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CREATIVITY DEVELOPMENT OF EARLY GRADES ELEMENTARY SCHOOL TEACHERS IN LEARNING ACTIVITIES

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ABSTRACT

The purpose of this research is the importance of creativity development of early grades elementary school teacher in learning activities to improve student creativity. Learning activities aim to make children able to achieve the learning goals. Impressive learning will encourage children's enthusiasm to study well. This paper is qualitative research, where the data are obtained from observation, interview, and documentation. The results of this study indicate four aspects of creativity. First, the personal aspect, creative teachers are people who have strong intrinsic motivation, and extrinsic motivation as supporter. Individuals must have skills to support their creativity, as well as literacy, knowledge, technique, and interpersonal skills. Second, the process is a way of thinking to solve problems (clarifier, ideator, developer, and implementer). Third, press is support from the environment, as well as superiors, colleagues, resources, best practices and so on. Fourth, product of creativity in the form of ideas, physical objects, and processes/methods. The form of creativity products in learning activities are in the form of learning media, learning methods, and educational props. Understanding four aspects of creativity will give new and fresh idea to make creative learning for children, so that children will enjoy the learning activities and become creative students.

Keywords: Creativity, Elementary School Teachers, Creative Products, and Learning.

INTRODUCTION

Learning is an activity or teaching and learning process through interaction between teachers and students to create a learning condition. According to Gagne, Briggs, and Vager, learning is a series of activities designed to enable the learning process to occur in students (Sutikno, 2014). In this learning process the teacher is the designer of learning activities prepared for children, both in terms of learning resources, media, methods and learning environment.

The Industrial Revolution Era 4.0 emphasizes several aspects, namely, the digital economy, artificial intelligence, big data, and robotics. This era requires the world of education to be able to construct creativity, critical thinking, mastery of technology, and digital literacy skills (Subagya, 2018). On the basis of the turn of this era, changes in education and learning are a necessity. Change must start from strengthening the competence of teachers as the foremost fighters in education. Teachers are required to change their perspective on education, both from learning methods and educational concepts in accordance with the demands of the Industrial Revolution 4.0 era (Wahyuni, 2018). According to Thurlings, Evers and Vermeulen, reasons as varied as the rapid pace of technology and social change in society underscore the importance of innovative teacher behavior (Janaina Minelli de Oliveira, 2015). Creativity is not a scary thing if teachers are able to change their mindset towards creativity. The main skills that must be possessed by students in the 21st century are critical thinking skills, collaboration, communication, and creativity. Therefore, these skills must be taught to children from the beginning of their education.

Elementary school is an advanced level after Kindergarten. The grade levels in elementary schools can be divided into two, namely early grades and high grades. The early grades consist of grade one, two, and three, while the high grades consist of grades four, five, and six. The period of the lower grades of elementary school is about 6 or 7 years to 9 or 10 years (LN, 2011). According to Piaget, the elementary school age of 7 to 11 years is a concrete operational period (Crain, 2014). The thinking ability of elementary age children (7-11 years) is at the level of thinking concrete (real) not imaginary or something abstract. Thus, an understanding of the cognitive development in early grades elementary age children is not an understanding that can be underestimated, but an understanding that is very important for the success of teaching and learning process (Bjuri, 2018).

Children's creative personalities are the result of support and inspiration from both parents and teachers, so teachers must be creative. A teacher who is not creative may not be able to train his students to be creative. Therefore, teachers must be able to increase their own creativity (Kurniati, 2010). In line with Goksu Gozen said, the teacher has the main responsibility to guide the learning process and is tasked with building a pleasant student-teacher relationship. In addition, abilities and talents that can foster creativity can only be developed and promoted through teacher guidance. The teacher meant teacher who shows creative abilities, has the power of thinking that is fluent, flexible, original, can solve problems, and can find out the needs of children by bringing appropriate materials and ideas into the classroom environment (Gozen, 2017).

As far as the author's literature search, there have been a number of studies on creativity, such as Goksu Gozen discussing "Being Creative for Teaching Creatively: Teachers and Instructors' Self-Assessments Regarding Creativity". In this study looking for anything that supports teacher creativity, and the most influential are parents and teachers. Age, Education Specifications, and gender do not affect one's creativity (Gozen, 2017), Candice Michelle Mottweiler regarding "The Development of Creativity", her dissertation is about the development of children's creativity, and whether a child's creativity as a child will affect his creativity when he is an adult. This study uses role playing to determine children's creativity (Mottweiler, 2017), Junaina Minelli de Olivera and Elliana E. Gallardo-Echenique discuss about "*Early Childhood Student Teachers' Observation and Experimentation of Creative Practices as a Design Processes*" (Gallardo-Echenique, 2015) in this journal discusses the importance of initial training for candidate of early childhood education teachers. The difference between this research and previous research is regarding to the development of creativity in early grades elementary school teachers in learning activities.

This research is certainly very relevant and can be focused on addressing the issue of creativity development of early grades elementary school teacher in learning activities, where the object is more specific only on the essence of creativity for early grades elementary school teacher. Thus, through this research, it is hoped that it can contribute to developing the changing horizon of knowledge regarding creativity in early grades teacher in designing learning creatively.

RESEARCH METHOD

This paper is a result of qualitative research. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Zuriah, 2006). This study aims to obtain a complete picture of a matter according to the view of the human being studied and also supporting empirical data (Sulistiyo, 2010). In this case the authors collect data related to the development of creativity of elementary school teachers in learning activities.

According to Nana Syaodih, qualitative research is research that is shown to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups (Sukmadinata, 2010). Furthermore, according to Moleong, qualitative data sources are displays in the form of spoken or written words that are observed by researchers and objects observed in detail so that the meaning implied in the document or object can be captured (Arikunto, 2010).

This research design approach is phenomenology. The purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation (Lester, 2014). The data collection methods used in this study were observation, interview, and documentation.

The participant of this research are elementary school principal and early grades elementary school teacher in Daarul Qur'an International elementary School Tangerang

and Dhuhaa Islamic Elementary School Tangerang. The data collection techniques are interview and observation. The data analysis uses narrative analysis, Narrative analysis is a method used to interpret research participants' stories-things like testimonials, case studies, interviews, and other text or visual data. Josselson emphasizes narrative research is always interpretive at every stage (Tom Parish, 2012). Means that all data must be interpretive in each stage. The data analysis according to Miles & Huberman, the analysis consists of three activity flows that occur simultaneously, namely: data reduction, data presentation, conclusion/verification (Huberman, 1992). Trustworthiness in this research is dependability. Dependability of the qualitative data is demonstrated through assurances that the findings were established despite any changes within the research setting or participants during data collection. Again, rigorous data collection techniques and procedures can assure dependability of the final data set.

RESULT AND DISCUSSION

A. Understanding Creativity

Creativity has several popular meanings. The most popular meaning of creativity is emphasizing making something new and different. In this case, many people assume that creativity can be seen from what is produced or created, but sometimes what is produced is an idea. Thus, creativity must be considered as a process, a process of something new, whether it is an idea or an object in a form or a newly generated series. The emphasis on the act of producing rather than on the end result of the action is referred to as the core concept of creativity. Creativity also has a specific purpose and it must be recognized that all creativity involves combining old ideas or products into new forms, but the old ones are the basis of something new.

Creativity includes a specific type of thinking that Guilford calls divergent thinking. According to him, different thinking deviates from the path that has been pioneered previously and seeks variety. Creative people like to tinker with things mentally and try different possibilities, even when they are wrong. Creative people are more flexible and fluent than aligned thinkers and are not attached to existing information, so that the flow of ideas is richer and the results pave the way to new and therefore creative solutions (Hurlock).

Clark Monstakis said that creativity is an experience in expressing and actualizing individual identity in an integrated form between the relationship between oneself, nature, and other people. In general, the definition of creativity is formulated in terms of personal, process, drive, and product, as stated by Rhodes who calls this the "Four P's of Creativity: Person, Process, Press, and Product". These four P's are interrelated: a creative person who is involved in the creative process, and with support and encouragement (press) from the environment, will produce creative products (Kurniati, 2010).

From some of the definitions above, it can be concluded that creativity is a process of mental development and individual self to overcome a problem by using new ideas / ideas that have a basis, accompanied by encouragement from the environment that will produce creative findings or products. Creativity in a person can be developed

through a process, coupled with the support/encouragement from the environment so that it can produce a creative product/finding.

B. The 4 P's Creativity Model

Creativity is a process of mental development and individual to overcome a problem by using new ideas that have a basis, accompanied by encouragement from the environment that will produce creative findings or products. According to Rhodes, Creativity is the 4P's Creativity which consists of Person, Process, Press, and Product.

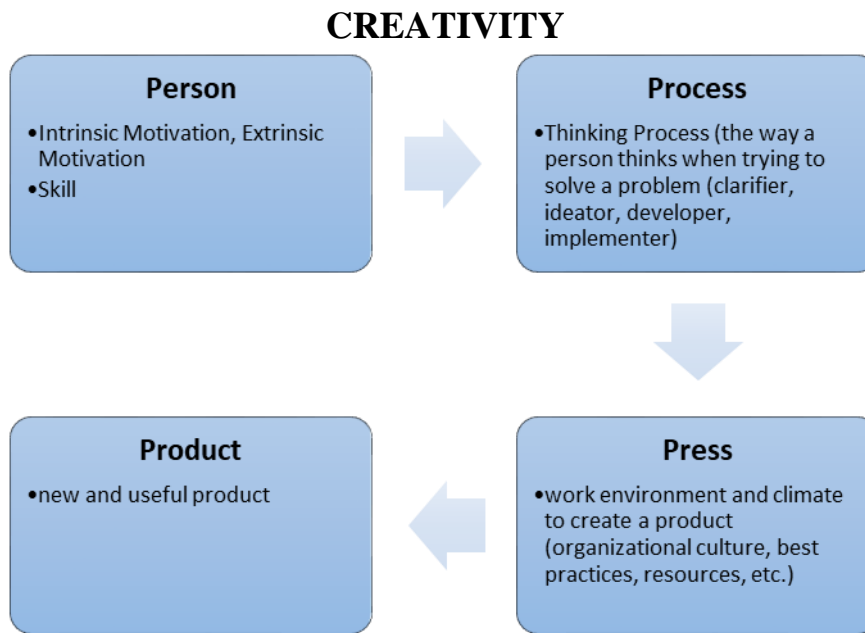


Chart 1. Rhodes Aspects of Creativity

The first aspect is person, the person is personal, the person here is the personal of elementary school teacher. Creative personality is influenced by intrinsic motivation and extrinsic motivation (Tang, 2017). The strongest motivation in developing a creative personality is motivation that comes from within, this motivation comes because of his love for working in a particular field, while extrinsic motivation is motivation that comes from outside and is a supporter of intrinsic motivation. People who have intrinsic motivation in doing work they like will feel flowing, enjoy, and focus on what they are doing. Creative person must also have skills.

The second aspect is process, the creative process is focused on problem solving and creative thinking techniques (Tang, 2017). Interventions that lead to problem solving and creative thinking are powerful tools for fostering creativity and innovation. This intervention can be done through the experience of participating in training, searching for personal information through the internet, reading various reference sources, as well as sharing and discussion.

The third aspect is press/support, press or support refers to the relationship between humans and their environment. These influences either support or limit

creativity. Amabile and Amabile et al. have identified eight aspects of the work environment that stimulate creativity: freedom, challenging work, appropriate resources, supportive supervisors, communicative co-workers, recognition, sense of cooperation and organization that supports creativity. A good supervisor can inspire creativity through consulting with his work, regarding positive performance and showing social and emotional support (Tang, 2017).

The fourth aspect is product, creative products in the form of ideas, processes or methods, and physical objects. Creative products are something new and useful. Novelty and usefulness are relatively dependent on individual, social, cultural, and historical contexts in which creative products emerge and are created (Tang, 2017).

C. Development of Teacher Creativity in Learning

It is important to apply teacher creativity in learning for the current alpha generation. According to educational psychologist, Binky Paramitha conveyed several characteristics of the alpha generation, namely: accustomed to technology, having high intelligence, changing play behavior, being away from books and magazines because they were replaced by e-books, and allowing them to create their own technology because from a young age children have access to learn coding. Alpha generation children like things that are fast and instant, lack the ability to solve problems, and diminish social interaction because they rarely go out of the house (coilMOM, 2019). From the description above, it can be concluded that the character of children today prefers something that is instant and always new, so that if they get something that is monotonous, they will easily get bored and bored. Therefore, elementary school teachers must have a way that can attract children's sympathy so that children have the ability and willingness to learn.

Two focus areas in a creative learning, namely, learning for creativity (teaching for creativity) and learning creativity (teaching creatively). The goal in the first area is learning for creativity, that is, to increase creativity in general. Its interventions, principles and practices are aimed at making children and young people more creative. While learning creativity leads to the structure and organization of schools and classrooms, to the production of teaching materials and the interaction between teachers and children in order to change the curriculum, pedagogy, and assessment. This area is looking for something interesting, innovative, engaging, and impressive pedagogy (Janaina Minelli de Oliveira, 2015). While the focus area in this paper is on the creativity of learning designed by elementary school teachers.

To become a creative teacher, a principal must understand each other to the essence of creativity, so that the development of teacher creativity can be carried out properly. Understanding creativity is by knowing four aspects. These four aspects of creativity must be realized in bringing up creative teacher in learning activities. The explanation of four aspects of creativity. The first aspect is person. Creative individuals are greatly influenced by intrinsic motivation or the will from within. Extrinsic motivation does not have a strong effect on creative personality but serves as a supporter of intrinsic motivation. Support from the work environment is also very

influential, both from the school climate, inspiring supervisors, and a creative environment.

Miss Maidah (Maidah, 2022) is the first grade teacher at Daarul Qur'an International Elementary School Tangerang. He is a creative teacher at his school. His teaching technique has always been an example for many teachers and students who see his teaching technique. A creative personality that can be seen from Miss Maidah, she is a person who always wants to move forward, loves children, takes initiative, and is critical. He also received support and advice from an inspirational school principal, Miss Netty Ariyani, a figure in the successful Daarul Qur'an. His creative personality is formed through him and gets encouragement from an extraordinary person.

The conclusion from the personal aspect is creative person is greatly influenced by intrinsic motivation. Extrinsic motivation does not have a strong influence on creative personality but serves as a supporter of intrinsic motivation. Support from the work environment is also very influential both from the school climate, inspiring supervisors, and the creative environment.

The second aspect is process. The process is a thinking process to solve problems through the stages of creative thinking from clarifying, generating ideas, developing and implementing in learning activities. The creative process according to Miss Maidah, Miss Netty, Miss Afri Yolanda is how they are able to solve a problem. Each learning material and the characteristics of children is a challenge to be solved and how to provide good learning methods.

The way to think creatively is to clarify a problem and understand it, then an idea will appear which will later be developed and then implemented in a learning activity. The challenge that every teacher must face is how to make the material to be taught interesting and understandable to children. Different materials must be presented in various forms, for example using various media and methods. Here, teacher creativity is needed when the teacher is preparing the lesson plan.

The creative process itself focuses on how a person thinks when trying to solve a problem (clarifier, ideator, developer, implementer). For the self-thought stage, starting with a clarifier/clarifying what the real challenges are being faced, for example in learning activities. The material that will be delivered is material with the theme of my environment. Here, the material provided by the teacher with the theme of my environment must be broken down into sub-themes, for example the sub-theme of the material to be taught is about the classroom environment. Here the teacher must be able to explain the themes and sub-themes that will be given. This sub-theme can be broken down into sub-themes so that teachers can more easily convey material to children every day. For example, the sub-themes are objects stuck to the floor such as tables, chairs, cupboards, mats, floor brooms and so on, objects stuck to walls such as blackboards, posters, pictures of heroes, and so on. In addition, there are also objects used for learning such as books, stationery, coloring agents, rulers, and so on.

The sub-themes that have been targeted by the teacher, then the sub-themes are used as the focus for learning activities. So that in this thinking process there will be a picture of ideas that arise. In the process of thinking about this idea/ideator, the teacher

will use various considerations and purposes why these sub-themes are made the main ones. For example, the sub-theme taken is about the classroom environment regarding objects that stick to the floor. So the teacher can target an object in the class that is sometimes underestimated and considered trivial by people, for example the one chosen in the sub-themes this time is the mat, an object that is used as a set of feet by people before entering the room. The consideration for choosing a mat is because the mat is a small object but has an important function, namely to be used as a medium for cleaning feet before entering the room, besides that, the mat is also a home craft with various types and is made from used objects such as patchwork/leftovers, besides that there are mats made of cotton terry cloth, and some are made of wool.

The sub-themes that have been selected with consideration and purpose then this idea must be developed. In this material about doormats, children will know what a doormat is and what its functions are, what are the materials used for making it, where should the mat be placed, what are the forms of the mat, what to do when the mat is dirty, and how to make a simple doormat. After getting an idea, then the idea is developed so that the affective, cognitive and psychomotor aspects are included in it.

The developer himself does not only think about what will be conveyed to the child, but here he will imagine the stages that the teacher will carry out in the lesson later. In this case the teacher will arrange the stages of learning, the first is to make the children enthusiastic, impressed and curious about what they will learn and play today. First, in what way does the teacher deliver the material, what is the mat and its functions (including in the cognitive and language domains), what materials are made and the child will see the video and hold the mat material (including the cognitive domain), where the mat should be placed and the child is asked put the correct place for the mat (including the physical-motor domain), how to shape the mat (including the cognitive domain), what to do when the mat is dirty (including the realm of religious and moral values), and how to make a simple mat (including the realm of art and social emotional).

Implementer or implementation of learning creativity sub mat material. Here, the teacher's initial creativity is tested, presumably what things will impress and amaze the children. When entering class, the teacher brought a large package which was tightly closed by wrapping paper which was decorated with a large pretty ribbon on top. Children will be enthusiastic and think someone's birthday, because gifts are synonymous with birthdays. However, what the teacher brings is a secret. The teacher can use a guess or challenge the child to dare to tell a story. Several selected children will open gifts together. Opening gifts is a trivial matter for adults, for children opening gifts is a fun and memorable occasion. After opening the child is asked to answer the name of the object and its function. After the children answer the teacher will explain again the name and function. After that, the children can be invited to watch a video about the mat and how to make it, the teacher can conduct questions and answers and discussions here. After that, the children played relay games, put the mats in front of the class, the children were divided into several groups, then the children relayed the mats. After the mats are dirty, the children will be explained that cleanliness is part of faith,

the children are given hadiths and then they learn to wash the mats together, each child helps each other wipe the mat with water and detergent. After that the children return to class, then the children can play in teams to make simple mats such as making woven patchwork that the teacher has provided for each group. After all activities are completed, today's material will be concluded by the teacher.

The third aspect is press, press or support is the influence given by the environment in stimulating creativity through: freedom, challenging work, appropriate resources, supportive supervisors, communicative coworkers, recognition, a sense of cooperation, and organizations that support creativity. Support from school institutions or organizations, training, seminars, training, KKG, a conducive work environment, inspiring and creative superiors, infrastructure support, and information support both online and offline. Support helps a person carry out the creative process.

Support here, for example, when there are various kinds of material that must be delivered in various ways, teachers are given support so that their creative abilities in designing various activities, especially learning will develop. Either personally or in groups, the principal for example can provide direction and advice to teachers about difficulties and up-to-date learning innovations, either through personal, weekly meetings, monthly meetings, annual work meetings. In addition, schools can also provide opportunities for teachers to attend seminars, workshops, KKG, training, internships and others. Emotional moral support per individual is also needed so that teachers feel valued and given more support. The importance of fellow co-workers to motivate each other to be better and not to bring down, and institutions can also provide various challenges to creativity and provide support both financially, infrastructure, and moral-emotional. The government also has a hand in providing support both online and offline.

Some of the information support from the government that can be accessed is learning from the education radio of the ministry of education called Suara Edukasi, in which there are various materials for Early Childhood Education, Elementary School, Junior High School, Senior High School and niversities to the public. Suara Education can be accessed via <https://suaraedukasi.kemdikbud.go.id/>. In addition, there is the Ministry of Education and Culture's Learning House which can be accessed at learning.kemendikbud.go.id and there is also the Friends of the Family website from the Ministry of Education and Culture which can be accessed via <https://sahabatkeluarga.kemdikbud.go.id/laman/>. And the latest is TV Education with the web address: <https://tve.kemdikbud.go.id/>. Teachers can also design learning or look for interesting materials on the YouTube channel according to the needs of the teacher.

The fourth aspect is product, creative products in the form of ideas, processes or methods, and physical objects. The products of teacher creativity in learning activities are outlined in learning methods and learning media. The product of the teacher's creative thinking can be used to increase children's understanding of the material provided and children's enthusiasm in participating in learning activities.

The learning method is the method used by the teacher in learning activities. The learning method takes the form of observation, performance, field trips, assignments,

projects, and demonstrations. Learning media can be used by teachers and students, learning media are in the form of audio media, visual media, audio visual media, environmental media, and game media.

Audio media is a learning media that contains messages in auditive form, also only relying on voice capabilities. Visual media is media that only relies on the sense of sight. The forms of this visual media are graphic media and projection media. Audio-visual media has sound and image elements. This type of media is divided into two, namely silent audio-visual and motion-visual audio. Environmental media is a place or atmosphere that can affect a person's growth and development. Game media is a medium that is very liked by children. The game is an object that can be used by students as a means of playing in order to develop creativity and also all the potential possessed by children.

APE or educational props is a teaching aid that students will use to learn. Model tools that are deliberately designed specifically by teachers for educational purposes are designed for the purpose of improving aspects of children's development.

The resulting creativity product is a follow-up to various ideas that have been thought out in the process or thought aspect. This thought is then expressed in various forms. The products produced are certainly obtained by the teacher from a thought process based on their previously acquired knowledge and experience, either by reading books, articles, journals, from lectures, from discussions with colleagues, superiors, or those obtained from seminars, training, workshops, KKG, internships and can also be through online media.

CONCLUSION

Along with the times, students are required not only to be skilled at solving questions and getting good grades. More than that, in the 21st century, students are expected to be ready to contribute to all aspects of life. Therefore, students must be equipped with soft skills from an early age. The competencies that must be mastered are 4C, namely: critical thinking, collaboration or the ability to work well together, communication or the ability to communicate, and creativity. These 4C competencies will be developed in students if they have creative teachers, teachers who can design creative, innovative and fun learning. And if they want to become creative teachers, they must understand the essence of creativity and its implementation.

According to Rhodes, creativity development consists of four things or known in the 4P's of Creativity (Person, Process, Press, and Product) all of these aspects are interrelated with each other that form creativity. Person is an individual who have intrinsic motivation which is the main basis. Intrinsic motivation is supported by extrinsic motivation in the form of encouragement from outside, individual also need skills to support intrinsic and extrinsic motivation, namely teaching technique skills, competent knowledge skills, literacy skills, and interpersonal skills.

Process is a creative personal way of thinking. When someone faces a problem or challenge, he will try to solve the problem with the stages of clarifier, ideator, developer, and implementer. Press is support, it means support for individuals who are

in the process. Product or creative product is the result of a person's creative process whose results are in the form of ideas, processes or methods, as well as physical objects. The products of creativity produced in learning are in the form of learning methods, learning media (audio, visual, audiovisual, environment, and games), and educational model tools (APE).

In the future, there needs to be more specific research on creativity development of early grades elementary school teacher in learning activities. It aims to be able to know what is the reason why early grades elementary school teacher have not been able to apply the four aspects of creativity in learning. This research could be better if it was continued with quantitative research involving many respondents. Therefore, if educational institutions want creative teacher, understanding and implementing the essence of creativity is needed.

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