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Analysis of Threaded-Type Integrated Learning Model in Developing Creativity and Critical Thinking

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Abstract

Kegiatan belajar mengajar pada sekolah dasar lebih mengutamakan pada penguasaan materi atau berbasis teori. Tujuan riset ini adalah mengevaluasi efektivitas model pembelajaran terpadu tipe *Threaded* dalam mengembangkan kemampuan berpikir kreatif siswa sekolah dasar, yang menjadi salah satu keterampilan esensial di abad 21. Penelitian ini dimaksudkan untuk mengidentifikasi sejauh mana penerapan model pembelajaran terpadu tipe *Threaded* mendukung pengembangan kreativitas berpikir siswa. Jenis penelitian ini merupakan studi literatur dengan pehimpunan data sekunder melalui eksplorasi berbagai literatur dari artikel jurnal ilmiah nasional terakreditasi dan internasional bereputasi. Hasil penelitian menunjukkan bahwa model pembelajaran terpadu tipe *Threaded* dapat diterapkan di sekolah dasar dan efektif dalam mendorong siswa untuk berpikir kreatif. Model ini memfasilitasi siswa dalam menghubungkan berbagai konsep pembelajaran secara menyeluruh, sehingga memperkaya proses berpikir dan kreativitas mereka.

Kata Kunci: berpikir kreatif, berpikir kritis, pembelajaran terpadu, *Threaded*,

Abstract

Teaching and learning activities in elementary schools prioritize mastery of material or theory-based. This research aims to evaluate the effectiveness of the Threaded-type integrated learning model in developing the creative thinking skills of elementary school students, which is one of the essential skills in the 21st century. This study is intended to identify the extent to which the application of the Threaded-type integrated learning model supports the development of students' thinking creativity. This type of research is a literature study that collects secondary data by exploring various literature from articles from nationally accredited and reputable international scientific journals. The results of the study show that the Threaded-type integrated learning model can be applied in elementary schools and is effective in encouraging students to think creatively. This model facilitates students in connecting various learning concepts thoroughly, thereby enriching their thinking process and creativity

Keywords: *creative thinking, critical thinking, integrated learning, Threaded,*

INTRODUCTION

One of the characteristics of the 21st century learning model is the use of digital technology in the learning process and the implementation of learning is also collaborative. This is aimed at students to be critical and creative. Critical thinking encourages students to be

more able to evaluate the information they have obtained and be good at making the right decisions in learning. Critical thinking can also make students have a high sense of curiosity. Meanwhile, by thinking creatively, students can solve problems and can explore something new.

Every individual needs creative thinking skills to successfully solve problems in challenging situations. Everyone must be able to analyze and evaluate their life circumstances to make crucial decisions. Education at school is one of the means to educate the community and make thinking ability one of the main competencies. Creative thinking encourages students to be more motivated and more creative. Creative thinking is a skill in building ideas that are unique, quality, and relevant to the task given. This shows that creative thinking can broaden horizons as well as encompass a wide range of elements in the thinking process (Febrianti et al., 2018)

Creative thinking has four indicators, including *Fluent-Thinking*, *Flexible Thinking*, *Original Thinking*, and *Elaboration Ability* (Prasetiyo & Mubarokah, 2014). *Fluent Thinking is* the ability of a person to quickly find a way to solve a problem. *Flexible Thinking* is the ability to generate multiple ideas to solve a problem. *Original Thinking* is the ability to find new ideas on a problem. While *Elaboration Ability* is a person's skill to break down simple things into more detailed explanations.

In addition to creative thinking, the skill that needs to be developed is the ability to think critically. Critical thinking can encourage students to solve problems by using scientific thinking methods (Handayani et al., 2021). Critical thinking indicators according to Ennis (dalam Loka & Anwar, 2019) reducing learning activities in critical thinking, including (1) being able to formulate the main problem; (2) showing the facts that occurred; (3) sorting out valid arguments (4) revealing tendencies from other perspectives; and (5) conclude.

Creative thinking skills can be built from teaching using various learning models, such as integrated learning models. The integrated learning model is a model that emphasizes the learning process where teachers connect and integrate material on a certain theme or topic (Johni Dimyati, 2016). Elaboration ability is the ability of individuals to describe easy things in a broader sense. Ten integrated learning models combine concepts, skills, topics, and thematic units, namely: (1) *fragmented,* (2) *connected,* (3) *nested,* (4) *sequenced,* (5) *shared,* (6) *webbed,* (7) *Threaded,* (8) *integrated,* (9) *immersed,* and (10) *networked* (Indana, 2018). *Threaded* is one approach that connects a variety of skills, such as thinking skills, social skills, dual intelligence, and organizing skills (Rosiana, 2024).

This study presents a Threaded type integrated learning model to develop the creativity of elementary school students' thinking skills. In addition, this study also looks at the relationship of *the Threaded* integrated learning model in developing the creativity of elementary school students' thinking skills. In addition, information is needed about the steps of the Threaded type integrated learning model as well as definitions of thinking creativity such as indicators and goals of thinking creativity itself.

METHODS

Research is a type of literature study research. A series of literature study activities was carried out by integrating literature data, reading and taking notes, as well as organizing research data objectively, systematically, analytically, and critically regarding the Threaded type Integrated learning model to develop the creativity of elementary school students thinking skills.

The preparations made in this study are almost the same as other research, but the sources and methods of data unification are based on data obtained from literature, reading, recording, and adapting research data based on research according to the variables in this study.

This study was carried out carefully and in-depth to obtain objective results regarding the Threaded type Integrated learning model to develop the creativity of elementary school students' thinking skills. The data collected and analyzed are secondary data, namely research results from several accredited journals that are relevant to the threaded-type integrated learning model.

The data analysis technique in this study begins by describing the articles from the most appropriate, appropriate, and quite appropriate research results. After that, they are sorted by the year of the study which begins with the most recent research and gradually moves back to the older research. Furthermore, the researcher examines the abstract of each research article by assessing whether the problems in each part are by what is to be solved in the research. After this stage, the next activity records the key points relevant to the research problem

RESULT AND DISCUSSION

The results of the research that has been carried out have obtained results related to the Threaded integrated learning model to develop the creativity of critical thinking of elementary school students. In the initial stage, a search was carried out according to theory and an online literature review. For the analysis, this research is carried out in a non-interactive manner and takes place continuously in searching and finding the results of literature reviews in various sources. The data analysis technique is adjusted at the research level so that the results found are useful for studying the results in the literature source according to the Threaded integrated learning model. Furthermore, from these results, it is arranged systematically according to the type of information needed to be studied.

Integrated learning can be interpreted as an approach in learning that consists of several subjects and is designed so that students get a meaningful experience. These meaningful concepts can be defined as the way students understand the concepts learned through direct experience and relate them to other concepts they already know. Some of the characteristics in integrated learning are: 1) Child-centered, which positions students as learning subjects; 2) Direct experiences, providing direct experiences such as exposing students to real experiences (*concrete*) that occur in their daily life so that it makes it easier for him to understand more abstract things later; 3) The boundaries between fields of study are vague, learning is directed to discuss the themes that are closest to children's lives. 4) concepts from various subjects presented in a learning process. To encourage students to understand learning concepts in their entirety; 5) This learning is flexible because teachers can connect the teaching materials of one subject with another; 6) Learning outcomes are under the interests and needs of students because through integrated learning students have the opportunity to optimize their potential (Elizar, 2019).

Fogarty in his opinion stated that the Threaded integrated learning model is an integrative learning model that emphasizes meta-curriculum as the core of all learning topics (Fogarty, 2009). The Threaded *integrated learning model* is an approach that focuses on the continuous development of essential basic abilities in various subject areas, such as thinking skills, social skills, cooperative skills, organizational skills, learning skills, and dual intelligence (Kurniawan, 2020). In the Threaded integrated learning model, several characteristics describe the Threaded integrated learning model, including the following: (1) basic skills or meta curriculum; (2) subject content skills; (3) a combination of several fields of study (*across several disciplines*); and (4) the location of this integration can be seen in the similarities of skills found in several fields of study. For the characteristics, basic skills include *thinking skills*, *social skills*, *organizing skills*, technology and *study skills*, *cooperative skills*, and multiple *intelligence*.) is used as a process skill in learning to achieve various abilities, such as prediction, estimation, hypothesis, analysis, evaluation, and reflection.

The development of the Threaded integrated learning model must be by the plan, including the determination of integrated skills, the selection of subjects, the adjustment of Competency Standards and Basic Competencies, the formulation of indicators, the determination of thinking skills, the evaluation of learning with appropriate instruments, and the preparation of steps in the RPP format (Huliatunisa, 2022). In each learning model, there must be advantages and disadvantages, among the advantages of *the Threaded* integrated learning model are: (1) allowing students to have control over basic skills; (2) teachers emphasize basic meta-curricular/metacognitive skills so that students can learn about "how they learn"; (3) materials sourced from various disciplines; (4) students will benefit from the basic skills of *the Threaded model*; and (5) the model can increase students' motivation, creativity, and understanding of the relationships and relevance between different disciplines.

The findings from previous research that discussed the Threaded learning model *researched* by (Pangestu et al., 2023) where the study was conducted on 313 public elementary school students in Bangkalan with a sample of 173 class V students selected based on *cluster random sampling techniques* from 6 schools. The results of the study showed that there was a difference in the effectiveness of the Threaded-type integrative learning model with the conventional learning model. The Threaded integrative learning model is more effective and significant than the conventional learning model in fostering students' creative thinking skills in elementary school. In addition, with students being able to think creatively, the learning outcomes carried out by students can increase.

Other research results also found that *the threaded learning model can improve students' critical thinking skills and* learning outcomes. Research conducted by (Madesa & Permanasari, 2015) The threaded type integrated science learning model with a level of inquiry approach was significantly more effective in developing students' concept understanding and critical thinking skills than other learning models. Other research results conducted by (Atambi et al., 2021) obtained if the application of Threaded type integrated learning is more effective than *the shared type learning model* on the Indonesian learning outcomes of the Mainang State Junior High School, Alor Regency.

CONCLUSIONS AND SUGGESTION

The findings of this study are that the use of the Threaded integrated learning model can foster the creativity and thinking skills of elementary school students. In addition, *the Threaded* integrated learning model can also develop critical thinking skills and student learning outcomes. In the application of the Threaded integrated learning model, it is necessary to master several basic skills, namely *thinking skills*, *social skills*, *cooperative skills*, organizing *skills*, study skills, and multiple intelligences *intelligences*). By integrating these skills, learning becomes more effective and meaningful for students.

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