

The Role Of Teachers In The Millennium Era On The Development Of Student Creativities In Village Border Areas

Zulfitria¹, Happy Indira Dewi², R. Andi Ahmad Gunadi³

¹Faculty of Education, University of Muhammadiyah Jakarta
Jakarta Indonesia

Corresponding email: fzulfitria@yahoo.com

Abstract – Education as a strong social institution empowers all citizens of Indonesia to develop into a good quality of human being so that they are able and to proactively to answer the challenges in the Millennium 4.0 era.

In the development of the education system in Indonesia, so far the role of teachers is still limited to the transfer of knowledge. It can be seen that the teacher only gives sharpening left part of the brain which consists of mathematical-logical intelligence. compared to sharpening the right brain. The right hemisphere brain is more likely to influence the development of children's creativity, because the right hemisphere functions to process information that is nonverbal and requires the use of thinking processes holistically, intuitively, and imaginatively and controls the activities of the left body. "Creative ideas, results creative work does not just appear. To be able to create something meaningful, it takes preparation of a child's time at school.

This research is to find out the role of the teacher in developing children's creativity in the border area of the village located in SDN ParungBingung-Depok. The study was conducted in March-June 2018 using qualitative descriptive in the form of observation, interviews and documentation.

The results of the study found that the teacher's role in the development of students' creativity was inadequate because the teacher was not in accordance with the expertise, limited hours of art subjects and monotonous learning methods.

Keywords – Learning, Creativity, Students

I. INTRODUCTION

A. Background

Education is inseparable from learning and learning activities, talking about learn and learning is talking about something that never ends since humans exist and develop on the earth until the end of the age.

Education in Indonesia generally only sees students in terms of cognitive in the form of science. If students cannot study mathematics and English, they are labeled as slow learners by their surroundings.

In fact, the development of child intelligence according to Gardner in Armstrong (2003) includes: (1)

Linguistic Intelligence, (2) Musical Intelligence, (3) Mathematical Logical Intelligence, (4) Spatial Intelligence, (5). Interpersonal Intelligence, (6). Kinesthetic Body Intelligence, (7). Intra-personal intelligence, (8) Naturalist Intelligence and (9) Spiritual Intelligence.

In essence, humans have the potential to be creative. If ones are creative, self-concepts will grow and develop. According to Zulfitria and Maulida (2017) parents should have knowledge in caring for children, so that they have good personal desires. School is a place to enrich children's knowledge and develop their creativity.

Soefandi (2009) said that creativity is the power or capability to create and it can be interpreted as (1) fluency in responding to a problem, idea and material. (2) Easily adjust to the situation. (3) Having authenticity in making responses, other works than others, and (4) Being able to think integrally, able to connect with one another. In elementary school children are in the developing period in creative expression, where the level of creativity is still very high. Therefore, the development of artistic creativity should get more intensive and effective opportunities and guidance in accordance with the development period. The development of artistic creativity in elementary school is an effort to educate multiple intelligence and provide artistic experience by using various kinds of art media in accordance with the level of ability. The function of art education is essentially as a means to form a personality (copyright, taste, intention) in a complete and meaningful way, through the practice of visual arts in accordance with the potential and personal competence and sensitivity of appreciation.

Based on the observations in ParungBingung 1 Elementary School, there is Art and Skills subject that its material covers singing, coloring, drawing, painting, and training students' skills to be creative. The students get the subject once a week that lasts in 30 minutes. Usually teachers often train the students how to draw. Sometimes, the teacher also asks the students to draw rice fields, mountains and sea with their surroundings.

In fact, at the art class if the object has been determined, the students will not explore the art independently. This means limit the students' creativities. The product or the result of creativity is not the end goal, but how the students can have ideas and develop artistic creativity is more meaningful and important.

The role of the teacher to develop students' creativity should be emphasized. What students see and remember in their visual memory can be realized with the help of the teacher.

Seeing this fact, the researcher wants to focus more on the role of the teacher in developing artistic creativity in children, so that the maximum result that can be achieved is children can be more creative, innovative, and provide experience in arts processing using various media.

Based on the background above, researchers are interested in discussing the "Role of Teachers in the Millennium Era on the Development of Children's Creativity in the Village Border Area.

B. Problem of the Research

What is the Role of Teachers in the Millennium Era towards the Creativity of Children in Village Border Areas?

C. Limitation of the Research

Researchers want to focus more on the role of the teacher in the millennium 4.0 towards the development of students' creativity, especially developing artistic creativity in students to be creative, innovative, and provide an experience of arts processing using various media.

D. The Objective of the Research

To find out the role of the teacher in the millennium 4.0 towards the creative development of children in village border areas

II. RESEARCH METHODOLOGY

A. Place and Time of Research

This research was carried out at ParungBingung Elementary School located on Jl Raya MeruyungRangkapjaya Depok. This research was conducted from March up to June 2018.

B. Methods of the Research

Qualitative research method was employed to find, obtain, and analyze data. According to Sugiyono (2011), qualitative research methods are naturalistic research methods because the research is carried out under natural conditions; and it is also called as an ethnographic method.

C. Techniques for Collecting the Data

In qualitative research, the data was obtained from observation, interviews and documentation. The data were in-depth, clear and specific. Sugiyono (2011) wrote that data collection can be obtained from the results of observation, interviews, and documentation.

D. Techniques of Analyzing the Data

The data obtained in this study were analyzed using a qualitative data analysis model. The qualitative data analysis model according to Moleong (2013) is data analysis that starts with analyzing data from data collection until all data is collected.

III. RESULTS AND DISCUSSION

A. Teacher's Role

In the study, the role of the teacher in ParungBingung Elementary School is not optimal. In fact, the teacher teaches Art and Skills is still held by the homeroom teacher. The homeroom teacher does not have art education, so he has insufficient skill to teach art for students.

Teachers should have very important roles in determining the quantity and quality of the learning they carry out. Therefore, teachers should think and plan carefully in increasing learning opportunities for their students and updating the learning process.

Mulyasa (2005) argued that the role of the teacher is improving the quality of his/her education. Further, his/her students is not left behind as the development and progress are demanded by the society. Then, creating a generation that can work and have a balanced science and technology and faith and piety in the era millennium 4.0 will be realised. Interests, talents, abilities and potential possessed by students will not develop optimally without the help of teachers. Teachers should have patience, creativity and professionalism in helping the growth and development of students.

Suwandi (2006) said a number of important roles played by the teacher to make effective teaching and learning activities. They are: (1) The teacher acts as an effective and efficient learning planner, (2) The teacher acts as a creative and dynamic facilitator, (3) The teacher acts as a model, (4) The teacher acts as a motivator, (5) The teacher acts as an evaluator.

Mulyasa (2005) mentioned several roles of teachers, namely (1) Teachers as educators, teachers should shape the personality of students to have a sense of responsibility and independence. (2) Teachers as instructors has the duty to transfer various knowledge to students. The teacher has the task of instilling a concept, understanding the various sciences that are developing, (3) Teachers as advisors (motivators). The teacher gives advice and encouragement so that students are more enthusiastic in mastering the subject. In giving advice and encouragement to students, the teacher is expected to provide a way out. Then, he should let the students overcome and solve their problems. (4) Teachers as reformers (innovators), make innovations in strategies, models and updated learning media for the millennium 4.0 era.

B. Supporting Factors for the Development of Creativity at School

In developing creativity, ParungBingung Depok Elementary School has provided support in students' creativity. The school sent several students to take part in art competitions such as drawing, singing and calligraphy.

Clare, (1976) wrote several conditions that can enhance children's creativity are: (a) Learning and playing facilities are provided to stimulate the drive for experimentation and exploration, (b) A school environment that is orderly, clean, and beautiful will directly encourage creativity, (c) The teacher's attraction in educating and providing motivation, and (d) Guidance of the community and parents to support educational activities in schools.

Munandar (2004) stated that requirements for creative learning are creating a creative classroom environment that guides and provides questions that foster children's creative ideas. Creating a classroom environment that stimulates creative learning is done by: (a) Providing open questions that generate interest and stimulating curiosity so that students direct questions to a problem, (b) Physical arrangements, such as seating arrangements according to student activating, (c) Busy activities in the class, (d) Teachers encourage as much independent learning as possible, accept ideas from all students, nurture students to constructively criticize and self-assess, try to avoid punishment or reproach towards ideas that are unusual, and accept differences according to time and speed between students in the ability to think new ideas.

C. Characteristics of Creative Students

When the research process was conducted, there were some students of ParungBingung Depok Elementary School who were creative in the results of the data collected. When visual art research many students make works such as drawing, making buildings from plasticine and clay are quite unique and creative.

According to Soefandi, (2009) there are several characteristics of creative students:

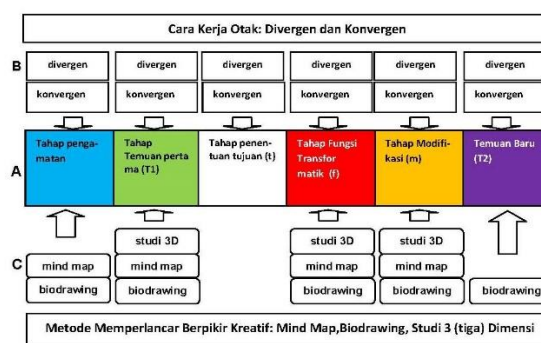
- 1) they enjoy exploring the environment, observing and holding everything, approaching all sorts of places or corners in curiosity.
- 2) they always want to get a new experience.
- 3) they are spontaneous and tend to express their thoughts and feelings
- 4) they rarely feel bored, there is always something they want to do.
- 5) they are curious and ask many questions
- 6) they have strong imagination.
- 7) they are broad minded and able to manage their emotion when experiencing difficulties
- 8) they can generate ideas, and, solve a problem.
- 9) they are flexible, adaptable and innovative
- 10) they have various skills
- 11) they have independent mind.
- 12) they are not giving up easily.
- 13) they can communicate well.

Guilford in Soefandi (2009) stated that creativity involves the process of thinking divergently. This means the ability to think of various alternative solutions to cope a problem. There are five types of creative behaviors; they are written as follows: (1) Fluency or the ability to produce many ideas. (2) Flexibility or the ability to use

various approaches in solving problems. (3) Originality or the ability to spark original ideas. (4) Elaboration or the ability to formulate matters in detail. (5) Sensitivity or the ability to formulate boundaries by looking from another angle. These creative behaviors are expected to stimulate the ability to produce, express, respond, and realize ideas.

Pekerti et al (2008) wrote that learning art in the form of fun creative activities is used to form the basics of educational experience, are: (1) Art helps students' growth and development, (2) Art fosters aesthetic development, (3) useful art develops talent, and (4) Art helps create perfect life. In other words, creativity is the ability to create any ideas that are basically new and previously unknown to the maker.

Dewi (2015) found that the architecture creative thinking concept is formed from the transformativ concept. Then, it produces work from her research on architectural education. The concept of Creative Thinking produces new findings, helps run the imagination and leads to transforming ideas into works slowly and surely. Each stage uses the work of a convergent divergent brain and utilizes methods to facilitate creative thinking such as mind maps, sketches and 3-dimensional models.



Picture of the Concept of Creative Thinking Model as One of Inspiration Produces Work. (Source: JurnalTeknologiPendidikan. Vol. 17, No. 2, Agustus2015)

The picture above is a Model of the Concept of Creative Thinking Architecture, which can be an inspiration and as a way to increase the power of creative thinking in producing works.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on research observations to spur creative behavior, some conclusions and suggestions can be made to generate creativity, such as:

- (1) Creativity is not something that is independent or stand alone or is not merely an advantage someone has.

Creativity will be an art when someone does an activity without being obstructed by directed instructions.

(2) Introducing students to the art media and allowing children to try it for themselves. In time, creativity will emerge when various efforts or exercises to be creative are carried out.

(3) Competent teachers do not only know their duties and competencies, but they can also carry out their duties and roles. Teachers are very instrumental in the teaching and learning process. They should have academic ability, the ability of mastering the learning material, managing classes, using learning media, so that students can be motivated to improve the learning outcomes.

B. Suggestion

(1) For Students

Students should be given the widest possible opportunity to express ideas according to students' preferences without any obstacles from anyone so that the emergence of original creativity becomes the important factor in learning

(2) For Teachers

The teacher should always upgrade the teaching and learning strategies to suit the needs of students in the millennium 4.0 era so that the teaching and learning is not conventional and monotonous.

(3) For Schools

School as a place of learning process should provide motivation and support for teachers and students both morally and materially so as to increase the creativity of teachers and students in all aspects of teaching and learning.

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