

Developing the Creative Thinking Ability of Grade 5 Students through A Constructivist Learning Approach Together with Animation Media

Creativity is a vital 21st-century skill that empowers learners to think diversely and generate innovative ideas. This study integrates constructivist learning with animation media to foster students' creative thinking.

Objectives

To enhance the creative thinking abilities of Grade 5 students through Constructivist based learning integrated with animation media.



To examine students' satisfaction with the animation media developed by the researcher.

Conceptual Framework

The constructivist learning approach proposed by Driver and Bell (1986) integrated with principles of animation-based media. The instructional process is structured into the following stages:

- 1) Orientation stage integrated with animation media
- 2) Elicitation
- 3) Restructuring of Ideas
- 4) Application of Ideas
- 5) Review

Creative thinking abilities of Grade 5 students based on Guilford's (1972) framework

- 1) Originality
- 2) Fluency
- 3) Flexibility
- 4) Elaboration

Students' satisfaction with the animation media

The Research was Conducted in Accordance with the Procedures of Classroom Action Research



Three action research cycles, each comprising two instructional plans, for a total of six plans

Six instructional animations were integrated into the teaching process

Learning Management Observation Record

Creative Thinking Ability Test for Students (3-Cycle End-of-Cycle, Subjective Format)

Student Satisfaction Assessment for Animation Media

Average Total Scores of Students' Creative Thinking Ability Across All Three Learning Cycles



Students' average creative thinking scores increased steadily across the three learning cycles. 80.92% ($SD = 1.83$), 86.94% ($SD = 1.63$), and 87.83% ($SD = 1.41$)



The findings indicated that student satisfaction was at a high level.