



Creative Pedagogy as an Innovation in Social Studies Teaching and Learning to Promote 21st Century Skills

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Abstract. The 21st century provides many changes in social life that need to be responded and adapted by the education. Education needs to provide students with 21st century skills so that they are able to carry out partnerships optimally. Creating innovative pedagogy for education is one strategy. In order to foster students' 21st century talents, this research aims to promote creative pedagogy as an advance in social studies learning. The research method used is a type of qualitative research. The subjects of the study were two social studies expert and 15 social studies teachers at junior high schools in Yogyakarta. Data collection techniques used individual interviews and FGDs. The first stage is in the form of individual interviews conducted with two social studies learning experts. The second stage of data collection was carried out by FGDs with social studies teachers at junior high schools in the province of Yogyakarta. Individual interviews and FGDs were conducted online using the Zoom and Google Meet applications. The data collected from the two stages of data collection were then analyzed, synthesized and verified as a final conclusion.

Keywords: creative pedagogy · innovation · social studies learning · 21st century skills

1 Introduction

The 21st century can also be called the technology century, the information age. According to Castells, who was quoted by Chu et al., (2017), the 21st century is “a period of intense transformation, is an unprecedented era as business operations have become so globalized that core business competencies place greater emphasis on knowledge, mobility, and collaboration.” [1]. This volatile situation, interconnectedness, and interdependence need to be understood by all elements of society, including education actors in order to equip students with the skills needed.

In 2006, Wallis & Steptoe wrote in the Times Magazine and stated that, “This is a story about ... whether an entire generation of kids will fail to make the grade in the global economy because they can't think their way through abstract problems, work in teams, distinguish good information from bad, or speak a language other than [their own]” [2].

Of course, this paper is a reflection for us so that students are not only spectators in global competition but also can play a positive role in it and be able to participate in the 21st century scene. This aspiration will not happen without a change in learning patterns in our education system. Naturally, educators provide the skills required to live in the 21st century, such as familiarizing students with working in teams, being able to sort and select information, and mastering global languages. Therefore, the world of education should not only be oriented to the cognitive aspect, namely by renewing learning. Reducing teacher dominance and giving students the opportunity to enhance their competencies—often referred to as 21st century skills—can renew learning.

Knowledge by itself, according to Bialik & Fadel (2015), is insufficient to equip students for a successful real-world career. Recent graduates and their lack of abilities at work are topics of conversation among employers [3]. It is undeniable that the development of cognitive aspects is also important, but that does not mean ignoring the affective and psychomotor aspects of students. To educate their learners for jobs in the twenty-first century, educators must undertake a variety of measures. Not only this is stated by Bialik & Fadel but also questions related to students' abilities such as, "Are they really ready to work?" To answer this Bialik and Fadel mentioned that, "Critical skills needs and resources for the changing workforce."

To respond toward development of the 21st century, it is necessary to develop more creative learning with new pedagogy and adapting technological developments. Noss (2012: 3) asserts that, 21st century learning is learning with digital technology, and we can certainly agree that we are gaining a tremendous understanding of the potential of technology to enable new types of pedagogy [4].

In his study, Fadel (2008) highlights the 21st century skills framework, which also encompasses information, media, and technology skills [5], learning and innovation skills, and life and career skills. In order to ensure that students are not left behind by the times, these 21st century skills must be fostered in educational administration.

In the context of education, learning must be encouraged to be able to lead to 21st century skills or what is often referred to as 21st century learning, where there is a need for P21 or partnership for 21st century learning. Students must be prepared to become responsible citizens in life that is closely related to the times, as we know that 21st century skills are needed. One of them can be done through social studies learning which is closely related to social phenomena. Social studies teachers must be able to present contextual and meaningful learning, namely by organizing creative social studies learning that improves students' skills, especially 21st century skills.

Social studies learning is an appropriate alternative because social studies is closely related to social life, so it is rightly chosen as a vehicle for developing 21st century skills that will be applied by students as citizens of the community both locally, nationally, and globally. To realize social studies learning that is able to produce students who master 21st century skills, it is necessary to innovate, namely by developing new pedagogy or what is known as creative pedagogy.

In Indonesia, research on creative pedagogy has not received much attention, particularly when it comes to teaching social studies. In order to develop 21st century skills, this article will discuss how creative pedagogy is reinvented in social studies classrooms.

2 Method

The design of this research is qualitative research to explore ideas about creative pedagogy that are relevant to be applied in social studies learning. Data collection was carried out in two stages, the first stage used an individual interview technique with two social studies learning experts in zoom application. The collected data was followed up with an online FGD (Focus Group Discussion) technique using the google meet application with 15 junior high school social studies teachers spread across Yogyakarta Province, Indonesia. FGDs were conducted by means of each teacher providing ideas and views on creative pedagogy based on their teaching experience in each school which has a variety of characteristics and learning problems. The teacher conveys his creative ideas led by the researcher as a moderator. The data collected from the two stages of data collection were then analyzed, synthesized, and verified as a final conclusion.

3 Results

In the 21st century closely related to the new global era, educators are seriously expected and required to be more resourceful in carrying out the teaching learning process. The use of creative pedagogy as an alternative approach can support educators in organizing creative social studies learning. Likewise, Trilling & Fadel's (2009: 49) "Four C's" [6] are likely pertinent to this pedagogy.

The research results obtained about creative pedagogy in social studies learning are categorized into 2 elements, namely in terms of creative teaching and creative learning. Creative teaching focuses more on what teachers do while creative learning is on what students do.

Gap-closing techniques, dialogue-starting situations, resourceful contexts, learner agency profiles, respect for independent thought, encouragement, detachment, openness to experience, and a propensity for novelty are all examples of creative teaching techniques in social studies learning. Creative learning in social studies learning include inquiring, questioning, brainstorming, collaboration, searching, exploring, development for imagination, possibility thinking, creative problem solving, experimenting, innovation, and task oriented.

The above creative teaching and creative learning can be carried out by social studies teachers according to the learning materials, so that the aspects of both creative teaching and learning can encourage the achievement of student competencies. Creative pedagogy implemented in social studies learning will support the achievement of 21st century competencies which are not only in the aspects of creativity and innovation but also such qualities as critical thinking and problem solving, collaboration, and communication. Teachers with creative teaching play a role in creating learning that is fun and can be enjoyed by students so that creative learning can emerge during the social studies learning process. This is shown in Table 1 which is about the relevance of creative pedagogy in social studies learning with 21st century skills.

Table 1. The Relevance of Aspects of Creative Pedagogy with the 21st Century Skills

Aspect	Activity	21st century skills			
		Critical thinking & problem solving	Creativity and innovation	Collaboration	Communication
Creative teaching	1. Gap bridging process	✓			
	2. Dialogue triggering	✓			✓
	3. Resourceful context			✓	
	4. Profiling learner agency		✓		
	5. Respect to independent thinking		✓		
	6. Supportive	✓			
	7. Standing back	✓			
	8. Open to experience		✓		
	9. Tend to be attracted by novelty		✓		
Creative learning	1. Inquiring	✓			
	2. Questioning	✓			✓
	3. Brainstorming	✓			✓
	4. Collaboration			✓	
	5. Searching	✓			

(continued)

Table 1. (continued)

Aspect	Activity	21st century skills				
		Critical thinking & problem solving	Creativity and innovation	Collaboration	Communication	
	6. Exploring	√				
	7. Development for imagination		√			
	8. Possibility thinking		√			
	9. Creative problem solving		√			
	10. Experimenting	√				
	11. Innovation		√			
	12. Task oriented	√				

4 Discussions

The times and technological advances need to be adapted by making creative innovations in learning. One of the innovations that can be done is to apply creative pedagogy in social studies learning with the aim of improving 21st century skills which include: (critical thinking and problem solving, creativity and innovation, communication and collaboration) to produce 21st century humans. Salia-Bao, explained that, “social studies education should help: to develop a capacity to learn and to acquire skills...” [7]. Social studies learning that integrates creative pedagogy by highlighting elements of creative teaching and creative learning as presented in Table 1 is expected to encourage students to acquire 21st century skills.

Lin (2012) proposed the creative pedagogy framework, “... creative pedagogy which provides pedagogical principles of nurturing creativity” [8]. Creative pedagogy is indeed focused on developing creativity, but creative pedagogy also has relevance to 21st century skills as described in the explanation above. A creative pedagogy framework is suggested to link diverse foci of implications to reassure creativity, and to promote neglected aspects of learning as well (Lin, 2011) [9].

This pedagogy, according to Dezuanni & Jetnikoff (2011: 264) is an inspired and inventive curriculum structure and teaching strategy aimed at formal educational setting and the advance of learners’ creative energy [10]. Creative pedagogy does not have a standard form in the curriculum structure and teaching strategy because it is imaginative and innovative, so it requires high teacher creativity in designing, implementing, and evaluating learning. With this, it is hoped that it can develop the creative energy of students because students are facilitated creatively and stimulated by their creativity. Creative pedagogy in social studies learning which is carried out with variations of creative teaching and creative learning will lead students to acquire 21st century skills.

Creative pedagogy models focus on processes rather than outcomes and require assessment to be a positive and diagnostic aid to learning. (Dineen & Niu, 2008) [11]. The learning process becomes important for teachers to optimize in bringing up creative teaching so that 21st century skills acquisition can occur during the social studies learning process.

Lin (2014) stated that, the conceptual framework of creative pedagogy is produced from various approaches that integrate the many factors of developing creativity, so that creative pedagogy offers a more holistic view of the principles of pedagogy for developing everyday creativity [12]. Creative pedagogy can contain various methods, models, strategies, and also approaches in its implementation. Although it focuses more on creativity, creative pedagogy also supports the achievement of other components of 21st century skills.

Element of teaching for creativity, inventive teaching, and creative learning are frequently discussed with respect to creative pedagogy (Selkrig & Keamy, 2017) [13]. This shows that creative pedagogy which contains the three elements above has prerequisites that must be met. The prerequisite is that the teacher himself must be creative. The creative and innovative learning process depends on the teacher’s imaginative ability in designing learning and implementing it. Creative pedagogy is characterized by the implementation of the learning process which is characterized by freedom in developing equal relationships between teachers and students (Supriatna & Maulidah, 2020: 9) [14].

In creative pedagogy there are elements such as: creative learning and creative teaching. The first term becomes an important element of creative pedagogy with its focus on learners' actions. It includes the intuition of children's intrinsic curiosity. Creative teaching, focusing on teacher teaching and action. Creative teaching as a creative, innovative and imaginative teaching approach (Lin, 2011) [9].

Elements of creative pedagogy are interconnected and have a contribution during the pedagogical process. Students' active participation in the process is also central for the accomplishment of social studies learning objectives and twentieth century skills. Lin (2012: 206) likewise asserts that "... creative pedagogy elements contribute to each other, forming a dynamic process with creative inspiration, supportive teacher ethos, effective inquiry-based strategies, and creative and autonomous engagement of learners" [8].

Creative pedagogy as an innovation in social studies learning to promote 21st century skills occur simultaneously between what teachers and students do during the learning process. When teachers teach creatively in social studies learning by doing gap bridging process, dialogue triggering, supportive, and standing back, by presenting contextual social problems or cases that occur around students will encourage students to think critically so that their skills critical thinking and problem solving can be achieved. The achievement of these skills is not only enough to be triggered by the teacher but also must be responded to by students' creative learning in social studies learning by inquiring, questioning, brainstorming, searching, exploring, experimenting, task oriented seek and explore information related to social studies material in solving contextual social problems.

Rosnawati (2015) put forward, one of the most crucial mindsets for learners to possess is critical thinking since it makes it simpler for them to understand and use their prior knowledge to address any challenges [15]. When students have the ability and critical thinking skills, the problem-solving process will take place more easily, so that daily life success will be achieved.

If in social studies learning, teachers use creative teaching by profiling learner agency, respect for independent thoughts, open to experience, and propensity for novelty will be able to encourage students to acquire skills creativity and innovation. For the acquisition of these skills, from the side of students, they must do the following: creative learning in the form of development for imagination, possibility thinking, creative problem solving, and innovation. Students are given the freedom to think, convey experiences, so that the development of imagination and thinking in various possibilities will occur in social studies learning.

Social studies learning carried out with the aim of achieving creativity and innovation skills, will be able to help students achieve success. Lin (2014: 43) mentions, "creativity has been reconceptualized as a basic capacity for everyday problem solving as well as competence for success" [12]. Creativity applied properly can lead to success. Creative people can find success with everyday problem-solving skills.

For personal growth, social inclusion, community engagement, and employment (Barajas, Frossard, & Trifonova, 2018) [16], as well as for dealing with the social and economic changes in today's society, creativity appears to be essential. In a dynamic society that is closely related to social change, inventiveness has an important role as a person's provision for personal development.

When teachers teach creatively with resourceful contexts that are in accordance with social studies material, for example by presenting various reference sources, providing alternative activities with communities or social organizations as sources of information, it will encourage the achievement of students' collaboration skills. Students are encouraged by teacher's creative teaching, by collaborating both in small and large groups with various relevant parties involved in social studies learning.

The ability to work effectively with others and appreciate the differences among team members while demonstrating decision-making flexibility and fluency is referred to as collaboration. (Greenstein, 2012) [17]. It allows the joining of several individuals in ministry who work towards a common goal (Bialik & Fadel, 2015) [3]. Collaboration leads to cooperation for the achievement of common goals. Collaboration will make it easier and easier to carry out work.

During collaboration, many people think about it so that the decisions taken have been through careful consideration. Various perspectives will emerge when collaborating, because everyone will have different thoughts and perspectives that can be taken into account in making decisions. When well performed, collaboration enables groups to achieve optimal solutions than one person could alone since it opens for the examination of multiple viewpoints (Surowiecki, 2005) [18].

To encourage the achievement of communication skills, teachers can use creative teaching in social studies learning by optimizing dialogue triggering related to the material discussed as a trigger so that students have the courage to express their ideas and perspective openly in class. Creative teachers will be able to bring up dialogue triggers and encourage students to communicate what they know. Meanwhile, students are encouraged to do creative learning in the form of questioning and brainstorming based on the trigger dialogue topics raised by the teacher in social studies learning. When doing brainstorming and questioning, of course, students are required to communicate to other students and also to the teacher so that students will be skilled at communicating.

Cai (Rahmawati, 2013: 232) put forward, "communication is considered as the means by which teachers and students can share the processes of learning, understanding, and doing..." [19]. Communication is must-have 21st century skill as mandated in the formulation of 21st Century Partnership Learning Framework that it is necessary for people living in the 21st century to be able to communicate and collaborate effectively with different groups of people (Pratiwi & Apriani, 2016) [20].

The explanations above are forms of creative teaching and creative learning that show the implementation of creative pedagogy as an innovation in social studies learning. Lin (2014) stated that creative pedagogical strategies aiming for creativity and value cultivation characterized by playful, autonomous, and serious learning [12] where the teacher acts as a facilitator and mentor. This viewpoint increases the interest in creative pedagogy since it aims to instill values in addition to fostering creativity as a component of 21st century abilities. This naturally has a lot to do with social studies learning, which places a strong emphasis on developing ethical citizenship. The goals of social studies (IPS), which Sapriya (2009: 201) mentions, include, among others, that students have awareness of social human values, the capacity for critical inquiry, the capacity for problem-solving and practical skills, and the capacity for communication, cooperation,

and competition in a pluralistic society at the local, national, and international levels [21]. These goals of social studies are often very pertinent to the 21st century skills.

The implementation of creative pedagogy will greatly support the achievement of 21st century skills and help achieve social studies learning objectives so that social studies learning can adopt what is proposed by Barajas & Frossard (2018) that, “the emerging creative pedagogy is synergistic collaboration, learner-centered, knowledge connections and an open ethos” [22]. The elements of creative pedagogy in the form of creative teaching and creative learning in the explanation above are interconnected and have a contribution during the pedagogical process. The involvement of students in the process is also an important element for the achievement of goals. Creative pedagogy in social studies learning that occurs must be interesting and effective so that 21st century skills can be obtained by students as well.

5 Conclusions

The development of an increasingly complex era must be accompanied by innovation in learning, including in social studies learning. Social studies as a subject that is closely related to social phenomena is expected to be a medium for inculcating skills in students to live in the 21st century. One of the innovations in social studies learning can be done by implementing creative pedagogy that focuses on creative teaching and creative learning. The implementation of creative teaching by teachers in social studies learning contextually with social phenomena and problems that occur will be able to inspire students to do creative learning. The cultivation of students’ twenty - first - century skills, which include critical thinking and problem solving, creativity and innovation, teamwork, and communication, is predicted to occur when creative teaching and learning take place simultaneously. Other relevant research that can be carried out regarding the results of the research that has been described in this article is about exploring the effectiveness of creative pedagogy in learning social studies to foster the 21st century skills. In addition, other research that is still widely open is about the development of social studies learning models based on creative pedagogy as an innovation in social studies learning because creative pedagogy is still not familiar to researchers and academics.

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