



IMPLEMENTATION OF INTEGRATED LEARNING THEME 4 IN ENHANCING CREATIVITY OF FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

The issue concerning the creativity levels of elementary school students remains considerably insufficient. In order to enhance the creative capacities of students, it is imperative to implement suitable pedagogical approaches, one of which involves the adoption of integrated learning methodologies. Nonetheless, empirical observations within educational settings indicate that the degree of student creativity continues to necessitate significant enhancement. The methodological framework employed in this investigation is qualitative in nature, utilizing a comprehensive literature review sourced from diverse academic materials. The methodological approach adopted is categorized as library research. The findings of this inquiry suggest that educators can assess student creativity through the implementation of integrated learning within thematic unit 4, sub-theme 1, guided by specific creativity indicators: (1) fluency of thought, (2) flexibility of thought, (3) originality of thought, and (4) elaboration skills.

Keywords: *Integrated learning, thematic, creativity*

A. INTRODUCTION

The phenomenon of education occupies an indispensable position within the lives of individuals residing in Indonesia, as it plays an integral role in molding their character, cultivating their skills, and disseminating knowledge, which collectively will have a profound impact on their future success and overall quality of life. Education transcends the mere transmission of information; it is fundamentally about facilitating a holistic development of a person's capabilities and potential. As posited by Gestalt theory, the progression of human development is primarily realized through a comprehensive and engaged learning process (Wahyuni, 2017:85).

The entirety of human existence is intricately linked to the process of education, highlighting its indispensable nature. To ensure a competitive edge in the future marketplace, it is paramount to focus on the cultivation of quality education and the nurturing of individual potential. The extent to which a nation can elevate its human resources is often reflected in the high standards of education that it upholds. Education encompasses a broad spectrum of knowledge acquisition, which occurs through both formal educational institutions such as schools and informal avenues, including familial and community interactions. As articulated by Popla and Arini (2019), education is characterized as a purposeful endeavor aimed at realizing specific objectives, while simultaneously providing individuals with the necessary knowledge, comprehension, skills, and expertise that enable them to explore their intrinsic talents and develop their unique personalities.

The educational framework known as the 2013 Curriculum has served as the foundational standard for the implementation of educational practices throughout Indonesia commencing in the year 2014, marking a significant shift in pedagogical approaches. This particular curriculum places a pronounced emphasis on transitioning the focus of the educational experience from the traditional role of educators as the primary source of knowledge to a more student-centered approach that prioritizes the active engagement and participation of learners in their own educational journeys. As delineated within the guidelines of the 2013 Curriculum, effective learning activities are not merely limited to the acquisition of academic knowledge; rather, they encompass a holistic development that includes the cultivation of students' attitudes, the enhancement of their knowledge base, and the refinement of their practical skills, all of which are deemed essential for their overall growth and development. It is the aspiration of this curriculum that students will not only absorb information passively but will also take an active role in the learning process, thereby fostering a more dynamic and interactive educational environment.

This pedagogical approach aligns closely with the stipulations outlined in the Minister of Education and Culture Regulation Number 57 of 2014, which articulates that the overarching objective of the 2013 Curriculum, specifically for Elementary Schools and Islamic Elementary Schools, is to promote an integrated enhancement of students' attitudes, knowledge, and skills within the contextual framework of educational units. Furthermore, the Minister of Education and Culture Regulation Number 57 of 2014 elaborates on the concept of integrated thematic learning, which serves to amalgamate various competencies drawn from diverse subjects, thereby enabling students to engage with content in a multifaceted manner that reflects real-world contexts and applications. This approach not only reinforces the importance of interdisciplinary learning but also encourages students to make connections between different areas of knowledge, ultimately enriching their educational experience.

In essence, the 2013 Curriculum represents a significant evolution in the educational landscape of Indonesia, advocating for a comprehensive and integrated approach to learning that is responsive to the needs and potentials of students. The successful implementation of such a curriculum has the potential to profoundly impact the quality of education in Indonesia, fostering a generation of learners who are not only knowledgeable but also equipped with the skills and attitudes necessary to thrive in an increasingly complex and interconnected world.

The thematic approach represents a sophisticated educational methodology that intricately weaves together various dimensions of student development while simultaneously concentrating on overarching themes as well as their corresponding subthemes, thereby creating a holistic framework for learning. The process of thematic learning embodies an integrated pedagogical strategy that seamlessly connects diverse academic subjects through the strategic application of themes, which in turn cultivates a more profound and meaningful educational experience for learners, enhancing their overall understanding and retention of knowledge. In alignment with the scholarly contributions of Trianto (2010: 70), and echoing the perspectives articulated by Setiawan (2020: 55),

thematic learning can be aptly characterized as an educational framework that is meticulously organized around the synthesis of multiple themes, fostering a rich tapestry of interconnected knowledge.

To enrich the learning experience and render it more impactful, it is imperative for educators to actively facilitate and stimulate student engagement throughout the learning process, as emphasized by the research conducted by Perwita and Indrawati (2020) and further supported by Budi et al. (2022). Within the paradigm of integrated learning, the teacher's role emerges as a linchpin, serving a crucial function in nurturing students' creativity and innovative capacities, thereby empowering them to unearth and explore ideas that are approached in a comprehensive, meaningful, authentic, and actively participatory manner.

Ultimately, the implementation of thematic learning not only encourages academic excellence but also fosters critical thinking skills among students, allowing them to draw connections across various disciplines. Thus, the effectiveness of this approach relies heavily on the educators' ability to create an engaging and supportive learning environment that inspires students to take ownership of their educational journeys. Furthermore, as students immerse themselves in thematic learning experiences, they develop a deeper appreciation for the interconnectedness of knowledge, which is essential in preparing them for the complexities of the modern world. In conclusion, the thematic approach stands as a testament to the potential of integrated education to facilitate a more enriching and transformative learning experience for students.

According to the scholarly contributions of Handajani, Pratiwi, and Mardiyana (2018), it is imperative that students cultivate a diverse array of skills that are not only essential but also intricately aligned with the multifaceted learning requirements that characterize the rapidly evolving landscape of the 21st century. These critical skills include, but are not limited to, the ability to communicate effectively and collaborate with others, the capacity for critical thinking and adept problem-solving, as well as the essential traits of innovation and creativity, all of which fall under the broader categorization of competencies necessary for success in contemporary education and beyond (Rusadi, Widiyanto, & Lubis, 2019). Furthermore, it is imperative to note that student creativity emerges as a pivotal component within the educational process that warrants considerable attention and enhancement, as emphasized by the research conducted by Alzoubi et al. (2016). This notion of creativity encompasses the students' inherent ability to generate novel concepts, devise innovative techniques, or develop original models aimed at effectively addressing and resolving complex problems encountered in various contexts. To systematically evaluate and gauge the level of creativity exhibited by students in their learning endeavors, one can employ a range of metric measures which serve as reliable indicators, including assessment criteria such as evaluation, elaboration, originality, fluency, and flexibility, as articulated by Munandar (2009).

The proficiency exhibited in the fluency of cognitive processes serves as a significant indicator of students' capacity to formulate an assortment of question types that can range from the simple to the complex, while the dimension of flexibility distinctly illustrates the students' aptitude for adopting a multitude of perspectives when confronted with problem-

solving scenarios that require innovative thinking. Furthermore, the attribute of authenticity encapsulates the students' proficiency in generating concepts that are not only original but also reflective of their unique thought processes and individual experiences. In contrast, the concept of elaboration pertains to the students' capability to provide comprehensive explanations and in-depth analyses regarding the intricacies of an object, concept, or specific situation that warrants a detailed understanding. Additionally, the ability of students to engage in decision-making processes within open-ended contexts is articulated through the evaluative framework, which assesses their critical thinking skills and their capacity for reasoned judgment in ambiguous circumstances. (Agustiana et al., 2020).

Such evaluative measures serve as pivotal indicators in discerning the varying levels of creative potential exhibited by students across diverse educational settings. It is imperative for students to cultivate a robust sense of creativity as it is essential for effectively addressing and resolving complex problems that they may encounter both academically and in real-world scenarios. (Ernawati, Asrial, & Muhaimin, 2019). Nevertheless, empirical field research has revealed that there exists a notable gap in the current levels of creativity demonstrated by students, indicating that there is significant room for enhancement and development in this critical area of cognitive functioning. Hasil penelitian Nuryati dan Yuniawati (2019) menunjukkan bahwa kreativitas siswa SD masih kurang, sedangkan penelitian Vera dan Astuti (2019) menemukan bahwa siswa kelas V SD mengalami kesulitan dengan kreativitas. Namun, fakta di lapangan menunjukkan bahwa tingkat kreativitas siswa masih perlu ditingkatkan. Hal ini sesuai dengan hasil penelitian 2019 oleh Nuryati dan Yuniawati yang menemukan bahwa siswa masih kurang kreatif di sekolah dasar.

From the explanation of the problem above, the author wishes to conduct a more in-depth study on the issue of "The Implementation of Integrated Learning Theme 4 in Enhancing the Creativity of Fifth Grade Elementary School Students." The reason we chose this title is that teachers are not sufficiently applying integrated learning materials in the teaching process at elementary schools.

B. RESEARCH METHOD

This scholarly investigation employs a qualitative methodological framework, which is particularly well-suited for exploring complex social phenomena. According to the esteemed researcher Moleong (2017:6), qualitative research represents a distinctive approach that is fundamentally geared toward comprehending the intricacies of various phenomena as experienced by individuals who are the subjects of this research, encompassing a wide array of aspects such as behaviors, perceptions, motivations, and actions, all of which are articulated and conveyed through the nuanced use of language and descriptive words within a naturally occurring context, employing an assortment of naturalistic methods.

The qualitative methodologies utilized in this research endeavor are characterized by their focus on natural objects, with the overarching objective of gaining a deeper understanding of the meanings inherent in these phenomena, as well as the discovery of underlying hypotheses, and the construction of conceptual frameworks that elucidate said

phenomena. (Sugiyono, 2021:360). Ultimately, the qualitative approach not only enriches the research findings but also contributes significantly to the broader field of inquiry by fostering a more profound grasp of the lived experiences and subjective realities of individuals within their specific contexts, thereby enabling researchers to draw more informed conclusions and implications based on the rich, descriptive data gathered. Additionally, the qualitative method facilitates a more flexible and adaptive research design that can evolve in response to the complexities and dynamism of the social world, thus offering a more comprehensive perspective on the issues at hand. In conclusion, this research underscores the importance of employing qualitative methods as a means of unraveling the intricate tapestry of human experience and understanding the multifaceted nature of social phenomena.

This scholarly investigation employs a comprehensive literature review that encompasses a diverse array of sources, which notably includes both authoritative books and peer-reviewed journals that are pertinent to the subject matter at hand. The methodology for data collection was meticulously executed through the aggregation of information derived from these selected books and journals, which are directly relevant to the overarching research theme. A library study represents a systematic approach in which the collection of data is achieved by diligently seeking out multiple sources and subsequently synthesizing the information gleaned from a variety of materials, notably including an extensive range of both books and academic journals. In this context, the emphasis is placed on the critical evaluation and summarization of the collected literature, thereby ensuring that the research is firmly grounded in a robust foundation of existing knowledge and scholarly discourse.

C. RESULTS AND DISCUSSION

Learning

In a broad sense, the intricate phenomenon of learning can be comprehensively characterized as a systematic and progressive process that culminates in observable modifications in an individual's behavioral patterns and responses. With this foundational understanding in mind, the realm of education emerges as a meticulously organized activity orchestrated by knowledgeable educators, whose primary objective is to effectively guide and facilitate students' behavioral transformations towards outcomes that are decidedly more beneficial and constructive. As articulated by Andi Setiawan in his 2017 publication on page 21, learning can be further elucidated as a conscious, deliberate, and intentional process of transformation that encompasses a series of methodical and systemic activities, all designed to foster significant improvements in an individual's cognitive and behavioral repertoire. Additionally, Yolandasari, in her 2020 work on page 17, expands upon this notion by describing learning as an essential process that involves the provision of guidance, support, or assistance to learners as they navigate their educational journey and engage with new information and skills.

Furthermore, the National Education System Law No. 20 of 2003 elucidates the concept of learning by defining it as a dynamic interaction that occurs between students, educators, and various learning resources within a structured and conducive learning environment

that promotes engagement and understanding. This definition underscores the collaborative nature of the educational process, wherein each participant plays a crucial role in facilitating the exchange of knowledge and fostering an atmosphere conducive to growth and development. Moreover, the interplay between these elements highlights the importance of creating a supportive educational ecosystem that not only prioritizes academic achievement but also nurtures the holistic development of learners, thereby preparing them for future challenges. In this light, it becomes increasingly evident that learning is not merely a passive absorption of information but an active engagement that requires intention, effort, and collaboration among all parties involved. Ultimately, the multifaceted nature of learning and education mandates a thorough exploration of the mechanisms through which behavioral changes are achieved and sustained, thus emphasizing the need for ongoing research and discourse in the field of educational psychology and pedagogy.

According to the scholarly observations articulated by Arsad (2017:73), the intricate phenomenon of learning can be comprehensively understood as a multifaceted process that encompasses the dynamic interactions not only between students and their educators but also includes the various learning resources that are integral to the overall learning environment in which this interaction occurs. In a complementary perspective, Susanto and Ahmad (2013: 18-19) assert that learning can be conceptualized as the outcome derived from the synergistic convergence of two fundamental processes, which are distinctly identified as learning and teaching, thereby highlighting the interdependent relationship between these two critical components of the educational experience. Further expanding upon this notion, Suardi (2018:7) defines learning as a complex process characterized by the interactions that take place among students, teachers, and an array of learning resources, all within the contextual framework of the learning environment that facilitates these interactions and fosters educational growth. Collectively, these perspectives illustrate the multifaceted nature of the learning experience, emphasizing the importance of both the human and material elements that contribute to the educational process.

From the standpoint of the aforementioned theoretical framework, it can be inferred that the phenomenon of learning is fundamentally characterized as a dynamic interaction, as well as a concerted effort that is meticulously orchestrated by both educators and learners alike, through the systematic application of principles and theories that are deemed to be both efficient and effective within the context of the multifaceted teaching and learning process. Furthermore, learning transcends mere acquisition of knowledge; it embodies a comprehensive process of interaction that occurs between learners and their surrounding environment, ultimately resulting in significant behavioral modifications that steer individuals towards a more advantageous and constructive direction in terms of their cognitive and social development. In essence, this intricate interplay not only fosters intellectual growth but also enhances the overall educational experience, highlighting the necessity of a collaborative approach in nurturing a conducive learning atmosphere that benefits all participants involved.

Integrated Learning

Integrated learning represents an educational methodology that actively motivates and inspires students to engage in the exploration and discovery of various concepts, thereby promoting a deeper and more profound understanding of the subject matter. This pedagogical approach, known as integrated learning, can be characterized as a multifaceted framework that intertwines numerous academic disciplines in order to furnish students with rich, meaningful experiences that transcend traditional classroom boundaries. The significance of this approach lies in the fact that it enables students to grasp the concepts they are encountering through firsthand experiences, allowing them to draw connections to other ideas and knowledge they have previously acquired, thus fostering an interconnected understanding of learning.

When executed with meticulous foresight and strategic planning, integrated learning has the potential to yield a remarkably positive influence on students' educational journeys and overall academic performance. Furthermore, it requires educators to be adept in their ability to design curriculum that not only incorporates various subjects but also aligns with the diverse learning styles and needs of their students, thereby ensuring that every learner is engaged and invested in the educational process. In essence, integrated learning is not merely about the amalgamation of subjects; it is fundamentally about cultivating an environment where students can thrive through collaboration, critical thinking, and creativity. Consequently, the implementation of integrated learning demands a comprehensive approach that carefully considers both pedagogical strategies and the unique contexts in which learning occurs.

According to T. Raka Joni, integrated learning is a method of education where students are given the opportunity to actively explore, delve into, and understand scientific concepts and principles in a comprehensive, meaningful, and authentic manner, both individually and in groups. Simply put, thematic learning refers to the way in which students, both alone and in groups, can achieve a comprehensive understanding of a topic or scientific concept. (kadir abdul;2014). This approach integrates several subjects into a single learning theme. The theme acts as the center of learning activities that combine multiple subjects to provide students with hands-on experiences. The theme becomes the focal point of discussion that can connect various subjects, thereby offering meaningful experiences to students. (Putri & Sukma, 2020; Zagota, M. & Dakhi, 2018). Forgarty (in Isjoni, 2007:133) reveals that integrated learning, as a concept, can also be described as a teaching and learning approach that combines various fields of study to provide meaningful experiences for children. Integrated learning is considered meaningful because, through it, children will understand the concepts they are learning through direct experiences and relate them to other concepts they have already understood.

An integrated approach to learning has several advantages, including: 1) Learning experiences and activities are closely related to the developmental level of students; 2) Activities are chosen based on the interests and needs of students; 3) All learning activities provide deep meaning for students, ensuring sustainable learning outcomes; 4) Integrated learning includes activities that are relevant to everyday life; 5) Integrated learning develops students' thinking and social skills; 6) Collaboration in designing integrated

learning can enhance cooperation among teachers, students, and resource persons, making the learning process more enjoyable, occurring in real situations, and having meaningful context. (Suryaningsih, N., M. & Rimpiati, N., 2018). With an understanding of the definition and characteristics of integrated learning, it is hoped that students can develop critical and creative thinking skills. To achieve this goal, teachers need to encourage students to participate actively and creatively at every stage of integrated learning.

Creativity

Creativity is the manifestation of human courage that reflects identity and the potential for the future. In every creative action, individuals feel a strong connection with others, building a sense of joy, harnessing imagination, and empowering themselves without fear of limitations. Creativity is a crucial factor in the learning process as it can enhance the quality and effectiveness of education and prepare students to face future challenges. According to Zakiah et al. (2020), creativity is not without risk, but rather reflects the level of independence and individual drive in exploring new things. Furthermore, creativity requires significant dedication and energy, so individuals must continually seek solutions and delve into ideas that have not been discovered before. (Pratama et al., 2021).

The development of creativity becomes very important from an early age because it has a significant impact on children's development. If creativity is not instilled from an early age, a child's intellectual abilities and intelligence may not develop to their fullest potential, as high creativity also requires good intelligence to effectively create products and explore talents. For example, when a child is asked to create something from square shapes, if the child turns the squares into a house, a book, a medicine box, or a chest, this shows that the child is able to express ideas fluently due to the variety of outcomes. (Sari, 2012).

In this era, there are several skills that are considered important to master, especially by students in the field of education. One of the 21st-century skills is creativity. According to the perspective of Greek philosophers presented in the book *Creative Pedagogy* by Supriatna and Maulidah (2020), creativity is a concept that encompasses the freedom to think, act, and produce works. Creativity has several indicators according to Sitepu (2019), namely the ability to think fluently, flexibly, originally, and the ability to elaborate.

Creativity is very closely related to creativity, as creativity is the result of trained creative thinking skills. The ability to think creatively can be measured by four indicators of creative thinking, namely: fluency, flexibility, originality, and elaboration skills. According to Filsaisme (in Astuti, 2018:160), indicators of creative thinking include a thinking process characterized by fluency, flexibility, originality, and elaboration. Additionally, according to Andiyana et al. (2018:241), there are four indicators of creative thinking ability, namely fluency, flexibility, originality, and elaboration. (elaboration).

Next, a child is said to be creative if they exhibit the following characteristics: (a) Active, (b) Exploring, experimenting, manipulating, playing, asking questions, guessing, (c) Using imagination during role play, language play, storytelling, (d) Able to concentrate on a single task for a considerable amount of time, (e) Assembling things according to their taste, (f) Participating in activities typically done by adults, (g) Repeating to gain further understanding. (Putri, 2013).

The Implementation of Integrated Learning in Enhancing Creativity

Integrated learning, as a concept, can be described as an approach to education that combines several subjects to provide meaningful experiences for children. In line with the opinion of Raharja et al. (2022), integrated learning is a teaching method that combines multiple subjects within a single theme. The implementation of integrated learning is the process of applying an educational approach that integrates several subjects into one interconnected learning topic, which is then unified under a specific theme.

The application of thematic learning in elementary schools is still considered relatively new, so there is still a gap between expectations and reality in its implementation. Many teachers are facing difficulties in adopting this thematic learning approach, which is caused by a lack of adequate training regarding the concept. Additionally, challenges also arise due to the lingering habits of presenting material based on subjects or fields of study.

At this time, the thematic learning approach in elementary schools is more emphasized in the early grades (grades 1 and 2) or classes that contain young children, although this approach can actually be applied at all grade levels in elementary school. Thematic learning involves several stages, including planning, implementation, and evaluation or reflection. These stages can be outlined as follows:

1. Planning plays an important role in the success of thematic learning. The steps required in designing thematic learning include: understanding the basic competencies for each subject in the same class and semester, selecting a theme that can integrate those competencies, creating a matrix of relationships between the basic competencies and the theme, and developing a syllabus and lesson plan based on that matrix.
2. The Implementation of Thematic Learning. At this stage, the teacher implements the lesson plan that has been prepared in advance. The key to success in the implementation of thematic learning is the support from adequate laboratories that provide the necessary learning resources for the educational process. With these facilities, teachers can more easily utilize learning resources both in the classroom and in the laboratory.
3. Evaluation of Thematic Learning. Focusing on the evaluation of processes and outcomes. Process evaluation aims to assess the level of student engagement, interest, and enthusiasm in learning, while outcome evaluation focuses on students' understanding and acceptance of the material and its benefits in daily life. Additionally, evaluation can also include assessment of the works produced by students during the learning process.
4. The evaluation instruments used can include achievement tests to measure students' understanding, skill tests to assess students' abilities in performing tasks, as well as interviews or informal dialogues to gauge students' attitudes towards the subject matter. Additionally, evaluation instruments in thematic learning can also consist of quizzes, oral questions, daily tests, block tests, individual or group assignments, and observation sheets.

The role of teachers in developing children's creativity is to provide inspiration to them. The motivation given by teachers to enhance children's creativity has become a very important factor in integrated learning. Conversely, a lack of motivation from teachers can hinder children's creativity.

The development of children's creativity in elementary schools in Indonesia is still rarely carried out by teachers. This can be understood because educators still lack the implementation of diverse learning methods. Integrated learning provides an understanding of several materials that results in a new concept called a theme. This term was developed primarily within the framework of the 2013 curriculum, which integrates several subjects. The concept of this merger theme has actually been developed for a long time, but it has only recently been implemented in Indonesia. Even in the 2013 curriculum, the more specific term is "integrative thematic" for grades I-VI in elementary schools/madrasah ibtidaiyah (SD/MI). This integrated thematic approach involves the enhancement and balance between soft skills and hard skills, encompassing competencies in attitudes, skills, and knowledge. The competencies that were previously taught through individual subjects have transformed into competencies developed through integrated themes across all subjects.

Integrated learning can be presented with a specific theme or topic that is discussed from various perspectives or disciplines that are easily understood or recognized by the learners. In its implementation, the material is connected with one another. In this case, education can implement integrated learning for theme 4, sub-theme 1, in a lesson that includes the subjects of Science and Indonesian Language. The educator, in its execution, explains the Science material and connects it with the Indonesian Language subject. Integrated thematic learning encourages students to be active and think creatively.

An educator can measure the creativity of students through integrated learning of theme 4, sub-theme 1, based on creativity indicators. (1) The ability to think fluently; when students reach this indicator, they can generate ideas to solve problems; (2) The ability to think flexibly; when students reach this indicator, they can propose diverse solutions (from various perspectives); (3) The ability to think originally; when students reach this indicator, they can provide unique answers (using their own language or easily understood words); and (4) Elaboration skills; when students reach this indicator, they can develop ideas or explain answers in detail.

D. KESIMPULAN

The conclusion from the results and discussion above is as follows. Learning is an interaction and effort planned by educators and students using principles of learning and efficient and effective learning theories. The goal is to achieve behavioral change towards something more positive. Learning is also a process of interaction between learners and their environment, aimed at achieving better improvement for the individual. Integrated Learning: Integrated learning is a teaching method that involves multiple subjects within a single theme, providing meaningful experiences for students. Integrated learning enhances student engagement, the relevance of the material, and the development of critical and creative thinking skills. Creativity is the human ability to generate new ideas, solutions, or unique and meaningful works. The development of children's creativity is important because it impacts their intellectual growth and intelligence. The ability to think creatively can be measured through several indicators, such as fluency, flexibility, originality, and elaboration skills.

Implementation of Integrated Learning in Enhancing Creativity: The implementation of integrated learning is the process of applying a learning approach that combines several subjects into a single interconnected learning topic. Integrated learning enhances students' creativity by facilitating creative thinking skills through meaningful experiences and emphasizing interaction between subjects. An educator can measure the creativity of students through integrated learning of theme 4, sub-theme 1, based on creativity indicators: (1) Fluency, (2) Flexibility, (3) Original thinking, and (4) Elaboration skills. (elaboration ability). Thus, integrated learning can be an effective means of enhancing students' creativity through the integration of subjects in thematic learning that is meaningful and relevant to everyday life.

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