

# The Role of Teachers in Shaping Students' Creativity in Inclusive Primary Schools

Lia mareza<sup>1\*</sup>, Agung Nugroho<sup>2</sup>, Anita Fatmahwati<sup>3</sup>

<sup>1,2,3</sup> Universitas Muhammadiyah Purwokerto

Received 29 Juli 2024 • Revised 16 Agustus 2024 • Accepted 30 September 2024

## ABSTRACT

*This study aims to analyze the role of teachers in shaping the creativity of slow learner students in inclusive primary schools through the subject of Art, Culture, and Crafts (SBdP). The research employs a qualitative approach with a case study method at SD Negeri 5 Arcawinangun. The subjects include teachers, the principal, and seven slow learner students. Data were collected through observation, interviews, and documentation, and analyzed using triangulation methods. The results show that teachers play a crucial role in fostering students' creativity through various teaching strategies, such as providing repeated instructions, using visual media, and offering intensive guidance. Despite challenges such as low self-confidence and difficulties in time management, support from teachers, families, and the inclusive school environment helps students develop their creativity. This study emphasizes the importance of teachers' creativity in creating an inclusive and supportive learning environment.*

**Keywords:** Student creativity, Slow learner students, Teacher's role, Art, Culture, and Crafts

## INTRODUCTION

Education is knowledge learned throughout life in various situations and has a positive impact on the development of every [1]. Teachers, as educators, are one of the key elements in achieving educational goals and improving the quality of learning [2]. Teachers play a central role in the teaching and learning process [3]. The teaching and learning process involves a series of activities between teachers and students or the basis of reciprocal relationships occurring in an educational setting to achieve specific goals [4]. The functional role of teachers in creating creative learning is primarily as facilitators [5].

The role of teachers in providing guidance and creating a safe and motivating learning environment is crucial for fostering student creativity [6]. Creativity is one of the aspects that must be explored and developed, and every child has the potential to become a creative individual [7]. One factor to increase competitiveness and meet life's demands is creative thinking, which allows individuals to realize themselves, develop creatively, and enhance their quality of life. Thus, it becomes an important aspect to be taught in every lesson [8]. Creativity is not only a need for regular students but also for students with special needs or disabilities.

Inclusive education provides opportunities for children with various conditions to learn together in the same environment. Inclusive education is a form of educational provision that integrates children with disabilities and regular children to receive both academic and non-academic services [9]. Students with slow learner characteristics tend to face some difficulties in daily social activities and often need help from others to assist them [10]. This is because they have problems with intelligence capabilities, significantly affecting

academic and social adaptation aspects related to fulfilling their needs. Due to the differences in intellectual quotient (IQ) levels among special needs students, teachers face particular challenges in teaching [11].

Education for children with disabilities also requires art and culture, not only as a medium to deliver information in a multidimensional, multilingual, and multicultural way to develop skills, but also to help them achieve their dreams, fulfill their needs and abilities for a better quality of life, and prepare for future life [12]. The role and goal of SBdP (Seni Budaya dan Prakarya – Art, Culture, and Crafts) are to develop students' attitudes, skills, and work spirit so that a generation capable of creative and critical thinking in this digital age is created [13].

SBdP is one of the core subjects taught by classroom teachers, though challenges in the teaching process still exist [14]. SBdP includes various types of art materials, such as music, visual arts, and dance [15]. Artistic skills are also needed by both teachers and students during SBdP lessons. Teachers need to have the ability and skills in art, culture, and crafts when delivering SBdP material, although, in reality, not all teachers possess these skills [16].

The creativity of SBdP teachers in inclusive schools is very important and necessary when teaching students with disabilities [17]. Teachers are required to create learning activities that suit the needs of students [18]. Based on preliminary observations and interviews, SD Negeri 5 Arcawinangun is an inclusive school that applies differentiated education or education that prioritizes and respects each student's characteristics and obstacles through SBdP lessons. There are seven disabled students who are slow learners and have some difficulty developing their abilities. This is due to the teacher's difficulty in boosting students' self-confidence in completing SBdP assignments, as well as the students' ability to complete tasks, which often requires the teacher to repeat the material so that inclusive students can follow instructions. Therefore, this research aims to understand the role of teachers in shaping the creativity of inclusive students during SBdP lessons at SD Negeri 5 Arcawinangun and the factors influencing it.

## RESEARCH METHODS

This research uses a qualitative approach with a case study method. Data were collected through observation, interviews, and documentation. The research subjects include a third-grade homeroom teacher, the principal, and seven students with slow learner characteristics at SD Negeri 5 Arcawinangun. The data collected were analyzed using the triangulation method, involving triangulation of sources and techniques.

## RESULTS AND DISCUSSION

Based on observations and interviews with the class teacher, principal, and students, several findings related to the role of the teacher in shaping the creativity of inclusive students during SBdP lessons at SD Negeri 5 Arcawinangun were identified. The summary of the findings is presented in the table below, illustrating the conditions of the seven slow learner students.

Student Initial	Creativity in SBdP	Challenges Faced	Teacher's Role and Strategies	Supporting Factors
S1	Able to create simple works	Difficulty in understanding verbal instructions	Repetitive instructions and visual examples	Support from teachers and peers
S2	Creative in simple drawing	Lack of confidence in presenting works	Providing praise to boost motivation	Conducive environment and internal motivation
S3	Able to follow instructions to create crafts	Slow in completing tasks	Breaking tasks into smaller steps	Patience and personalized teacher approach
S4	Able to create simple patterns in dance	Difficulty in understanding complex movement patterns	Step-by-step instructions and repetition	Support from family and teachers
S5	Potential in music, able to follow simple rhythms	Difficulty focusing for long periods	Providing sufficient breaks during lessons	Supportive inclusive classroom environment
S6	Able to draw well with additional time	Difficulty managing time	Guidance on time management in completing tasks	Clear directions from the teacher
S7	Able to create simple crafts with assistance	Lack of confidence in trying new things	Intensive guidance and verbal motivation	A fun and inclusive learning environment

## 1. Teacher's Role in Fostering Creativity in Slow Learner Students

Teachers at SD Negeri 5 Arcawinangun play a crucial role in shaping the creativity of slow learner students by adopting various approaches tailored to each student's needs. The teachers act as facilitators, providing repeated instructions, visual examples, and intensive guidance to students who require additional assistance. Their approaches include breaking tasks into smaller steps, offering praise to increase motivation, and giving extra time for task completion. The teachers also create a safe, comfortable, and inclusive learning environment, where students feel supported in exploring their creativity.

## 2. Challenges Faced by Slow Learner Students

The challenges faced by slow learner students in SBdP lessons include difficulty understanding verbal instructions, lack of confidence, issues with time management, and limitations in completing tasks within the given time. These challenges affect the students' learning process, requiring special attention and teaching strategies tailored to their characteristics.

### **3. Teacher's Strategies to Overcome Challenges**

To address these challenges, teachers employ various strategies, such as providing repeated instructions, using visual media, and offering intensive guidance throughout the learning process. Teachers also give praise and verbal encouragement to build students' confidence in completing SBdP tasks. An inclusive classroom environment and support from peers also play a significant role in the learning process.

### **4. Supporting Factors for Student Creativity**

In addition to the teacher's role, support from the surrounding environment, such as family, peers, and a conducive learning atmosphere, also affects the development of slow learner students' creativity. Family support, especially in providing motivation at home, and an inclusive school environment, help students feel more confident in expressing their creativity.

This research shows that the teacher's role is very significant in shaping the creativity of slow learner students through a personal approach, supported by an inclusive learning environment. Support from family and peers also plays an essential role in facilitating the development of their creativity.

Inclusive education is an approach aimed at providing equal opportunities for all students, including those with special needs, to learn in the same environment. In this context, the role of the teacher becomes crucial in shaping students' creativity. This research aims to explore the role of teachers in enhancing students' creativity in inclusive primary schools, focusing on various strategies and methods employed by teachers during the learning process. One important aspect of the teacher's role in inclusive education is their ability to apply differentiated instruction. Differentiated instruction allows teachers to tailor teaching methods and learning materials according to the individual needs of students, including students with disabilities. According to previous studies, teachers who implement differentiated instruction can meet the special needs of students more effectively, which in turn can enhance students' creativity in learning [19]. This is in line with findings by Mardiana and Khoiri, which indicate that inclusive education in primary schools still faces challenges regarding teacher qualifications and support facilities, emphasizing the importance of teachers continually improving their skills in managing inclusive classrooms [20]. Furthermore, teachers' professional skills significantly influence students' learning creativity. Teachers with good professional skills can create a learning environment that supports exploration and innovation, which are key elements in shaping students' creativity [21].

In the context of inclusive primary schools, teachers are expected not only to possess strong academic knowledge but also the ability to understand and respond to students' emotional and social needs, which can affect their creativity [22]. To foster students' creativity, teachers must also employ various innovative teaching methods. For instance, using engaging and interactive learning media can increase students' interest and involvement in the learning process. The appropriate use of learning media can enhance the quality of guidance and counseling services, which in turn can maximize students' creativity [23]. This highlights the need for teachers to innovate in selecting and using learning media that match the characteristics of students, especially in inclusive environments.

Teachers' creativity in designing learning activities also significantly contributes to

students' learning outcomes. There is a positive relationship between teachers' teaching creativity and students' interest in learning, which affects overall student performance (Sojanah, 2020) [24]. In inclusive primary schools, creative teachers can create enjoyable and challenging learning experiences that stimulate students' creativity. Therefore, it is essential for teachers to continually develop their creativity through professional training and development. Moreover, parental involvement is also a key factor in supporting students' creativity. Parental attention significantly influences students' motivation to learn, which has implications for their creativity [25]. In the context of inclusive education, collaboration between teachers and parents is essential to creating a supportive environment for students with disabilities. Teachers need to involve parents in the learning process and provide clear information on how they can support their children at home. Additionally, teachers' psychological empowerment plays a role in enhancing their creativity in teaching. Psychological empowerment can increase teachers' creativity, which has a positive impact on the learning process [26]. In the context of inclusive primary schools, empowered teachers are better equipped to face the challenges of managing diverse classrooms and more open to trying new approaches to teaching.

Although many factors influence students' creativity, it is important to remember that every student has unique potential that needs to be recognized and developed. Teachers must be able to create an inclusive and supportive environment where all students feel valued and motivated to participate. Teachers' creativity in managing the classroom can affect students' learning outcomes, so teachers must continually innovate and adapt to students' needs (Simangunsong, 2024) [27]. To achieve the goals of inclusive education, collaboration between teachers, parents, and the community is also critical. The importance of educational services for children with disabilities or special needs (ABK) is to increase student participation in inclusive schools [28]. By involving all parties, a better and more supportive learning environment for all students, including those with special needs, can be established. Overall, the role of teachers in shaping students' creativity in inclusive primary schools is complex and multidimensional. Teachers are not only responsible for teaching academic content but also for creating an environment that supports the development of students' creativity. Through the application of innovative teaching strategies, attention to students' individual needs, and collaboration with parents and the community, teachers can significantly contribute to enhancing students' creativity in inclusive primary schools.

## **CONCLUSION**

Teachers play a crucial role in shaping the creativity of inclusive students during SBdP lessons. Despite the challenges, teachers' creativity in finding alternative solutions has helped inclusive students develop in the areas of art and culture. Further support from the school, such as providing adequate facilities and training for teachers, can enhance the effectiveness of SBdP lessons in inclusive schools.

## **REFERENCES**

- [1] Mangangantung, Jeanne M., Selti Wentian, and Widdy H.F. Rorimpandey. "Pengaruh Kreativitas Guru dan Motivasi Belajar Siswa Terhadap Hasil Belajar Siswa Kelas V SD Negeri Di Kecamatan Wanea." *Jurnal Inovasi Teknologi Pendidikan* 9(1):15-24. Doi:10.21831/jitp.v9i1.49942, 2022.
- [2] Erlia, W. Roles of the teacher for increasing learning quality of students. *ETUDE: Journal of Educational Research*, 1(3), 77-86, 2021.
- [3] Liyong, Y. Peran Guru PAK Dalam Meningkatkan Minat Belajar Siswa SD Alhairat 03 Kampung Makassar Kota Ternate di Masa Pandemi Covid 29. *PEDAGOGIK*, 8(1), 2020.
- [4] Hafisah M. Nur, and Nurul Fatonah. "Paradigma Kompetensi Guru." *Jurnal PGSD UNIGA* 2(1):12-16, 2023.
- [5] Basri, Basri, Khairinal Khairinal, and Firman Firman. "Manajemen Kepala Sekolah Dalam Meningkatkan Fungsi Guru Di Sekolah Menengah Atas Negeri, 2021.
- [6] Puspitasari, Qona Dwi, and Ari Wibowo. "Peran Guru Dalam Mengembangkan Kreativitas Siswa Kelas IV Di SD Negeri Plebengan Bambanglipuro." *Pelita : Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia* 1(1):1-7. doi: 10.56393/pelita.v1i1.105, 2022.
- [7] Mayasarokh, Mira, and Ineu Setiani. "Peningkatan Kreativitas Anak Melalui Menggambar Dalam Kegiatan Karyawisata." *Jurnal Golden Age* 7(1):24, 2023.
- [8] Muhanif, Muhanif, Suhartono Suhartono, and Juhana Juhana. "Pengaruh Kedisiplinan Dan Kreativitas Terhadap Keterampilan Menulis Siswa Sekolah Dasar." *Edukatif : Jurnal Ilmu Pendidikan* 3(4):1962-73, 2021
- [9] Dewi, P. S. D., Ujianti, P. R., & Magta, M. Penerapan Pendidikan Inklusif Pada Pembelajaran Taman Kanak-Kanak (Studi Kasus Pada TK Rare Bali Shool). *Jurnal Pendidikan*, 8(2), 87-97. <https://doi.org/10.36232/pendidikan.v8i2.441>, 2020.
- [10] Agustin, I. Penerapan Identifikasi, Asesmen Dan Pembelajaran Bagi Anak Berkebutuhan Khusus Di Sekolah Dasar Penyelenggara Pendidikan Inklusi. *Edustream: Jurnal Pendidikan Dasar*, III(November), 72-80, 2019.
- [11] Jesslin, J., & Kurniawati, F. Perspektif Orangtua terhadap Anak Berkebutuhan Khusus di Sekolah Inklusif. *JPI (Jurnal Pendidikan Inklusi)*, 3(2), 72. <https://doi.org/10.26740/inklusi.v3n2.p72-91>, 2020.
- [12] Mareza, Lia. "PENDIDIKAN SENI BUDAYA DAN PRAKARYA (SBdP) SEBAGAI STRATEGI INTERVENSI UMUM BAGI ANAK BERKEBUTUHAN KHUSUS." *Scholaria : Jurnal Pendidikan Dan Kebudayaan* 7(1):35. doi: 10.24246/j.scholaria.2017.v7.i1.p35-38, 2017.
- [13] Pitriani, Siti. "Analisis Materi Pokok Seni Budaya dan Prakarya (SBdP) Kelas III MI/SD." *Jurnal Pendidikan Dasar Islam*. DOI:<https://doi.org/10.24252/auladuna.v7i1a6>, 2020.
- [14] Prayuga, S. B., Iskandar, S., & Muharam, A. 'Pengembangan Kreativitas Peserta Didik Melalui Kerajinan Tanah Liat di Kelas V Sekolah Dasar', In *Renjana Pendidikan: Prosiding Seminar Nasional Pendidikan Dasar*, 2(1), pp. 1758-1770., 2021.
- [15] Endang Citrowati dan Farida Mayar 'STRATEGI PENGEMBANGAN BAKAT SENI ANAK USIA DINI', *Jurnal Pendidikan Tambusai*, 3(6), pp. 1207-1211, 2019.
- [16] Muh Syaqui Malik. "Analisis Hots, 4C, Literasi, Dan Pendidikan Karakter Dalam Seni Budaya Dan Prakarya Mi/Sd Kurikulum 2013." *Elementary* 8:73, 2020.
- [17] Liyong, Y. Peran Guru PAK Dalam Meningkatkan Minat Belajar Siswa SD Alhairat 03 Kampung Makassar Kota Ternate di Masa Pandemi Covid 29. *PEDAGOGIK*, 8(1), 2020.
- [18] Nurfadhillah, S. Pendidikan Inklusi. CV. Jejak, 2021.
- [19] Pamungkas, B. Teachers' efforts in meeting the special needs of students in inclusive primary schools. *Jurnal Ortopedagogia*, 9(1), 43. <https://doi.org/10.17977/um031v9i12023p43-47>, 2023.
- [20] Mardiana, M., & Khoiri, K. Inclusive education for children with special needs in primary schools. *Jipd (Jurnal Inovasi Pendidikan Dasar)*, 5(1), 1-5. <https://doi.org/10.36928/jipd.v5i1.651>, 2021.
- [21] Ananda, R. Analysis of teachers' professional skills in improving the creativity of elementary school students. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 6(9), 6638-6646. <https://doi.org/10.54371/jiip.v6i9.2802>, 2023.
- [22] Pamungkas, B. Teachers' efforts in meeting the special needs of students in inclusive primary schools. *Jurnal Ortopedagogia*, 9(1), 43. <https://doi.org/10.17977/um031v9i12023p43-47>, 2023.
- [23] Sari, B. Efforts to improve teaching and the quality of guidance and counseling services in maximizing student creativity in schools. *Counselia Jurnal Bimbingan Konseling Pendidikan Islam*, 5(1), 255-265. <https://doi.org/10.31943/counselia.v5i1.114>, 2024.
- [24] Sojanah, J. Teacher creativity and student interest in learning as determinants of student learning outcomes. *Jurnal Pendidikan Manajemen Perkantoran*, 5(1), 118-128. <https://doi.org/10.17509/jpm.v5i1.25858>, 2020.
- [25] Haumahu, C., & Tupamahu, K. The impact of psychological empowerment on enhancing teacher creativity in teaching. *Jurnal Ilmiah Profesi Pendidikan*, 7(3), 1238-1246. <https://doi.org/10.29303/jipp.v7i3.638>, 2020.
- [26] Cendaniarum, W. B., & Supriyanto. *Vocational skills service management for hearing-impaired students*. *Jurnal Inspirasi Manajemen Pendidikan*, 2020.
- [27] Simangunsong, M. The moderating effect of teacher creativity on the impact of technological pedagogical content knowledge (TPACK) on student learning outcomes in economics. *Jiip - Jurnal Ilmiah Ilmu Pendidikan*, 7(6), 6114-6120. <https://doi.org/10.54371/jiip.v7i6.5135>, 2024