

Creative Learning and Innovative

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Creative learning is a learning process that requires teachers to be able to motivate and bring out the creativity of students during the learning process, using several varied methods and strategies such as group work, problem-solving and so on.

Creative learning requires teachers to be able to stimulate students to bring out their creativity in the context of creative thinking and creative contexts of doing something. Creativity in thinking is an imaginative but rational ability. Creative thinking always starts with critical thinking, which is finding something that did not exist before or fixing something that was not good before.

In terms of language, creative language is having the power of creativity, has the ability to create, is (contains) the creative power of work that requires intelligence and imagination. Referring to its term, creative means that learning is a process of developing students' creativity because basically, every individual has imagination and curiosity that never stops.

As quoted from the book "Creative Learning", there are several models of learning, such as:

1. Cooperative. The creative learning model is a learning activity by means of groups working together to help each other construct concepts and solve problems or inquiries. The syntax of cooperative learning is information, strategy direction, heterogeneous group formation, group work, presentations, group results and reporting.
2. Contextual. Contextual learning is learning that begins with an oral presentation or question and answer (friendly, open, negotiated) related to the real world of student life, so that the benefits of the material presented can lead the motivation to appear, and the students' minds become concrete and a conducive, comfortable, and enjoyable atmosphere.
3. Realistic (RME, Realistic Mathematical Education). The principles of RME are activity, the significance of the application process, understanding, interaction (learning as a social activity, sharing), and guidance from the teacher in the learning process.
4. Direct learning. This method is called the lecture or expository method (various lectures). The syntax is preparing students, presenting information and procedures, guided practice, reflection, independent practice and evaluation.
5. Problem-based learning. Life is synonymous with facing problems. This learning model practices and develops the ability to solve problems that are oriented toward authentic problems from students' actual lives, to stimulate higher-order thinking skills.
6. Problem-solving. Problem-solving is looking for or finding a solution or finding a pattern, rule, or algorithm.
7. Problem posing. Problem posing is the elaboration of problem-solving by reformulating the problem into simpler parts so that it is understood.
8. Open Problem. The open problem means learning that presents problems with solutions in various ways and the solutions can also vary. This learning trains and fosters originality of ideas, creativity, high cognitive, crisis, communication, interaction, sharing, openness, and socialization.
9. Probing-prompting. The probing prompting technique is learning by means of the teacher presenting a series of questions that are guided and explored so that a thinking process occurs to link each student's knowledge and experience with the new knowledge being studied.
10. Cyclic learning. This learning explores prerequisite knowledge which means introducing new concepts and alternative solutions, and application which means using concepts in different contexts.
11. Reciprocal learning. This study must pay attention to 4 things, such as how students learn, remember, think and motivate themselves.
12. SAVI. SAVI learning emphasizes that learning must utilize all the senses that students have.
13. TGT(Teams Games Tournament). The implementation of this model is by grouping heterogeneous students. The task of each group can be the same or be different. After the group

finished, they will present the results to start the discussion. If the time allows, TGT can be held in several meetings.

14. VAK (Visualization, auditory, Kinesthetic). This learning model considers to be more effective by paying attention to these three things, in other words, utilizing the potential students already have by training and developing them.
15. AIR (Auditory, Intellectually, Repetition). The learning model is similar to SAVI and VAK, the difference is only in repetition, which means deepening, expanding, and strengthening the way students are trained through giving assignments or quizzes.
16. AIR (Team Assisted Individually). It is individual assistance in groups with the characteristic that the responsibility for learning is on the students. Therefore students have to build knowledge--- not accept the finished version from the teacher.
17. STAD (Student team achievement division). STAD is a cooperative learning model with a syntax for directing, creating heterogeneous groups (4-5 people), discussing learning materials - worksheets - modules collaboratively, studying presentations, and groups, making class discussions, quizzes, improving scores for each student or group and announcing individual and record records and give rewards.
18. NHT (Numbered Head Together). NHT is a type of cooperative learning with a directive syntax, heterogeneous groups and each student has a certain number. The problem of teaching materials for each group is the same but not for each student. Only students who get the same number do the same questions.
19. Jigsaw. This learning model includes cooperative learning with syntax by creating an expert group for discussion. The students from the expert group then come back to the initial group and share the conclusion and the result of the evaluation of the discussion in the expert group with the initial group's members.
20. TPS (Think Paris Share). This learning model is classified as cooperative learning with the syntax of the teacher presenting classical material, dividing the students, and presenting as groups, individual quizzes, making progress scores for each student, announcing writing results and giving rewards.
21. GI (Group Investigation). GI cooperative model is with directive syntax by creating heterogeneous groups with task orientation, and various kinds of investigations. Each group investigates a particular project (can be outside the classroom, for example: measuring tree heights, recording the number and type of vehicles in the school, types of merchandise, and profits in the school canteen)
22. MEA (Means-End Analysis). This learning model is a variation of learning with theoretical-based problem solving, elaborating into simpler sub-problems, identifying differences in arranging sub-problems so that connectivity occurs, and choosing a solution strategy.
23. CPS (creative problem solving) is a variation of learning with problem-solving through systematic techniques in organizing creative ideas to solve a problem.

Creative Learning Process

1. Learning in a creative way means that teachers must be creative in creating a variety of learning activities, using various tools and various ways to inspire students, and being able to present material in a systematic and challenging manner so that it meets various levels of student abilities.
2. Learning in a fun way means that the teacher must create a pleasant teaching and learning atmosphere for students and the teacher themselves.
3. Learning in an effective way means that teachers must be effective in managing the learning process, efficient use of time, use effective media and teaching aids, use appropriate methods, and manage the class well so that the objectives to be achieved from the learning process will be achieved.

The Characteristics of Creative Learning

To organize creative learning in an educational institution, the condition is that there are educators and creative school leaders. Some education experts provide various definitions of creative teachers, but in general, there are several criteria that indicate these characteristics such as follows:

1. A teacher ideally always gets new ideas that bring benefits to students in their teaching activities. This is why teachers need to take the time to broaden their horizons in order to have many innovative references for teaching and learning activities.
2. Flexibility Instead of creating a rigid classroom atmosphere, creative teachers are more flexible. However, they still have principles without forgetting that each student has different characters and competencies.
3. The teacher must be a social butterfly. The ability in socializing makes it easier for teachers to understand students. They can act like friends but remain professional in carrying out their duties as teachers.
4. The personality of a creative teacher is usually pleasant, has a good sense of humour, and is able to create a delightful class atmosphere.
5. A creative teacher will not stop to improve and find the appropriate learning method. The person concerned will try to improve their quality of himself by conducting various trials. This is, for example, applying new teaching methods as a result of the training to increase teacher competence.
6. A creative teacher always prepare anything and never procrastinate on a task. In addition, creative teachers can also solve various problems related to their daily activities.

The concept of creative learning in an educational institution will be implemented if it gets support from the leader or principal. The person concerned will be willing to provide the most comprehensive possible space for teachers and civic academia to express their creativity. In making decisions, ideally, the principal should hold a dialogue involving all relevant parties. In carrying out his leadership duties, the principal is able to become a willing inspirational figure. They will be willing to provide time, resources, and access to build a conducive environment as a means of creative learning.

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