

# Teacher Competence in Developing Creativity Elementary School Students



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**Abstract:** Creativity is an important aspect of human life. Creativity can help someone in solving problems and facing the development of science and technology. Student creativity will develop optimally if the teacher has sufficient competence. The more creative a teacher, the more creative the students. This study aims to obtain a data picture of the creativity ability of fifth grade elementary school students in Gorontalo Province. The study was conducted in elementary schools in Gorontalo Province for grade 5 elementary school students. The research method was descriptive-quantitative, with a sample population of fifth grade elementary school students coming from 6 regions in Gorontalo Province. The fifth grade elementary school sample was taken using the stratified random sampling technique for each district and city, so that a total sample of 120 students was obtained. The measuring instrument used was the Verbal Creativity Test developed by Munandar and the data were analyzed using descriptive statistics. The results showed that some 75 % grade elementary school students throughout the province of Gorontalo has a low level of creativity ability. This shows that the low creativity of students is due to the lack of variation in providing learning methods and strategies by the teacher.

**Keywords:** teacher, creativity, elementary school students

## I. INTRODUCTION

Success or failure of a job depends on creativity in completing the work. The creativity possessed by an individual can make him see various kinds of possible solutions to problems, express new ideas, and improve the quality of his life so that it will produce new discoveries and technologies (Munandar, 1992). Creativity is actually owned by all individuals but is at a different level depending on support from the environment. Family environment (parents), school environment, and community environment can help to stimulate the development of children's creativity (Munandar, 2009). If these environments do not provide opportunities and support in developing student creativity, it is not impossible that the potential for creativity that students had had could not develop optimally.

According to Munandar (1992), the teaching given by teachers in schools has so far only focused on convergent thought processes, but does not stimulate divergent thinking processes. Divergent thinking is the ability to think to find several possible answers from various perspectives smoothly, flexibly and originally in solving problems. The convergent thinking is the ability to think to find one possible answer in solving problems.

This condition was discovered by the authors based on informal interviews with all 6 representative teachers from each elementary school in Gorontalo Province districts, where the teachers still focused on routine, rote learning skills, only based on one answer in solving problems, the teaching method is still focused on the teacher (lecture), and the lack of guidance for teachers in implementation and in the evaluation of the knowl Cons der ng 's creativity. In addition, based on the informal interview, it was also found that the teacher's understanding of creativity is something that must produce a product. This causes students to not be able to develop abilities and attitudes creatively and innovatively in solving a problem.

## II. LITERATURE REVIEW

Creativity according to Munandar (1992) is the ability to reflect fluency in thinking (giving many answers), flexibility (flexibility) in thinking (giving answers from various points of view in dealing with problems), originality in thinking that is rarely given by other children, and the ability to elaborate (elaborate, enrich, develop an idea). These characteristics of creative thinking (fluency, flexibility, originality, and elaboration) will not appear if they are not accompanied by affective features of creativity such as motivation (intrinsic and extrinsic), curiosity, dare to take risks to make mistakes or criticized, not easily discouraged, appreciates beauty, is attracted to challenges, has a sense of humor, can respect oneself and others, and wants to find new experiences.

There are several factors that can affect children's creativity such as parents' attitudes and situations in the household (Munandar, 2004 in Tamoto & Purnamasari, 2009). Additionally, Hurlock (1999, in tamoto & Purnamasari 2009) also revealed that there are several factors that may mem p engaruhi creativity of children, namely:

1. Gender. Some research shows girls have less creativity than boys because girls are given less freedom in expressing their opinions and are treated to be more obedient to the commands of parents than boys.
2. Socio-economic status. Children from families with low socioeconomic status tend to be less creative than children from families with higher socioeconomic status because families with low socioeconomic tend to use authoritarian approaches in dealing with children.
3. Birth order. The first child less given freedom san's creative than children born later because the child must first meet the expectations of parents.
4. Family size. Children who grow up in a large family tend to be less creative upbringing premises n authoritarian ways than children who grow up in a small family.

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5. Urban environment versus rural environment. Children from the village environment tend to be less creative because they are educated authoritatively and are given less freedom in creation than children from the urban environment.
6. Intel i prestige. At every age level, children who have IQs above average tend to have higher creativity compared to children who have IQs below average. This is because children with IQs above the average formulate more solutions to a problem and more to express their new ideas in solving those problems.

Rachmat (1985, in Mujidin, 2005) revealed that there are 3 factors that can encourage the formation of children's creativity, namely cognitive abilities, open attitudes, attitudes that are free, autonomous and believe in themselves. According to Gie (2003, in Mujidin, 2005) factors such as perception, culture and feelings can be a barrier to the formation of children's creativity. Pressing community culture will create feelings of fear, anxiety, pessimism, and feeling inferior, so that it will inhibit the creativity of members of the community. The condition of one's perception can also be a barrier to creativity, which occurs when the individual does not correctly interpret the surrounding environment.

The position of teachers as professionals aiming to do right national education system and achieve national education goals, namely the development of students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, as well as being democratic and responsible citizens. For the realization of creative students, teachers must have academic qualifications, competencies, educator certificates, be physically and mentally healthy, and have the ability to realize national educational goals (RI Law No.14, 2005).

Competence is a set of knowledge, skills and behaviors that must be possessed, internalized and mastered by teachers in carrying out professional tasks (RI Law No.14, 2005). Based on the Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, Chapter IV Article 10, teacher competencies include pedagogical competencies, personal competencies, social competencies, and professional competencies obtained through professional education. Juidani (2011) revealed that personality competence is related to the attitudes and behavior of teachers as educators, pedagogical competencies are related to teacher knowledge about education, social competence related to teacher relations with students; parents of students; colleague; the principal and other *stakeholders*. Professional competence is related to the knowledge, attitudes and skills of teachers to plan, implement and evaluate teaching and learning activities.

Based on the results of research conducted by Juidani (2011) concerning teacher creativity and competence of elementary school teachers, it is obtained that if a teacher's creativity increases the competence will also increase. According to Juidani, if teachers do not have creativity it will be difficult to carry out their duties so that learning environments will not be created that can stimulate students to think creatively. The more creative a teacher will more and more assist in the advancement of education. One of the recommendations recommended by Juidani is that training is needed to improve teacher competency. In addition Refida (1999 in Marisi, 2007) in his research results showed that the

more positive the teacher's attitude towards creative personal characteristics, the more conducive the learning environment he created. Meanwhile research conducted by Marisi (2007) shows that unusual learning methods (in this case the *right hemisphere* method) can help in developing students' creative potential (*fluency* ability, *flexibility* and *originality*), when students study science subjects. As for Wardani (2011) in his research entitled Efforts to Improve Student Creativity in Social Studies Elementary School Learning Through Group Discussions, revealed that the use of group discussion methods can actually increase creativity in guessing the cause and effect of an event and developing an event. Teacher creativity in applying learning methods so as to develop student creativity, was also discovered by Nuryani (2011). Nuryani (2011) revealed that learning to write (writing) is one way to develop student creativity.

Several studies in the above has shown that if the more creative the teachers and increasing its competence so that teachers will be easier to apply course material to the students. The ease of teachers in providing subject matter because it is creative in conveying subject matter, will make it easier for students to absorb and be more creative in dealing with a problem. Students will not be fixated on only one way of solving or only one point of view of understanding. Students will search for all sorts of possibilities answers in the face of problems early.

Based on the phenomenon of the problem and review of the literature described in the above, then p enelitian aims to get an overview of data on the ability of students creativity grade V the Province of Gorontalo through a standardized creativity test that verbal creativity test developed by Munandar (1977).

### III. METHOD OF RESEARCH

This research is a descriptive-quantitative study about the description of the creativity abilities of fifth grade elementary school students that can be known from the Verbal Creativity Test (TKV). In this study the variables to be measured are *fluency*, *flexibility*, *originality*, and *elaboration*. These variables are related to characteristics of aspects of children's creativity from verbal creativity tests (TKV).

The population of this research is elementary school students in grade V in Gorontalo Province with an age range of 10 years to the age of 13 years. The technique of taking population pe nelitian using the technique of *stratified random sampling*, which in Gorontalo Province are 1 City (Gorontalo) and 5 District (the District. Bone Bolango, Kab. Gorontalo, Kab. North Gorontalo, Kab. Boalemo and the District. Puhwato) and Research samples in each region were represented by one elementary school.

The instrument used in collecting this research data was using the verbal creativity test (TKV) developed by Munandar (1977, in LPSP3, 2011). The TKV instrument has been tested for reliability (reliability) and validity (valid) on elementary school students in Jakarta and is a standardized test.

Retest test reliability for elementary students ranged from 0.65 to 0.75 and a validity coefficient of 0.43 was obtained, where the significance level was 0.01 (Munandar, 1977 in



LPSP3, 2011). Therefore, the author will not do the trial again.

This verbal creativity test is based on the intellectual structure model of Guilford which consists of six subtests namely the beginning of a word, composing a word, forming a three-word sentence, the same properties, the types of usage and what the consequences are. These six sub-tests are categorized as *operation* dimension with divergent thinking category, and *content* dimension with verbal category. However, these six sub-tests have different *product* dimensions (Munandar, 1977 in LPSP3, 2011).

At the beginning of the subtest the word aims to measure the smoothness of the word, the number of items 4 with the time per item 2 minutes. The subject must think of as many words as possible beginning with the two letters available. Example: Sa, the correct answer is while, calmly, me, and sick. Answer animal names, names of people and trademarks are declared incorrect because they are not included in the criteria.

As for the subtest composing words aimed at measuring the fluency of words, the number of items 4 with time per item 2 minutes. The subject must arrange as many words as possible using the letters of a given word. Example: Kotabaru, the correct answer is word, blur, brick and brain. Answer animal names, names of people and trademarks are declared incorrect because they are not included in the criteria.

Subtests form three-word sentences to measure fluency in expressions, the number of items 4 with time per item 3 minutes. The subject must form a sentence consisting of three words for which the first letter of each word has been determined. Example: ALG, the correct answer is what is Gita?, Gimana is a funny kid, did Gita forget? The last sentence in bold was declared wrong because it used two words from the previous sentence.

Subtests of the same properties to measure smoothness in giving ideas, number of items 4 with time per item 2 minutes. The subject must find living or inanimate objects which have two predetermined properties. Example: red and liquid, the correct answer is rose syrup, red ink, and blood.

For subtest various uses of the purpose is to measure the flexibility and originality in mind, the number of items 4 time per item 2 minutes. The subject must find the answers to as many uses as possible of the objects that have been determined, but these uses must be unusual.

The subtest " what is the result " is to measure the fluency in providing ideas combined with elaboration, the number of items 4 with the time per item 4 minutes. The subject must use his imagination to think of everything that might happen from a predetermined hypothetical event. The occurrence of the hypothesis is actually not possible, but the subject must assume if the event occurs and what the consequences are. Example: what are the consequences if people can fly like birds?

To obtain the total value of verbal creativity for each subject needs to do some stage early. First, each sub-test must find the rough numbers (*raw score - RS*) by adding up the correct score on each item. Second, the sum of the RSs for each sub-test will be converted to SS values based on the age norm of the subject. Third, after obtaining the SS value of each sub-test, then it is added up and converted again into a *creativity quotient* (CQ) (LPSP3, 2011).

Data analysis method used in this research is descriptive statistics. Descriptive statistics are used because the authors intend to describe sample data without making conclusions that apply to the population where the sample was taken (Sugiyono, 2013). This is in line with the research goal, which is to get a picture of the creativity ability of fifth grade elementary school students, represented by 6 elementary schools in 1 city and 5 districts in Gorontalo Province. The results of the data from this study are in the form of percentage calculations presented through tables and graphs to illustrate the categorization of verbal *creativity* (*creativity quotient - CQ*) and categorization of standard values (SS) for each aspect of creativity. The categorization of verbal creativity can be seen in table 1 and the categorization of standard values (SS) for each aspect of creativity can be seen in table 2.

CQ range	Goal. Based on Munandar (1985, in LPSP3, 2011)	Research Categorization
<69	Low	Low (R)
70 - 79	Border	
80-90	Below average	
91-110	Average	Enough (C)
111 - 119	Above average	
120 - 127	Superior	Height (T)
> 128	Very superior	

Table 1 Verbal creativity categorization (CQ)

Table 2 Categorization of standard values (SS) for each aspect of creativity

SS Range	Categorization
0 - 6	Low (R)
7-13	Enough (C)
14-20	Height (T)

#### IV. RESULT AND DISCUSSION

Table 3 Verbal Creativity Results (*Creativity Quotient - CQ*) in fifth grade elementary school students in Gorontalo Province

No.	School name	CQ categorization			Student
		R	C	T	
		Qty. (%)	Qty. (%)	Qty. (%)	
1	SDN 87 Kota Tengah, Kota Gorontalo	7 (35%)	13 (65%)	0 (0%)	20 (100%)
2	SDN 03 Bulango Timur, Kab. Bone Bolango	15 (75%)	5 (25%)	0 (0%)	20 (100%)
3	SDN 09 Limboto, Kab. Gorontalo	18 (90%)	2 (10%)	0 (0%)	20 (100%)
4	SDN 04 Anggrek, Kab. North Gorontalo	15 (75%)	5 (25%)	0 (0%)	20 (100%)
5	SDN 03 Botumoito, Kab. Boalemo	20 (100%)	0 (0%)	0 (0%)	20 (100%)



6	SDN 01 Marisa, Kab. Pohuwato	15 (75%)	5 (25%)	0 (0%)	20 (100%)
<b>amount</b>		<b>90 (75%)</b>	<b>30 (25%)</b>	<b>0 (0%)</b>	<b>120 (100%)</b>

Based on Table 3, it can be seen that in general verbal creativity in fifth grade elementary school students in Gorontalo Province is relatively low at 75%. When viewed from the research location, the fifth grade students of SDN 03 Botumoitto, located in the Boalemo district, had the most creativity with a low category, namely 20 students (100%). This is different from the fifth grade students at SDN 87 Kota Tengah, which is located in Gorontalo City, which has the most verbal creativity with sufficient categories, namely 13 students (65%). This condition is in line with what was stated by Hurlock (1999, in Tamoto & Purnamasari, 2009) regarding factors that can affect children's creativity, one of which is urban versus rural environment. Children from the urban environment tend to be more creative than rural children, because city children tend to be educated more democratic and more given the freedom to be creative. Based on data from the Gorontalo Province National Land Agency in 2015, Boalemo Regency is located 105 km from the Capital of the Province (Gorontalo Province Central Statistics Agency, 2017).

The high category of " low " on the creativity of verbal students that some 75% (Table 3) and the category of " low " in the aspect of *Fluency* (smoothness words) a 80.8% (Table 4), indicating that students fifth grade elementary school in the Province of Gorontalo I can't develop possible answers when faced with a problem. When students are given a stimulus in the form of two letters and must mention a number of words beginning with these two letters, students have difficulty giving answers. At the time of data collection, students often complained about having to make words from two letters, may not use people's names, animal names or trademark names. Students have become accustomed to easily mentioning a number of words beginning with one letter and not limited by various rules. This is in line with what was expressed by Gie (2003, in Mujidin, 2005), where student perceptions can be one of the inhibiting factors in developing student creativity. Students' expectations can provide answers without being limited by certain rules, making students unable to see or respond to the stimulus provided. When viewed under the aspect of creativity in Table 4, aspects of elaboration is in the category of " enough " with the highest percentage value compared to other aspects of creativity, which amounted to 46.7%. This shows that in fact students are easier to develop, detail and enrich ideas into interesting ideas. This condition is in line with that expressed by Nuryani (2011) that the writing method can develop student creativity. As for the aspect *Flexibility* is the highest aspect percentage value that is equal to 12.5% in the category of " high " compared with other aspects. This shows that students have the potential to see the use of an object that is not normal (unusual). In this aspect, students are given complete freedom to use part or all of an object to look for unusual uses of that object. This is in line with what was stated by Mujidin (2005) if the attitude of feeling free and autonomous, can encourage the formation of children's creativity. Overall both the results shown in table 3 and table 4 show that aspects of verbal creativity in fifth grade students in Gorontalo Province have not yet developed optimally. This is due to the discovery of monotonous or traditional methods, where the teacher as a learning center, the teacher does not provide an opportunity for students to find other ways to

solve problems, then the media provided is also not varied (usually only relying on one handbook). In the research conducted by Marisi (2007), teachers are considered as creators during the learning process so they need to develop learning methods that are free in expressing ideas. In addition, Minister of Education Regulation No. 16 of 2007 has regulated that one indicator of competency that must be possessed by a teacher is to be able to apply various approaches, strategies, methods and learning techniques that educate creatively in five subjects (Judiani, 2011). In other words, teachers must have creative competence in applying subjects in order to create a creative classroom environment, which in turn can stimulate students to participate in thinking creatively, courageously, independently and confidently in expressing their answers or ideas in completing a the problem. From the results of the study it appears that in general the teachers in Gorontalo Province still use traditional methods so that this has an impact on the value of students' verbal creativity abilities which are classified as " low ". Therefore it is expected that teachers need to increase their competence in developing student creativity.

V. ACKNOWLEDGMENT

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VI. CONCLUSION

Based on the research results can be concluded that the low Her creativity verbal students due to factors not the variation in providing methods and strategies in learning and yet unequal facilities and information in developing students' creativity. Getting away from the city center, the potential kreativita s students are less developed. Therefore, the suggestion for the next researcher is to develop a set of guidelines for developing creativity to improve teacher competency. The toolkit is expected to improve teacher competency so that it can help in developing student creativity. The guide should contain the stages of activity implementation, student worksheets and evaluation guides that must be carried out by the teacher in developing student creativity.

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