

The Analysis of Fifth-Grade Students' Creativity in the Subject of Maintaining Human Health through Assignments

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Abstract. Creativity is something that is very important to be a provision for students in living their lives in the future, especially in modern times like today. The purpose of this study was to analyze the creativity of students in elementary school through assignments. The method used is qualitative descriptive. The instruments used in this study were interview sheets and observation sheets regarding indicators of creativity carried out by students. The subjects in this study were grade 5 students with a total of 29 people consisting of 16 men and 13 women in one of the State Elementary Schools located in Cibatu District. The results showed that through the specific assignment of project assignments in the learning process, on the material of maintaining human health, students can show new creativity and benefit themselves. The emergence of creativity can be illustrated from the results of programs that have very interesting imagination results, the authenticity of the results of the products from the students themselves, the results of products that have very useful values and goals. Student-produced products such as drawings, poems, songs, and comics, can be viewed as simple but meaningful results of student creativity, and have useful purposes. Students are also more challenged to create something even better and truly their own work without imitating the work of others. In conclusion, the results of the analysis of student creativity through assignments can bring out the creativity of students who initially did not want to try to be more courageous trying to make simple works, Although only some students can bring it up, it can be said that project assignments can make students have a sense of responsibility and time discipline in completing their obligations in the learning process.

Keywords: *education, creativity, primary education, assignment*

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INTRODUCTION

Creativity is a personal quality that enables individuals to use their imagination and external stimuli to generate something new with value (Siswa et al., 2022). Additionally, creativity is initially expressed through thoughts, which can be translated into actions and ultimately lead to outcomes. These outcomes, such as paintings, literary works, or scientific breakthroughs, and the individuals who produce them, can be described as creative (Padget et al., n.d.).

Creativity is considered a skill that everyone should possess in the modern era. There are several reasons supporting the importance of creativity in an individual, such as enhancing one's quality of life by generating new ideas, leading a better and more meaningful life, and, most importantly, solving problems encountered (Maret et al., 2022). Creativity cannot emerge on its own; there must be motivation or drive that can spark it.

For educators, whether in formal or non-formal education settings, creativity is highly necessary. The creativity possessed by a teacher or educator can motivate and provide support to students, enabling them to achieve their learning goals. The learning process becomes meaningful when educators have the ability to nurture creativity in students (Lisnawati et al., 2022). As educators, tasked with preparing the new generation to navigate this highly modern life, the ability to shape creative students ensures their usefulness in the future.

Creativity is also essential in the learning process because, through learning, individuals are expected to face the future by creating new works or ideas that contribute to the advancement of

the idea's owner (Fatayan & Fauziah, 2022). Creative teaching methods foster a joyful attitude during the learning process, and students do not feel as if they are just studying; instead, they thoroughly enjoy the learning experience.

Creativity is an ability inherent in every individual and can be found in the learning process at the elementary school level. However, developing the creativity of elementary school students requires expertise from teachers. Presents the creativity of students (Nofitasari & Anjarini, 2022). Student creativity is a skill for thinking and finding ideas or ways different from others in obtaining answers to the problems they face (Bonifatius Sigit Yuniharto & Ana Fitrotun Nisa, 2022).

Learning in elementary school indeed requires creativity from students as the foundation for skills that will be the basis for students to follow learning at the next stage. In other words, if students already have creativity during elementary school, it is certain that they will be able to follow subsequent processes in any aspect, whether it is the learning process or the process of living their lives.

Creativity is a skill in creating or inventing something new, and the most important creativity for students is the ability to find answers or solutions to the problems they face (Nofitasari & Anjarini, 2022). Creativity in learning by a student is the ability to understand readings or the intended meaning of a reading in all subjects, including language and exact or mathematical subjects (Susanti, 2022). Based on the research results, it was found that 52% of students fell into the low category, 48% were in the medium category, and 3% were in the high category (Natty, Kristin, and Anugraheni, 2019).

The use of new methods and media in the learning process is one form of creativity or learning motivation carried out by an educator towards students with good intentions and expectations (Rahmawati & Hidayati, 2022). Educator creativity is highly needed in the learning process to achieve a learning goal, and this creativity can be expressed in all learning situations because teacher creativity is expected to be used in all situations, even unexpected ones (Tawar, 2022).

Learning in elementary school is the basic foundation for students to receive educational information. The material of maintaining human health in Natural Sciences is one of the subjects taught to fifth-grade students in elementary school. In this material, students are taught several factors that affect human health, including behavioral factors, environmental factors, factors from the nearest health service center, and hereditary factors carried since birth (Ghaniem et al., 2021).

Assessment in schools currently only considers students intelligent based on study grades and does not yet consider their creative ideas. However, what is actually needed in their lives is creative ideas that can produce creativity (Anak et al., 2021). In connection with this statement, the expected learning methods should focus on the students.

The explanation of learning should ideally use methods that are suitable and appropriate for the students' learning environment, as an educator who experiences the atmosphere almost every day learning that still teacher center can hinder the development of students' creativity during the learning process. The initial process crucial in learning is the responsibility of students towards the learning process. One of the easily used learning methods to stimulate student creativity is through assignments.

The assignment method in learning is an approach where the teacher or instructor assigns tasks, projects, or work to students as part of the learning process. The goal of this method is to encourage students to develop a deeper understanding of the subject matter and practice the skills they have learned. The use of assignment methods, aligned with the subject matter, can enhance students' creative ideas (Oktavianto, 2023).

The learning process requires excellent and professional educators in their field. Collaboration in this context aims to improve the quality of education in educational units. Efforts to improve learning not only consider the learner or student's side but also strive to enhance the quality of teaching by teachers or lecturers. Assignments, both as an assessment method after the learning process (assessment of learning) and as a learning method to increase knowledge before or during the learning process (assessment for learning), play a crucial role (Management et al., 2021).

The presentation of teaching material through assignments involves the teacher giving specific tasks to students, which they must then be accountable for. These assignments can deepen the understanding of the subject matter and simultaneously test the knowledge learned. Assignments stimulate students to actively learn, both individually and in groups.

The success of students in learning is closely related to the learning activities carried out by students. Students with high achievements are usually supported by high learning activities, while students with low achievements tend to have low learning activities (Assignment & School, n.d.).

Creative ideas to stimulate student creativity through assignments can be seen from the indicators of creativity used. Essentially, teaching can be considered creative if done well. The key to the successful development of creativity lies in creative and efficient teaching in a conducive interaction.

Table 1. Creativity Indicators (Padget, 2013)

No	Indicators	Information
1	Aims	Does learning have the aims?
2	Originality	Is the creation original?
3	Value	Is the learning containing value?
4	Imagination	Is the learning point imagination out?

The observation instrument used during the learning process, based on the indicators in the table above, can be elaborated as follows:

- a. The learning outcomes received by students should have the intended objectives.
- b. The works produced through assignments given to students are original creations, not copied or imitated from the works of others, demonstrating the authenticity of the creations.
- c. The lessons learned by students or the works they create as a result of their creativity should ideally have positive value or aim to educate and convey new information.
- d. The works created by students should be products of captivating imagination and creative thinking.

METHOD

The method used in this research is qualitative descriptive. Considering the current developments in this era, there is a need for supportive changes that can contribute positively to the field of education (Kusumaningpuri & Fauziati, 2021). The description provided by this research is expected to be useful in contributing to the development of educational needs to face the challenges of the 5.0 era.

The research method is based on processing data in the form of descriptions obtained without manipulating variable data, conducted through direct interviews and observations during the implementation of the learning process. The author gathered data through interviews with students after the learning sessions (Hanyfah et al., 2022).

The subjects of this research are 29 fifth-grade elementary school students, comprising 16 male students and 13 female students. The research instrument is the researcher as the key instrument. Data collection techniques are carried out through direct interviews and observations during the learning process.

RESULTS

The learning sessions during the research took place over two days, even though only one topic was covered. This was due to the pre-existing schedule and routines at the school. Initially, students might not have been accustomed to being given assignments in the form of projects or simple creations. However, after some time and with guidance from the researcher, they were able to start creating something.

Student creativity doesn't emerge spontaneously; instead, it requires regular practice and patience to bring forth creative ideas. Especially in the learning process, creativity needs to be

continuously instilled by educators, and students should be frequently assigned tasks to stimulate their creativity.

The research conducted illustrates that the creativity of students is beginning to emerge. After the implementation of learning about maintaining health through assignments, students were able to create new works, albeit simple ones, that held significant meaning for them.

The creative works produced by students come in various forms. Some students create drawings, some compose songs related to the learned material, some write poems, and others craft comic stories about the subject matter. Although the results they created may not be considered optimal, they represent the diverse creativity of the students. Below is the table of observation results of creativity.

Table 2. Observation results of creativity

Kinds of Creativities	Aims			Originality			Value			Imagination		
	3	2	1	3	2	1	3	2	1	3	2	1
Drawing												
Poetry												
Song												
Comic												

From the above table, it can be observed that students' creativity begins to take shape through the given assignments. This can be explained as follows:

Drawings created by some students seem to evoke good imaginative ideas, and the authenticity of the drawings is certain because they are created on the spot without being assigned outside the school. However, the indicators of the objectives are not yet clearly depicted, and the value of the drawings cannot fully interpret the conveyed material. Poetry created by a majority of female students can be considered as beneficial creative work. Based on the creativity indicators mentioned above—originality, value, and imagination—it has emerged well. However, the intended material objectives have not yet formed in detail and clarity.

Song compositions are mostly created by female students. In these works, students' imagination, originality, value, and objectives are clearly evident. However, in singing them, they may still need frequent practice, and it is advisable to use music as an additional accompaniment. Comic strip drawings are created by some male students, but there are also female students who create them. In these comic works, imagination and originality can be considered good, although they have not yet achieved the intended objectives and values in the presented material.

CONCLUSION

The assignments given to students should ideally create a sense of responsibility and nurture the creative ideas that already exist within each student. As a reference for those conducting further research on student creativity, it is hoped that it will foster self-confidence in each student. Some students may possess creative ideas and abilities but lack the supporting self-confidence, leading to difficulties in achieving maximum creativity.

The expected creativity or that which can emerge in students should be continuously directed and honed to provide significant benefits. Students cannot bring out their creativity on their own; there must be guidance or direction from educators as facilitators in the learning process, without dominating the students. The concept of student-centered learning is beneficial in fostering student creativity because by centering on students, they become more responsible for themselves. Thus, creativity will emerge naturally in students who continue to make an effort and try, often without realizing it.

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