



INCREASING STUDENT CREATIVITY THROUGH FINE ARTS AT SD NEGERI 4 KARANGBENER

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Abstract

Students' creativity in learning Arts, Culture and Crafts (SBdP) in elementary school is very important for the cognitive and emotional development of students. This study aims to determine teachers' efforts in increasing student creativity in SBdP learning, especially in fifth grade students. The method used is a qualitative approach with a case study at SD Negeri 4 Karangbener. Data were collected through observation techniques, interview techniques with teachers, and documentation analysis. The results of the study show that students prefer fine art learning, where students can pour their creativity through a picture. This is marked by the fact that students are quite active when participating in the art learning process. In addition, students' interest in learning SBdP increases, because of their direct involvement in drawing, coloring, and sticking, this will become closer to students because they can express according to their interests, and students can express through imagination in shapes and colors. From this study, it can be concluded that fine arts are one of the main keys in increasing student creativity, especially through the media of drawing, sticking and the existence of a supportive and interactive learning environment that can encourage students to work.

Keywords: *creativity, fine art, drawing, work*

INTRODUCTION

Education plays an important role in the success of nation-building projects, self-control, personality and intelligence which are essential for developing an individual's creativity and skills that are appropriate to his or her environment. In the Legislation on the Education System No. 20 of 2003, it is said that education is "a conscious and planned effort to create a learning and learning atmosphere so that students actively develop their potential to

have religious spiritual strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society" (Hasani et al., 2024)

Ministerial Regulation No. 57 of 2014 explains that SBdP learning at the basic education level has the goal of being able to develop awareness of art or beauty in a general sense, either in conception, appreciation, creation, presentation, or psychological-educational goals in order to develop students' personalities positively,

so that students better understand culture as one of the educational goals. The goal of SBdP learning is that it can be achieved if teachers are able to have good competence through the learning process. The meaning of the goals of SBdP in elementary school is achieved by the presence of teachers who are creative in managing the classroom or the SBdP learning process. Creativity is also needed to meet various needs of life and develop ideas for oneself (Wardan et al., 2023). As stated by the National Education Committee (2010: 10), creative thinking is creating a learning situation that fosters memory and acts creatively by giving challenging tasks to students so that students can provide an authentic work or a modified work (Mutia Rosalina & Herry Sanoto, 2023).

Art is a type of social knowledge that does not have a strong foundation, so knowledge of the study is very necessary to ensure development based on the essence of its adherents from generation to generation. Art is an expression, an expression, an intention, a feeling that is incomparable to a practical purpose. In addition, it has a free and independent foundation that is created and based on the author's own self (Indiana, 2019). Art has an important role in human culture, namely as a means of communication, self-expression, and as a form of entertainment and pleasure. In order for the role of the arts not to fade with the times, the government must provide quality and sustainable art teaching in schools (Susanti & Rosmi, 2024).

This research is in line with research Siskovati & Prastovo (2022) entitled "Formation of Creativity Through Class III SBdP Learning on Drawing Materials in Elementary Schools". The process of forming creativity so that students have imagination that matches their interests and talents so that creative ideas emerge that must be directed to one thing they like. The most influential supporting factors in the formation of creativity in drawing materials are environmental factors, interest factors, and motivation. Then, for

the inhibiting factor in the formation of creativity is the evaluation when students are working. This is considered ineffective and makes some students less confident in their work. According to a study Setyaningrum & Hutami (2021) entitled "Formation of Creativity Through SBdP Class IV Learning on Painting Materials at SD Muhammadiyah Condongcatur", it is known that students already have good creativity such as, students have high curiosity, students are also rich in imagination, students also have a confident and independent attitude that makes students confident in the works they make. Muhammad Maskur Musa & Rahmat Kamal (2022) in his research entitled "Art Painting Extracurricular in Increasing Student Creativity in 21st Century Learning Competencies in Elementary Schools", explained that the extracurricular art painting at SDN Candi Areng is in great demand by students, where many students take part in training. With this extracurricular, students are required to think more, in this way creativity will emerge and become a competency that is able to make students more creative with everything that is found later.

Based on this description, the author found problems in grade V students of SD Negeri 4 Karangbener, namely: a. What are teachers' efforts to increase students' creativity?, b. What are the challenges of teachers in increasing student creativity?, c. What are the expectations of teachers after the development of students' creativity? The purpose of this study is to find out the efforts of teachers in increasing student creativity, the various challenges faced by teachers in increasing student creativity, and future expectations after the development of creativity by students in grade V of SD Negeri 4 Karangbener. The existence of this research is expected to provide benefits for teachers and students to be able to increase creativity through SBdP learning in fine (Magdalena et al., 2021).

METHOD

The research method used in the research on teachers' efforts in increasing student creativity in SBdP learning at SD Negeri 4 Karangbener is a qualitative method with a case study approach. Qualitative research is a type of research that uses descriptive language or words to describe and describe a particular phenomenon, symptom, or social situation. A research methodology that uses descriptive language or words to explain and describe a phenomenon, symptom, social situation (Charismana et al., 2022). This study uses a case study approach, the purpose of the case study approach itself is to find data by showing the completion of a case to increase efforts to provide a solution in accordance with the data obtained in the field (Wildan & Idris, 2023). The purpose of a case study is to understand the ongoing activity or event in depth in the development of adaptation to the environment (Assyakurrohim et al., 2022). The case study was chosen because the researcher conducted an in-depth exploration of learning activities by analyzing the creativity of individual students in grade V of SD Negeri 4 Karangbener

The subject of this research was carried out by all grade V students and guardian teachers at SD Negeri 4 Karangbener. The data collection techniques in this study use observation, interview and documentation techniques (Ardiansyah et al., 2023). The research instrument used is the interview procedure. Direct observation or interviews are one of the methods in data collection that is carried out directly in the field (Nurjanah, 2020). Interviews are used to obtain more detailed information, while observation is a method used to collect data through the process of direct observation of a phenomenon that will be used as a goal by the researcher (Hasibuan et al., 2023).

The measuring tool used in this study is a worksheet, where students can express themselves through an image and color, with various desired shapes. Students can

also make crafts by sticking to an image using used items such as: used plastic, and used food wrappers. The data analysis used is the Miles & Huberman model. The activities in the data analysis are carried out interactively and continue continuously until completed. Activities in data analysis include: data reduction, data display, and conclusion drawing/verification (SUKMA, 2020) as shown in Figure 1:

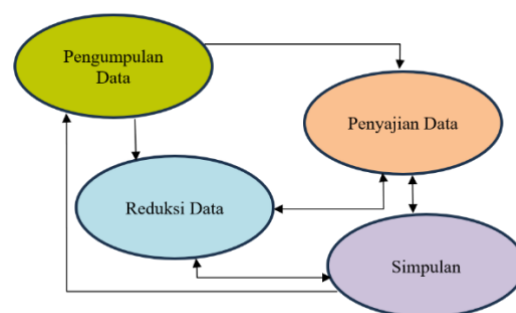


Figure 1: Miles & Huberman Interactive

The research procedure was carried out with qualitative data in the form of student creativity in art learning, especially in drawing, coloring, and pasting. The results of the study were obtained that there was an increase in student creativity after the learning of fine arts, as well as identifying the challenges faced by teachers in the learning process, the expectations that teachers give to students to increase student creativity. Based on the research "Mutiaras Rosalina & Herry Sanoto (2023) Teachers' Efforts in Increasing Students' Creativity in Fine Arts at SD Negeri 4 Karangbener" shows that there are positive changes in the art learning process, besides that students are also active in extracurricular activities in drawing which is carried out once a week.

RESULT AND DISCUSSION

The results of the research carried out through the interview stage show that the students of SDN 4 Karangbener are enough in developing creativity in their respective students. This finding indicates that students have been given opportunities to explore their ideas and express them

through various learning activities, both inside and outside the classroom. Teachers play a crucial role in facilitating these opportunities by providing diverse tasks, encouraging experimentation, and offering constructive feedback. Such an environment not only nurtures students' creative potential but also helps them develop problem-solving skills and self-confidence in expressing their thoughts and imaginations as shown in Figure 2:



Figure 2: Developing Creativity

This is marked by being active in art learning activities, especially in drawing (Yusika & Turdjai, 2021). The results of the research conducted by the interview method obtained results in the form of how teachers can improve student creativity, what are the challenges in increasing student creativity, and expectations after developing creativity in students. The teachers' efforts in increasing the creativity of student participants are explained in the following chart as shown in Figure 3:



Figure 3: Efforts to Increase Creativity

Based on the table above that has been

explained about the teacher's efforts in increasing student creativity in learning fine arts in grade V at SD Negeri 4 Karangbener as follows.

Teachers' Efforts in Increasing Student Creativity

Early learning assessment is an evaluation process carried out at the beginning of learning to find out students' knowledge, skills, and attitudes before they start a new topic or material. (Kusuma et al., 2023)

In the initial assessment process, students are given a paper to be able to find out the extent to which the student has a level of creativity. In the picture above, students can do drawing activities and stick used plastic on the paper that has been provided by the teacher. They are very enthusiastic in the process of learning fine arts (Makawi et al., 2023)

Creative learning requires teachers to be able to stimulate students in fostering a good sense of creativity and the context of creative thinking (Fitriyani et al., 2021). Creative thinking begins with critical thinking, which is finding and giving birth to something that didn't exist before or updating something that wasn't good before. In the context of learning, creativity can be fostered by creating a classroom atmosphere that allows students and teachers to feel free to learn and explore important curriculum topics. The teacher asks questions that enable students to have an opinion then imagine big ideas from different perspectives. Teachers also encourage students to be able to implement their understanding of important topics in the curriculum in their own way.

According to Jane Piirto (Rowe), identifying personality traits that

contribute to creativity are imagination, deep understanding, intuition, quick understanding, daring to take risks, and tolerance for ambiguity. Creative teaching can be described in two ways, namely, teaching with creativity and teaching for creativity (Siahaan & Meilani, 2019).

Learning activities while playing is an important activity for children, especially to develop children's brain abilities and social skills. In addition to improving various physical abilities, learning also has many benefits, namely helping the development of abilities, especially in early childhood, such as: exploring, asking questions, and using imagination. Early childhood tends to play while learning, because by playing children will get a lot of knowledge, skills, and various other problems (Dilena, 2022).

Learning while playing is an activity that exists at one of the levels of education in elementary school. This learning is different from learning in general. In elementary school it will be made as interesting, fun, joyful as possible. An educator must be able to innovate in learning. Therefore, students are not burdened in learning, and can be accepted with pleasure because they learn while playing (Ni'mah & Sukartono, 2022).

In developing student creativity through learning, educators must be able to have learning strategies. Educators can provide a forum for each child to develop their creativity (Wardan et al., 2023). Various efforts in developing, honing, and implementing student creativity can be done with activities and events. Creative learning activities not only stimulate students' imagination but also train them to think critically and solve

problems in innovative ways. The provision of diverse and engaging learning media can further encourage students to express ideas freely according to their interests and talents. In this way, the learning process becomes more meaningful because students are actively involved in producing creative works that reflect their individual potential. as shown in Figure 4:



Figure 4: Students Gluing to A Picture

In providing a good response to questions or answers given by students to teachers, they must be able to provide a good understanding so that it is easy for students to understand. Good learning is interactive learning. Interactive learning is one of the learning methods that involves teachers and students in the learning process. The interactive learning method is a learning technique or a way that can be used in delivering material, by involving students to be actively involved. (Dyah Aminatun, Debby Alita, Yuri Rahmanto, 2022)

In the question and answer learning method, it is a process that requires interaction from students and teachers. This method is very influential on students and teachers to be more active during the learning process and make students more interested in the learning (Priyanto & Kock, 2021). Through the question and answer method, teachers can ask students to find out how well

students understand the material that has been delivered, students can also ask questions to the teacher, so that teachers can find out the difficulties and problems that students get during the learning process. This makes the question and answer method can develop students' memory and can train students' mentality so that students are able to communicate with teachers and friends (Ghita, 2019).

Challenges in increasing students' creativity in fine arts learning

The application of fine arts, especially in grade V students of SD Negeri 4 Karangbener, shows positive results in its handling, but the challenge faced by teachers in the process of learning fine arts is that children have their own perspective in combining creativity. A child's perspective on creativity is a combination of experience, environment, and support they receive (Sudarti, 2020). By providing the right stimulation and creating a supportive environment, we can help students develop a positive outlook on creativity, which will benefit them in learning and innovating in the future or future.

In addition, communication between teachers and parents of students is not well established. By establishing effective communication between parents and teachers, we can create a supportive environment in the development of students' creativity. Through trusting relationships, involvement in various activities, and the use of technology, parents and teachers can work together to help children explore and develop their creative potential (Pusitaningtyas, 2016)

The attitude of students' lack of confidence is one of the challenges faced by teachers because student behavior is

very important for the process of student development during the period of growth and development (Hutahaeen et al., 2023). In the process of increasing student creativity through fine arts learning, there are some students who are good at expressing their creative ideas, but not necessarily doing well or in accordance with their expectations.

Results after the development of students' creativity

After the development of students' creativity carried out by teachers, the researcher got a positive result that was seen in students including: Improving critical thinking skills. In improving critical thinking skills, it is not only student-centered, but there must be an understanding of teachers in implementing learning strategies. The strategies owned by teachers are very important in improving students' ability to think critically during the learning process, including efforts to improve students' critical thinking skills by applying a learning model that is in accordance with the material taught (Nida Winarti et al., 2022)

Character development is very necessary for students because it can encourage students to realize the form of behavior as one of the moral improvements that are inseparable from the cultural and environmental factors that affect it. An alternative source of moral value education is local wisdom that can be used as one of the guidelines for daily activities through the medium of forming meaningful character in social life (Miranti et al., 2021)

Improving learning outcomes is one of the expectations of teachers in developing student creativity through art

learning. In the process of increasing student creativity, it is hoped that students will not only focus on the field of fine arts, but all areas of learning that can increase student creativity and can be applied in daily life. With the development of creativity, students can also form innovative, empathetic, and ready to contribute positively to society and the nation (Armini, 2024).

CONCLUSIONS

From the results of the above interviews and research, it can be concluded that teachers' efforts in increasing students' creativity in fine arts at SD Negeri 4 Karangbener in grade V students can stimulate students' creativity in between learning, learning while playing, appreciating the ideas submitted by students, developing students' creativity, developing creativity in learning and providing a good response to questions and answers from students, challenges in increasing students' creativity, and expectations after developing students' creativity. Students not only like learning fine arts, but can also develop creative thinking skills and have a high interest and are active in the learning process.

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CONFLICT OF INTEREST

The authors declare no conflicts of interest.

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