

## THE EDUCATOR CREATIVITY FOR LEARNING MANAGERMENTS

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**Abstract:** This paper discussed the educational significant role for students' capacity and existency building. Education is a process to improve human dignity. Therefore, it is always periodically reviewed to be able to keep pace with the pace of growth and development of science and technology. The educator takes responsibility to improve optimally the students' talent and potential for correspond with personal and social capacity. The educational creativity marks about the effort of creation from nothing to be meaning full created objects, and vice versa. The management of students' learning is included comprehension, planning executing, evaluation and development for self-potential actualization.

**Keyword:** Creativity, Learning, Management.

### INTRODUCTION

Education is the actualization process of humanity elevation for value and dignity. Formerly, to meet the demand of progressing technology and science, the process, educational executed programs, periodically evaluated. Then, education became one of instruments for national growth goal. Education contributes for the decisive significant role in self-development and actualization for students. Its responsible for students' talent and potential for correspond with personal and social capacity.<sup>1</sup>

The educator, one of the instrumental components in Teaching-Learning, established human resources development. It essential that educators be active professionally for their function to meet the growing community. Therefore, the Particularly objectives interpretation is the responsibility for upbringing certain layer of students' maturity. Therefore, that educators not only as agents in knowledge transferring, but also value transcended, it is the mentor to control and director within the Teaching-Learning process.<sup>2</sup> Relating to the process, the educators' complex objectives and roles for delivering the students goal, there are six part of the educators executed in. the roles are as follow: (a). Communicator, it is a assessor of subject matter to someone. (b). Facilitator, providing services to students in learning. (c). Motivator,

<sup>1</sup> Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, Bidang DIKBUD KBRI Tokyo, p. 34

<sup>2</sup> AM, Sardiman, *Interaksi & Motivasi Belajar Mengajar*, (Jakarta: PT Raja Grafindo Persada, 2001), p. 123.

giving encouragement / motivation to students or students in learning. (d). Role figure, is a model that should be exemplified by his personality. (e). Evaluator, is the evaluates the success of education. (f). Informer, educators as a source of learning become the foundation of their students in finding information and explanations, especially regarding difficulties in understanding the subjects.

The interactions, between the teacher and students in Teaching-Learning process, conveys the material with a variety of strategies. The strategies projected about students' learning expectation. However, there are gap of character diversity impacting to learning way variety. The gap should be closed by having various pedagogic approaches accommodating classroom atmosphere with enjoyable and conducive environments. Therefore, the school shall provide pleasant space not only teacher and students, but also other involved beneficiaries.

The educators' creativity is widely called terminology for innovative approach internally and externally. The creativity is the effort of creation new-form. It is an imaginative activity projection about obtained combination of information from previous experiences into new and useful things. Then, it projected interpretation about the creative educators who actually capable to actualize, educate and express the students' potential skills, in order to nurture and educate students well. Then, as the educator, a creative teacher shall acquire sensitivity, initiative, a new teaching breakthrough, leadership, and high responsibilities. Essentially, it is called as creative teacher who is able to teach with high success ratios. Thus, it is not an easy objectives, but, yet, requires personal skills and creativity in learning, which was expectation targeted.

## **EDUCATOR CREATIVITY**

### **Understanding Creativity**

Creativity is very important in learning, and teachers are required to demonstrate and demonstrate the process of creativity. Creativity is something that is universal and characterizes aspects of the living world around us. Creativity is characterized by the activity of creating something that did not exist before and was not done by someone or the tendency to create something. Creativity shows that what will be done by educators now is better than what has been done before and what is done in the future is better than now.<sup>3</sup> In English, the term creativity comes from the word to create, which means *to*

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<sup>3</sup> E. Mulyasa, *Menjadi Guru Profesional: Menciptakan Pembelajaran Kreatif dan Menyenangkan*, (Bandung: PT Remaja Rosdakarya, 2007), p. 51.

*create*. Then in the Indonesian Dictionary, creative words are stated to contain meaning (1) having creativity, having the ability to create; (2) are (contain) creativity. While the term creativity implies (1) the ability to create; (2) creativity, about creating.<sup>4</sup> This means that creativity refers to a person's ability to create something new and that contains the value, whether related to products, solutions, work art or others.

Creativity can be defined in a variety of statements depending on who and how to highlight them. The term creativity in everyday life is always associated with special achievements in creating something new, finding ways of solving problems that cannot be found by most people, new ideas, and seeing the possibilities. Therefore, creativity is also a potential for human origin, so it is the main task for an educator or teacher to always develop the original potential that already exists in him.

The higher creativity of educators will be able to motivate their students to keep effort to the students. Motivation functions as a business booster in achievement. There is good motivation for learning to show good results. The intensity of a student's motivation will greatly determine the level of achievement of learning achievement so that Islamic religious education learning achievement will be achieved with good results.

In education, teaching and learning means a process of teaching and learning in the classroom where teachers deliver knowledge or skill to the their students. In teaching process, not only teaching a lesson making the students understand the materials, a teacher also needs to deliver the values of every lesson to build the students' good characters. A teacher also must be able to influence the students on their affective, cognitive, and psychomotor. A good teaching depends on the students' motivation and a teacher who is good in motivating.

An educator creativity is a skill to create something new for education. A teacher profession is a profession which demands the teachers to have good skills and creativity. A teacher' skill is a skill to educate and give the values to students to build their characters in their lives. For a teacher, creativity is very important. For example, on teaching process, a teacher needs to have a creative and innovative teaching model to attract the students to learn the material. A creativity also helps to motivate the students to study the lesson. A creativity also helps the students to understand the materials. A teacher is also supposed to be creative in choosing the teaching tools and media to help transferring the lesson. While the tools and media must be appropriate to the material and the students' characters.

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<sup>4</sup> *Kamus Besar Bahasa Indonesia*, (Jakarta: Pusat Bahasa-Depdiknas, 2008), p. 817.

So, we can conclude that a creativity is very important in teaching. As the teacher candidates, we need to know the model and the new teaching model then it keeps the students' interest in learning. If the students are easy to understand the materials, the target task will be reached. However, a creativity doesn't appear easily and needs a process. But, we can create it. The first process is try to learn it from another teacher's experience or to share it with peers, the second one is to improve our knowledge quality and skills.

### **Characteristics of Educator Creativity**

Features of creativity include aptitude traits are traits associated with cognition, with thought processes. While the characteristics of nonaptitude are characteristics that are more related to attitudes or feelings. Both types of creativity are needed so that creative behavior can be realized. There are five characteristics of the ability to think creatively (aptitude), namely: first, fluency of thinking, is the ability to be able to generate many ideas or ideas. Second, flexible thinking, which is the ability to produce ideas, answers from different points of view. Third, original thinking, which is capable of giving birth to new expressions, makes unusual combinations. Fourth, elaboration skills, namely developing an idea so that it becomes interesting. Fifth, the skill of assessing (evaluating), ie reviewing an issue based on different perspectives, determine its value benchmarks. 5

Affective (non-aptitude) characteristics include: First, curiosity, which is always motivated to know more, ask lots of questions. Second, it is imaginative, which is able to imagine things that have never happened. Third, feel challenged by pluralism, which is compelled to overcome difficult problems, challenged by complex situations. Fourth, dare to take risks, that is, dare to give answers, although not necessarily true. Fifth, the nature of respect, which is to value guidance and direction in life, to appreciate the abilities and talents that are developing themselves. 6

### **Types of Educator's Creativity**

Boredom factors resulted in lower learning presentation projected about lower classroom activities. It impacted to students' attention, motivation, and interest in learning, educators and schools decreasing. For this reason, diversity is needed in the presentation of learning activities. 7 There are several types of teacher creativity in the teaching and

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<sup>5</sup> Munandar, *Kreativitas & Keberbakatan Strategi Mewujudkan Potensi Kreatif & Bakat*, (Jakarta: PT. Gramedia Pustaka Utama, 1999),p. 88-90.

<sup>6</sup> Munandar, *Kreativitas & Keberbakatan...*, p. 91-93.

<sup>7</sup> J.J. Hasibuan, *Proses Belajar Mengajar*, (Bandung: PT Remaja Rosdakarya, 1999), p.5

learning process, namely variations in teaching styles, variations in using media and teaching materials, variations in interactions between educators and students.

### **Factors Influencing Educator's Creativity**

Personal development of a person is generally determined by a combination of internal factors (inheritance and psychological factors) and external factors (social and cultural environment). Internal factors are the nature of man himself, in whom there is an impetus to develop and grow towards a business that is better than before, in accordance with the ability of his mind to meet all the needs he needs. Likewise, a teacher in terms of carrying out his duties as an implementer of education certainly wants himself to grow and develop to a better and better quality. Utami said that "creativity is a unique meeting point between three psychological attributes, namely intelligence, cognitive style, and personality or motivation simultaneously these three facets of the mind help understand what lies behind the creative individual.<sup>8</sup>

Intelligence includes verbal abilities, fluent thinking, knowledge, problem formulation, strategy formulation, mental representation, decision making skills and balance and intellectual integration in general. The cognitive or intellectual style of the creative person shows the looseness and attachment of the convention, creating its own rules, doing things in its own way and liking problems that are not too structured. Dimensions of personality and motivation include traits such as flexibility, drive for achievement and recognition of tenacity in facing obstacles and moderate risk-taking. External factors are also very influential on encouragement and potential from within, namely, influences that come from outside that can encourage teachers to develop themselves.

## **LESSON MANAGEMENT**

### **Lesson Management Terminology**

Learning management is often interpreted as pedagogical competence. In managing learning, a teacher must have pedagogical competence. Pedagogical competence is the teacher's understanding of students, planning, implementing learning, evaluating learning outcomes, and developing students to actualize as their potential.<sup>9</sup> According to Imam Wahyu, pedagogical competence is the ability to manage learners' learning, which includes understanding students, designing and implementing learning, evaluating learning, and developing students to actualize their various potentials. Moreover, Sudaryono explained

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<sup>8</sup> Utami Munandar, *Kreativitas dan Keterbakatan Strategi Mewujudkan Potensi Kreatif dan Bakat*, (Jakarta: PT Gramedia Pustaka Utama, 2002), p. 26.

<sup>9</sup> Agus Wibowo dan Hamrin, *Menjadi Guru Berkarakter: Strategi Membangun Kompetensi & Karakter Guru*, (Yogyakarta: Pustaka Belajar, 2012), p. 110.

that teacher pedagogical competence is related to the ability of teachers to manage to learn in it includes the ability to elaborate the abilities of students, plan learning programs, implement learning programs, and evaluate learning programs. In this case, the teacher must facilitate students to realize their potential as demanded by national education competency standards.<sup>10</sup> From the understanding of pedagogical competence above, it can be concluded that pedagogical competence is the ability of teachers to manage learners' learning which includes the understanding of students, designing and implementing learning, evaluating learning, and developing students to actualize their various potentials.

### **Understanding of students characteristics**

The teacher understanding indicators about students characteristics are as follow:<sup>11</sup>

1. Utilize the principles of cognitive development, which includes describing and applying the principles of cognitive development to understand students. The principles of cognitive development include associations between elements, concept formation, problem discovery, and problem-solving skills which subsequently form new behaviors, thinking-reasoning, valuing and imagining are mental activities related to cognitive learning processes.<sup>12</sup> Educators can identify the learning characteristics of each student in his class and ensure that all students get the same opportunity to actively participate in learning activities.
2. Understanding students by utilizing the principles of personality, which includes describing and applying the principles of personality. The principle of personality includes forms of attitudes, emotions, encouragement, interests, and attitudes of the individual. Educators try to find out the cause of deviant behavior of students to prevent such behavior from harming other students.
3. Identifying students' early learning provisions which include determining the level of mastery of students' prerequisite competencies, identifying students' learning difficulties, identifying social and cultural development tasks to understand students, and identifying learning styles (visual, auditive, and kinesthetic) to understand students The design and implementation of learning.

Teacher educators who can design learning well have characteristics in the form of applying learning and learning theories which include:

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<sup>10</sup> Sudaryono, *Dasar-Dasar Evaluasi Pembelajaran*, (Yogyakarta: Graha Ilmu, 2012), p.13.

<sup>11</sup> Agus Wibowo dan Hamrin, *Menjadi Guru Berkarakter: Strategi Membangun Kompetensi & Karakter Guru*, p. 110-111.

<sup>12</sup> Khadijah, *Belajar Dan Pembelajaran*, (Bandung: Citapustaka Media, 2013), p. 69.

1. Distinguishing behavioristic, cognitive, constructivist, social learning theories, and applying these learning theories in learning facts, concepts, procedures, and principles.
2. Determine learning strategies based on the presence of students, competencies to be achieved, and teaching material.
3. Developing a learning plan based on the chosen strategy includes: (a) preparing a syllabus and lesson plan; (b) design a learning experience framework (face-to-face, structured, and independent) to achieve competence; (c) selecting and organizing teaching materials and materials; (d) selecting and designing the media and learning resources needed; and (e) design a process evaluation and evaluation of learning outcomes.

Islamic educational tradition projects the fostering milestone of educator with the guidance of glorious Al Qur'an, *Q.S An-nahl: 125*:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ - وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ ١٢٥

Translation: "call on your lord's path with good wisdom and lessons and refute them in a good way. Indeed, your lord is the one who knows more about who has strayed from his ways and it is he who knows better those who are guided". (q.s. An-nahl: 125).

This verse describes about the three types of da'wah. To scholars who have high knowledge are instructed to deliver da'wah with wisdom. It is dialogue with wise words in accordance with their level of intelligence. Da'wah with wisdom is a da'wah with knowledge regarding secrets, benefits, and the purpose of Divine revelation, in a way that is adapted to the situation and conditions, so that people can easily understand.

### **Evaluate Learning Outcomes**

The ability of educators in evaluating student learning outcomes has several characteristics; carry out an assessment (assessment) of the learning process and outcomes on an ongoing basis with various methods including:

- a. Carry out assessments with tests and assessments with non-tests.
- b. Analyzing the results of the assessment process and learning outcomes to determine the level of mastery learning (mastery level) which includes: (a) analyzing the results of the learning process assessment; (b) analyze the results of the assessment of learning outcomes; (c) interpret the results of the analysis; and (d) use the results of the analysis to determine learning completeness.
- c. Using learning completeness information to design remedial or enrichment programs, including (a) determining the position of students in terms of mastery learning that has

- been determined; (b) designing a remedial program for students under minimal completeness; (c) designing enrichment programs for students who achieve optimal learning completeness.
- d. Utilizing the results of learning assessments to improve the quality of learning programs in general, which include (a) analyzing the strengths and weaknesses of learning that have been implemented; (b) determining the parts of learning that need improvement; and (c) design learning steps.

### **Development of Students To Actualize Their Potential**

The ability of educators in developing the potential of students has the following characteristics: 1). Facilitating students to develop various academic potentials by (a) guiding students to develop creative and innovative work; (b) guiding students to develop talents and interests; (c) encourage students to carry out further learning. 2). Facilitating students to develop various non-academic potentials by (a) guiding students to develop faith and piety; (b) guiding students to develop social skills. 3). Educators must have the qualifications and competencies as Learning Agents. It is the role of educators as facilitators, motivators, motivators, and inspirational learners for students.

### **CONCLUSIONS**

Education is a process to improve human dignity. Therefore, it always periodically reviewed to be able to keep pace with the pace of growth and development of science and technology. Creativity is very important in learning, and teachers are required to demonstrate and demonstrate the creativity process. Creativity is something that is universal and characterizes aspects of the living world around us. Creativity is characterized by the activity of creating something that did not exist before and was not done by someone or the tendency to create something. Creativity shows that what the teacher will do now is better than what he has done before and what he will do in the future is better than now. Learning management is often interpreted as pedagogical competence. In managing learning, a teacher must have pedagogical competence. Pedagogical competence is the teacher's understanding of students, planning, implementing learning, evaluating learning outcomes, and developing students to actualize as their potential.



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