

THE ROLE OF TEACHERS IN DEVELOPING STUDENT CREATIVITY USING VISUAL ART MEDIA

Zulfitria

Master of Educational Technology, Faculty of Education Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia.

Ahmad Susanto

Master of Educational Technology, Faculty of Education Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia.

ahm_susanto@umj.ac.id

Happy Indira Dewi

Master of Educational Technology, Faculty of Education Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia.

Zainal Arif

Islamic Banking, Faculty of Education Islamic Universitas Muhammadiyah Tangerang, Indonesia.

Abstract

In this study, the teacher plays an important role in creating conducive learning conditions to bring out student creativity. Teachers are expected in the learning process to use visual art media in order to develop student creativity. The purpose of this study is to determine the role of teachers in developing the creativity of students at SDN Parung Bingung-Depok Indonesia. The method used in this research is qualitative in the form of class action. The results showed that the development of student creativity was only 53.33% of students without media and 100% of students using two-dimensional visual art media in the form of pictures. In further research, only 63.33% of students without media and 93.33% of students developed creativity when using three-dimensional visual art media in the form of plasticine. Thus, the use of visual art media can develop students' creativity in learning.

Keywords: the role of the teachers, creativity, media, visual art.

To cite this article: Zulfitria, Happy Indira Dewi, Ahmad Susanto*, and Zainal Arif, Islamic Banking. (2021) THE ROLE OF TEACHERS IN DEVELOPING STUDENT CREATIVITY USING VISUAL ART MEDIA (RIGEO), 11(10), 1063-1068.

Submitted: 18-08-2021 • Revised: 22-09-2021 • Accepted: 24-10-2021

INTRODUCTION

Education is a major factor that has an important role. With education, Indonesian people can get intelligence, abilities, skills so that they are responsible for implementing development. In RI Law No. 20 of 2003 concerning the National Education system Chapter I Article I paragraph I states that education is a conscious and planned effort to create an atmosphere of learning and the learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills needed by themselves, society, the nation and the State (Pradhan et al., 2013). Education in Indonesia generally only looks at students from a cognitive perspective in the form of knowledge. Generally, if students are not good at math and English, they are labeled stupid. Even though in essence, each human being has different potential. With differences to make humans more creative. If we do creativity, self-concepts will grow and develop. School as a place to study and develop student creativity (Dewi, Gunandi, & Zulfitri; Hakim, 2017; Mustafa, 2013).

Creativity is the power or ability to create which can be interpreted as (1) Fluency in responding to problems, ideas and materials. (2) Easy to adapt to situations. (3) Have authenticity in making responses, work that is different from others, and (4) Able to think integrally, be able to connect one another (Telaumbanua, 2016). Elementary school students are in a developing period in creative expression, where their creativity levels are still very high. Therefore, the development of creativity should get the opportunity and guidance more intensively and effectively according to the period of student development. The process of children's development and creativity cannot be separated from the learning components that support in creating a conducive learning atmosphere. These learning components include teachers, learning media, learning methods, learning resources, facilities and others. A teacher must have the behavior and ability to develop the talents and creativity of their students optimally. From this description, the purpose of this study was to determine the role of the teacher in developing student creativity through visual art media at SDN Parung Bingung, Depok-Indonesia (Doebele, 1962; Fox, 2000).

RESEACH METHOD

The method used in this research is a qualitative method in the form of classroom action. Data collection techniques used are interviews, documentation study and observation. The research was conducted in July - December 2019 at SDN Parung Bingung, Depok- Indonesia. The respondents of this research were five teachers in the learning process in the SBPD subject in grade 5 elementary schools (Mettetal, 2002; Nugrahaningsih, Almasitoh, Darmo, & Riyadi).

LITERATURE REVIEW

The Role of the Teacher in Developing Student Creativity

One of the learning objectives is the achievement of predetermined learning outcomes. It is possible for children's creativity to grow and develop well if the family and school environment also supports them in expressing their creativity (Sari & Ardipal). If the creativity of students can develop well, then in the future the students will enter into good and even extraordinary abilities, skills and professions, these abilities can develop properly if supported by the people around them, namely parents and teachers who guide. Creativity is not something that is independent or independent or is not merely a person's strengths. Creativity will become an art when someone carries out activities without being hindered by the instructions directed (Zulfitri, Dewi, & Gunadi). The teacher is one of the human components in the teaching and learning process that plays a role in efforts to form potential human resources in the field of development. The teacher has a very important role in determining the quantity and quality of teaching that is carried out. Therefore, teachers must think and plan carefully to increase learning opportunities for their students and improve their teaching.

The important role played by the teacher in an effort to make teaching and learning activities effective are: (1) The teacher acts as an effective and efficient learning planner, (2) The teacher acts as a creative and dynamic facilitator, (3) The teacher acts as a model, (4) The teacher plays a role as a motivator, (5) The teacher acts as an evaluator (Zulfitri et al.). Several roles of teachers in developing creativity include:

1. Expression Coaching

Expression coaching is the fostering of the process of expressing feelings including the expression of the soul. Self-expression in the proper sense is a statement about the contents of the soul (thoughts, feelings, wills) in their own ways. For channeling feelings, it is necessary to choose the right method that can give satisfaction in expressing or expressing feelings.

Method of Fostering Creativity

Creativity is closely related to fantasy or imagination. This imagination is needed in every creation of works of art. Therefore, the child's imagination must be activated through observation and experience.

Children need to be given the freedom to change the forms they respond to according to their respective abilities and tastes. For example, children are assigned to find various possible shapes from plasticine by changing geometric shapes into various other shapes obtained from the process of texture manipulation and shape engineering.

Sensitivity Development Method

Sensitivity means sensitivity to receive stimuli or stimuli from outside that are absorbed through the five senses. The level of sensitivity of each child is different. Some have sharp sensitivity, some are blunt. Through this art education, it is hoped that children will be able to catch stimuli and quickly process them into several useful artistic products.

Skills Development Methods

Fine arts education cannot be said to be successful if it is not accompanied by skills. Although this is actually not the main goal of fine arts education. But this skill is important and very much needed. Skills to use express media tools are important and very much needed because they can make it easier and easier for children to express their feelings and souls. Therefore, before children are invited to work, they must be given training in introducing the tools and media as well as the techniques for using them (Alexandri, Maulina, Chan, & Sumadinata, 2019). So the way teachers develop creativity is the ability and mastery of learning material or materials by the teacher so that learning objectives are achieved.

Use of Visual Art Media

The use of media in learning activities is very important, especially in this day and age, media is useful as a tool or means of conveying learning material, so that it can facilitate understanding for students. AECT (*Association of Education and Communication Technology*) defines media as all forms and channels that people use to transmit messages or information (Tambunan, 2018). Learning media to foster student creativity can use visual art media. Visual art media consists of two dimensions with painting activities, as well as three-dimensional media with sculpting, plasticine and playing with the space in the surrounding environment. The work of this activity is called visual art. Visual art is fine art that has developed in the modern era, is a combination of pure art with design and craft, divided into pure art (painting, graphic art, sculpture, and film art) and applied art (architecture, visual communication design, fashion design and product design). So visual art media is an activity process from the work of making two-dimensional art media or three-dimensional art media.

The use of learning media at the teaching orientation stage will greatly help the effectiveness of the learning process and delivery of messages at that time. In addition to arousing student motivation and interest, learning media can help students improve understanding, present data in an interesting and reliable manner, facilitate data interpretation, and condense information (Winarto, Syahid, & Saguni, 2020). Learning media generally used are direct-to-use media such as posters, statues, dolls or other ready-made or used directly. In this research, the media used is in the form of visual art media that must be made first, so that children can experience the process of making visual art media directly. Visual art media consists of two-dimensional media making drawing works and three-dimensional media making forms of plasticine.

FINDINGS OF THE RESEARCH AND DISCUSSION

The first activity, students were given a two dimensional media stimulus. With given drawing tools such as pencils, eras, drawing paper, colored pencils and crayons. All 60 minutes' students are free to draw anything. Students are free to be creative with existing materials freely. Then the research field assistants observe carefully and the children's responses from the creative aspect of the work produced. From the observations it can be seen that there are students who are still silent because they are confused because they have no idea of wanting to draw anything, there are students who are hesitant because they have started drawing but are still erased and there are students who are quickly drawing and coloring. After being given 60 minutes to draw freely, the drawing results were collected.

Then the students sat neatly on their desks. It is continued one by one in turn to come to the front of the class, then the children will tell the work of drawing they have made in the form of a story. The students shared with enthusiasm and felt happy, even though some were shy. This can be seen in the table below which shows that students who use visual art media and without visual art media have very different results.

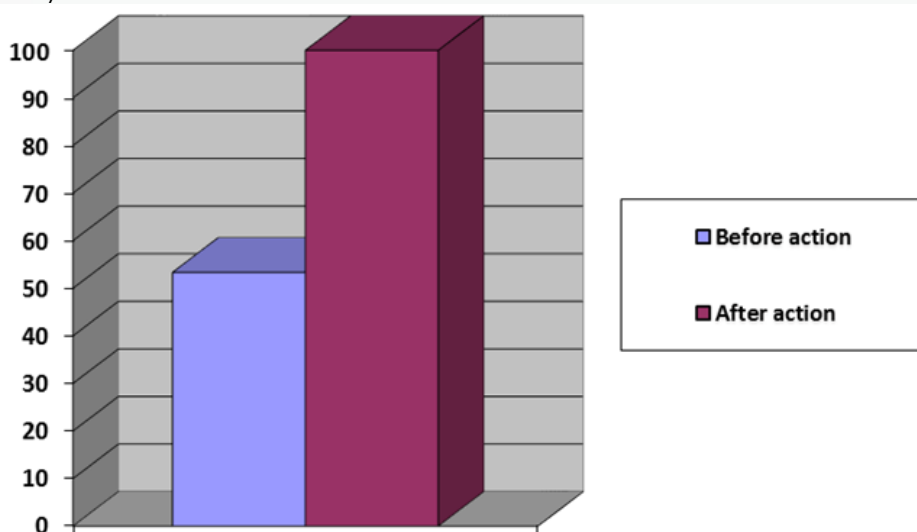


Figure 5 Student Bar Diagram without Using and Using Visual Art Media from the Second Dimension, Namely Drawing

The bar chart image above shows the results of students learning without using media, only 53.33%, meaning that only 9 students out of 15 students are enthusiastic about learning. After implementing visual art media, the students' abilities increased 100%. It can be seen that all 15 students are enthusiastic in learning. In the second activity of research, the teacher gave students plasticine and colored plastic to work on so as not to dirty the table. All students are free to make any form of plasticine.

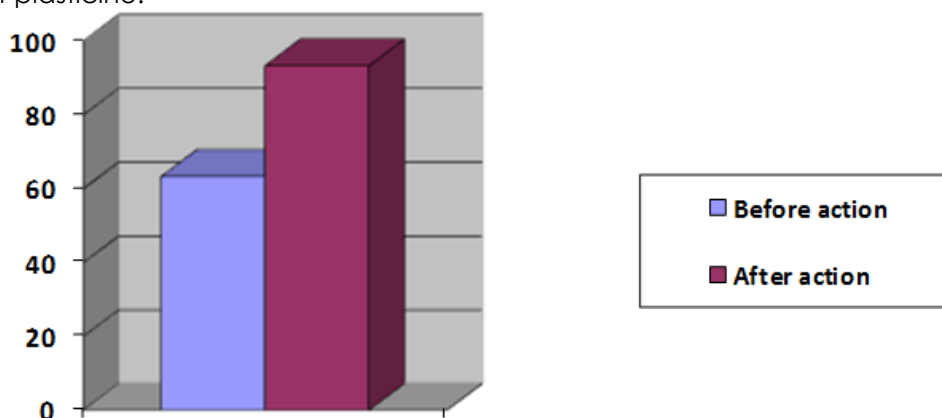


Figure 2 Bar Diagrams of Students before Using and after Using three Dimensional Visual Art Media in the form of Plasticine-shaped Work

The bar chart image above shows the results of students without using visual art media, only 63.33%, meaning that only 10 out of 15 students are enthusiastic in learning. After being applied

using visual art media, children's abilities increased by 93.33%. This means that 13 students are very enthusiastic in learning.

CONCLUSION

1. Competent teachers not only know their duties, roles and competencies, but also can carry out anything that becomes their duties and roles. The teacher plays a very important role in the teaching and learning process which aims to develop students' creativity in order to achieve the expected goals.
2. The development of visual art creativity is an effort to educate multiple intelligence (multiple intelligence) and provide artistic creative experience by using a variety of visual art media, both in the second dimension and three in three dimensions, according to the student's ability level.
3. Thus, to achieve this success the teacher must have high competence. The competence of teachers in the field of teaching is academic ability, the ability of teachers to master learning materials, manage teaching and learning programs, manage classes, use learning media, manage teaching and learning interactions, assess learning outcomes and have insight. This ability must be possessed by every teacher in order to carry out their duties properly which can increase their competence.

REFERENCES

- Alexandri, M. B., Maulina, E., Chan, A., & Sumadinata, R. W. S. (2019). Creative industries: Existence of arts traditional industries in Indonesia. *Academy of Strategic Management Journal*, 18(1), 1-12. doi:<https://doi.org/10.1080/17510694.2019.1570651>
- Dewi, H. I., Gunandi, R. A. A., & Zulfitria, M. (2019). *Contribution of Visual Art in Improving Children's Creativity in The Sub-urban Villages of Depok*.
- Doebele, W. A. (1962). Education for planning in developing countries: the bandung school of regional and city planning. *The Town Planning Review*, 33(2), 95-114. doi:<https://doi.org/10.3828/tpr.33.2.1004r834j504h515>
- Fox, E. M. (2000). Equality, discrimination, and competition law: Lessons from and for South Africa and Indonesia. *Harv. Int'l. LJ*, 41, 579.
- Hakim, L. (2017). Development strategy of pedagogical competence to improve professionalism of islamic education teacher. *Jurnal Pendidikan Islam UIN Sunan Gunung Djati*, 3(2), 207-220. doi:<https://doi.org/10.15575/jpi.v3i2.1406>
- Mettetal, G. (2002). The what, why and how of classroom action research. *Journal of the Scholarship of Teaching and Learning*, 2(1), 6.
- Mustafa, M. N. (2013). Professional Competency Differences among High School Teachers in Indonesia. *International Education Studies*, 6(9), 83-92. doi:<https://doi.org/10.5539/ies.v6n9p83>
- Nugrahaningsih, T. K., Almasitoh, U. H., Darmo, M. P., & Riyadi, I. (2021). *The Application of Thematic-Scientific Learning In Elementary Schools By Distance Learning To Build Higher Order Thinking Skills*.
- Pradhan, M., Brinkman, S. A., Beatty, A., Maika, A., Satriawan, E., de Ree, J., & Hasan, A. (2013). Evaluating a community-based early childhood education and development program in Indonesia: study protocol for a pragmatic cluster randomized controlled trial with supplementary matched control group. *Trials*, 14(1), 1-16. doi:<https://doi.org/10.1186/1745-6215-14-259>
- Sari, M., & Ardipal, B. W. (2020). *Development of Early Childhood Creativity Through Fine Arts Education*.
- Tambunan, H. (2018). The Dominant Factor of Teacher's Role as a Motivator of Students' Interest and Motivation in Mathematics Achievement. *International Education Studies*, 11(4), 144-151. doi:<https://doi.org/10.5539/ies.v11n4p144>
- Telaumbanua, M. (2016). DEVELOPING INTELLIGENCE NATURALISTON THE ENVIRONMENT TO THE CHILDHOOD EDUCATION. 235-241.

- Winarto, W., Syahid, A., & Saguni, F. (2020). Effectiveness the Use of Audio Visual Media in Teaching Islamic Religious Education. *International Journal of Contemporary Islamic Education*, 2(1), 81-107. doi:<https://doi.org/10.24239/ijcied.Vol2.Iss1.14>
- Zulfitria, H. I. D., Dewi, H. I., & Gunadi, R. A. A. (2019). *The Role Of Teachers In The Millennium Era On The Development Of Student Creativities In Village Border Areas*. 37-40.