Analysis of Teacher Competency in the Creative Thinking Skills of Phase B Elementary School Students in Indonesian Language Subjects

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ABSTRACT

This research aims to analyze teacher competence in developing creative thinking skills for elementary school students. The type of research used in this research is descriptive and evaluative research methods. The subjects of this research are Pesanggrahan Islamic Elementary School, Annisa Bilingual Islamic Elementary School, and Plus Latansa Elementary School. Data collection instruments in this research included interviews, documentation, and observation.

Based on the teacher assessment instrument above, Annisa's elementary school teacher has a sufficient score of 69.5. Pesanggrahan Islamic Elementary School teachers have a sufficient score in the teacher assessment instrument for the teaching module component, getting a score of 71.3. Latansa Plus Elementary School teachers have a sufficient score in the teacher assessment instrument for the component with a score of 66. This research was conducted on teachers and students while carrying out lessons. Strategies for improving teacher competency include workshops, training, seminars, monthly meetings, further education, and KKMI. The research results show that there is a need to develop teacher competence in creative thinking. The results of the analysis show that the three schools still lack competency development programs.

The research results describe the analysis of the questions tested to see the skills of several students in the three elementary schools. Students' creative thinking skills are still low. Students are less likely to come up with new ideas, as evidenced by the results of the questions they work on. The principal, in collaboration with his deputy, always strives to improve teacher competence, especially teacher pedagogical competence, by implementing various development programs.

Keywords: Analysis, Competence, Creative Thinking Skills, Indonesian.

INTRODUCTION

Education is an important part of encouraging positive development in every society, especially the acquisition of knowledge over time with the aim of expanding skills in the future (Aditiya et al., 2022). For this reason, we must be able to adapt to current technological developments by prioritizing our main abilities, namely, the ability to solve complex problems and be able to become problem solvers for ourselves and many other people. The increasingly modern era demands high-quality human resources, and the educational sector must prepare itself to face this so that the ability to think critically is very important, not only in a small scope but also in social life and the surrounding environment, so that sensitivity arises and skills can be improved. self in digital development and creative thinking abilities (Liliasari, 2011).

The thinking abilities of students in formal education are still often ignored, one of which is the ability to think creatively, which has not been handled seriously by teachers in

schools, so it can be said that the development of creativity is still neglected in formal education, even though it is very meaningful for the development of a child's potential as a whole. This was also expressed by Sit et al. (2016) who stated that creativity is the ability possessed by a person to produce a new idea or product that has useful value, where the results of the idea or product are obtained through a process of imaginative activity or synthesis. thinking whose results are not just a summary but include the formation of new patterns and a combination of information obtained from previous experiences. Currently, students are expected not only to be equipped with knowledge but also to be equipped with creative ways of thinking, analyzing, and creating. Students are expected to be able to find and create appropriate knowledge concepts through direct practice and learn how to deal with problems that exist in the surrounding environment. Several learning models can be applied by teachers to students, for example, project-based learning and problem-based learning. In the development of science and technology, teachers provide direction to students to find problem points with solutions that arise from the students' own ideas. So that students can continue to innovate and be more creative. Not only are they introduced to problems in the surrounding environment, but students are also introduced to universal problems. Not only that, the internet network also really supports the existence of technology. Learning through discussions, videos, and various sites can complement learning materials and prepare you to face Society 5.0. Education in Indonesia requires appropriate management in the practice of planning, implementing, and evaluating learning (Educational Curriculum and Assessment Standards Agency, 2021). The solution that the government can provide to improve the quality and advance the welfare of education in Indonesia is by improving and updating the curriculum used. Currently, the curriculum that is being developed and updated is the independent learning curriculum. This curriculum takes the form of a learning plan that provides students with the opportunity to learn independently, calmly, have fun, not feel pressured, and pay attention to students' talents and interests. This independent curriculum was designed and will continue to be refined as a form of effort to improve the learning crisis that has long occurred in Indonesian education (Anggraena, Y., Felicia, N., Ginanto et al., 2022). The independent curriculum creates active and creative learning. This program is not a replacement for programs that are already running, but to provide improvements to systems that are already running. Achmad et al. (2022) in Law No. 20 of 2003 concerning the national education system state that to achieve a national education goal, education administrators need a curriculum as a program that contains a set of learning plans and is related to objectives, content, teaching materials, and methods used in the learning process.

The new independent curriculum will become the national curriculum in 2024. Implementation of the Independent Curriculum is carried out in a gradual manner to give teachers, school principals, and education agencies time to learn. Changes in the curriculum framework certainly require adaptation by all elements of the education system. This process requires careful management so that it produces the impact we want, namely improving the quality of learning and education in Indonesia. The aim of curriculum changes is to overcome the learning crisis.

The Ministry of Education and Culture (2020) regarding Content Standards states that the educational process is intended to form competencies with the substance of national education goals in the aspects of spiritual attitudes and social attitudes, knowledge, and skills. Each aspect has a different acquisition process. In the skills aspect in particular, skills can be obtained through the activities of observing, asking, trying, reasoning, presenting, and creating. The establishment of the reasoning process as a skill competency means that reasoning is

an important aspect to be involved in learning, which, of course, students must have.

Conceptually, the ability to think or reason mathematically has been expressed in a series of learning competencies outlined in the Ministry of Education and Culture (2020) concerning core competencies and basic competencies for primary and secondary education units. Especially in mathematics learning, the dimensions of mathematical thinking or reasoning are contained in a series of learning competencies that are arranged into one specific skill that students must master, especially at the basic education level.

Learning and assessment are units that should not be separated. Teachers and students need to understand the targeted abilities so that the entire learning process strives to achieve these abilities. The link between learning and assessment is that learning begins with assessment planning and learning planning. Educators need to design assessments that are carried out at the beginning of learning, during learning, and at the end of learning. Assessment planning at the beginning of learning really needs to be carried out to determine students' learning needs, and the results are used to design learning that is appropriate to the student's stage of achievement.

Learning planning includes learning objectives, learning steps, and learning assessments, which are prepared in the form of flexible, simple, and contextual documents. Learning objectives are prepared based on learning outcomes by considering the characteristics of the educational unit. Educators must also ensure that learning objectives are appropriate to the stages and needs of students. The next process is implementing learning, which is designed to provide a quality, interactive, and contextual learning experience. When preparing teaching modules, teachers should design differentiated learning, taking into account the stage of development, level of student desires, and learning needs that reflect the characteristics and development of various

students so that learning is meaningful and enjoyable. For example, teachers should choose the flow of learning objectives according to the stage of student development by adapting examples of learning objectives, APs, and teaching modules. A teaching module is a document that contains the objectives, steps, and learning media as well as assessments required in one unit based on the flow of learning objectives. The teaching module is similar to a learning implementation plan (RPP), but the teaching module contains more complete components than the RPP, so it is called RPP Plus. Learning outcomes in the teaching module are described in the learning objectives flow.

Teaching modules have a main role in supporting teachers in designing learning. In preparing learning tools, the teacher plays an important role. The teacher's thinking skills are sharpened to be able to innovate in teaching modules. Therefore, making teaching modules is a teacher's pedagogical competency that needs to be developed, so that the teacher's teaching techniques in the classroom are more effective, efficient, and not The discussion of achievement indicators comes up. Ideally, teachers need to develop teaching modules optimally, but in reality, many teachers do not really understand the techniques for compiling and developing teaching modules, especially in the independent learning curriculum. A learning process that does not plan teaching modules well can ensure that the delivery of content to students is not systematic, so that learning occurs unbalanced between teachers and students. It can be ascertained that only teachers are active, or vice versa, and the learning carried out seems less interesting because teachers do not prepare teaching modules well balanced between teachers and students. It can be ascertained that only teachers are active, or vice versa, and the learning carried out seems less interesting because the teacher did not prepare the teaching modules well.

Learning Indonesian is one of the most important subjects in the world of education.

In general, the aim of learning Indonesian is for students to respect and take pride in Indonesian as the language of unity and the language of the country. Students understand Indonesian in terms of form, meaning, and function and use it appropriately and creatively for various purposes, needs, and situations. Students have the ability to use Indonesian to improve their abilities, emotional maturity, and social maturity (H. D. Putra et al., 2018).

Based on the general objectives above, it can be concluded that the scope of Indonesian language subjects at the elementary/MI level includes language, the ability to understand and appreciate literature, and the ability to use Indonesian, which includes four aspects of language skills, namely: listening, speaking, reading, and writing. Learning Indonesian at the elementary education level (SD/MI) can be interpreted as an educator's effort to change students' behavior in speaking Indonesian. This change can be achieved if educators teach students according to and in line with the goals of learning Indonesian at SD/MI. Indonesian language subjects are given with the aim of developing good and correct Indonesian language skills.

Skills are the ability to carry out complex and well-organized behavioral patterns smoothly and according to circumstances to achieve certain results (Maftukhah et al., 2017). Creative thinking skills are an imaginative activity that manifests (embodies) intelligent thinking that is capable of producing a product or solving a problem with new methods (Hassoubah, 2008). Creative thinking is a thought process that produces a variety of possible answers. Creative thinking is also seen as a process used when an individual comes up with or brings up a new idea. The definition of creative thinking is characterized by the existence of new ideas that arise as a result of the thinking process.

According to Filsaime (2008), creative thinking is a thinking process that has the characteristics of fluency, flexibility, originality, and detailing or elaboration. Creative thinking has several indicators for generating new ideas. A person's creativity is shown in various things, such as thinking habits, attitudes, character or personality, or skills in solving problems. However, the ability to think is divided into several, one of which is the ability to think creatively, where creativity comes from the word to create, meaning to make and create. According to Satrio (2014), "creativity is intelligence that develops within individuals in the form of attitudes, habits, and actions toward creating something new and original to solve problems". Another view from experts regarding creativity and its role in everyday life states that bahwa "Creativity is considered important for our society to maintain its current economic status. Creativity is the key to achieving a better standard of living; this makes creativity an important element in a students' education." (Robinson, 2010). The ability to think creatively is a person's ability to give birth to something new, whether in the form of ideas or real works that are relatively different from those that have existed before. Apart from that, Noviyana (2017) explains that creative thinking ability is the ability with which students produce new ideas resulting from new understandings. Students who have the ability to think creatively will be able to find solutions in new ways. This ability is one of the goals that must be achieved in learning Indonesian at school (Eviliasani et al., 2018).

This research focuses on the efforts made by Phase B grade 4 teachers in elementary schools to develop creative thinking skills because, in this phase, students are aged between 9 and 10 years. This means that at this age, students have developed thinking at the concrete operational stage. At the concrete operational stage, learning should not only focus on learning concepts, but students must also be involved in activities that directly interact with the objects being studied.

Based on the results of interviews conducted with class teachers, it shows that students are not used to developing creative thinking regarding the subject being studied. As a

result, if students are given questions that require a high level of creativity, they will not be able to solve them. Therefore, to develop students' creativity, it is necessary to explore the characteristics of the creative thinking stage, and teacher competence is needed to improve these abilities. Students at Elementary School Stage B can use their thinking skills as a starting point to develop creative thinking skills, namely thinking skills characterized by the ability to suggest various solutions to a problem and the ability to fluently propose various original ideas.

LITERATURE REVIEW
Teacher Competency
Competency is defined as something that describes a person's qualifications or abilities, both qualitative and quantitative. Competence is defined as the authority to decide something. In accordance with Kemendikbud (2020) regarding teachers, it is explained that there are four basic competencies that a teacher must have, including personality competence, pedagogical competence, professional competence, and social competence.

The capacity of an educator to supervise the student's learning process is known as pedagogical competence. Additionally, pedagogical skills are demonstrated by supporting, directing, and guiding students. Wahyu Bagja Sulfemi (2015) defines pedagogy as an activity or activeness that is realized in the form of educational actions such as counseling, reprimanding, and providing examples in order to achieve certain educational goals. Apart from that, pedagogy is a science that teaches students how to overcome obstacles in addition to examining an object to find out its condition.

Creative thinking skills
Thinking is a mental activity that a person experiences when they are faced with a problem or situation that must be solved. In essence, creative thinking is related to the discovery of something, regarding things that produce something new by using something that already exists. According to Harriman

(2017), creative thinking is thinking that tries to create new ideas. Creative thinking is a series of processes, including understanding the problem, making guesses and hypotheses about the problem, searching for answers, proposing evidence, and finally reporting the results. According to Filsaime (2008), creative thinking is a thinking process that has the characteristics of fluency, flexibility, originality, and detailing or elaboration. Indonesian language learning is literacy learning for various purposes to communicate in the Indonesian socio-cultural context. Literacy skills are developed through learning to listen, read, view, write, speak, and present for various genre-based purposes related to the use of language in life.

Based on the Body for Curriculum Standards and Educational Assessment (2021) Indonesian language learning achievements in the independent curriculum have the following objectives:

1. Noble morals by using Indonesian politely
2. An attitude of prioritization and respect for Indonesian as the official language of the Republic of Indonesia
3. Language skills with various multi-modal texts (oral, written, visual, and audio-visual) for various purposes and contexts
4. Language literacy and critical-creative reasoning skills (in learning and working)
5. Self-confidence to express oneself as a capable, independent, cooperative, and responsible individual
6. Concern for local culture and the surrounding environment
7. Concern to contribute as democratic and just citizens of Indonesia and the world

Description of creative thinking skills in Indonesian language subjects
The ability to think critically and creatively in learning Indonesian at SD/MI includes four language skills, namely listening, speaking, reading, and writing. All of this can be done using various methods to encourage

students to be able to solve problems in the learning process. Not just remembering, reciting, or memorizing. Then what is no less important is developing critical and creative thinking skills in learning Indonesian, which cannot be separated from the role of the teacher. It is important for a teacher to provide learning techniques to students to develop critical and creative thinking abilities.

According to Asiri (2020), creative thinking has a strong relationship with individual development and individual thinking skills. By thinking creatively, each individual has an initial sensitivity to the situation they are facing, so that the situation is identified as a problem that they want and must solve. Students in learning only focus on the ability to imitate what the teacher does; they have no meaning in learning; they just do tasks according to their abilities so that it has an impact on students' thinking abilities (Faturohman, I., &Afriansyah, 2020).

MATERIALS & METHODS

The research approach used in this research is descriptive and evaluative research methods, which aim to create a systematic and factual picture of the facts of a population. The data and data sources in this research were obtained from interviews with informants and other data in the form of archive documentation and photographs that support the main data. Data collection techniques in this research used open observation, semi-structured interviews, questionnaires, and documentation studies. This qualitative data analysis technique is carried out interactively. Activities in data analysis in this research are data collection, data reduction, data presentation, and finally conclusions.

RESULT and DISCUSSION
Teacher Competency in Developing Creative Thinking Skills

A person's qualifications or abilities, both qualitative and quantitative, are described as competencies. What is meant by competence is authority (to make decisions). Furthermore, some state that "competence, generally defined as ability, can be mental or physical".

To apply a skill, insight, or knowledge in the teaching and learning process, teachers need to have a comprehensive understanding (Putra and Negara, 2021). Statistically significant factors related to teacher competency are age, experience as a teacher, further education, research and development activities, and publication activities.

The results of the analysis of teacher competency in developing creative thinking skills are reviewed from the design and learning process aspects, while teacher competency is viewed from the teacher assessment instrument in observing teaching modules as follows:
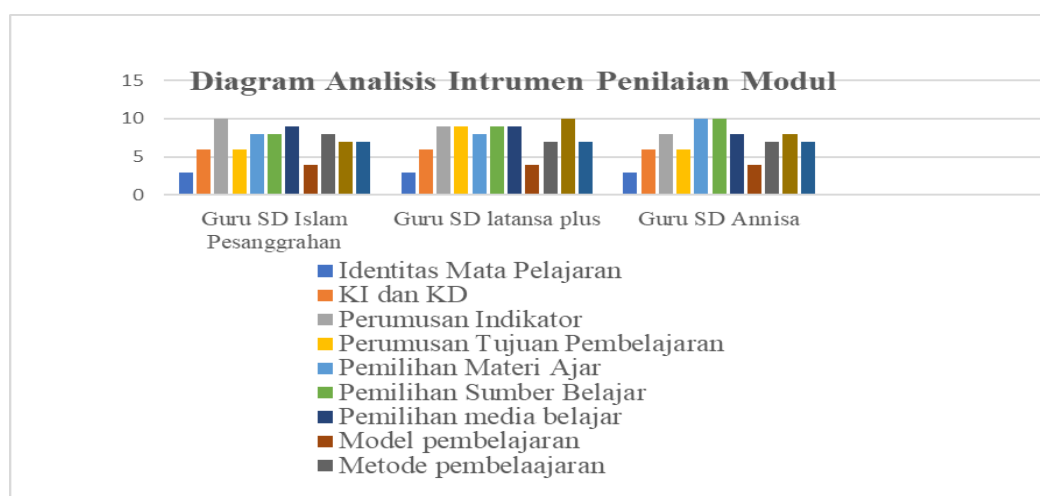

Figure 1 Module Assessment Instrument Analysis Diagram

Based on the diagram above, each teacher has included the identity of the subject, KI and KD, and can formulate learning objectives. The choice of learning medium is still lacking among one of the teachers. Learning methods still often use the lecture method. The percentages for each teacher are as follows:

Based on the teacher assessment instrument above, Annisa Elementary School teachers have the distinction of getting the following grades:

$$Value = \frac{Total\ Score}{115} x100\% = \frac{80}{115} x100\% = 69,5$$

Pesanggrahan Islamic Elementary School teachers have sufficient predicates in the teacher assessment instrument for the teaching module component.

$$Value = \frac{Total\ Score}{115} x100\% = \frac{82}{115} x100\% = 71.3$$

Latansa Plus Elementary School teachers have sufficient predicates in the teacher assessment instrument for the teaching module components. Get the following values:

$$Value = \frac{Total\ Score}{115} x100\% = \frac{76}{115} x100\% = 66$$

So, each teacher at each assessment site has, on average, a sufficient rating for the teaching module component assessment instrument. Teaching modules are one of the teacher's competencies in design pedagogy. Analysis of teachers' pedagogical competence in implementing the Independent Curriculum in three educational institutions, including Pesanggrahan Islamic Elementary School, Anisa Bilingual Islamic Elementary School, and Latansa Elementary School, was carried out by following several procedures to ensure that the data obtained was as accurate as possible, such as observing, interviewing, and collecting related documents.

Based on the results of interviews with the homeroom teacher, there was one student who still had difficulty developing creative thinking skills. Based on the interview results, the results of the analysis showed that phase B students in class IV elementary school had not been able to fully master Indonesian learning in transitive and intransitive sentences. Using literacy concepts confidently and effectively, but there are some students who are confident in repeating story problems. Understanding the skills needed to develop creative thinking skills is still lacking.

Based on the results of interviews with the homeroom teacher, the importance of creative thinking skills to find solutions to problems The application of the PBL model can improve the analytical capabilities of contextual learning by using problems as the main focus. Similarly, the previous opinion provides an opinion using the student-centered learning model from various aspects of how students think critically so as to produce students who are able to think creatively and critically. Several factors that influence teacher competence in developing creative thinking abilities are environmental factors and knowledge.

To increase the pedagogical competence of teachers in each school, the principal encourages the continuation of this competency development program. By implementing various development programs, school principals always work together with their deputies to improve teacher competence, especially teacher pedagogical competence. This is because one of the factors that has a significant influence on student learning success is the teacher's pedagogical competence, especially creative thinking skills. Therefore, teachers must strive to continue to improve their pedagogical competence in addition to receiving support in developing their pedagogical competence. Research findings can be obtained based on the results of observations and interviews, especially in relation to increasing teachers' pedagogical competence in implementing learning.

Teachers' strengths in creative thinking skills
One of the advantages of creative thinking skills is that there are teachers who use trigger questions about the material to be

taught. Attract students' interest in learning. Carrying out Apperception to students in real life Providing motivation to increase students' self-confidence.

Several millennial teachers make good use of infrastructure in developing students' creative thinking abilities. The use of electronic media tends to have an influence on learning, giving rise to students' creative thinking abilities.

Teacher weaknesses in creative thinking skills

Less optimal use of learning media, so that students are less interested in paying attention to learning. The learning method provided is the lecture method. Tends to be more teacher-centered. Student involvement is still lacking during the learning process. Students are not often or even never trained to work on questions related to creative thinking abilities. According to the teacher, teachers rarely train students to answer questions with the abilities they have, so they do not dare to express new ideas that they have. There is a lack of training students through assignments. There are obstacles faced in developing students' creative thinking abilities, including understanding questions or instructions, delivering questions, and absorbing information. Lack of understanding of the goals you want to achieve, hesitation in answering, and fear of making a mistake.

Teacher Pedagogical Competency Development Strategy

The development strategy is a method used by agencies to develop the pedagogical competence of teachers at Pesanggrahan Islamic Elementary School, Annisa bilingual Islamic Elementary School, and Latansa Elementary School. The strategies implemented include using interesting and effective learning media, teachers encouraging students to actively participate in learning, establishing a vision and mission for developing teacher pedagogical competence, goals for developing teacher pedagogical competence, activities for

developing teacher pedagogical competence, and evaluating the development of teacher pedagogical competence. "Therefore, improving the quality of teacher performance is a feasible and important strategy for increasing student achievement" (Olaleye, 2013).

Based on the results of interviews with each teacher, it was explained that the development of teacher pedagogical competence here is driven by a vision and mission to create teachers who are responsible in educating, knowledgeable in teaching, and have noble character in acting. Departing from this vision and mission, the development of pedagogical competence has the aim, namely, that teachers can improve their competence and implement the vision and mission that have been created.

The existence of this development activity is, of course, so that teachers can apply it to learning so that they can produce a quality teaching and learning process, so that competent teachers supported by a good learning process are expected to be able to increase optimal learning achievement. The activities carried out to develop teacher pedagogical competence in elementary school include workshops, training, seminars, monthly meetings, further education, and KKG. After the teacher has participated in the activities held to improve pedagogical competence, the teacher has the responsibility to report the results of these activities in the form of presentations and discussions and distribute them to colleagues in the profession who may be unable to participate in these activities.

CONCLUSION

Based on the results of the teaching module assessment analysis diagram, Every teacher in each school gets an assessment at a sufficient level. Teacher competence in developing students' skills in generating ideas and solving questions according to students' opinions explains ideas, answers questions, and provides many ways and suggestions to solve the question. The strengths and weaknesses of teachers in

creative thinking skills are the good use of infrastructure by several millennial teachers in developing students' creative thinking abilities. The use of electronic media tends to have an influence on learning, giving rise to students' creative thinking abilities. There are some teachers who are less than optimal at developing teaching materials. The strategies implemented include strengthening the independent teaching platform, one of which is independent training, and setting goals for developing teacher pedagogical competence, activities for developing teacher pedagogical competence, and a vision and mission for developing teacher pedagogical competence.

Declaration by Authors

Conflict of Interest: The authors declare no conflict of interest.

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