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Analysis of Teachers' Creativity in SBDP Learning Class V SDN 24 Palu

Desilia Pramesti Titania Maggi*, Yun Ratna Lagandes, Muhammad Aqil, Zulfuraini, Muhammad Fasli

Elementary School Teacher Education, Tadulako University, Palu City, 94119, Indonesia

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** Corresponding author:*

E-mail: desiliamaggi13@gmail.com

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ABSTRACT

This study aims to analyze the creativity of teachers in learning SBDP (Arts, Culture and Crafts) at SDN 24 Palu. This study uses a type of qualitative research using observation, interview, and documentation data collection techniques. The result of this study is that grade V teachers of SDN 24 Palu from five indicators of teacher creativity, namely developing interesting and diverse activities, making learning aids, utilizing the environment, managing classrooms and learning resources and implementing learning processes and outcomes, including teachers in grade V of SDN 24 Palu meet the four indicators of teacher creativity. One of the indicators that is not achieved is utilizing the environment because teachers only do learning in the classroom and do not utilize learning resources from around the school or other environments. The cause of the non-implementation of these indicators in SBdP learning in this school is due to inadequate environmental conditions or school yards or it can be said that the school yard is not spacious so that if you want to do outdoor activities, the students' movement space is limited. So it can be concluded that grade V teachers of SDN 24 Palu are included in the Good category and show indicators of teacher creativity in SBdP learning.

1. Introduction

According to Ravina et al. (2024), education is an effort to develop the strength to acquire the intelligence, skills and personality needed in life. Education is not only about providing knowledge, but also aims to build character, develop potential, and prepare individuals to become productive and responsible citizens. Throughout history, education has undergone various changes due to the development of the times, technological advancements, and social changes. If the traditional education system focuses on memorization, modern education increasingly focuses on developing critical thinking skills, creativity, and collaboration. Especially in elementary education or commonly known as elementary school education which is used as an initial educational process that can shape the character of students into individuals who can think critically, creatively and innovatively with which they

can continue their education to an even higher level by providing the basic skills they have to be able to continue to the next level of education. One way to shape children's creativity can start from learning SBdP in elementary school.

According to Festiawan (2020), learning is any effort made deliberately by educators that can cause students to carry out learning activities. Cultural arts education and skills are provided in schools because they have a very important role in children's developmental needs in achieving optimal intelligence levels (Hasana & Herlina, 2021). SBdP learning is a process of interaction in the world of education between educators and students who use educational media as educational goals that are in accordance with the needs of students. One of the efforts to preserve culture is to make art a learning in elementary schools. Because art learning in the world of education can function as a maintainer and successor of culture, a tool for cultural transformation, and a tool for individual development of students (Fitri et al., 2022).

SBdP material makes a lot of intelligence that can be obtained by students such as intelligence in understanding themselves, imagination intelligence, musical intelligence, language intelligence, logical intelligence, thinking intelligence, and others (Dewi et al., 2022). From this quote, of course, the role of teacher creativity is needed in every SBdP learning in the classroom. According to Muin in Fadillah et al. (2023), The function and purpose of SBdP is to develop student attitudes, students' abilities, and enthusiasm for work, thereby creating creative generations who are able to think critically in facing this digital era.

Khoirunnisa (2022), states that creativity in the learning process is very important for a teacher such as creating an inspiring classroom atmosphere for students. Creativity is the ability possessed by a person to produce a new/original idea/product that has usability value, where the results of the idea/product are obtained through the process of imaginative activities or thought synthesis whose results are not only compilation, but include the formation of new patterns and the combination of information obtained from previous experiences (Erlis & Lagandesa, 2022). According to Pentury in Istiqomah et al. (2023), the creativity of the teacher is to create a teaching strategy that is completely new and original (original of their own creation), or can modify various existing strategies to produce a new form.

According to Wardah et al. (2018), Teachers' creativity in a learning is very influential on student understanding because the more creative the teacher in delivering the material, the easier it will be for students to understand the lesson. Teachers' creativity in learning can be seen from the variety of media or learning methods used by teachers during teaching. Therefore, it is necessary for teachers to be creative in SBdP learning so that learning is not boring and fun. Teachers who have creativity will make learning more fun, not monotonous, and boring (Wulandari & Nisrina, 2023). Supported by a statement from Waritsman & Hastina (2020), that the teacher's creativity in a learning is very related to student understanding because the more creative the teacher in giving lessons, the easier it will be for students to understand the lesson.

According to Asmani in Wardah et al. (2018), A teacher who is said to have shown his creativity in learning can be seen from several indicators, including developing interesting and diverse activities, creating learning aids, utilizing the environment, managing classrooms and learning resources, and implementing learning processes and outcomes. To meet the criteria for teacher creativity, teachers must carry out learning activities in accordance with these indicators. SBdP learning at SDN 24 Palu has used various media and methods in each learning, not only learning in class by explaining the existing material but also every Thursday they practice in groups to show the results of their task, namely dance because currently in grade V SD 24 Palu at the high grade level they get a section for dance art material. The results of the interview that the author has conducted at SDN 24 Palu show that in grade V the teachers in SBdP learning use various learning methods and media that show indicators of teacher creativity in teaching.

Research relevant to this study is research conducted by Handayani et al. (2021), that teachers' creativity is not seen from their educational background but from the teacher's ability to adapt to all subjects and how the teacher processes a learning to be easier to understand and can take advantage of existing learning media and methods. The purpose of this study is to analyze Teacher Creativity by looking at how teachers use existing media and methods to be used as variations in SBdP learning in grade V of SDN 24 Palu.

2. Methodology

According to Safarudin et al. (2023), This research uses a type of qualitative research approach. Qualitative research is a research method used to research on natural conditions, (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out in a triangulation (combined), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. The qualitative method focuses on natural, real, subjective, and interactive events with participants (Waruwu, 2023).

This research was conducted at SD Negeri 24 Palu, East Palu District. Jl. Jenderal Ahmad Yani No. 56, Besusu Tengah. Palu City, Central Sulawesi. The research time is carried out in the 2024/2025 school year when the teaching and learning activities of SBdP subjects take place. The subjects of this study are 2 teachers of class V and 31 students of class V A and 30 students of class V B. The technique of collecting qualitative data consists of three principles, namely through observation, interviews and documentation (Malahati, 2023). In this study, data was collected using this technique with observation sheet instruments and also interview sheets for grade V teachers and also supported by documentation.

Data analysis is the process of processing data that has been obtained from the results of the data collection process into important and easy-to-understand information. According to Moleong in Nurdewi (2022), data analysis is the process of measuring the sequence of data, organizing it into a pattern, category and basic description. The data analysis in this study was obtained from the results of

interviews, observations and documentation. According to Miles and Huberman in Zulfirman (2022), data analysis This interactive model has 3 components, namely (1) data reduction, (2) data presentation, and (3) conclusion drawn/verification. The three main components contained in qualitative data analysis must be present in qualitative data analysis. Because the relationship between the three must continue to be compared to determine the direction of the conclusion content as the final result of the research.

3. Result and Discussion

Researchers in collecting this data used observation and interviews. Observation is considered a pure approach because it involves direct observation without having to change or intervene in existing conditions, so the data produced is more natural. However, observation also has disadvantages, such as taking a long time and the potential for bias from observers (Romdona et al., 2025). The researcher conducted a study on 2 homeroom teachers of classes V A and V B SDN 24 Palu. One of the data collection methods used by the researcher is to use an observation sheet consisting of 5 indicators of teacher creativity. The observation carried out by the researcher is by participating in the ongoing SBdP learning and then filling in the observation sheet. The following are the observation results that will be described from each indicator of teacher creativity contained in the observation sheet.

a. Developing Interesting and Diverse Activities

The first indicator is to develop interesting and diverse activities, where creative teachers are required to be able to use various learning methods (discussions, games, projects), involve students actively in activities, and connect the material with daily life. From the results of observations made by researchers in the classroom when the teacher is teaching SBdP learning in classes V A and V B, there is a similarity in the way of teaching, namely by using project-based learning methods and actively involving students. In this case, the project-based learning in question is a group dance project given by the teacher and will later be displayed together in front of the class. Students were also active in group discussions about the dance assignments given.

• Create Learning Aids

The second indicator is to make learning aids where creative teachers are required to make simple but effective teaching aids, utilize technology in learning, and modify existing aids. In this indicator, teachers in classes V A and V B only use existing learning technologies such as infocus and also speakers used in SBdP learning to display power points and also videos of the type of dance they will practice.

• Utilizing the Environment

The third indicator is to utilize the environment where teachers are required to use natural materials as learning media, carry out learning activities outside the classroom, and utilize local resources. In this indicator, teachers of classes V A and V B, especially in SBdP learning, when observations are carried out, have not met

the indicators because during learning they are only carried out in the classroom and using existing tools.

- Manage classes and learning resources

The fourth indicator is managing classrooms and learning resources where teachers are required to create a conducive learning atmosphere, manage learning time effectively, utilize various learning resources (books, internet, etc.). In this indicator, the teacher of class V A approaches by discussing more with his students, while the teacher of class V B approaches his students by making the class fun by doing *ice* breaking. And both use learning resources from books and the internet.

- Implementing learning processes and outcomes

The fifth indicator is to implement learning processes and outcomes where teachers must be able to use various assessment techniques (portfolios, projects, tests), provide constructive feedback, and students achieve learning goals. For assessment techniques carried out by teachers, especially in SBdP learning, it is more about student practice assessment and also written tests.

In addition to the data sourced from observation sheets, the researcher also conducted interviews. Interviews are a data collection technique that is carried out through face-to-face and direct Q&A between data collectors and data sources/data sources (Trivaika et al., 2022). Interviews were conducted with the 2 classroom teachers, who supported that they used varied learning models and methods and created a comfortable classroom atmosphere for students. Table 2 shows the results of interviews conducted by the researcher with the two teachers of grade V.

Table 2. Interview Results

Question	Teacher's Answer Class V A	Teacher's Answer Class V B
1. During teaching, how do you design learning activities that are interesting and relevant to students' interests and needs	Mothers use a variety of learning methods to keep students interested and engaged in learning such as group discussions and also projects in the form of dance practices.	for SBdP learning, in this dance art material, it is not only about conveying the material but the mother displays it in the video. Usually, the child is more interested in watching videos, and also because we are not dance teachers, so we really need the video media.
2. What types of learning aids are commonly used or developed in classroom learning activities?	The tools that mothers often use are PowerPoint and speakers.	The tools I use such as infokus, speakers, both of these tools are very helpful.
3. As a teacher, how can you continue to develop yourself and find new ideas to create interesting and relevant learning activities for students?	by learning new things from the internet.	the first is collaborating with colleagues or teachers, the second is looking for other sources such as those on the internet, now there is something called PMM (Platform Merdeka Mengajar).

4. How can you use the environment around the school or student residence as a learning resource in learning activities?	Usually, for learning this dance art we only use classrooms.	For SBdP learning, especially dance arts, we usually only use the classroom for practice and learning
5. How do you plan and carry out learning evaluations in the classroom? And what types of evaluations are used to measure student understanding and learning outcomes?	Mothers use summative assessments for learning evaluation.	To measure what type of evaluation is given, namely summative assessment, give tests in writing and practice.

4. Conclusion

Based on the results of the research that has been carried out, it can be concluded that there are 5 indicators of teacher creativity, namely developing interesting and diverse activities, making learning aids, utilizing the environment, managing classrooms and learning resources and implementing learning processes and outcomes, including teachers in grade V of SDN 24 Palu meeting the four indicators of teacher creativity. One of the indicators that is not achieved is utilizing the environment because teachers only do learning in the classroom and do not utilize learning resources from the environment around the school or other environments. So it can be concluded that grade V teachers of SDN 24 Palu are included in the Good category and show indicators of teacher creativity in SBdP learning, but there is still a need for improvement and self-development in the future.

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