

# School Management Package B at the Children's Class Correctional Institution, Martapura District, Banjar Regency, Indonesia

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## ABSTRACT

This research is conducted by the willingness to fulfill the rights of education and instructions of the prisoners effectively, efficiently and focus on the target, especially in Class IIA Prison Region Martapura, Indonesia. The purpose of the research is to analyze how the planning, conducting, controlling, and evaluation of the Package B program is conducted in Class IIA Prison Region Martapura Banjar District, Indonesia. The type of research is descriptive and the approach is qualitative. The data are analyzed by using the interactive model data analysis. The data is collected using interviews, observations, and documentation. Based on the research: (1) the planning and of conducting package b are conducted based on the study of the regulation and the need analysis, the result had resumed and handed to the education department for the selection and verification and the result of the verification is brought to the province and national coordination meetings; (2) the conducting of Package B program is according to the guidelines of conducting process and the parallel education of Package B which is Pronounced by Parallel Education of Nonformal and Informal Education Directorate of National Education Department; and (3) controlling/monitoring and evaluation of conducting Package B is conducted by the formal and informal way.

**Keywords:** education management, program package B

## 1. INTRODUCTION

The Preamble of the 1945 Constitution of the Republic of Indonesia mandates the Indonesian people and the Republic of Indonesia to carry out the noble ideals of the nation of Indonesia, which is to educate the nation's life and to take part in carrying out world order based on independence, lasting peace and social justice. Everything about the provision of education for Indonesian citizens has been regulated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System [1].

Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter IV concerning the Rights and Obligations of Citizens, Parents, Communities and Government Article 13 paragraph 1, namely the educational path consisting of formal, non-formal and informal education that can complement each other and enrich. In the formal education track, there are known as basic education, secondary education, and higher education. What is meant by basic education here is explained in article 17 paragraph 2, namely basic education in the form of

Elementary School (SD) and *Madrasah Ibtidaiyah* (MI) or other forms of equivalent and junior high school (SMP) and *Madrasah Tsanawiyah* (MTs), or other forms of equal. As for what is meant by other forms of equivalence that have been elaborated in the explanation of this Law namely Education which is equivalent to SD / MI is a program such as Package A and the equivalent of SMP/MTs is a program like a Package B.

Correctional Institution (*Lembaga Pemasyarakatan / LP* Class IIA Children of Martapura based on Law Number 12 of 1995 concerning Corrections, Law Number 3 of 1997 concerning Juvenile Courts, Government Regulation Number 31 of 1999 concerning Guidance and Guidance of Penitentiary Guided Citizens, Government Regulation Number 32 of 1999 concerning Terms and Procedures for the Implementation of Prisoners' Rights, and Law Number 23 of 2002 concerning Child Protection, has the objective to form correctional prisoners to be fully human, aware of mistakes, improve themselves and not repeat their criminal actions so that they can be re-accepted by the community and its environment.

One form of fostering for child prisoners is the fulfillment of children’s education rights, through coordination with the Banjar District Education Office and Package A, Package B and Package C programs as well as KF packages. Particularly for the B package pursuit program, in this case the equivalent B Package pursuit is one of the out-of-school education programs developed to provide educational services for people who want to have the knowledge, skills and attitudes equivalent to junior high schools [2].

The achievement of the goal of pursuing the B package program education certainly cannot be separated from the managerial process carried out. Especially so far, the package B program management has not run effectively and efficiently [3], [4]. The above problems illustrate that so far, the management of the package B program has not seemed optimal. Moving on from these problems, the authors are interested in conducting research related to the Management of the Implementation of the Package B Program in the Class IIA Penitentiary for Children in Martapura, Banjar Regency. Before conducting this research based on preliminary searches and there are several problems.

First, so far, the managerial process of implementing the Package B program is still not going well and tends to merely be the completion of the program rather than to implement the program to achieve educational goals. Secondly, there is still a lack of awareness of the importance of good management processes in implementing package B. This study aims to determine: (1) planning; (2) implementation; and (3) evaluation of the program, learning citizens, teaching staff, financing and infrastructure package B in Class IIA Penitentiary for Children in Martapura, Banjar Regency, Indonesia.

**2. METHOD**

This research will describe the field fact of the knowledge of a public elementary school teacher in a city

of Banjarmasin, to learning that develops highly thought skills, the ability of a teacher to pack highly intelligent thinking skills, the ability of a teacher to perform highly-intelligent learning skills (critical thinking, creative thinking, Problem solving and collaboration) and a teacher’s ability to perform high-quality thinking skills. To achieve this goal this research USES dexterous quantitative methods.

Descriptive means that this method is used to illustrate a fact that is currently under way during research and can make an exact interpretation [5], [6]. Descriptive methods can provide phenomena descriptions, indicate relationships, test hypotheses, make predictions, and get implications for a problem that you would like to solve. Meanwhile, quantitative meaning is that the kinds of data that are collected and worked through theoretical structure calculations to build research models and hypotheses, and require quantitative and statistical testing [7].

This study uses the teacher’s knowledge variables of critical and creative thinking skills-based, the ability to prepare devices and perform critical and creative thinking skills engaged. The population of this study is all public-school teachers in the city of Banjarmasin, where 2,642 people are scattered in 201 primary schools. Samples in this study should qualify: (1) teachers who teach in a public elementary school, schools and teachers at the public school received benefits and benefits from the state and had similar opportunities for career development; (2) teachers who have taught at her school for at least 5 years, a period of 5 years is credited with teaching ability enough to know the circumstances and conditions of students; and (3) teachers at school who have implemented curriculum 2013 throughout the class.

The sample in the study stands at 200 persons. The goal of this interview is to gain data on the teacher’s knowledge of the learning and execution of the learning skill of critical thinking and creative thinking.

**Table 1 Questionnaire Grid**

Aspect	Description	Number of Content	Number of questions
Knowledge Thinking Skills	▪ The concept of learning uses critical thinking skills.	4	1-4
	▪ The concept of learning uses creative thinking skills.	6	5-10
Planning and implementing learning contain higher-order thinking skills	The form of activity that trains critical thinking skills. Activities indicators: <ul style="list-style-type: none"> <li>▪ focus questions, analyze arguments, ask questions and answer about an explanation or challenge.</li> <li>▪ The ability to sum up an idea or a solution.</li> <li>▪ Interpreting facts or conclusions or logical statements based on information provided.</li> <li>▪ Evaluate, differentiate between strong and relevant arguments and weak or irrelevant arguments.</li> </ul>	4	1-4
	An activity that trains creative thinking skills. Activities indicators: <ul style="list-style-type: none"> <li>▪ Generate an idea of a new solution (novelty).</li> <li>▪ Generate a whole bunch of ideas in words, pictures, or actions (fluency / <i>kefasihan</i>).</li> <li>▪ Generating all kinds of ideas flexibly (flexibility).</li> <li>▪ Results in less obvious ideas but it’s unusual or unique (originality).</li> <li>▪ Develop, add or decode an idea (elaboration).</li> <li>▪ Since the problem or an issue, think abstractly (abstractness).</li> </ul>	6	5-10

Source: [8]–[10]

The last method used was documentation. Lattice documentation that is compiled by the learning plan, the learning process that is carried out in the classroom and the teaching materials that are used by teachers. The instruments used in the study include questionnaire, observation sheets, interview manuals, and documentation to facilitate data collection. The goose used to collect the data in this study is made up of two components (Table 1).

The sequence used in collecting data has to be valid and reliable. Therefore, need to conduct an instrument test. The trial will be conducted to about 50 elementary school teachers. To test the properties of instruments, content and content. This valiance test was done by a pre-existing correlation technique held by Pearson. Validity calculations of the instrument are calculated using the help of the SPSS 21 application. While validity results can be seen by comparing those found on the corrected column the total correlation with the value-are table for a total of 30 people trying out samples and a degree of significance of 5% is 0,361. Based on the suggestion, an item is said to be valid if the value of the replacement is greater as well as positive marks of 0,361. The second instrument used is an observation sheet with purpose as a

guide in conducting observation of all matters related to problems at the location of the research.

The following is an observation instrument lattice (Table 2). The next instrument is an interview that is set out with this grid, which contains a list of questions that will be used for researchers as they conduct the interview against the party that was turned into an informant in the study. Once identified by the definitions of each variable, then drawn up indicators that are used as a reference to making lattice (Table 3).

The last instrument that's used is the documentation of the data the documentation is used as support of data results of observation and interviews, done research on some of the school's documents or records. This method is used to obtain information about the learning tool used by teachers, namely lesson plan (RPP) and syllabus, the school profile. The tests of the questionnaire use the formula alpha from Cronbach, which is analyzed using the application aid SPSS 21.0. The retirement instrument tests are intended to detect the consistency of a gauge, or in other words, they have consistency when used repeatedly at different times and the result is the same.

**Table 2** Observation Grid

Aspect	Description	Number of Content	Number of questions
Planning	Plan to organize teaching materials	3	1-3
	Plan class management	5	4-8
	Plan the use of media and teaching resources	2	12-13
Implementation	plan the student achievement assessment for the sake of teaching,	2	14-15
	plan the organization of teaching materials,	3	1-3
	plan class management by including scientific elements of work	2	4-5
	Includes learning indicators that lead to the emergence of critical thinking and creative thinking skills	1	6
	Brings out the attainment of critical thinking and creative thinking skills for learning	1	7
	Plan an activity that invites students to ask questions and answer challenges or problems in the initial activity	1	8
	Plan activities that direct students to give opinions and comment on the opinions of others in the initial activity	1	9
	Plan activities that allow students to seek succor of a problem in the central activity	1	10
	Plan activities that direct students to make statements of logical and reasonable solutions in the core activity,	1	11
	plan activities that direct students to distinguish between strong influences or irrelevant actions in the core activity,	1	12
	planning activities that direct students to correct statements given to others if there is an error in the core activity	1	13
	Plan activities that give students opportunities to give new problem-solving ideas and are not like other friends ( <i>Novelty</i> )	1	14
	Plan activities that allow students to generate a large number of ideas in words, pictures, or actions ( <i>Fluency</i> )	1	15
	Plan activities that give students opportunities to generate flexible kinds of ideas ( <i>Flexibility</i> )	1	16
	Plan activities that give students the opportunity to produce unique ideas ( <i>Originality</i> )	1	17
	Plan activities that give students the opportunity to develop, add or expound ideas with a logical explanation ( <i>Elaboration</i> )	1	18
	Plan the use of media and loaded teaching resources that are sharpening critical thinking and creative thinking skills,	1	19
	plan assessments by incorporating critical thinking and creative thinking skills,	1	20
	using a learning model and worksheet that has critical thinking and creative thinking skills,	1	21
	communicating with students,	5	22-26
demonstrating activities before students explore or practice.	3	27-29	
Encouraging and promoting student engagement in teaching,	4	30-33	
demonstrating mastery of subjects and relevance,	2	34-35	
organizing time, space, materials and teaching equipment,	3	36-37	
Evaluation	conducting student achievement evaluations in the teaching process	3	1-3

Collecting data of the research about knowledge, planning, execution and evaluating high-rated thinking skills (critical thinking, creative thinking, problem-solving and collaboration) using questionnaires, interviews and documentaries. The questionnaires used are Likert scale make available alternatives that have an answer score from 1 to 5, which is Shared with the responders to answer or fill by teachers as responders. Avoids the subjectivity of responders to questionnaires, the questionnaire is first explained that statements given do not affect his status as teachers, and are asked to identify.

**Table 3 Interview Instrument Grid**

Variable	Indicator
Knowledge of thinking skills	The learning is charged with critical thinking skills according to indicators. The learning charged creative thinking skills according to indicators
Lesson plan	Drafting and executing lesson plan
Learning process	Classroom management uses media and learning resources, uses learning methods
Evaluation	The kind of assessment in learning activities communicates assessment results

Data analysis procedures include descriptive data and inferential statistics. Descriptive analysts are used to answering research questions about the description and picture of the condition in the field of knowledge, planning, conduct, and evaluation of critical thinking and creative thinking elementary school teachers in a Banjarmasin city.

### 3. RESULTS

#### 3.1 Teacher’s Knowledge of Critical Thinking and Creative Thinking Skills

Teacher’s understanding of critical thinking and creative thinking skills to achieve teacher’s results on critical thinking and creative thinking skills is performed with a top-down indicator of critical thinking and creative thinking skills of 30 points of inquiry with four possible answers. Each of those tests has the teacher’s correct answer Numbers, divided by the total number of question times 100%.

**Table 4 Critical Thinking Knowledge Verification Result**

Definition of critical thinking	Verification Result
Focused questions, analyze arguments, ask questions and answer about an explanation or challenge	34%
The ability to a concluded idea or a solution	23%
Interpreting facts or conclusions or logical statements based on information provided	21%
Evaluate, differentiate between strong and relevant arguments and weak or irrelevant arguments	19%
<b>RANGE</b>	<b>24,25%</b>

Based on the results of tests conducted on 200 teachers in the study, the data gained a percentage of understanding teachers of critical and creative thinking

skills is different. The average percentage of teachers’ understanding of inquiry is 51% is very good categories or a score of a minimum of 80. All teachers have diverse notions of critical thinking and creative thinking skills. This shows that teachers cannot use critical thinking and creative thinking skills in all aspects of the learning process (Table 4; Table 5).

**Table 5 Creative Thinking Verification Result**

Definition of creative thinking	Verification Result
Generate an idea of a new solution ( <i>novelty</i> )	21%
Generate a whole bunch of ideas in words, pictures, or actions ( <i>fluency</i> )	23%
Generate various types of participation flexibly ( <i>flexibility</i> )	22%
Results in less obvious ideas but it’s unusual or unique ( <i>originality</i> )	17%
Developed, added or decoded an idea ( <i>elaboration</i> )	29%
Since the heart of a problem or an issue, thinking abstractly ( <i>abstractness</i> )	11%
<b>RANGE</b>	<b>20,5%</b>

#### 3.2. The Development of Critical and Creative Thinking Skills in Lesson Plan

Based on observations analyzing on the lesson plan, which was made by 200 respondents, an average of 36.5% for the appearance of every aspect of the teacher’s creative thinking skills. By looking at the RPP’s average percentage, which is around 36.5%, teachers do not plan to develop critical and creative thinking skills to a maximum. Because if learning refers to a creative process it has to start with finding a problem, solving it to communicating [11]. Very clearly a gap is seen as an aspect of originality that is not at all developed. Very related novelty development to the aspect of fluency and fluency. The novelty will occur if the teacher develops fluency and flexibility [12], [13]. The more and varied answers a student’s answer will likely appear, the more possible originality (Table 6).

Teachers’ ability to develop critical thinking and creative thinking skills in lesson plan can be achieved by the analysis of the indicator this skill in lesson plan was made by teachers. The noticed statements are critical thinking and creative thinking skills that appear on the RPP component: indicators and purpose of learning; Early activity; Core activity; Activity end; Media and learning resources. Lesson plan as individual teachers analyzed, the whole aspect of the incubation was converted into a percentage form. According to an analysis of the 200 scientific RPP documents compiled by 200 teachers, the emergence of every critical thinking and creative thinking skill under study is different.

The average percentage of coming up with critical thinking and creative thinking skills in science lesson plan is 27% with less category. Of all the science lesson plans laid out, only 2 indicators of critical thinking skills are asking the questions and addressing challenges in initial activities and giving opinions and giving

comments in early activities. Whereas the creative thinking indicator that the teacher could appear at RPP is as much as 2 indicators: allowing students to produce a large number of ideas in words, pictures or actions and giving students an opportunity to produce a wide range of ideas with flexible (Flexibility).

### 3.3. Development of Creative Thinking Skills in Execution of Learning

Based on figure B shows that each teacher develops every aspect of creative thinking skill in varying amounts. Very little novelty aspect is developed in learning because when developing fluency, teachers do not encourage students to issue other answers as alternatives to developing flexibility. If flexibility is not developed, then originality will not appear. Most teachers

still cannot explain how to improve students' HOTS, either conceptually or operationally (Table 7).

The teacher's ability to bring out critical thinking and creative thinking in the implementation of learning is done by analyzing the learning process that is carried out through the study video footage the teacher did in the class by using videography software. Based on the three study tapes, each teacher showed a different ability. If the study implementation plan made mostly focus on 2 critical thinking skills indicators and 2 creative thinking indicators, it turns out that in the indirect learning process teachers have exercised that develops critical and creative thinking skills even though not all of the productivity is achieved.

**Table 6 Critical and Creative Thinking Skills in Lesson Plan Verification Result**

Description	Verification Result
Plan to organize teaching materials	59%
Plan class management by incorporating the scientific element of work	54%
Incorporate learnings that lead to the emergence of critical thinking and creative thinking skills	32%
Brings out the attainment of critical thinking and creative thinking skills for learning	41%
Plan an activity that invites students to ask questions and answer challenges or problems in the initial activity	82%
Plan activities that direct students to give opinions and comment on the opinions of others in the initial activity	78%
Plan activities that give students the opportunity to seek solutions of a problem in the central activity	52%
Plan activities that direct students to provide statements of logical and justifiable solutions in the core activity	33%
Plan activities that direct students to distinguish between strong argument or irrelevant argument in the central activity	33%
Plan activities that direct students to correct the statements that others give if there is error in the main activity	32%
Plan activities that give students opportunities to give new problem-solving ideas and are not like other friends ( <i>Novelty</i> )	31%
Plan activities that give students an opportunity to generate a large number of ideas in words, pictures, or actions ( <i>Fluency</i> )	75%
Plan activities that give students opportunities to generate flexible kinds of ideas ( <i>Flexibility</i> )	76%
Plan activities that give students the opportunity to produce unique ideas ( <i>Originality</i> )	11%
Plan activities that give students the opportunity to develop, add or expound ideas with a logical explanation ( <i>Elaboration</i> )	10%
Plan media used and action-charged teaching resources that hone critical thinking and creative thinking skills	5%
Plan assessments by incorporating critical thinking and creative thinking skills	6%
Using a learning model and worksheet with critical thinking and creative thinking skills	2%
<b>RANGE</b>	<b>39,5%</b>

**Table 7 Critical and Creative Thinking Skills in Learning Activity Verification Result**

Description	Verification Result
Encourage students to ask questions and answer challenges or issues	71%
Direct students to give opinions and comment on the opinions of others	75%
Plan activities that allow students to seek the solution of a problem like Giving students problems ordered from low to high level	31%
Plan activities that direct students to provide statements of logical, justifiable solutions or Asking students to think critically	72%
Plan activities that direct students to distinguish between strong argument or irrelevant argument in the central activity	52%
Plan activities that direct students to correct the statements that others give if there is an error in the central activity	61%
Plan activities that give students opportunities to give new problem-solving ideas and are different not like other ( <i>Novelty</i> )	16%
Plan activities that give students an opportunity to generate a large number of ideas in words, pictures, or actions ( <i>Fluency</i> )	73%
Plan activities that give students opportunities to generate flexible kinds of ideas ( <i>Flexibility</i> )	72%
Plan activities that give students the opportunity to produce unique ideas ( <i>Originality</i> )	17%
Plan activities that give students the opportunity to develop, add or expound ideas with a logical explanation ( <i>Elaboration</i> )	18%
Plan media use and action-charged teaching resources that hone critical thinking and creative thinking skills	21%
Make practice with evaluation creating discussion groups, giving up to C3 questions	74%
using methods, techniques, or approaches which can improve critical thinking and creative thinking	28%
Using a study and worksheet model of critical thinking and creative thinking skills like problems-based learning model	29%
Making games followed by increasing the level of thinking Training by providing questions that contain high-level thinking process	11%
Learning habit and mentorship	12%
<b>RANGE</b>	<b>43,1%</b>

Indicators that are raised in the learning process: (1) encourage students to ask questions and answer challenges or issues; (2) direct students to give opinions and comment on the opinions of others; (3) plan activities

that give students opportunities to find solutions to a problem like giving students problems ordered from low to high level; plan activities that direct students to provide statements of logical, justifiable solutions or asking

students to think critically; (4) plan activities that give students an opportunity to generate a large number of ideas in words, pictures, or actions (fluency); (5) plan activities that give students opportunities to generate flexible kinds of ideas (flexibility); and (6) make practice with evaluation creating discussion groups, giving up to C3 questions.

But the most unfortunate is indicator using methods, techniques, or approaches which can improve critical thinking and creative thinking and use a study model and worksheet that has critical thinking and creative thinking skills like problem-based learning model Performed only fewer than 30% teachers. Yet this aspect should be mastered by a teacher because it has been studied from degree education to profession. The average percentage of the performance of critical thinking and creative thinking in learning is 37% with low category.

### ***3.4. The Teacher's Ability to Evaluate and Assessment Critical Thinking and Creative Thinking Skills***

The teacher's ability to create the problems of critical thinking and creative thinking skills for evaluating learning can be seen by analyzing the issues of teachers that are compiled by the lesson plan and evaluation issues that are given in the learning process. Each one of these problems is seen whether or not there is a whole aspect of critical thinking and creative thinking skills and whether or not it has used cognitive problems category C3 that have been focused in this study as detailed in the Table 8.

**Table 8 Table Type Styles**

<b>Description</b>	<b>Verification Result</b>
Conducting interview with some students on the difficulty of HOTS problems.	12%
Measuring students' understanding on solving problems, constructing and finding solutions, and evaluating the outcomes	7%
Observing the effort of students in thinking and solving their problems, by themselves	3%
Analysing students' answers especially in the process of completing the answers	6%
Using written assessment and observation	14%
Conducting an assessment of the process and final evaluation.	26%
Developing an instrument measuring high-level skills	25%
Using essays, assessing the process of finding solutions and stating the final solution, interviewing students or assessing their presentations	31%
Giving continuous problems and observing the improvement	43%
Giving essays rooted on students' daily life problems	31%
Using assessment sheet, essay test, and open-ended problems	12%
<b>RANGE</b>	<b>19,09%</b>

The Table 8 shows that the results of the analysis of the questions enclosed in lesson plan and used in the learning process, the whole component of critical thinking and creative thinking skills being converted into percentages. Based on an analysis of 200 documents of

questions compiled by 200 teachers, have the ability to make questions and assessment include cognitive and creative thinking skills. The teacher group to make a questions and assessment for evaluating the learning of 200 teachers studied differently and showed a very low percentage. The average percentage of teacher's ability to problem and dissection critical thinking and creative thinking skills is 38% in very poor categories.

This indicates that more than 60% teachers have not been able to create problems and design devices that can measure critical thinking and creative thinking skills. The problems that are made tend to demand problems in conceptual mastery skills only. Most teachers already have idea about appropriate instruments to assess critical thinking and creative thinking such as essays, observation of problem-solving process, confirmation relying on observation and presentation, and scoring system.

## **4. DISCUSSION**

Industrial revolution 4.0 on 21th century needs the future society who has more life skills to make innovation for better future. It's be a challenge for education stakeholders to create an academic climate that leads to the development of life skills in the 21st century. The way starts from curriculum revolution on elementary school from KTSP to 2013 curriculum. The most important components of this Curriculum are development higher-order thinking skill for the students. High order thinking skills has many skills to develop for the students, the most important skills are critical thinking and creative thinking.

According to the revised Bloom's taxonomy [14], critical thinking is implemented on more than three levels of cognitive aspects from analysis, creation and evaluation. From that statement, teacher must have ability to make lesson plan based on critical thinking and make learning design which is leads to critical thinking skill development. But, if teacher can't make lesson plan based critical thinking skills, it will make teachers will have hugely difficult to apply and develop critical thinking skill on learning process. It will be worse if there are not responsibilities like socialization and training from the government to elementary school teacher.

The findings of this research indicate that more elementary school teachers misunderstand about critical thinking and creative thinking. Some teachers assume that critical thinking is the learning process which is available in textbooks that are provided by the government. Another teacher assumes that critical thinking is the learning model and a method of learning. Based on the fact that some teachers still partially understand critical thinking and creative thinking skills, the teacher in this city needs deep training to socialize and introduce what is critical thinking and creative thinking and how to do learning process based on critical

thinking and creative thinking. moreover, quality of training by the professional trainer to socialize critical thinking and creative thinking skills is very important so that every teacher can understand about that skills and how to make lesson plan and learning activity based on critical thinking and creative thinking skills. Some problems found on the socialization and teacher training such as multiple perceptions and interpretations about the mind themes and socialization. moreover, the time limit makes the teacher not have perfect understanding and skills that will be implemented in their classroom [15].

The critical and creative thinking skills of each teacher group still do not meet the expected criteria. It's founded by the different educational backgrounds of teachers. The educational background that affected was the year of graduation, and where are their education from. It is depending on the curriculum development that their university had. If the teacher lesson plan not based on critical thinking and creative thinking, the chances of learning activity being less to get success. In order to develop creative thinking skills teachers must plan well. Moreover planning will determine the quality of learning that is done [16]. The dominant teacher develops fluency through question and answer. Not all teachers plan presentations in learning activity, elaboration development is also lacking. If well done, elaboration can be a tool for students to communicate his work in detail and detail [17], [18].

Besides that, creative thinking is one of the important skills that become the orientation key of success of education on 21st century. There are two indicators that students should have to show, there are success in schools and they should make a positive contribution such as problem solving and innovation to the society better future [19]. Therefore, creative thinking is important to be applied in learning activities to make students ready to make contribution on the society. The next generation society must have skills to make more innovation in every side of life. The next generation society must concern and responsible to other society and the issue on the environment [20].

The reformation of teaching and learning to the modern and digital era, needs responsibility and participation every elements of education. There are positive perceptions and negative perceptions. First perceptions the teacher is pushed to change the habitual to everything that is needed on this era and make more innovation, second negative perceptions indicate teachers' not ready changes [21].

The result on this research show that teachers have realized what is importance of critical thinking and creative thinking. Teachers' responsibility demonstrates that more teachers are not ready yet to make changes or improve their performance on learning process. Although some previous research show that more teachers have difficult to applied learning activity based on critical

thinking and creative thinking skills [15]. In other hand more teachers have difficulty to implementing learning evaluation or assessment model that based on critical thinking and creativity. It is similar with the results of this research which is show that teachers not ready to make assessment based critical thinking and creative thinking skills yet, but they are believe the importance of implementing critical thinking and creative thinking on the teaching and learning. We hope their belief will foster the spirit of teachers to make innovation, reformation on their learning habit and change which in line with the positive perceptions of teachers towards the curriculum changes and also foster teachers' desire to innovate to support the implementation of the new curriculum [22].

To realize the importance of HOTS, teachers need to teach the skills to students. Designed learning activities should develop students' HOTS. Some research results indicated that it is necessary to alter traditional learning methods to innovative learning methods for learning HOTS. Those innovative methods are student-centered learning, use of constructivism, and the provision of opportunities to students for exploring their abilities during problem-solving activities. Some models of learning that belong to innovative learning are problem-based learning, project-based learning, discovery learning and creative problem solving [23]–[26].

Results also indicate that most teachers not know that teaching and learning based on critical thinking and creative thinking for the students can use various models of learning such as inquiry, discovery learning, project-based learning, problem-based learning, problem-solving, group investigation, Jigsaw and many more. The result mentioned similar with the problems that show by PISA. The big problems were also mentioned by the learning activity and method that is used by teachers as one promotor to develop students' critical thinking and creativity. The result is related to the teachers' knowledge about critical thinking and creativity skills that is shown on the result of the questionnaire that is given to the teacher.

Most teacher not know exactly with critical thinking and creative thinking skills and it takes effect with their teaching habit that is not using various learning models, they likely have not already been trained about implementing Curriculum 2013. In addition, they possibly not get more information about learning models from teachers' textbooks or other references. However, teachers' knowledge on various learning models cannot be used as a standard for measuring teacher success in teaching based on critical thinking and creative thinking. Teachers also need to know about the activities in each particular model of learning so that it can improve their critical thinking and creative thinking ability. It is necessary for teachers to pay attention to these activities. [15].

More previous research, the implementation of students' high order thinking skills such as critical thinking and creativity can be carried out with some activities on learning model and method, such as outdoor learning and outbound, group investigation, mind mapping, and providing opportunities to students for constructing their knowledge and improve their ability to analyze, evaluate, and create. In other hand, improve students' critical thinking and creativity-based learning can we do with learning design that contain indicator of critical thinking and creative thinking skills [27]–[29].

This result show teacher's ability to make learning activity based active, innovative, creative, effective and enjoyable. But the reality show that most teacher have more domination and not maximizing the role of students in the classroom or teachers' centered learning. From this research we know that most elementary school teachers on Banjarmasin city have good less knowledge on teaching critical thinking and creative thinking on learning activity. The teacher's activity on the result of this research have mentioned less learning model implementation. There are more instructional models that contain critical thinking and creative thinking activities.

However, more teachers are confused and have less knowledge about making lesson plan, learning activity and evaluation based on critical thinking and creative thinking skills. This shows an inconsistency between the knowledge of teaching critical thinking and creative thinking and knowledge of activities that can improve students' critical thinking and creative thinking. This result also indicates that the pedagogical and professional knowledge of the teachers on how to applied critical thinking and creative thinking on learning activity is still limited in term of conceptual knowledge.

Besides the result of teachers' knowledge of critical thinking and creative thinking, making lesson plan based critical thinking and creative thinking, implementation critical thinking and creative thinking on learning activity the concerned result show that teachers' have less ability to make evaluation to improve students' critical thinking and creative thinking skills. Measuring students' critical thinking and creative thinking is important because it helps know whether the purpose is achieved or not. Students' critical thinking and creative thinking can be measured through assignments and tests that are constructed based on the aspects and indicators of critical thinking and creative thinking. Assignments can be applied by constructing rubrics, but testing can be used with various types of tests, such as multiple-choice questions or essay.

Both assignment and test have specifications for measuring students' critical thinking and creative thinking skills. Multiple choice is more appropriate for measuring analyzing and evaluating skills, whereas essay is more appropriate for measuring creating skills. Other research conducted on 25 mathematics teacher

candidates in Turkey came up with the findings that teachers still make mistakes in assessing students' thinking ability in making mathematical model of a given problem [30], [31]. They also showed that there are still many teachers who only assess students' thinking skill based on the final outcome (only providing an assessment: true or false, good or bad, appropriate or inappropriate). Meanwhile, only a few students judge by observing the process of completion.

Based on the analysis of teachers' response data [31], it can be concluded that teachers have less understanding about assessing students based on critical thinking and creative thinking ability. It can be seen from teachers' responses that measuring critical thinking and creative thinking can be carried out by constructing an essay with contextual problems. Assessment focuses not only on the students' final answer but also on the process of its completion.

This result is relevant to that the teachers argue that the cause of students' low ability in answering questions such as PISA is that the students are unfamiliar with them. Teachers as respondents also provided recommendations that evaluation of students' learning outcome should be carried out by using essays and contextual questions. These suggestions show that teachers already know the appropriate types of questions to measure critical thinking and creative thinking skills. Some study in some countries [32].

## 5. CONCLUSION

Based on the research: (1) the planning and of conducting package b are conducted based on the study of the regulation and the need analysis, the result had resumed and handed to education department for the selection and verification and the result of the verification is brought to the province and national coordination meetings; (2) the conducting of Package B program is according to the guidelines of conducting process and the parallel education of Package B which is Pronounced by Parallel Education of Nonformal and Informal Education Directorate of National Education Department; and (3) controlling/monitoring and evaluation of conducting Package B is conducted by formal and informal way. The conducting of monitories/controlling is done by the control officer, and the evaluation is conducted by the evaluation team of Nonformal Department, Education Office, South Kalimantan.

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