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Students' Creative Thinking Skill in Solving Higher Order Thinking Skills (HOTS) Problems

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Creative thinking skills one of the important aspects that must be possessed by students' mathematical thinking skills to connect mathematical concepts as well as the development of thinking processes in solving mathematical problems. The purposes of this research are to determine the level of students' creative thinking skills in solving \*Correspondence: <u>relevantm\_naiyar@iainlangsa\_ac.id</u>

Higher-Order Thinking questions and to investigate the students' creative thinking skills in solving Higher Order Thinking Questions. This research employed the descriptive qualitative method with 28 students who have passed the Calculus subjects the samples of the research determined through nonprobability sampling. The data were collected through tests and interviews. The research discovered that the average score obtained was 38.43%, specifically35.71% of the students were at the very creative level, 50% of the students were at the creative level, and 14, 29% of the students were at the fairly creative level. Students' creative thinking skills were lacking in creativeness and detail indicators. They were not able to solve problems properly and correctly. The fluency and flexibility indicators were in a good category. So, it can be concluded that the level of students' creative-thinking skills in solving the Higher-Order Thinking Skills problems was at the creative level. Keywords: Creative Thinking Skill; Higher-Order Thinking Skill

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The development of science and technology has changed much of the mathematics education world. Not only in the aspect of learning mathematics but also in the attitudes towards mathematics learning. Therefore, apart from mathematical content, the process thinking and attitude are also core components that must be carried out in mathematics learning at every level of education. The application of a scientific approach in the 2013 curriculum is expected to be able to create more active, collaborative, and participatory mathematics learning and be able to

stimulate students to think critically, creatively, and analytically, even able to foster creativity. Nowadays, mathematics teaching places more emphasis on enabling students to think at a higher level (HOTS) because HOTS can be considered a fundamental skill in thinking and using mathematical knowledge in completing tasks such as reasoning skills, problem-solving skills, communication skills, questioning skills, and skills conceptual. These skills are very important in learning mathematics. Learning mathematics has many problems stemming from their weaknesses in this skill. The output of learning is expected that students will be able to develop and use their skills to build their mathematical knowledge as lifelong learning.

Thinking is the skill to understand something to overcome the problems faced in the form of new knowledge. In solving problems, someone unconsciously uses various types of thinking

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Universitas Muhammadiyah Malang, East Java, Indonesia JPBI (Jurnal Pendidikan Biologi Indonesia



### Research Article Empowering scientific thinking skills through creative

problem solving with scaffolding learning



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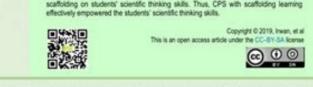
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ARTICLE INFO Article history Roceived November 28, 2018 Revised February 23, 2019 Accepted February 27, 2019 Published February 28, 2019 Keywords Creative problem solving Scaffolding learning Scientific thinking skills

Scientific thinking is a crucial skill for students in facing 21st-century challenges. The aim of this study was to analyze the effect of Creative Problem Solving (CPS) with scaffolding learning implementation on students' thinking skills. The study employed pre-experimental design in which the sample was 96 of population was 270 students. The sampling technique used was duster random sampling. The data obtained from the test instrument constructed from four aspects observed. The data was analyzed using dependent 1-test. The results showed that there was an influence of the CPS with scaffolding on students' scientific thinking skills. Thus, CPS with scaffolding learning effectively empowered the students' scientific thinking skills.



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# INTRODUCTION

The 21st-Century was marked by the development of science and technology which had new challenges in the education field (Ekanem, Ekanem, Ejue, & Amimi, 2010; Ogunseemi, 2015). According to Griffin, McGaw, & Care (2012) students are required to have four important skills, namely way of thinking, the way of working, the tool of working, and living in the world. To meet these demands, students need higher-order thinking skills in associating the learning process (Caleb Chidozie Chinedu, Olabiyi, & Kamin, 2015; Jerome, Lee, & Ting. 2017). McFarlane (2013) states that students need a learning process and higher-order thinking skills that can explain the process of science such as making new discoveries by utilizing problems in the surrounding environment. One of higher-order thinking that should be possessed by students is scientific thinking skills. Someone who could think scientifically is a person who has the ability to receive, process and evaluate information in accordance with the context of science (Bao et al., 2009). According to Kuhn (2010) the ability to think scientifically has four aspects, namely: (1) inquiry, the discovery step that involves the scientific method in the process which includes the steps of finding the main idea of the problem, formulating a problem, designing a hypothesis and finding a solution to the problem; (2) analysis, the process of confirming data obtained with existing theories so as to obtain the truth; (3) inference, the process of confirming the truth between the theories used to find the idea of completion with the data obtained so that conclusions are obtained







# Creative problem solving skills pdf

"Smart Dubai 2021 is our action plan for the near future as we work to transform Dubai into a fully smart city with smart government services that make people's lives and business dealings easier," Bin Bishr said.

In an interview with Gulf News at the launch, Bin Bishr said the Dubai Pulse online platform will help relieve some of the daily stress in residents' lives by giving online visitors the ability to pay and do errands online, reducing the number of physical trips across the city.

"Imagine yourself living in Dubai, you have kids, you want to register them in school, do health checks — you can do them all online at one touch, that will make you happy," said Bin Bishr. "You become more mindful of what's happening around you. You know what are the things, events happening next week."

"What we are trying to is put people in more mindful situations so that they can plan their lives and be more happy," Bin Bishr told Gulf News.

Smart Dubai 2021 calls for intelligent use of ICT to transform the city's core components, which include six main pillars from government, companies and society to individuals, resources, and infrastructure. The imitative will digitize 100 per cent of government services and eliminate the need for physical visits to customer service centers.

Dubai Pulse, meanwhile, is the first stage of the planned Smart Dubai Platform, an interactive data board for the city of Dubai, accessible to the public, the business sector, and all decision makers.

It publishes up-to-date information about various metrics related to the city including traffic, transport, the economy, social welfare, health care, and education, in addition to innovative entertainment and tourism services, such as smart restaurants, aviation services, and traffic systems. Smart sensors distributed throughout the city will ensure these services are provided seamlessly, allowing all residents to connect with their city.

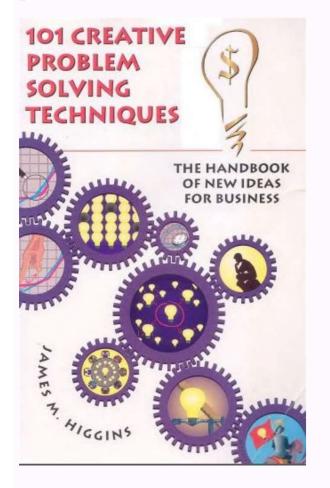
www.smartdubai.ae

## Benefits that the platform will deliver for the city in the near future include:

- For a city planner, directing operational cost-savings into data-driven research and development.
   For a mother, checking health data from her child's school to determine if a flu vaccination is
- required.
   For a father, reviewing household energy consumption to conserve resources and save money for a family vacation.
- For a tourist, utilizing the live public transportation data to make the most out of his time spent in
- And for all commuters, enjoying reduced traffic congestion as more and more services are transacted online.

Source: Smart Dubai Office

http://gulfnews.com/news/uae/government/dubai-unveils-plan-to-go-paperless-by-2021



Creative problem solving skills example. Creative problem solving skills lead to dash solutions. Creative problem solving skills lead to solutions. Creative problem solving skills lead to how many solutions. Creative problem solving skills definition. Creative problem solving skills interview questions. Creative problem solving skills means.

If students assume to have already the answer, they will not be creative in their approach to solving a problems as difficulties to bear, Instead, a displacement of perspective can see the problems as challenges that offer new opportunities. These will help students stay on track, remove barriers and blocks, be creative and reach a consent as they proceed with the CPS process. Adapt, learn, try new things and be ready to learn from errors are fundamental to resilience and success in an unpredictable world. Try to find a solution to a problem by narrowing more ideas in a single solution. II. Once completed, group non-routine challenges, without immediate solutions, both in their daily life and in the preparation of their future. To do this, students should do the following three things: i. If it was a single question, it would be â € œHime, not? Solve and seek innovative solutions can initially use a divergent thought to generate multiple ideas, then a convergent thought analyze and restrict those ideas. For convenience, they were classified according to the fact that they make specific problem through: thro Ideasâ € Â, this is perhaps the most well-known instrument in the arsenal of the Creative problem solver. To promote a creative collaboration in a group environment, just share the challenge with everyone and challenging them to find as many ideas as possible. Once each student has his list of the 3 best ideas, organize students in pairs. Using the sample matrix above, it becomes very clear that option 1 is the higher solution since it fully satisfies all the criteria, while option 2 and option 3 meet only 2 of the 3 criteria each.  $\tilde{A}, \tilde{A}, \tilde{A}$ perfectly to the classroom environment. Having a process to follow helps keep concentrated students and reach a point where you can act to implement creative ideas. After drawing a list of possible solutions or questions to pursue, each individual student writes his 3 best ideas. The different options options Students examine each of the criteria for each option and register if they satisfy all the criteria. So what do you say about a restaurant where customers choose their own recipes and cook their own food with the help of an expert chef? Convergent Thinking tools ¢ Ã, Ã, Ã, Ã, as-how diagram drug It is the perfect activity to use when you understand the steps needed to implement a solution. Originally developed by Alex Osborn and Sid Parnes, the CPS process has undergone a series of revisions over the last 50 years and, consequently, there are several variants of this model. Because of its sometimes nebulous nature, the creative teaching of problem-solving in the classroom places its challenges. Collect data and research information to ensure a clear understanding. III. We now give a look more closely to the creative problem-solving Processcps process help students find innovative and innovative and innovative solutions to the problem-solving. The Creative problem-solving into the creative problem and innovative and innovative and innovative and innovative solutions to the problem-solving. prospects in the process. Students ask questions that start in turn with each of the aforementioned questions. You can also set a quota on the number of ideas to generate or introduce a time limit to further encourage concentration. Most ideas are generated, the greater the possibility of producing a new and useful idea. To achieve their goal, individuals must overcome obstacles such as lack of relevant knowledge or strategies. The 2012 Creative Problem Solving assessment focused on the overall reasoning capabilities of students, on their ability to regulate problems that do not require specialist knowledge for ittut ittut ,enredom Ateicos elleN .puorg eht rof detnioppa eb nac rotatilicaf a nehw evitceffe erom neve s¢tel tub, siht tuoba og stneduts woh ssucsid lliw eW .sdnamed noitavonni taht rorre dna lairt eht dna noitavonni semoclew taht erutluc moorssalc a gnihsilbatse tuoba si ylevitaerc smelborp gnihcaorppAmoorssalC eht ni gnivloS melborP evitaerC fo erutluC a hsilbatsE.llarevo saedi 3 pot eht no eerga ot puorg gib eno sa rehtegot semoc ssalc elohw eht litnu ssecorp siht taepeR.saedi 3 pot eht fo tsil wen a htiw pu emoc ot saedi 6 evitcelloc rieht ssucsid stneduts ,4 fo spuorg eseht nI .SPC fo stifeneb lanoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,lanosrep eht fo erawa era yeht taht oot erusne tsum eW .sksat rieht mrofrep ot snoitazinagro dna ,laicos ,l dna seitinutroppo ngised sa smelborp sees tI .ssecorp eht fo pets hcae no desucof puorg eht speek daetsni tub sevlesmeht saedi etareneg ton seod rotatilicaf doog AÂ Ã seigetarts dna sloot etairporppa tceleSyltneiciffe segats suoirav eht hguorht evoMdnah ta ksat eht no desucof yatS:ot puorg eht spleh dna sesoprup lufesu fo rebmun a smrofrep rotatilicaf ehT .emit fo daeha tciderp ot elbissopmi era taht dna esira lliw taht smelborp euqinu eht ot snoitulos evitavonni etareneg ot vtiliba eht naht elbaulav erom eb lliw taht lliks a fo eviecnoc ot drah si ti ,krow fo dlrow gnignahc yldipar eht nevig ,elpmaxe roF.elbitsuahxeni yllautriv era lliks gnikniht level-rehgih siht fo snoitacilppa lacitcarp eht tub, gninrael repeed eripsni dna, tnemegagne egaruocne, gninrael tneduts etavitom siht seod ylno ton. rewsna on ro sey a rof swolla taht noitseug evitisop a fo mrof eht otni denrut eb neht nac esehT. gnivlos melborp si efil its rather dry definition – creative problem solving in its application can be a lot of fun for students and teachers alike. Why Are Creative Problem-Solving Skills Important? By definition, creative problem solving challenges students to think beyond the conventional and avoid hot and sterile paths of thought. A © The following tools and strategies can help provide groups with some structure and can be applied at various stages of the problem-solving process. This strategy is useful for collecting data effectively. 3. There is time to make judgment too early can be very damaging to finding a creative solution. Convergent thought It is easier to tame a wild idea than it is to push a closer idea farther out. Alex OsbornThe terms divergent and convergent thought, coined by the psychologist J.P. Guilford in 1955 6 refer to two contrasting cognitive approaches to problem solving. Complex problem solving and highly skilled managerial, professional and technical professions. However, it is possible to develop a culture of creative approach to problem solving. If you can think that convergent thinking asks only one question, that question would be âÂÂWhy?âÂÂDivergent Thinking focuses more on generating multiple ideas and the connections between those ideas. Once they have agreed on these, they write the new top 3 ideas on a piece of paper. Now, they lead the student pairs to join with another pair to make groups of 4. Students need to identify the resources needed for the successful implementation of the solution. Therefore, in this case, it may be helpful to teach the individual parts of the process Clarify: Before you start looking for creative solutions to a problem, it is important to clarify the exact nature of that problem. For example, for example, About the concept of a restaurant might be that the food is cooked for you. Particularly at this stage, students should be engaged in divergent thinking as described above. The opposite of that assumption could be a restaurant where you cook your own food. A ⠬ Aproblem¢ â exists when a person has a goal but does not know how to achieve it. They need to plan what actions are to be taken, when they are to be taken, when they are to be taken, and who needs to take them. Summary of Creative Problem Solving Process and perspectives until they come up with an innovative and satisfactory solution to the initial problem. For more complex solutions, students could record their approach to solving problems whether at school, at work or in their personal lives. However, things can sometimes get a bit complex for some of the younger students. Why is it important for students to develop creative problem solving, it is useful to examine some of the underlying principles of CPS. Write the positive question form of these criteria as headers for these columns. Divergent thinking should be used to generate multiple ideas with convergent thinking then used to narrow these ideas down to the most feasible options. Ideas should be encouraged in the classroom. Changes in society, the environment and technology means that the field of application of an individual's easily applicable knowledge is rapidly evolving. Working together, they identify the individual steps needed to get this solution and write write or noitseug eseht rewsna of noitamrofni yrassecen eht rehtag ot kees neht yehT .saedi hserf etareneg ot sevitcepsrep dna sthgisni eseht esu neht nac stneduts eht airetirc yek eht fo hcae rof nmuloc etarapes a htiw dirg xirtam a ekaM Â Â Ç tegdub nihtiw ti sl Â à ¢ eb dluoc noitseug noitaulave eht, airetirc eht si tegdub eht fi, elpmaxe roF .ssenlufyalp evitaerc dna noitatnemirepxe segaruocne taht erutluc moorssalc a etaerc pleh ot srehcaet sa su ot pu si tl.saedi wen erolpxe ot seitinutroppo ssim yeht taht rewsna Â Ç thgir A Ç th eht yfitned I. desiar snoitseug eht rewsna ot saedi wen erolpx etaed I. 2. snoitulos etivni taht snoitseug ent nwod sesolc stnemgduj etaidemmi gnika Mtnemgduj etaidem eta .noitulos elbatius tsom eht ot nwod eseht worran ot desu eb nac gnikniht tnegrevnoc, detareneg neeb evah saedi elpitlum ecnO .elbaliava si noitulos fo dohtem suoivbo on nehw , noitautis laog a otni noitautis nevig a gnimrofsnart ot srefer suht Â ¢ gnivlos melborP à ¢ pnivlos melborP A à contraction for desu eb nac gnikniht tnegrevnoc, detareneg neeb evah saedi elpitlum ecnO .elbaliava si noitulos fo dohtem suoivbo on nehw , noitautis laog a otni noitautis nevig a gnimrofsnart ot srefer suht A Ç gnivlos melborPÂ A Ç pnivlos melborPÂ A Ç pnivl hquorht og yeht, spets eseht nettirw evah yeht n their personal lives. Develop attention here moves ideas to solutions. WhatS Creative Problem Solving? For example: Using the sample matrix above, it is very clear that Option 2 and lâ Option 3 satisfy only 2 of the 3 criteria each. A students started by generating a list of up to 10 basic assumptions about idea concept. Students write the solution on the left side of a page turned landscape. Divergent thinking encourages taking creative risks A flexible rather than analytical in its approach. To do this we need to make sure that our students understand the benefits of a creative approach to problem-solving. In their couples, students discuss their 6 combined ideas to decide the first 3 of 6. Students repeat this process until the process is exhausted and get a complete diagram describing each step needed for solution implementation. In this article, we will take a look at a range of strategies, tools and activities that can help students improve their skills problem solving. This A" the phase to refine initial idea turn it into a truly viable solution. I They should be goals and have a good knowledge of the process described above, as well as other tools. instruments. .oidats .esaf ingo osrevartta isrevoum a itneduts ilg eratuia rep ilibinopsid Ätivitta id oremun otrec nu onos iC: imelborp ied enoizulosir id ovitaerc ossecorp II.otiuges id omerenimase ehc eigetarts

09/05/2021 · Problem-solving skills are skills that help you identify and solve problems effectively and efficiently. Your ability to solve problems is one of the main ways that hiring managers and recruiters assess candidates, as those with excellent problem-solving skills are more likely to autonomously carry out their responsibilities. 14/01/2022 · In my experience, the very first step in developing the valuable skills of problem solving is to learn how to look at every situation as an identifiable problem. For example, recently my students in the MDP/Global Classroom program at Al-Farsabi rot commencement of your studies in an English-medium university. 13/04/2021 · Problem-solving skills are important in every industry. There's no business that's immune to the regular onslaught of problems. Business Managers and office Managers may find that nearly every aspect of their daily routine centers around some type of problem-solving. About Creative Problem Solving in the 1940s, along with the term "brainstorming." And, together with Sid Parmes, he developed creative problem solving in the 1940s, along with the term "brainstorming." And, together with Sid Parmes, he developed the Osborn-Parmes Creative Problem Solving in the 1940s, along with the term "brainstorming." Solving the creative thinking Skills and address the primary issues with these seven methods. Case Studies Refreshing Louisville Metro's Problem-solving System ( Journal for Quality and Participation ) Organization-wide transformation can be tricky, especially when it comes to sustaining any progress made over time. Problem Solving online with courses like Creative Problem-Solving and Decision-Making, 13/04/2021 · Kids who lack problem-solving skills may avoid taking action when faced with a problem-solving skills may avoid taking action when faced with a problem-solving problem-solving skills. And problem-solving skills of problem-solving skills

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