

## Implementation of Active Learning in Grade V to Enhance Creativity and Weaving Skills



Tasbihah<sup>1</sup>, Abu Dharin<sup>2</sup>

<sup>1,2</sup> UIN Prof. KH. Saifuddin Zuhri Purwokerto Indonesia

**ABSTRACT:** Active learning is a teaching method that emphasizes the active participation of students during the learning process. Quality education not only focuses on cognitive aspects but also considers other aspects. One aspect that needs attention is the development of weaving skills. This research employs a qualitative approach with an experimental design. The research subjects are Grade V students at MI Ya BAKII Kesugihan 01, Kesugihan District, Cilacap Regency. The aim of this research is to explain the positive impact of active learning in enhancing creativity and weaving skills, as well as to describe the steps taken by the teacher in actively teaching weaving. The results of the research indicate a positive impact of active learning in improving creativity and weaving skills.

**KEYWORDS:** Active learning, creativity, weaving.

### A. INTRODUCTION

The National Education Standards state that: "Education is a conscious and planned effort to create conditions for learning and the learning process, so that students play an active role in developing their potential to possess good spiritual and religious strength, self-control, intelligence, noble character, as well as the necessary skills for themselves, the broader community, nation, and country" <sup>1</sup>. The statement emphasizes the need for learning activities to achieve the mentioned goals. In order to develop students' spiritual and religious strength, self-control, intelligence, noble character, and essential skills, a structured and planned educational process is essential. Effective teaching and learning activities play a crucial role in helping students reach these objectives..

Learning is an intentional activity carried out to modify various conditions to achieve a goal, which is the curriculum objective. Curriculum is a series of plans and agreements related to the objectives, content of learning materials, and methods used as guidelines for teachers in the teaching process. <sup>2</sup>

A teacher is the primary key to education as they are directly involved in the learning process. Therefore, a teacher must have broad knowledge and insight, be creative, and possess a never-give-up spirit. Quality education doesn't solely focus on mastering academic subjects but also on developing students' skills and creative potential. One effective way to promote creativity and skills is through active learning. <sup>3</sup>

Active learning is a teaching method that emphasizes the engagement and participation of students throughout the learning process. Therefore, in this teaching model, the role of the teacher is that of a facilitator, to provide support for students by stimulating their engagement in physical, mental, social, emotional, and other aspects. As a result, the teacher's role is not as dominant in controlling the learning process. Since students are the subjects or actors, they are the active participants in this teaching model. This method allows students to be directly involved in exploration, discovery, and problem-solving, thereby enhancing their understanding and creativity.

<sup>1</sup> Annisa Fitrah, Yantoro Yantoro, and Suci Hayati, "Strategi Guru Dalam Pembelajaran Aktif Melalui Pendekatan Saintifik Dalam Mewujudkan Pembelajaran Abad 21," *Jurnal Basicedu* 6, no. 2 (2022): 2943–52, <https://doi.org/10.31004/basicedu.v6i2.2511>.

<sup>2</sup> Fitrah, Yantoro, and Hayati.

<sup>3</sup> I Malawi, A Kadarwati, and D P K Dayu, *Teori Dan Aplikasi Pembelajaran Terpadu* (books.google.com, 2019), <https://books.google.com/books?hl=en&lr=&id=MoCWDwAAQBAJ&oi=fnd&pg=PP1&dq=mengembangkan+kreatifitas+dan+ket+erampilan+anyaman+di+%22sd+mi%22&ots=bBbYC4loDj&sig=LPxyBhXTK2QQ7rYyonFHjE3mA6M>.

## Implementation of Active Learning in Grade V to Enhance Creativity and Weaving Skills

Creativity is the ability to think in new ways, generate original ideas, and apply those ideas in everyday life. Roger, in *Child Development*, defines 'Creativity as the tendency to self-actualize, to realize potential, the urge to grow and become mature, the inclination to express and activate all the organism's capabilities.'<sup>4</sup> Supriadi stated that the characteristics of creativity can be grouped into two categories: cognitive and non-cognitive. Cognitive characteristics include originality, flexibility, fluency, and elaboration. Meanwhile, non-cognitive characteristics include motivational attitude and creative personality. Both of these traits are equally important; intelligence without a creative personality may not produce anything significant. Creativity is not solely a function of the brain; emotional variables and mental health play a significant role in the birth of a creative work<sup>5</sup>

The teaching of weaving skills has been recognized as an effective means to develop students' creative abilities. According to research, weaving enables students to develop critical thinking, problem-solving, and careful planning skills. Weaving also enhances fine motor skills, hand-eye coordination, and spatial understanding. Additionally, in the context of Madrasah Ibtidaiyah, weaving instruction encourages cooperation and social skills among students.

However, in reality, at MI Ya BAKII Kesugihan 01, many teachers are reluctant to teach weaving. When the researcher interviewed one of the teachers, Ms. Siti Fajriyah, S.Pd.I, about how often she uses active learning to improve weaving skills, she answered that she never does. Her reason is that generally, students feel difficulties or become pessimistic before even trying the weaving technique. It's a different story with Ms. Susriyati's response; she mentioned that she tried it once, but only 25% of the students were able to follow the weaving pattern demonstrated. The rest either cried, failed, or only partially completed the task.

Therefore, the researcher aims to understand the positive impacts of active learning on enhancing creativity and weaving skills when implemented in Grade V at MI Ya BAKII Kesugihan 01, as well as the steps that teachers should take to carry out active learning effectively in order to enhance creativity and weaving skills?

Based on the description above, the researcher is interested in conducting a research titled: "Implementation of Active Learning in Grade V to Enhance Creativity and Weaving Skills."

### B. RESEARCH METHODS

The research utilizes a qualitative approach with an experimental design. The research subjects are Grade V students at MI Ya BAKII Kesugihan 01, Kesugihan District, Cilacap Regency. Participants are purposively selected based on their proficiency in weaving skills. Data collection methods include classroom observations, interviews with teachers, analysis of student weaving products, and documentation. The learning process extends for two weeks, using an active learning approach that involves students in weaving activities, group discussions, and reflection.

### C. RESULT AND DISCUSSIONS

In the implementation of weaving skills learning in Grade V at MI Ya BAKII Kesugihan 01, several interesting findings were discovered. Firstly, students displayed a high level of interest and enthusiasm in weaving activities. They exhibited creativity in designing patterns and combining various weaving techniques. Additionally, students demonstrated the ability to work cooperatively, help each other, and share ideas within their groups.

Untuk To implement active learning in enhancing the creativity and weaving skills of 5th-grade students, here are several steps undertaken by the teacher:

- a. Group Division: The teacher divides the students into several groups and appoints a group leader.
- b. Providing Resources: The teacher can provide simple materials, in this case, cover paper, which will be used by the students in exploring and practicing weaving.
- c. Teaching Basic Weaving Techniques: The teacher can provide demonstrations, video tutorials, or written steps to guide students in learning these techniques.
- d. Providing examples of finished weavings.
- e. Using Weaving Projects: Provide challenging weaving projects to students, such as creating woven photo frames or wall decorations. Encourage them to think creatively in designing and crafting these weavings.

---

<sup>4</sup> D N Sari, S Susilawati, and S Zulaiha, *Pengembangan Kreativitas Siswa Menghasilkan Karya Melalui Daur Ulang Sampah Pada Mata Pelajaran Seni Budaya Dan Keterampilan SDN 49 Rejang Lebong* (e-theses.iaincurup.ac.id, 2020), <http://e-theses.iaincurup.ac.id/id/eprint/1572>.

<sup>5</sup> A Badawi, S Sumanto, and ..., "Pelatihan Keterampilan Menganyam Untuk Meningkatkan Kualitas Pembelajaran Senirupa Bagi Guru Sekolah Dasar," *Abdimas Pedagogi: Jurnal ...*, 2019, <http://journal2.um.ac.id/index.php/pedagogi/article/view/10995>.

## Implementation of Active Learning in Grade V to Enhance Creativity and Weaving Skills

- f. Organizing a Weaving Exhibition: After students complete their weaving projects, organize an exhibition at the school involving students, teachers, and parents. This exhibition will showcase students' weaving works and provide an opportunity for them to share their experiences and learning processes.



Image 1. Weaving Practice Process

Data analysis also indicates an improvement in students' weaving skills from the beginning to the end of the learning process. Initially, many students faced difficulties in controlling the weaving and following predetermined patterns. However, through an active learning approach that encourages exploration and hands-on experience, students managed to overcome these challenges and produce increasingly better weavings over time.

The findings of this research demonstrate that teaching weaving skills through an active learning approach has a positive impact on the development of creativity and skills among 5th-grade students at an Elementary Islamic School (MI). In the context of an MI, weaving instruction not only enhances students' technical skills but also strengthens their cooperation and social skills. Through group collaboration, students learn to support each other, share ideas, and appreciate diversity.

The implementation of the active learning approach also provides an enjoyable learning experience for the students. They feel more engaged in the learning process, have the freedom to explore, and take responsibility for their weaving outcomes. This can enhance students' learning motivation and strengthen their interest in developing weaving skills.

Enhancing the creativity of 5th-grade students through active learning offers several benefits, including: a) Improving Problem-Solving Abilities: In weaving, students face challenges in completing weaving patterns. By fostering creativity, students become more skilled at finding innovative and effective solutions. b) Developing Critical Thinking Skills: The weaving process requires students to think about the necessary steps and analyze the outcomes. Encouraging creativity helps students become accustomed to thinking critically and questioning existing concepts. c) Building Self-Confidence: When students successfully create weavings using their own creativity, they feel proud and confident in their abilities. This motivates them to continue innovating and trying new things.<sup>6</sup>

Other benefits of active learning in improving weaving skills include:

1. Creativity Development: Through active learning, students learn to think creatively, create new weaving designs, and explore various weaving techniques.
2. Fine Motor Skill Enhancement: Weaving requires good fine motor skills. Through consistent practice in active learning, students improve hand-eye coordination, as well as the speed and precision of their weaving movements.
3. Collaborative Learning: During the weaving process, students can collaborate, discuss, and assist each other in overcoming challenges. This enhances their social skills and strengthens relationships among students.
4. Increased Self-Confidence: When students successfully create unique and beautiful weavings, they feel proud and confident in their abilities.

---

<sup>6</sup> P Darestika and S S P Jati, "Dinamika Pemberdayaan Masyarakat Pada Proses Produksi Sentra Industri Kerajinan Anyaman Bambu Indah Desa Wonoanti, Kecamatan Gandusari ...," *Historiography ...* (download.garuda.kemdikbud.go.id, 2022), [http://download.garuda.kemdikbud.go.id/article.php?article=3130520&val=27964&title=Dinamika pemberdayaan masyarakat pada proses produksi sentra industri kerajinan anyaman Bambu Indah Desa Wonoanti Kecamatan Gandusari Kabupaten Trenggalek 1991-2019](http://download.garuda.kemdikbud.go.id/article.php?article=3130520&val=27964&title=Dinamika%20pemberdayaan%20masyarakat%20pada%20proses%20produksi%20sentra%20industri%20kerajinan%20anyaman%20bambu%20indah%20desa%20wonoanti%20kecamatan%20gandusari%20kabupaten%20trenggalek%201991-2019).

## Implementation of Active Learning in Grade V to Enhance Creativity and Weaving Skills

5. Appreciation of Culture and Local Heritage: By involving students in active weaving learning, they develop a deeper understanding of cultural values and local heritage. They learn to appreciate traditional handicrafts and understand the importance of preserving weaving skills in their community.<sup>7</sup>

### D. CONCLUSION

Based on the presented findings and discussions, it can be concluded that:

1. Teaching weaving skills through an active learning approach has a positive impact on the development of creativity and skills among 5th-grade students at the MI level. Students can develop technical skills, creativity, cooperation, and social skills. The active learning approach also provides an enjoyable learning experience and enhances students' learning motivation.
2. The teacher's steps in implementing active learning to enhance creativity and weaving skills include grouping students, providing resources, teaching basic weaving techniques, providing examples of finished weavings, using weaving projects, and organizing a school exhibition showcasing weaving outcomes.

### REFERENCES

- 1) Badawi, A, S Sumanto, and ... "Pelatihan Keterampilan Menganyam Untuk Meningkatkan Kualitas Pembelajaran Senirupa Bagi Guru Sekolah Dasar." *Abdimas Pedagogi: Jurnal ...*, 2019. <http://journal2.um.ac.id/index.php/pedagogi/article/view/10995>.
- 2) Darestika, P, and S S P Jati. "Dinamika Pemberdayaan Masyarakat Pada Proses Produksi Sentra Industri Kerajinan Anyaman Bambu Indah Desa Wonoanti, Kecamatan Gandusari ...." *Historiography ....* download.garuda.kemdikbud.go.id, 2022. [http://download.garuda.kemdikbud.go.id/article.php?article=3130520&val=27964&title=Dinamika pemberdayaan masyarakat pada proses produksi sentra industri kerajinan anyaman Bambu Indah Desa Wonoanti Kecamatan Gandusari Kabupaten Trenggalek 1991-2019](http://download.garuda.kemdikbud.go.id/article.php?article=3130520&val=27964&title=Dinamika%20pemberdayaan%20masyarakat%20pada%20proses%20produksi%20sentra%20industri%20kerajinan%20anyaman%20bambu%20indah%20desa%20wonoanti%20kecamatan%20gandusari%20kabupaten%20trenggalek%201991-2019).
- 3) Fauzi, A, A Zohriah, and R A Lughowi. "PEMANFAATAN PERPUSTAKAAN SEBAGAI SUMBER BELAJAR MELALUI PEMBERDAYAAN GURU BIDANG STUDI." *J-ABDI: Jurnal Pengabdian ...*, 2022. <https://www.bajangjournal.com/index.php/J-ABDI/article/view/2652>.
- 4) Fitrah, Annisa, Yantoro Yantoro, and Suci Hayati. "Strategi Guru Dalam Pembelajaran Aktif Melalui Pendekatan Saintifik Dalam Mewujudkan Pembelajaran Abad 21." *Jurnal Basicedu* 6, no. 2 (2022): 2943–52. <https://doi.org/10.31004/basicedu.v6i2.2511>.
- 5) Jannah, Azaliyatul. "Konsep Dasar Belajar Aktif Dan Contoh Model Pembelajaran Inovatif," 2018, 1–11.
- 6) Malawi, I, A Kadarwati, and D P K Dayu. *Teori Dan Aplikasi Pembelajaran Terpadu*. books.google.com, 2019. <https://books.google.com/books?hl=en&lr=&id=MoCWDwAAQBAJ&oi=fnd&pg=PP1&dq=mengembangkan+kreatifitas+dan+keterampilan+anyaman+di+%22sd+mi%22&ots=bBbYC4loDj&sig=LPxyBhXTK2QQ7rYyonFHjE3mA6M>.
- 7) Sari, D N, S Susilawati, and S Zulaiha. *Pengembangan Kreativitas Siswa Menghasilkan Karya Melalui Daur Ulang Sampah Pada Mata Pelajaran Seni Budaya Dan Keterampilan SDN 49 Rejang Lebong*. e-theses.iaincurup.ac.id, 2020. <http://e-theses.iaincurup.ac.id/id/eprint/1572>.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.

---

<sup>7</sup> A Fauzi, A Zohriah, and R A Lughowi, "PEMANFAATAN PERPUSTAKAAN SEBAGAI SUMBER BELAJAR MELALUI PEMBERDAYAAN GURU BIDANG STUDI," *J-ABDI: Jurnal Pengabdian ...*, 2022, <https://www.bajangjournal.com/index.php/J-ABDI/article/view/2652>.