

Guidance Learning For Increase Creativity in Students Learning in Junior High School

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ABSTRAK

Creativity is one of the provisions stipulated in Government Regulation No. 19 of 2005 on National Education Standards article 19 paragraph 1 (a) which states that the process of learning in the educational unit organized in an interactive, inspiring, fun, challenging, motivating the students to participate actively, and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of learners. Seeing the importance of creativity in learning problems, then this paper tries to explore the creativity of academic learning around issues including the definition of creativity in learning, the importance of creativity, the characteristics of creativity, and the role of creativity in learning in the development of learners. The general objective of this study is to produce formulation tutoring models that can improve creativity in learning on the learner. then this paper attempts to explore the creativity of academic learning around issues including the definition of creativity in learning, the importance of creativity, the characteristics of creativity, and the role of creativity in learning in the development of learners. The general objective of this study is to produce formulation tutoring models that can improve creativity in learning on the learner. then this paper attempts to explore the creativity of academic learning around issues including the definition of creativity in learning, the importance of creativity, the characteristics of creativity, and the role of creativity in learning in the development of learners. The general objective of this study is to produce formulation tutoring models that can improve creativity in learning on the learner.



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Introduction

Issues are rife at the moment is that the school education more priority or importance to the cognitive development of learners only, where students be asked to memorize and look for the correct answer from the number given subject. This is reinforced by the results of research phenomenon of the lack of implementation of the development of student creativity in schools, as follows:

- 1) Formal education in Indonesia further enhance the development of reasoning, while stimulation of the intellect neglected.
- 2) At school, students are trained only to look for an answer that is considered right of an issue. Answers must be single and uniform, in accordance with the desired teacher.
- 3) Climate formal education is not only not given adequate portions for the development of students' creativity and the particular right would hamper creativity. The uniqueness of the student as a person and creativity as an expression of the uniqueness of the underappreciated (Sumida, 2015).

Research has been conducted Jellen and Urban (1989) related to low creativity of children in Indonesia compared to eight other countries, to children aged 10 years (with a sample of 50 children Jakarta) shows that "the level of creativity of children in Indonesia is the lowest among the kids his age from eight other countries. Can from highest score to lowest are the Philippines, United States, United Kingdom, Germany, India, China, Cameroon, Zulu, and Indonesia " (Utami, Waluya, & Walid, 2022).

Efforts to enhance students' creativity is something that naturally gets an important concern of school parties, especially the guidance and counseling, "guidance and counseling care to efforts to help people achieve wholeness as well as efforts to develop reasoning skills in a creative, as bridge for students to be individuals who are healthy and productive." (Kartadinata, 2011)

Based on the information that has researchers get from the teacher guidance and counseling that the ability of learners at the school is very diverse, but there are still students who seldom asked or express his opinion when learning took place, students are more concerned with the recitation, it is indicated that the ability to think creative learners were not developing optimally, so that the necessary services are able to develop the creativity of students in creative thinking.

Method

Research the Effectiveness of guidance to learn to use techniques storytelling with groups of SMP Negeri Bandung and groups of SMP Negeri Bandung District to enhance the creativity of learners, using Quasi Experiment Design, for their manipulation of independent variables in the form of treatment or treatment (Furqon, 2013), Quasi This experiment has a control group but not able to function fully to control external variables that affect the implementation of the experiment. This study also uses pattern-Comparative The Causal Basic Design. This research can be described in the following pattern.

Result and Discussion

A. Creativity

Creativity often be said with cognitive theory and intelligence. Piaget as one expert cognitive "the function of the development of the cognitive system is to change the thinking power, including creativity that involves adaptation, organization, and equilibrasi". Creativity is a function of assimilation and accommodation together to form new knowledge as a scheme of action in achieving equilibrium. In the process of assimilating information from the environment included in the cognitive structure, adapted to the schemata of action and mental structures preceding (a given situation). in this process which primarily is what is essential to all knowing, in that it relates to the principle someness-communality, and generalization (Astutik & Prahani, 2018).

In the aspect of intelligence, creativity using thinking skills to create or generate creative ideas said. "there is much evidence of substantial, positive correlations IQ as measured by an intelligence test and Certain creative talent ...". Guilford then propose a model that is associated with creativity and intelligence, this model is called the Intellectual Structure (The Structure-of-Intellect model). This model distinguishes between convergent and divergent thinking (Guilford, 1968).

Here is a model of intellectual structure (Guilford, 1967)

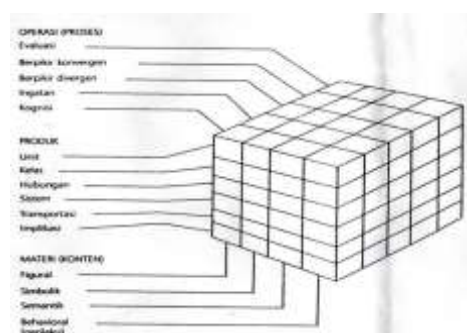


Figure 2.1 Model Structure Property

Figure 2.1 shows a model of intellectual structure, with five categories of operations (operation) which is intersected by four categories of content (content), and six categories of products (product). Creativity belongs to the divergent thinking. Divergent thinking (divergent production) consists of

figural content, symbolic, and semantics. The third content including talent into three categories (three categories of ability), the graphic material (material figural), symbolic material (symbolic material), and conceptual categories (conceptual category) (Guilford, 1968). These contents can produce different products, whether it is the form of product units (units), class (classes), relationships (relations), the system (systems), transformation (transformation), and the implications (implication)

B. *Guidance Learning*

One area of guidance that helps participants learn didk in developing creativity is the field of tutoring. Through learning bimbingan program is expected teachers to be incentive for students to be able to demonstrate creativity learned well. Guidance in finding ways of learning the right, choose the appropriate courses and overcome difficulties arising in connection with the demands of learning sector in educational institutions. Tutoring is also defined as the process of providing assistance to students to learn optimally and can meet the demands of each subject and obtained good learning outcomes after the implementation of teaching and learning activities in accordance with aptitude, interests owned by each student (Winkel, 1997).

C. *Storytelling*

pedagogical benefits of storytelling can be considered in the category of linguistic dang effective. In terms of affective, including theme is fun and makes students interested in learning, stories can lower the affective filter of students and provide a learning environment that is free of stress and anxiety (Cooper, 1993).

The story has the potential to enhance the enthusiasm of the students towards learning, fosters creativity and create a pleasant atmosphere of the class, where the students are not afraid of a task and benefit from their learning experience (Harmer, 2001).

Based on the results of research conducted by Yaden Jr, Smolkin, & Conlon, (1989) and Feitelson, Goldstein, Iraqi, & Share (1993) they mention that storytelling with book medium has a relationship or corrections to the child's performance in school, while the results (Anderson & Hiebert, n.d.) stated that one of the most important activities in building their knowledge of children's skills in reading is storytelling with books to children. Not much different from previous studies, according to 1995 research Trealease storytelling with book has the advantage of a more in creating a fun between children and books (Howe, 2006).

Creativity can help people to find a variety of alternative solutions to the problem at hand. Without creativity, humans would be difficult to grow in a dynamic state-paced world at the present time. Therefore, the younger generation at this time plays an important role in creativity, because with human creativity can improve the quality of life and gain the respect of others, so as to print a golden generation that is able to overcome the crisis that is sweeping the nation and the State of Indonesia at this time will be fulfilled , Creativity itself is the most important part of the educational process at school and needs to be developed for the own creativity of learners can understand and explore his or her self. Creating ideas, new ideas, and unique,

Creativity life learning to use own abilities optimally, develop talents, find ideas, new ideas and new activities, as well as develop a sensitivity to environmental issues and humanitarian issues .

Kesimpulan

Learning creativity is the ability of a person to give birth to something new, both in the form of ideas and real works, both in the form of characteristics of creative thinking and effective thinking, both in new works and in combination with things that already exist in learning, and can develop abilities obtained from the teacher in the teaching and learning process in the form of knowledge so that they can make new combinations in their learning

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