

Patterns of Teacher Pedagogical Creativity in Cultural Arts and Crafts Subjects in Elementary Schools

Okto Wijayanti^{1 *}, Dedy Irawan², Sri Muryaningsih³, Lay Yoon Fah⁴

^{1*, 2, 3} Universitas Muhammadiyah Purwokerto, INDONESIA

⁴University Malaysia Sabah, MALAYSIA

Received 5 November 2023 • Revised 21 January 2023 • Accepted 13 Maret 2023

ABSTRACT

This research aims to reveal the creativity of teacher pedagogy with creative and participatory learning in provoking the curiosity, activeness and enthusiasm of students. The application of pedagogical creativity as a search or an effective way to develop pedagogical creativity makes it possible to establish that innovative technologies have great potential in developing pedagogical creativity. Method The qualitative method was chosen to explore and give in-depth meaning to the data obtained and to be able to present more meaningful pedagogic creativity research results. Data analysis used descriptive analysis, starting with grouping the same data, then interpretation was carried out to give meaning to each sub-aspect and the relationship between one another. To carry out an analysis or interpretation of all aspects to understand the meaning of the relationship between one aspect and another which is the focus of further research is interpreted or interpreted. development of pedagogical creativity of teachers and students. The research findings show that many challenges to pedagogical creativity in pedagogical practice are manifested in the pattern of: 1) the effective application by a person of the experiences created in new conditions; 2) in repair known according to the new task; in the development of science and development; 3) in the ability to prove intuitive and pre-prepared decisions; 4) in the ability to dream, see near and distant prospects; 6) in the ability to develop ideas and see a series of options in their decisions; 7) to reveal the unknown regularity of previous training and education; 8) in the ability to conduct experiments, deeper research work. Thus, these findings can become the basis for further studies on improving and creating new approaches to the development of pedagogical creativity in the process of arts and culture craft education.

Keywords: pedagogical creativity, teacher, arts and culture, elementary school

INTRODUCTION

Learning in the arts is regulated by regulations issued by the government. These regulations are regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. Arts and Skills subject is basically a culture-based arts education. The content of cultural arts and skills as mandated in the Government Regulation is the basis for subjects in the arts to be important. Cultural arts and skills subject changed its name to cultural arts and crafts whose learning is always linked to creativity.

Creativity is the main national resource that must be fostered and managed to encourage life related to the economy at this time as well future. The need for the development of self-creativity related to activity, practical manifestation and personal activity that is transformed into qualities of social value, characterized by a desire to express individuality in useful activities, a combination of personal freedom and responsibility. The

essence of creativity demands the experience of positive emotions[1]

Learning in the arts is regulated by regulations issued by the government. These regulations are regulated in the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards . Arts and Skills subject is basically a culture-based arts education. The content of cultural arts and skills as mandated in the Government Regulation is the basis for subjects in the arts to be important. Cultural arts and skills subject changed its name to cultural arts and crafts whose learning is always linked to creativity.

Creativity is the main national resource that must be fostered and managed to encourage life related to the economy at this time as well future . The need for the development of self-creativity related to activity, practical manifestation and personal activity that is transformed into qualities of social value, characterized by a desire to express individuality in useful activities, a combination of personal freedom and responsibility. The essence of creativity demands the experience of positive emotions[1]. So, based on the explanation above, creativity in art education is needed through the processing of positive emotions that occur through values and meaning in human life activities. Therefore the presence of creativity in teaching as one of the supporting capacities of teacher pedagogical competence influences self-development. Based on these developments the intent of the competencies that must change effectively is the possibility of developing teacher competencies, in particular. The researcher concluded that pedagogical competence, especially art, is always developing and everything related to the quality of teaching can be supported by the creative space for teaching arts education so that it is interesting to study and explore more deeply. Teachers are required to master material to elementary school, and art is no exception. Even though in reality, not all teachers master the content of elementary school art education which includes music, fine arts, dance and skills as content for learning arts and crafts (SBdP).

Art learning that was previously seen as complementary learning that was a distraction or entertainment has now received attention by the Government by making SBdP learning included in integrated thematic learning in the 2013 curriculum. The facts in SD, that there is an imbalance in the incompatibility of elementary school teachers. Teachers who teach arts and culture in elementary schools are teachers who are less competent in mastering art pedagogy in teaching SBdP learning content which consists of several artistic contents namely dance, visual arts, crafts, music and cultural arts and crafts.

Art learning in elementary schools should be supported by art studios and equipment that can accommodate learning content in dance, fine arts, music, culture and crafts. Limited facilities such as art studios (music, dance and visual arts) or good art practice spaces to support art learning are obstacles in carrying out art learning, especially those that are practical in nature. The implementation of art learning practices in the end takes advantage of medium spaces such as classrooms that do not support space for movement and the development of creativity in art learning. The tendency of teachers in managing arts and crafts subjects, is to only teach one or two content so that not all content of craft art and culture learning is delivered because it depends on the ability, mastery and skills of the teacher. In other words, the absorption of material in arts and culture subjects is less than optimal. The problem of the lack of time allocation for arts and crafts subjects that are

practical in the implementation quickly cannot be mastered by elementary school students, especially lower grades.

Another problem was found in the gaps in teacher competence in mastering the fields of music, dance, music, fine arts, crafts and culture and crafts. teacher Elementary school classes do not all have expertise or background in the field of arts education but must teach arts and culture which contains several contents, of course, will become an obstacle in learning arts in elementary schools , especially in the integrated learning model by linking art to themes in integrated learning in the 2013 curriculum. These problems occur in almost all levels of education in elementary schools area of Banyumas Regency, Central Java.

Research related to creativity pedagogy has been explored a lot at the global level, but the competence of art pedagogy in elementary schools has not been widely studied in Indonesia. So, looking at the problems that occur in elementary schools in Banyumas district, research on teacher pedagogy related to teacher pedagogical creativity in teaching craft content in SBDP learning paved the way for researchers to conduct more comprehensive studies to find patterns of teacher pedagogical creativity that support the results of art learning based on *life skills* of school students basic . Teachers as individuals in carrying out future learning need to develop mastery of art learning, requiring pedagogical creativity that focuses on creative learning in the arts in particular, 3) Creative pedagogical competence of teachers must continue to be the subject of research and analysis and should be developed by means of updating competencies according to with the demands of development and changing times.

Based on these problems, the formulation of the problem is as follows: How is pedagogical creativity in implementing an integrated learning curriculum a part of achieving the goals of learning arts and culture in elementary schools? 2) What are the implications of pedagogical creativity in implementing arts and culture subjects?

MATERIAL AND METHODS

Method

Qualitative methods were chosen to explore and give in-depth meaning to the data obtained and to be able to present more meaningful results of pedagogic creativity research. To carry out this research, researchers used anthropological and sociological approaches. The research was carried out by taking settings in elementary schools in Banyumas Regency, Central Java Province, and the schools selected according to the criteria for creativity space, both public and private status, were spread over several sub-districts in Banyumas Regency, Central Java.

The research setting also pays attention to schools based on research criteria, namely taking school data that stands out in the content of crafts with pedagogical creativity of teachers in SBDP learning with a purposive random sample in the Kembaran sub-district by determining the most criteria for student achievement in arts and crafts, and the length of time teaching senior teachers. All the specifications of the research setting mentioned above color the elements of school art learning which are reflected in art education activities that take place in schools.

Instrument

Researcher carried out the initial steps of the research, namely observation and in-depth observation to find out the field conditions with regard to schools which show special and interesting phenomena regarding teacher pedagogic creativity, and teacher competence in their implications in SBdP subjects. Methods of analysis of psychological and pedagogical literature and normative documents on research problems, pedagogical experience (including our own), interviews, comparisons, synthesis, generalizations and studying the results of teacher activities.[2]

Procedure

In the preliminary study, the method of literature study and discussion was used. After learning to formulate the concept of pedagogic creativity, the next step is to explore data with lengthy observations and compare research findings by finding 1) patterns of art teacher pedagogical creativity in SBdP learning. 2) the implications of teacher pedagogical creative patterns in SDDP SD learning with a thorough observation of the mindset, past experiences and creative teaching practices of teachers in three stage, that is pre-learning, learning process and post learning. The purpose of pre-learning is to reveal the initial predictions/conceptions of the teacher's teaching style. The learning process includes practice pedagogical creativity related to creative, innovative and other unexpected things. Whereas in the third stage in the form of post-learning aims to determine the extent to which the teacher has awareness of self- development, and the possibility of opportunities to utilize the classroom as a creative learning environment.

Data analysis

Data analysis used descriptive analysis, starting with grouping the same data, then interpretation was carried out to give meaning to each sub-aspect and the relationship between one another. To do analysis or interpretation of all aspects to understand the meaning of the relationship between one aspect and another which is the focus of further research is interpreted or interpreted.

RESULTS AND DISCUSSION

1. Patterns of art teacher pedagogic creativity in art learning in elementary schools

The originator of pedagogism is a German Vi Lei. In Vi Ley's opinion, the main principle of upbringing and learning is the principle of action. The principle of parenting and learning goes through three stages namely 1) acceptance, 2) processing, 3) the action itself. The main activity for humans is learning. Through one's activities one gathers experience, obtains truth, improves and develops one's performance. Kharlamov defines the types of activities related to teacher work, namely:

a. Diagnostic activity.

This activity begins with analyzing pupils and defining levels of development and

upbringing. So the teacher must be able to control and master the opportunity diagnostic method.

b. Intention predictive activity

In the intention predictive activity, goal setting activities and pedagogical process assignments are carried out taking into account the availability of predictions of the final outcome.

c. Instructional design

This design is related to the design of educational work, with the selection of content adjusted to the students' cognitive abilities and the teacher's ability to present learning clearly and attractively by linking the teacher's creativity in expressing imagination.

d. Organization activity

This activity is the teacher's ability to lead, influence students to involve students in certain types of work.

e. Information activities

Information activities originate from the social activities of a teacher by passing on experience from generation to generation so that students acquire knowledge, form mindsets, morals and aesthetic ideas. The teacher does not only act as a medium of information but also the teacher has a role in shaping student confidence.

f. Communicative simulative activity

This activity is the teacher's ability to understand, establish relationships with students. Twelve participants have understood and established good communication with their students. Four out of six schools have implemented good communication between teachers and students so that unexpected ideas emerge with good communication.

g. Evaluative analytical activities.

Evaluative analytical activities have not been applied to the twelve participants in this study. This activity consists of feedback, i.e. confirmation of the efficiency of the pedagogical process and the achievement of the set goals not yet fully understood by the teacher. Only teachers who have had relatively long teaching experience can understand the importance of evaluative analytical activities to correct learning deficiencies that have been implemented.

h. Research and creative activities

This activity is defined by a creative nature of pedagogical work. To implement this type of activity effectively, the teacher must master the pedagogical research opportunity method. The meaning of scientific research activities is in dealing with problems that arise and efforts to find rational solutions to various research tasks. Pedagogical creativity can be carried out if training and research is carried out by a teacher using didactical methods and activities, both directly and indirectly. The concepts of training and research are very close but can be considered in different contexts. The concept of research and training was so minimal that it was not found in the six schools where this research was carried out.

Some scientists define that pedagogical creativity has the following stages: (1) The concept of pedagogical thinking; (2) Analysis of final thoughts; (3) Transformation of pedagogical thinking into scientific research activities; (4) Analysis and assessment of the creativity of scientific work. The twelve participants carrying out creative activities were

more successful when there were qualities such as the stage of involvement, improvement, skills to acquire the necessary knowledge as soon as possible, insight, reasoning ability, ingenuity, enthusiasm, tenacity, freedom and independence.

Pedagogical creativity is an activity the teacher in teaching has carried out (1) determining the needs of students, (2) determining learning objectives, (3) designing learning activities, (4) preparing learning activities, (5) carrying out learning activities, (6) determining objectives learning). Not all of the twelve teachers showed creativity, some even did not understand the concept of creative pedagogy or pedagogical creativity that is important to apply in elementary schools, especially in art subjects. Not too much data related to creative pedagogy was found in this study because of the lack of knowledge of artistic knowledge by teachers and the emergence of knowledge ambiguity that influenced the emergence of creativity from 12 research participants with basic education alumni backgrounds. The findings state that art learning that lacks courage makes art learning less fun, monotony becomes less dynamic, and creative ideas are less explored.

These results are close in common with the results of research [3] teachers believe that knowledge is often ambiguous and dynamic, so that it can be viewed from multiple perspectives, and ideas that may conflict and do not lead to definitive answers. Teachers take students' perspectives seriously, engage in true dialogue, and construct temporary truths together. The teacher can ask students to write lessons that intentionally bring up different and sometimes conflicting answers to problems of dance, music, so that lessons that deliberately do not give privileges to one or group of answers. Until finally it is focused on acquiring by someone from material and values and new things.

The application of pedagogical creativity as a search or an effective way to develop pedagogical creativity makes it possible to establish that innovative technologies have great potential in developing pedagogical creativity. The potential for innovative technology is very helpful in developing learning pedagogical creativity to become more rational and effective in the learning and education process, including art education. Patterns of pedagogical creativity can be identified through active teacher participation and applying dynamics of action through a long process and courage to try and evaluate deficiencies to present something different, positive, unexpected and even different from usual.

Creativity in pedagogical practice is shown in the pattern of: 1) effective application by a person of the experience created in new conditions; 2) in repair known according to the new task; in the development of scientific development and development; 3) in the ability to prove intuitive and pre-prepared decisions; 4) in the ability to dream, see near and distant prospects; 6) in the ability to develop ideas and see a series of options in their decisions; 7) to reveal the unknown regularity of previous training and education; 8) in the ability to conduct experiments, research work is more in this regard, so it is possible that the appearance of jealousy can occur.

2. Pedagogic creativity in teaching art content supports SBDP learning outcomes in elementary schools.

A teacher of arts and culture subjects must master the characteristics of students from the physical, social, cultural, emotional, and intellectual aspects. The ability to master and

understand the characteristics of students can be known when the teacher carries out learning. Based on the results of interviews and observations on learning SBdP subjects in elementary school, not all teachers can know the characteristics of students. Elementary school teachers do not all understand the scientific basis of psychological (emotional psychology) students which is known during the course of learning in class so teachers can improvise in teaching arts and crafts education to celebrate individual creative skills and their significance. However, there are many challenges to teaching creatively. Improvisation or a good story can provide a fresh start – triggering sleep innovation.

Teaching creatively according to research results [5] that Children and society alike benefit greatly from fostering arts education and aesthetic perception of schools: children from their balanced development and society from the contributions of future creative citizens. The results of research observations are explained in more detail by interviews. revealed that to find out the characteristics of students the most important thing to do is to get to know students first, both from the mindset of students, personality traits of students, and the intellectual level of students. Thus the teacher can find out what potential can be developed for these students by: (a) Understanding family background and learning needs in the context of cultural diversity. Understanding and treating students with different family backgrounds is the duty of each teacher. The teacher is the second parent at school, therefore the teacher can understand the strengths and weaknesses of each student. By understanding the family background of students, teachers can provide learning needs for each student. (b) Understanding learning styles and learning difficulties of students. The understanding and success of students is the responsibility of the teacher, thus the learning process for students must be in accordance with the learning styles of students, this is because each individual student is different as well as the learning style carried out by these students, the teacher can understand learning difficulties students by getting closer to students and looking for what obstacles are experienced in the learning process of students, then the teacher can provide the best solution for students' learning difficulties. Approaches that are towards students, when there are difficulties the teacher can ask students in facilitating the development of students' potential. In the learning process students are very important with adequate facilities for the development of student learning.

The potential of students can be seen not only depending on students' grades but on students' attitudes towards teachers when explaining material, students' behavior in class by mastering learning theories and principles as well as educational learning. The results of the study show that the learning process for students is carried out in a more interesting way and gives a pleasant impression to students so that the learning process can run smoothly and conductively.

Vrinceanu, [6] conveyed managerial issues in terms of a teacher having to have creative, innovative and fun and effective learning designs for the smooth running of arts and crafts subjects. The lesson plan can be in the form of making a good lesson plan and syllabus so that there is a clear sequence for learning today and the next day. The implications of creativity pedagogy begin with communication and participatory involvement between teachers and students in communicating sensitivity, something new, facing problems, ideas, values and hopes and goals. Thus, the suggested methodology on the formation of creativity in effective future teachers is confirmed by the results of skilled work- experiments.[7]

A creative educator makes it possible to use creative strategies when teaching and

planning curriculum, even when creativity is not an explicit subject matter. Refinement of practices related to comfort with ambiguity, different combinations of ideas, fluid and flexible identities needs to be reviewed. While this is not an exhaustive review or exhaustive list of all creativity, it does serve as a framework for music teacher educators to help students cultivate active disposition creativity and acquire and refine core practices.

The pedagogical creativity of a teacher as an interaction between subjects of the educational process (teacher and student), due to the specifics of the psycho-pedagogical relationship between them, a way of building the creative personality of students and enhancing the creative pedagogical work of a teacher. The development of pedagogical creativity is important as a condition for educational success. Pedagogical creativity directly affects the development of students. Furthermore, professional motivation is an important factor for institutional competitiveness. The process of developing professional motivation in modern conditions is successful if it is supported by a pedagogy of creativity. On the other hand, if creativity pedagogy is not developed, innovation and creativity aspects in learning will not be achieved. This is in line with what Das stated (Das et al., 2011) that creative trends in the formation of professional and pedagogical culture of teachers, including the creation, development and use of pedagogical innovations are a means of updating educational policies with respect to the training of highly qualified personnel. Therefore the development of pedagogical creativity is an important condition for educational success.

The results of research [9] underline that pedagogical creativity directly influences student development. Furthermore, professional motivation is an important factor for the competitiveness of a school or institution. Higher vocational training is a fundamental component of an integrated system of continuing professional education in today's competitive job market. The process of developing teacher professional motivation in the modern era is impossible without using pedagogical creativity.

Relevant research related to this qualitative international study covering the United States, Canada, Singapore, and Australia investigated teachers' perceptions of creative pedagogy that enhances creativity. Analyzing teachers' reflections on classroom pedagogy and school practice, this research explores how teachers nurture critical thinking that fosters creative intelligence. This study identifies pedagogical practices that involve dialogic scaffolding, interdisciplinary, and creative environments and school practices that promote "outside the box" learning and thinking in secondary school students. [10]. At the same time, the weakness of this study is not supported by experimental data and generalizations, so it is necessary to carry out further research related to pedagogical creativity in elementary schools.

CONCLUSIONS

In the current situation, to apply the pattern of pedagogical creativity it is necessary to form a new generation of elementary school teachers, namely, professionals with adequate pedagogical creativity departing from traditional methods of managing the process of art education in particular. The pattern of pedagogical creativity does not have a fixed pattern, but creativity can develop freely, that comes at times that are urgent and unexpected. continuous success in building competitiveness. The implication of teacher pedagogic

creativity patterns in art learning is the need to develop creativity in a professional context to support the success of art learning. The application of pedagogical creativity as a search or an effective way to develop pedagogical creativity makes it possible to establish that innovative technologies have great potential in developing pedagogical creativity. The potential for innovative technology is very helpful in developing learning pedagogical creativity to become more rational and effective in the learning and education process, including art education. Patterns of pedagogical creativity can be formed from optimization in choosing teaching methods, as well as topics and tasks that must be considered in the teaching process for the development of pedagogical creativity of teachers and students. The research findings indicate that many challenges to pedagogical creativity remain unsolved. Thus, these findings can form the basis for further studies on improving and creating new approaches to the development of pedagogical creativity in modern educational processes. Professional motivation is an important factor for the competitiveness of a school or institution. Creativity-related training and research is a fundamental component of a sustainable integrated system for accessing professional education in today's competitive job market. The process of developing professional motivation in the modern era is impossible without using pedagogical creativity.

REFERENCES

- [1] A. Zholdasbekov, A. Septemirova, E. Myrzabekov, Y. Kozybaev, K. Zholdasbekova, and G. Mussabekova, "Pedagogical conditions of formation of creativity at future teachers," *Año* , vol. 35, p. 784-805, 2019.
- [2] E. Ingleby, "Research methods in education," *Professional Development in Education* , 2012, doi: 10.1080/19415257.2011.643130.
- [3] A. Savoie, "Aesthetic experience and creativity in arts education: Ehrenzweig and the primal syncretistic perception of the child," *Cambridge Journal of Education* , vol. 47, no. 1, 2017, doi: 10.1080/0305764X.2015.1102864.
- [4] S. Karppinen, A. Poutiainen, S. Kairavuori, S. Rusanen, and K. Komulainen, "Improstory: Social improvisation and storytelling in arts and skills subjects in teacher education," *International Journal of Education and the Arts* , vol. 19, no. 9, pp. 1-23, 2018.
- [5] E. McWilliam and S. Dawson, "Teaching for creativity: Towards sustainable and replicable pedagogical practice," *Higher Education* , vol. 56, no. 6. 2008. doi: 10.1007/s10734-008-9115-7.
- [6] V. Vranceanu, "Pedagogical Creativity in School, as Seen from a Managerial Perspective," Jun. 2022, doi: 10.5281/ZENODO.6698809.
- [7] ZM Yavgildina, GI Batyrshina, IF Kamalova, RI Salakhova, and RF Salakhov, "Pedagogical conditions for the creative self-actualization of future art teachers," *International Journal of Civil Engineering and Technology* , vol. 10, no. 2, 2019.
- [8] S. Das, Y. Dewhurst, and D. Gray, "A teacher's repertoire: Developing creative pedagogies," *International Journal of Education & the Arts* , vol. 12, no. 15, 2011, [Online]. Available: <http://www.ijea.org/v12n15/>.
- [9] D. Sevara, "CREATIVITY AND PROFESSIONAL COMPETENCE-A FACTOR FOR FORMATION OF INNOVATIVE PEDAGOGICAL ACTIVITIES OF FUTURE TEACHERS," vol. 6, 2021, doi: 10.5281/zenodo.5746513.
- [10] A. Harris and L. de Bruin, "An international study of creative pedagogies in practice in secondary schools: Toward a creative ecology," *Journal of Curriculum and Pedagogy* , vol. 15, no. 2, 2018, doi: 10.1080/15505170.2018.1457999.

<http://jurnalnasional.ump.ac.id/index.php/Dinamika>