

Application of Creative Learning Models in Teacher Profession Course

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Abstract. The purposes of this study were to analyze the application of the creative learning model in the Teacher Profession Course, describe the supporting factors and inhibiting factors for the application of the creative learning model in the Teacher Profession Course and describe the efforts to anticipate the inhibiting factors in the application of creative learning models in Teacher Training Professionals. The technique of data collection is done by giving assignments and through direct observation. The results of the study showed that in the implementation, the students had completed according to the direction of the instructor. Supporting factors for the implementation of this learning are the creativity possessed by the instructor, the background of students who have been equipped with the world of technology, supporting infrastructure facilities, the surrounding environment that supports the application of creative learning methods and strategies that are in accordance with the abilities of students. In addition, there are inhibiting factors in their implementation. However, the inhibiting factor is used by the facilitator as a challenge for the success of the implementation of learning by finding alternative solutions to problems. The Alternative that is done by the supervisor in order to overcome the inhibiting factor that occurs is to determine the number of references that must be used, students are taught to quote, and provide a clear lesson plan.

Keywords: *application, creative learning*

INTRODUCTION

In the process of developing education in Indonesia today, there are still several obstacles, for example, in terms of improving the quality of education. Quality improvement aims to make human resources personnel and have independence. Education is an important factor that must be possessed by human resources. With the existence of education, it is expected that humans can carry out their lives according to the demands in which they live. This is because education is a place for learning, both in developing the potential that he has up to the means to provide guidance to make a mature person and grow into an adult person.

Seeing the importance of education in developing human resources so that in order to achieve the goals

formulated must first build an educator who can teach students something very useful and has clear direction and goals. Becoming an educator requires good and broad knowledge and experience to be applied to students. [1], based on the multiple intelligences theory delivered by Howard Gardner, that educators must be able to provide opportunities for all children to be able to display their particular abilities. So that as an educator it is necessary to use methods or methods in learning activities so that what is delivered can be accepted by students and students can also explore their abilities.

In the learning process requires a creative learning process, in this case, the teacher as facilitator and motivator in teaching students, so students can learn actively and creatively [2]. So that in this case educators can use or choose the right learning model and media in accordance with the material presented in the achievement of educational goals.

According to [3], the learning process is a process that contains a series of actions by educators and students on the basis of ongoing relationships in educational situations to achieve certain goals. Interactions or reciprocal relationships between educators and students are the main requirements for the ongoing learning process. Interaction or reciprocal relationship is not just the relationship between educators and students but in the form of educational interaction. In this case, it is not the delivery of messages in the form of material, but the preservation of attitudes and values in students who are studying.

Teaching is guiding learning activities so that students can learn to the fullest. Thus, learning activities are indispensable in learning activities so that students must be active because students as students are the ones who plan and students themselves carry out learning. The facts that occur in the field indicate that educators in applying a learning method emphasize more on methods that are centered on teacher activities, not on student activities. Most of the learning activities carried out by educators are less varied. Moreover, the assessment used also only measures cognitive aspects, for example, in the ability to mention.

The Teacher Training Profession is a course that trains students to understand and apply the concept of teacher theory. Because this course is the most important subject in the process of becoming an education scholar, the learning process must also be able to develop students' abilities. In the framework of the process of developing the ability of students, the process of learning activities must use the appropriate learning model. The

learning model used must be a model that can improve students who can demand creative and critical thinking. The learning model is a wrapper or frame of application of an approach, method, and learning technique [4].

With a model that requires students to think creatively and critically, they will be able to change educator-centered learning systems to learner-centered. With creative thinking, expected that students can develop their abilities. In general, creative itself includes three things, namely cognitive (thinking), affective (attitude and personality) and psychomotor (skills and behavior) [5]. In the case of the creative learning process that can be done by educators is to apply creative learning methods or models. Creative learning must be able to explore all the abilities of students. For example, is learning activities that can make students reason and be creative and can also communicate. This ability can contain cognitive, affective and psychomotor aspects. So that the creative learning method can make students explore for the abilities they have. In addition, the determination of creativity involves three dimensions, namely: the dimensions of the process, the person (ideas) and creative products [6]. This must be considered by educators because of differences in abilities possessed by students.

The ability of students is certainly very heterogeneous, so special treatment is also needed for learning activities. The treatment that can be used is with the formation of groups in learning activities. In group, formation can be done randomly in the group. So that with the presence of group work, it is expected that students who have above average ability can help other students in learning.

Creative thinking is essentially related to the discovery of something, about things that produce something new by using something that already exists [7]. Learning with creative methods is needed in learning activities. This is in line with the research conducted by [8] which states that teacher activities and student activities can be said to be sufficient and the completeness of students is in good criteria and above the classical average. So that with the existence of this research, it is expected that students are able to learn and analyze the teacher professional theory concepts as a provision for these students in the future.

The formulation contained in this article is to analyze the application of the creative learning model in Teacher Training Professionals, describe the supporting factors and inhibiting factors for the application of the creative learning model in Teacher Training Professions and describe the efforts to anticipate the inhibiting factors in the application of the creative learning model learning in Teacher Training Professionals.

METHOD

This research is a descriptive qualitative study by exploring in-depth data about the application of creative learning models in Teacher Training Profession subjects. This research was conducted in the Primary School

Teacher Education Study Program in the 2018/2019 academic year. The subjects used in this study were the first-semester PGSD students who took the teaching profession subject.

Data collection techniques used are assignments and direct observation. Grid of observation guidelines includes preparation of learning, implementation, and evaluation of creative learning models. For guideline interviews related to supporting factors, inhibiting factors and the application of creative learning models While documentation regarding evidence supporting creative learning models in the teaching profession subjects in the Primary School Teacher Education study program. Analysis of the data is qualitative analysis. By reducing data, presenting or displaying data, and giving conclusions.

RESULT

Implementation of Creative Learning

The implementation of creative learning, in this case, is carried out during learning activities in the teaching profession subjects. This learning is done with three activities, namely the process of making mind maps, making papers and making power points. Basically, this activity is a mandatory activity that must be carried out by an educator in which in this case the educator is a PGSD student who is taking the subject of the teaching profession. In this activity, students are trained to be able to prepare themselves as an educator. In addition, in the lecture profession subjects students are divided into several groups. The group formation is divided heterogeneously so that within the group there are various kinds of student knowledge. The following is an explanation related to the implementation of creative learning.

Making mind mapping. Making mind mapping aims to introduce students to the mindset before studying thoroughly what is in the material. With this, students are taught to analyze in advance the possibility of any theory or material that can be mapped from the basic competencies given. Making this concept map is obtained from basic competencies. From the basic competencies, students are asked to write down and map out the core material that will be the subject matter.

The existence of mind mapping is expected to facilitate students in preparing papers. This is because what is in the core material must be described in detail in the paper that will be made next. Before making a mind map, of course, the lecturer explains in advance what is meant by mind mapping in learning material. After explaining the material related to mind mapping, the lecturer divides basic competencies according to the number of groups available. The following is the result of compiling mind mapping made by students.



Picture 1 Mind mapping group 1



Picture 1 Mind mapping group 1

From the description of the concept map, it can be said that students make their own concept maps according to their creations, but besides that, the concept map also remains in accordance with the rules of arrangement or rules that are found in mind mapping.

Paper. The papers made by students are explained to be in accordance with the directions explained by the lecturer and adjusted to the mind mapping that has been made. All the material contained in the mind mapping must be explained clearly and in-depth in the paper. The process of preparing a paper is also not just about taking or copying the theory in the book, but students are directed to quote or use their own language in doing it. The results of the analysis of student work are as follows:

Table 1. Aspect of Creativity

No	Assessment aspect	Percentage
1	Fluency	80%
2	Flexibility	76%
3	Originality	83%
4	Elaboration	85%
5	Redefinition	75%

Based on the analysis of student work for aspects of fluency, namely 80%, which contains indicators, triggering many ways and presenting a different thing/way. Flexibility aspects, namely 76% with assessment indicators according to guidance and presentation in different ways. The aspect of authenticity (Originality) gets 83% with aspects of assessment giving birth to things /something new and unique, purely the results of their own thoughts and without the help of others. The next aspect is the elaboration of 85% which

contains indicators capable of enriching and developing things /ideas and being able to add or clarify things /ideas taken. And the last aspect is to reformulate with 78% which includes being able to compile the process or method used in accordance with the procedure and being able to find out the truth of a problem.

Making powerpoint. Making power points is the final stage of the creative learning model before students communicate. In making powerpoints students are directed to actually make power points and not power text or power points that contain writing. Where the writing is the result of a copy-paste of the paper. The powerpoint that should be made must be an important point that will be explained later. The instructor explained to students that the powerpoint was a sign at the time of explanation of the material. With this students are taught to make important points or emphasis which should be given in an idea or concept of material. So that what is in powerpoint is really the result of the emphasis of the material, while the explanation of the material must be understood by the students who will explain it themselves.

Supporting Factors and Inhibiting Factors in Learning Implementation with the Creative Learning Model

The implementation of learning with the application of the creative learning model makes students more active in learning activities and can find key concepts that do not only rely on the opinions of others. This is because with creative learning students are required to find concepts or ideas the material obtained from a study of several references. In its implementation, of course, there are factors that support and inhibit the implementation. The factors supporting the implementation of learning with this model are: 1) Creativity possessed by the supervisor; 2) Background of students who have been equipped with the world of technology; 3) Supporting infrastructure facilities; 4) The surrounding environment that supports the application of creative learning methods, and 5) Strategies that are in accordance with the ability of students.

The above points are some of the things that support the implementation of the creative learning method. These factors are obtained from observations and several questions given to students. In addition, there are also a number of inhibiting factors related to the implementation of this creative learning method, the factors of the slave are: 1) Lack of literacy by students; 2) Culture of copying which students have; 3) Dependence of students with the internet so that all references used only to use ebook; 4) The habit of students who are all instantaneous so that completing their principal tasks is the important thing to do; 5) There must be an order in advance for the student to work, and 6) Some of these are obstacles to the implementation of learning using the creative learning method. These factors are obtained from the results of observations made by lecturers during learning activities.

Efforts to Anticipate inhibiting factors for the implementation of learning with creative learning models

In the previous discussion, several inhibiting factors have been described in the implementation of learning using the creative learning method. Obstacle factors are of course also sought by the instructor to not be used as an excuse that the implementation of learning is not done, so that the trainer tries as much as possible to find solutions to some of the inhibiting factors. Solutions provided to overcome these inhibiting factors are: 1) Students are required to find references for making at least 8 books of paper (maybe hard copy and also soft copy (ISBN ebook or ISSN journal)); 2) Preparation of papers is required to take references from several books and then process them using their own words; 3) There are conditions given for students, namely books in the form of hard-copy that are used as a minimum reference 4. The book is a book that is used as the basis or foundation in the preparation of papers, while journals that are used as references as additional references; 4) Students are forbidden to copy all the theories in the book but must work by using their own language or processing what is in the book into their own language but still writing the references, 5) Provide lesson plans to students which contain dates and activities that must be carried out by students on each date, so that there is progress assessed by the instructor for each learning time.

The efforts carried out by the instructor have been carried out in learning activities and can reduce some of the problems that occur during learning activities

CONCLUSION

Based on several discussions that have been described, it can be concluded that the implementation of creative learning is done in three stages, namely making mind mapping /concept maps, making papers and making power points as a medium to explain the next plan. In its implementation, the students have completed in

accordance with the direction of the instructor. Supporting factors for the implementation of this learning are the creativity possessed by the instructor, the background of students who have been equipped with the world of technology, supporting infrastructure facilities, the surrounding environment that supports the application of creative learning methods and strategies that are in accordance with the abilities of students. In addition, there are inhibiting factors in their implementation. But the inhibiting factor is used by the facilitator as a challenge for the success of the implementation of learning by finding alternative solutions to problems. The alternative that is done by the supervisor in order to overcome the inhibiting factor that occurs is to determine the number of references that must be used, students are taught to quote, and provide a clear lesson plan.

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