The Role of the Picture and Picture Method in Developing Students' Creative Thinking Skills

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Abstract.This ponder points to decide the part of the advancement and application of the Picture and Picture Strategy in creating students' Inventive considering abilities in numerical story issues. The consider was conducted within the odd semester of 2023/2024 with 27 Rudimentary School Instruction understudies in semester V as inquire about subjects. The study was conducted employing a subjective investigation strategy with information collection through perception, interviews and documentation. The Picture and Picture Strategy is connected through learning stages, to be specific preparing understudies to utilize different concepts, standards and aptitudes that they have learned to illuminate the numerical story issues they confront. The comes about of the ponder appear that the Picture and Picture Strategy has an affect on the advancement of Imaginative considering aptitudes, since the comes about of inquire about perceptions on Imaginative considering abilities deliver the capacity to recognize, assess, and resolve story challenges and reason reasonably and morally and be able to draw conclusions. The Picture and Picture Strategy gives understudies with the opportunity to apply learning based on fathoming scientific story issues, giving understudies with the opportunity to create Imaginative considering aptitudes.

Keywords: Creative thinking skills, Picture and Picture

1. INTRODUCTION

In facing the increasingly complex development of the world in the era of globalization, creative thinking skills are one of the core competencies that every individual must have. Education is no longer only focused on academic achievement alone, but must also prepare students to be able to think flexibly, innovatively, and provide solutions (Broadbent & Lodge, 2021). This is in line with the demands of the 21st century which emphasizes high-level thinking skills, creativity, communication, and collaboration. Without these skills, students will find it difficult to compete and adapt to rapid and unexpected changes. Creative thinking includes the ability to generate original, flexible, and varied ideas and to be able to develop them into concrete solutions in solving problems. This skill is not only important in an academic context, but is also relevant in everyday life and the world of work (van Laar et al., 2020). Currently, many industries require individuals who are able to create innovation, think critically, and find solutions to various problems. Unfortunately, in conventional educational practices, the focus of learning still tends to be on mastering rote and repetitive material. This hinders students' exploration space to be creative and develop new ideas. In addition, global challenges

such as the industrial revolution 4.0, the development of digital technology, and changes in socio-economic dynamics require a generation that is able to think creatively and adaptively. In this context, education has an important role as a means to foster creative thinking skills from an early age (Shavitt & Barnes, 2020). Through the right approach, teachers and schools can create a learning atmosphere that supports students in exploring their potential, stimulating imagination, and fostering innovative abilities that are beneficial for their future. One approach that can be used to develop creative thinking skills is through the image and picture method in learning. This method provides space for students to express ideas, express imagination, and visualize their thoughts more freely and attractively. Image-based activities can stimulate students' cognitive, affective, and psychomotor aspects, thus encouraging active involvement in the learning process. Thus, the image method not only helps students understand the material, but also encourages them to think creatively and provide solutions (Rapp et al., 2019). Overall, creative thinking skills are an important foundation that must be developed in education. By equipping students with these skills, they will be better prepared to face life's challenges, think independently, and create innovative solutions that contribute to society. Therefore, the application of creative learning methods, such as the drawing and drawing method, is one of the effective solutions to develop students' creative thinking potential.

In the era of globalization and rapid technological development, creative thinking skills are one of the essential skills that every individual must have. Education, as the main means to shape the next generation, has a strategic role in developing this skill. Creative thinking is not only limited to generating new ideas, but also includes the ability to solve problems innovatively, flexibly, and effectively in various situations. Changes in the demands of the world of work and modern life increasingly emphasize the importance of creativity as a basic capital that must be instilled from an early age (Yavuz & Erbay, 2015). Students are expected to be able to face complex challenges and find solutions through out-of-the-box thinking. However, the traditional education system often focuses more on memorization and absorption of material, so that it provides less space for students to explore their creativity. This causes students' creative thinking potential not to develop optimally.

Creative thinking skills are also closely related to higher order thinking skills (HOTS), which are one of the indicators of the success of 21st century education. By having creative thinking skills, students not only become individuals who are able to understand learning materials, but are also able to relate them to real life, create new ideas, and contribute to solving problems around them (Bitrián et al., 2021). Therefore, innovative learning methods that support the development of student creativity, such as the drawing and drawing method, are very important to be implemented in the teaching and learning process. Through this approach, students can be more active, imaginative, and able to express their ideas freely. The integration of this method in learning is expected to be able to build students' creative thinking skills effectively, so that they are ready to face the challenges of a dynamic future.

Definition of Picture and Image Method in the Learning Process

The picture and image method in the learning process is an approach that uses visual media in the form of pictures, sketches, illustrations, photos, diagrams, or symbols to help convey learning materials so that they are easier for students to understand. This method utilizes the power of visuals to bridge abstract concepts into more concrete and real ones, making it easier for students to understand and remember the material being taught. Image media not only functions as a teaching aid, but also as an effective means of communication between teachers and students (Yustina et al., 2022). In the learning process, the picture and image method has an important role because most students find it easier to understand information presented visually than just through verbal explanations. This approach also utilizes the natural human tendency to understand something more quickly through visualization. This is because the sense of sight has a strong ability to absorb information and process it into a more concrete understanding. Thus, the use of images can stimulate students' thinking activities, encourage them to develop their imagination, and actively involve them in the learning process.

The Importance of Picture and Image Methods in Learning

In the era of modern education, picture and image methods are one of the effective approaches to overcome the challenges of conventional learning which often tends to be monotonous and textual. This method helps create a more interesting, creative, and interactive learning atmosphere. For students, images have their own appeal because they are visual, real, and can be seen directly, thus encouraging their interest to be more

involved in the teaching and learning process (Attia et al., 2022). The application of this method is also in line with the theory of constructivism learning, where students build their own understanding based on learning experiences that involve their senses. By looking at images, students can connect the information received with previous knowledge and form a new, more comprehensive understanding. In addition, this method also supports various student learning styles, especially for those who have a visual learning style.

Characteristics of the Picture and Image Method

The picture and image method has several main characteristics that distinguish it from other learning methods, including (Stoevelaar et al., 2022):

1. Concept Visualization: The material taught is visualized in the form of images, so that students can easily understand the relationship between concepts.
2. Concrete and Real: Image media makes abstract material more concrete, real, and easy to understand for students of various ages.
3. Interesting and Motivating: Images have a greater appeal than text or verbal explanations, so they can increase students' learning motivation.
4. Flexible: This method can be applied in various subjects and levels of learning, both in elementary, secondary, and higher education.
5. Stimulates Creativity: Images help students stimulate their imagination and creativity in analyzing or interpreting the information presented.

Types of Images in Learning Methods

In the application of the image method, there are several types of visual media that can be used by teachers, including (Sartania et al., 2022):

1. Realistic Images: Images in the form of photos or illustrations that show real objects, such as images of plants, animals, or historical events.
2. Sketches or Outlines: Simple images that only show the main lines or contours of an object.
3. Diagrams or Graphs: Visual media in the form of charts or schemes to explain the relationship, process, or structure of a particular concept.
4. Posters: Large image media with attractive designs that contain important information in short form.

5. Story Illustrations: Images used to support narratives or story texts so that they are easier for students to understand.

Benefits of Image and Picture Methods in Learning

The image and picture method provides various positive benefits in the learning process, including (Munawwarah et al., 2020):

1. Improving Student Understanding: Visualization helps students understand abstract concepts more easily and quickly.

2. Stimulating Imagination: Images encourage students to think creatively and develop their imagination in formulating new ideas.

3. Increasing Learning Attraction: The use of images makes the learning process more interesting, interactive, and not boring.

4. Facilitating Retention and Memory: Information presented visually tends to be easier for students to remember than verbal explanations alone.

5. Increasing Active Participation: Students are more active in analyzing, discussing, and interpreting information from the images presented.

6. Helping Visual Learner Students: This method is very effective for students with a visual learning style, where they understand information faster through visualization.

Steps for Implementing the Image and Picture Method

In order for the image method to run effectively, here are the steps that can be followed in its implementation (Shah & Murthi, 2021):

1. Determining Learning Materials: The teacher determines the relevant material to be delivered using image media.

2. Preparing Image Media: The teacher selects or creates images that are in accordance with the learning objectives and the level of student understanding.

3. Presenting Images: Images are shown to students with a brief and clear explanation.

4. Inviting Students to Analyze Images: The teacher directs students to observe, discuss, and analyze information from images.

5. Giving Creative Assignments: Students are given the task of drawing, making illustrations, or composing stories based on the images that have been presented.

6. Reflection and Assessment: The teacher evaluates students' understanding from the results of discussions, assignments, or creative works that they have made.

Challenges in Implementing the Picture and Image Method

Although this method has many advantages, there are several challenges that may be faced in its implementation, including (Jimenez et al., 2020):

1. Media Limitations: Teachers may have difficulty finding or creating images that are appropriate to the learning material.
2. Time and Cost: Making quality image media requires additional time and cost.
3. Different Interpretations: Students may have different interpretations of the images displayed.
4. Scope Limitations: Not all learning materials can be delivered visually.

Relevance of the Picture and Image Method in Developing Students' Creative Thinking

Developing creative thinking skills is one of the main goals of education in the modern era. In facing rapid global change, creative thinking skills are not only needed to solve problems, but also to generate new, innovative ideas. The image and picture method has strong relevance in achieving this goal because the visual approach carried by this method is able to stimulate imagination, activate thinking power, and encourage students to express their creativity (Bintang et al., 2023). The image method provides visual stimuli that can trigger students' imagination. Images have the ability to present abstract or complex concepts in a more concrete form, making them easier for students to understand and develop. With images, students are invited to think "outside the box" or out-of-the-box. For example, when students are asked to tell the meaning or context of an image, they will use their imagination and creativity to interpret the visual information. This trains divergent thinking skills, namely the ability to produce various ideas or solutions from one given stimulus (Fernandes et al., 2021).

Developing Divergent Thinking Skills

One indicator of creative thinking is divergent thinking skills, which is thinking broadly and producing various possible answers or ideas. The picture method encourages students to analyze, observe, and connect pictures with existing knowledge. Thus, pictures are not only a teaching aid, but also a stimulus for students to explore various perspectives and innovative solutions (Mulang, 2021). For example, teachers can show

one picture and ask students to provide different interpretations or story ideas. This activity stimulates students' flexibility of thinking, training them to see a problem from various perspectives. Through the picture method, students are invited to express their creative ideas in visual form. Activities such as drawing, interpreting pictures, or composing stories based on pictures not only train students' motor skills, but also their ability to think creatively and compose ideas. This activity gives students the freedom to explore their imagination without rigid limitations. This is very important in building students' self-confidence in thinking and creating. One of the obstacles in developing students' creative thinking is the low motivation to learn due to monotonous and uninteresting teaching methods. The picture and picture method offers a solution by making the learning process more interactive and enjoyable. Visually appealing images can arouse students' interest in learning and encourage them to be more active in developing creative thinking. When students feel happy and involved in learning, they tend to be freer to explore new ideas and think creatively (Yuli & Siswono, 2016). Creative thinking involves the ability to connect various information and create innovative solutions. Through the image method, students are trained to observe details, understand context, and connect visual information with the knowledge they already have. This process helps students build systematic yet flexible thinking patterns, where they can find new ideas by linking various existing visual elements.

Developing Creative Communication Skills

The image method not only focuses on creative thinking, but also helps students develop communication skills. When students are asked to explain the results of their interpretations or drawing work, they learn to convey ideas creatively and logically. This process combines creative thinking and language skills, so that students are able to express their thoughts better. Each student has a different learning style, one of which is a visual learning style (Nurlaela et al., 2021). The image method is very relevant for students with this learning style because they find it easier to understand and process information through visualization. This helps students not only understand the material better, but also trains them to think creatively through the visual media presented.

2. METHODS

This consider employments a subjective inquire about technique with a few information collection strategies comprising of perception, interviews and documentation. The think about was conducted within the odd semester of 2023/2024 with 27 PGSD understudies in semester V as investigate subjects. The information gotten in this consider were within the form of a learning handle that happened within the application of the Picture and Picture Strategy in Creating Students' Imaginative Considering Aptitudes. Information collection was carried out by analysts by interacting directly with inquire about subjects (Rahmadi, 2019). By connection specifically, analysts can get information within the shape of students' views/opinions on the application of the Picture and Picture Strategy in Creating Students' Imaginative Considering Aptitudes.

Interviews

The information collection method was carried out through in-depth interviews, specifically the method of getting data for inquire about purposes by implies of coordinate questions and answers between the questioner and the witness or asset individual, with or without utilizing meet rules, where the questioner and witness were included in social life for a moderately long time. In this case, the questioner is the researcher, while the interviewee could be a understudy who is chosen arbitrarily (Pratiwi et al., 2020). Meet rules are arranged with respect to questions that require answers to the conclusions of inquire about subjects around the application of the revelation learning demonstrate to students' conceptual understanding and basic considering aptitudes.

Observation

The ponder started with recording, examination, at that point conclusions were made approximately the execution and comes about of the program which can be seen from the nearness or nonattendance of trade advancement possessed by the understudies (Basa & Hudaidah, 2021). This think about employments a non-participant perception method, since the analyst isn't included and is as it were an free eyewitness.

Documentation

The following information collection method utilized by the creator is documentation. This documentation is utilized by the creator to gather data about past occasions. This documentation is within the frame of recordings and photographs

(Dwirahayu et al., 2018). The information examination method utilized in this ponder is to utilize the steps as expressed by, specifically as takes after: information collection, information lessening, and confirmation and affirmation of conclusions.

3. RESULTS

In this study, the emphasis is on the results of the development of students' critical thinking skills that appear in each learning process and the initial stage begins to see students' critical thinking skills.

Creative thinking skills

The starting arrange is carried out when analysts conduct socialization to understudies by giving arrangements for imaginative considering abilities and understanding of learning models to discover problem-solving thoughts, investigate, talk about and reply questions approximately basic school arithmetic subjects examined by understudies (Janah et al., 2019). The comes about of this socialization are utilized to decide students' imaginative considering aptitudes some time recently the another arrange is carried out. The another arrange is self-reflection and mapping where at this organize understudies are welcomed to carry out exercises to recognize the qualities and shortcomings of inventive considering abilities and get it the Picture and Picture Strategy of the learning handle. This organize employments a intelligent strategy by composing on a worksheet and mapping the positions of qualities and shortcomings as well as endeavors to resolve and commitment to advancement that have to be be done with the worldview that has been gotten in arrange (Masfufah & Afriansyah, 2021). The following organize is Making strides imaginative considering abilities and understanding of problem-based learning models with down to earth exercises and reenactments until archived with notes and recordings. The final arrange is estimation and assessment which is carried out through fellowship discourses and mapping. Assessment is additionally carried out utilizing interviews. Based on the interviews and perceptions that have been conducted, the creator can portray the advancement of students' inventive considering capacities. The taking after is an meet that has been conducted. The meet started with one of the understudies.

4. DISCUSSION

Based on the interviews and perceptions that have been conducted, the creator can portray the advancement of students' imaginative considering abilities, the taking after interviews have been conducted, the meet starts with one of the understudies

"Analyst: What do you get it around rudimentary school science learning? Clarify it basically?

Understudy: Basic school arithmetic learning is science learning to get ready understudies to be able to utilize numerical considering designs in existence and in learning other sciences" (Meet with understudy 1, October 7, 2023)

"Analyst: What are the stages of rudimentary school science learning? Clarify it basically? Understudy:

Agreeing to Bruner (Wardani & Astuti, 2022), the stages of rudimentary school science learning are (1) the enactive arrange, at this organize understudies are specifically included in controlling objects, (2) the famous arrange, at this organize the exercises carried out by understudies are related to the mental pictures that have been controlled, (3) the typical arrange, at this arrange understudies control images or images from certain objects" (Meet with understudy 1, October 7, 2023)

The comes about of the meet over show that understudy 1 is able to get it the most point of arithmetic learning in terms of hypothesis, understudy 1 is additionally mindful of the require for practice so that when within the field or instructing in course, understudy 1 can improve so that understudies can be excited approximately learning science.

Analyst: Specify the models in basic school science learning? Clarify basically? Understudies: there are 10 basic school arithmetic learning models, specifically (1) practical arithmetic learning demonstrate, (2) open-ended learning demonstrate, (3) illustration non-example learning show, (4) picture n picture learning demonstrate, (5) numbered together learning demonstrate, (6) jigsaw learning show, (7) part playing learning demonstrate, (8) problem-based learning show, (9) course horay learning show and take n donate learning model" (Meet with understudy 2, October 7, 2023)

"Researcher: Of the numerous learning models, which one do you think is appropriate for this course and why?

Understudies: picture n picture learning show, since this learning show has intuitive between understudies and instructors related to procedures, approaches, strategies, and learning techniques" (Meet with understudy 2, October 7, 2023)

The comes about of the meet over appear that understudy 2 gets it each arithmetic learning show well sufficient to be able to appear one of the leading models. Agreeing to the learning show, it is aiming as a model of interaction between understudies and instructors within the classroom concurring to the methodologies, approaches, strategies, and learning strategies utilized in carrying out instructing and learning exercises within the classroom. The concept put forward by Jonassen clarifies that the learning show may be a frame of interaction between instructors and understudies related to strategies, approaches, strategies, and learning methods utilized within the learning prepare. Problem-based learning is based on the hypothesis that learning may be a handle in which understudies effectively develop information (Hasmiwati & Widjajanti, 2020). The taking after are the steps of revelation. There are 5 steps that must be taken after to implement the picture n picture learning show (1) Situate understudies to the issue. Learning destinations, fundamental coordinations are clarified, understudies are energized to effectively take an interest within the chosen problem-solving exercises; (2) Organize understudies to memorize. Offer assistance understudies limit down and organize learning assignments related to the picture; (3) Conduct person and bunch ponders. Empower understudies to accumulate important data, conduct tests, and look for clarifications and arrangements; (4) Create and display work. Offer assistance understudies plan and plan fitting work such as reports, recordings, and formats, and offer assistance them share assignments with friends; (5) Analyze and assess the problem-solving prepare. Offer assistance understudies think almost the investigate and forms utilized when fathoming problems (Hailikari et al., 2022).

"Researcher: what materials are appropriate for the picture n picture learning show in rudimentary school science learning? Clarify simply?

The comes about of the meet over appear that understudy 3 can get it and clarify the correct fabric to unravel the issue effectively and the taking after are the steps for understanding agreeing to understudy (Egonsdotter & Bengtsson, 2022), (1) The educator clarifies the learning destinations. Portrays the coordinations needed. Encourages understudies to take part within the chosen problem-solving exercises; (2) The educator

makes a difference understudies to characterize and organize learning errands related to the issue (deciding topics, tasks, plans, etc.); (3) The instructor empowers understudies to gather significant data, attempt to clarify and unravel issues, collect information, theories, fathom issues; (4) The educator makes a difference understudies arrange suitable assignments, such as reports and makes a difference them share errands with their companions.

5. CONCLUSION

Based on the comes about of the consider, it can be concluded that the application of the Picture and Picture Strategy in Creating Students' Imaginative Considering Abilities. The picture strategy is one variety of a great learning show to utilize so that the fabric given by the educator is simple to get it. With the picture n picture demonstrate, teachers can energize understudies to be more effectively included in educating and learning exercises, in this way making understudies more certain in communicating their suppositions. The trouble of understudies in applying the picture n picture show is the trouble of finding data to illuminate issues displayed by speakers, the essential information had by understudies causes understudies to have trouble in understanding issues, in online learning the picture n picture demonstrate isn't ideal, so that the relationship between students and teachers and the relationship between understudies isn't going well.

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