

## **Increasing the Creativity and Independence of SD Negeri 47 Palembang Students through Learning to Make Videos about Entrepreneurship**

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**Abstract:** This study aims to increase student creativity and independence at SD Negeri 47 Palembang through learning to make videos about entrepreneurship. The Classroom Action Research (CAR) method was used in this research, which consists of four cycles: planning, implementation, observation, and reflection. The research subjects were class VI A students at SD Negeri 47 Palembang. Data were collected through observation, interviews and questionnaires, then analysed qualitatively and quantitatively. The research results show that learning to make videos about entrepreneurship significantly increases students' creativity and independence. Students are more active in expressing ideas and completing assignments independently. Implementation of this method has proven effective in developing 21st century skills in students. This research suggests that project-based learning such as making videos about entrepreneurship be integrated into the elementary school curriculum to improve students' learning skills and motivation.

**Keywords:** Creativity, Entrepreneurship, Independence, Learning, Video

### **A. Introduction**

21st century education demands that students not only have academic knowledge, but also critical thinking skills, creativity, independence, and adaptability to technological developments. Creativity and independence are two important skills that need to be developed from an early age in the basic education system. SD Negeri 47 Palembang is committed to equipping students with these skills through various learning innovations. The problem that has been identified today is that there are still many elementary school students who do not have the independent nature to dare to speak in front of their teachers and friends because of a lack of confidence in pouring out the results of their thoughts.

Education is a planned effort to create a learning atmosphere and learning process to grow students' potential. Teachers as educators have a role in creating a learning atmosphere and learning process in accordance with the characteristics of students.

Teachers must be able to recognize the characteristics of each student, so that they can determine the right learning for students (Bukit et al., 2022).

The educational process in elementary schools (SD) is an important basis for the development of learning at a higher level. The success of learning in elementary school has a great influence on the continuation of students' studies. Therefore, the implementation of learning in elementary school is very important and must be done well and with quality to achieve the overall learning goals. One of the important aspects of learning in elementary school is the cultivation of creative attitudes. A creative attitude is indispensable so that students can generate innovations or new ideas that support their success in real life, the world of work, and in adapting to the times in various eras (Nisa et al., 2019).

Facts in the field show that student creativity still needs to be optimized. This is in line with the results of observations that show that the creativity of elementary school students is still low. These problems are caused by several things, namely most teachers still do not care about the creativity of students, lack of student interest in learning, and the implementation of teacher-centered learning. (Nuryati & Yuniawati, 2019). In line with the opinion Wulandari et al. (2019) that the low creativity of students is caused by the application of conventional learning models. In addition, according to Mashitoh et al. (2021), low creativity of students due to the unavailability of appropriate learning media, students' difficulties in understanding learning materials, and lack of student habituation in solving non-routine problems.

After analysing the results of the literature review and interview results, and confirmed through observations conducted by the me. It can be seen that the cause is the lack of teachers in providing effective learning by providing various ways and facilitating the development of children's personalities because they only follow a curriculum that is only based on science, the lack of parental attention in observing the development of children's personalities in the ability to speak in the family or community environment and teachers in paying attention to the ability of students to communicate in the school environment.

From the results of the root cause analysis of the problem mentioned above, a teacher is expected to create a way to guide students to be independent in terms of speaking skills as well as provoke their creativity to prepare for higher education and for social life in society.

National Education System Law No. 20 of 2003 Article 3 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life, which aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and to be democratic and responsible citizens. This is a challenge for teachers to be able to carry

out this noble task which greatly determines the future of students and this nation where the future is always changing, in this case teachers are required to improve their quality as professional teachers.

Indonesia, as a country with a large young population, needs a creative and independent generation to compete in the global arena. Education that encourages students to explore new ideas and dare to take the initiative is crucial. The selection of current learning methods is not only focused on knowledge but also trains students to think creatively and work independently, which is an essential skill for future success.

Creativity is a student's skill to come up with new ideas, methods, or models to solve a problem. (R. Astuti & Aziz, 2019). Meanwhile, according to the Great Dictionary of the Indonesian Language (KBBI), creativity is the ability to create (Indonesia, 2022). Creativity has a close relationship with independence. According to Rifky (2020), to achieve the goal of fostering students' learning independence, we need to understand the aspects that must be considered. Learning independence consists of 4 aspects, namely independence, problem solving, responsibility and initiative and creativity.

According to Nuriah et al. (2024), there are 4 reasons why it is important to develop creativity in students, namely: (1) Creativity can make it happen and this is a basic human need. (2) Creativity or creative thinking, in the sense of the ability to find new ways to solve a problem. (3) Creativity is not only useful but also gives satisfaction to individuals and (4) Creativity can enable humans to improve the quality and standard of living.

However, according to Nuriah et al. (2024) the term, creativity and independence in the world of education have different meanings. Creativity is the ability to create concepts from a new useful idea. In the context of education, students' creativity is shown by their ability to create a new concept of ideas by developing new concepts and solutions to the problems that will be faced. Meanwhile, independence in students can encourage the creation of confidence and self-control to feel satisfied with the results of their work.

Educator support to increase creativity and independence is the most important support. This is because the ability of creativity and independence is useful to help students solve challenges and problems and get used to future changes. Educators can be good role models. The way educators can provide so that students can increase creativity by giving challenging assignments by giving students the freedom to explore many ways to solve problems that are different from usual. Educators must also provide constructive feedback in helping students improve their abilities gradually but surely. In this way, students can and can increase creativity and independence effectively and will be able to face life in the future (Nuriah et al., 2024).

Bathing is the ability of an individual to behave as he wishes, or as a state in which a person is not dependent on others in making decisions, as well as being confident (Chaplin in Budiati, 2022).

According to Asrori (2020) Independence, it is a behavior possessed by a person who is able to take the initiative to do everything to meet his needs without having to depend on others and do it responsibly. Meanwhile, according to Tirtarahardja & Sulo in Mamartohiroh et al. (2020) stating that learning independence is an activity that is driven by one's own will, own choice, and own responsibility of learners. Likewise, according to Oktora et al. (2019) learning independence as a learning process that occurs due to the influence of one's own behaviour which is oriented towards achieving learning goals. Based on the opinion above, it can be concluded that learning independence is an attitude that shows the willingness to learn from within students to achieve their potential.

Independence is a positive mental attitude of an individual to carry out activities that aim to achieve goals by conditioning himself so that he can evaluate himself and his environment. The independence of students fosters confidence for him. The reason related to the importance of learning independence for students in the differentiated learning process based on Problem Base Learning is that the problems faced by students in the classroom and outside the classroom are curriculum guidance that is useful for increasing student independence (Bungsu et al., 2019).

Independence as one of the attitudes that needs to be grown in students to become a person who is able to master themselves and motivate themselves (Suciati, 2016). Students' independent attitude in learning will be realized in a situation known as student learning independence. Learning independence is a concept about how a person can be a manager of himself in learning activities (Suciono, 2021).

Students' learning independence is very important because it is their own motivation to do assignments without the help of others. This means that students can do activities without depending on others to develop their potential, knowledge and creativity according to what they understand (Damayanti & Anado, 2021).

To be able to foster student learning independence, it is necessary to have the right learning strategy for teachers to use. Every student does not necessarily show learning independence such as responsibility in learning, active and creative in learning, able to solve problems, and continuity in learning (Suciati, 2016). Therefore, how do teachers try to foster student learning independence, namely by motivating and making learning plans (Rifky, 2020).

Learning independence for elementary school students needs to be grown. Learning independence can facilitate students to be responsible in completing assignments and collecting assignments on time. Independence can be interpreted as behaviour whose

activities are directed to oneself, not relying much on others even in solving a problem. Independence is an important skill in a person's life that needs to be trained from an early age so that they do not have a sense of dependence on others. In an educational environment, the independence that exists in students is an important goal of the learning process, because it helps students to be more involved and active in the learning process and ready to face future challenges. Learners' independence is also an individual skill in overcoming problems in order to achieve their goals independently (Waruwu and Waruwu, 2023).

In the conventional teaching and learning process, without a special learning design, many aspects of student potential experience a decrease in quality, including student creativity and independence. Therefore, in this best practice activity, it was conveyed that to overcome the decline in the quality of learning, especially the creativity and independence of students in learning crafts by implementing portfolio assessments (Budiati, 2022).

In designing learning in the 21st century, the designed learning must be able to follow the latest technological developments for the 21st century generation. Where the flow of communication has very quickly penetrated into human life, for this reason everyone, especially students, must be able to master the four learning skills (4C), namely: creativity and innovation, critical thinking and problem solving, communication and collaboration.

One approach that is believed to be able to increase students' creativity and independence is project-based learning, where students are given the task of creating projects that require them to think creatively and work independently. The project-based learning model is a student-centered learning model (Student Center Learning), where students are free to express ideas that can be poured into their projects to be more creative in completing tasks (Khaningrum & Nisa, 2023).

Setiawan et al. (2021) saying that project-based learning is an approach that relates technology to everyday life problems that are familiar to students, or to a school project. Azizah & Wardani (2019) explained that Project Based Learning is an innovative learning model that focuses on contextual learning through complex activities. The above opinion can be concluded that the emphasis of the project-based learning approach lies in students' activities to solve problems by applying research, analysis, and making skills to present learning products based on real experiences.

Learning to make videos about entrepreneurship is one form of implementation of this approach. In this context, students not only learn about the concept of entrepreneurship, but also develop technical and non-technical skills such as planning, shooting, video editing, and more.

Setiawan et al., (2021) mentioning that the steps of the project-based learning approach consist of: a) determining basic questions, b) designing project planning, c) preparing a schedule, d) monitoring students and project progress, e) testing results, f) evaluating experiences.

The implementation of learning with a project-based learning approach has advantages, namely being able to increase student learning motivation, skills to increase learning motivation, improve student skills in managing various learning resources, encourage students to be more active in learning, foster collaboration between students, improve communication skills, train students in organizing a project, improve skills in time management, and fun learning (Fahrezi & Taufiq, 2020).

Project-based learning by providing a project to make a video about entrepreneurship is also used in the differentiation learning method. Differentiated learning is an effort to modify the learning process in the classroom to accommodate the learning needs of each individual student. The modification in question is related to learning preparation, learning profile, and learning interest in order to achieve maximum learning outcomes so as to foster students' creativity by giving them various opportunities to demonstrate what they have learned (Farid et al., 2022). Project Based Learning (PjBL) requires students to be able to describe their own ideas and opinions, create decisions that affect project outcomes, and present the final product outcome. PjBL can train students' independence and creativity in their learning steps. The Project Based Learning PjBL teaching model is one of the alternative educators in encouraging student creativity in the learning process. This increase in creativity is especially in terms of creating ideas on a product piece (Nuriah et al., 2024).

Differential learning means giving students the freedom to be creative with their abilities without pressure and coercion from other parties (Ngaisah & Aulia, 2023). The differentiated learning strategy in elementary school is carried out based on the learning needs of students which consists of three aspects, namely learning readiness, learning interest and student learning profile (A. Astuti et al., 2022). According to Kusuma (2020), Differentiated learning is an effort to adjust the learning process in the classroom to meet the learning needs of individuals. Differentiated learning is a series of reasonable decisions (common sense) designed by a teacher who is oriented to the needs of his students. The decisions made are usually related to: 1) how is a teacher's ability to create a learning environment that "invites" students to want to learn and work hard in their efforts to achieve high learning goals. Then to ensure that support to them will always be there throughout the process; 2) a curriculum that has clearly defined learning objectives. Where not only teachers are clear with learning objectives, but also their students; 3) continuous assessment, how teachers use the information obtained from the formative assessment process that has been carried out, to be able to determine which students have achieved the set learning goals first and which students are still lagging behind; 4) how do teachers respond or respond to the learning needs of their students. The learning plan that is prepared must meet the

learning needs of the student; 5) effectiveness of classroom management. How teachers have flexibility in creating procedures, routines, and methods that they design. However, it still has a clear structure so that learning in the classroom can still run effectively, even though the activities carried out are different.

Differentiation strategies include; content, process and product references. content reference is what we teach students. Content can be differentiated as a response to the student's readiness, interests, and learning profile or a combination of the three. Teachers need to provide materials and tools according to the learning needs of students. Process differentiation refers to how the educator will understand or interpret what is learned. Product differentiation is the result of work or performance that students must show us (essays, speeches, recordings, prayers) or something that has a tangible form (Supriwidodo & Astuti, 2023). Although many studies have been conducted to increase students' creativity and independence through various methods, research on the use of video technology in entrepreneurial learning at the primary school level is still limited. Therefore, this study aims to explore how learning to make videos about entrepreneurship can increase students' creativity and independence at SD Negeri 47 Palembang. For this reason, research entitled "Increasing Creativity and Independence of SD Negeri 47 Palembang Students through Learning to Make Videos about Entrepreneurship" is needed.

The formulation of the problem from this study is: (1) What is the effectiveness of learning to make videos about entrepreneurship in increasing students' creativity at SD Negeri 47 Palembang? (2) How effective is learning to make videos about entrepreneurship in increasing student independence at SD Negeri 47 Palembang? (3) What are the factors that affect the success of learning to make videos about entrepreneurship in increasing students' creativity and independence? (4) What are the challenges faced in the implementation of learning to make videos about entrepreneurship, and how to overcome them? The objectives of this study are to: 1) measure the level of increase in student creativity through learning to make videos about entrepreneurship, 2) measure the level of increase in student independence in the learning process and 3) evaluate the effectiveness of learning to make videos about entrepreneurship in the context of basic education.

From this research, it is hoped that it can make several significant contributions to the world of education, especially in the context of learning in elementary schools (SD). The following are the main contributions of this research:

1. This research introduces a project-based learning method through the creation of videos about entrepreneurship, which can be used as a model to increase students' creativity and independence. This method combines technical skills with entrepreneurial concepts, providing students with a well-rounded and interactive learning experience.
2. By showing that learning to make videos can increase students' creativity and independence, this study helps teachers and educators to apply innovative

learning methods that can improve the quality of education in SD Negeri 47 Palembang and other schools.

3. This research highlights the importance of technology integration in the learning process. By teaching students how to make videos, this research shows how technology can be used to support creative and independent learning.
4. In addition to improving technical skills, this research also contributes to the development of students' character. Creativity and independence are essential skills necessary for future success. This study provides evidence that these skills can be improved through appropriate learning methods.
5. The results of this study can be the basis for further research in more depth, both in the context of entrepreneurial learning and the use of technology in education. This research opens up opportunities to further explore other innovative methods that can improve students' skills.

## **B. Methods**

This study uses the Classroom Action Research (CAR) method to increase the creativity and independence of SD Negeri 47 Palembang students through learning to make videos about entrepreneurship. CAR was chosen because it allows me to apply corrective actions directly and conduct continuous evaluations in the context of the classroom. This method consists of four main stages: planning, implementation, observation, and reflection. The subject of the study was 38 students in class VI A SD Negeri 47 Palembang. The selection of class VI is based on the consideration that students at this level already have basic skills in reading, writing, and using the technology necessary for video production. This research is designed in four cycles, where each cycle consists of planning, implementation, observation, and reflection stages. Each cycle aims to identify problems, implement corrective actions, and evaluate the results.

At the planning stage, I carried out the following activities: Developing a lesson plan that is integrated with making videos about entrepreneurship and compiling research instruments such as observation sheets, questionnaires, and interview guidelines to measure students' creativity and independence. At the implementation stage, the activities carried out are: Providing an explanation of the task of making a video, including the introduction of entrepreneurial concepts, shooting techniques, and video editing, guiding students in the process of making videos starting from planning, screenwriting, shooting, to editing and providing time for students to complete their videos within a predetermined period of time. During the observation stage, I observed and recorded student activities using the observation sheet that had been prepared. The focus of observation includes: The ability of students to come up with creative ideas and the independence of students in completing assignments without too much help from the teacher. In the reflection stage, I and students evaluate the results that have been achieved. Activities at this stage include: Showing the results of the videos that have been made by each group, conducting discussions and

feedback for each video shown and interviews with several students and teachers to gain a deeper understanding of the learning process and outcomes. The instruments used in this study include video assessment sheets of student works and interview guidelines to obtain qualitative information from students and teachers about their experiences in this learning method.

### **C. Results and Discussion**

At the planning stage, I prepare a learning innovation plan that is integrated with the ongoing subject matter. With the problem that there are still many elementary school students who do not have the characteristics of independence to dare to appear confident in speaking to pour out the results of their thoughts and students who are not enthusiastic in following the learning process. Therefore, by considering the character and abilities of elementary school students, I use a PjBL Model combined with Differentiated Learning. In the PjBL Model, students work on a project to make a video presentation or interview about entrepreneurial activities around them which is the implementation of learning on Theme 5 about Entrepreneurship. Students can explore the material in a variety of different ways, collect data or investigate directly to information sources to produce a creative video work. Video production can be in the form of independent presentations or direct interviews with resource persons.



**Figure 1. Video explanation of me about the task of making a video to students**

At the implementation stage, I began with an explanation of the task of making a video, including the introduction of entrepreneurial concepts, subject matter, shooting techniques, and video editing presented by the teacher through a youtube video. Then I provide a timeline for the completion of the task of making a video about entrepreneurship as follows:

1. On May 3, 2024, the teacher gave an assignment to students in grade VI A SD Negeri 47 Palembang to make a learning video for Theme 5 about Entrepreneurship;
2. May 6, 2024 - May 11, 2024 students are given time to collect data, compile materials and make presentation videos;
3. On May 13, 2024, all students have collected their own presentation videos;

4. On May 14, 2024 – May 18, 2024, teachers make corrections and provide feedback to improve the student's video if there are deficiencies;
5. On May 20, 2024 – May 25, 2024, students collect revisions of presentation videos for students who have improvements; and
6. From May 27, 2024 to May 31, 2024, teachers will provide student video assessments based on the standards that have been set.

From the results of video collection, 32 students were found who had sent videos of their assignments. Meanwhile, 6 people still have not collected videos until the deadline that has been determined.



**Figure 2. Video of Nazir Ramadhan, 6<sup>th</sup> grade student**



**Figure 3. Video of Khanza Khayyirah Arjuna, 6<sup>th</sup> grade student**

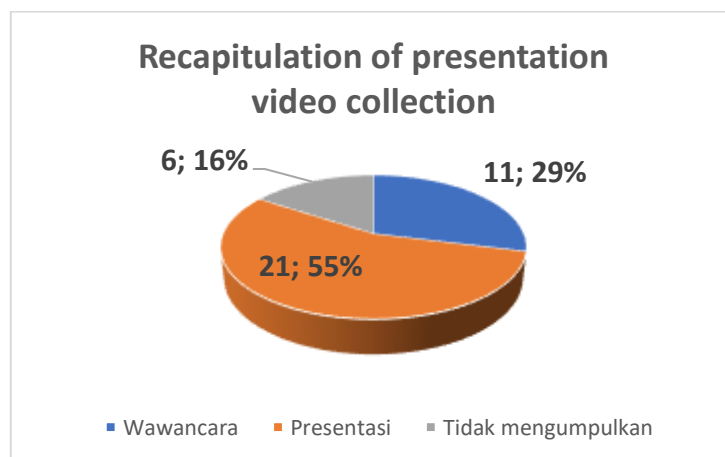


Figure 4. Video of Fikih Satrio, 6<sup>th</sup> grade student



Figure 5. Video of Prigel Galih, 6<sup>th</sup> grade student

The following is the data of students who have collected videos:



Graph 1. Presentation Video Collection Recapitulation Graphics

In giving this independent video making task, teachers have succeeded in exploring students' talents and abilities in conducting presentations and interviews and channelling students' creativity so that they feel happy, enthusiastic and proud of the video results they make. This can be seen from the choice of the form of video made, where the choice can be in the form of a presentation or a direct interview, and quite a number of students have conducted direct interviews with the resource persons, namely as many as 11 people or 29% and 20 other people or 55% with video presentations. However, it failed because as many as 6 students or 16% did not collect video assignments. This is because most of them have family problems and also include students who are unable or do not have the necessary communication tools in the assignment. For this reason, a more active teacher response is needed so that all students can participate in completing their assignments. From the Assessment Sheet of the results of the project to make a video presentation of entrepreneurial activities, the mapping results are as follows:

<b>Aspects</b>	<b>Excellent</b>	<b>Good</b>	<b>Enough</b>	<b>Need Assistance</b>
	4	3	2	1
<b>Presentation/ Interview Structure</b>	Presentations/Interviews contain an opening, core and closing and are communicated in sequence	Presentations/Interviews contain an opening, or closing, and a core and are communicated in sequence	Presentations/Interviews only contain the core	Presentations/Interviews only have an opening or closing
<b>Number of students (%)</b>	8 (%)	13 (%)	11 (%)	(0 %)
<b>Reviewing the Topic</b>	Most of the content of the Presentation/Interview reviews the business and attitude of entrepreneurs in running their business	A small part of the content of the Presentation/Interview reviews the business and attitude of entrepreneurs in running their business	The content of the Presentation/Interview contains the Presentation/Interview but is not on topic	The content of the Presentation/Interview does not show the Presentation/Interview activity
<b>Number of students (%)</b>	18 (%)	12 (%)	2 (%)	- (0 %)
<b>Topics presented</b>	The topics presented inspire listeners	The topics presented are interesting but not inspiring	The topic presented is not interesting	The topic is unclear and incomprehensible
<b>Number of students (%)</b>	5 (%)	25 (%)	2 (%)	(0 %)
<b>Supporting factors</b>	Presentation/Interview contains supporting facts (benefits of activities, goals, values, spirit of cooperation).	Presentation/Interview contains most of the supporting facts	Presentations/Interviews contain a small number of supporting facts	Presentation/Interview does not contain supporting facts
<b>Number of students (%)</b>	4 (%)	16 (%)	12 (%)	(0 %)

From some of the above assessment aspects/indicators, teachers can analyze students' talents, abilities and skills and draw conclusions. From several indicators on the Assessment Sheet of the results of the project for making video presentations of entrepreneurial activities, namely Presentation/Interview Structure, how to review the content of the topic, topics presented and other supporting factors, quite good assessment results were obtained where most students received Very Good and Good assessments, although in several indicators such as Presentation/Interview Structure and other Supporting Factors quite a lot of students got The assessment is sufficient, this is still reasonable because the students are still at the elementary school level.

From the results of the reflection carried out by me, the following things were obtained: The Learning Plan I made was running well, but it failed because as many as 6 students or 16% did not collect video assignments. This is because most of them have family problems and also include students who are not able to afford it.

My weakness is that I am not active in motivating and ensuring that all students complete their project assignments. For this reason, a more active teacher response is needed so that all students can participate in completing their assignments. The strength that I have achieved in designing and implementing learning is that I use learning methods that can provide opportunities for students to explore different talents and abilities of students in conducting presentations and interviews as well as channelling students' creativity so that they feel happy, enthusiastic and proud of the results of the videos they make. In this learning method, I developed a learning approach called differentiated instruction, which offers a series of learning options to gifted students with the aim of exploring and directing instruction at different levels of readiness, interests, and learning profiles.

#### **D. Conclusion**

Learning to make videos about entrepreneurship is effective in increasing students' creativity and independence at SD Negeri 47 Palembang. This method not only makes students more creative in thinking and working, but also improves their ability to work independently and responsibly. The implementation of this method in the primary school curriculum can be one solution to develop 21st century skills in students. For future research, it is recommended to apply this method to different levels of education and evaluate its impact in the long term. In addition, the integration of technology in learning needs to be improved so that students can develop digital skills that are relevant to future needs.

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