

TEACHER CREATIVITY IN DEVELOPING PRIMARY SCHOOL STUDENTS' CREATIVE THINKING SKILLS

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Abstract: This research discusses teachers' creativity in developing students' creative thinking skills, the demand of the 21st century that demands the educational world to create a generation that can think creatively and critically. Such abilities can be developed if the teacher's creativity is run optimally. This research was conducted at SDN 1 Long using descriptive qualitative research. Data collection techniques include observations, interviews, and documentation. The research results show that the forms of creativity carried out by teachers by strengthening their abilities through: First, Strengthening the ability to think smoothly, discussions with fellow teachers can produce different ideas. Second: Improving the ability to think lowes when the teacher's learning process uses projector media to convey the learning material. Third: Improvement of original thinking: Teachers vary their learning methods; they use lecture methods and discussion methods and ask for answers. Fourth: Improved ability to detail or elaborate on how teachers can apply existing media by inviting students to participate in creating learning media. As for the inhibitory factors that influence teachers' creativity in developing the creative thinking skills of students in the upper class, SDN 1 Long is the first: the lack of training or seminars provided by the school makes it difficult for teachers to develop information or intelligence. Second is the pupils' ability to learn differently, so the teachers have difficulty explaining the material attached.

Keywords: Creativity, Thinking creatively, elementary school

INTRODUCTION

21st Century Education focuses on progress and the industrial revolution, which places science as the primary knowledge and subject matter. The 21st century is entering a new era or experiencing globalization, which has developed into the Industrial Revolution 4.0. Knowledge alone is not enough to face and realize the era of the Industrial Revolution 4.0 because, in addition to knowledge, skills must also be developed in a balanced way to must also be developed in a balanced manner to face the challenges of the times (Rifa Hanifah Mardhiyah et al., 2021). In facing the 21st century, which has entered the industrial revolution 4.0 era, careful preparation of human resources is needed so that they are ready to face the challenges of the times (Rifa Hanifah Mardhiyah et al., 2021). human resources (HR) to be ready to face all the skills and standards needed in the future, standards required in the future.

This preparation is, of course, done consciously, and basically, several things are needed to prepare human resources that are superior and ready to face a new era. Ready to face the new era, several things are needed to support the preparation, one of which is preparing them for the new era. Preparation one of which is to prepare it by compiling an appropriate education system.

Education system Education is currently integrating technology with highly innovative learning practices. technology with very innovative learning practices, this change is done to meet the needs of students. This change is done to meet the needs of students. Changes in education aim to equip students with good quality education to be able to adapt to the current situation. Adapt to the current situation. The provision that must be owned by students or learners is critical thinking and creative thinking (Heri Widodo, 2015).

Educating, teaching, guiding, directing, training, assessing, and evaluating students is the task of a teacher (Rusydi Ananda, 2019). Therefore, to realize good national education, a teacher is very necessary who is able to serve as a basis for guidance or as a guide during the educational process. In the era of revolution 4.0, teachers are also required to have competence and creativity. Teacher competency is defined as a set of knowledge, skills, and behaviors that must be mastered, internalized, and possessed by teachers or lecturers in carrying out their professional duties. According to Lawrence (2011), creativity is an idea or human thought that is innovative, effective, and understandable. A person's creativity does not occur naturally but is preceded by the creative results of people who have created before. It could also be said to be a person's ability to create new combinations of existing things to create something new.

Teacher creativity also means a form of transfer because it involves the application of previously known knowledge and skills to new situations. Therefore, in the learning process, a teacher must be highly creative so that students are always enthusiastic and happy to participate; in this way, the learning objectives can be achieved well. Teacher creativity in learning greatly influences children's ability to understand learning. The more creative the teacher is in delivering the material, the easier it is for students to understand the lesson, making students more creative. Teacher creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes. Teacher creativity does not require a teacher's creativity to create something new; it can refer to using new things in the learning process (Momon Sudarma, 2013).

Based on the results of observations that researchers carried out on Monday, 4 December, at SDN 1 Lelong, researchers made observations in class V and saw that the learning was active and fun. In developing students' creative thinking abilities, teachers try to use varied teaching methods. By presenting learning using a variety of methods, it is felt to be quite productive, and shows optimal results where there is active communication between students and teachers and students and their fellow students in following lessons. In understanding learning, some students quickly grasp the learning

material; some are slow, and there are also those who are just so-so. So, teachers need to be creative in order to overcome the difficulties experienced by students. From a creative perspective, researchers have observed that the teachers at SDN 1 Lelong have high innovation in creativity in the classroom. Researchers see that almost all classes have creativity with different characteristics. Starting with creativity, which contains goals that students want to achieve, and creativity, created to celebrate certain days.

METHODOLOGY

This research was conducted at SDN 1 Lelong using descriptive qualitative research methods. Researchers are essential in qualitative research because they act as a key instrument and a data collector. The subjects in this study were the principal, high school teachers, and students. This study's Data collection techniques were observation, interviews, and documentation. Data analysis techniques include data reduction, presentation, and verification. Data validity testing was also done using technical triangulation and source triangulation.

RESULT AND DISCUSSION

Creativity is a person's ability to produce something new, whether in the form of a real work that is relatively different from existing ones in terms of its aspects. Meanwhile, according to Sudarma (2013), the ability to think is an ability that causes an individual to give birth to a new idea or creative idea about something. Creativity (creative thinking) is the process of understanding a problem, searching for possible solutions, formulating hypotheses, testing, evaluating, and communicating results to others.

Teacher Creativity in Developing Primary School Students' Creative Thinking Skills

The creativity that teachers use in the teaching and learning process is one of the things that supports learning. Without creativity, it is difficult for students to understand the material being taught. Basically, students want something new and interesting so that it makes it easier for them to receive and understand the material being taught and for teachers to achieve learning goals.

According to Manner (2016), teachers are no longer considered the main focus in providing explanations, but students are also invited to play an active role in providing explanations. The teacher's efforts to get students to give explanations are by explaining the material in stages, providing motivation to students, using varied methods, and giving students opportunities to make presentations. The teacher's efforts in providing explanations are a form of a teacher's assistance so that students are successful in learning

The forms of creativity carried out by teachers include strengthening self-capacity through:

Strengthening the ability to think fluently

This is the process of a person's ability to generate many ideas or solve problems, generate many ideas for answers and provide many ways to do various things. From the observations that have been made, the researcher saw that teachers at SDN 1 Lelong held discussion or sharing activities to produce new ideas and to gain new knowledge or experience in developing learning in the classroom so that students were more enthusiastic about learning and learning ways. good and effective teaching.

Based on the results of these observations and interviews, it can be concluded that holding sharing activities or discussions with other teachers allows teachers to share ideas and experiences with each other about how teachers can help students develop creative thinking abilities. Through discussion activities, teachers can learn new strategies, methods, and media to develop students' creative thinking abilities. Teachers can also share information about learning resources, learning activities, and effective learning. This can help teachers increase their motivation and enthusiasm for teaching.

This is in line with the opinion of Nur Hikmah (2021), who says that knowledge sharing is shared between teachers and is done in a family manner so that no one feels patronized or patronized. This is expected to create a feeling of comfort and enthusiasm to increase teachers' creativity in dealing with a problem. The benefit of sharing knowledge is the creation of new knowledge that can produce innovation, improve teaching skills, and reduce the risk of repeating mistakes that have been made

Increased ability to think flexibly

According to Utami Munandar (2009), the ability to think flexibly is the ability to produce various approaches or ways of thinking in solving problems, produce a variety of ideas, answers, or questions, and be able to see a problem from different points of view. Teacher creativity in the flexibility of thinking can be seen from the openness of the teacher's perspective by adapting technology-based developments to the needs of students in the class in developing creative thinking abilities.

Based on the results of the interviews conducted, it can be concluded that high-class teachers do not only adhere to the old way of learning, but teachers always try to prepare lessons that are as interesting as possible and also adapt the needs to current developments, so that learning is not boring. One way is by using projector learning media. The projector is one of the media that

supports the successful achievement of learning objectives. Using projector learning media can also help make it easier for teachers to deliver interesting and interactive learning material by displaying images, videos, and animation media related to learning. By showing interesting and creative learning videos, students will more easily understand the material. In this way, they can develop students' creative thinking abilities. Projectors are also a form of creativity that makes it easier for teachers to deliver material in the classroom.

This is in line with the opinion of Siska Nasfa Ayu (2021), who says that LCD Projector learning media is an electronic media that can be used by teachers in the teaching and learning process. This media can help teachers convey the material being taught more efficiently, and students accept learning more quickly, so it can help teachers develop teaching techniques and obtain maximum results.

Increased ability to detail or elaborate

Namely, the ability to enrich and develop an idea or product, adding or detailing the details of an object, idea, or situation so that it is more interesting (Utami Munandar, 2009). Teachers at SDN 1 Lelong have the ability to apply existing media by inviting students to participate in making learning media, for example, making learning media for human respiratory organs and then presenting the results of the learning media in front of the class in this way can improve students' thinking abilities. , therefore they can understand the material presented from different points of view.

Based on the results of observations and interviews, it can be concluded that when teaching, teachers always try to involve students in learning actively; the teacher as a facilitator in the classroom uses projector media to display learning videos to attract students' attention and then asks students to create creative learning media. to encourage activeness in the learning process and provide opportunities to present the results of their work to train communication skills and train creative thinking.

Teacher creativity in learning greatly influences students' understanding, especially in developing creative thinking competencies. The more creative teachers are in delivering material, the easier it is to understand lessons and make students more creative. If teachers are more creative in learning, students will not experience boredom in following lessons, teachers will find it easier to create a conducive classroom atmosphere. Developing creativity in the classroom will produce creative children with higher abilities and more resilient than ordinary (non-creative) children.

This is in line with Aenullael Mukarromah (2022), who said that using learning media in the learning process significantly benefits teachers and students. Teachers can use learning media as an effective tool in teaching, increase creativity, and simplify the teaching process. Meanwhile, students gain benefits in the form of better understanding, increased interest and motivation in learning, more active student involvement, and an increase in the overall quality of learning. Thus, the use of learning media can increase the effectiveness of learning and student learning outcomes.

CONCLUSION

According to the data and discussion, teacher creativity in developing students' creative thinking skills in the higher classes at SDN 1 Lelong includes strengthening self-capacity through: First, Strengthening the ability to think fluently; the researcher saw teachers at SDN 1 Lelong holding discussion activities or sharing to generate new ideas and to gain new knowledge or experience in developing learning in the classroom so that students are more enthusiastic about learning and good and effective teaching methods. Second, the ability to think flexibly, as seen from the openness of the teacher's perspective, can be increased by adapting to developments in technology-based times, when the teacher's learning process uses projector media to make it easier to convey learning material.

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