

Creative Teachers: A case Study of History Teachers at Lab School Senior High School in Jakarta and Bekasi

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ABSTRACT

Teachers are role models for their students. Creative teachers determine the presence of creative students. This study aims to provide a thick description of what a creative history teacher is like and how they do history learning. Data were collected from three SMA Lab school in Jakarta and Bekasi using a qualitative case study methodology through observation, interviews, and documents. As a preliminary study, the results of the study indicate that the background of family life, education, and experience greatly determines the creativity of teachers in the learning process. As creative teachers, they do not hesitate to teach their students using new techniques and ideas: using banknotes of different denominations to explain historical methods of source criticism and how facts can be obtained, making virtual videos by students, and practicing historical thinking through role-play techniques. These findings are useful for the development of history learning and how creative teachers are important in history learning.

Keywords: *Creative Teacher, History Teacher, History Learning and Teaching*

1. INTRODUCTION

Historical learning is important in the life of a nation. By studying history, they will be able to recognize how they grew and became a nation. Who is studying history will be able to explain the current situation and be able to predict the future [1]. However, studying history is not an easy thing to do. History learning that occurs in the classroom is something complex because all historical content is difficult to learn. The difficulty lies in how the history teacher explains to students about the distant past with current conditions faced by students [2]. History is very abstract as an object material. Students can only imagine the past, it cannot present in a real way of their life like economic and science [3]. The students of economics can observe what is happening in the market directly. Similarly, the students of science can prove it directly in the laboratory room. Meanwhile, history students in learning are dealing with historical resources which are generally in the form of textbooks that containing information about events of human life in the past. Referring to such conditions are needed creative teachers in history learning.

creative teachers were the teachers who can foster the creativity of their students and who were inspired [4]. emphasized more on teachers who can develop the talents of their students. They are attending to the interests of students [5]. prioritizes new approaches in learning so that learning becomes effective and fun. creative teachers are teachers who strive to make learning more interesting and effective and use an imaginative approach in learning [6]. Creating interesting learning can be done by teachers who are proactive and constructive [7]. creative teachers are teachers who are accustomed to traditional educational practices and skills, master the methods and master the learning content, have full autonomy in teaching, are responsible and, are willing to accept risks for their work because they realize themselves as educators [8]. creative teachers are teachers who always try to find better ways to serve students [9]. So, creative teachers are teachers who in learning behave proactively and think constructively, master content, responsible, and dare to take risks, take new approaches, attract, inspire, serve, foster children's

talents and creativity because they realize themselves as educators.

Research about creative teachers in the field of history learning is still limited, which discusses the concept of the past according to history teachers [10]. which examines history teachers' perceptions of nationalism in Poland [11]. discusses the goals of teaching history teachers and their relationship to their beliefs [12].

The purpose of this research is to answer what creative history teachers are like and how they do history learning. Below are research questions:

1. How does family life affect teacher creativity?
2. How does education affect teacher creativity?
3. How does work experience affect teacher creativity?
4. What teaching methods do they apply?

2. METHODOLOGY

This research uses a qualitative approach with a case study method. Case studies are research that describes and analyze intensively and gain a deep understanding of situations and meanings which can be individual cases, events, or groups [13]. Yin mentions the case studies seek to get holistic and meaningful about real-life events such as individual life cycles, organizational and managerial processes, environmental change, international relations, and industrial processes [14]. Yin also said that case studies research to answer the why and how questions. Meanwhile, the case study according to Creswell explores real-life both in one case or in various cases by collecting detailed and in-depth data from various sources [15]. Therefore, this study seeks to describe and analyze in-depth, thoroughly, and in detail three creative history teachers. The case raised on reff [15] this study is called a multiple case study because the cases raised are contemporary issues or phenomena that answer the why and how questions [14]. see the similarities and differences of the cases studied [16].

3. RESULTS AND DISCUSSION

3.1 Data collection technique

The data in this study we obtained from various sources such as; interviews, observations, documents and, photos. We conducted interviews with the teacher who was the subject of this study to obtain data on the teacher's life. We also had done interviews with the vice-principal where the teacher taught. Data regarding family life were also obtained from brothers or sisters of teachers. Data on teachers in schools are also obtained from their friends'. Data on teacher teaching methods were obtained from

interviews with students. Interviews were developed in the form of structured and unstructured interviews. Because of the pandemic, observations were made when the teacher taught online through the zoom meeting application. For that, we compile observation guidelines as a benchmark and record what happens during learning. Meanwhile, we collected the documents by obtaining them from administrative staff in the schools and teachers studied. Research data is also obtained via What Sapp and email.

Table 1 Interview with participants

Participants	Qty	Informant status	Information type	Question form
Teachers	3	Core informant	Open	Structured and unstructured
Vice-principal	3	Key informants	Open	Structured and unstructured
Students	15	Companion informant	Open	Structured and unstructured
Brothers or sisters	2	Companion informant	Open	Not structured
Friends	5	Companion informant	Open	Not structured

3.2 Data analysis

Data obtained from the results of interviews with the teacher studied, the deputy principal, friends of the teacher studied, brothers or sisters of the teacher studied, lecturers of the teacher studied, observations, documents and, photos were then coded, analyzed and, grouped according to themes. Data triangulation in this study used triangulation of data proposed [17]. Apart from triangulating the data, member checking and external auditing were also carried out [18].

3.3 Findings and discussion

As a preliminary study, this study obtained two main themes, namely the theme of teacher life and the theme of teacher teaching. The three teachers studied had different life background experiences, both in terms of family life, education and, work experience.

3.4 Family life

The family life of the teachers studied was related to how their parents educated them from school age to college. There are similarities and differences between the three teachers. As for how their story was educated by their parents as follows.

Zaenal was born in Cirebon West Java Province. His father is a farmer, while his mother is a housewife. Zaenal comes from a santri family. This was expressed by Zaenal as follows: "My entire extended family, the big family from the grandfather's family, ideally a child should enter a pesantren instead of a public school, I was the first child to deviate from my grandfather's extended family"

Furthermore, Zaenal revealed: "As usual in people in the village, my grandfather taught me more in religious matters. I still have to recite the Koran, I have to sleep at a certain hour, I can't play when it's time to play, the boy has to sleep in the mosque, not at home, and I followed that. So, every dawn you have to wake up because your learning activities are there starting from that dawn."

The educational process that Zaenal experienced during his childhood shows how he was not only educated in religious matters but the importance of having a disciplined character that must grow in him. He has a disciplined character and becomes part of his life when he teaches him at this time at SMA Lab school Kebayoran, South Jakarta, as Zaenal said:

"My grandfather's education to instill discipline is very important to me, even though when it is applied to others it is very difficult. But my grandfather educated me correctly and I tried to apply it to my children and my students.

Apart from the discipline that Zaenal received at school age, he also received education about the meaning of freedom. This happened when he continued his studies from elementary school to junior high school. Zaenal said:

"Entering school, my father agreed that I would go to a pesantren. Even if I entered a public school, in my parents' view, I was welcome to enter high school, but it had to be exact and natural sciences because what he heard from the environment was the respectable one, not the others. As soon as I decided that from elementary school to junior high school, my father asked "is it true that you want to go there? If so, yes. Even though I graduated the following year and entered Madrasah after entering junior high school for a year. I took the Madrasah exam. I graduated with the best graduates in the district. I can choose MTS Negeri and not pay while studying at MTS Negeri. But I was already in junior high school, why would I be in first grade at MTS? So, I deviated myself."

The next teacher is named Ismet. Ismet is a man born in Majalengka West Java Province. Ismet's father is a teacher and his mother is a housewife. Ismet's father is a family of teachers. Ismet put it this way: "My father is six siblings. There is three of them became teachers. His father graduated from teacher school at that time." Ismet's parents in educating their children are democratic. This was stated by Ismet as follows: "My parents educated me to be quite democratic, not too authoritarian and gave me the full opportunity to develop the potential that is in me"

The democratic attitude shown by Ismet's parents was experienced when he entered school and college. Ismet

said when asked: "Are parents involved in deciding where to go to school or study? Ismet replied; "To determine it returned to myself. Parents only provide input." Ismet also revealed that his parents in educating their children prioritize discipline and simplicity.

Unlike the two teachers above who are male, the next teacher is a woman. Her name is Hanni, born in Bengkulu. Hanni's father is an entrepreneur and her mother is a housewife. Hanni's father has a younger sister. They are only two brothers. When asked by Hanni how his parents educated him from childhood to adulthood, Hanni responded as follows:

"I was educated to be independent and instilled in religious values, especially from my mother." The independence instilled by her parents was also evident when determining the continuation of education in both high school and college. When Hanni was asked whether parents were involved in deciding where did you to go to school, she answered; "My parents give me freedom and decided was mine. When choosing a major study, purely from me. Meanwhile, to become a teacher is contributed and input from my mother in particular. Hanni said; "I want to continue my mother's ideals. Because coincidentally my mother previously graduated from the SPG (School of Teacher Education), but she did not have time to continue being a teacher because she had to marry my father."

The results of his parents' education are useful for Hanni in educating her current students at SMA Lab school Cibubur Bekasi. He conveyed this when asked when he was educated by parents, is there anything beneficial in carrying out the profession as a teacher today? Hanni replied; "There is, independence and responsibility. That is useful for me in educating."

3.5 Experienced during school and college

Zaenal has experience in junior high and high school which he then applied in teaching at SMA Lab school Kebayoran, South Jakarta. Zaenal said; "When I was in junior high school, I was happy with the physics teacher because the writing was very good even though I wrote using chalk. It's what makes me want to write on the blackboard too. When I was at SPG, I liked the project method the teacher applied. From the teacher at SPG, I understand that learning must produce a product"

During his studies at college, Zaenal had the experience that studying history must be with strong evidence. He got it when the lecturer said; how many pages have you read? The lecturer often interrupts the conversation when we reveal what I think ... My lecturer says; according to A ... according to B ... so it is not allowed in my opinion. It challenges me to learn to read more books.

When he was in high school, Ismet had an experience which he later applied in teaching at SMA Lab school

Rawamangun, East Jakarta. This was expressed when he answered the question; What things impressed you with high school teachers in learning? Ismet replied; "History teachers allow students the opportunity to explore knowledge employing discussion. It was so interesting that I was curious to know more about studying history. Sociology teachers give many tasks that directly meet the community and do a small research in the community."

During he was studied at college, Ismet had a pleasant experience with a research methodology lecturer. Ismet said, "In addition to providing learning materials, he also provided life experiences on how to master science. For example, there are writing scissors, then pasted. So it goes. Finally, the patches were mixed into one unified whole. That is what he termed "sayur lodeh". So, the learning strategy that he gave."

Hanni did not have memorable experiences in senior high school but did have interesting experiences in junior high school. While studying in junior high school, Hanni was impressed by the learning that his teacher was doing. The impression he got during junior high school determined not only how he chose to major in high school and continue to tertiary education in history, but also in how he educates his students today.

Hanni revealed; "When I was in junior high school, there were two history teachers that I loved. The first is Pak Jamil, he is the one who inspires me. Even though the method he uses is purely the lecture method, he can visualize the lecture method with his funny and pleasant accent and make the lecture method not boring and can stick in my memory. Then the second is Mrs. Leni. He also used methods which in the end also inspired me, because he is also one of the strictest teachers in teaching. In using the historical learning method, he can describe it as real and always sticks in my memory.

During studied at college, Hanni had experience with a lecturer in teaching and learning strategies. Hanni said: "If you want to be a teacher you have to be like this, your attitude has to be like this. Then prepare the learning media what it should be like." Another impression was obtained from a lecturer in European history subject when he was tasked with looking for documentary films. Hanni put it this way: "For me, it became an experience. Finding documentary videos about historical events is not an easy thing. That experience made me understand material learning. Maybe my friends are different... but I am happy and feel good. Looking for documentary videos back then was not easy, it's different now."

3.6 Work experience before becoming a teacher at Labschool Senior High School

Work experience in other schools before serving in school is now only obtained from Mr. Zaenal and Mrs. Hanni.

Meanwhile, Mr. Ismet has never had any teaching experience in other schools because since graduating from college he has immediately worked at SMA Lab School Rawamangun, East Jakarta.

Zaenal taught in junior high school before finally teaching at senior high school. Zaenal has taught at private high schools in Malang and Denpasar. He started teaching at Lab school High School in 2003. His teaching experience is around 31 years. When asked: "Did you have a memorable experience at the old workplace? Zaenal replied:" In Bali, I dare to challenge to solving problems when there were problems at school. Gave me facilities a, b, c, d later I solve the problem. Give me time a month and a half to finish. So that's what impressed me." When the Zaenal teacher was asked: "Whether the teaching experience was useful for history learning today? Zaenal replied; "Yes, I am teaching in the classroom by using banknotes so that my students are challenged in understanding how historians do historical research."

Hanni has taught at State Senior High School 70, State Senior High School 97, and Al-Izhar Private Senior High School. Hanni has been giving the task of making videos for students since teaching at SMA 70. When the teacher Hanni was asked:" Whether the teaching experience was useful for history learning in today's teaching place? She replied: "Yes, I give the assignment to made videos to the student since I taught at SMA Negeri 70. At SMA Negeri 87 I could not apply it because of the limited facilities and infrastructure as well as the economic abilities of my students. At Al-Izhar Private High School I cannot assign students to go to the museum by public transportation because my students are not used to taking public transportation. At SMA Playschool Cibubur Bekasi, I can do everything. I can assign my students to make videos and, visit the museum by public transportation. I can apply all the methods that I have applied from the previous three high schools."

3.7 How to teach

In the case study, the teacher's teaching methods were different and similar. The difference is in the form of assignments that students must do. Their students practiced how to teach Zaenal and Hanni in the classroom. Meanwhile, Ismet asked his students to do it outside the classroom and uploaded the assignment to the school's e-labs. On the other hand, the similarities in their teaching methods are lecturing and question and answer in the classroom.

During the observation, Zaenal demonstrated how to explain historical research methods. Zaenal asked his students to bring paper currency into the classroom while studying and this was conveyed during the previous meeting. Zaenal students bring five pieces of currency

with different amounts of rupiah. For example, there are Rp. 1000, Rp. 2000, Rp. 5,000, Rp. 10,000, and Rp. 20,000, and so on. When studying, students are asked to look for five similarities and differences in the banknotes. Based on this, the teacher finally explains how historians work to get historical facts.

Ismet's teacher is different. During the observation, the topics discussed were the Guided Democracy Period. When he has started the lesson, Ismet informed his students to take a virtual trip to the Crocodile Hole museum as a task at home. Because the crocodile hole museum is closely related to the G30S / PKI incident. The G30S / PKI incident was an event that occurred during the Guided Democracy era. During a virtual trip to the museum, students have to explain what findings they get and it is explained through the videos they make. This virtual trip is a task that his students must be uploaded on the Learning Management System page that is managed by the school. The LMS that is managed by the school is known as e-labs. For the virtual trip, students can read the guide on the e-labs page.

Meanwhile, when Hanni delivered the topic of learning the Indonesian National Movement, she delivered a task to his students so that at the following meeting you could play a role as a figure of the Indonesian national movement. For that, you have to read his biography and what this character has done until he dies. Students must be able to live up to the role they do as figures of the national movement. Students played as an important person according to their interests, not determined by their teacher. Students who choose and determine for themselves what role they play are. So that from these assignments there are played roles as Sukarno, Hatta, Agus Salim, HOS Cokroaminoto, Kartini, Dewi Sartika, Maria Walanda Maramis, H. Samanhudi, Tan Malaka, etc.

DePorter & Hermacki (2012) stated that someone's creativity appears based on the knowledge that someone already has [18]. The knowledge that a person has is determined by his life experience. What happened to the three teachers shows that a person's experience is important in determining what and how a creative teacher is. This is because the three of them have ideas and want to solve problems in history learning [19]. History learning requires a way of delivery that attracts students to want to learn. This is because history learning has been known as tedious learning that does not only happen in Indonesia but also occurs outside Indonesia [20]. The idea of how to make students understand how historians carry out historical research was embodied by Zaenal using currency when explaining the material for historical research methods. Using currency in understanding how historians work certainly makes it easier for students to think about history. Because thinking history is a basic concept in understanding history [21]. Meanwhile, Ismet made it happen in the form of a virtual visit to the museum to the

Crocodile Hole Museum. Through virtual visits, children not only have to understand the material being studied but also form the students' imagination about the past being studied. Studying history takes imagination [22]. Awakening students' imagination in learning history was also shown by Hanni with the role-playing method of his students. However, what Hanni applied in teaching not only aroused the students' imaginations but also how students could live up to the role of the leaders of freedom fighters at that time.

Teacher personality was formed because being educated by their parents had contributed to their creativity when carrying out learning in class [23]. That the family environmental factor that instills discipline is one of the characters that exist in the three teachers. Refers to Anderson (2002) Zaenal, who when he entered school, deviated from the tradition of his parents' extended family, indicated a creative thinking pattern because he was willing to accept risks with his decisions. Likewise with Hanni, who was educated by her parents about the importance of responsibility and independence, indicating that she was a creative teacher [24].

seeks to develop interesting and effective learning using banknotes [25]. The use of these banknotes can certainly foster the imagination of students, especially when explaining it to students; "If you later lived in 2130 and found the rupiah currency as it was held ... then you were a historian who was researching the economic life of the Indonesian people, historians would do ..."

4. CONCLUSION

A creative teacher can be influenced by various life backgrounds experienced from a young age to adulthood. History teachers in this case indicated several factors that influenced their creativity in carrying out historical lessons. These factors include how they were educated by their parents, how they were educated by their teachers and, their experiences at work. These factors have implications for personality, ways of thinking, acting, behaving and, motivation in teaching. They do this because they want their students to understand history correctly. Besides understanding history properly, the existence of creative teachers in history learning can certainly be an example for students so that they can grow into creative people.

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