

To Develop Teacher Creativity in Class Management Students' Collaboration Ability

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Abstract

The aim of this research is to describe (1) teacher creativity in classroom management, (2) the impact of group learning in developing students' collaboration skills, (3) the approach taken by teachers towards students. Data collection techniques use interviews, observation and documentation. The results of this research are (1) teacher creativity in classroom management in the form of learning agreements, providing motivation, class mastery, use of teaching media, class design, use of the surrounding environment, (2) the impact of group learning in increasing students' collaboration abilities in the form of activeness, responsibility, accepting consequences, conducive, cooperation between members, this comes from mapping based on interests, learning styles and learning readiness, (3) the approach taken by teachers to students in the form of conducting diagnostic assessments, personal approaches, talents and interests approaches, drawing information from previous teachers, seeking information from parents, learning outcomes, special guidance

Keywords: teacher creativity; class management; collaboration skills

1. Introduction

Education is teaching that is carried out to students not only comes from formal education that comes from educational institutions but family and the community has the main task of being a forum for developing the potential of participants education (AbMarisyah, Firman, 2019). Therefore, the surrounding environment must provide a good example for increasing the potential of students. The potential possessed by a person from birth or from the surrounding environment, they still need an educational institution to develop their potential more deeply. At this time there are several things that are inhibiting factors or challenges in the world of education, one of them comes from teachers. According to Hanut, et al., (2023) One of the challenges that occurs in the world of education is efforts to improve teacher creativity. Creativity can be interpreted as an ability that exists within oneself humans in the form of ideas, products that do not yet exist, deep understanding, or something discoveries that have been recognized by experts as having value in the scientific field, social, creativity, application of technology that has never been applied by others (Mesra et al., 2021). Increasing teacher creativity in the learning process becomes one of the important principles that must be applied in the classroom, creativity can be: innovation related to learning methods or applying variations in the process learning so that it has an impact on students' ability to be more active and creative (Oktaviani, 2014). Along with the era of globalization, science and technology are increasingly developing growing quickly and sophisticatedly requires teachers who have character. So educational institutions are not left behind and therefore need to be improved. This 21st century Schools are required to have 4C skills, namely creativity thinking (thinking creative), critical thinking (critical thinking), communication (communication), collaboration (collaboration). This research focuses more on collaboration skills, where

according to Almarzooq, et al., (2020) collaboration or cooperation can be developed by participants students through experiences in the school environment, between schools and outside school. Students are allowed to collaborate in completing assignments otherwise known as group work. This statement made researchers focused this research on collaboration skills because teachers often carry out group formation in the learning process to get used to it students respect each other.

Based on the findings of a preliminary study conducted at Baklan Elementary School Krajan 1 Malang, researchers are interested in researching teacher creativity in managing classes to improve students' collaboration skills. Researchers do research at SDN Bakalan Krajan 1 Malang because at that school there are 2 teachers driving force, where currently there are not yet any driving teachers in all schools. Although The location of the school can be said to be less strategic but there are 3 class groups in each class, it can be interpreted that the school is in great demand by participants educate. Judging from the achievements of SDN Bakalan Krajan 1 Malang too quite a lot with various kinds of competitions. Researchers focus more on increasing students' collaboration abilities due to habituation collaboration will enable students in the community to socialize well. Then the researchers saw many of the students' achievements that came from collaboration.

2. Method

The approach used in this research is a qualitative type approach descriptive with a case study type. The data source in this research uses primary sources and secondary sources. The primary source for this research comes from recommended class teachers by the principal because he has creativity in good classroom management. Meanwhile the source secondary data in this research is that researchers look for theoretical studies using sources either published online via social media or school websites as well as physical documents. Researchers also look for other secondary data sources for sustainability from determining the validity of the data by conducting interviews with related parties This phenomenon is the students at SDN Bakalan Krajan 1 Malang. Data collection technique used are interviews, observation and documentation. Steps of this research starting from collecting data in the field then analyzing the data obtained from SDN Bakalan Krajan 1 Malang. Data analysis from this research starts from data reduction and presentation data, drawing conclusions and verifying data.

3. Results and Discussion

3.1 Result

TEACHER CREATIVITY IN CLASS MANAGEMENT AT BAKALAN SDN KRAJAN MALANG

Teacher creativity in managing the class is very important to create students find it easier in the learning process and can improve abilities, such as at SDN Bakalan Krajan 1 Malang there are two teachers driving force where the driving teacher has an important role in improving quality education at School. Driving teachers have an important role to play in improving quality

of education in schools. They have a role not only in teaching, but also as a motivator, mover and facilitator to foster enthusiasm for learning learners. As did the driving teacher 1, he always implements the agreement learning to shape the character of students. Apart from that, in class management a learning agreement is carried out to teach discipline and students, providing motivation related to the material to be presented, class design in the form of bench layouts, wall decorations, then classroom control carried out by the teacher so that interaction occurs between the two parties, and makes students more active in class, then use teaching media in the form of LCD, media created by teachers to facilitate students' understanding, and finally make frequent use of the surrounding environment carried out by the teacher if it is appropriate to the learning material, this is done so that the participants students do not feel bored in learning.

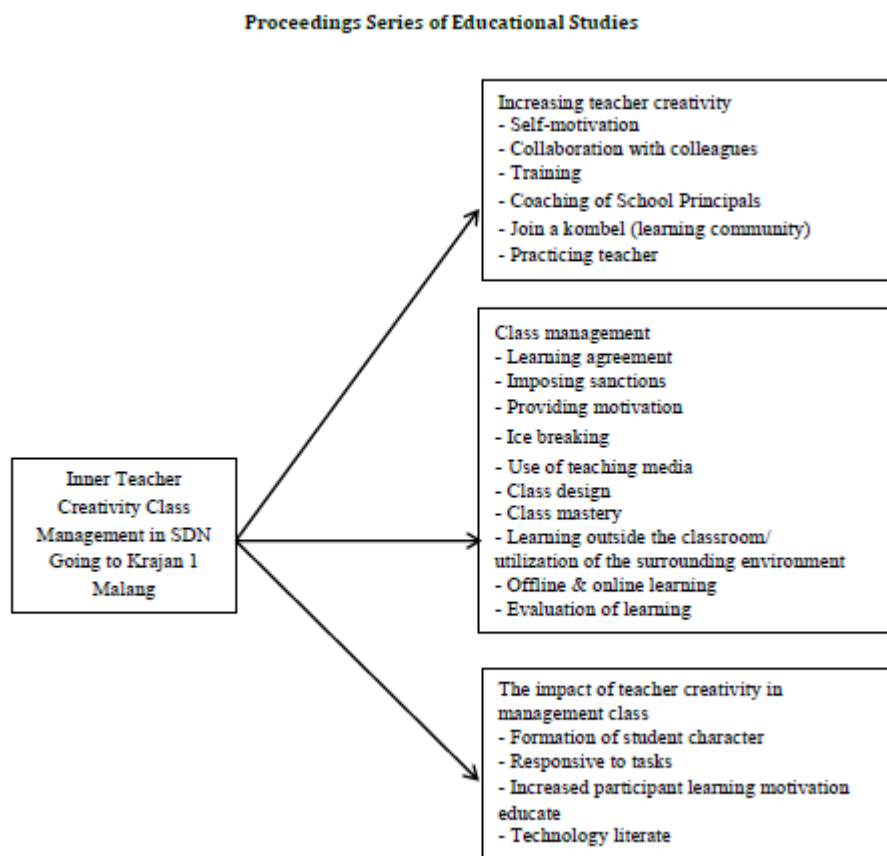


Figure 1.1 Teacher Creativity in Class Management at SDN Bakalan Krajan 1 Malang

The Impact of Group Learning in Developing Abilities Student Collaboration at SDN Bakalan Krajan 1 Malang

Teachers at SDN Bakalan Krajan 1 Malang often apply learning individually group. Group learning is felt to make things easier for students understand the material. Grouping is done flexibly by providing freedom for students to choose according to their wishes, however grouping is more often done according to mapping based on interests, learning styles, and readiness to learn so that students feel consistent. Getting used to being in groups improves students' collaboration skills increases because they are used to working together to complete the tasks given, more active in class, responsible for completing their respective assignments, accepting the consequences together are more conducive because the grouping is adjusted results of mapping carried out at the beginning of the new school year.

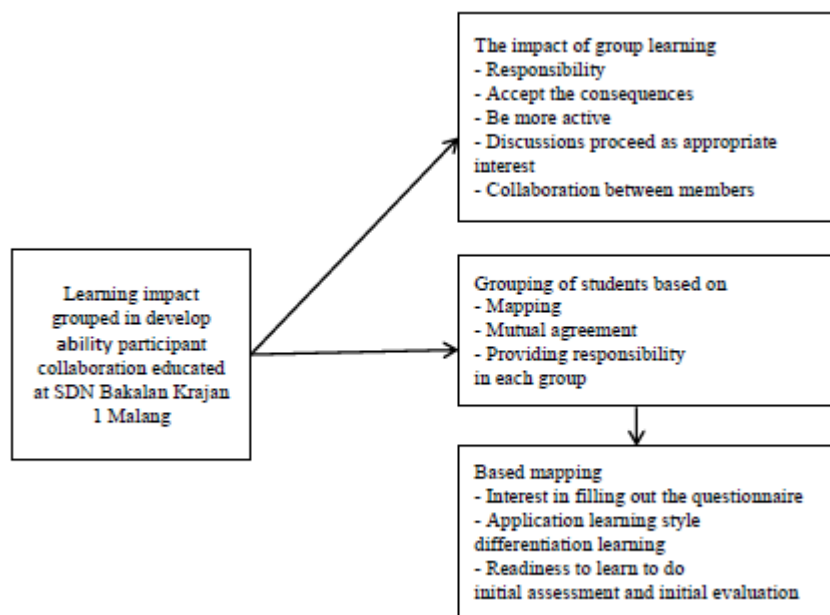


Figure 1. 2 Impact of Group Learning in Improving Abilities Student Collaboration at SDN Bakalan Krajan 1 Malang

Apart from teaching, teachers must also get closer to students. The approach taken by the teacher aims to make students feel comfortable, if there are obstacles faced by students they can convey it directly to the class teacher so as not to disrupt the process learning. Every teacher has their own way of making students feel happy comfortable. Openness between teachers and students needs to be done with purpose expedite the learning process. The

approach taken by each teacher is certain differently, as was done by the driving teacher at SDN Bakalan Krajan 1 Malang. The approach taken starts from carrying out a diagnostic assessment, namely approach to knowing the characteristics and learning needs of students, Apart from that, taking a personal approach by approaching students individually direct, talent-interest approach by meeting the needs of external students learning materials, seek information from previous teachers to find out more the needs of each student, seek information from parents to find out students' habits at home, see students' learning results later provide additional guidance to students who are deemed to have the ability beyond the teacher's expectations.

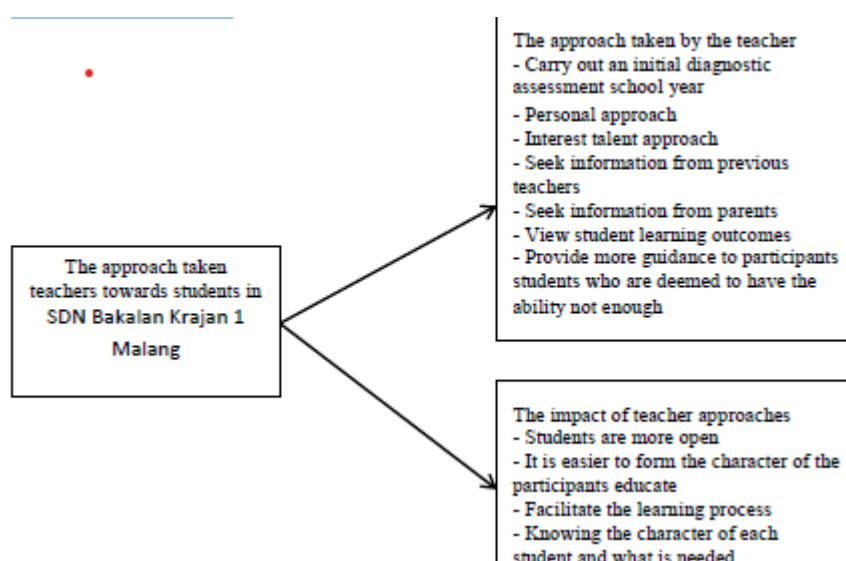


Figure 1.3 approaches taken by teachers towards students at SDN Bakalan Krajan 1 Malang

3.2 Discussion

The creativity carried out by the teacher certainly has positive changes for the participants educate. Creativity carried out by teachers can increase motivation and enthusiasm for learning education, this is because the learning process really requires motivation so that students have an interest in learning seriously (Manganganti et al., 2022). The impact of teacher creativity in classroom management is felt by teacher at SDN Bakalan Krajan 1 Malang. These impacts include (1) formation character of students slowly, classroom management carried out by teachers such as giving sanctions to students who violate the rules, each student Those who violate the regulations are required to fill in the indirect violation book This is felt to have an effect on students (2) being responsive to tasks, providing sanctions in the form of additional assignments for students who do not complete the assignments making students more disciplined in doing assignments (3) increasing motivation students learn, teachers do it by always giving it every day motivate students and give appreciation to students whenever they are there students who dare to express their opinions so they start accustomed to speaking in

public (4) technologically savvy, application of learning by utilizing various applications such as gform, canva, kahoot, and so on make students more technologically literate.

In the world of education, teachers have a very important role improve students' abilities and understanding. According to Yestiani & Zahwa (2020) teachers do not only play a role in sharing knowledge, such as teachers at SDN Bakalan Krajan 1 Malang has roles including, teacher as facilitator, teacher as mentor, teacher as manager, teacher as motivator, teacher as coach. Roles explained as follows:

Teacher as Facilitator: Facilities provided by teachers at SDN Bakalan Krajan 1 Malang is in the form of the use of teaching media, where teachers use teaching media as learning supporter. The teaching media used by teachers are usually already in use provided by the school but if the teacher feels that the teaching media from the school is lacking then the teacher will make it himself. Then the teacher also facilitates the students to carry out the learning process outside the classroom or utilize the environment around, this is done if the surrounding environmental conditions allow. Learning outside the classroom has an impact on students' understanding because they can learn directly and create a different atmosphere so that students feel comfortable. In addition, learning agreements used to assign roles to students and therefore students feel that their opinion is important. Learning agreements provide the impact on the closeness of teachers and students because there is an agreement between both sides.

Teacher as guide: Teachers at SDN Bakalan Krajan 1 Malang apply giving sanctions to students, this aims to build character and student discipline. Providing a violation book is used as evidence in writing regarding violations that students have committed. It's walking When teachers feel that students are becoming more disciplined because they rarely fill up violation book and ask for the teacher's signature. Apart from that, students also feel become more self-aware, honest and responsible when breaking the rules they immediately filled out the violation book and asked for the teacher's signature without reminded to fill in.

Teachers as managers: Teachers at SDN Bakalan Krajan 1 Malang create conditions so that the class remains conducive and comfortable by providing ice breaking for focus students. Icebreaking is done at the beginning of learning and during Students feel they are starting to lose focus. Ice breaking is often done in the form of sing, clap, guess the words. Then the class design also shows classroom management carried out by the teacher. The decorations in the class are interesting students' attention so that they feel more enthusiastic about learning, besides that Frequent changes in the layout of the benches by teachers create learning conditions become fresher. Mastery of the class carried out by the teacher is like a transfer position when delivering material, when explaining the teacher conducts questions and answers with students so that interaction occurs and learning is not monotonous, Hand movements and facial expressions are also applied so that students do not get bored and The teacher seems more flexible in delivering the material. In teacher classroom management also implement learning evaluations for students, this evaluation is carried out by providing several questions that students must work on find out whether the material presented is understood enough or not yet. After the evaluation is carried out the teacher will provide conclusions regarding the material so that students remember more.

Teachers as motivators: Teachers at SDN Bakalan Krajan 1 Malang always give motivation to students. Providing motivation is usually done by relate to the material to be discussed. The motivation provided is also in the form of: Increased enthusiasm for learning is felt if there is no motivation for students The enthusiasm for learning goes up and down, motivation also shapes

the character of the participants educate even if gradually. Appreciation is always given to students who dare to express opinions or present the results of their work.

Teacher as trainer: Teachers at SDN Bakalan Krajan 1 Malang apply offline and online learning where in offline or online learning The teacher immediately carries out simple exercises such as getting used to cooperation kind, brave to express opinions, respect each other. Online practice is like getting used to it use technology to be technologically savvy. Involvement of application usage learning such as using Canva, Google Forms, Kahoot, and so on, then the teacher also provides soft files related to the material presented so that Students can also study at home, this trains students to adapt to circumstances and utilize technology. Providing training to students are obtained by teachers from trainings that are often attended for develop teacher creativity.

The diversity of students ranging from abilities, learning motivation, talents, interests, and different characteristics require the development of learning models for increase and foster students' learning motivation. According to Aunurrahman (2011) there are several groups of learning models that can be applied by teachers including the following: group social interaction models (social interaction models), group of information processing models (information processing models), group of models personal (the personal family model), group behavior system model. Teacher at SDN Bakalan Krajan 1 Malang is more inclined to use social interaction model groups. Such as the application of group learning which is often carried out by teachers Students feel they need each other. In learning In groups, teachers group them based on interests, learning styles, and readiness Study. The teacher feels that the grouping is appropriate to the characteristics of the students makes it easier for them to discuss and reduces the occurrence of problems in groups. But besides that, the teacher also makes offers to students if they want to create their own group so they can feel freedom in learning. So that the teacher does not play too much of a role in each group there are students who have been trusted to be responsible, this is done so that the quality of each group is equal.

Group learning certainly has an impact on students because it involves other people in completing the task. According to Putri & Arifin (2022) There can be an impact from group learning among students tend to be more active and feel happy with group learning because they can freely socialize for discussions with peers so that can complete tasks quickly. The statement is consistent with what happened At SDN Bakalan Krajan 1 Malang, teachers feel that there is learning Groups of students are more responsible, they can complete assignments together and fairly in dividing tasks. Apart from that, students feel they can accept the consequences when they agree to form groups accordingly wishes, whatever the results, students must accept and implement them. Then students are more active because their self-confidence increases caused by the many thoughts of many people. Next can be a discussion went smoothly because according to interests, the grouping was carried out at the beginning by the teacher based on interests, learning styles, and readiness to learn create a learning process Groups work conductively because they are in appropriate groups its characteristics. Teachers also feel that cooperation between members is going well help each other to solve the questions given by the teacher. Besides that Students feel happy with group learning because they can discuss with other friends so that it is easier and the problem solving is faster resolved. Creative teachers certainly have their own ways to expedite the process learning, such as approaching students to create participants students are comfortable in learning and increase students' enthusiasm for learning. According to Anggraeni (2019) having the right approach, method and strategy will produce success in the learning process, because of the process The teacher's approach will be to know the character of each student so the teacher can understand it is easy to find out a suitable learning model so that students

can easily understand the material presented by the teacher. As done by a teacher at SDN Bakalan Krajan 1 Malang there are various ways to find out characteristics of students taking a diagnostic assessment approach, approach personal, talent interest approach, seeking information from previous teachers, searching information from parents, seeing student learning outcomes, providing more guidance to students. The approach taken by the teacher is explained as follows:

Carrying out a diagnostic assessment: Teachers at SDN Bakalan Krajan 1 Malang implement a diagnostic assessment to determine the characteristics of the teacher's students interview at the beginning of the new school year, questions starting from interests and talents, liked and disliked lessons, desired learning model, and etc. Personal approach: Teachers at SDN Bakalan Krajan 1 Malang often convey when students feel uncomfortable because many classmates disturb him, then the teacher will solve the problem with him students without using intermediaries so that students are more open. Then if there are students who make violations then the teacher will bring students to the office to be completed carefully and privately. Talent-interest approach: Teacher at SDN Bakalan Krajan 1 Malang if there are participants students who want to play volleyball, badminton and so on The teacher will take time to play together because the teacher likes it with sports. Usually this approach is done during break time or after returning home school when teachers have free time. As much as possible the teacher does outside the classroom approach with students. Look for information from previous teachers: Teacher at SDN Bakalan Krajan 1 Malang at the beginning new school year teachers will look for information related to the characteristics of each individual previous class teacher, this is done to add related references characteristics of students and teachers can prepare students' needs based on previous suggestions and teachers.

Seek information from parents: teachers at SDN Bakalan Krajan 1 Malang when available parent teacher meeting activities at teachers' schools try to dig up related information characteristics of students at home, economic conditions, parental support on student education, and so on. Information that comes from people Parents will make it easier for teachers to know students' needs. View student learning outcomes: At SDN Bakalan Krajan 1 Malang if available Students who have poor grades will be called by the teacher individually to ask what is the cause of poor learning scores, whether from internal or external students. Such an approach is felt by the teacher makes the students' results little by little increase learn it. Provide more guidance to students: Teacher at SDN Bakalan Krajan 1 Malang often provides second chances to improve participants' learning outcomes educate. Improvement of these grades is usually done online where students You can do it at home with parental supervision. The teacher's approach to students needs to be carried out by every teacher The existence of this approach will facilitate the learning process because students feel it comfortable without any pressure in studying. According to Abidin (2019) teachers always required to improve the quality in understanding existing problems teaching and learning process, this aims to make students become more better and easier to understand what is being said. As experienced by teacher at SDN Bakalan Krajan 1 Malang with the approach that has been taken The perceived impacts of this approach include: Students are more open, It is easier to shape the character of students, expedites the learning process, Knowing the character of each student and what they need,

4. Conclusion

Teacher Creativity in Class Management at SDN Bakaln Krajan 1 Malang

Teacher creativity needs to always be developed to improve learning outcomes maximum. Various characteristics of students require good classroom management so that it is always conducive. Increasing teacher creativity can be done by increase motivation and self-awareness, collaborate with colleagues, attend appropriate training to increase teacher

creativity, head coaching school. Then involving students in classroom management is also necessary applied as if carrying out a student learning agreement is permitted convey suggestions for learning agreements as learning begins. Apart from that, the learning atmosphere will influence student learning outcomes, therefore teachers can take advantage of school facilities such as the use of teaching media, utilization surrounding environment, as well as classroom design. Then, increasing collaboration capabilities students can do this with group learning. So learning When group walking is conducive, mapping needs to be done at the beginning based on interests and style learning, and readiness to learn. The impact of grouping students become more active, responsible, able to accept consequences, more conducive, increase cooperation between members. Lastly, the teacher's approach to students This can be done in various ways, including through this diagnostic assessment method carried out to determine the characteristics and learning needs of students, seek information related to students' needs in learning from teachers previously and parents, the approach is not only carried out in the classroom but also can be outside of class such as during breaks. After that, the impact that can be obtained from This approach means that students are more open, know their character and needs students so that it will facilitate the learning process.

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