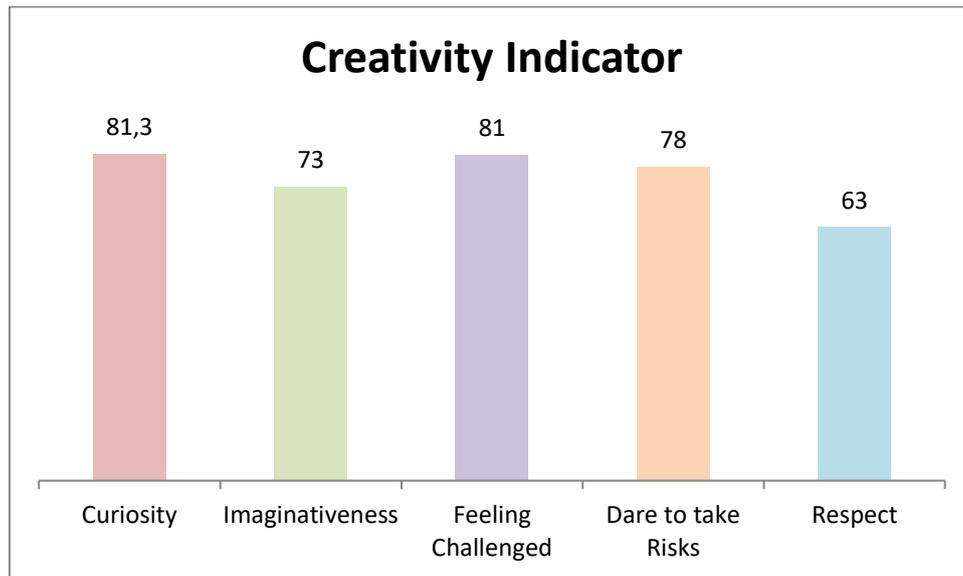
	from stories I have heard				
6	I never give up in searching for answers from the internet	13	6	0,7	70%
7	I never give up in searching answers from various learning sources	18	1	0,94	94%
8	I work individually without the help of others	14	5	0,73	73%
9	I try to be on time in completing assignments	16	3	0,84	84%
10	I am confident with the work that I do	15	4	0,8	80%
11	I dare to accept a difficult task	13	6	0,7	70%
12	I am optimistic about the courage of the task that has been completed	16	3	0,84	84%
13	I respect my own opinion on the task completion	12	7	0,63	63%

The following is the data obtained from the questionnaires results of the 19 respondents of 4th-

grade students of SD Islam Kreatif which have been recapitulated based on the indicators:

Table 5
Per Indicator Percentage

No	Indicator	Percentage
1	Curiosity	81,3 %
2	Imaginativeness	73 %
3	Feeling Challenged	81 %
4	Dare to take Risks	78 %
5	Respect	63 %



Picture 2. The Score of Students' Learning Creativity of Each Indicator

The profile of students' learning creativity is seen from a questionnaire with the learning using podcast-based audio media. Students who are included in the very creative category have more curiosity in an effort to find out various things and always paying attention to the learning materials, imaginative who are able to describe stories, feeling challenged by pluralism with questions from the stories, searching answers from the internet and other sources, work individually, completing tasks on time, dare to take risks with confidence in the work being done, dare to accept difficult tasks, be optimistic about completing tasks, and appreciate the completion of tasks independently.

Learning creativity in podcast-based audio media is seen from non-aptitude creativity which consists of curiosity, being imaginative, feeling challenged by pluralism, having the courage to take risks, and appreciating. Creativity in students appear to be low before being given podcast learning media due to a lack of diversity in the use of media in the learning process. Students are not given alternative media in their learning lead to boredom in following every learning process. But, when given the media in learning, students feel interested and very enthusiastic in following the learning flow.

The curiosity indicator creativity scores 81.3%. Students pay attention to

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the material, searching answers from the internet and also from other sources. Curiosity always encourages students to know more, ask lots of questions, always pay attention to people, be sensitive to observations, and want to research something. According to Munandar (2009: 192) the curiosity of students towards the learning process is still low, causing students to be less active in learning.

Imaginative indicator obtain the percentage of 73%. Students can describe stories that have been heard through podcast-based audio media. Imaginative is the mindset of students who can imagine a fantasy and can turn it into a reality.

The third indicator, feels challenged by pluralism, got a score of 81%. Students feeling challenged by the questions from stories, do not give up on searching answers from the internet or from other sources, do assignments individually, and are on time in collecting the assignments.

Feeling challenged by pluralism, namely the ability to overcome difficult problems, challenged by circumstances that require detailed solutions, preferring difficult tasks.

The percentage result on the indicator of dare to taking risk is 78%. In this indicator, students are confident in the tasks they are doing, dare to accept difficult tasks, and are optimistic about completing their assignments. Dare to take risks is the courage that students have in expressing their answers even though the results are not necessarily correct, not afraid of failure, not having doubts about the problems they face.

The indicator of respects, the percentage obtained is 63%. Students appreciate their own opinion on the work they are doing. Appreciation is a trait that students have in respecting life in carrying out activities, respecting their own abilities, and developing them (Munandar, 2009: 5-10).

D. Conclusion

Students' learning creativity through the use of podcast-based audio media has a creative profile. Students have learning creativity and show a positive response of

32% with very creative criteria and 68% with creative criteria. Students with creative criteria are curious, imaginative,

feeling challenged, dare to take risks, and respects.

The results of the conclusions that have been described, it is necessary to have a diversity of learning media that

can give a more attractive impression in teaching and learning activities and the need for teachers to continue to improve ICT competencies, so the teachers can take advantage of the ongoing learning media.

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