



The Relationship between Parental Involvement in Learning Activities and Creative Thinking of Grade V Elementary School Students in Cultural Arts and Crafts Learning

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Abstract. This study aims to determine the relationship between parental involvement in learning activities and creative thinking skills of grade V elementary school students in Cultural Arts and Crafts learning. This research is motivated by the low creative thinking ability of students at the elementary school level caused by the lack of parental involvement in learning activities. The research method used a quantitative method with a correlational approach. The population in this study were all V grade students of SD Negeri 1 Citayam, Depok in the 2023/2024 academic year, totaling 108 students. The sample selection was carried out using simple random sampling technique, so that 30 students of class V-A were obtained as samples in the study. Data collection techniques were obtained using tests for creative thinking variables and non-tests for parental involvement variables. The data that has been collected is analyzed using validity and reliability tests. Then tested using pre-requisite tests and continued with hypothesis testing. The results showed that the value of Sig. = 0.009 (Sig. < 005). So it can be concluded that there is a relationship between parental involvement in learning activities and the creative thinking ability of V grade students of SD Negeri Citayam 1, Depok in the 2023/2024 academic year in Cultural Arts and Crafts learning.

Keywords: Learning Activity, Creative Thinking, Parental Involvement

1 Introduction

Elementary school education is fundamental education because it is the foundation for students' academic development. Parents and teachers should participate in building a foundation of knowledge, skills and values that will shape children as adult individuals in the future (Fane & Sugito, 2019). Consistent parental involvement can help foster a positive learning environment, especially at home, parents can help strengthen understanding and motivate children to continue learning and developing (Hero & Sni, 2018).

One thing that can be developed is the ability to think creatively. Creativity can help students solve problems creatively and solutions (Amrullah et al., 2018). Creativity can be related to a person's ability to create something new in an original way. Someone can be said to be creative if they can create something new or combine something that already exists (Siswono, 2016). There are 5 indicators of creative thinking (aptitude) include fluency thinking, flexible thinking, original thinking, elaboration thinking, and

evaluation (Munandar, 2020). The strategies for creative thinking or generally known as the 4 (four) Ps include: person, process, product, and press (Munandar, 2004). In particular, creative thinking skills in elementary schools are developed in Arts, Culture and Crafts learning. Through Arts, Culture and Crafts learning, students are trained to develop new ideas and provide creative solutions through the various activities provided. The ability to think creatively is influenced by two things, namely genetic factors and environmental factors, if these two factors can be combined well then the child's creative thinking ability will grow optimally (Yulianti, 2014). Therefore, the social environment, especially parents, is needed to guide students in the learning process.

Based on a literature review, students' creative thinking skills in Arts, Culture and Crafts learning content show low numbers. Moreover, in learning fine arts, students find it difficult to apply concepts, ideas or thoughts to a work (Usman et al., 2022). Other research says that the low ability to think creatively is caused by students' lack of independence in the learning process (Meilindya et al., 2022). This is in line with research conducted by Feri Setyaningrum and Hilza Aprilia Utami which states that the low level of creative thinking skills is caused by students' inability to express ideas and ideas and a lack of embedded independence within students (Setyaningrum & Hutami, 2021). This problem was also found in SDN Citayam 1, Depok which shows that several students have creative thinking abilities that still need to be developed. This can be seen from students' work, the work created does not meet the detailed indicators, namely the ability to beautify a work (Munandar, 2004). Apart from that, some students still find it difficult to express their ideas in a work. This is in contrast to the characteristics of creativity expressed by Munandar (Munandar, 2004).

One of the causes of this problem is the lack of direct parental involvement in the child's learning process. Many parents are still indifferent and don't care. Parents do not understand the concept of children's education well, so they are hesitant to involve themselves in their children's learning process. In fact, if parents' thoughts are in line with the child's education concept, awareness will arise in parents to help develop the child's potential. Another factor is that parents are busy so they are unable to guide their children in all the activities given by the teacher (Adzkiya, 2016).

Parental involvement aims to provide guidance or help children to understand themselves, so that they are able to direct children to act naturally in accordance with the demands given. Guidance also functions to direct children to their potential. Therefore, parental involvement is very necessary in the child's learning process. However, this involvement must meet guidance standards in order to achieve optimal conditions for student creativity (Sulkifli, 2023). One of them is by providing the proportion between parent and student involvement in carrying out an assignment. Parents must be able realize that the role as a mentor is not a substitute for student learning activities. This is in line with research conducted by Meilindya et al. that students do not have an independent and creative nature in working on work due to high parental guidance so that the work produced is less than optimal (Meilindya et al., 2022).

Based on previous research, it shows that the involvement of parents and teachers can influence students' level of creative thinking. Parents play a very important role in their

children's learning process at home. Good and intense communication is needed to support student creativity. Likewise, teachers must be able to choose the right strategies, programs and processes for implementing learning in order to develop students' creative thinking abilities optimally (A'yuna, 2015). Other research states that the role of parents and student creativity have a positive relationship with learning outcomes. This means that high grades are followed by the high role of parents and creativity possessed by children (Agustina, 2022). The results of other research also state that parental involvement in both material and non-material aspects, including support, motivation and good facilities, can help develop children's creativity optimally (Suparmi et al., 2018).

The latest of this research focuses on the involvement of parents in learning activities with creative thinking, students whose emphasis is on the role or guidance of parents in completing student assignments at home, especially in creating a work in class V elementary school fine arts learning, while In previous research, the dominant study results discussed material and non-material aspects which included support, motivation and facilities to support increased children's creativity. Based on the background above, the aim of this research is to explore in depth the relationship between parental involvement in learning activities on the learning of Arts, Culture and Crafts for fifth grade elementary school students.

2 Method

2.1 Research Approach

This research uses a correlational quantitative method involving two variables, namely parental involvement as the independent variable and creative thinking as the dependent variable.

2.2 Population and Sample

The population in this study was all fifth grade students at SD Negeri Citayam 1, Depok, consisting of 4 classes with a total of 108 students. The sampling technique used is engineering Simple Random Sampling so that a sample of 30 students from class V-A was obtained.

2.3 Data Collection Technique

Data collection techniques in this research used non-test and test techniques. The non-test technique is in the form of a questionnaire which is used to collect data on the independent variable while the test is used to collect data on the dependent variable.

2.4 Validity and Reliability

Validity testing in this research uses a test Pearson Product Moment and on the reliability of using the test Cronbach Alpha. Prerequisite tests were carried out using residual normality tests and linearity tests.

2.5 Data Analysis Test

After the data meets the prerequisites, the data is analyzed using a simple linear regression test, t-test, correlation testPearson Product Moments, as well as the coefficient of determination test.

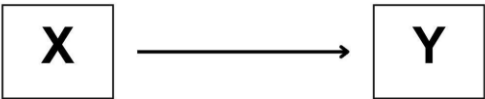


Fig. 1. Paradigm of Relationships between Variables

3 Research Result and Discussion

3.1 Research Result

The research results were obtained from 2 (two) types of instruments, namely test and non-test instruments or questionnaires. With variable X consisting of 8 statements and variable Y consisting of 9 questions. Both instruments have been tested using the validity and reliability formula. All instruments are declared valid with values the reliability of variable X is 0.853 and variable Y is 0.815. Both values are greater than the value 0.6 so it can be concluded that the data is reliable. Then the data is calculated using the residual normality test with a significance level of 5% to show the results Asymp. Sig. (2-tailed) of 0.061. The test criteria if Asymp. Sig. (2-tailed) > 0.05 then the data is declared normal. Based on table 1, the value is 0.061 > 0.05 so it can be concluded that the data comes from a normally distributed population. The next pre-requisite test is the linearity test. Linearity testing aims to find out whether the two variables have a linear relationship between one another or vice versa (Kristania, 2016). Based on table 2, it shows that the value Sig. deviation from linearity is 0.898, meaning 0.898 > 0.05, so it can be concluded that there is a linear relationship between parental involvement and creative thinking.

After the data meets the pre-requisite tests, data analysis is carried out using a simple linear regression test and t-test in table 3, which shows the results of Sig. <0.001 with a probability level of 0.05 then <0.001 <0.05. Meanwhile, the t-value_{count}= 2.805 and t_{table}= 2.048 so we get t_{count}> t_{table} so it can be concluded that H_a accepted, which means there is a relationship between parental involvement and creative thinking abilities.

Table 1. Residual Normality Test

		Unstandardize Residual
N		30
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	5,13282294
Most Extreme Differences	Absolute	,156
	Positive	,097

Negative			-,156
Test Statistic			,156
Asymp. Sig. (2-tailed) ^c			,061
Sig.			,059
Monte Carlo Sig. (2-tailed) ^d	99% Confidence Interval	Lower Bound	,053
		Upper Bound	,065

Table 2. Linearity Test

			Sum of Squares	df	Mean Square	F	Sig.
Berpi kir Kreatif * Keterlibatan Orang Tua	Between Groups	(Combined)	468,717	15	31,248	,858	,615
		Linearity	241,770	1	214,770	5,895	,029
		Deviation from Linearity	253,947	14	18,139	,498	,898
	Within Groups		510,083	14	36,435		
	Total		978,800	29			

Table 3. Simple Linear Regression Test and t-test

		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	26,603	4,800		5,542	<,001

Keterlibatan Orang Tua	,401	,143	,468	2,805	,009
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This is confirmed by the correlation test Pearson Product Moment in table 4 which shows that the significance value (2-tailed) of 0.009, meaning $0.009 < 0.05$ with value Pearson Correlation amounting to 0.468 is in the interval 0.41-0.60 so it can be classified as a moderate level (Sugiyono, 2017). So it can be concluded that the strength of the relationship between parental involvement and creative thinking ability has a moderate relationship. Meanwhile, the results of the coefficient of determination test in table 5 show a value of 21.9%, which means that the parental involvement variable contributes 21.9% to the creative thinking variable, while 78.1% is caused by other factors.

Table 4. Correlation Test Pearson Product Moment

		Keterlibatan Orang Tua	Berpikir Kreatif
Keterlibatan Orang Tua	Pearson Correlation	1	,468**
	Sig. (2-tailed)		,009
	N	30	30
Berpikir Kreatif	Pearson Correlation	,468**	1
	Sig. (2-tailed)	,009	
	N	30	30

Table 5. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,468 ^a	,219	,192	5,224

3.2 Discussion

Based on the calculation results above, it can be concluded that H_a accepted and H_0 rejected means there is a positive relationship between the parental involvement variable and the creative thinking of class V students at SDN Citayam 1, Depok, which shows that if the independent variable is high it will be followed by the dependent variable. The results of this research are also supported by research conducted by Septiadevana et al that creative thinking has a positive relationship with parenting patterns (Septiadevana et al, 2024). This shows that parents play a very important role in improving children's creative thinking abilities. However, research conducted by Meilindya et al. stated on the contrary that students do not have independent and creative characteristics in working on work due to high levels of parental guidance so that the work produced is less than optimal (Meilindya et al., 2022). This means that excessive parental guidance will also have a negative impact on children, therefore parents need to pay attention to the limits or proportions between parent and child involvement in learning activities so that children's abilities can develop optimally. Parents need to build open and positive communication with their children, provide opportunities to learn from experience, respect the learning process, and involve children in decision making. Based on the research results above, it is known that the Mastery Learning model has a significant influence on mathematics learning outcomes. This is shown in the experimental class experiencing a greater increase in learning outcomes compared to the control class because of the use of the Mastery Learning model, students are given the opportunity to repeat and correct mistakes so that they are able to master the material as a whole before moving on to the next material.

As is the case in this study, it shows a positive relationship between parental involvement and creative thinking abilities which is caused by several factors, including parents providing parenting which is good and in accordance with the child's personality, establishing communication, being responsible in learning activities, guiding children in learning activities at home, helping in solving problems, and supporting children to participate in activities in the community. This is also supported by research conducted by Yulianti that these factors can improve students' creative thinking abilities, parents are the main factor in supporting creative thinking abilities by paying attention to various aspects, both development, learning activities, and various difficulties experienced by children so that their ability Children's creative thinking will develop optimally (Yulianti, 2014). Therefore, parental involvement has a role important in improving students' creative thinking abilities. Support and motivation from parents, teachers and the community are very necessary to help children develop their potential to the maximum.

Creative thinking skills are very necessary to support 21st century competencies (Maulidia et al., 2023). By thinking creatively, students tend to be motivated to continue learning, are actively involved in learning, have a broad perspective, and are able to provide innovative solutions to problems (Wasahua, 2021). Other research shows that students with high creative thinking abilities generally have better learning achievements compared to students who have low creative thinking abilities (Tahir & Marniati, 2018). This is due to their ability to apply knowledge and skills in a more creative and effective way. The ability to think creatively is also indirectly related to

the ability to think critically (Wati & Sari, 2023). This is because the two thinking processes complement each other and require the same thinking habits. Creative thinking abilities help individuals to produce various ideas and solutions to a problem, while critical thinking abilities help individuals to choose the best ideas and solutions based on objective assessments. Other research states that creative thinking also influences students' communication skills. Students who have high creative thinking abilities generally have good communication skills (Harianja, 2020). This is because students are able to convey their thoughts clearly, persuasively and interestingly.

Based on the statement above, creative thinking has a broad impact on individual development. Therefore, students' creative thinking abilities need to be improved, one of which is through parental involvement. Parents can act as companions and guides in their children's learning activities, providing parenting good things, and continue to support children to carry out positive activities. That way, students' creative thinking abilities will increase. In line with the results of this research which states that parental involvement in students' learning activities has a positive relationship with creative thinking abilities. Parents who are actively involved in their children's education process can encourage students to have broad imagination and thinking patterns. In this way, parents can help creating a young generation who is not only academically intelligent but also innovative and creative in facing future challenges.

4 Conclusion

Based on the research results, it can be concluded that there is a relationship between parental involvement in learning activities and the creative thinking abilities of class V students at SD Negeri 01 Citayam, Depok. These two variables have a moderate and positive relationship. This is caused by parents' good parenting patterns that suit the child's personality, establishing communication, being responsible in learning activities, guiding children in learning activities at home, helping in solving problems, and supporting children to participate in activities in the community. These six factors play an important role in improving students' creative thinking abilities. Therefore, it is important for parents to increase their involvement in children's learning activities so that students' creative thinking abilities can develop optimally.

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