

Analysis of the Role of Teachers as Facilitators in Increasing Children's Creativity in Fine Arts Subjects at SDN 1 Senaru

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Abstract

This research aims to analyze the role of teachers as facilitators in increasing children's creativity in fine arts subjects. Creativity is an important aspect in children's development that can be developed through learning fine arts. This research was carried out at SDN 1 Senaru, Batuqok Hamlet, Senaru Village, Bayan District, North Lombok Regency. The object of the research is an analysis of the role of teachers as facilitators in increasing children's creativity in fine arts subjects in grade 5 elementary school. In this research, qualitative methods were used with a case study approach in several elementary schools. Data was collected through observation, interviews and documentation. The research results show that teachers who act as facilitators are able to create a learning environment that supports children's exploration and self-expression. Teachers give children the freedom to experiment with various art media and techniques, and encourage children to think critically and innovatively. In conclusion, the role of the teacher as a facilitator is very important in the fine arts learning process to develop children's creativity. Recommendations are provided for teacher training in implementing effective facilitation strategies.

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1. INTRODUCTION

Teachers as facilitators mean they guide the learning process by providing direction, helping students in the learning process and providing support and motivation. Initially, the term facilitator was more commonly used in adult education, especially in non-formal education settings, but as the shift to teaching that focuses more on learner activities, its use expanded. (Betanika, 2022: 49). As an educator, teachers are often considered second figures after mothers, who introduce various new concepts and support children in learning and developing their potential and abilities optimally. However, teachers' roles differ depending on the environment in which they teach, whether in public or private schools. (Nurul Farih, 2020 : 8).

Creativity is the result of a combination of innovation, flexibility, and sensitivity that allows a person to think productively with the aim of meeting personal satisfaction and other needs. Various studies confirm the importance of developing creativity because it has a big impact on a person's life. Children who show high levels of creativity at school should not be ignored, but should be fully supported and developed both at school and at school, so that they can explore their creative potential well. (Ampun, in Dadvar, 2012).

Creativity and skill are closely related in artistic activities. Creativity is an integral part of the process of producing or creating works of art, especially in fine arts. Although the level of sensitivity and creativity of each artist differs according to their talents, skill plays an important role in determining the quality of the work.

Specifically, creativity in fine arts refers to the ability to redesign, change, discover and combine new or existing ideas into a new composition that is visualized in a work of fine art, with the support of the artist's skilled skills. (Farida, 2022 : 11)

Creativity plays an important role in children's growth. Creativity allows children to express themselves, solve problems, and adapt to new situations. Fine arts subjects are a suitable place to develop children's creativity. Fine arts teachers have an important role in increasing children's creativity. Teachers are usually teachers, but also as facilitators who provide space and opportunities for children to be creative.

Based on the results of observations carried out on March 2, 2024, in class 5 of SDN 1 Senaru to the class teacher and fine arts teacher Mr. Sulaeman ms, S.pd. Researchers saw that during the teaching and learning process in fine arts subjects, when carrying out assignments to create works of art, only students were able to complete the assignment while some students were not able to complete the assignments given by the teacher. This also shows that students are still lacking in terms of creativity. Like a child's lack of curiosity. Because grade 5 is a fat class, children's character types are very diverse. Teachers often face obstacles to developing creativity in children, such as limited materials, media costs, and limited creative facilities needed to facilitate the development of children's creativity. Methods that teachers usually use to increase children's creativity. Allowing children to express freely without many restrictions can help them develop their creativity. With freedom to think and imagine, students are free to create various things that come to mind in their imagination, in order to stimulate their creativity. This can be done through open-ended art projects, where children are given the freedom to explore various techniques and materials. Teachers also have an important role in providing praise and support to children for their creative efforts. Applying appropriate strategies in learning can increase children's self-confidence and encourage them to continue to explore their creative potential. Therefore, teachers need to choose appropriate strategies to ensure that children's creative development reaches an optimal level.

Influenced by these findings, researchers are motivated to investigate how teachers can be effective mentors in increasing the creativity of children who currently have low levels of creativity. This encouraged researchers to start research on the role of teachers in increasing children's creativity at SDN 1 Senaru. Thus, the researcher formulated the research with the title "Analysis of the Role of Teachers as Facilitators in Increasing Children's Creativity in Grade 5 Fine Arts Subjects at SDN 1 Senaru".

This research aims to not only identify barriers and opportunities in the role of teachers as facilitators of creativity, but also produce concrete recommendations for improving teaching practices. So it is hoped that this research can have a positive impact in advancing the growth of children's creativity, creating individuals who are ready to face change and innovate in various aspects of life.

2. RESEARCH METHOD

This research is a type of descriptive research, which describes data and information originating from reality or facts collected directly from the field (Suharsimi Ari Kunto, 1993: 309). Descriptive research is a fundamental type of research, used to describe existing phenomena, both those that have a scientific basis and those that involve human intervention. This research observes changes, activities, relationships, similarities, forms, characteristics and differences between one phenomenon and another (Sukmadinata, 2007: 72). A descriptive qualitative approach is used to build theories formed from data collected from direct observations in the field.

The method used is a qualitative descriptive method. The aim is to gain a general understanding of the factors that cause the low level of student creativity in fine arts lessons

at SDN 1 Senaru. This qualitative research collects descriptive data in the form of words, both written and spoken, taken from observed situations. Field research is a type of research that investigates in detail the background and interactions in an environment. The descriptive nature of qualitative research lies in the fact that the data collected is narrative, not in the form of numbers, and if there are numbers, they usually only serve as support.

In this research, the author describes events and occurrences that occurred in the field. This research aims to describe and collect data related to the role of teachers as facilitators in increasing children's creativity at SDN 1 Senaru.

3. RESEARCH RESULT

These fine arts teachers view their role as facilitators who seek out and develop students' artistic talents and interests. They apply various strategies such as visualization with LCDs, varied methods in teaching, and special approaches to stimulate creativity. They also actively use the K13 curriculum by utilizing media such as LCD to increase student creativity. In dealing with individual differences, these teachers combine students based on interests and abilities, often with group activities to support learning.

Even though he faces big class challenges, the teacher still tries to optimize the classroom for student creativity. Evaluation of works of art is carried out instrumentally with reflection and feedback considered very important. They continue to develop their skills and knowledge by utilizing technology and visits to other schools, fully supported by the school in providing resources for fine arts. Their hope is that fine arts learning will continue to be developed well to improve students' skills.

Learning outcomes in fine arts show that students have achieved significant improvements in their creativity during the learning process. Teachers are seeing positive changes in the way students explore and express their ideas through art. At first, many students may feel unsure or limited in using certain art techniques and media, but through an approach focused on experimentation and self-discovery, they begin to develop their confidence and explore further in their creativity. One indicator of success is a student's ability to face challenges and complex tasks in fine arts, such as drawing assignments with a certain theme or completing half-finished drawings. Students demonstrate the ability to think creatively in designing unique solutions to given art problems, as well as enhancing their technical abilities in using a variety of media.

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