

## Open-Ended Approach as a Development of Imaginative Creativity in Learning History

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*Received 24 March 2025; Received in revised form 9 April 2025; Accepted 10 April 2025*

### Abstrak

Penelitian ini membahas tentang pertanyaan *Open-Ended* dengan mengandalkan pertanyaan yang bersifat merangsang dan mendorong siswa dalam belajar sejarah untuk berimajinasi dengan pertanyaan “*Jika*” pada muatan sejarah atau materi sejarah atau dengan pertanyaan “*Bagaimana dan Kenapa*” untuk diterapkan dalam pembelajaran sejarah di SMA maupun Perguruan Tinggi. Beberapa pertanyaan tersebut bisa menjadi pemantik siswa dan mahasiswa dalam merefleksikan dan berimajinasi dengan materi tokoh sejarah maupun peristiwa sejarah di masa lampau dengan memanfaatkan kreativitas dan imajinasi siswa maupun mahasiswa dalam pembelajaran sejarah. Sehingga di dalam pembelajaran sejarah siswa maupun mahasiswa lebih memaknai peristiwa sejarah maupun tokoh sejarah dalam materi sejarah yang sudah disampaikan di kelas. Sehingga pembelajaran sejarah lebih menarik serta menggali potensi materi sejarah lebih mendalam dan detail.

**Kata kunci:** pertanyaan *open-ended*, kreativitas Imajinatif, belajar sejarah.

### Abstract

*This study discusses Open-Ended questions by relying on questions that are stimulating and encourage students in learning history to imagine the question "If" on historical content or historical material, or with the question "How and Why" to be applied in history learning in high school and college. Some of these questions can be a trigger for students and college students to reflect and imagine the material of historical figures and historical events in the past by utilizing the creativity and imagination of students and college students in learning history. So, in learning history, students and college students give more meaning to historical events and historical figures in the historical material that has been delivered in class. So that learning history is more interesting and explores the potential of historical material more deeply and in detail.*

**Keywords:** *open-ended approach, creative imagination, learning history.*

### INTRODUCTION

History learning today requires a breakthrough to bring it to a higher level. The assistance and development of AI (*Artificial Intelligence*) technology make learning history easier and more accessible to anyone. However, the next challenge is that learning history becomes just knowledge without any critical and imaginative power in learning in schools and universities. Departing from this

problem, teachers and lecturers must develop approaches or questions in learning history that stimulate students to think creatively and imaginatively.

In Habermas' view, a German philosopher (*Frankfurt School*) regarding socio-critical theory in the application of learning is not to use closed questions or require answers “*yes*” or “*no*” but to use open-ended questions by utilizing the words “*why*” and “*how*”. Open-ended

questions presented by teachers provide opportunities for students to think at a high level in processing information and are linked to students' desires effectively and deeply (Dadan Supardan, 2015).

An important aspect of learning is creative thinking, which means that teachers prepare and cultivate learning qualities such as motivation, engagement, imagination, *relative freedom, and independent thinking*. Student development in learning is not about how the process and student understanding of the concepts taught in learning, but also about being trained to think creatively. Student development can be considered by the teacher with an emphasis on solving problems in learning. A learning approach that leads to adaptive learning and focuses on *students (student-centered)*. Therefore, students need to be given opportunities to think creatively to find facts and implement the abilities they have and develop them (Yani Fitriyani, 2021).

*Open-ended* questions can help students think at a higher level (*HOTS*). Higher order thinking skills (*HOTS*) are now essential for students to have in learning history. These skills must begin to be developed in the history learning process. This ability is a provision for students and college students in career development and global competition and the increasingly complex demands of life

that require high-level thinking skills (*HOTS*) (Januariawan et al., 2020).

*Open-ended* questions or approaches are ways or approaches in learning that try to provide problems in learning by presenting problems and producing answers with various alternative answers or answer options more than one answer. It can be said that the *open-ended* strategy is a way in the learning process that creates a type of learning in the process starting with presenting problems in learning. The presentation of problems in learning history is open, and students try to solve problems in learning with creativity in finding solutions to problems and based on the level of understanding of students in absorbing material for problem solving. In addition, the problems presented by the teacher are open so that students with their imaginative creativity can find a way out of problems in learning by following the learning rules that have been conveyed (Sitti Aminah Cendrakasih et al., 2022).

Problem-based learning will inspire students to find answers to problems that have been given through *open-ended* questions. Open questions and giving learning problems to students by the teacher will lead to students' reasoning power and creativity in solving problems. In addition, students are trained to think imaginatively or think abstractly with the ability and reasoning power of students according to the ability of each student.

So this will train students to think at a high level and think quickly and efficiently.

*Open-ended* questions give students experience on how to solve problems with various alternative ways and answers, according to students' thinking processes, students' analytical skills, and their skills in choosing alternative answers. This also gives students experience in learning to find solutions to problems. The *Open-ended* model, developed by the teacher, can later develop students' thinking processes and understand the concepts explained by the teacher, so that it raises students' courage in expressing their opinions in front of the class (Nia Novita Putri, 2022).

*Open-ended* learning requires each student to communicate their answers in class so that the teacher can respond to students' opinions on open-ended problems that have been given by the teacher. *Open-ended* learning also recommends students to express their opinions through mathematical symbols, numbers, words and graphs in explaining the solution of the problems given by the teacher (Fitriyani, 2021).

An *open-ended* approach or question, starting with an open problem question, is directed by the teacher to understand the learning problem posed by the teacher. This approach provides opportunities for students to detect learning problems and then analyze to find

solutions to open problems in learning. So that this approach can be a solution in presenting learning in the classroom (Nandang Kusnandar, 2022).

Knowing the level of creative thinking of students, it must be given or stimulated with problems or open questions. Solving the problem in a variety of ways, and solving the problem not just in one way. Obtaining possible answers that are appropriate and diverse allows students to choose alternative answers that will be submitted to the teacher. Teachers should introduce this *open-ended* approach from a young age, or in elementary school or junior high school (SD/SMP). So that students look for gaps in various correct answers with variants of answer choices found by students as a result of students' creative thinking (Wijaya et al., 2022).

So that the learning process carried out by teachers or lecturers can lead to imaginative creativity that can lead to active learning of history in the classroom, open-ended questions or approaches can also increase the abstract thinking power of students or students in receiving historical learning material and can practice logical thinking sequentially and systematically. The results achieved with an *open-ended* approach or question can provide a stimulus for learning history that will lead to imaginative creativity, so that learning history is more active and interesting.

## **METHODS**

Literature review or literature review is also called *literature review* is an activity carried out by the author to review various literature that has been collected by the author and has been published by other authors or researchers related to the discussion or topic of the author's research. Assembling and compiling a literature review is an activity to obtain an overview of the research topic to be researched by the author from other authors' reference sources and to double-check the various possible problems that arise in the preparation of the research topic to be researched by the author (Mahanum, 2021).

*Literature review* is an important part of research preparation because it determines the themes and topics that will be developed in the research. The literature review can be considered as the foundation of the scope of work to be reported. The discussion of the literature review is essential because it is the foundation of research and theory that leads to the research being carried out and outlines the research materials that will be used in the research. To assemble a series of good frameworks of thought regarding the solution of a problem that has been conveyed in the previous problem formulation section, it must be arranged in an organized manner. The beginning of the research is to trace data and sources that are the same as the

subject to be studied by the author. This is the first step for researchers to find information that is useful for the process of compiling research subjects that will be carried out by researchers or writers (Muannif Ridwan, 2021).

Research studies require library studies, library research is research conducted by collecting literature sources through library collections. Library research only utilizes literature sources from the library without going to the field to collect research sources or references. So that the library study research method is not only reading and understanding sources or books in the library, but also activities to collect library data obtained from library sources, record library sources, and process them into research that has been designed by researchers or writers (Mestika Zed, 2004).

Some stages of library research activities are as follows:

1. Preparing the necessary materials for the research.
2. Prepare a *working bibliography*.
3. Organize or manage time.
4. Researching and recording research materials obtained from library materials.

## **RESULTS AND DISCUSSION**

### ***Open-Ended Approach Discussion***

History learning aims to build students' imaginative skills about past events. For a long time in the United States, for

example, history learning has been directed at building the imagination of students. Imagination in learning history is one of the things that is needed for students and teachers to interpret an event in history.

A historian's ability to imagine is when he can present past events to the present conditions of the audience or readers of history, not taking into account that the work is a scientific work or a work of historical fiction. Works of fiction that contain and illustrate the author's skill in imagination. The teacher's mastery of narrating historical stories in the classroom is that it will generate students' imaginative thoughts (Nana Supriatna, 2020).

This *open-ended* approach allows each student to solve a problem or problems in a group or independently and in the way they have found. The way or learning style of each student is different in each lesson, so that in solving each problem or problem in learning will definitely be different in each group or independently (individually). Therefore, the *open-ended* approach can accommodate the way students learn and solve problems in diverse learning by paying attention to the correct and creative answer choices (Samaratungga et al., 2021).

### **Results of Literature Review *Open-Ended Approach***

The *open-ended* approach is to guide students to be open-minded and develop thinking openly and be able to think critically and think analytically and evaluatively to find alternative answers in presenting learning problems and generating ideas and ideas and processing information at the level of student understanding in learning and being able to make decisions in finding a solution in learning (Januariawan et al., 2020).

An *open-ended* approach or question aims to guide students in utilizing various ways or methods of problem solving to arrive at the desired answer, so that students' thinking skills can grow with critical thinking. with critical thinking. An *open-ended* learning approach or question is related to problem-based learning or *open-ended* learning, meaning that the answer to the learning problem is not certain. Any student, or even the teacher, can interpret the answer opportunities. This approach to learning will sharpen students' high-level thinking, bring up ideas of imaginative creativity, and find solutions to address learning problems. Students are also directed to develop ways and ideas and improvise answers in finding alternative answers to open questions posed by the teacher (Nia Novita Putri, 2022).

The approach utilizes open-ended questions such as *what, who, when,* and

where, questions that must be answered by students in groups. Rarely heard question words to elaborate higher-order thinking skills with the question words *why* and *how*. The questions above are answered collectively by students by reading textbooks, such as the word *observe*, which is also translated by listening to the contents of the book in a scientific way of learning. This method or way of learning seems to prepare students to be active in carrying out low-level thinking activities, namely recalling the terms built by Bloom in his taxonomy. It is difficult to achieve core abilities that are loaded with several character values or higher-level thinking skills (*HOTS*) such as creative thinking, reflective, or carrying out novelty activities in history learning (Nana Supriatna, 2020).

The teaching and learning method is one of the activities in which there are questions and answers from students to teachers and vice versa. Questions are a lure for students in the learning process and as a tool to check how much material has been mastered. When students ask questions, social and academic benefits will occur. Because it will lead to discussion and higher-level thinking. We can use questions. Divergent questions from students should not be underestimated. When students feel they cannot or want to ask questions, they should not react negatively. If there is no time to discuss questions from students,

they should be parked. They can be discussed at another time (Susanto Yunus Alfian, 2019).

The questions asked by the teacher or lecturer above can provide diverse answers in classroom learning. Open questions will make students and students get alternative answers and varied and creative answers. So that what teachers and lecturers want can provide creative imagination to students or students who can be applied in learning history.

Creative thinking is not owned by students and students who have intelligence. IQ ability is not a measure of student creativity. Creativity will appear if allowed to be creative. Elaborative teacher questions, for example, while utilizing the question *why*, are *elaborative* questions to support students to practice argumentation, and *argumentative* answers are creative answers (Nana Supriatna, 2020).

Creative thinking is one of the skills of divergent thinking, meaning that a person can provide various alternative answers based on the explanation presented by emphasizing the variety of numbers and the suitability of answers. If someone is presented with a question or problem in learning that requires an answer to the problem, someone who has creativity in answering the question will not just answer it. The person or student will definitely receive and manage the information they get first and then

process it into an answer and several alternative answers, so that it is by their creative mind that can make alternative answers that are more than one answer (Febriani et al., 2021).

There are several factors related to questions that demand creative thinking and critical thinking. We need to give students enough time to answer. If you give up to 5 seconds, students will prepare their answers longer, so their answers can be more complete and detailed. It can improve the student's explanation more logically. Students can even ask more questions. The result of all this is increased student participation (Susanto Yunus Alfian, 2019).

*Conventional* methods in learning history, namely lecturing, telling stories or telling stories cannot be missed. However, the teacher is the conveyer of knowledge and the center of voice and knowledge in conveying knowledge in the classroom, but lecture activities with students can be accompanied and added with effective question and answer methods. When the teacher proposes a question with the question word why, for example, the starting point of learning activities will switch from the teacher to the students. Through the method used by the teacher, it is hoped that students can be invited to think imaginatively (abstractly) by being brought to the realm of the past in learning history. Teachers can provide opportunities for students to tell stories

about what they have heard. The storytelling method has long been used by History teachers in the United States. The results of research conducted by VanSledright and Brophy 1992 showed that *storytelling* can build historical thinking in students. Learning history is not only what is written in a textbook or history textbook, but also what is experienced by someone. Students can tell stories from their experiences or other people's stories that have been experienced and are meaningful in their experiences. Sharing stories from the first person who knows various sources will enrich historical learning (Supriatna, 2019).

Creative and imaginative thinking is born from *open-ended* questions. The creativity of students must indeed be accommodated by teachers or lecturers in classroom learning. Sometimes teachers or lecturers have to present *out-of-the-box* learning (learning history that is different from the usual) so that the imaginative creativity of students or students emerges along with the encouragement of teachers or lecturers in the classroom. The classroom is only limited by the walls surrounding the building, but creative thoughts will travel beyond the limits of the classroom, and the imagination of students or students exceeds the atmosphere of classrooms and buildings. So that creative and imaginative thinking will emerge and develop according to the rhythm and nature of each individual, if

the facilitator (teacher or lecturer) provides space for thinking and expression for each individual who has their uniqueness.

## CONCLUSION

*Open-ended* questions or approaches can help students in classroom learning. It can encourage students' creative and imaginative thinking skills. The key to *open-ended* questions or approaches is to provide open questions such as "If" or "How" and "Why" to provide opportunities for students or students to have the opportunity to look for alternative answers and be creative in determining answers that are by the extent of the knowledge of students or students in carrying out history learning in the classroom.

*Open-ended* also trains students to think at a higher level (*HOTS*). So that in the classroom students and students are trained to think critically and creatively for learning history. The diversity of answers obtained from using an *open-ended* approach is because all answers allow for finding the best version of the answer that is available. So that the answers from students can adjust to the knowledge and level of thinking of students in finding answers. So that if used regularly in learning history, students or students in learning and learning history will get academic benefits and social benefits by choosing answers and

alternatives to choose the answers that best suit the problems that have been presented by the teacher or lecturer.

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