

Creative School Analysis

Lousiana Dwinta Utami, Dedy Achmad Kurniady

Universitas Pendidikan Indonesia

Bandung, Indonesia

lousianadwinta@upi.edu, dedy_achmad@upi.edu

Abstract—Creativity is a crucial skill that must be had by all of the human being in dealing with unprecedented future of the globalization era. School, as the biggest institution in developing human resources, need to be adjusted its system into a creative school so that every student aware of their own potential and capable to tackle the challenges ahead based on their potentials. This study aims to analyze excellence schools in generating creative culture in the system (school curriculum, teaching methods and assessment, school connection, and training and development of teachers) using ethnography study. Schools sample taken in Indonesia region that was chosen from preliminary observation based on the diversity of its school vision and programs. Results showed that the main requirement of being a creative school is great focus on the student and awareness of their development in all parts of the system. At the same time, to encourage student's creativity, the teacher itself must discover their own potential first and the school principal must have great sense in identifying the teachers' skills. Implication of this study is pivotal for all schools to be concentrating on preparing the next generation in meeting challenges by creating opportunities from awareness of their own capacities from education instead of only raising standards and generating rudimentary education.

Keywords—*creative school; school management; globalization*

I. INTRODUCTION

Demographic movements, globalized economy, information highway, environmental degradation are the four dimensions of globalization that leverage how the world works, how future emerges into unprecedented event [1]. Recently, shift from manufacturing into service economy has transformed the industrial economy to be driven by information, knowledge, and innovation [2]. On the other hand, this situation gives impact on the need of transformation of human resources in terms of their skills [3]. The ability to manage information, communicate, work in teams, think creative in responding to complexity are the skills that have become the parameter for workers nowadays [2,4].

Supporting the economy challenges, school as the biggest institution in developing human resources, need to be adjusted its system into a creative school so that every student aware of their own potential and capable to tackle the challenges ahead based on their potentials. In general, encouraging creativity in the educational system will create supporting environment to the industrial revolution in globalization era. The ideas of creativity itself consists of imagination, exploring thought which are yet existed before; creativity, expanding original idea

that possess value; innovation, implementing new ideas into action [4].

In 2018, BPS (Badan Pusat Statistik) reported that there was a rise in unemployment percentage that graduated from university from 5.18 percent into 6.31 percent [5]. While the world is changing faster than ever, our next generation is still left behind. Meanwhile, university graduates are the hope of the nation's competitive edge [6], the 6.31 percent graduate student didn't have the capability to be creative in fulfilling their own necessities to survive and face their challenges. On the other hand, industrial economy shift has influenced in increasing the number of layoff in lots of company in Indonesia which escalate the number of unemployment in Indonesia [7,8]. Thus, Indonesia must quickly react to put down the lack of independency of its citizen so that they can solve their own problems and have the urge to develop their skill. Improving educational system by generating creative school is one of the ways to prepare the next generation in chasing the economy edge for the long run.

study aims to analyze creative schools in generating creative culture system in school curriculum, teaching methods and assessment, school partnership, and training and development of teachers. Creative in this context defines as the capability of the school system in discovering and developing the potential of the students to encounter challenges. Implication of this study is pivotal to support schools in Indonesia so that they have various insights to prepare the next generation to be the leader of their self in dealing with uncertainty and contributing solution to the environment. Furthermore, the results can be a recommendation to the local government in carry out training and development to the schools in order to be creative.

II. METHODS

This research was carried out by using qualitative approach of ethnography study due to the necessity to identify the process that occurred naturally in the school system. SDK BPK Penabur Cimahi and SD Tridaya Cimahi were chosen as school sample in this study based on the preliminary observation. From the observation, it showed that the school has great focus on the development of their students by seeing the interaction between teacher and learner, school programs, and wide variety of school achievement. Observation, interview and documentation were included in the data collection technique. The data analyzed performed by domain analysis.

III. RESULTS AND DISCUSSIONS

A. School Curriculum

School curriculum that applied in Indonesian's education is National Curriculum of 2013. The National Curriculum is designed as the answer of unprecedented challenges. Output of the curriculum is resulting next generation of future competencies. This curriculum is using integrating approach of subjects (science, social, literacy, numeracy) into one thematic learning method. This approach aims to give students an intact understanding of knowledge without any hierarchy and segmentation of important and less important subjects. There are four aspect of competencies that must be acquired in the learning process of National Curriculum of 2013 included spiritual, social, knowledge and implemented skill. By this designed, students expect to have deep knowledge of one topic that can relate into all aspects of competency.

In Bandung, aside from the main learning process, the fruitfulness of the curriculum is invested in other program which can be an initial step to discover and develop their potential. There are:

1) *Literacy program*: This program aims to increase student's skill of literacy. The government suggested to implement two kinds of literacy program, reading aloud and reading quietly. But, best literacy program for the school is the program that considers in which lever is the student's condition and requirement for literacy.

2) *After school clubs*: In general, after school clubs aim to facilitate students' interest. There are wide variety of club's activity, including of choir, drawing, cinematography, animation, guitar, swimming. The after school clubs has the facilitator which is an expert on their area. The facilitator can be the teacher of the school or partnership with community outside of the school. School principal reassuring that the facilitator two capabilities, skill and pedagogy approach to the students.

The chosen facilitator will be responsible to make programs and report of students' progress every semester. The facilitator has the sensitivity in identifying great potential students which is then will be participated in related competition so that the students have the confident and courage to present themselves.

B. Teaching Method and Assessment

Thematic learning consists of opening, main learning and closing. Students will encounter the same pattern every day. Boring way of learning will only give ineffective result. Students will not be focusing on the teacher's instruction, the aspect of learning won't be acquired and in a long term, school will not be a fun and challenging place where students can learn to hone their perspective in generating ideas.

Mostly, teachers have great issue in creating appealing opening and closing (evaluation) for the thematic learning. Thus, the first step to tackle routine activity in learning process is expanding teacher's perception and insights. Teachers must have wild and creative ideas in order to be original every time. School principal can encourage teacher to be creative by doing two roles, motivating and giving example of idea. This role can

help the teacher to grasp the flow of thinking of the school principal. But in order to do so, the school principal is also need to have wide concept of knowledge, varieties of notion. Hence, applying creativity can't only be restricted to students. For the success of the quality, all aspect of the system (school principal, teachers and staff) must be included and become a habitual activity.

Daily evaluation to formative assessment (student's progress to effect teaching methods and priority) is taking routine basis which can be a tedious activity. To be able to raise the creative side of the student, teacher should provide freedom to the student. For example, teacher can give an A0 paper and a simple instruction for evaluating the student's knowledge of structure of skeleton.

1) *School partnership*: In Bandung, there are three main partners that are collaborated with the school, government, teacher community and parents. Intense communication between partners will bring huge benefit into the school, the partners and also the educational impact in the future. From the interactions, there will be opinion, feedback and insight to discussing problems and make solution from the discussion.

2) *Training and development of teachers*: Schools are conducting training particularly for new teachers so that they have the preparation to new environment and ready to start teaching by implementing the values of the school. Other than that, schools held training and development for continuous quality improvement by inviting government party so that the school can have updated information related to educational system.

IV. CONCLUSIONS

Achieving one quality in a school is carried out by systemic approach which engaged all aspect of the system, include becoming a creative school. Focus on the student and awareness of their level of development are the main requirement of the teacher. For continuous improvement, teacher always remember to always expand knowledge, implement the creative culture to all activity in the system, make sure to have an open perspective to give the student room for expression.

REFERENCES

- [1] M. Ben-Peretz, *Policy-making in education: a holistic approach in response to global changes*. Plymouth: Rowman & Littlefield Education, 2009.
- [2] *Partnership for 21st Century Skills. 21st Century Skills, Education & Competitiveness: a Resource and Policy Guide*, 2008.
- [3] K. Schwab, *The Fourth Industrial Revolution*. Geneva : World Economic Forum, 2016.
- [4] K. Robinson, *Out of Our Minds*. Chichester: Capstone Publishing Ltd, 2011.
- [5] S.P. Sicca, "BPS: Pengangguran Lulusan Universitas Naik 1,13 Persen," [Online]. Retrieved from: <https://tirto.id/bps-pengangguran-lulusan-universitas-naik-1-13-persen-cJ3h>, 2018, Accessed on 24 May 2018.
- [6] J. Pincus, *Indonesian universities: A crisis without end?*. Jakarta: The Jakarta Post, 2015.

- [7] Fadli, ConocoPhillips has no choice but to conduct layoffs. Jakarta: The Jakarta Post, 2015.
- [8] Fadli, McDermott layoff 1,200 workers in Batam. The Jakarta Post, 2017.