



## Analysis of the Causes of Students Lack Creativity in SBdP Learning Pencil Drawstring Collage Works

Ardhya Pramesti\*, Deasylina da Ary

Department of Primary Education, Universitas Negeri Semarang  
Raya Beringin Street No.15, Wonosari, Ngaliyan, Kota Semarang, Jawa Tengah, Indonesia  
\*Corresponding Author. E-mail: [ardhyapramesti02@gmail.com](mailto:ardhyapramesti02@gmail.com)

Received: 6 April 2024; Revised: 6 October 2024; Accepted: 30 July 2024

**Abstract:** This research aims to discover the cause of the lack of creativity among fourth-grade students of Kanisius Beringin Elementary School. This type of research was qualitative-descriptive research, with the researcher using a case study method and grade IV students as research subjects. The data collection techniques were obtained through observation, interviews, and documentation of the research subjects. The lack of creativity of fourth-grade students of Kanisius Beringin Elementary School in the material of pencil drawstring collage makes it difficult for students to develop their ideas, in addition to the lack of motivation, inspiration and also the freedom of students in imagination makes this one of the causes of the lack of creativity of students, so that close collaboration between teachers, students, parents, and schools is needed to create a supportive learning environment, stimulating, and facilitating the development of students' creativity optimally. The results of this study prove that several factors cause students' lack of creativity in learning pencil drawstring collage works, including: 1) teacher factors, 2) student factors, 3) facilities and infrastructure factors, and 4) family and environmental factors. In addition, internal barriers such as low motivation, lack of courage, and fear of criticism also affect students' creativity. Limited facilities and infrastructure as well as unsupportive family parenting are also inhibiting factors. Therefore, teachers' active role and environmental support are needed to increase students' creativity. The contribution made by the researcher to the existing problem is to provide suggestions that teachers can take simple actions, such as paying more attention to the learning methods used. Learning methods are one of the important things in the continuity of learning to achieve good learning goals. They can provide more motivation to students and give them freedom and opportunities to explore more deeply in learning Pencil Drawstring Collage Works.

**Keywords:** creativity, collage works, motivation

**How to Cite:** Pramesti, A., & da Ary, D. (2024). Analysis of the causes of students lack creativity in SBdP learning pencil drawstring collage works. *Jurnal Prima Edukasia*, 12(2), 253-263. <https://doi.org/10.21831/jpe.v12i2.72474>



### Introduction

The Role of Teachers based on Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers must have pedagogical, personality, and social-professional competence (Mulyani, 2017). Pedagogic competence is a skill in managing the learning process, including understanding students, planning and implementing learning, evaluating learning outcomes, and developing student potential (Shah et al., 2019). Personality competence refers to a teacher's personal qualities, such as stability, maturity, wisdom, authority, being an example for students, and having good morals (Haenilah et al., 2022). Professional competence includes an in-depth and thorough mastery of learning materials, which allows teachers to guide students to achieve national competency standards (Pedaste et al., 2019). Meanwhile, social competence is communicating and interacting effectively with students, fellow teachers, parents or guardians, and the community (Tabassum et al., n.d.). This is in line with the opinion of Danim (2013) that to improve the quality of education, teachers must have four competencies: pedagogic, personality, social, and professional (Ana et al., 2020). Pedagogic competence refers to teachers' skills in understanding students well, planning and executing lessons, evaluating learning

This is an open access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



outcomes, and providing opportunities for students to develop their potential optimally (Susanto et al., 2020). One of the important focuses for all teachers to increase student creativity is learning Arts and Crafts at the elementary school level (Pebriana et al., 2023). Through this subject, students' creativity can be stimulated because fine arts and crafts aim to develop creative potential, strengthen sensitivity, and enable students to express themselves through artwork (Meltzer & Schwencke, 2020). Various types of fine arts can stimulate children's creativity, such as collage art, montages, and mosaics (Khasanah & Tanfidiyah, 2023). However, these works often receive less attention because people tend to categorize them as part of painting and drawing.

The present study draws upon prior research conducted by Abdur R. et al. (2022) titled "Analysis of Elementary School Students' Creativity in Art Learning through Collage Activities during the Pandemic." This research employed literature reviews as a research methodology and utilized data collection techniques involving the analysis of diverse sources. The results of observations and interviews at Kanisius Beringin Elementary School show that several problems cause the lack of creativity of grade IV students in learning SBdP pencil drawstring collage works that show that art education in the school still has not reached an optimal level; the causative factors are: 1) teacher factors, 2) student factors, 3) facilities and infrastructure factors, 4) family and environmental factors. In addition, this is also due to the focus of teachers who consider that the Cultural Arts and Crafts subject at Kanisius Beringin Elementary School is more focused on mastering the ability to think, so art learning at the school is only considered entertainment for students (Abdur R. et al., 2022). Even though Rachmawati and Kurniati explain the factors that affect children's creativity (Ramdini & Mayar, 2019); (Abdur R. et al., 2022), several factors support the development of children's creativity. First, it provides mental stimulation that stimulates both cognitively and personally, including intellectual challenges, stimulating imagination, teaching problem-solving skills, and creating a safe and supportive psychological environment. Second, a conducive environment also plays an important role in facilitating the development of children's creativity, which involves providing easy access to children to explore new ideas, information, and experiences. Third, teachers are central to developing children's creativity as facilitators who encourage children to think creatively, develop new ideas, and express themselves uniquely. Teachers are also responsible for creating a challenging and supportive learning environment for children's creativity (Ferreira et al., 2020). This study aims to determine the cause of students' lack of creativity in learning collage works using pencil drawing.

One of the strategies to overcome the lack of creativity of students in learning pencil drawstring collage works is to focus on developing children's skills, and teachers can update the way of teaching by applying demonstration methods so that students can better understand the concepts being learned and directly see the process of making pencil drawstring collage works (Yang et al., 2020). Based on the statement (Nasaruddin, 2022, teachers are tasked with encouraging, guiding, and facilitating learning so that students can achieve goals in the learning process. But in this case, if the teacher provides everything, it can make students less motivated to think and look for new ideas to develop their creativity (Rahardjanto et al., 2019). On the other hand, if students are allowed to work on pencil drawstring collage activities using drawings, tools, and materials that they get themselves, this will stimulate the emergence of creative ideas from students because they are directly and thoroughly involved in the process (Kupers et al., 2019). This will allow students to enjoy their work and enrich their creative experience (Fitri & Mayar, 2020; Abdur R. et al., 2022). Therefore, this study uses the pencil drawstring collage technique to determine the causes of students' lack of creativity in learning Arts, Culture, and Crafts (SBdP). An in-depth analysis is needed to identify factors that have a great influence so that it can provide valuable insights for further improvement in learning.

## **Methods**

This qualitative research employed a case study approach (Rashid et al., 2019). In this context, the appropriate type of qualitative research was qualitative descriptive research. This research adopted a descriptive qualitative approach with a case study method to collect data consisting of narrative descriptions, writing, and images, not data in numbers or statistics (Khoa et al., 2023). This study aims to explain the causes of the lack of creativity of grade IV students at Kanisius Beringin Elementary School in learning pencil drawstring collage techniques. In line with Bogdan and Taylor's view,

qualitative research tends to explore and understand the social, cultural, and situational context of the phenomenon being studied. This can involve collecting data through direct observation, interviews, or documentation of events that occur in the natural environment as shown in Figure 1.



**Figure 1.** Research Stage

This research was carried out on March 13, 2024, from 07.15 to 08.25 WIB, in grade IV of Kanisius Beringin Elementary School located on Jl. Beringin Asri Raya No.8, Wonosari, Ngaliyan District, Semarang City, Central Java 50244. The steps in this case study research consisted of three stages: 1) The first stage is preparation, where the researcher designs the research design, obtains location permits, selects research subjects, and prepares research instruments. 2) The second stage is implementation, where the researcher observes learning activities, interviews related parties such as principals, teachers, and students, and ensures that the research takes place at Kanisius Beringin Elementary School. 3) The final stage is evaluation, where the researcher collects, processes, and analyzes the research data. Through these steps, the main goal is to conduct research in a more organized, systematic, and directed manner.

Data was collected through three methods, namely observation, interviews, and documentation studies of classroom teachers and students (Nutov, 2019). This data was expected to provide a comprehensive overview of the learning process of pencil drawstring collage art, as well as a deep understanding of the experiences and perceptions of teachers and students towards the work. Data analysis was a systematic step useful in organizing, collecting, integrating, and parsing data from various sources such as interviews, field notes, and documentation. This data analysis process was employed to present more structured and meaningful information, thus allowing researchers to make clear and easy-to-understand conclusions, both by themselves and others. In this study, the data analysis technique applied was descriptive-qualitative analysis. This means that research began by providing a detailed overview of the research subject. This process included data collection through observations, interviews, and documentation studies to gain a thorough understanding of the research subject. The hypothesis was then tested using the data collected through qualitative analysis methods

## **Results and Discussion**

When it comes to creativity, various views on the concept will emerge. Some people may see creativity as an encouragement to find innovative solutions when facing a problem. Creativity supports students in explaining and describing abstract ideas in a more straightforward way (Syahrin et al., 2019). By utilizing skills such as curiosity, exploration, and the ability to discover new things, students can confront complex concepts confidently and openly to new learning (Susanto, 2021). The relationship between creativity and critical thinking skills is often closely intertwined. Students with creativity can usually critically evaluate ideas, recognize strengths and weaknesses, and find effective solutions to complex problems (Kusum et al., 2023). Based on various previous explanations, it can be concluded that creativity is the ability to produce new and innovative ideas, solutions, and concepts.

Previous research conducted by Abdur R. et al., (2022) serves as a reference and is incorporated into this study. This study shows that learning art using collages can increase the creativity of elementary school students. Meanwhile, based on observations that researchers at Kanisius Beringin Elementary School have carried out, several factors were found that affect the lack of creativity of Grade IV students of Kanisius Beringin Elementary School in learning SBdP Pencil Drawstring Collage Works, namely: 1) Teacher factors, 2) Student factors, 3) Facilities and infrastructure factors, 4) Family and environmental factors.

We know that teachers have a very big role in the continuity of student learning at school, and it is also the responsibility of teachers to make students creative and innovative in developing their ideas (Shermukhammadov, 2022). This is in line with the statement by Sururuddin (2021) that teachers have an important role because teachers are the only source of information in the classroom. We know that learning is considered effective when teachers can carefully plan and implement learning strategies that suit the needs of students, learning content, and learning goals to be achieved. This is in line with Hanifah & Zulfikar (2024) which state that effective learning is learning that puts students at the center (student-centered learning), not focusing on the teacher. We know that in SBdP learning, students must be active, innovative and creative. This is in line with da Ary (2019), which states that an ideal educational process should be able to develop and accommodate children's creativity and imagination, while focusing on understanding themselves and their environment. However, reality that is happening today is that education focuses more on the transfer of knowledge and skills, without any variation in teaching models (Fatih, 2020; Carless, 2022; and Mróz & Ocetkiewicz, 2021). Teachers prefer to use conventional teaching methods where students only listen to or watch the teacher's explanations (Calavia et al., 2021). In the fourth-grade SBdP learning at Kanisius Beringin Elementary School regarding pencil drawstring collage works, teachers are one of the causes of students' lack of creativity in learning pencil drawstring collage works. This is due to several things, namely 1) Lack of explanation of the material from the teacher, 2) Lack of motivation given by the teacher to students, 3) Lack of teachers freeing students to develop their ideas.

The lack of explanation of the collage material given by the teacher to the students causes students to have difficulty understanding what they are doing. According to the students' statements, their understanding of the concept of collage works is limited to understanding the meaning of collage works in the learning process (Dewayani, 2017). They only know examples of works shown by teachers as a source of inspiration. However, during the learning process to make a pencil drawstring collage work, the teacher did not provide an explanation of the steps of the process. This illustrates that the lack of clarity in the teacher's explanation of the material can hinder students' understanding of concepts and techniques related to learning pencil drawstring collage works. In fact, the teacher's teaching methods are very influential for student learning outcomes without adequate understanding, students may feel doubtful or less able to apply their creative ideas (Amaliyah et al., 2019). Ketidakjelasan dalam penjelasan atau kurangnya contoh yang diberikan dapat menghambat perkembangan kreativitas siswa karena mereka tidak memiliki pemahaman yang cukup tentang subjek yang dipelajari (Amran et al., 2021). Therefore, teachers need to ensure that they use methods, provide a clear and comprehensive explanation of the techniques involved in making pencil drawstring collages, and provide relevant examples. It can be concluded that the explanations, examples, and learning methods used by teachers have a very significant role in guiding students in understanding the concept and techniques of making pencil drawstring collage works. This is in line with the statement (Pelletier et al., 2022) that in SBdP subjects at the elementary level, teachers are expected to be able to use learning methods that allow students to observe, imitate, and adapt what is taught by teachers. Thus, this can increase students' understanding and knowledge of the material the teacher delivers, as well as strengthen success in the learning process.

Internal factors can be the main factor that hinders a person's creativity (Shubina & Kulakli, 2019). One of them is psychological factors such as the impact of habits or routines, expectations of others, lack of motivation and lack of courage, setting unnecessary boundaries, fixation and lack of flexibility in thinking, fear of risk, unwillingness to be different or violate norms, fear of criticism or ridicule, dependence on authority, imitation of other people's behavior patterns, comfort in routine, need for stability, limited imagination, this is in line with the statement by Munandar et al. (1998). The onset of laziness from students, students feel lazy to draw, as they stated directly, because they do not like or

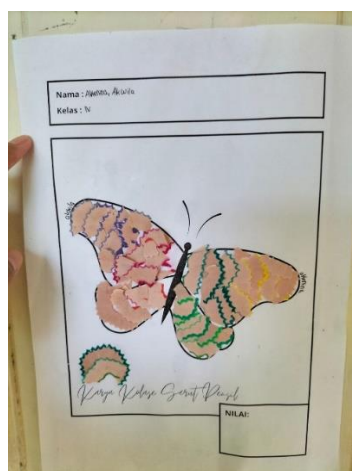
cannot draw. If teachers continue to facilitate them in this regard, it will continue to hinder the development of students' creativity.

The lack of motivation teachers give students in learning Pencil Drawstring Collage Works can be seen from the lack of enthusiasm and monotonous classroom atmosphere. This is due to the lack of motivation of teachers towards students. Teachers only give encouragement to students but this cannot increase student motivation, unconsciously hampered children's creativity (Goulet-Pelletier et al., 2023). Teachers have an important role in creating a fun, dynamic, and inspiring classroom atmosphere so that students feel motivated to participate in learning actively (Suyatno et al., 2019; Yan et al., 2023). To overcome the lack of motivation of teachers to develop students' creativity, teachers need to provide encouragement and appreciation for the efforts and creative ideas shown by students. This is in line with (Arianti, 2019) which states that the motivation possessed by students will encourage them to achieve their learning goals with full potential, as shown in Figure 2.



**Figure 2.** The Classroom Atmosphere in SBdP Learning Pencil Drawstring Collage Work

Rewarding students' work positively impacts increasing students' happiness or enthusiasm and strengthening their interests, skills, and creativity. Children of Primary School age love the appreciation given by their teachers. This is in line with Mustakim (2020), which states that students will feel valued, motivated, and increase their confidence when teachers use their names when giving awards. However, in observations made at Kanisius Beringin Elementary School, the teacher did not give a direct assessment after students completed the pencil drawstring collage work. This can disappoint students because their work is not judged or does not receive direct appreciation for their efforts, as shown in Figure 3.



**Figure 3.** The Result of Pencil Drawstring Collage Work of Grade 4 Students of Kanisius Beringin Elementary School

The lack of freedom given by teachers to students in developing their ideas is due to the fact that teachers have provided everything necessary for the learning of pencil drawstring collage works (Mudatsir, 2021). This makes it difficult for students to explore or develop their own ideas. In learning



pencil drawstring collage work in grade IV of Kanisius Beringin Elementary School, the teacher provided all forms of drawings that students will make and the necessary tools and materials. Teachers who determine the images to be created by students can limit students' creativity. When students are not given the freedom to develop their own ideas, this can hinder their ability to think creatively and innovatively and can narrow the space for students' creativity. Students may feel limited in exploring their own ideas. In this context, teachers need to give students opportunities to explore and improve their abilities for better development. This is in line with Dimiyati (2003) and Mustakim et al. 2021), the results of the implementation of student-focused learning include (1) the role of teachers as managers and designers in the teaching-learning process, (2) effective cooperation between teachers and students to achieve optimal learning, (3) the selection of subject matter that suits their needs and feasibility, (4) the direct involvement of students as students in the learning process, and (5) the setting of learning objectives clearly. Alternatively, teachers can provide a general theme or broader guidance, but let students determine the image or concept they want to create in the pencil drawstring collage work. As shown in Figure 4.



**Figure 4.** Students Create Pencil Drawstring Collage Works with Pictures and Tools and Materials that Have Been Provided

Furthermore, the student factor is also a concern in learning Pencil Drawstring Collage Works. Some students revealed that many of them had difficulty in drawing, and some even felt uncomfortable with the drawing task. Hence, they were happier when the teacher provided them with the drawing. However, this can hinder students' creativity. Lack of stimulation provided by teachers (Mu'aishim & Hernawan S, 2014), especially when assigning tasks that involve skills, can be the cause. It is important to note that children of elementary age have naturalist intelligence that needs to be constantly trained. According to Gardner's theory, children with high natural intelligence are usually interested in the natural environment and its associated activities.

The availability of facilities and infrastructure also affects the development of students' creativity. Inadequate facilities and infrastructure can be an obstacle to students' learning. This is in line with Mudasar (2016), which states that teachers need to have and use skills related to creating and maintaining optimal learning conditions, including responding to attitudes, dividing attention, and focusing group attention. Although teachers have provided the necessary tools and materials for learning pencil drawstring collage works, the use of learning media is still not visible in the learning process, which makes students less stimulated. Furthermore, the absence of teaching materials causes students to have difficulty understanding and practicing the material they are learning. The role of teaching material media is very important for students. This is in accordance with Ekayani (2017), which states that media and learning materials are crucial factors that stimulate students' thoughts, emotions, attention, and abilities or skills, thereby facilitating the learning process. In addition, the monotonous shape of the seating also causes a lack of interaction between students and their classmates, as shown in Figure 5.



**Figure 5.** Grade IV Classroom of Kanisius Beringin Elementary School

Family and environmental parenting have an important role to help students develop their creativity, because the environment is central education (Putro, 2016). A child who is accustomed to a family environment that respects each other, accepts diverse opinions, and listens to other family members, will develop into an open, flexible, innovative, and productive individual (Budiarti, W. N., & Haryanto, H., 2016). They will have an interest in facing challenges and have strong self-confidence. In such an environment, creative behavior can develop optimally. This is in line with Dhafin & Ahmad (2020), who state that environmental factors have an impact on students' academic achievement. It refers to all the things around us that have a certain significance or impact on the individual. The environment as the foundation of education, if children are forced to think and learn in a very restrictive environment, this can hinder their interest and intrinsic motivation for creativity (Nurdiansah, 2017). The environment is a conditional factor that influences individual behavior and is an essential learning factor (Khoiron & Sutadji, 2016). Results shows that a creative learning environment can significantly improve students' orientation of learning goals, build networking relationships, and encourage knowledge sharing, ultimately facilitating their creativity. Based on the statement of the Principal of Kanisius Beringin Elementary School one of the causes of the lack of creativity of students is the parental factor, this is because people know the students at Kanisius Beringin Elementary School, the majority of parents of students work in factories, thus causing a lack of parental attention to the development of their children's creativity. In fact, the role of parents and the environment is very important in stimulating the development of students' creativity, so that students can be encouraged to develop their creativity in the school environment and at home (da Ary, 2017).

### **Conclusion**

An educator plays an active role in the educational process by mastering and enriching creativity in subject matter, planning and preparing daily lessons, and supervising and evaluating student activities. The lack of creativity in learning SBdP Pencil Drawstring Collage at Kanisius Beringin Elementary School is caused by several factors. Based on observations at Kanisius Beringin Elementary School, several factors have been identified as the cause of the lack of creativity of fourth-grade students of Kanisius Beringin Elementary School in learning Pencil Drawstring Collage Works, these factors include (1) the role of the teacher, namely the lack of creativity from the teacher and ideas (2) students, namely students feel lazy (3) facilities and infrastructure, namely the lack of media and teaching materials that make it difficult for students to understand the material (4) family and environment, namely a lack of attention and encouragement from the family. Teachers have a major role in developing students' creativity, but the lack of material explanations and learning methods that are less significant, as well as the lack of freedom in developing ideas are obstacles. In addition, students' internal factors, such as a lack of confidence in drawing, can also affect their creativity. The availability of optimal facilities and infrastructure as well as support from families and the environment that stimulates the development of creativity is very important to increase student creativity. The researcher believes that

teachers can take simple actions, such as paying more attention to the learning methods used, learning methods are one of the important things in the continuity of learning to achieve good learning goals and can provide more motivation to students and give them freedom and opportunities to explore more deeply, in learning Pencil Drawstring Collage Works. In addition, with sufficient facilities and infrastructure, teachers can free students to explore and develop their creativity, and students can have high creativity in applying or making pencil drawstring collage works.

### References

- Amaliyah, N., Fatimah, W., & Abustang, P. B. (2019). *Innovative Education Models of the 21st Century*. Samudra Biru.
- Amran, M. S., Bakar, K. A., Surat, S., Mahmud, S. N. D., & Shafie, A. A. B. M. (2021). Assessing preschool teachers' challenges and needs for creativity in STEM education. *Asian Journal of University Education, 17*(3), 99–108. <https://doi.org/10.24191/ajue.v17i3.14517>
- Ana, A., Kustiawan, I., Ahman, E., Zakaria, S., Muktiarni, M., Dwiyantri, V., Sariyudin, S., & Kahoerunnisa, I. (2020). Defining vocational teacher competencies in industry 4.0 from the perspective of policymakers. *Journal of Engineering Education Transformations, 34*(Special Issue). <https://doi.org/10.16920/jeet/2020/v34i0/157884>
- Arianti, A. (2019). The role of teachers in increasing student learning motivation. *Didaktika: Jurnal Kependidikan, 12*(2), 117–134. <https://doi.org/10.30863/didaktika.v12i2.181>
- Budiarti, W. N., & Haryanto, H. (2016). Development of comic media to improve learning motivation and reading comprehension skills of grade IV students. *Jurnal Prima Edukasia, 4*(2), 233-242 <https://doi.org/10.21831/jpe.v4i2.6295>
- Calavia, M. B., Blanco, T., & Casas, R. (2021). Fostering creativity as a problem-solving competence through design: Think-Create-Learn, a tool for teachers. *Thinking Skills and Creativity, 39*. <https://doi.org/10.1016/j.tsc.2020.100761>
- Carless, D. (2022). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education, 23*(2), 143–153. <https://doi.org/10.1177/1469787420945845>
- da Ary, D. (2017). PACITANIAN (Model Pendidikan Seni Berorientasi Lingkungan). *Doctoral Dissertation, Institut Seni Indonesia Surakarta*.
- Da Ary, D. (2019). Pacitanian Art-Edu (alternative path to the true goals of art education in Indonesia). *Mudra Jurnal Seni Budaya, 34*(2), 177–185. <https://doi.org/10.31091/mudra.v34i2.699>
- Dewayani, S. (2017). *Bringing Literacy to Life in The Classroom*. PT Kanisius.
- Dimiyati, D. (2003). *Learning and Study*. Rineka Cipta.
- Ekayani, P. (2017). Pentingnya penggunaan media pembelajaran untuk meningkatkan prestasi belajar siswa. *Jurnal Fakultas Ilmu Pendidikan Universitas Pendidikan Ganesha Singaraja, 2*(1), 1–11.
- Fan, M., & Cai, W. (2022). How does a creative learning environment foster student creativity? An examination on multiple explanatory mechanisms. *Current Psychology, 41*(7), 4667–4676. <https://doi.org/10.1007/s12144-020-00974-z>
- Fatih, T. A. (2020). The goals of Islamic education in Indonesia from the perspective of the Qur'an. *Jurnal Kajian Islam Interdisipliner, 8*(2), 99–134. <https://doi.org/10.14421/jkii.v8i2.1351>
- Ferreira, M., Martinsone, B., & Talić, S. (2020). Promoting sustainable social emotional learning at



- school through relationship-centered learning environment, teaching methods and formative assessment. *Journal of Teacher Education for Sustainability*, 22(1), 21–36. <https://doi.org/10.2478/jtes-2020-0003>
- Fitri, D. H. A., & Mayar, F. (2020). Implementation of children's fine motor skills through collage in kindergarten. *Jurnal Pendidikan Tambusai*, 4(2), 1011–1017. <https://jptam.org/index.php/jptam/article/view/563/493>
- Goulet-Pelletier, J., Gaudreau, P., & Cousineau, D. (2023). Do students motivated to learn have better creative abilities? *Learning and Individual Differences*, 106. <https://doi.org/10.1016/j.lindif.2023.102327>
- Haenilah, E. Y., Hariri, H., Ridwan, R., Ochayi, O. A., Maydiantoro, A., Zainaro, M. A., & Isnainy, U. C. (2022). Literature review of good teachers: The attributes and gaps of Indonesian teachers as a profession. *Academic Journal of Interdisciplinary Studies*, 11(2), 175–191. <https://doi.org/10.36941/ajis-2022-0044>
- Hanifah, F., & Zulfikar, M. F. (2024). Project based learning as a learning model for anecdotal texts for high school students. *Jurnal Peneroka: Kajian Ilmu Pendidikan Bahasa Dan Sastra Indonesia*, 4(1), 18–30. <http://dx.doi.org/10.30659/jpbi.9.2.73-81>
- Khasanah, C. A. K., & Tanfidiyah, N. (2023). *Application Of Art Activity Media with Surrounding Materials to Develop Letter Recognition Skills of Early Children Group a At Pertiwi 1 Kindergarten Sambirejo Sragen*. Doctoral Dissertation, UIN Raden Mas Said Surakarta.
- Khoa, B. T., Hung, B. P., & Hejsalem-Brahmi, M. (2023). Qualitative research in social sciences: Data collection, data analysis and report writing. *International Journal of Public Sector Performance Management*, 12(1–2), 187–209. <https://doi.org/10.1504/IJSPM.2023.132247>
- Kupers, E., Lehmann-Wermser, A., McPherson, G., & Van Geert, P. (2019). Children's creativity: A theoretical framework and systematic review. *Review of Educational Research*, 89(1), 93–124. <https://doi.org/10.3102/0034654318815707>
- Markamah, & Da Ary D. (2023). *Analysis of Inhibiting Factors in Learning Arts and Culture of Dance Arts for Senior High School Students at SDN 1 Tunggusari Kendal*. Skripsi. Universitas Negeri Semarang (UNNES).
- Meltzer, C., & Schwencke, E. (2020). Arts-based learning in vocational education: Using arts-based approaches to enrich vocational pedagogy and didactics and to enhance professional competence and identity. *Journal of Adult and Continuing Education*, 26(1), 6–24. <https://doi.org/10.1177/1477971419846640>
- Mróz, A., & Ocetkiewicz, I. (2021). Creativity for sustainability: How do Polish teachers develop students' creativity competence? Analysis of research results. *Sustainability*, 13(2). <https://doi.org/10.3390/su13020571>
- Mu'aishim, E., & Hernawan S, S. T. (2014). *Photoshop Learning Application Development for Elementary School Students Using Android Mobile*. Doctoral Dissertation, Unniversitas Muhammadiyah Surakarta.
- Mudasir. (2016). Class Management. *Zanafa Publishing*.
- Mudatsir, M. (2021). Transformational leadership of the principal in improving the quality of graduates. *Educational Journal of Islamic Management*, 1(2), 55–67. <https://doi.org/10.47709/ejim.v1i2.1192>
- Mulyani, F. (2017). Transformational leadership of the principal in improving the quality of graduates. The concept of teacher competence in Law Number 14 of 2005 concerning Teachers and Lecturers

(Islamic education studies). *Jurnal Pendidikan UNIGA*, 3(1), 1–8.  
<https://doi.org/10.30736/akademika.v1i1.39>

Munandar, U. S. C., & others. (1998). *Creativity*. Dian Rakyat.

Murdiana, M., Jumri, R., & Damara, B. E. P. (2020). Developing teacher creativity in mathematics learning. *Jurnal Pendidikan Matematika Raflesia*, 5(2), 152–160.  
<https://doi.org/10.46963/alliqa.v5i02.238>

Mustakim, M. (2020). The effectiveness of learning to use online media during the Covid-19 pandemic in mathematics subjects. *Al Asma: Jurnal Pendidikan Islam*, 2(1), 1–12.  
<https://doi.org/10.24252/asma.v2i1.13646>

Mustakim, U. S., Dewi, R., Mulyasari, A., Juanto, A., & Kamali, A. S. (2021). The effectiveness of limited face-to-face learning during the covid-19 pandemic (Empirical study of students at STKIP Syekh Manshur). *Al-Miskawaih: Jurnal Pendidikan Agama Islam*, 2(2), 171–178.

Nasaruddin, D. M., M. F. N., & L. J. (2022). Actualization of principals' academic competence in responding to fluctuations in education policies during the Covid-19 Pandemic. *Jurnal Pendidikan Tambusai*, 6(2), 16276–16285. <https://jptam.org/index.php/jptam/article/view/5061>

Nutov, L. (2019). Learning experiences of pre-service teachers and the lecturer's role in a qualitative research methods course. *Qualitative Report*, 24(1). <https://doi.org/10.46743/2160-3715/2019.3343>

Pebriana, S. S., Nurashiah, I., & Nurmeta, I. K. (2023). Loose parts media to improve creativity in arts and crafts learning in elementary schools. *Jurnal Educatio FKIP UNMA*, 9(4), 1660–1667.  
<https://doi.org/10.31949/educatio.v9i4.5656>

Pedaste, M., Leijen, Ä., Poom-Valickis, K., & Eisenschmidt, E. (2019). Teacher professional standards to support teacher quality and learning in Estonia. *European Journal of Education*, 54(3), 389–399. <https://doi.org/10.1111/ejed.12346>

Putro, K. Z. (2016). Developing children's creativity through play. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, 16(1), 19–27. <https://doi.org/10.14421/aplikasia.v16i1.1170>

Rahardjanto, A., Fauzi, A., & others. (2019). Hybrid-PjBL: learning outcomes, creative thinking skills, and learning motivation of preservice teacher. *International Journal of Instruction*, 12(2), 179–192. <https://doi.org/10.29333/iji.2019.12212a>

Ram dini, T. P., & Mayar, F. (2019). The role of finger painting activities in the development of fine arts and creativity in early childhood. *Jurnal Pendidikan Tambusai*, 3(3), 1411–1418.  
<https://jptam.org/index.php/jptam/article/view/378>

Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case study method: A step-by-step guide for business researchers. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919862424>

Shah, P., Madhavaram, S., & Laverie, D. A. (2019). Developing and demonstrating effective pedagogy in marketing education: Pedagogical competence as an organizing framework for teaching portfolios. *Marketing Education Review*, 29(4), 283–304.  
<https://doi.org/10.1080/10528008.2019.1657775>

Shermukhammadov, B. (2022). Creativity of a Teacher in an innovative educational environment. *Journal of Higher Education Theory and Practice*, 22(12).  
<https://doi.org/10.33423/jhetp.v22i12.5468>

Shubina, I., & Kulakli, A. (2019). Pervasive learning and technology usage for creativity development

in education. *International Journal of Emerging Technologies in Learning (Online)*, 14(1), 95. <https://doi.org/10.3991/ijet.v14i01.9067>

Sururuddin, M. , H. M. , J. S. , A. A. , & I. B. S. (2021). Educator strategies with multimedia-based learning media to face the era of society 5.0. *Jurnal Didika: Wahana Ilmiah Pendidikan Dasar*, 7(1), 143–148. <https://doi.org/10.29408/didika.v7i1.3848>

Susanto, A. (2021). *Early Childhood Education: Concepts and Theories*. Bumi Aksara.

Susanto, R., Rachmadtullah, R., & Rachbini, W. (2020). Technological and pedagogical models. *Journal of Ethnic and Cultural Studies*, 7(2), 1–14. <https://doi.org/10.29333/ejecs/311>

Suyatno, S., Mardati, A., Wantini, W., Pambudi, D. I., & Amurdawati, G. (2019). The impact of teacher values, classroom atmosphere, and student-teacher relationship towards student attitude during learning process. *International Journal of Learning, Teaching and Educational Research*, 18(8), 54–74. <https://doi.org/10.26803/ijlter.18.8.4>

Syahrin, A., Suwignyo, H., & Priyatni, E. T. (2019). Creative thinking patterns in students scientific works. *Eurasian Journal of Educational Research*, 19(81), 21–36. <https://doi.org/10.14689/ejer.2019.81.2>

Yan, X., Zhou, Y., Zhang, K., & Cui, G. (2023). Perceived teacher enthusiasm and professional commitment: the mediating role of boredom and learning engagement. *Psychology Research and Behavior Management*, 16, 1149–1163. <https://doi.org/10.2147/PRBM.S400137>

Yang, Y., Long, Y., Sun, D., Van Aalst, J., & Cheng, S. (2020). Fostering students' creativity via educational robotics: An investigation of teachers' pedagogical practices based on teacher interviews. *British Journal of Educational Technology*, 51(5), 1826–1842. <https://doi.org/10.1111/bjet.12985>