



Teacher professionalism in fostering students' creativity

Nurul HidayahUniversitas Nahdlatul Ulama Cirebon,
INDONESIA**Ardi Dwi Susandi***Universitas Nahdlatul Ulama Cirebon,
INDONESIA**Naufalia Nuraya**Universitas Nahdlatul Ulama Cirebon,
INDONESIA

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Student creativity is essential to improve. One thing that affects this is the teacher's professionalism because it is the main factor in the success of student learning so that it produces and develops creativity. This study aims to describe the factors that increase student creativity and teacher efforts to increase student creativity. This study used a descriptive qualitative method. The data collection techniques were interviews with the subject teachers and principals, observation, and documentation. Furthermore, the technical data analysis used were data collection, data reduction, data presentation, and conclusion drawing. The results of this study indicate that in the learning process, the teacher always plays a significant role so that students can develop their creativity. Four roles must be performed by the teacher: the teacher's role as a class manager; the teacher's role as an evaluator; the teacher's role as a facilitator; and the teacher's role as a demonstrator. In the learning process, the teacher always encourages his students. The teacher has also used learning media.

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INTRODUCTION

The teacher is a professional educator who educates, teaches science, guides, directs, trains, assesses, and evaluates students (Önal & Çevik, 2022; Yıldız et al., 2020). In this case, teachers teach not only formal education but also other education, and teachers can be role models for their students (Kesner & Stenhouse, 2018; Kurupinar et al., 2022). Teachers have a crucial role in developing the curriculum and its implementation (Ngaderi & Wahyuni, 2021; Wawan & Pamungkas, 2021). Teachers can contribute collaboratively and effectively to school curriculum development by organizing and structuring materials, textbooks, and learning, and teacher involvement in the curriculum development process is very important to do with the needs of the student's class (Goegan et al., 2020; Karakus & Erşen, 2021; Kozakli & Seden, 2017). As an educator, teachers can also understand the psychology of their students and learn about learning methods and strategies. Teachers also act as evaluators for assessing student learning outcomes. So in curriculum development, teachers need to have qualities such as planners, managers, evaluators, researchers, decision-makers, and administrators, and teachers can play these roles at every stage of the curriculum process (Heineke & Neugebauer, 2018; Meagher et al., 2019; Ndromo et al., 2017; Pearman et al., 2021).

Teachers must be able to act professionally in every job (Adnan et al., 2019; Booth et al., 2021; Bozkurt, 2016). A teacher will become a professional with sufficient knowledge, skills, and teaching competencies. These competencies are stated in Law No. 14 of 2005, Article 8, which includes: pedagogic competence, personality competence, social competence, and professional competence. Some of these competencies urge teachers to have good creativity at work. Creativity can be a solution to solving problems through four stages, namely preparation, maturation (incubation), new ideas (illumination), and evaluation (verification) (Bart & Hikanson, 2020; Karatas & Aktan-Erciyes, 2022; Meier et al., 2021). The preparation stage involves collecting information about the problem being solved (Conradty et al., 2020; Pllana, 2019). The stage of maturation (incubation) is an effort to understand what information is related to one another to solve problems (Fleming et al., 2019; Lehmkuhl et al., 2021). The idea stage (elimination) is the discovery of ways that need to be done to solve the problem (Acharya et al., 2019; Haerazi et al., 2020). And at the evaluation stage (verification) are activities related to efforts to evaluate and the steps that will be used in problem-solving and can provide appropriate results (Maulidia et al., 2020; Rais et al., 2022). Some of these things must be owned by a teacher to increase student creativity.

* Corresponding author:

Ardi Dwi Susandi, Universitas Nahdlatul Ulama, Cirebon, INDONESIA.✉ dwisusandi@ gmail.com

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Many relevant studies have related to teacher professionalism (Simons & Kelchtermans, 2008; Wardoyo & Herdiani, 2017). Some of them see teacher professionalism in teaching during online learning (Isrokatun et al., 2022), teacher professionalism from a policy perspective (Idris, 2004), teacher professionalism based on RI Law no. 14 of 2005 (Lubis, 2012), and professionalism in learning (Gustina & Anisah, 2020). However, no research describes the professionalism of teachers in increasing student creativity and the factors that influence it. This study aims to explain what factors can increase student creativity and teacher efforts to improve student creativity as one of the criteria for professional teachers.

METHOD

The method used in this research is a descriptive qualitative method. This method aims to find, develop, and prove specific knowledge so that it can be used to understand, solve, and anticipate problems in the field of education.

This research was conducted in fourth grade at SD Negeri 1 Kalibuntu, Pabedilan District, Cirebon Regency. The subjects in this study were the teacher/homeroom teacher and the principal of SD Negeri I Kalibuntu. The teacher's role and creativity were not yet satisfactory, so special attention was needed. This research uses qualitative data analysis by performing data reduction, data display, and drawing conclusions. Observation, interviews, and documentation are the data collection techniques used in this research.

RESULTS and DISCUSSION

This study used four indicators to measure teacher professionalism: pedagogic competence, professional competence, personality competence, and social competence. Teachers' pedagogic competence influences behavior, values, teaching practices, communication, and learning objectives (Parker, 1980). To measure the pedagogic competence of teachers, namely through the stages of learning planning, activity stages, and evaluations used by teachers when learning. First, the teachers asked whether you prepared the lesson plans before carrying out the lesson. The teachers answered that they always prepare lesson plans before learning. The lesson plans used are online learning lesson plans because, during this COVID pandemic, learning is carried out remotely, commonly referred to as online. The function of RPP itself is vital for teachers, including that learning can be packaged in a structured manner and become more focused if the stages are clear. The quality of teachers strongly influences the quality of educational outcomes because the teacher is the first party who interacts most with students in the teaching and learning process at educational institutions in schools (Russamsi et al., 2020).

Furthermore, the teachers were asked about what was done in providing feedback during online learning. Some teachers answered that perception was done by connecting the material to be studied with experiences or everyday life, for example, by telling stories or playing games, for instance, by using Quiziz. Furthermore, when the teachers were asked about the sources of teaching materials, all teachers answered that the learning resources used were thematic books because the thematic learning references were thematic books of students and teachers. Other sources used were the internet, YouTube in the form of learning videos, and other books, such as student worksheets (LKS) and Bupena books, designed to accompany materials contained in thematic books.

When the teachers were asked about the learning methods that are often used during online learning, it turned out that most teachers answered that the methods often used in online learning were the assignment method, the lecture method, and the discussion method. When viewed from the answer, the teacher teaches with a variety of learning methods where learning can be done using the Zoom application, Google Meet, a classroom, or can use Whatsapp and so on. Likewise, with the use of learning media, teachers use a variety of media such as picture media, learning videos, music, games, PowerPoint, or animated videos. Thus, students are not easily bored because the teacher always teaches by using various kinds of learning media to increase students' motivation or enthusiasm for learning. Learning media can affect children's brain development and creativity skills, so the use of learning media has a positive impact on students (Zaini & Dewi, 2017).

Teachers must use exciting learning media to eliminate students' boredom during the learning process (Dewantara & Nurgiansah, 2021). Teachers assess knowledge by giving tests in the form of

questions. The questions can be in the form of doing LKS or answering questions contained in student books or other variations of packaged questions, namely by giving a crossword puzzle, looking for words, or quizzes. This can be done through an oral test. Then for the attitude assessment, the teachers answered that it could be done by making observations when learning was done by virtual face-to-face via Zoom or Google Meet by looking at student activities, which could then be the teacher's notes in assessing student attitudes. Meanwhile, for skill assessment, by using a portfolio or student performance, such as reading a poem or in the SBdP subject, the material is to perform specific dance moves, the teacher can assess the rubric guidelines for the work in which the performance rubric already has indicators that students must meet along with the scores obtained by them.

The teacher's effort in increasing students' creativity at SD Negeri I Kalibuntu is to give assignments and actively read. A teacher always gives students assignments, so they can always read books. This way, students can increase their learning creativity, do assignments and be active in reading books. Not only students but teachers also have to be active in doing assignments and reading books. A teacher also needs to be active in reading. Students will be more enthusiastic about learning by becoming accustomed to literacy such as reading, writing, and listening by giving assignments. The results of this study are in line with research Chlup (2019) and Panjaitan (2020) that suggests teachers must actively stimulate students in the classroom learning so that students are active and have good creativity when learning in class. The teacher's role in the learning process to improve student creativity is as follows:

1. Teacher's Role as Class Manager

The teacher's role is crucial in managing the classroom for student learning. As an educator, teachers must be able to change developments for their students because, in the learning process, student learning outcomes are determined by the role of the teacher (Kocak & Incekara, 2020; Wilson & Kumar, 2017).

2. Teachers as Evaluators

The role of the teacher as an evaluator in learning is significant because it determines the level of good or bad of a teacher in the learning process. After all, the teacher's role is to plan to learn until the learning is completed. Therefore, teachers must consistently become evaluators of classroom learning (Zydzunaite et al., 2021).

3. Teacher as Facilitator

The role of the teacher as a facilitator is crucial for the reason that teachers should have the ability to know and understand learning media to facilitate students during the learning process because the media is a tool to be used during the implementation of the teaching and learning process (Faikhhamta, 2020; Göçen & Özgan, 2017).

4. Teacher as a Model

The role of the teacher as a demonstrator is the role of the teacher so that he can show students everything that can make students understand and understand better (Baltaoglu & Guven, 2020; Tay & Saleh, 2019).

Students at SD Negeri I Kalibuntu are conducting experiments related to the creativity of students doing an experimental process. The experiment was related to the material, namely attaching grains to pictures in groups. Through experiments, students can foster self-confidence, innovation, and creativity. Teacher professionalism in the era of globalization is teacher professionalism that can be seen based on the following characteristics: experts in the field of teacher theory and practice; happy to enter the teaching profession organization; has an adequate teacher education background; implements a teacher code of ethics; has a sense of responsibility; has a sense of responsibility community service, and working on the call of conscience.

CONCLUSION

Based on the discussion, it can be concluded that 1) the teacher as a class manager who plays an important role in regulating the classroom atmosphere so that learning is fun; 2) the role of the teacher as an evaluator. In evaluating or evaluating students, teachers should involve their students so that students have an awareness of evaluation and students will understand the existence of evaluation so

that they understand the material taught by class teachers and measure success in learning; 3) the role of the teacher as a facilitator. A teacher must be able to create learning media and utilize these media; 4) the teacher's role as a teacher demonstrator must be able to bring the success of his students; 5) The factors that can increase the creativity of students in class IV at SD Negeri 1 Kalibuntu include: student assignments; conducting experiments related to students' creativity; and problem-solving solutions. It is still difficult to manage fourth-grade students because when the learning process occurs, the teacher usually gives assignments to the students. Hence, some students have difficulty with the tasks given by the teacher. At the same time, the factors that support the creativity of teachers and students are: in fourth grade, teachers like reading books so that they can add insight and knowledge about creativity in teaching. As for the students who like to read books and like to imagine, 6) the teacher's efforts to increase the activity of students by giving assignments and inviting students always to read books so that students can develop their insights; and 7) the professionalism of teachers in the era of globalization is required to be able to carry out professional duties that can adapt to the times that continue to develop rapidly.

AUTHOR CONTRIBUTIONS STATEMENT

NH is the head of this research. She worked as a drafter and instrument maker during this research. ADS and NN assisted in writing articles and interviews during the research.

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