

TEACHERS' EFFORTS TO COOPERATE WITH PARENTS IN GUARANTEEING THE GROWTH AND DEVELOPMENT OF STUDENTS' CREATIVITY

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Abstract

This comprehensive literature review explores the multifaceted dimensions of optimizing teachers' efforts to collaborate with parents in overseeing the growth and development of students' creativity. The role of the teacher is very important in the learning process because the teacher is an educator, teacher, guide, director, trainer and assessor or evaluator of students. As a teacher, you must be able to create an atmosphere of an active and creative learning process, so that learning is not boring for students and teachers must be able to increase students' learning creativity. Teachers have the power to instill values and character in children. In instilling values, there is the value of students' creativity which needs to be monitored for their growth and development. Apart from receiving attention from teachers, the role of the family, especially parents, is very important in meeting the physical needs of students which supports the development and formation of children's creativity. There are five ways that educational institutions can use to establish relationships with the community, namely through student curricular activities, through teacher activities, through extracurricular activities, community visits to educational institutions and the mass media.

Keywords: Collaboration, Growth and Development, Creativity

INTRODUCTION

A teacher is an educator who teaches, conveys knowledge and guides students with the aim of achieving success in life in various aspects. Professional teachers are teachers who have certain components in accordance with the requirements demanded by the teaching profession (Lunenbergh, M., et al, 2014). As a professional teacher, you must master the learning material that will be delivered using various media in learning interactions with your students. A teacher can be successful in improving his abilities and capacity if he always instills in himself an attitude of continuous and continuous learning, meaning not stopping or giving up halfway. Teachers try to sharpen themselves continuously. The main mission of a teacher is to instill or make changes, changes that are meant to prepare students to be able

to prepare themselves to become successful people without abandoning the guidance of society, customs and the religion they adhere to (Gerrard, J., & Farrell, L, 2014).

There are still many teachers who do not understand learning creativity. The role of teachers is very important in the learning process because teachers are educators, instructors, mentors, directors, trainers and assessors or evaluators of students. The main problem that needs attention is the low performance of teachers at various levels of education (Ferrari, A., et al, 2009). In this case, teachers are very important in learning and teachers must have many new and creative techniques to actively involve students and stimulate students' curiosity. As a teacher, you must be able to create an atmosphere of an active and creative learning process, so that learning is not boring for students and teachers must be able to increase students' learning creativity.

Creativity is an important thing for a person to have. Researchers and education experts argue that every individual has creative potential and education is responsible for maintaining this. Education has a strategic role in the development and sustainability of creative individuals. Education has human resources whose existence cannot be separated, namely teachers and students. The teacher in question is an educator in a school or formal educational institution whose job is not only to teach various kinds of knowledge, but also to "educate" (Soh, K, 2017).

Children with high levels of creativity are better prepared to compete in the era of globalization to save their lives and secure a promising future. Since creativity must be nurtured from a young age, it is very important to cultivate it as early as possible. Creativity does not happen instantly or suddenly. The invention of the incandescent light bulb, which is used today and is credited to Thomas Alva Edison, which is the result of innovation, serves as proof of the value of creativity in life (Miranda, D, 2016).

Teachers, after parents, are one of the individuals closest to children when face-to-face learning is practiced at school. In fact, many children follow teachers' instructions better than their parents. As a result, instructors have a fantastic opportunity to foster creativity in students throughout their time at school. The learning process in centers, be they religious and piety centers, nature centers, acting centers, radiance centers, arts centers, or extracurricular activity centers, is one of the efforts made by instructors (Davies, D., et al, 2014).

RESEARCH METHOD

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

RESULT AND DISCUSSION

Understanding and Principles of Becoming a Professional Teacher

A. Understanding Professional Teachers

The term teacher professionalism consists of two syllables, each of which has its own meaning, namely the words professionalism and teacher. Viewed from a linguistic perspective (etymology), the term professionalism comes from English profession, which means position, job, livelihood, someone who has expertise, as mentioned by S. Wojowasito (Mahbub, M, 2021). Apart from that, Drs. Petersalim in the contemporary language dictionary defines the word profession as a field of work that is based on education and certain skills. Thus, the word profession can literally be interpreted as a job that requires certain skills and expertise, where these skills and expertise are obtained from special education or training.

Teacher professionalism is the ability of teachers to carry out their main duties as educators and instructors including the ability to plan, implement and evaluate learning. Professional teachers are the hope of all of us, because by increasing the ability of teachers to become professional teachers, it is hoped that the quality of education in Indonesia will increase. Students need to be educated and coached by professional teachers so that the quality produced will be maximized (Tschannen-Moran, M, 2009). Professional teachers should have four teacher competencies that have been stipulated in Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely, pedagogical, personality, professional and social competencies. Therefore, apart from being skilled at teaching, a teacher also has broad knowledge, is wise, and can socialize well (Darmadi, H, 2015).

B. Principles of Professional Teachers

Teachers as educational personnel, are also professional personnel whose job is to plan and implement processes and assess learning outcomes, guidance and training. Professional is a job or activity carried out

by a person and becomes a source of income for life which requires skills, skills or abilities that meet certain quality standards or norms and requires professional education (Ministry of National Education, 2005).

Meanwhile, the principle of professionalism for teachers and lecturers in Law No. 14 of 2005 article 7 paragraph 1 is a special field of work which is carried out based on the following principles:

1. Have talent, interest, calling, and idealism;
2. Have a commitment to improving the quality of education, faith, piety and noble morals;
3. Have academic qualifications or educational background in accordance with the field of assignment;
4. Have the required competencies according to the field of assignment;
5. Has responsibility for carrying out professional duties;
6. Earn income determined according to work performance;
7. Have the opportunity to develop professionalism continuously through lifelong learning;
8. Have guaranteed legal protection in carrying out professional duties;
And
9. Having a professional organization that has the authority to regulate matters relating to teachers' professional duties (Sholikah, S, 2017).

Teachers are professionals, experts in a field (academic) which is characterized by having a certificate issued by an authorized educational institution and accredited by the government. A person who has a teaching certificate, is declared an expert in a particular academic field, has the right to teach in an educational institution or unit. Academically, a professional teacher has academic expertise or skills or in a particular field of science; competent in preparing the presentation of material (creating a syllabus; annual program, semester program) which will become a reference for the presentation; carry out material presentation; carry out evaluations of the implementation carried out; and being able to treat students fairly and humanely (Busher, H., & Saran, R, 2013).

C. Teacher's Role

In schools, teachers have a role as guides in the learning process to achieve educational goals. A teacher's job is not only to teach, but also to educate their students to become mature humans. According to Sardiman, teachers have several roles, including: (Yurniati, D., et al, 2019).

1. Informants are teachers who implement informative teaching methods, laboratories, field studies and sources of information for academic and general activities.
2. The organizer is the teacher as an organizer, namely as the manager of academic activities, syllabus, workshops, lesson schedules and so on. Components related to teaching and learning activities are all arranged in such a way that they can achieve effectiveness and efficiency in learning.
3. The motivator, namely the teacher as a motivator, is an important role. In order to increase student motivation and develop learning activities, teachers must be able to stimulate and provide encouragement and reinforcement to dynamize students' potential, foster self-reliance (activity) and creativity (creativity), so that there will be dynamics in the teaching and learning process.
4. Directors, namely teachers, are required to have a leadership spirit to be able to guide and direct children's learning activities in accordance with the goals they aspire to.
5. The initiator is the teacher in this case as the originator of ideas in the learning process. These ideas are creative ideas that students can emulate.
6. Transmitter, namely the teacher as a transmitter, namely acting to spread educational wisdom and knowledge.
7. Facilitator Acting as a facilitator, the teacher in this case will provide facilities or convenience in the teaching and learning process. For example, in creating an atmosphere for learning activities in such a way that is in harmony with the development of students, so that teaching and learning interactions will take place effectively and conducive.
8. The mediator is the teacher as the media provider. How to use learning media and how to organize how to use this media.
9. Evaluators, namely teachers, have the role of evaluating students. Teachers have the authority to assess students' achievements in academics and social behavior, so they can determine whether students are successful or not.

Factors in Developing Creativity

Creative teachers are normal, but creative students are something that must be developed in order to achieve the learning goals you want to achieve. There are many things that must be done in developing creativity. Davis in

Slameto (2016) states that there are three factors that need to be considered in developing creativity, namely:

1. Basic abilities required: Includes a variety of convergent and divergent thinking abilities that are considered. Convergent and divergent thinking abilities have 10 stages of teaching creative problem solving for adults. (a) Have all stages of the problem; (b) Making decisions; (c) Thinking about all possible solutions to the problem; (d) Think about possible testing methods; (e) Has part of the problem that needs to be solved; (f) Select the most possible sources; (g) Imagine the possibilities that might occur; (h) Choose the most reliable way to test; (i) think about information that might help; (j) Select the ideas that are most likely to provide solutions.
2. Individual Attitude: Includes the goal of discovering new ideas and products and solutions. For this purpose, several things that teachers need to pay attention to are: a) special attention to developing students' self-confidence needs to be given actively. Teachers need to help develop positive self-awareness and make students into complete individuals with a positive self-concept. b) students' curiosity needs to be aroused.
3. Techniques Used: Techniques used to develop creativity, namely: (a). Improve creative thinking. Educational targets and curricula need to be analyzed to find out what mental functions are aimed at in education. Presenting learning materials in new ways, using audio-visual tools whenever possible. (b). Taking an "inquiry" approach, this approach provides many benefits, including increasing intelligence, helping students learn through research, improving memory, avoiding rote teaching and learning processes, developing creativity, increasing aspirations. (c). Providing awards for creative results, awards received relate to students' self-concept in a positive way which increases students' confidence. (d). Using brainstorming techniques. In this approach, ideas are expressed about a problem (Ginting, S, 2019).

Collaboration and Challenges in Student Creativity

The creative process will emerge when someone is in an atmosphere (feeling) safe, comfortable and happy to convey thoughts, ask questions or question something and express their creative ideas. On the other hand, it will be difficult for the creative process to develop if the individual feels uncomfortable, let alone very threatened or depressed. For this reason, the attitudes, behavior and actions of people around them that make individuals feel unsafe, uncomfortable, ignored, unappreciated, depressed and

humiliated need to be avoided (Barrett, M. S., et al, 2021). A conducive atmosphere as intended is actually born within the school, family and community environment. This conducive atmosphere can be provided by optimizing the function of the three main elements, namely the teacher as a creative role model, the physical environment and the non-physical environment.

Teachers have the power to instill values and character in children. In at least three ways, namely the teacher becomes a caring person who loves, respects and helps students to achieve success in school, the teacher becomes an ethical model who shows high respect and responsibility both in the classroom and outside the classroom and finally the teacher becomes a mentor who ethical person who provides guidance through explanations in class and provides motivation for all students. In instilling values, there is the value of students' creativity which needs to be monitored for their growth and development. Apart from receiving attention from teachers, the role of the family, especially parents, is very important in meeting the physical needs of students which supports the development and formation of children's creativity (Davies, D., et al, 2014). Parents in this case consist of father, mother, and younger siblings or older siblings. Parents, also known as family, are synonymous with people who guide children in a family environment. So, the definition of family is a bond between a man and a woman based on legal marriage laws and regulations.

It would be incomplete if teachers and parents did not take part in monitoring the growth and development of students' creativity, even though these students already have their own path to creativity. So there needs to be collaborative efforts between teachers and parents to monitor the growth and development of children's creativity. In the Big Indonesian Dictionary (KBBI) the word verb means to do something, while sama means similar. So cooperation can be defined as activities or efforts carried out by several people (institutions, government, etc.) to achieve common goals. Cooperation arises when people realize that they have the same interests and at the same time have enough knowledge and control over themselves to fulfill these interests; awareness of the existence of common interests and the existence of an organization is an important fact in cooperation (education (Masnawati, E., et al, 2022).

In the collaboration, Jones stated that there are five ways that educational institutions can use to establish relationships with the community, namely through student curricular activities, through teacher activities,

through extracurricular activities, community visits to educational institutions and mass media (Wibowo, A., & Saptono, A, 2018).

According to Ngalim Purwanto (Amrulloh, M. S., & Galushasti, A, 2022) there are six ways that schools can make cooperation with parents, namely:

a. Hold meetings with parents

Every year the school always holds registration to accept new students. The principal and teachers can use this opportunity to hold meetings with parents. Apart from the time for registration which can also be used to ask the school principal about everything about their children, it would also be better if on the first day of school the parents are asked to come to hold a meeting with the teachers. During the meeting, the principal and teachers can plan what needs to be discussed. For example, discussions about the need for cooperation in educating children and increasing children's creativity.

b. Organize correspondence between school and family.

It is important to provide correspondence, especially at times that are very necessary for improving students' education, such as letters warning teachers to parents if their child needs to be more active, often plays truant, etc. It would be better if the correspondence came from the parents themselves to the teacher or school principal, or when parents need information about their child's behavior at school.

c. There is a list of grades or report cards.

Report cards are distributed every semester to students as a liaison between the school and parents. Schools can give warning letters or ask for help from parents whose child's report card results are not good, or conversely, if their child excels in a subject, they can be more active in developing their talents.

d. Teacher visits to students' parents' homes, or vice versa, parents' visits to school.

This is more profitable than just writing letters. Of course, teacher visits to students' parents' homes are carried out when necessary, for example, to discuss the difficulties experienced at school with their children or to visit students who are recovering from illness to simply provide entertainment. Generally, parents will be very happy about the teacher's visit because they feel that their child is really being cared for. The child himself will feel more reluctant and respectful towards his teacher who already knows his parents.

e. Hold celebrations, school parties, or work exhibitions.

In general, at the end of each school year, each school holds a birthday or class promotion celebration, as well as a farewell to children who will leave school because they have finished. During these celebrations, which are attended by parents, schools can demonstrate the talents and skills of their students, such as dances, sports, songs and drawing competitions. Parents will certainly be happy about the invitation to attend such celebrations because in this way parents can see for themselves how skilled their children are and can find out a little about the efforts and progress of the school where their children study. This opportunity can be used by school principals and teachers to get to know each other and just have friendly conversations with parents, about their children, individually or collectively. On the other hand, parents have the opportunity to ask the teacher concerned for information about their child's progress and difficulties.

f. Establishing a parent student and teacher association (POMG).

If this kind of meeting can be attempted, all the efforts outlined above will be easier to carry out as well as possible. Apart from that, schools can hold regular meetings to discuss educational problems where there are still many mistakes made by parents. . The existence of POMG can help the smooth running of teaching at the school. With cooperation between parents and teachers, parents will be able to gain knowledge and experience from teachers in terms of educating their children. On the other hand, teachers can also obtain information from parents about their children's lives and characteristics. The parents' statements are of great use to teachers in providing lessons and education to their students, and also in how teachers can develop their students' creativity. Also from the statements of the students' parents, teachers can find out the natural conditions around where their students grew up. Likewise, parents can find out which difficulties their children often face at school. Parents can find out whether their child is diligent, creative, lazy, unable to follow lessons, likes to be sleepy, and so on. In this way, parents can avoid wrong views and wrong opinions so as to avoid misunderstandings that might arise between the family and the school.

CONCLUSION

Teachers have the power to instill values and character in children. In at least three ways, namely the teacher becomes a caring person who loves, respects and helps students to achieve success in school, the teacher

becomes an ethical model who shows high respect and responsibility both in class and outside the classroom and finally the teacher becomes a good mentor. ethical person who provides guidance through explanations in class and provides motivation for all students. In instilling values, there is the value of students' creativity which needs to be monitored for their growth and development. Apart from receiving attention from teachers, the role of the family, especially parents, is very important in meeting the physical needs of students which supports the development and formation of children's creativity.

There are six ways that schools can make cooperation with parents, namely: holding meetings with parents on the day of accepting new students, holding correspondence between the school and families, having a list of grades or report cards every semester, teacher visits to parents' house or vice versa parents go to school, hold celebrations, school parties or exhibitions of student work, and establish parent and teacher associations.

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