Life-Based Postmodern Deconstruction Learning Model to Improve Student Creative Thinking

Ahmad Samawi[1,*] RR. Siti Murtiningsih[2] Eny Nur Aisyah[1] Sopingi[3]

[1] Department of Primary School and Preschool Education, Faculty of Education, Universitas Negeri Malang
[2] Faculty of Philosophy, Universitas Gadjah Mada
[3] Department of Non Formal Education, Faculty of Education, Universitas Negeri Malang
[*]Corresponding author. Email: ahmad.samawi.fip@um.ac.id

ABSTRACT

The purpose of this research is to describe the creation of deconstructive learning model product to improve the creative thinking of PGPAUD FIP UM that is valid and proper to be applied. Applied method is quantitative with modified Borg and Gall development design model. Instrument that was being used are observation guideline, interview, and documentation. Analysis technique that was being used is descriptive. The result shows that deconstructive learning model is rated by material expert with score of 93, by media expert with score of 89 and learning expert with score of 94. The trial shows that the students rated with score of 92,2 in average. This model got the average score of 92,05 in total. It is concluded that life-based postmodern deconstruction learning model for improving student creative thinking is valid and proper to be applied.

Keywords: Learning Model, Deconstructive, Creative Thinking

1. INTRODUCTION

The creativity in this millennial age is required for viability of a person, society, nation, and country. Various creative product that is produced is popular among global society. Creativity became important for a nation viability when the natural resources has been diminishing, thus creative human resources in required. The student ability of critical thinking and innovative is developing when they are attending the lecture that is also critically designed.

The students as learners that study at higher education have freedom of thoughts, thus required to be directed to critical and creative thinking. Critical and creative thinking can be developed through various learning activity that can motivate and stimulate the student to think freely. Research by Samawi (2017) shows that contextual dialectics learning can improve the ability of critical and innovative thinking. Research by Margono (2014) shows that student active participation can be improved by group learning activity sheet. Research by I Wayan Karmana (2011) shows that the learning strategy affects the problem-solving thinking, critical thinking, and metacognitive awareness of high school student. Another research by Indarini Dwi Pursitasari dan Anna Permanasari (2012) shows that the implementation of

integrated problem-solving based learning model improving the problem solving and cognitive ability, while receiving good feedback from the student.

The critical thinking ability of PGPAUD UM alumni is still low. Even though the average GPA of the alumni is above 3,00, only several alumni that works outside their field as a breakthrough of creativity and innovation to face the challenges of working demand (Ahmad Samawi, 2015). Another indicator, the amount of proposal for student creative program that is submitted to Ministry of Higher Education in 4 years is still low, even almost zero. Moreover, in 2019 the amount of uploaded proposals is still low compared to the total amount of student, and not a single proposal was accepted and funded by Ministry of Higher Education. That thinking ability is related to learning experience on the university.

The modern civilization was started in Europe, with rebellion by people to fight the dogmatic thoughts that was dominated Middle Ages Christian (church). They commit renaissance movement, a movement of the human that is reborn free from that dogmatic thoughts. They discarded the church dogma and relied on thinking ability of free, thus the modern rationalism was born (Rene Descartes as the founding father of modern rationalism). The middle ages thoughts that is geocentric,

change to heliocentric on modern ages, and the peak is anthropocentric in 18th century when I. Kant create criticism theory. On the other hand, the empiric thoughts was born by relying on observation and measurement, thus new thoughts was born named natural sciences. Through the observation and measurement, the space, chemistry, physics, and biology were discovered, and many else. The advancement of science was rapid by the support of aufklarung movement, a revelation when freedom of thoughts reached its peak that oriented on individual human as the center of the universe. The implementation of science in production of goods and services creates industrial revolution that the results of that development can be enjoyed until now. The advancement of science and revolution continues to information and telecommunication revolution phase 3.0, and entering 21st century the revolution reach phase 4.0 that change the world drastically.

The advancement of science that was created by human in modern ages had made bad consequences for the humanity itself, such as exploitation, dehumanization, and environmental damages. Postmo movement is a reactive thoughts movement against modern thoughts that is hegemonic and repress the freedom of thoughts with single truth. This postmo movement spreads across the Europe with these characteristics: (1) Anti-unity, (2) Pluralistic, (3) Historic, (4) Logocentrism, (5) Differance, and (6) Deconstruction.

Deconstruction is a method that was used for the first time by Derrida to criticized Plato, Hegel, and Husserl idea that the science is the end of human thoughts while Derrida propose that there is disadvantage that can be deconstructed (Bertens, 1985, Caputo, 1987).

The deconstruction method that was used by Derrida shows that transcendental metaphysics as a sign of appearance metaphysics, means that the sign is a footprint of non-existence or representation of something. For Derrida, that sign is a footprint that shall be observed and regarded as meaningless thing (Alan Montefiore, 1983). Ceconstructions allowing ourselves this word temporary convenience David Wood, 1992)

The learning is considered interesting for the student when contextually close with the student's world. Research by Sudarman (2012) shows that contextual learning can improve the learning result of student. PGPAUD student that live in changing world nowadays in situation of internet revolution, digital revolution, science revolution, and other revolution, where they live in world of VUCA (Volatility, Uncertainty, Complexity, dan Ambiguity) (Rofiudin, et al, 2017), needs to improve their personality with live value basis that is integrated with learning process (strategy). By the live value on their personality (scientific literacy with creative competency, communicative, collaborative, and cultural literation) using learning strategy, it is hoped that after graduation they can face all the challenges, survive, and play an active role on future society that is uncertain.

Postmodern deconstruction learning is a modification of Derrida's constructive method. The student is trained to think critically by finding the weakness of some object. That weakness will be set as starting point to deconstruct and dissect the content of that object. After deconstruction, the student will reconstruct it at their will. The deconstruction is conducted with freedom of thoughts thus vary and pluralistic. Sadun Akbar (2013) shows that the purpose of learning, explanation, exercise, and competency examination, relevant with the development level of learning attendee, which in this discussion is the student that think freely.

This development research aims to create these products: (1) the life-based postmodern deconstruction learning model to improve the creative literation of PGPAUD FIP UM bachelor degree student that is valid and proper to be applied.

2. METHOD

This research utilized development research design. Generally, the work flow of this development research is developed by (Borg and Gall, 1983) started by following these procedures: (1) Analysis of demand by initial survey and interview about the difficulties that are experienced by the lecturers in learning process to develop the creative thinking of the student. Moreover, analyze the curriculum that is relevant to the model that is being developed, (2) research design. According to the demand analysis, deconstruction learning model is designed, (3) Develop the draft product of life-based postmodern deconstruction model, (4) Conduct limited test of the design to the experts; model expert, material expert, and learning model expert, (5) Revise the product based on the suggestion by the experts on the limited test, (6) Conduct field test the revised life-based deconstruction model product, (7) Perform dissemination in National Seminar Forum and journal publication.

The population of this research was all bachelor degree student of PGPAUD FIP UM. Sample was collected by purposive random sampling. They would learn on second semester of 2019/2020 academic year. They became the respondent when the researcher collected data of needs and difficulties that were experienced by lecturers and students to develop creativity, also they would conduct the field test of learning model that was being developed by the researcher. Previously, the learning model was constructed according to difficulties and needs of learning to improve the student's creative literacy and validated by model expert, material expert, and learning model expert.

The development target subject or other subjects that are related to this development process is PGPAUD UM

students who are the attendee of course on ongoing semester of 2019 academic year; learning technology experts and learning material as validator, and user validator which is lecturer of PGPAUD UM that teaches at PGPAUD.

The instrument that was being developed in this research is questionnaire, observation guideline, documentation, and intimate interview. Questionnaire was utilized to collect the data about assessment, obstacle and difficulties of learning process that improve the student's creative literacy. Interview was used to collect data of life-based learning to improve creative literacy that was unable to be collected by other instruments. That data was verbal data from research subject.

The data analysis technique that was utilized in this research was descriptive, qualitative, and quantitative analysis technique. Descriptive qualitative analysis technique was utilized to analyze the internalization process of creative literacy value on postmodern deconstruction learning model. Descriptive analysis technique was utilized to analyze the success of implemented model.

3. RESULT AND DISCUSSION

To check the validity of deconstruction learning model validation test was conducted by the experts. The experts rated the learning model by giving evaluation, critics, and suggestion. They are learning expert, media expert, and material expert. The validator of learning expert rated with score of 94 with category of very proper, media expert rated with score of 89 with category of proper, and material expert rated with score of 93 with category of very proper. The average of the score is 92 with category of very proper. This means that in accordance with learning aspects, utilized media, and the material that is delivered to the student, the deconstruction learning model can improve the critical and creative thinking ability of the student.

Deconstruction learning model that was utilized in multicultural learning course received response from the student. After attending the deconstruction learning on the course, student (96%) felt that their critical and creative thinking can be stimulated by deconstruction learning. The active level of the student (90%) was really high in attending the course with also high multidirectional interaction (90%). The fun learning atmosphere was perceived by the student (98%) when attending the course because they can think freely (94%) and utilize proper media (82%). The material that was studied by the student suits (80%) and very easy to be understood (96%) with deconstruction learning model, thus the student became more productive (94%). On the average, this deconstruction learning model is very valid to be applied to improve the creative and critical thinking of the student.

Deconstruction learning model was rated by the experts (learning, media, and material) very valid (92%) and proper to be used to improve the critical and creative thinking ability of the student. This corresponds with the research by Brian Barnes (2016), Charlie Sweet, Hal Blythe, Rusty Carpenter (2016) that the provision of special room that giving chance to think will improve the critical and creative thinking ability.

By the apperception activity with constructing a building with Lego and finding the weakness that will be deconstructed by the student enthusiastically and free atmosphere learning was very fun. Apperception activity that was delivered by this deconstruction playing media improve the learning participation of the student. This corresponds with the research by Margono (2014) that the apperception activity with figure can improve the student's concentration of attention.

The apperception activity was followed by main activity, which is searching four articles of national or international journal. By group, the students accessed the articles on open journal system (OJS) and discussed its weakness to be deconstructed and reconstructed into new scientific work or new article. This discussion pushed the student's participation in learning as shown in research by Margono (2014).

Critical thinking ability of the student can be stimulated by thoughts of problem solving. Since apperception activity, the student has been persuaded to think as how to construct the Lego pieces to become a particular building by make use of all pieces without any pieces left. After completed, the group were rotated and each group had to think critically again to deconstruct another group's building. After the building was deconstructed, the student reconstructed it according to new idea that has been agreed by the group.

The next activity was searching national or international article journal to be compared and analyzed thus the weakness was found. That weakness was the entry point to deconstruct that article and reconstruct it to be new article of the student's scientific work.

4. CONCLUSION

According to result analysis, it can be concluded that this model received average score of 92,05 or very valid. Thus, the life-based postmodern deconstruction learning model to improve the student's creative thinking is very valid and proper to be used.

It is suggested that the researchers to develop the life-based postmodern deconstruction learning material. The lecturers are suggested to implement the deconstruction learning model to develop the creative thinking of the student.

REFERENCES

[1] Akbar, Sa'dun, 2013. Instrumen Perangkat Pembelajaran, Bandung: Remaja Rosdakarya.

[2] Bertens, K. 1985. Filsafat Barat Abad XX. Jakarta: Gramedia

[3] Borg and Gall.1985. Research and Development.

[4] Caputo, J.D. 1987. Radical Hermeneutics. Repetitio, Deconstuction, and the Hermeneutic Project. A Midiand Book

[5] Karmana, I.W. 2011. Strategi Pembelajaran Kemampuan Akademik, Kemampuan Pemecahan Masalah dan Hasil Belajar Biologi. Jurnal Ilmu Pendidikan. 17 (8) : 378-386

[6] Rofiudin, dkk. 2017. Instrumen Evaluasi Jenis Buku Perguruan Tinggi, Malang: LP3 Universitas Negeri Malang

[7] Margono. 2014. Mendorong Partisipasi Belajar Mahasiswa. Jurnal Ilmu Pendidikan. 20 (2): 144-149

[8] Montefiore, ed. 1983. Philosophy in France today. Cambridge. Cambridge University Press

[9] Samawi, A. 2015. Pengangkatan, Penugasan, Persebaran, dan Pembinaan Guru TK Alumni PGPAUD UM. Hasil Penelitian Tidak Dipublikasikan. LP2M: FIP UM

[10] Sudarman. 2012. Strategi Pembelajaran Kontekstual untuk Membentuk Perilaku Berwawasan Lingkungan Siswa Sekolah Menengah Kejuruan. Jurnal Ilmu Pendidikan. 16 (1): 88-97.

[11] Wood, D.1992. Derrida: A Critical Reader. Cambridge: Blackwell