The Correlation Between Creativity and Discipline On Social Science Learning Outcomes

Nur Afifah[1], Isa Ansori[2]

[1,2]Primary School Teachers Education Department, Faculty of Education, Unversitas Negeri Sernarang
Corresponding email: nur96afifah@gmail.com

Abstract

This study aimed to assess the correlation between creativity and discipline toward social studies learning outcomes of 5rd grade students of State Elementary School Dwija Harapan Cluster, *Sub-district* Semarang. This research used quantitative method with correlation type. Samples were 129 students taken by using proportional random sampling. Data were collected by using interviews, questionnaires, and documentation. Data analysis technique was done through descriptive analysis, prerequisite analysis, and correlation analysis. The results showed that there was a significant correlation between creativity and discipline toward social studies learning outcomes which was proved by its value was 0.795. Thus, it could be concluded that there was a correlation between creativity and discipline toward social studies learning outcomes of 5rd grade students of State Elementary School Dwija Harapan Cluster, *Sub-district* Semarang.

Keywords: creativity; discipline; social studies learning outcomes

1. Introduction

Education is an important thing in human life, because through the education we can create the high qualified human resources. In the annotation of the Article 3 of Undang-Undang Nomor 20 Tahun 2003 on National Education System, it was emphasized that:

> The purpose of National education system is to develop the skills and to build the character and civilization of the civilized nation in order to create the smart nation, aimed at developing the students' potentials in order to become the faithful and God-fearing humankind, who have good characters, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

Based on the Article 3 of the Act, it was explained that the purpose of the Indonesian education is not only to make the students intelligent, also to build character in order to be consistent with Pancasila characters.

According to Regulation of Minister of Education and Culture Number 21 issued in 2016 on Content Standard of Primary and Secondary Education, it was pointed out that the stage of competency and the scope of lesson materials for primary students (SD/MI/SDLB/Paket A) comprise 8 content subjects, and one of the included subjects is Social Science (IPS).

As stated by Susanto (2016:137), social science is the subject embracing wide study, studying various social and humanities disciplines as well as the human basic activities aimed at giving the students good and deep insights and developing the thinking concepts based on the social realities they find around them, so that it will create the the good and responsible-to-nation-state citizens. In the social science learning, a teacher needs to insert the character building, because the initiatives to implement the character building process can be carried out through civic and social education (Farid Ahmadi, dfk. 2017:128)

According to Gaffar (in Kesuma, et. al. 2012:5) character building is the process of developing the life values in the students' personalities in order that it turns into the real integral part in the students' lives. The purpose of character building is to facilitate the reinforcement and the development of the character values so it can be manifested into the students' behavior in their daily life, both at school and out of school. While, as stated by Daryanto and Darmiatun (2013:70), there are 18 character values, they are religiousity, honesty, tolerance, discipline, hard work, creativity, independence, democracity, curiousity, nationality spirit, love to homeland, achievement appreciation, communicativeness, peace-loving, love to read, environment awareness, social awareness, and responsibility. Two of the included values are creativity and discipline.

Every student has his own talent and ability; therefore, we need the diverse education.

Not all talented students have high IQ, as the things determining the talentedness are not only intelligence, but also creativity (Munandar, 2014:6). The development of creativity is closely related to the students' cognitive development, because the real reativity is manifestation of the brain development (Ali and Asrori, 2017:40).

In addition to creativity, another factor influencing the learning outcome is discipline behavior. According to The Liang Jie (as mentioned in Wiyani, 2016:159) discipline is the orderly situation in which the people in a group are subject to the effective regulation. One of the behavior the students should apply in order to have the good way of learning is by being well discipline. Slameto (2013: 67) stated that in order that the student become more advanced, the students should be discipline, whether at school, at home, and in the library. The discipline is viewed as the factor affecting the students' learning achievement the most. Discipline attitude and behavior are not built naturally or in a short time, but it should be built through a long process.

The studets' learning success cannot be separated from its influencing factors. According to Waliman (in work of Susanto, 2016:12) the learning outcome the students achieve is influenced by many factors, whether the internal or external ones. The internal factors include: intelligence, interests and attention, learning motivation, studiousness, learning habits, as well as physical and health conditions. While, the external ones comprise: families, school, and society.

Report made by UNESCO (The United Nations Educational, Scientific and Cultural Organisation) in Education For All Global Monitoring Report (EFA-GMR), shows that The Education For All Development Index (EDI) of Indonesia in 2014 was at rank 57 out of 115 (Source: https://www.kemenkopmk.go.id/artikel/indonesia-peringkat-ke-57-edi-dari-115-negara-tahun-2014 (downloaded on 25 March, 2018). The quality improvement of education can be viewed from the learning outcome the students achieve during the learning at school. In fact, however, not all students attain good learning outcome.

After interviewing classroom teacher of grade V in SDN Gugus Dwija Harapan, the emergence of the problem, in fact, is caused by some factors, among which is the students' low creativity and discipline. The students' low creativity can be viewed from their activeness during the learning process. They seldom ask questions or express their ideas. The teacher often gave the student the opportunity to ask questions on the things they do not understand yet. The students, however, did not say anything at all. The activeness to make a try to answer the try-out questions during the learning process was low too. Some students looked less confident and doubtful when answering the questions asked by their teacher. They looked less enthusiastic during the learning, especially during Social Science learning, because the students regarded the Social Science as the difficult and boring subject as most of its lesson materials obliges them to memorize.

The students' low discipline can viewed from their behavior. Most of them did not do the assignments the teacher gave. When the teacher gave them homework, some students did not collect it on time. In addition, when the teacher explained to them the lesson materials, the students paid only a little attention, they preferred laughing with their classmates, so that the situation of the classroom learning became raucous and uncontrollable. When the break signal rang, the students spontaneously ran to the canteen. When the break time ended, however, they did not immediately enter the classroom. They still bought some snacks in canteen, instead, and entered the class late.

Some studies strengthened this study, and revealed the almost similar variable. Among them is the international study carried out by Kyung Hee Kim in 2016 titled"The Creativity Crisis: The Decrease in Creative Thinking Scores on the Torrance Tests of Creative Thinking". The study shows that the students' learning outcome decreases due to the creativity crisis.

Another research was conducted by Hugo Aries Suprapto, Muhammad Rusdi, and Paryono in 2017 titled "Pengaruh Media Pembelajaran and Kreativitas terhadap Hasil Belajar IPS di SDN Jaka Mulya Bekasi Selatan" (The Influence of Teaching Tools and Creativity on the Social Science Learning Outcome in SDN Jaka Mulya Bekasi Selatan). The study shows that teaching tools and creativity have significant impact on Social Science learning outcome.

The study conducted by Elly Sukmanasa in the Creative Journal in 2016 titled "Hubungan antara Disiplin Belajar dengan Hasil

Belajar pada Mata Pelajaran Ilmu Pengetahuan Sosial" (The Relations between Discipline for learning and Learning Outcome in Subject of Social Science). The study shows that discipline for learning has positive relation to the learning outcome in Social Science subject at correlation coefficient rate (r) about 0.967 which shows great impact.

Based on the background mentioned above, I would like to conduct a research titled "Hubungan Kreativitas and Kedisiplinan dengan Hasil Belajar IPS Siswa Kelas V SDN Gugus Dwija Harapan Kota Semarang" (The Relation of Creativity and Discipline with Social Science Learning Outcomes of Grade V Students in Public primary schools associated in Unit of Dwija Harapan in Semarang City).

2. Research Methods

This study applied quantitative method particularly correlative one. This research was conducted in Public primary schools associated in Unit of Dwija Harapan in Semarang City. The research population was Grade V students of Public primary schools associated in Unit of Dwija Harapan in Semarang City the amount of which was 191 children. The sampling method applied was proportional random sampling. This research used independent variable comprising creativity, discipline, and Social Science learning outcome.

The data were collected through interviews, questionnaire fulfillment, and documentation. The collected data were analyzed using descriptive statistics, precondition assessment, and hypothesis test. Descriptive statistics analysis was used to calculate the data of creativity, discipline, and Social Science learning outcome.

3. Result and Discussion

The research on the relations of creativity and discipline with Social Science learning outcome of grade V students in Public primary schools associated in Unit of Dwija Harapan in Semarang City comprises some issues that will be analyzed, as follows:

Precondition Analysis

Normality Tests

The normality test was conducted to identify whether the data of creativity, discipline, and Social Science learning outcome were normally distributed or they were not. The testing was conducted using One Sample Kolmogorov-Smirnov and I acquired the normality test result at significance rate of creativity about 0.162, that of discipline around 0.812, and that of learning outcome around 0.113. the three variables have significance rates that are higher than 0.05. I, therefore, can draw a conclusion that the data of creativity, discipline, and learning outcome were normally distributed.

Linearity Test

The linearity test aims to find out if two variables have significant or unsignificant linear relationship. This study used SPSS 21 by conducting Test for Linearity at significance rate 0.05, I found out that the result of linearity test of creativity and Social Science learning outcome is 0.153 and the result of linearity test of discipline and Social Science learning outcome was 0.254. thus, I can draw a conclusion that the relationship between creativity and Social Science learning outcome as well as discipline and Social Science learning outcome were affirmed as linear because their significance rates were higher than 0.05.

Multicolinearity Test

Multicolinearity test was conducted to find out that between one independent variable and another one there is not significant correlation. Based on the multicolinearity test using SPSS 21, it was found out that VIF ratio was 1.474 or less than 10 and the Tolerance rate was 0.678 or higher than 0.1. The analysis shows that the data do not have multicolinearity relation.

Hypothesis Test

The hypothesis testing conducted in this study included: simple correlation test and compound correlation test. The hypothesis testing was conducted to show if my hypothesis is accepted or rejected.

Table 1 Result of Simple Correlation Test

Remarks	Sig	Pearson Correlation	r-table
and Y	0.000	0.696	0.1848
and Y	0.000	0.710	0.1848

The table 1 above shows that creativity (X1) has significant relationship with Social Science learning outcomes, it was found out that r-value was0.696. This fact indicates that if the students' creativity is good, their Social Science learning outcomes will be good too. On the contrary, if the students' creativity is poor, their learning outcome will be poor too. Subsequently, from the relationship between disciplines (X2) with Social Science learning outcome, I found out r-value was 0.710 which shows that discipline has significant relationship with Social Science learning outcome. This indicates that if the students' discipline is good, their Social Science learning outcome will be good, too. While, if the students have low discipline, their learning outcome will be poor, too.

The study is promoted by another study conducted by Elisa Rismaniar, et.al. from Faculty of Education and Teaching Unila in 2016 titled "Pengaruh Kreativitas Belajar and Pemanfaatan Media Pembelajaran Flash terhadap Hasil Belajar" (Impact of Learning Creativity and Flash Cards Usage as Teaching Tools on Learning Outcome). The study shows that learning creativity has significant and positive relationship with the students' learning outcome.

Another research conducted by Syukron Zahidi Arrahmi, Imam Suyanto, and Wahyudi was published in journal of PGSD FKIP UNS in 2014 titled "Pengaruh Kedisiplinan and Kemandirian Siswa terhadap Hasil Belajar Ilmu Pengetahuan Sosial Kelas V SDN Se-Kecamatan Kebumen" (the Impact of Students' Orderliness and Independence on Social Science Learning Outcome of Grade V Students throughout Subdistrict of Kebumen). The study shows that the students' disciplines and independence have significant impact on their Social Science learning outcome.

The different research was carried out by Robina Shaheen in 2010 titled"Creativity and Education". The study shows that the primary students' creativity has relationship with their education success as creativity is the key for competitiveness in economics in the future.

One more research was carried out by Zainidar Aslianda, Israwati, Nurhaidah in 2017 from FKIP UNSYIAH titled "Hubungan Disiplin Belajar terhadap Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 18 Banda Aceh" (The Relation between Discipline for learnings and Learning Outcome of Grade IV Students of Sekolah Dasar Negeri 18 Banda Aceh). The study shows that the discipline on learning has positive correlation with Grade IV students' learning outcome in SD Negeri Banda Aceh at correlation coefficient rate (r) = 0.59.

Compound Correlation Analysis (R)

Compound correlation analisis is also used to find the trend and the strength of the relationship as well to confirm the hypothesis on the relationship of two or more independent variables simultaneously with one dependent one using compound correlation technique (Sugiyono, 2015:233). The calculation of the compound correlation analysis test is shown in the following table.

Table 2 Hasil Uji Analisis Korelasi Ganda Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.794a	.631	.625	4.48979

a. Predictors: (Constant), Discipline, Creativity

Based on the table above, we find out that r-value is 0.794 at significance rate 0.000. Therefore, I can say that creativity and discipline have significant relationship with grade V students' Social Science learning outcome in Public primary schools associated in Unit of Dwija Harapan in Semarang City.

This study is confirmed by another research conducted by Wilda, Shindy Ekawati in 2016 pedagogic journal titled "Pengaruh Kreativitas and Minat Belajar terhadap Hasil Belajar Matematika Siswa" (Impact of Creativity and Interest in Learning on Students' Mathematics Learning Outcome). The study shows that simultaneously creativity and interest in learning have impact on Mathematics learning outcomes at correlation coefficient 0.453.

Another study was conducted by Nisa Dian Rachmawati in 2014 titled "Hubungan Disiplin Belajar dengan Hasil Belajar Siswa pada Mata Pelajaran PKn di Sekolah Dasar Negeri Sumber Jaya 04 Tambun Selatan Kabupaten Bekasi" (Relations of Discipline for Learning and Students' Learning Outcomes on Subject of Civic Education in Sekolah Dasar

Negeri Sumber Jaya 04 Tambun Selatan District of Bekasi). The study shows that determination coefficient of impact of discipline for learning as a variable on learning outcomes as another variable was 68%, and the remaining 32% was influenced by the other factors.

Another research was carried out by Ehiane O. Stanley and published in International Journal of Academic Research in Progressive Education and Development in 2014 titled "Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria)". The study shows that the effective discipline at school influences the students' academic achievement.

4. Conclusion

Based on the data analysis, hypothesis testing, and the discussion, I can draw conclusion that: (1) Creativity has significant relations with Social Science learning outcome at correlation coefficient 0.696. (2) Discipline has significant relations with Social Science learning outcome at correlation coefficient 0.710. (3) Creativity and discipline have significant relations with Social Science learning outcome at correlation coefficient 0.794.

5. Reference

Arrahmi, Syukron Zahidi., Imam Suyanto & Wahyudi. (2014). Pengaruh Kedisiplinan dan Kemandirian Siswa Terhadap Hasil Belajar Ilmu Pengetahuan Sosial Kelas V SDN Se-Kecamatan Kebumen. jurnal PGSD FKIP UNS: 5

Aslianda Zainidar, dkk. (2017). Hubungan Disiplin Belajar dengan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 18 Banda Aceh. Jurnal Ilmiah Pendidikan Guru Sekolah Dasar FKIP Unsyiah. 2(1):236.

Daryanto dan Darmiyatun. 2013. Implementasi Pendidikan Ka-rakter di Sekolah. Yogyakarta: Gava Media

https://www.kemenkopmk.go.id/artikel/indonesia-peringkat-ke-57-edi-dari-115-negara-tahun-2014 (diunduh 25 Maret 2018)

Kesuma, Dharma, dkk. 2013 Pendidikan Karakter. Ban-dung:PT Remaja Rosdakarya.

Kim, Kyung Hee. (2011). The Creativity Crisis: The Decrease in Creative Thinking Scores on the Torrance Tests of Creative Thinking. Creativity Research Journal, 23(4): 285

Munandar, Utami. 2014. Pengembangan Kreativitas Anak Berbakat. Jakarta: Rineka Cipta

Nabawi, M. Arief., Monawati., & Awaluddin (2017). Hubungan Antara Penanaman Nilai Kedisiplinan terhadap Hasil Belajar Pkn pada Siswa Kelas IV di SD Negeri 1 Pagar Air Kabupaten Aceh Besar. Jurnal Ilmiah Pendidikan Guru Sekolah Dasar. 2(1):78.

Permendikbud Nomor 21 Tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah.

Permendikbud Nomor 23 Tahun 2016 tentang Standar Penilaian Pendidikan

Permendikbud No. 53 Tahun 2015.

Rachmawati, Nisa Dian., & Wahyudin Noe. (2014). Hubungan Disiplin Belajar dengan Hasil Belajar Siswa pada Mata Pelajaran Pkn di Sekolah Dasar Negeri Sumber Jaya 04 Tambun Selatan Kabupaten Bekasi. E-journal Pedagogik PGSD FKIP Universitas Islam. 2(2): 20-25.

Slameto. 2010. Belajar Faktor-Faktor yang Mempengaruhi. Jakarta: Rineka Cipta.

Susanto, Ahmad. 2016. Teori Belajar dan Pembelajaran di Sekolah Dasar. Jakarta: Prenada Media.

Shaheen, Robina. (2010). Creativity and Education. Creativity Education, 1(3): 166-169

Stanley, Ehiane, O. (2014). Discipline and Academic Performance (A Study of Selected secondary Schools in Lagos, Nigeria. International Journal of Academic Research in Progressive Education and Development. 3(1):181

Sukmanasa, Elly. (2016). Hubungan Antara Disiplin Belajar dengan Hasil Belajar pada Mata Pelajaran Ilmu Pengetahuan Sosial. Jurnal Kreatif. 7(1):23.

Suprapto, Hugo Aries., Muhammad Rusdi., & Paryono. (2017). Pengaruh Media Pembelajaran dan Kreativitas terhadap Hasil Belajar IPS di SDN Jaka Mulya Bekasi Selatan. Elementary School Education Journal, 1(1):9

Tu'u, Tulus. 2004. Peran Disiplin pada Perilaku dan Prestasi Siswa. Jakarta: Grasindo.

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Wilda. (2016). Pengaruh Kreativitas dan Minat Belajar terhadap Hasil Belajar Matematika Siswa. jurnal pedagogik. 2(1):134

Wiyani, Novan Ardy. 2016. Manajemen Kelas. Yogyakarta. Ar-Ruzz Media.