

Creativity of Contemporary Education in Elementary Schools Through Introduction to Animal Shape from Dry Leaf Materials

Ni Luh Ray Satya Nanda ¹, Miftania Pasue ², Mardiana Farida Rouf ³,
Popi Listina ⁴, Abdul Rahmat ⁵

Student Primary Teacher Education ¹

Lecturer Prof. Dr. Abdul Rahmat, S.Sos. I.M,Pd ¹

Email : raysatyananda42@gmail.com miftaniapasue21@gmail.com
mardianafarida6@gmail.com popilistina12@gmail.com abdulrahmad@ung.ac.id

Abstract: School-Based Quality Improvement Management is a management model that provides higher autonomy to schools, flexibility, and encourages the direct participation of school members and the community to improve the quality of schools based on national education policies and applicable laws and regulations. Garbage waste in the form of dry leaves which is often considered to have no value can actually be transformed into a work of art as well as an effective creative learning media. In implementing this project the method used was the observation method which took place at SDN 43 Hulonthalangi, Gorontalo City. Students observe the material that has been provided, they are free to imagine according to their observations. Their answers varied, some answered insects, butterflies, dragonflies and beetles. The results of the research by sticking, cutting, and making patterns in forming the animals around us.

Keywords : Creativity , Contemporary, Dried Leaves, SD learning

Introduction

In the era globalization , system education the more growing. Era contemporary start enter in system education . because that our must can offset progress technology in system education . With make creativity learning contemporary school base expected participant educate could understand learning contemporary for develop aspect development physical , cognitive , emotional , and social participant educate .

MPBS (School-Based Quality Improvement Management) is a management model that provides higher autonomy to schools, flexibility, and encourages the direct participation of school members and the community to improve the quality of schools based on national education policies and applicable laws and regulations.

Participant expect to learn could understand aspect learning contemporary for develop aspect development physical , cognitive , emotional , and social participant educate . Participant educate could know and know various type form animals in the environment . Participant educate expected could have reflective behavior _ attitude care and want help if requested help , Participant educate could showing works and activities art with use various media .

Therefore, we took the idea of making the practice "Recognizing Animal Shapes from Dried Leaf Materials". The waste materials in question are materials from organic waste that can be recycled such as dry leaves, used paper and others. The reason we took this design is to educate students so they can use the objects around them as learning media.

Madekhan (2020) that, The role of education in social change is as a means of education about social change, preserving spiritual values for students, education also encourages social change for the environment of students. Mubin Fakhul that, the role of PAUD is to help develop physical, language, intellectual, emotional, social, moral and religious in the growth and development of the next child. Sholeh , K., Sukirno , S., & Fakhrudin , M. (2017) , that from the results research that has explained previously where results analysis questionnaire closed showing _ trend that in implementation of development programs self and movement literacy , in part big respondent state in accordance so that could concluded development self and movement literacy could developing , developing (i) talents , interests , and creativity ; (ii) competence and habits in life ; (iii) ability life religious ; (iv) ability social ; (v) ability learn ; (vi) insight and planning career ; (vii) ability solving problem ; and (viii) independence . Next that is about results analysis questionnaire which open _ conducted with method give opportunity to respondent for give free advice . based on discussion that has been stated , results study this could concluded that implementation of development programs self and movement literacy , in part big respondent state in accordance or very suitable because part big implementation has follow set guide . _ However , there is statement discrepancy part respondent to grain statement : method service counseling , methods service extracurriculars , reading media , and places read . Relate with competency and interaction models recommended for mastery theory or knowledge and skills must balanced . Knowledge no means if no exploited , and skills no awakened in a manner quality if not supported by mastery theory in a manner ripe . Activity training and service conducted with adapt style communication participant educate . They argue that training and service with notice modality learning (audio visual, kinesthetic , touch , smell , and taste) can made method educator for adapt style study participant educate . Rochanah , S. (2021) that, From the existing problems method learning Round Table can increase ability analyze and achievement study student . this _ proven from results evaluation results author 's test give that is reach level completeness classic by 76% in the first cycle and 89% in the cycle II . From the quantity data in the sub- chapter before , proved that application Method Round Table learning has effectiveness for increase activity , readiness and outcome learn . It is also visible from incline percentage amount completed students _ from before applied method learning this until end cycle II. Sahidin , L., Rahimi, R., & Sumiati , S. (2022) that, What is meant with problematic Islamic education is problems or problems faced by the world of education especially Islamic Education. Contemporary Islamic Education Challenges : crisis value , crisis draft about good view of the meaning of life , crisis gap credibility , crisis idealism , as well exists obscurity Educational goals , mismatch curriculum , absence power appropriate and capable educators , existence _ measurement error , and presence blur base Education levels . Multazan , R & Buhaerah , Andi Aras (2022) that, There is three aspects included _ in values Islamic education , namely : values morals (morals to God, morals to each other and morals to self own) , value creed (faith to Allah and His Messenger) , and the value of worship (ghairu mahdah). As for the strategies carried out in internalize values Islamic religious education includes a number of stages , namely : stages transformation value , stage transaction value , and stage transinternalization . Salam, AA, & Kewo , CL (2017), that Leadership true like servant leadership has meaning philosophy with motivation base is helping others (Yenming , et al . 2012), no could released from exists awareness that there is needs man for help and serve . Head school as leader

education function realize connection harmonious human relations To use build and develop work same interpersonal , in order to together could move toward achievement destination through willingness do it each task . According to Sagala (2010) suggests that quality of education received in schools will produce quality study as product from effectiveness managerial head schools , which are supported by teachers as well as staff school others and can Becomes reflection effectiveness as well as success school . Head schools that apply servant leadership in schools , of course Becomes leaderyang capable touching heart in unity work logic and action to everyone who led to creation atmosphere fun work . _ Idayati , H., Munaris , M., & Fuad, M. (2015) , that In study this , analysis condition learning conducted with results data review questionnaire student moment studies preliminary development poetry teaching materials contemporary at Pesawaran High School , and teachers from 4 (four) schools in the district offer . Based on characteristics eye Indonesian language lessons at SMA /MA level, Ministry of National Education (2008), objective learning Indonesian _ covers mastery Skills Listening , Writing , Speaking and Reading .

Method

The activity method used is direct observation, in which project activities are carried out by directly observing SDN 43 Hulonthalangi. In class we make direct observations and records regarding project activities carried out as well as students' responses during learning activities, both the attitude of students to dare to go forward to lead prayers, answer when asked questions, as well as in discussion activities.

The target of implementing project activities is elementary school students. Our project activities were carried out at SDN 43 Hulonthalangi to be exact for grade 1 students. We chose grade 1 because this class is considered a low class and is still the early grade for students entering formal elementary school education. Therefore, we carry out project activities for grade 1 students to hone students' motor, cognitive and psychomotor abilities/skills, to prepare students to take part in learning activities in elementary schools.

1. Criteria for assessing students in carrying out project activities

Evaluation from project this that is ,

- Evaluation attitude
 - Participants educate could appreciate and love animal as creature creation Lord
 - Participants educate could use polite words moment speak with teachers and friends
 - Participants educate capable say and answer regards with good
- Knowledge and skills
 - Participant educate capable active and put forward opinion in discuss
 - Participant educate capable work same in complete a creation in a manner group
 - Participant educate knowing method cutting , pasting , and stringing leaf dry in accordance form
 - Participant educate could make patterns and colors in the result creation

Recognize Animal Shapes From Dried Leaves

The reason we took the title of the project "Knowing Animal Forms from Dried Leaf Materials", because the project is in accordance with the material we took namely "Contemporary School Management Model" where elementary schools with a contemporary approach in terms of education and design are expected to improve aspects of physical, cognitive development, emotional and social children in the learning process. Therefore, we took the idea of making the practice "Recognizing Animal Shapes from Dried Leaf Materials". The waste materials in question are materials from organic waste that can be recycled such as dry leaves, used paper and others. The reason we took this design is to educate students so they can use the objects around them as learning media.

Atmosphere of Students in Project Activities

Atmosphere class arranged in a manner comfortable and fun. Student free expression make creation in accordance each other's creativity. During project activities, we implement direct discussions with students, with direct interaction, have a friendly and humorous attitude, pay a lot of attention, and provide prizes to students to provoke and guide students to learn to dare to express their ideas and opinions so that the class atmosphere becomes active. Thus students can focus on participating in learning activities and activity objectives can be achieved.

RESULTS AND DISCUSSION

Results

The project activity "Recognizing Animal Forms from Dried Leaves" at SDN 43 Hutonthalangi finished at 09.30 WITA. Project activities are divided into 4 groups where each group has its own characteristics in its work. Each student is able to express and imagine according to what they see. Students are also able to work well together with their group mates.

Project activities were carried out on Monday 17 October 2022 at 07.00 WITA at SDN 43 Hulonthalangi. The initial activity was opened by greeting and then continued with prayer. The second session was introductions, we introduced ourselves to each of the students and got a good response from them. Not only did we introduce ourselves, but we also provided space to invite them to get to know each other.

After that the division of the group is divided into 4 groups. The four of us split up to assist them in making the project. Before starting the project, we ask students to bring out the tools and materials that have been ordered by their trustees. We show the materials we have made from home. We asked them to observe the material. Many of the answers from students based on their own imagination. Some answered insects, butterflies, birds and beetles. We also asked them what the project was made of and where it was usually found. Various answers began to appear, some answered dry leaves, flowers, found in bushes and under trees.

Our class is divided into 4 groups and each of us coordinates/accompanies 1 group. There were 20 students who attended, so we divided the group into 4 groups consisting of 5 students.

The activities of sticking, cutting, and making patterns to shape the animals around us. We also ask them to make projects based on their imagination without being limited by the sample materials we provide. There are those who take the initiative to cut out triangles, there are also those who make fish with origami paper. After completing the project, we direct them to wash their hands. The activity ran

smoothly until in the last session we gave rewards to students who dared to come forward to lead prayers and were active during the learning process in the form of books and stationery. So that others don't feel left out, we also reward them in the form of food.

We ended the activity by reciting basmallah followed by a photo session with the students and also the trustees who had helped us a lot. Project activities in class 1 ended at 09.30 WITA. Before closing the activity we provide reflection/evaluation to students regarding today's learning activities. Students are very enthusiastic in expressing their feelings during learning activities.



Artwork drawing of dry leaves

Discussion

Group 1 evaluation results

Students are very happy when they get to know animals in the form of works made from dry leaf waste. At first they observed how to make the work. Then they make it according to their wishes, regardless of what they see. With the group system in carrying out this activity, they work together, cut, paste, and color, which of course we keep an eye on so that unwanted things don't happen.

Group 2 evaluation results

In the process of making the project students are so enthusiastic in doing it. They each have their own tasks, some are cutting origami paper, some are sticking dry leaves on paper and labeling their work with their own names. They were very happy especially when we leaked that at the end of the session a secret prize would be distributed

Group 3 evaluation results

In the process of making craft projects from non-organic waste materials they are very active in making them, some are drawing, cutting paper in circles or squares, some are glueing leaves, some are fighting with each other in the making.

Group 4 evaluation results

In the process of project activities, students were so enthusiastic in working on it together. They are able to express their imagination in forming a work. Students are

also able to stick well, making patterns of heads, eyes, mouths, ears and patterns on animal wings. Students also add decorations on colorful paper to their work.

Supporting and Inhibiting Factors

Several supporting and inhibiting factors that influence the process of observation activities:

1. Activity Supporting Factors
 - a. Adequate classrooms
 - b. The tools and materials for making the project have been prepared by students from home
 - c. School authority figures also strongly support this agenda
2. Activity Inhibiting Factors
 - a. There was one child who disturbed his friend during the project

Positive Things During Activities

1. Students dare to come forward and speak in front of the class
2. All students take an active part in the process of activities that we plan
3. Students are enthusiastic when answering the questions given
4. Students can work well together in completing the work

Learnable Values

1. Religious values, Participants educate could appreciate and love animal as creature creation Lord
2. Discipline, students learn in an orderly manner during learning activities in class
3. Creative and collaborative, students are capable work same in complete a creation in a manner group with their own creativity
4. Friendly/communicative, students are able to be friendly to all friends in class, and able to speak politely to teachers and friends

In class 1 SDN 43 Hulonthalangi there are several learning support media such as:

1. There is a wardrobe for storing textbooks
2. There are wall magazines (wall magazines) as a media for appreciating students' work
3. Posters with various kinds of names of animals, posters of plant names and flower names are posted on the classroom walls as a medium for children's education
4. On the classroom walls there are also photos of Garuda birds, photos of President Soekarno and Muhammad Hatta and many photos of heroes as a medium for educating children about history in Indonesia.
5. Fans are also provided in the classroom so that children feel comfortable studying in class

Conclusion

In the era of globalization, system education the more growing. Contemporary era start enter in system education. With make creativity learning contemporary school base expected participant educate could understand learning contemporary for develop aspect development physical, cognitive , emotional , and social participant educate . Therefore, we took the idea of making the practice "Recognizing Animal Shapes from Dried Leaf Materials". The waste materials in question are materials from organic waste that can be recycled such as dry leaves, used paper and others. The reason we chose this design is to educate students so they can use the objects around them as learning tools.

Suggestion

The school environment as a place for learning activities to take place is expected to provide a positive contribution and motivation to the development of student creativity. Schools have a great influence on the development of creativity in carrying out project-making activities from organic and non-organic waste materials. Environmental factors, association, and the way they are educated influence the development of their creativity. It is hoped that students will begin to learn to develop their talents and creativity so that learning objectives can be achieved optimally.

Thank-You Note

We convey saying accept love to lecturer support eye studying Introduction to Education Prof. Dr. Abdul Rahmat , S.Sos ,I., M.Pd . who have guide during the drafting process article this .

Reference

1. Aminudin and Kamaliah (2022) Planning for Contemporary Islamic Religious Education . AL-AULIA: Journal of Islamic Education and Sciences. Vol. 8 No. 1. <https://ejournal.stai-tbh.ac.id/al-aulia/article/view/540/335> . Retrieved [1 December 2022, 13.00 WITA]
2. Andhita, Ahaddilla. (2020). Collage of the Use of Dried Leaves as a Creative Product for SBdP Learning at SDN Serang 7. Repository. <https://ejournal.upi.edu/index.php/MetodikDidaktik/article/viewFile/3250/2264> . Retrieved [1 December 2022, 13.25 WITA]
3. Idayati , H., Munaris , M., & Fuad, M. (2015). Development Appreciation Teaching Materials Poetry Contemporary Based on the Suchman Model . J - Symbol (Language, Literature, and Learning) , 3 (2). Link: <file:///C:/Users/User/Downloads/10710-22182-1-PB.pdf>
4. Madekhan.(2020). The Function of Education in Contemporary Social Change. Reforma: Journal of Education and Learning. Vol. 9 No. 1. Link: <http://jurnaldinding.unisla.ac.id/index.php/reforma/article/view/252> .
5. Mubin, Fatkhul. Issues - Contemporary Issues of Early Childhood Islamic Education. Journal of Contemporary Social Education Functions. Pages (1 – 9). Link : <https://osf.io/preprints/pn43t/> .
6. Muqodas, Idat. (2015). Developing the Creativity of Elementary School Students. Didactic Method. Vol. 9 No. 2. <http://repository.upi.edu/58098/> . Retrieved [1 December 2022, 13.45 WITA]

7. Sahidin , L., Rahimi, R., & Sumiati , S. (2022) .” Problems and Solutions of Contemporary Islamic Education ” . IQRA: JOURNAL OF ISLAMIC EDUCATION MASTER , Vol 2, (01) 2022, 64-76. Link : <https://journal.unismuh.ac.id/index.php/iqra/article/download/8046/4860>
8. Grace, Abdul. (2021). Introduction to Education. Gorontalo. Publishing Ideas.
9. Rochanah , S. (2021). EFFORTS TO IMPROVE THE ABILITY TO ANALYZE RULES IN SCHOOL THROUGH APPLICATION OF THE ROUND TABLE LEARNING METHOD TO SECOND GRADE STUDENTS . Journal of Education and Development, 9(1), 405-405 <file:///C:/Users/ASUS/Downloads/2396-File%20Utama%20Naskah-4940-1-10-20210201.pdf>
10. Salam, AA, & Kewo , CL (2017). Servant leadership: leadership models contemporary
11. head school . JMSP (Journal Educational Management and Supervision), 2(1), 75-82 . Link: <file:///C:/Users/User/Downloads/1942-4755-1-PB.pdf>
13. Sahidin , L., Rahimi, R., & Sumiati , S. (2022) .” Problems and Solutions of Islamic Education Contemporary ”. IQRA: JOURNAL OF ISLAMIC EDUCATION MASTER , Vol 2, (01) 2022, 64-76. Link : <https://journal.unismuh.ac.id/index.php/iqra/article/download/8046/4860>
14. Sholeh , K., Sukirno , S., & Fakhrudin , M. (2017). EVALUATION OF SELF DEVELOPMENT EDUCATION PROGRAM AND LITERATION MOVEMENT IN BASIC EDUCATION. <http://eprints.undip.ac.id/58976/1/43>. Khabib Sholeh dkk UM Pwj.pdf