CAKRAWALA PENDIDIKAN
FORUM KOMUNIKASI ILMIAH
DAN EKSPRESI KREATIF
ILMU PENDIDIKAN

Some Techniques to Solve Speaking Problem

Kecerdasan Emosional dan Keberhasilan Kepemimpinan Kepala Sekolah

Realitas Perubahan Masyarakat Menuju Dromologi Pendidikan Bertentangan
dengan Pilar-pilar Pembelajaran Unesco

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DAFTAR ISI

Some Techniques to Solve Speaking Problem ......................................................... 1
   Feri Huda

Kecerdasan Emosional dan Keberhasilan Kepemimpinan Kepala Sekolah ..................... 8
   Kadieni

Realitas Perubahan Masyarakat Menuju Dromologi Pendidikan Bertentangan dengan Pilar-pilar Pembelajaran Unesco ......................................................... 15
   Karyati

Teaching Children to be Creative in Learning ......................................................... 21
   M Ali Mulhuda

Pemberdayaan Masyarakat sebagai Langkah Praktis dalam Implementasi Program Life Skill .. 25
   Miramu Triantoro

Membunyikan Pendidikan Karakter di Lembaga Pendidikan Formal ............................ 32
   Udin Erawanto

Motivasi Berprestasi (Internal vs Eksternal) terhadap Prestasi Belajar pada Pembelajaran Kooperatif ................................................................. 44
   Agus Budi Santosa

Implementasi Pembelajaran Facilitator and Explaining untuk Meningkatkan Hasil Belajar ................................................................. 52
   Cicik Pramesi

Peningkatan Kemampuan Mengemas Produk melalui Penerapan Pembelajaran Berbasis Proyek ................................................................. 59
   Ekbah Santoso

Pembelajaran Barisan Aritmatika dengan Strategi PQ4R bagi Siswa SMK ..................... 68
   Kristiani

Meningkatkan Hasil Belajar Logika Matematika melalui Metode Problem Based Learning .. 75
   Mohamad Khafid Irsyadi

English Ellipsis in the Novel of Angels and Demons .................................................. 82
   Rainerius Hendro Prasetianto

Improve Mastery of the Law of Sines and Cosines through Problem-based Learning in Students ................................................................. 90
   Riki Suliana

Grammatical Errors on Writing .............................................................................. 99
   Saiful Rifa’i

Korelasi antara Tingkat Pendidikan Orang Tua dengan Prestasi Belajar Mata Pelajaran PKn ................................................................. 104
   Sunarno

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TEACHING CHILDREN TO BE CREATIVE IN LEARNING

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Abstract: The main objective of writing this article is to prepare more quality teaching to fulfill the demand of the professional teachers who can teach the students better. It is necessary that a teacher should be able to teach their students to be more creative. A divergent teaching strategy is a way of teaching that serves the students to think, to work in pair and share to find more various possible answers based on their own capabilities and way of thinking. This can be done when a teacher gives more chances to students to let them overcome the problem that they face based on their own creativity. By this way, a teacher has prepared them to be more independent students who can meet the demand of future challenge.

Key words: teaching, creative, learning

INTRODUCTION

In the last 5 years, the development of education institution in Indonesia shows good trends. The numbers grow significantly from year to year specifically for kindergarten and elementary levels. It means that the society interest to send their children to school is high. Playgroup, TK Plus, SD Plus and SD Islam are the samples of new schools that can easily found in our surroundings. For this level parents do not get any difficulties to put their choice for their children to study. Most schools at this level try to give best quality for their program offered to both children and parents. Even parents tend not to always think to send their children to government schools anymore as long as the schools can guarantee that they are quality schools. All are easily seen from the school track record minimally form the last
three years. There are many methods that the teacher used for teaching at this level and most of them are hoped can improve the students’ cognitive, affective and psychomotor sides. Not all but many in fact, in teaching learning process, teachers still limit students to develop the way to think and do something based on the their own creativity. Old models of teaching still dominate the ways the teachers teach in many classrooms. Teacher becomes the main source for their students, learning tends to be teacher center and so students just become passive ones. Teacher center is the sample of old learning model which is not effective anymore in learning process. In this way, teacher tends to feed the students without giving them chance to develop their own creativity to be more active in the classroom. Letting the students think and solve the problem based on their own capability will train students to have independent problem solving. On the other hand, teacher should start to leave old teaching models which are not in line with the development of IT and do not meet the demand of tomorrow. Old teaching model applied tends to be convergent for which the students’ engagement is low. Teacher is unable to involve the students in teaching learning process due to he is the only source in the classroom. Convergent ways only create a constraint that students just learn to find one, single correct answer toward the proposed questions without having the alternative answers. This model doesn’t train the students to follow the process of learning or to understand how something happens, but this tends to make students to get the result of something by ignoring the process of how it happens.

At elementary levels, English teachers are demanded to be more creative in teaching their students since it is not our mother tongue. English teachers at these levels have important role to build strong and right foundation of basic English ability for children. The ability from a teacher in teaching, controlling and managing the class is needed. A teacher should realize that teaching is not a product oriented. The teaching does not only focus to achieve the target score. It should however; pass through the right process due to learning is a process and not a product. In this post method era in which there is no perfect method used in teaching process, a teacher should be selective to choose the most suitable ways to deliver the lesson in the class. Thus the writer believes that it is significant to teach the children to be creative in learning activity.

WHAT IS CREATIVITY?

Parnes (1967) likens creative thinking to a kaleidoscope, where mental spinning formulates new and varied patterns to produce ideas. He sees creativity as function knowledge, imagination and evaluation. From this statement it can be drawn into deep understanding that it is a process and way of teaching and learning that includes the whole range of adventurous creative thinking in any fields. It implies many things such as discovery, invention, imagination, experimentation and or exploration. It does not only involve cognitive, affective and psychomotor ability but also the cooperation in thinking, feeling and very closely to self actualization.

In teaching English, it is a must that English teachers should be able to handle the class creatively. Because English is not the first language, teaching English to children is not simple and requires appropriate ways that in line with the children physiological condition. It needs good quality teachers that enable to locate right basic English ability to children. In simple, creativity shows someone ability to create, to find new things, ways, meanings and to deal with new relationships.

Why should a teacher be creative?

To successfully teach children a second language requires specific skill and intuitions that differ from those for adult teaching. (Brown 2001). In some schools, teachers tend to teach their students with convergent ways. It means that the teachers only teach their students to find the single correct answer of the question proposed. This is no longer adequate. Teacher who still teaches in convergent ways will generate the students to think in stagnant
way that may obstruct them to think more creatively toward the problems faced. In this way, teacher only teaches the students to find the answer of the question given linearly without providing them chance to get the possible answers as the alternatives. If this model of teaching is not revised gradually, it creates a pattern in which, the students’ way of thinking becomes so shallow and narrow to find the way out toward the given matter. The teacher is demanded to prepare children to meet the need of tomorrow. It means that teacher may not to spoon-feed the students with the facts and instructions. They must learn to think for themselves to innovate, to create, to imagine alternative ways to get the same objective, seek and solve the problems. By teaching the students to think creatively, in the future they will have a chance to develop their inner fulfillment, and staying afloat in an environment of continual change.

What should a teacher do?

As said, in many classrooms, a great deal of instructions still operate at their level of factual knowledge and focus on convergent thinking where the students are required to respond with conventional correct answers. Questions are asked, and activities presented with predetermined responses in mind, and students develop learning styles that help them converge on the right facts or answers. A teacher should give students opportunities to let their minds flow across a broad spectrum of ideas and solutions to seek many different and alternative answers to a given problem and to be involved in the creative exploration of ideas and their relationship. Creativity links very strongly with productivity. A teacher should be able to teach their students with divergent ways. It is a way in which the teacher should give more chance to students to find, explore and discover the answers of the problem proposed based on their own ways and creativity.

Divergent thinking that involves higher level thought processes such as analysis, synthesis, evaluation and the development of skills in planning, forecasting, problem solving and decision making. This is a divergent thinking and is essential part of creativity. Creativity involves students in thinking, creating and producing, rather than simply consuming and repeating information at factual levels. Teacher should have skill of asking divergent or open ended questions as a fundamental ways to develop creativity. This can encourage several answers or possibilities, stimulate exploration of concepts and ideas, facilitate creative and critical thinking processes, promote open-mindedness, consciously values individual differences, and provide challenge for all children. When the students are asked to make question in which the single correct answer is not the only point, it will involve not only the teacher but also the students to think in more thought and preparation than asking questions which have a single correct answer. The words below can be used to generate students’ ideas, topics and problems for discussion.

Just suppose......  Just suppose......
Invents.......  Invents.......
Create .........  Create .........
List...........  List...........
Find another way...  Find another way.....
Convince .........  Convince .........
Improve........  Improve........
Change..........  Change..........
Solve..........  Solve..........
Originate........  Originate........
Find new uses......  Find new uses......
Discuss..........  Discuss.......... 
Debate...........  Debate........... 
How many other.....?  How many other.....?
Decide.......  Decide....... 
Plan...........  Plan........... 
Modify..........  Modify.......... 
Adapt..........  Adapt.......... 
Rearrange.........  Rearrange......... 
Substitute......  Substitute...... 
Compare........  Compare...... 
Imagine.........  Imagine......... 

Example:
Convergent questions:
- What does 4 + 1 equal?
- Is that an apple?
To reply for these questions the students will try hard to find one single right answer that tends not to develop their creativity. Divergent questions:
- What are all the equations you can think of that equal 5?
- Create some possible questions in which the answer is “apple”
- If Budi at school does not want to study something then give three or four alternative methods to solve this problem and have him the one that is the best choice.
- What would it be like if anybody in the classroom gets bad marks in reading?

These questions give students more opportunity to think of the possible answer more creatively. The students feel free to have their own ways of producing the possible answer of the given questions. Such questions do not limit them to think more freely based upon their own capability as long as the answer is correct. A teacher needs to have a skill of making divergent questions that can evoke the students’ motivation to think creatively. It can stimulate the students to think, to work in pair and to share the result of the learning process.

The teacher’s role

1) Explain the teacher’s role during problem solving class whether it is group working or not. 2) Offer the students the ability to help provide the rules and regulations of doing something. 3) Give them an opportunity for free self-expression, without negative or demeaning judgment. 4) Encourage them to evaluate their problems, review a variety of options to solve the problem, and figure out which option is the best to execute. 5) Encourage them to be a part of extracurricular activities in and out of school, join the choir in school, and sign up for a local play out of school. 6) Allow them the freedom of expression, without the fear of rejection or judgment from the teachers. 7) Don’t push them into anything they don’t want to do, but encourage them to join diverse groups to learn other skills

Creative thinking will benefit to all children.

All children bring creative potential to their learning, and it is important to build creativity to every child. When teacher has the ability to teach the students to be creative, it will lead them to avoid giving the students with convergent questions. Unfortunately, as teacher, we still often constrain rather than release the children potential by the kinds of learning activities we provide and the nature of the “messages” that the children receive. An emphasis on “right” or “wrong” answers with implied message of “success” or “failure” means that children work at converging on “right” answers so that they will be rewarded with successful feedback. Giving opportunity, encouragement, and guidance, all children developed and there turned out to be some immensely creative children in a class.

All in all, it will be better that English teachers for early age English students teach the students to think in divergent ways. This will create strong foothold for children to develop them to be creative in thinking. Besides teacher should always update their knowledge in teaching English for the children.

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