

Students Creativity Development Model and Its Implementation in Indonesian Islamic Elementary School

Dwi Priyanto¹, Abu Dharin²

State Institute for Islamic Studies Purwokerto, Purwokerto, Indonesia

ABSTRACT

Indonesian Islamic elementary schools have not been able to provide graduates as creative students. Students only prepared to become interpreters than visionaries. The development of the creativity of students in Indonesian Islamic elementary schools is very important, so the education process in schools can be relevant and produce graduates with high creativity. The purpose of this study was to determine the effectiveness of student creativity development and its implementation in learning at MIN 1 Banyumas. The results of this study indicate that the learning process has an effect on the development of student creativity. Student creativity develops through active participation in the learning process supported by active and innovative learning models and strategies. Thus, it can be concluded that the teacher has applied the concept of developing student creativity to achieve educational goals by involving students actively in the learning process.

Keywords: Creativity, Learning, Teachers and Students.

1. INTRODUCTION

The rapid development of science and technology has influenced many aspects of human life in the world, including education in Indonesia. This influence demands progress and sophistication in Indonesian people perspective as the development actors in the country. The multidimensional crisis in Indonesia for more than two decades has resulted in many problems that require solutions to maintain Indonesia's existence in the world. This effort is in line with the goals of national education to improve human quality, those who are able and actively in live as agents of change and development of national and international life.

The realization of national education goals is outlined in the National Education System Law number 20 of 2003, stating that the function of National education in Indonesia is to develop individual capabilities and shape the character as well as civilization of a nation with dignity in order to educate the nation's life, aiming at developing students potential to become human beings who have faith and devotion to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, as well as become democratic and responsible citizens.

The implication of this goal requires every human being to be able to solve their life problems independently, so that they can contribute in realizing a just and prosperous Indonesian society. Strategies to bring people to live their quality of life can be done with a simultaneous and professional coaching approach.

In recent years, the world began to undergo significant transformational changes associated with the beginning of mass digitalization (Gapsalamov et al, 2020). The advances of technologies, increasing population and decreasing supply of natural resources followed by the emergence of various natural disasters and monetary crises in Asian countries since 1997, greatly demanded the adaptability of Indonesia toward these

crisis and challenges creatively, as well as the ability to seek creative solutions. Alfian (1991) states that through human or community creativity, they will be able to generate ideas for a better quality of life. Creativity allows humans to have a further vision and broader horizons about various aspects of life.

2. LITERATURE REVIEW

A quality human being depicted as having high ability in intelligence, creativity, and skills, as well as a reliable attitude (Sarwono, 2018). Attitude is a reaction or special response to a stimulus that comes from a person's perception of his environment (Zaenuri et al, 2017). In fact, it turns out that there are very few creative Indonesians today. Commonly, a person can only imitate what is already there and is less able to come up with his own new and original opinion. Likewise, in dealing with a problem, a person is only fixated on one common way and is always used to solve it.

Basically, every human being has the ability or creative talent since they were born which vary among individual. There are some people who have a low level of creativity and some have a high level of creativity. Davis argues that

Corresponding Author e-mail: abudharin@iainpurwokerto.ac.id

<https://orcid.org/0000-0001-9868-8242>

How to cite this article: Priyanto D, Dharin A (2021). Students Creativity Development Model and Its Implementation in Islamic Elementary School. Pegem Journal of Education and Instruction, Vol. 11, No. 3, 2021, 81-87

Source of support: Nil

Conflict of interest: None.

DOI: 10.14527/pegogog.2021.00

Submission : 07.03.2021

Revision: 18.05.2021

Acceptance: 19.05.2021

Publication: 01.07.2021

“creativity can be taught and trained to everyone and there are several factors that can increase person’s creativity beyond pre-existing levels (Davis, 1981). Creative learning applies to all students, not only for gifted students every students have creative potential, even though the creative potential varies from person to others. Some have a lot, some are a little. Although there are different levels of creative potential, it must be admitted that all students have a potential for creative learning (Semiawan, 2009).

This creative talent requires to be fostered as early as possible, precisely from childhood. It can be done by providing various creative activities to children to develop their creativity. Children are the potential human resources who are the successors and owners of the future of the nation. It is natural that children should be given the opportunity to develop their creative talents since childhood.

Fritz (1994) argues that “The most important developments in civilization have come through the creative process, but ironically, most people have not been taught to be creative.” Similarly, Ishaq also said that: “We humans have not yet achieved our full creative potential primarily because every child’s creativity is not properly nurtured. The critical role of imagination, discovery and creativity in a child’s education is only beginning to come to light and, even within the educational community, many still do not appreciate or realize its vital importance. It must be recognized that the school system in Indonesia has not been able to develop and produce graduates to become creative individuals fully. Students are more likely to be prepared to become interpreters than to become visionaries (read: leaders) because of their weakness in self-knowledge, which refers to a set of information or beliefs about oneself, while self-awareness refers to the attention directed to the self (Wing Shui, 2020).

In the era of the knowledge economy, it is strongly believed that priority should be given to educational development. School effectiveness has always been considered a guideline for education quality, and increasing school effectiveness is also the main goal of educational reform (Zhaoyang, 2019). Since education is universal and necessary, it implies meeting the needs of living beings, of training all of the subjective and social capacities of a person. Education, in fact, may be the most important and widespread *īartī*, in the sense of a continuous work in progress in which persons learn how to live on and in the world. But education is an art also because it is the way of an unfolding of the complex and singular aspects of the individual and explore the limits of human capacity (Mandolini, 2007).

Therefore, it is very important to develop the student’s creativity in school in order that the educational process in schools can be relevance and produce high creativity graduates. Creativity is necessary for the science, technology, and art that encompass everyday life (Ulger, 2018). Education is an elaborate process of sharing: teachers sharing what they

know with students through lessons and activities, students sharing their current understanding with teachers through homework and other assignments (Tonks, Weston, Wiley and Barbour, 2013). Many schools currently have enough supporting facilities and infrastructure (Mahdum et al, 2019). Schools should also be able to provide a curriculum that allows students to think critically and creatively, as well as have problem solving skills. Thus, they can respond positively to any opportunities and challenges and are able to manage risks for their benefit in the present and future.

According to Wardani (1994) in her research suggests that in several provinces in Indonesia, the conditions of learning activities in primary schools vary from place to place. However, generally the conditions for learning activities in the classroom can be described as follows, (a) the teacher actively gives lectures, while students only pay attention and make notes about what the teacher writes on the blackboard, (b) the teacher often asks students to read in turns, (c) the teacher does not provide input or feedback (feedback) to students or tasks performed by the students, (d) the teacher does not facilitate learning in the classroom, (e) the teacher does not provide homework to students, and (f) teachers have not used the maximum learning time, (g) teachers still use conventional and monotonous learning models. Therefore, this kind of teaching and learning method focuses less on student’s attitudes and skills development.

Seeing from the learning quality stated before, it can be said that the teaching and learning process is focused more on the teacher (teacher center), teacher agency is an indispensable element of good and meaningful education (Biesta et al, 2015). It means that the teacher plays a very dominant role in designing, organizing, and filling in activities in the classroom in less comfortable and enjoyable atmosphere for students. Meanwhile, students tend to follow what the teacher wants or assigns. Therefore, this learning model can be said to be more one-way and verbalistic, so there is less opportunity for student to student interaction. Effective strategies that lead students toward the expected learning situation, in accordance with educational goals are definitely need to be improved. Rather than replicating ‘compliance’ models of education that have not worked well previously, more inclusive and flexible alternative approaches are required (Reimer & Pangrazio, 2018).

Students are given little opportunities to solve problems, discuss in groups, and interact with friends in learning activity, causing many other underdeveloped personal aspects of students such as, the development of creativity, sociability, emotions, and so on. Meanwhile, curriculum has been concerned with preparing students to academically succeed in quantifiable measures such strategies often fail to include the opportunity for prolonged problem-solving and critical thinking (Emily, 2019). It is not appropriate with the characteristics of elementary school students who really need

to develop physical, cognitive, and socio-emotional functions. The pattern of interaction as described above is less supportive of learning development in elementary school students. As a result, it is not optimal for student development as a whole, and it can have negative emotional impacts on students. This condition ultimately required a change in learning orientation from teacher-centered to student-centered. As argued by Riggs (200) that is more appropriate to do an active learning strategies and experiential learning because it can enhance students understanding and promotion of deeper learning in various disciplines.

The problems of educational creativity above encourage the researchers to conduct this research. Specifically, this study aims to be elaborated with a pedagogical (learning) approach because it contained various reasons; a) according to the author's analysis, the existence of unemployment, juvenile delinquency, student brawl, and moral decadence are indications of the lower level of students creativity so there are no beneficial activities they can do in their leisure time; b) the learning process has a very important role in achieving learning objectives, one of which is the development of student creativity; c) the school environment is used as the object of research because educators in schools have been equipped with a set of knowledge and skills about education and school-age students are in a dynamic stage of growth and development; d) creativity is used as the object of research because the learning process that has been taking place in schools has not been able to increase the students creativity.

The realization of the next step is a planned effort to create a learning atmosphere and process in such a way that students can actively develop their potential (Rahayu, 2018). It is necessary to develop a learning concept that can increase student creativity in the school environment so as to form creative personalities. Orienting society toward sustainable development is one of the central issues pertaining to the development of a teacher into a creative person with his / her individual style of activity and thinking (Davidova, Jeřena and Kokina, IrÁna. 2007). In the end, the problem of unemployment, delinquency adolescents, student brawls, moral decadence, drugs and promiscuity as is happening now can be minimized in the future.

In general, this study aims to determine the effectiveness of the learning process in developing student creativity in MIN 1 Banyumas, Banyumas Regency. The objectives are : 1) to examine the learning programs in developing student creativity; 2) to examine the efforts of the principal in improving teacher competence; 3) to examine the efforts taken by the teacher in the learning process to develop student creativity; 4) to assess the design of the student learning environment in developing creativity; 5) To assess the form of student activity in schools in developing creativity; 6) To examine the application of learning methods to develop

creativity; 7) To examine the application of evaluation of learning outcomes to develop creativity; 8) To examine the obstacles and steps to solve them to develop student creativity; and 9) To examine the success rate of the learning process to develop student creativity.

3. METHOD

This study uses a qualitative approach, with descriptive qualitative research using inductive data analysis based on the facts that is found and then constructing a hypothesis or theory (Sugiyono, 2005). This study uses data from interviews and observations as the main source which is supported by document study. The subjects of this study were 12 teachers and 200 students, from grades IV and V in MIN 1 Banyumas who were determined by purposive sampling from a population of 121 teachers and 879 students.

There are three components used in the data analysis process, they are data reduction, data presentation, and conclusion/verification. For more detailed data analysis, the author starts with categorization by classifying the data based the characteristics; 1) Data that is philosophical in nature, including the ideals, goals and values adopted; 2) Data on facilities and infrastructure including study rooms, office spaces, libraries and mosques; 3) Education staff data consisting of teachers, administrative staff, and school leaders, 4) Student data consisting of students and female students; and 5) Curriculum data which includes learning programs, subject matter, methods, media and learning evaluation tools.

4. FINDINGS

4.1 Learning Program in Creativity Development

The priority of the learning program and the development of student creativity at MIN 1 Banyumas, Banyumas Regency is focused on the efforts to improve the education quality including the teachers and graduates quality by upgrading education, insight, and teacher welfare. Future teachers must have a working understanding of both content and pedagogy to enter the field (Bonie, 2017). The provision of learning facilities is also a major concern so that teachers and students can participate in the learning process optimally.

Banyumas Regency understands that in order to carry out a learning innovation in the school, a complete and integrated program is needed. Therefore, in preparing programs in schools, the following steps are taken: 1) Reviewing various guidelines, technical guidelines, and various literatures relevant to the creativity development program model; 2) Analyzing the school environment regarding the strengths, weaknesses, opportunities and threats of MIN 1 Banyumas, Banyumas Regency; 3) Analyzing the school position regarding its vision, mission, strategy and goals; 4) Determining the process and programming; 5) Forming a team work for programming; 6)

Involving related parties in the preparation of the program; and 7) Disseminating the program to all related components.

In general, the steps taken by the principal in the program preparation process were regarded appropriate and adequate, considering that the renewal program requires an integration; integrated in substance, in the program formulation process, and in the program implementation

In the implementation of learning programs in developing creativity, teachers demanded and directed to work creatively, innovatively, and independently in optimizing their professional performance, especially in reflecting on their daily duties as teachers, coaches and student guides. Tour (2015) states that “if progress is to be made in teaching and learning new literacies, greater consideration needs to be given to teachers’ everyday digital literacy practices and digital mindsets. Professional development and learning should take into account teachers’ personal experiences with technologies and provide teachers with opportunities to reflect critically on their digital mindsets, and examine and challenge their dominant assumptions. They also need opportunities to extend their understandings about affordances of ICT in creative and innovative ways”. Regarding the steps taken by the principal in preparing the program, all parties responded well. They agreed that the program was expected to help to improve the learning process, the institutions quality, teacher competence and the quality of graduates.

Thus, it can be said that the principal, as a manager, has understood the important meaning of the steps that must be done in drafting a program. The success rate of a program will be determined by the professional performance of the principal and the teachers in optimizing the school potential.

4.2 Efforts to Improve Teacher Competence in the Learning Process

Improving teacher performance in providing learning services to students which include teaching, guiding, and training, it is necessary to create an optimal service approach model. The importance of internal evaluations performed close to daily teaching practice and jointly with students and colleagues. By emphasizing that their daily informal evaluations represent their efforts to improve teaching, teachers are describing parts of their professional responsibility (Agneta, 2016).

The principal took five strategic steps in fostering and improving the teachers professionally including; 1) Efforts to improve teacher coaching services through teacher education, implementation of teacher teaching duties, providing teaching and learning support facilities and improving teacher welfare; 2) Efforts to increase the involvement and partnership of all potential school and community resources through structural coaching with the Ministry of Religion office, professional coaching with supervisors, professional organizations, and

partnership with communities and entrepreneurs; 3) Efforts to increase teacher creativity and innovation in learning services by providing teaching and learning facilities, motivating teachers to produce work, and appreciating the resulting creativity and innovation; 4) Efforts to improve performance appraisal are carried out through assessment activities in a comprehensive, periodic, systematic and integrated manner; and 5) Efforts to increase continuous improvement of teacher performance development through assessment, control, and continuous and programmatic improvement.

The five strategic steps taken by school principals in fostering and improving teacher professionalism are the efforts of principals and teachers to empower the quality of education. Placing teacher professional improvement as a priority in order to improve the education quality is a strategic step. The quality of education is not only determined by the teacher, but also the quality of students, infrastructure, management, and other factors. However, the students’ progress in their learning depends a lot on the teacher competence.

In order to respond to the changes caused by the urgent demand for teachers to improve professional performance in providing learning services to students, it is necessary to have readiness, responsiveness and openness of teachers in responding to changes wisely. The teacher’s effort to enrich and develop understanding in learning is an important step, considering that in today’s learning model students no longer make the teacher the only source of knowledge. It is also useful to vary teaching activities and styles to keep the class interesting and increase the opportunities for student engagement (Costouros, 2020).

4.3 Teacher Model in Student Creativity Development

Creativity is an expression of the individual uniqueness in interaction with their environment. It is from this unique personal expression that new ideas and innovative products emerge. Teachers can increase students’ curiosity, motivation, self-esteem, and creativity. It is also suggested that teachers can influence students more than parents because teachers have more abilities and opportunities to stimulate or develop student creativity than parents. The teacher has the task to evaluate the students work, attitudes and behavior.

The effort made by the MIN 1 Banyumas teacher, Banyumas Regency, to develop students’ creativity is to provide freedom to their students in their learning. Teachers must first decipher students’ diverse strategies themselves, making sense of the unique and unfamiliar even bizarre strategies students may use in solving a given problem (Shore et al, 2020). Teachers provide opportunities for students to develop naturally according to their abilities. Students feel more effective, act in accordance with their personal goals and will, and are connected to others, they participate for fun and enjoyment and to learn

skills that contribute to their sense of self (McDavid, 2020). The teacher uses an approach by providing ideas, suggestions, and guidance, but does not provide explicit answers and instructions. The teacher encourages students to come up with their own ideas. The teacher allows students to work together whenever possible and necessary, but emphasizes to students that everyone has their own talents and abilities. It is in line with Berry's argument that teachers have an important role to play in promoting the engagement of students in classroom learning, however, little is known about how teachers think about student engagement or their experiences of engaging students in the classroom (Berry, 2020). The importance of perceived resources and has developed an instrument that measures perceived support – also solely from the perspective of teachers (Goldan & Schwab, 2018).

It also shows the need for trust in a creative classroom. The emotional atmosphere of the classroom should support each student's confidence and sense of security. According to Shallcross (1981) the basic rule is personal assurance that allows students to develop at their own level, maintain the confidentiality of their work, so that they are ready to show it, and respect their differences. Therefore, teachers must continue to improve their skills and professionalism and evaluate their performance objectively. Likewise, the willingness to learn, both formally and informally is a must and demand for a teacher to increase their capacity and professionalism as an educator.

4.4 Learning Environment Design

Developing creativity requires attention to physical space as well as concepts. Classrooms are arranged and designed to support student activities, so that students can easily interact with teachers, other students, and subject matter. Open class emphasizes individual learning based on students' unique interests and experiences. For example, in composing lessons each student is given the freedom to write about what they sees, feels or experiences rather than given in a specific topic.

4.5 Student Activities in Creativity Development

The learning concept at MIN 1 Banyumas, Banyumas Regency implements active learning which requires student activeness in the learning process such as listening, seeing, observing, asking, working on project, discussing or problems solving, demonstrating, describing, and trying things.

There are three ways for students in learning activities; the classical way, the group method, and the independent way. It is important to involve students in the decision-making process such as in the preparation of curricula, regulations and other matters relating to the learning materials design. A classroom environment that provides autonomy and freedom to the students will help the students to express themselves,

be creative, demonstrate self-ability, learn conceptually, and are happy with challenges.

4.6 Learning Methods in Creativity Development

The teacher uses active learning strategies with a variety of learning methods to develop student creativity in the learning process including 1) Lecture, question and answer, and recitation methods; 2) Lecture, discussion and recitation methods; 3) Lecture, demonstration and experiment methods; 4) Lecture, sociodrama, and discussion methods; 5) Lecture, problem solving, and recitation methods; and 6) Methods of lectures, demonstrations, and exercises.

In implementing learning strategies and methods, it is important to consider that a teacher and students should not criticize every student idea. Criticizing student's idea without giving them opportunity to explore their idea and imagination can deaden the creativity.

4.7 Evaluation of Learning Outcomes in Creativity Development

Assessing the level of student creativity in the learning process can be seen from two aspects; the student learning process and the learning outcomes. In this model, students are responsible for monitoring their own work. The teacher only gives them goals in certain areas, but students have the autonomy to determine the completion of those learning goals and are responsible for managing their own progress.

4.8 Constraints faced and steps to solve them

The creativity development program in learning has consequences for many changes in school management. Confronting a new learning environment, student teachers are likely to create new forms of identities (i.e. ideal, ought, actual, and feared) through their cognitive learning, social interactions and emotional experiences (Yuan, Liu & Lee, 2019). The results showed that there were some problems occur in MIN 1 Banyumas, Banyumas Regency in implementing the program, including: 1) the process of programming; 2) the program implementation stage; and (3) teachers' efforts to reflect on their professional abilities in improving student learning services.

Obstacles in the programming process can be resolved by: 1) asking for suggestions and opinions from foundations and supervisors; 2) discussing in the work team; and 3) providing understanding through individual and group approaches about the meaning and purpose of the program.

In solving the problems and obstacles in the implementation of the program were done by increasing coordination, consultation, and programmed discussions once in a month. There is also an intensive program socialization to all students. The teachers efforts in reflecting their professionalism often

encounter problems and the solutions offer by the principal are (1) encouraging and providing opportunities for the teachers to continue their study according to their qualifications, (2) adapting teaching based on their educational background, (3) intensifying the socialization of creativity development programs, (4) increasing programmed and integrated class visits, (5) increasing the allocation of personal development budget items at RAPBM, (6) activating KKM MI activities, (7) providing the learning resources needed, (8) providing opportunities for teachers to continue their studies to a higher level of education, and (9) assigning teachers to take part in scientific activities, such as seminars and workshops.

4.9 Success Rates in Creativity Development

The results of this study showed that the success rate of the learning program in developing student creativity could be classified by researchers into six parts; (1) the input of prospective TK/RA/BA students who continued to MIN 1 Banyumas, Banyumas Regency, (2) the availability of adequate educational facilities, (3) average National Exam (UN) scores, (4) extracurricular achievements, (5) teacher competence and professionalism, and (6) quality of graduates.

The six targets achieved by MIN 1 Banyumas, Banyumas Regency in improving the education quality by implementing the student creativity development program in the learning process are indicators to show that the principals and teachers efforts in fostering and increasing student creativity are very relevant to the demands of today's education. Policy-makers increasingly recognize that schools can be no better than the teachers and administrators who work within them. Professional development programs are systematic efforts to bring about change in the classroom practices of teachers, in their attitudes and beliefs, and in the learning outcomes of students (Gyskey, 2020).

5. CONCLUSION

The learning process has effectively develop student creativity in MIN 1 Banyumas, Banyumas Regency. Student creativity can be developed through active participation in the learning process. Therefore, it can be said that the teachers already implemented the concept of developing creativity to achieve educational goals.

The teacher's model in developing student creativity in the learning process are as follows:

1. Giving freedom to students in learning, for example, the teacher gives them the opportunity to ask questions, express ideas and suggestions.
2. Creating comfortable and enjoyable learning atmosphere. This can be seen in the teacher's appreciation toward student's opinions and their enthusiasm in participating in the learning process.

3. Teacher appearance that is democratic, friendly, patient, fair, consistent, flexible, cheerful, full of humor, friendly, and always pays attention to all students.
4. The teacher always motivates students to be active in learning and helps those in difficulties.
5. Teachers use various learning methods to engage students in learning process such as lecture, discussion, question and answer method, demonstration, experiment, socio-drama, recitation, practice, problem solving, and brain storming.
6. The teacher also uses various learning media to help students understand better and to stimulate students visually.

6. SUGGESTIONS

Based on the implementation of the creativity development program in the learning process at MIN 1 Banyumas, Banyumas Regency, there are several recommendations as follows:

1. In creating learning process to develop student creativity, teachers should improve their competence in managing the learning process, starting from determining learning objectives, learning materials, learning strategies and methods, learning media, learning environment design, and learning evaluation. The learning components must be designed as well as possible.
2. Teachers should be able to see their students as unique individuals and have various potentials to be developed.
3. Students should not need to be afraid, hesitant, and embarrassed to participate actively in the learning process because all students have their own potential.
4. Researchers and practitioners who are interested in implementing creativity development programs in the learning process should never be tired and continue to do their best to find new methods and techniques for developing creativity in the learning process.

REFERENCES

- Agneta Hult and Charlotta Edstro. (2016). Teacher Ambivalence Towards School Evaluation: Promoting and Ruining Teacher Professionalism. *Education Inquiry* Vol. 7, No. 3, Pp. 305-325.
- Alfian.1991.Segi Sosial Budaya dan Kreativitas dan Inovasi Dalam Pembelajaran. *Majalah Femina* Edisi XIX No.17.
- Berry, Amy. (2020). Disrupting to Driving: Exploring Upper Primary Teachers' Perspectives on Student Engagement. *Teachers And Teaching*, DOI: 10.1080/13540602.2020.1757421 Pp 1-22.
- Biesta, Gret. Priestly, Mark. Robinson, Sarah. (2015). The Role Of Beliefs In Teacher Agenc. *Teachers And Teaching: Theory And Practice*, DOI:10.1080/13540602.2015.1044325.Vol. 21, No. 6, Pp 624-640.
- Bonnie Bittman et al. (2017). The State of Social Studies Teacher Preparation: An Analysis of Program Requirements in the

- United States. *Journal of Social Studies Education Research Sosyial Bilgiler Eğitimi Araştırmaları Dergisi* 2017:8 (3), Pp. 1-23.
- Brunetti, J Gerald, Marston, H Susan. (2018). A Trajectory Of Teacher Development In Early And Mid-Career. *Teachers And Teaching Theory and Practice*. DOI: 10.1080/13540602.2018.1490260 Pp 1-20.
- C. D. Riggs et al. (2020). Positive Impact of Multiple-Choice Question Authoring and Regular Quiz Participation on Student Learning. *CBE—Life Sciences Education* • 19:ar16, pp. 1–9, Summer 2020.
- Costouros, Teresa. (2020). Jigsaw Cooperative Learning Versus Traditional Lectures: Impact on Student Grades and Learning Experience. *Teaching & Learning Inquiry*, 8(1) Pp. 154-172
- Davidova, JeOena and Kokina, IrÁna. (2007). Teachersí Views on Innovative Processes in Schools of Latvia. *Journal of Teacher Education for Sustainability*, vol. 8, 2007, pp. 25-36.
- Davis, Ivor, (1991). *Pengelolaan Belajar* , terjemahan Sudarsono Sudirjo,
- Emily E. Virtue and Brandi N. Hinnant-Crawford. (2019). We're doing things that are meaningful": Student Perspectives of Project-based Learning Across the Disciplines. *The Interdisciplinary Journal of Problem-based Learning* 13(2) Pp 1-12.
- Gapsalamov, Almas. Akhmesthin, Elvir.Bochkareva, Tatyana.Vasilev, Vladimir.Anisimova,Tatyana.(2020).Comparative Analysis of Education Quality and The Level of Competitiveness of Leader Countries Under Digitalization Condition. *Journal of Social Studies Education Research*. 2020.10(2).Pp 133-150.
- Goldan, Janka. Schwab, Susanne. (2018). Measuring Students' And Teachers' Perceptions Of Resources In Inclusive Education – Validation Of A Newly Developed Instrument, *International Journal Of Inclusive Education*, DOI: 10.1080/13603116.2018.1515270 Pp 1-15.
- Guskey, Thomas R. (2020). *Professional Development And Teacher Change. Teachers And Teaching: Theory And Practice*, 8:3, Pp 381-391.
- Lisa ,Gaikhorst A. Jeffrey, Postb. Virginie, März and Inti, Soeterikd. (2019). Teacher Preparation For Urban Teaching: A Multiple Case Study Of Three Primary Teacher Education Programmes. *European Journal Of Teacher Education*. DOI: 10.1080/02619768.2019.1695772, Pp 1-18.
- Mahdum et al. (2019). Exploring Teacher Perceptions and Motivations To ICT use in Learning Activities in Indonesia. *Journal Of Information Technology Education: Research*, Volume 18 Pp. 293- 318.
- Mandolini, Clara. (2007). Conditions, Processes, and Aims of Teacher Education: A Philosophical Perspective. *Journal of Teacher Education for Sustainability*, vol. 7, 2007, pp. 5-13.
- McDavid et al. (2020). The effect of an in-school versus afterschool delivery on students' social and motivational outcomes in a technologybased physical activity program. *International Journal of STEM Education* (2020) 7:28.
- Rahayu, Sri et al. (2018). The Professional Competency Teachers Mediate the Influence of Teacher Innovation and Emotional Intelligence on School Security. *Journal of Social Studies Education Research Sosyial Bilgiler Eğitimi Araştırmaları Dergisi* 2018:9 (2), Pp. 210-227.
- Reimer, Kristin. Pangrazio, Luci. (2018). Educating on The Margins: Young People's Insights Into Effective Alternative Education. *International Journal of Inclusive Education*, DOI: 10.1080/13603116.2018.1467977 Pp 1-18.
- Sarwono, Sarlito W.(2018). *Psikologi Lingkungan*. Jakarta: Gramedia.
- Semiawan, Conny R, (2009). *Kreativitas dan Keberbakatan*. Jakarta: PT. Indeks.
- Shallcross, (1981). *Teaching Creative Behavior : How to Teach Creativity to Children of All Ages*, New Jersey:Prentice Hall.
- Shore, Jarry. Michael. Kobiela, Marta. (2020). What Preservice Teachers Say And Do When Deciphering Students' Multiple Solution Strategies. *The Elementary School Journal* Volume 120, Number 3. Pp 1-26.
- Tonks, Weston, Wiley, and Barbour. (2013). A New Kind of High School : The Story of the Open High School of Utah. *The International Review Of Research In Open And Distance Learning*. Vol 14 | No 1. pp. 255-271.
- Tour, Ekaterina. (2015). Digital Mindsets: Teachers' Technology Use in Personal Life and Teaching. *Language Learning & Technology journal*. Volume 19, Number 3 pp. 124–139.
- Ulger, K. (2018). The Effect of Pr ect of Problem-Based Learning on the Cr oblem-Based Learning on the Creative Thinking e Thinking and Critical Thinking Disposition of Students in Visual Arts Education. *Interdisciplinary Journal of Problem-Based Learning*, Volume 12 Issue 1 Pp 1-21.
- Wing Shui Ng. (2020). A Self-Assessment Approach To Adolescents' Cyberethics Education. *Journal Of Information Technology Education Research* Volume 19 Pp. 555-571.
- Yuan, Rui. Liu, Wei. Lee, Icy. (2019). Confrontation, Negotiation And Agency: Exploring The Inner Dynamics Of Student Teacher Identity Transformation During Teaching Practicum. *Teachers And Teaching*, DOI: 10.1080/13540602.2019.1688286 Pp 1-23.
- Zaenuri et al. (2017). Habituation Model of Implementing Environmental Education In Elementary School. *JPII* 6 (2) (2017) Pp.206-212.
- Zhaoyang Xu and Chia-Ching Tu. (2019). Effects of Principal's Positive Leadership on Job Insecurity and School Effectiveness in China. *EURASIA Journal of Mathematics, Science and Technology Education*, 2019, 15(11), Pp. 1-11.