

The Use of Synectic Learning Models in Improving Student Learning Creativity in Catholic Religious Education Subjects at Graphic Bina Media Vocational High School Medan

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ABSTRACT

This research is to determine the learning creativity of students by using a synectic learning model. The location chosen by the author for this research is at SMK Graphic Bina Media Medan. This study uses a qualitative method. The data obtained from this study are in the form of primary data and secondary data. Data analysis used in this study is data reduction, data presentation and conclusion. Data collection techniques in this study were interviews, observation and documentation. There were 15 informants in this study consisting of 1 school principal, 1 PAK teacher, 3 fellow teachers and 10 students. The findings of this study are that the learning creativity of students has increased by using the synectic model. This can be seen from the implementation of the 5 model requirements such as: syntax, social system, reaction principle, interactional impact and support systems as well as the implementation of 4 indicators of creativity such as: fluency of thinking, flexibility thinking, elaboration, and originality.

INTRODUCTION

Education is a process of learning from an expert to produce a change in someone's knowledge from not knowing to knowing. The Learning Model contains the teacher's choice of strategies to achieve learning objectives in the classroom Strategy according to Kemp, is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently (Setioka & Pardjono, 2016). The learning strategy used by the teacher can take advantage of several methods in the learning model (Martinus, 2021).

Teachers are responsible for carrying out learning to students. In carrying out these teaching tasks, teachers are required to have the skills to use various learning models through communication and interaction with students so that the learning process can run well (Parti, 2021). Catholic Religious Education is an effort that is carried out in a planned and sustainable manner in order to develop students' abilities to strengthen faith and devotion to God Almighty in accordance with the teachings of the Catholic Religion (Pendidikan & Katolik, 2016)

Catholic Religious Teachers are required not only to be able to design and teach using learning models but also to hone the creativity of students in learning. Interesting integration of learning with models and creativity is expected to be able to make students creative in learning and carrying out all activities in learning (Haru, 2020). Catholic Religious education teachers are professionals whose job is to help parents of students in the context of fostering children's faith. The task of parents is to provide basic education and to be the main teacher for children in the family. Education inherited from parents and developed in the family must be education in a comprehensive sense, which includes physical, personality, intellectual, social, faith and moral education (Suharni, 2021).

Research by Swiyadnya, IMG, Wibawa, IMC, & Sudiandika, IKA in 2021 found that the lack of learning innovation resulted in students not being actively involved in the learning process and had not been conditioned to learn to explore the subject matter provided so that it seemed monotonous and students became bored (Gede Swiyadnya et al., 2021).

One learning model that is expected to be able to hone the creativity of students in learning, namely the use of the Synectic learning model. The Synectic learning model was first designed by Gordon (Meo, 2022). The use of this learning model is a very interesting and fun approach in developing innovations (Pramusinta & Rifanah, 2021). This Synectic learning model is a learning model that enhances individual and group creativity to enable students to learn about their classmates by understanding their ideas and problems, to encourage and support weak students, to develop students' self-confidence, to develop students' self-awareness, to be used in all areas of the curriculum, to encourage the best discussions between teachers and students, to increase student creativity (Ramadhani, 2020).

LITERATURE REVIEW

Synecletic Learning Model

The Synectic Model is a model that belongs to the information processing family. Information processing models emphasize ways of enhancing the natural human drive to construct meaning about the world by acquiring and processing data, sensing problems and generating appropriate solutions, and developing concepts and languages to transfer those solutions/data (Fakhriyani, 2016). This model focuses on individual psychology and the development of creativity through self-actualization, mental health, and the development of creativity (Minuchin, 2003).

Synecletic Model Steps

The first stage is *substantive input*

- a. The teacher explains the learning objectives that will be learned by students
- b. The teacher explains the new material by using parables / examples.
The teacher gives questions to students related to the new material and students answer these questions enthusiastically.

The second stage of Merging from the process is **Direct analogy**

- a. Students focus and concentrate on following the teaching and learning process in the classroom.
Students ask several questions from the material discussed and then continue learning

The third stage **Personal analogy**

Students give diverse opinions using brainstorming *techniques*.

The fourth stage is *the exploration stage*

- a. Students are able to understand the learning material and then discuss it with the teacher.
Students' understanding is then used as material for discussion to be studied together.

The fifth stage **raises a new Analogy**

Teachers design strategies for help students easily process new views based on the material that has been explained.

Student learning creativity

According to Slameto, creativity is related to the discovery of something, regarding things that produce something new by using something that already exists, something new may be in the form of actions or behavior, buildings and much more. In addition, creativity is the ability to think with alternative answers to a problem. Creativity is the ability to create a new creation (Mila, 2019).

Creativity indicator

There are 4 indicators of learning creativity, namely: 1 to think fluently (*fluency*), 2 to think flexibly (*flexibility*) , 3 to think original (*originality*). and 4 detailed thinking (*elaboration*).

1. Fluency of thinking, namely the ability to spark many ideas for answers and problem solving, provide many ways to do various things and always give more than one answer. In this fluency of thinking, what is emphasized is quantity, not quality (Hosna, 2013).
2. Flexibility of thinking (*flexibility*), namely the ability to produce a number of ideas, various answers or questions, be able to see a problem from different perspectives, and be able to use various approaches or ways of thinking. Creative people are people who are flexible in thinking (Karwati, 2012).
3. Elaboration, namely the ability to enrich and develop an idea or product, and be able to add or detail details of an idea object or situation in such a way that it becomes more interesting (Kau, 2017).
4. Originality , namely the ability to generate new and unique ideas, think of unusual ways to express oneself and the ability to make unusual combinations of parts or elements (Imam Al Anshori, 2020).

METHODOLOGY

This type of research uses a qualitative approach. Data collection techniques carried out by researchers are in several ways, namely observation, interviews, and documentation (Anggraini & Sukartono, 2022). The following will be discussed in more depth, namely researchers using data collection, namely observation, interviews, and documentation. Researchers also try to be able to use recording devices coupled with written notes or reports (Sukestiyarno, 2020). Observation activities include observation, recording, and systematics about the occurrence of other things needed to support qualitative research (Sugiono, 2012). The third step in qualitative data analysis is drawing conclusions and verification. In carrying out the documentation while in the field, the researcher will draw the final conclusion on the use of the Synectic Learning Model in Improving (Sukestiyarno, 2020).

RESEARCH RESULT

First Stage Substantive Input

The Catholic Religious Education teacher enters the classroom by greeting students. After sitting down, the teacher opened the lesson in the initial activity by conveying the learning objectives and then continued with apperception. The apperception carried out by the teacher is in the form of giving motivation to learn to students before starting to study.

After the apperception, the teacher explains the new material using examples so that it is easy for students to understand. The examples used by the teacher are in the form of learning videos. The Catholic Religious Education teacher conveys the learning objectives at the beginning of the lesson so that students can find out then the PAK teacher provides videos or material related to the material so that it can stimulate students.

The second stage of the Personal Analogy

At this stage the Catholic Religious Education teacher builds a personal analogy. At this stage students are directed to focus and concentrate on following the learning process that takes place in the classroom. Because at certain hours many students cannot focus and concentrate due to various factors such as sleepiness, hunger, and also boredom.

The third stage is the personal stage

Students give diverse opinions by using brainstorming techniques so that learning becomes more interesting and fun because when students are able to give diverse opinions it will stimulate other students to give their opinions and creative ideas from them will emerge when they express their opinions.

The fourth stage of exploration

Students are able to understand the learning material and then discuss it with the teacher so that learning goes on actively and creatively. They give their opinions during joint discussions and when students are able to understand the learning material, learning will run well and interesting.

The fifth stage raises a new Analogy

The teacher designs a strategy for help students easily cultivate new views based on the material that has been explained, such as giving students time to reflect on the material that has been explained so that they have new views of the material that has been studied and at the end of the lesson the teacher gives confirmation.

Social System in the Synectic Learning Model

The use of Synectic learning models in Vocational High School Class X Multimedia SMK Graphic Bina Media Medan seen when PAK teachers carry out social system activities consisting of; interaction and collaboration between teachers and students will be well established if the closeness between the teacher and students is established, the teacher's closeness with students is not only in the classroom but also outside such as the teacher invites students to study in the open so that they have good closeness, the teacher also provides prizes for them being able to answer questions given by the teacher.

The Principle of Reaction in the Synectic Learning Model

The use of the Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out reaction principle activities, which consist of; attitude and behavior. Attitudes and behavior Students are calm and listen well to explanations Assessment of students is carried out objectively in accordance with school provisions without discriminating between each student during the lesson, this can be seen when students are able to answer the questions given, the teacher gives prizes without discriminating between students.

Support system in the *Synectic Learning Model*

Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out support system activities, which consist of the following; Teaching materials and learning media. This means that in presenting teaching materials PAK teachers plan and compile lesson plans which include learning objectives, material to be taught, teaching methods, and the Bible each student brings from home. Then in presenting PAK teacher learning media using media such as laptops, infocus, blackboards and cellphones. the availability of tools and teaching materials is quite adequate, the availability of tools and teaching materials is quite adequate, this can be seen from the adequacy of school facilities and infrastructure such as laptops, infocus, blackboards, cellphones and capels where students pray, all the facilities and infrastructure provided by the school are very support learning activities in schools.

Interactional Impact and Accompaniment of *Synectic Learning Models*

Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out interactional impact activities, which consist of metaphors, capabilities and problem solvers. The teacher provides interesting ideas in learning the teacher can provide interesting ideas in learning because before teaching the teacher has prepared the material to be taught properly and fully prepared so that the teacher can master the material to be taught so that students can do the exercises given by the teacher properly and optimally.

Increase Student Creativity after using the *Synectic learning model*

Fluency of thinking

Increased creativity of Class X Vocational High School Class X Multimedia Vocational High School Graphics Bina Media Medan seen by the smooth thinking of students seen by the ability of students Students sparked ideas and answers from solving problems given by PAK teachers.

Students provide interesting ideas to answer problems given by the teacher or exercises and assignments given by the teacher so that the teacher can see the smoothness of thinking of students from the way students answer questions and complete assignments given by the teacher and when presenting in front of the class how Students present the results of their discussion.

Flexibility of Thinking

The increased creativity of Class X Vocational High School Class X Multimedia SMK Graphic Bina Media Medan is seen when students have the flexibility of thinking seen when students are able to think of more than one answer to answer a variety of questions. This statement is supported by informant RE who stated: "Teacher PAK stimulate students with challenging questions so that they will feel challenged and provide various answers.

Students are able to think of more than one answer to answer various questions. Students will give various answers if they feel challenged by the questions given by the teacher so that they will answer various questions.

Elaboration

The increase in the creativity of Class X Vocational High School Class X Multimedia SMK Graphic Bina Media Medan is seen when students are able to produce answers to various questions and see problems from different perspectives. This statement is supported by an EN informant who stated: challenging so that students give various answers because not all of them are Catholics. Students are able to produce answers to various questions and see problems from different perspectives, students answer various questions from different points of view because not all students are Catholic, so they have different perspectives on the teachings of the faith that they believe.

Originality

The increase in creativity of Vocational High School Class X Multimedia SMK Graphic Bina Media Medan is seen when students are able to think of new and unique things. This statement is supported by an AD informant who stated: "PAK teachers provide new views to students so that students are able to think about new things. new and unique, students are able to think of new and unique things because the teacher gives new views to students so that with the new views given by the teacher students have new views about the material being taught

DISCUSSION

The first stage is a direct analogy

The teacher opens learning in the initial activity by conveying the learning objectives and then continuing with apperception. After the apperception the teacher explains the new material using examples so that it is easy for students to understand. the examples used by the teacher are in the form of learning videos regarding the material being taught. The videos that are used to help students learn are in the form of videos related to learning material so that they can stimulate students to learn and students study with enthusiasm.

The second stage of merging Direct analogy

Students focus and concentrate on participating in learning so that students have questions to the teacher because when students are not focused and concentrated in participating in learning, students have difficulty asking questions and when that happens, students will play around and are lazy to study.

The third stage Personal analogy

Students give diverse opinions using brainstorming techniques. Students are able to understand the learning material and then discuss it with the teacher because when students do not understand the material being taught, students will hesitate to give their opinion and there are many factors that make them afraid, such as fear of being wrong and afraid of being angry with the teacher.

The fourth stage of exploration

Students are able to understand the learning material and then discuss it with the teacher so that students' understanding is used as material for discussion to be studied together, but this finding has new findings, namely students who do not understand the subject matter will play around when given exercise assignments by teacher because students do not know how to do it.

The fifth stage raises a new Analogy

The teacher designs a strategy for help students easily process new views based on the material that has been explained. teachers design strategies for help students easily process new views based on the material that has been explained.

Social System in the Synectic Learning Model

The use of Synectic learning models in Vocational High School Class X Multimedia SMK Graphic Bina Media Medan seen when PAK teachers carry out social system activities consisting of; interaction and collaboration, teachers and students are well established, this can be seen from students who have closeness with teachers but closeness between students and teachers does not make students lose respect for teachers, students still respect teachers even though they are close so that interaction and cooperation between students and teachers is well established.

The Principle of Reaction in the Synectic Learning Model

The use of the Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out reaction principle activities, which consist of; attitude and behavior. Attitudes and behavior of students are calm and listen to explanations well and when there is something that is not understood by students, it will be asked to the teacher.

Support System in the Synectic Learning Model

The use of the Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out support system activities, which consist of the following; Teaching materials and learning media. This means that in presenting teaching materials PAK teachers plan and compile lesson plans which include learning objectives, material to be taught, teaching methods, and the Bible each student brings from home. Then in presenting PAK teacher learning media using media such as laptops, infocus, blackboards and cellphones. the availability of tools and teaching materials is quite adequate

Impact of Interactional and Accompanying Learning Models Synectic

The use of the Synectic learning model in Class X Vocational High School Multimedia SMK Graphic Bina Media Medan is seen when PAK teachers carry out interactional impact activities, which consist of metaphors, capabilities and problem solvers.

Increase Student Creativity after using the Synectic learning model Fluency of thinking

Increasing the creativity of Class X Vocational High School Class X Multimedia Vocational High School Graphics Bina Media Medan is created through the fluency of thinking of students in learning Catholic Religious Education. Students are skilled at sparking ideas and answers from solving problems given by the teacher.

Flexibility of Thinking

Increasing the creativity of Class X Vocational High School Class X Multimedia Vocational High School Multimedia Bina Media Medan occurs through flexibility of thinking. The breadth of thinking in question is being able to think of more than one answer to answer various questions in the study of Catholic Religious Education.

Elaboration

The increase in the creativity of Class X Vocational High School Class X Multimedia SMK Graphic Bina Media Medan occurs in students when students are able to produce answers to various questions and see problems from different perspectives. Students become able to explore something scientifically in relation to learning Catholic Religious Education.

Originality

The increase in the creativity of Class X Vocational High School Multimedia Vocational High School Multimedia Bina Media Medan occurs when students are able to think of new and unique things. New and unique things in learning are obtained from the literature used in religious education learning. Students' answers are not always what their friends say.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of research on the Use of *Synectic Learning Models* to Increase Student Creativity in Vocational High Schools at Graphic Bina Media Vocational Schools in Medan, the following conclusions are obtained:

1. *Synectic Learning Model* in Vocational High Schools at the Graphic Bina Media Medan Vocational School has been going well.
2. Improving Student Creativity in the use of *synectic learning models* has increased learning creativity such as the ability of students to think fluently, think flexibly, think original and think detailed
3. The results of this study became input for PAK teachers in implementing various learning models for students, especially *synectic learning models*.

ADVANCED RESEARCH

In this research there are several limitations as follows:

1. This research uses only one method, namely: qualitative method.
2. The data source used is limited to only one class, namely class x multimedia at SMK Graphic Bina Media Medan.

3. The research period is only 3 months so it is possible that the research results are very limited.
4. Future researchers are welcome to conduct similar research to further refine the findings of this study.

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