



People of Creative History Teachers in Indonesia

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Abstract: This research is motivated by the fact that some history teachers still teach history conventionally, which only presents material chronologically to students. This situation of course makes it difficult to achieve the noble ideals and goals of history education which is able to provide inspiring learning to students. As for the literature review, the researcher included three main concepts, namely the first related to creative pedagogy, namely a way to inspire students to think and act more creatively during the learning process. Second, regarding the creative teacher profile whose contents describe various teacher attributes in behavior, appearance, speech, and strategies in the learning process and second is learning history which explains the interactions created between students and their environment that have something to do with history subjects. The method used is a qualitative method, which is a method that is carried out in depth by observing phenomena and examining more into the substance of these phenomena. The results and discussion refer to creative pedagogic concepts that facilitate and encourage cognitive playfulness through fun learning so that students become active, skilled, capable, agile in finding out and critical. The conclusion is that creative learning designs designed and managed by teachers will also provide creative learning experiences for their students, and can even create a fun learning atmosphere in class.

Keywords: *Teacher profile, creative pedagogy, creativity*



Introductions

Based on the experience of observing tutors in the city of Bandung as preparation for the Field Experience Program (PPL) for the Undergraduate History Education Study Program, it was found that History teachers taught history conventionally or traditionally and only presented material chronologically to students. This finding reinforced that the teachers who were observed to win had a long teaching experience. However, seen from the level of education, they still hold a bachelor's degree. There are not a few teachers who manage history lessons in an mediocre manner, in the sense that teaching history technically conveys the subject matter.

This situation certainly makes it difficult to achieve the noble ideals and goals of history education that can inspire students. In fact, the role of the teacher as an inspiration is very important to foster understanding, awareness and skills participant educate in apply values Education History in daily life. History teachers who are rigid and only deliver historical material casually will easily be replaced by distant *online learning applications* more interesting. Learning history which meaning no will able presented by any sophisticated *online learning application*.

This is because meaningful and inspiring history learning requires the presence of a creative teacher who can optimally facilitate students to enter their historical imagination. Through imagination, students get inspiration that is able to move them to take historical actions for self-interest, the environment on a large scale is for the benefit of the nation and society country. For that's teacher need paradigm new in learning history as well as the courage to try and go against his comfort zone at the same time, one of which is pedagogy creative.

Pedagogy creative give room dialog Among teacher with students regarding issues related to learning materials, providing opportunities for student interpret experience study, and make relevance with life daily. Pedagogy creative according to Dezuani and Jetnioff explained as planning, organizing activities and teaching and learning processes that are imaginative and innovative in the curriculum with learning strategies in or classrooms for the purpose of developing student creativity (Supriatna & Maulidah. 2020: 8–9).



Creative pedagogy has the goal of creating fun and meaningful *learning*. Harris and the Bruin explained that creative pedagogy facilitates and encourages *cognitive playfulness* through learning which is pleasant so that students become active, skilled, competent, dexterous in finding out (*intellectual curiosity*). Creative pedagogy is not just producing students who can obtain high scores and various appreciation; however, students can learn according to their interests, know their own potential, be able to carry out fun activities in solving problems creatively in their own way, interpret learning material, and relate it to everyday life (Supriatna & Maulidah, 2020: 10).

Thus the essence of creative pedagogy is in line with the ideals of independent learning which is currently being intensified by government. In the context of learning in schools, of course faced with diverse students. However, in reality most History teachers tend to lead students to convergent thinking that is centralized, logical, systematic, doing what the teacher instructs, and following or doing various assignments from the teacher. This is based on the assumption that obedient students will be more easily managed and accustomed to being uniform with one another. Even though the diversity of students is an asset to encourage students to think divergently. Students are invited to develop imagination, hone ideas, develop flavor, and behave critically. The left brain leads to a centralized or convergent way of thinking.

The right hemisphere of the brain leads to a diffuse or divergent way of thinking. If the left brain focuses on text, the right brain focuses on meaning and creativity. In learning activities, the left hemisphere of the brain plays an important role but the way of thinking of the right brain also needs to be honed. Thus the teacher should stimulate both hemispheres of the brain simultaneously.

The teacher's ability to plan learning becomes very decisive for the realization of creative learning. Planning is not only about the Learning Implementation Plan (RPP) but the teacher must also have an imaginative design about how the learning process will occur and how students are involved in it. Furthermore, a creative and innovative learning process will depend on the imaginative ability of the teacher in designing and implementing it. So approaches, strategies, methods, techniques become very important aspects. Teachers have the freedom to develop standard



learning procedures that are formulated in theory according to their own understanding, method, and style (*personal approach*).

Including developing an equal relationship between teachers and students (*cura personalis*). In this context dialogue and provide space to interpret the material the lecture method in history learning is still very relevant (Supriatna & Maulidah, 2020: 83). Lectures that are fun, creative, and challenge students will be able to bring students up to historical imagination. Amazingly, lectures are a simple method that can be used in any school, including those that have limited access to learning resources and media in remote areas.

Findings interesting appear when visit student, good on level undergraduate and Teacher Professional Education, who are currently practicing in schools. All of them eschewed the lecture method and considered giving lectures a serious fallacy in teaching practice. While local teachers who are on average classified as seniors when guide also believe that lecture that no effective and must avoided. Uniquely when this senior teacher teaches and is observed, the lecture still dominates the lesson he presents. Finally, the lecture was accused of being conventional, boring, teacher-centered, and students being passive actually depended on how the teacher brought the method this.

Lectures that must be avoided in creative learning are lectures that are monotonous because they cause imbalances in stimulating the brain. A series of words that are only received by the left hemisphere of the brain will make students bored and tired. Lectures in creative learning should also be able to stimulate the right brain (Supriatna & Maulidah, 2020: 83). Creative lectures are carried out in dialogic and imaginative ways, for example by speaking or *story telling*. Teachers who are able to tell a historical event in an interesting style will build *historical imagination* in students' minds (Supriatna & Maulidah, 2020: 84). The function of imagination in history is not only assembling facts, but also imagining past events while animating the thoughts, feelings and actions of the actors involved in them (Cooper, 2018: 641).



Creative lectures that build imagination can be done by combining verbal and nonverbal language. For that requires practice and hours of flying for teacher so that the more flexible in serve it. Not all teacher If you have these skills immediately, a combination of various sources and learning media can support this method. Of course this effort also requires teacher creativity in packaging and managing it so that learning can foster imagination and inspiration for students. So the selection of appropriate learning resources and media is necessary in accordance with the method used by the teacher.

Technique ask answer also needed for support learning creative. Among other things, the 5W+1H questioning technique (*what, who, when, where, why, and how*) can explore the potential of students' brains in critical thinking. In learning history is also known question *if history* which invite student imagine himself as historical actors. It could also be wished that if the historical event had not happened or if it had happened differently then the impact would have been different. Students are expected to be able to absorb *values* from past events by animating a historical event and understanding its causal relationship.

There is also an *emancipatory question technique* that departs from philosophy critical Habermas. Student facilitated for imagine Becomes agent of change by playing a historical role in his current era. Questions like this will bring up divergent thinking skills that produce a variety of creative answers from students (Supriatna & Maulidah, 2020: 86–88).

Other creative activities that history teachers can pursue in learning are literacy and numeracy. Briefly literacy activities include Skills reading, listening, writing, and speaking. The challenges of 21st century education encourage wider literacy skills, such as visual literacy, digital literacy, literacy technology, literacy man, and etc. (Abidin, 2015). Understanding The reading comprehension of high school students in Indonesia has been tested by *the Organization for Economic Cooperation and Development (OECD) in the Program for International Student Assessment (PISA)*.



On year 2009, Indonesia is at on ranking 57th with a score of 396 was below the OECD average at that time, 493. In 2012, the ranking slipped to 64th with the same score of 396, still below the average of 496 (Directorate of High School Development, 2016). This data shows the low literacy skills of students in Indonesia.

Creative historical learning in encouraging efforts to improve students' literacy skills. Historical stories delivered with intonation, rhythm, symbolic and figurative language by the teacher will leave an interesting impression and message. Teachers as speakers become close to students as listeners. Meanwhile, numeracy skills can be done by presenting tables, graphs, or other quantitative information related to history so that students can understand and analyze it. From various information on literacy and numeracy, it is hoped that students' historical imagination will emerge as a result of listening literacy skills.

Creative learning designs designed and managed by teachers also provide creative learning experiences for their students. It can even produce creative works. Creativity turns out to have magical powers. The creative tradition is a magical tradition that has magical powers (*the magicality of the creative tradition*). It means that creativity has a charm and power that can move someone until produce creation which outside normal as fruits from cognition and affection combined in an unusual way (Dasgupta, 2019: viii).

As previously stated, the reality on the ground is that many history teachers are mired in designing and managing history lessons that they feel are creative and mean. Teacher history often imagine learning history which creative means presenting a lot of information about the past outlined by the curriculum in various digital forms. As long as the stacks of teaching materials never change, even though the curriculum alternates, it is already in contact with digital technology, it is assumed that creative learning has been realized. Even though the essence of creative pedagogy as explained by Dezuani and Jetnioff boils down to developing student creativity (Supriatna & Maulidah, 2020: 8).



So creative pedagogy isn't it only a matter of presenting material that is closely related to digitization, but mainly a matter of learning that is meaningful and able to move students. How do history teachers understand this and try make it happen? Not only a teacher, creative learning also requires support from students. Creativity is a marriage between *an artist* and *a consumer* that is coherent and harmonious, like a ballet dance in pairs or *pas de deux* (Dasgupta, 2019, p. 50). In context this so learning history which creative is results from the teacher's efforts as *an artificer* in planning and managing learning combined with student responses as *consumers*.

These responses can be in the form of critical questions or answers and creative works from students. The responses from students illustrate how far the historical imagination is envisioned and also the inspiration absorbed by students in interpreting the history lessons presented by the teacher. These various responses can also be material for reflection for teachers in developing creative and historical learning *meaningful*.

Various ideas about creative history learning with implementable concepts require the role of the teacher as a designer and manager of learning. In order to become *a role model* for others, it is necessary to know the description of a creative history teacher. Through this research, it is hoped that the profiles of creative history teachers can become inspirational materials. The phenomenon of creative history learning pursued by teachers in various regions can be traced from the reflective experiences of teachers in managing history learning. This research is a case study to describe creative history teachers found in students of the History Education Masters Program FPIPS UPI who come from various regions. Researchers believe that teaching experience (length of teaching) addition Education in level education carry on (S2) and interaction social it determines the creativity of a teacher.

Methods and Research Design

In this study, researchers used qualitative methods. The definition of qualitative descriptive research according to Albi Anggito & Johan Setiawan (2018, p. 8) that qualitative research is the collection of data in a natural setting with the intention of interpreting the phenomena that occur where the researcher is the key



instrument, taking sample source data conducted in a manner *purposive* and *snowball*, the collection technique is triangulation (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize meaning rather than generalization.

This descriptive research does not add to or subtract from existing research results. Write down the research results as they are in accordance with the findings at the time of the research.

"The qualitative method has several distinctive characteristics, namely an emphasis on naturalistic settings, inductive, flexible, direct experience, depth, process, capturing meaning (Verstehen), the whole (wholeness), active participation of participants and interpretation (interpretation)." (Semiawan, Conny R, yr. 2010, p. 56).

The quote mentions the character or characteristics of qualitative research. There is say natural means data which obtained is at in the place where study it will made. Then inductive usually start with observe target study in detail to generalizations and abstract ideas. Furthermore, flexible means open to the possibility of adjustment to changing circumstances. Then there is direct experience, namely the data obtained must be truly direct experience. There is depth, process, meaning capture, wholeness, active participation from participant and interpretation that is see how fact, reality, symptom and that event _ occur and experienced. How researcher involved in inside and Becomes relation with other people.

All things examined by researchers were all answered by participant. " *The purpose of qualitative descriptive research is in line with the formulation of the problem and research questions/identification of research problems.*" (Linguistik.id, 2016). From what the researcher will examine, that is also the goal of qualitative descriptive research. This is due to answering questions that have not been disclosed in the formulation of the problem. The objective also determines how the researcher processes and analyzes the results of his research using this qualitative descriptive research method. This study uses a qualitative descriptive research method because the researcher wants to describe how the

profile of creative history teachers participating in the Masters level History learning models course.

In an article written by Hidayat (2012) quoting from Nurhasanah, he stated that research design is a strategy to achieve predetermined research objectives and acts as a guide or guide for researchers throughout the research process. This research design is a determinant of the direction of research in a correct and appropriate manner according to the stated objectives. If there is no research design, the research will not be directed.

Study this use design study descriptive qualitative. According to Hidayat (2012) descriptive research was conducted with the aim of describing or describing facts about the population in a systematic and accurate manner. In descriptive research, the facts from the research or the data found must be written down as they are. Based on the research problem to be carried out, so design which appropriate for study there is use method descriptive with a qualitative approach. The researcher will describe in detail about the profile teacher history creative participant eye studying models learning History S2 level.

Because in a study requires data that can answer all research questions, the researcher must have steps to carry out study. steps the arranged in a manner systematic in accordance with with design study so that make it easy study in arrange plan obtain data. In a research, of course there is a place to aim for used as research. The research location is the place where the research was carried out. At the research location there are places, actors and activities to be studied. The location of this research is in the History Learning Models course given at the Masters level in the Education Study Program History.

In addition, in this study there is a population and sample. According to Sugiyono (2015: 117) mentions that population is region generalization which consists on: objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions. Meanwhile, according to Sugiyono (2015: 118), the sample is part of the number and characteristics of the population. This sample is the subject study.

The population of this study is all participants in the history learning models course at the Masters level in History Education Study Program. Therefore This research is a study that uses the entire population with the main conditions that which Becomes object study is they which has Becomes teacher on history lessons in schooling.

Result and Discussion

The teacher's job is not an easy job because the teacher plays an important role in shaping the character of the nation and developing the potential of students. Presence teacher that no replaced by element other, more so in Indonesian society which is multicultural and multidimensional, where the role of technology to replace teacher tasks is minimal, because inevitably it remains that a teacher's humanist touch also plays a role in the progress of a student. As explained by Rusman (2012: 58) that teachers play a very important role in helping the development of students to realize their life goals optimally.

Teachers also have the responsibility to encourage students to reveal their potential and talents, so that later qualified graduates are created. From here the teacher plays an important role in determining the success of a country's education. Nanang (2010: 108) adds that teachers have the flexibility to hold class autonomy, their role can be described as follows:

- 1) Teachers as educators, namely teachers who have authority in providing education. The position as an educator also provides flexibility for teachers to make changes in the classroom environment and autonomy in carrying out innovations.
- 2) The teacher as a teacher, the position of the teacher as a facilitator in conveying ingredient lesson in context implementation learning and student circumstances accept it
- 3) Teacher as leader, that is teacher have soul leadership and able to create a pleasant and comfortable classroom situation for students



- 4) The teacher as a supervisor, in the sense that the teacher in carrying out his duties is a professional personal figure, who is ready to cooperate to help his partners in improving competence.
- 5) The teacher as an administrator, the teacher has the task of carrying out planning, designing, evaluating, implementing the learning process and following up on other activities within class

Furthermore, according to Malik in Mujtahid (2011: 33) the teacher is defined as someone who carries Duty teach, educate, and guide. If teacher no have one of these traits, can not be said as a teacher. This means that teacher is a word that is widely used to refer to someone who is used as a role model. The figure of the teacher has such a strong influence on his students, that whether a person is good or not is very much determined by the role teacher.

Furthermore, according to Syafi'ie in Muhson (2004:94) that the meaning of the teacher is literally epistemology is person which eyed livelihood or have teaching job. In the professional context, teachers have the task of educating, guiding and teaching in an educational environment. Meanwhile, according to RI Law No.14 of 2005 it is explained that teacher is educator professional which have not quite enough answer to give teaching, education, mentoring, training, evaluation and carry out evaluations of their students at the formal levels of early childhood education, basic education as well as junior and senior secondary education.

Teachers also have such a big role because their main task is to educate humans, people who provide knowledge, experience and instill cultural and religious values in students. In the process of education, teachers are like second parents, because they play an important role that is as big as parents and families at home.

According to Kepmendiknas No. 045/U/2002 (Mulyasa. 2007: 56) states that competency is a set of intelligent and responsible actions in carrying out tasks in accordance with certain jobs. So teacher competence can be interpreted as a unanimity of knowledge, skills and attitudes in the form of intelligent and responsible actions in carrying out duties as agents. learning. The competencies that must be possessed by teachers are as follows:



1. **Pedagogic Competence** Pedagogic competence is the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.
2. **Personality Competence** Personality competence is a personality ability that is steady, stable, mature, wise, and authoritative, being a role model for students and having noble character. Steady and stable sub-competencies have essential indicators, namely acting according to the law, acting according to social norms, being proud to be a teacher and having consistency in acting and speaking.
3. **Professional Competence** Professional competence is the ability to master learning materials broadly and in depth which enables them to guide students to meet the competency standards set out in the National Education Standards. Teachers must understand and master the teaching material in the curriculum, understand the structure, concepts and scientific methods that are coherent with the teaching materials, understand the relationship between concepts and related subjects and apply scientific concepts in everyday life. In addition, teachers must also master research steps and critical studies to deepen knowledge and field material studies.
4. **Social Competence** Social competence is an educator as part of society for communicate and get along in a manner effective with participant students, fellow educators, education staff, parents/guardians of students and the surrounding community. Teachers cannot work alone without paying attention to their environment. He must be aware of being an integral part of the academic community where he teaches as well as the community in which he teaches outside.

Being a creative teacher is not necessarily doable. *First*, there is freedom in order to understand and explain the material being studied taught systematically, think strategically, and understand the psychology of students as human beings who also require assessment in the form of motivation, encouragement and even praise for student participation in the learning. *Second*, getting used to thinking



differently (divergent) "deviating" from what other people usually think, getting out of standard standards and procedures after first getting used to thinking convergent is also the key to being a creative teacher (Supriatna & Maulidah, 2020b). In addition, it should also be considered that creativity can also come from the initial or basic potential that students have as well as being part of what needs to be developed.

The development of divergent thinking patterns is balanced by the habit of convergent thinking while still paying attention to the basic potential of students. This means that the creative process is not only talking about something new but developing what has been done before can also be done. This method will also produce better knowledge (Sun et al., 2020: 8). Think flexible also becomes wrong one component which must be in the midst of the usual stiffness. Flexible thinking opens space for teachers or students to get new ideas (original) or change the ways or strategies that are usually done when faced with a problem (Marron & Faust, nd). According to (Supriatna, 2019; Supriatna & Maulidah, 2020b) the courage to deconstruct history lessons which so far seem to only convey rigid facts is one good step as a creative teacher in order to give room for student for think more open.

Process like this still by not changing the existing learning design, let the process continue, only the opportunity to develop and juxtapose it with existing material. related and close with life daily permanent can done. This kind of understanding is based on the teacher's ability to carry out *a personal approach* to students (Supriatna & Maulidah, 2020b). This means that the creative process carried out by the teacher in learning history can be carried out with an approach based on the overall potential, resources or characteristics possessed in the lesson, both teachers and students. each. Creative teachers will be able to facilitate students to be able to connecting between material in learning, between one aspect and another otherwise.

This concept of connectedness is not only between materials but also in the context of connectedness between the past and the present, and does not close there may also be a connection with the future. This concept of connectedness according to Cooper (2018) as quoted by (Supriatna & Maulidah, 2020, p. 80) is referred to as



making connection. This concept is a creative action because it will bring the material students are studying closer to their lives daily.

According to Ismail (2019: 27) Creative teachers have high responsibility, and are independent in completing their tasks and responsibilities. Independent in teaching, independent in evaluating, and independent in preparing the learning process. Creative teachers also have good emotional stability as an educator. In addition, creative teachers have humorous nature, are able to create learning conditions that are fun, passionate, and full of enthusiasm. Creative teachers are also able to create free open communication and equal relations with students, because students are also invited to be actively involved in every stage of learning. including involved in a manner together when in process learning there is a problem to be solved finish.

In practice, Creative Teachers are teachers who pay attention to Creative Pedagogy itself. According to Supriatna & Maulidah (2020) the purpose of developing creative pedagogy in schools, especially learning in the classroom is to develop the potential of students to use their creative thinking. In the context of learning history, creative pedagogy allows for a fun learning process that is full of students' imaginations in connecting past events with life that is close to life. daily student. So that created atmosphere think which no rigid against facts which served in books text history which there is and learning history that studies the past which is sometimes far from the lives of today's students will be far more meaningful and the purpose of the learning reaches the student.

Efforts to get meaning or value from past events which can also be raised through available sources such as in films or novels. The appreciation of students in watching movies or reading novels can make students imagine as if they are entering the atmosphere of events which

being studied. Various imaginations can arise in this situation. Ideas, conflicts, solutions which actually can could resolve conflict in film or novel will appear in the minds of students. Apart from that, drama or role playing either individually or in groups can also be used by teachers and students (Horasan DS and Cephe 2020: 2-3). Freyer in (Yu-Sin 2011: 150-151) argues that Skills creative could



taught through strategy certain Training creative problem solving can enable people to become skilled at finding solutions best with fast. Until on stages end from empowerment imagination This creative reflection will occur in students in the form of meaning that produces value in every event that is learned in history both outside and inside school, especially regarding awareness and responsibility for the environment.

In implementing it in the field, the researchers tried to observe a BPI 2 high school teacher named Noerhadi Pratomo, in practice he interpreted Creative Teachers as "Teachers who are able to create learning patterns that are full of imagination and of course fun". Noerhadi explained that one of the problems that occur in learning history is how to make students survive from start to finish in following the lesson. On this basis there must be a learning strategy that can make students feel at home in class. One of the solutions provided by the teacher is to adjust the characteristics of the existing material with a fun method.

Noerhadi further explained that "In every meeting I always look at the material available and adjust it to the method that fits the characteristics of the existing classes. An example is in material related to the development of Science and Technology, I try to invite students to find and make designs related to technological innovation, the method might look more like Project based Learning, where later students are required to present technological innovation designs that they have each for".

From the assignments that have been given students will be required to think and be creative. This is in accordance with Supriatna's explanation that creative teachers will be able to facilitate students to be able to connecting between material in learning, between one aspect and another otherwise. This concept of connectedness is not only between materials but also in the context of connectedness between the past and the present, and does not close there may also be a connection with the future. This concept of connectedness according to Cooper (2018) as quoted by (Supriatna & Maulidah, 2020, p. 80) is referred to as *making connection*.



This concept is a creative action because it will bring the material students are studying closer to their lives everyday. From some of the assignments made by students such as Delivery Drones, anti-theft wallets, Holo Watch which later will be useful for human needs. In addition to students being required to look for technological innovation designs, students are later required to present and provide explanations related to the history of technological development and human development from time to time. In that context the teacher tries to bring historical learning that intersects with technological developments from time to time, all of which are useful for creating creativity for the students themselves.

From the questionnaire that was distributed to students, 90 % stated that the learning carried out by the teacher in class was very fun, 10 % stated that it was normal and no one stated that learning was not dancing. This proves that teachers are very smart in finding out what students want in learning, especially related to learning history. In addition, in the questionnaire given, 85% stated that the use of media was very effective in making history learning more enjoyable and only 15% stated that learning history using media and without media made no difference.

From the conclusion above, it can be concluded that learning history will be felt to be effective if the history teacher is creative and able to use learning media so that learning is more enjoyable. This will be in accordance with Asmara's explanation that in an effort to develop a creative process in learning history there are two main factors that must be considered by the teacher. First, the teacher's internal factors, namely the enthusiasm to change paradigms and have an open mind in historical learning such as readiness to adapt media, teaching methods or strategies that are adapted to developments. *Second*, external factors, namely using the foundation of constructivism and thinking skills and the existence of an understanding of all parties regarding the quality of learning history, especially in the development of creativity (2013: 126).

Discussion and Recommendations

Creative teachers are teachers who have different or *divergent* ways of thinking *thinking*, teacher have method or kosep which diverse and different about how to interpret, provide solutions and make decisions about something problems in a

way that is different from usual and most people use a variety of sources even though it must be balanced with the ability of a teacher to develop a centralized or *covergen way of thinking thinking*. Sensitive or sensitive to the problems or difficulties faced by students in learning and make these problems a challenge to further develop cognitive functions to make appropriate decisions based on the analysis, synthesis and evaluation carried out. Skills in taking decisions correctly.

Finally, creative teachers are teachers who are able to adjust the characteristics of the material with methods or media that are suitable for the characteristics of students in the class, so that students can feel that the history lessons being taught are very meaningful to them.

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