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 $UPI + BHMN = ?$

SUNARDI, PLB FIP UPI

PEMBELAJARAN KREATIF

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- IN-DEPT STUDY

(misal: sampai menemukan rumus)

- Thinking, RESEARCH, and library skill

- INDEPENDENT STUDY

- **Self-selected topics**

- AffecTIVE ACTIvities

- Presentation

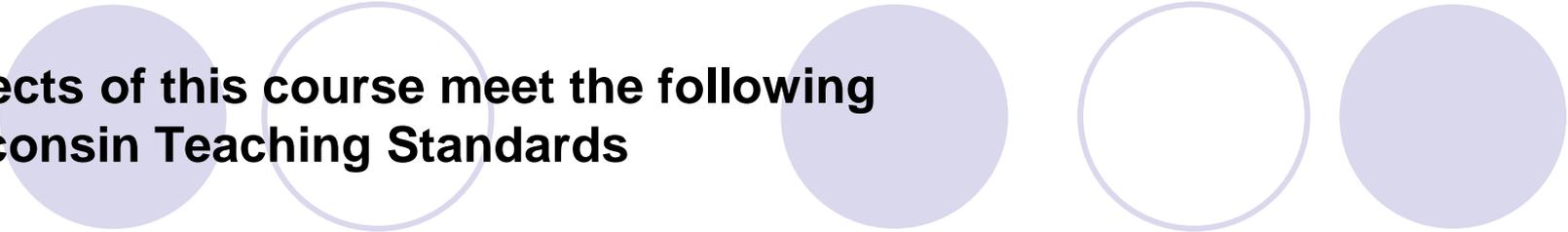


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- A decorative header consisting of five circles in a row. From left to right: a solid light purple circle, an outlined light purple circle, a solid light purple circle, an outlined light purple circle, and a solid light purple circle.
- Pembelajaran kreativitas harus menyenangkan bagi siswa
 - Keterlibatan siswa
 - Tidak menyalahkan siswa
 - Banyak cara yang dapat dilakukan guru
 - Guru harus kreatif

LIRP - PAKEM

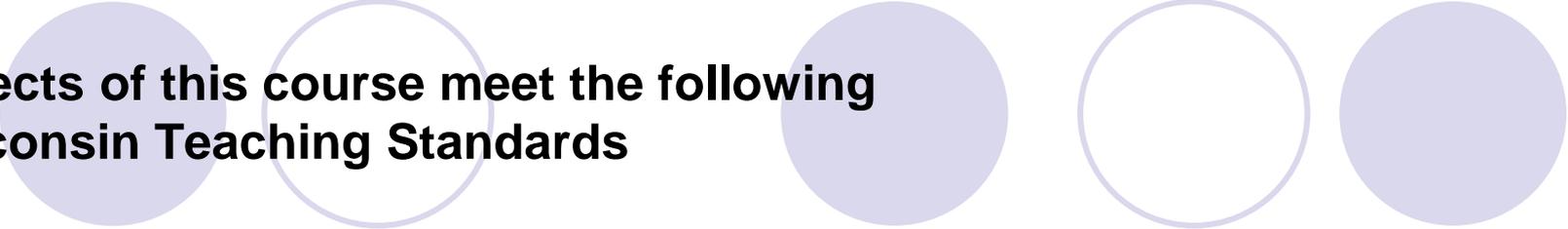
PAJANGAN - ABSESNSI MANDIRI – POHON ILMU – KERJA SAMA

MUSUH ABADI : PEMBELAJARAN TRADISIONAL



Aspects of this course meet the following Wisconsin Teaching Standards

- (1) The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- (2) The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- (4) The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.



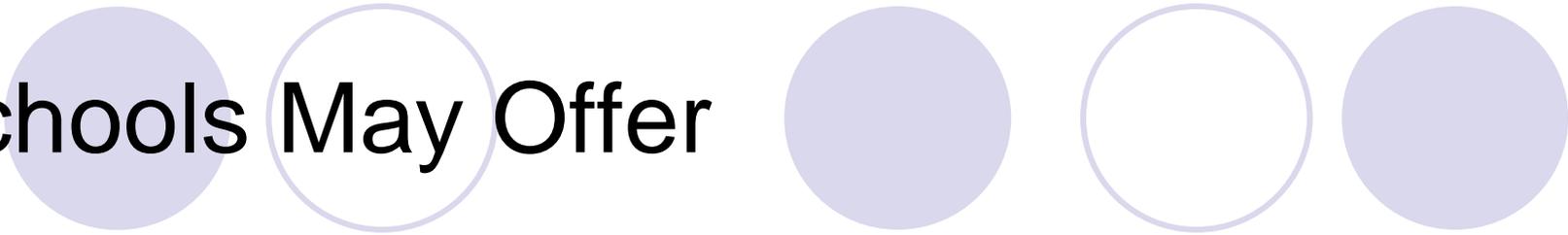
**Aspects of this course meet the following
Wisconsin Teaching Standards**

- (5) The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- (6) The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- (7) The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

Some facts about creative students

- Creative students are not valued by their teachers as much as more conforming, less creative students (Getzels and Jackson, 1962; Günçer and Oral, 1993).
- Highly creative children may exhibit “disruptive, attention-seeking behavior” in the classroom (Wallach and Kogan, 1965).
- Children with attention deficit and sensation seeking may have higher levels of creativity (McCrae, 198; Cramond, 1995). Yet not every ADHD children will be creative.

Schools May Offer



- A flexible learning atmosphere where children can express themselves freely and positively.
 - A rich menu of projects for subjects like science, language, arts and sports,
 - Service learning as a natural part of the curriculum,
 - Hands-on learning (Summer camps to give learners a chance to practice what they learn).
 - Special ways of assessment and evaluation for creativity.

CREATIVITY:TEACHERS' ROLES

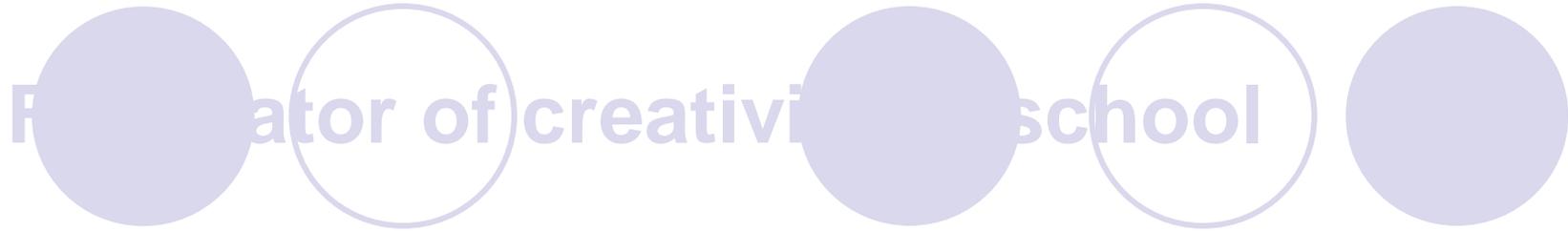
Role model for learners to become creative

- **Uses his/her own imagination,**
- **Thinks about interesting stories or draws different perspectives to an ordinary subject,**
- **Uses humor appropriately in lecture,**
- **Relates the content to the real world,**
- **Promotes self-control and internal discipline.**

Exp the area of creat

○ **Knows how creativity is related to the following:**

- **Divergent thinking,**
- **Sensation seeking,**
- **Attention deficit,**
- **Nonconformity,**
- **Psychois,**
- **Fluency and imagination,**
- **Learning styles,**
- **Group/ peer pressure.**



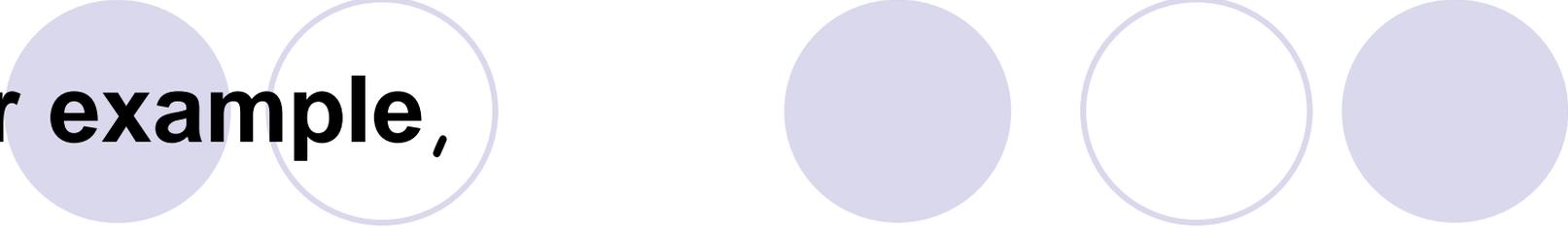
Facilitator of creative school

- **Possesses a constructivist philosophy,**
- **Creates a beneficial instructional atmosphere to encourage curiosity,**
- **Implements appropriate methods, build and use materials, and assessment techniques for creativity.**



Practitioner of a creative curriculum

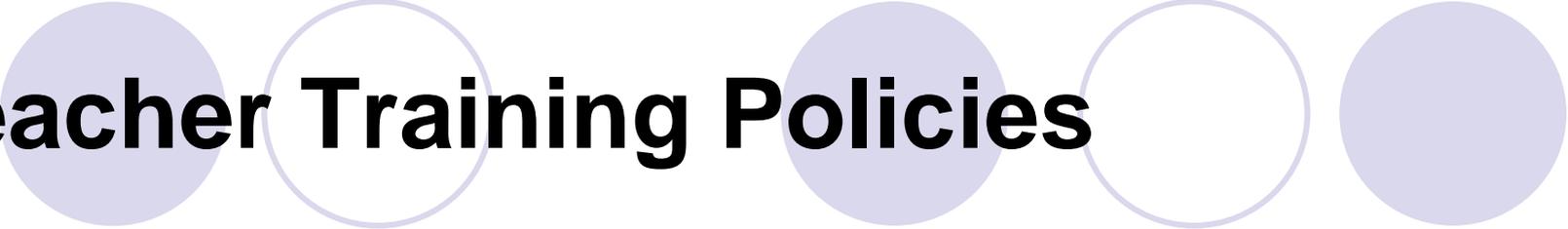
- **Continuously keeps his/ her eye on students' reactions toward school subjects in order to understand how knowledge is encoded and retained by children.**



for example,

- **Which topics/ units are most popular and which are not? Why?**
- **How can I/we develop the structure / presentation of the topics?**
 - **By interactive use of the units? (e.g., creative writing)**
 - **By adding humor?**
 - **By interesting projects? (scientific, service learning, etc.)**
 - **By integrating courses specific to teach creativity? (e.g., CoRT Lessons)**

Teacher Training Policies



- **Who should become a teacher and who should not? Are there criteria for creative teachers?**
- **How can we select prospective teachers among other professional groups?**
- **Which knowledge, skills and attitudes should teachers gain?**
- **How can we arrange a creative learning atmosphere so that prospective teachers will actualize themselves and become good role models?**

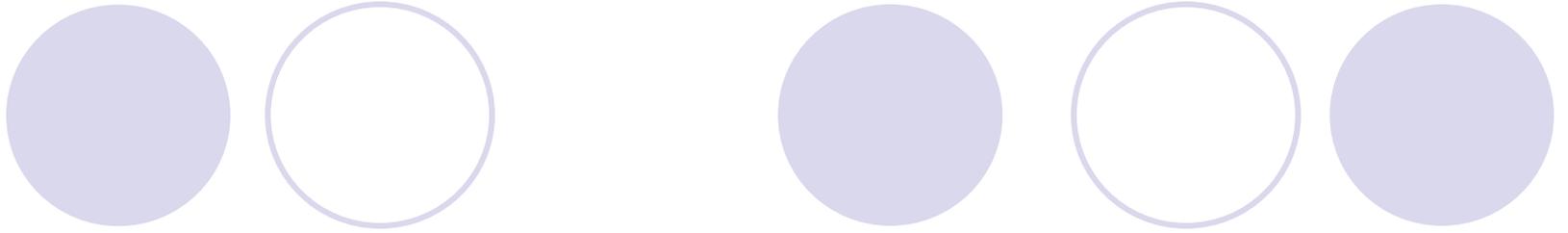
Teacher training institutions must



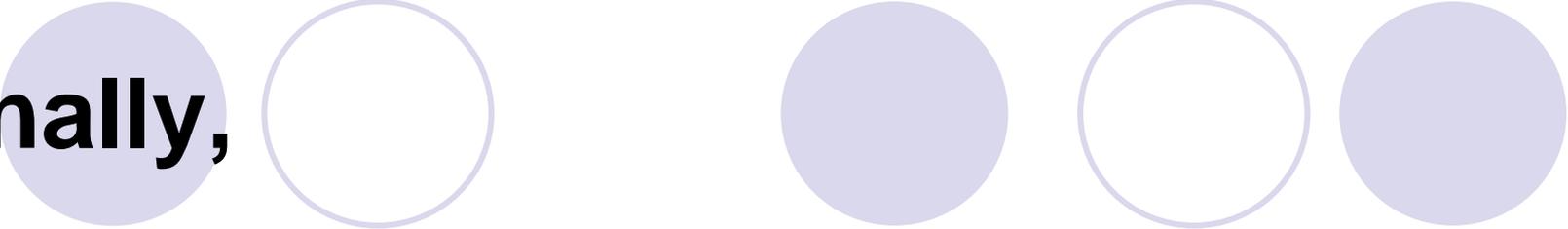
- **Advocate free thinking without narrow-minded religious or moral barriers,**
- **Advocate observation and experimental delight,**
- **Teach the critical checking of creative ideas and one's own thoughts,**
- **Teach the handling of criticism and scrutinizing questions,**
- **Impart the abilities to absorb knowledge and express thoughts** (Kocabaş, 2004).

Courses/ Projects by Akdeniz University Faculty of Education

- 1. Creative writing (faculty students + community schools)**
- 2. Material design and technology development in the areas of science, maths, Turkish language and literature, and history, at pre, primary and secondary education (faculty students),**
- 3. Textbook evaluation and design (faculty students),**
- 4. Thinking education: CoRT Lessons (faculty students + community schools),**

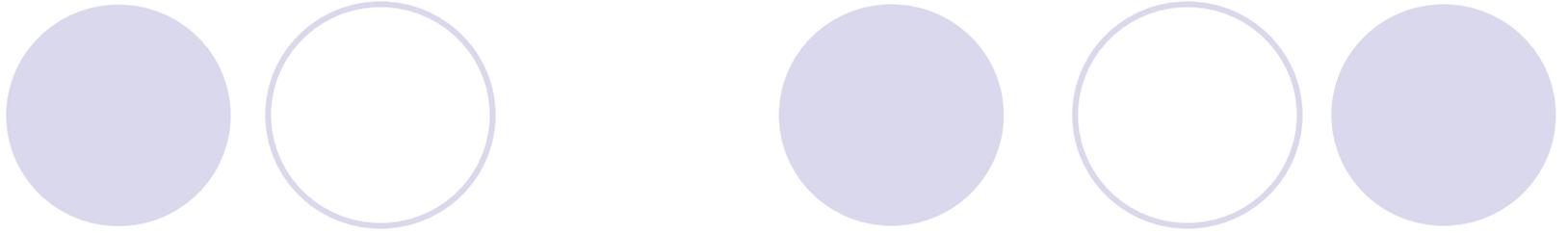


- 5. Service learning projects (community schools),**
- 6. Projects in ecology, science and arts (community schools),**
- 7. Creative dramatics (faculty students + community schools).**



Finally,

- **Educators are not limited to classroom settings only.**
- **They are not only instructors, but also designers. They design the curriculum, the learning atmosphere and the materials.**



- Once educators perceive themselves as designers, they will benefit from the nature, social dynamics and backgrounds.
- The mission of teacher training today is to support them in their creative endeavors to come up with new ideas and products to be used in their professions.