

Mapping Student Creativity Levels Among Junior High School Students

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Abstract

The purpose of this research is to describe the profile of student creativity in P5 (*Projek Penguatan Profil Pelajar Pancasila*) activities at State Junior High School 1 Sungai Betung and to analyze the creativity program of guidance and counseling teachers in the independent curriculum (*Kurikulum Merdeka*). In this case, the research informants are three guidance and counseling (BK) teachers in State Junior High School 1 Sungai Betung. Data were collected by conducting observations, interviews, and reviewing programs at State Junior High School 1 Sungai Betung, especially student activities when implementing creativity programs. This method involve documentation related to creativity programs by guidance and counseling teachers, extracurricular activities, P5 activities, guidance and counseling teacher programs such as individual counseling, group counseling and classical guidance, and organized activities related to creativity. The research results show that guidance and counseling teachers play an active role in creativity programs at school. Therefore, guidance and counseling teachers participate in creativity, especially in facilitating extracurricular activities and P5 in the development and growth of students, as well as developing the talents, interests, and potential possessed by students. From the data obtained from interviews, observations, and documentation studies, researchers recommend designing student creativity programs for guidance and counseling teachers so that the existence of this program can develop guidance and counseling teacher programs and students' creativity abilities at school.

Keywords: Creativity, Guidance and Counseling Program, Independent Curriculum, Interests and Talents.

1. Introduction

Facing technological and policy transformations for the independent learning program, counselors need to have various innovations, especially in the implementation of counseling services (Katuuk et al., 2023). In accordance with the results of the study, it was revealed that most students from high school to college experienced problems in the online learning process. Most of them are obstacles to access to technology, aspects of educators, personal self, family and other psychological problems (Marpaung, 2024; Nita et al., 2020). The challenges faced by the guidance and counseling profession in the era of the 4.0 revolution include that counselors are required to be able to take advantage of technological advances and provide services to counselors that are more personalized and professional, counselors need to improve literacy skills which include data literacy, technology literacy and human literacy, the use of artificial counselors to replace some of the counselors' duties (Nurchayani et al., 2022), then the emergence of various changes in participants' behavior education and lifestyle such as addiction to online games, bullying and even declining morale due to technological developments (Djuwita, 2008; Fahmi, 2018), changes in the Counseling Guidance Program



on Strengthening Student Creativity at SMP Negeri 1 Sungai Bentung, Bengkayang Regency in the Independent Curriculum in the Digital Era.

Students' creativity is often influenced by various factors, including the social, psychological, and educational environment (Marpaung, 2024). However, many students face various obstacles in developing their creativity, such as lack of support, academic pressure, and lack of understanding of their potential. Guidance and Counseling serve as a mediator between students and the educational environment, providing emotional, social, and academic support. The importance of the role of Guidance and Counseling in strengthening student creativity is also manifested in the educational curriculum which increasingly prioritizes a holistic approach (Ramdani, 2016).

With the integration between academic and developmental character, Guidance and Counseling can make a significant contribution in shaping students who are not only intelligent, but also creative and innovative. Creativity is divergent thinking, which is an original, pure and new mental activity that is different from the previous mindset and produces more than one problem-solving. Very instrumental in explaining the concept of creativity is Guilford's argument to distinguish between "convergent" and "divergent" thinking, "creative thinking or logical reasoning Getting to one correct answer is the process that underlies traditional intelligence. While divergent thinking is a pattern of thought that produces a variety of ideas, according to Guilford it is the most real individual in creativity. Creativity is divergent thinking that involves original and new mental activity, different from previous mindsets, as well as generating various solutions to problems. It includes the ability to generate new ideas and apply them in problem-solving, as well as being a lifestyle that involves developing talents and sensitivity to the environment and social issues. Creativity also includes the ability to create previously unknown products or ideas, which have a specific purpose and are not just fantasy, and can be art, literature, or scientific products (Guilford, 1950; Hurlock, 1978; Munandar, 1999).

With this research, not only will the researcher be able to map the creative presentation of the students while in the P5 activities and counseling programs but may also be used to deeper understand the role of the guidance and counseling teacher in developing creativity in the students (Utaminingsih et al., 2023). The outcomes of this study are likely to make an important contribution to the establishment of guidance and so on to enhance students' creativity at the Independent Curriculum schools. The findings of this study have practical implications for counselors, school administrators, and policy-makers as it underscores the benefits of systematically designed creativity programs. In the end, it hopes to foster an environment supportive of education in which students' abilities and art resources can manifest meaningfully and sustainably.

2. Methods

This research uses a descriptive qualitative approach with the library research method (Sugiyono, 2018). Secondary data sources are obtained through research journal articles and books that are relevant to the research objectives, while primary data sources are from the researcher himself. The data collection technique is by collecting and grouping data sources and then presented in the discussion. The data analysis technique uses content analysis. The Dick and Carey learning model is a model for designing learning activities. The model includes analysis, design, development, implementation, and evaluation. One component of the model is the cognitive and behavioral element that focuses on how students respond to the stimuli presented. The Dick & Carey model of program design development systematically provides

program design developers with the opportunity to collaborate with experts in the field of subject matter, program design experts and other experts related to the program, resulting in the development of a good quality program design.

From various learning design studies, experts have come up with several learning design models, including the Dick and Carey learning design model. Theoretically, this learning of design provides systematic procedural thinking, which underlies the development of other designs, in which a full understanding of Dick and Carey's designs will be the basis for understanding design patterns (Dick et al., 2015). This research procedure uses the ADDIE development model. ADDIE is a framework used to design and develop Instructional Design with the ADDIE approach, which stands for Analysis, Design, Development, Implementation and Evaluations (Sulyanah et al., 2021).

3. Results and Discussion

Based on the results of observations, student creativity activities carried out at school include:

- (1) Students created clothing from used materials such as cardboard, food packaging, beverage containers, and waste paper during P5 (*Projek Penguatan Profil Pelajar Pancasila*) activities.
- (2) Students made flower vases from used bottles.
- (3) Students created bulletin boards (mading) during the Language Month competition using colored cardboard, various images, and their own handwritten texts, accompanied by the homeroom teacher.
- (4) Students collaboratively made a flower garden in front of the classroom, under the supervision of the homeroom teacher.
- (5) The school organized an entrepreneurship-themed activity where each class set up a booth to sell various items, including food and beverages, jewelry and accessories, and rattan-based crafts such as bracelets, necklaces, and rings.
- (6) In dance extracurricular activities, students received training in dance, and some created their own choreography.

Based on the results of an interview with Mrs. JL on February 19-April 10, 2025 about the existing Counselling (BK) teacher creativity program has been carried out and the program includes:

- (1) Student activities integrated into the BK program, such as creating BK bulletin boards to enhance creative thinking in wording and layout design, in collaboration with homeroom teachers.
- (2) Poster-making activities with inspirational and motivational themes, aimed at students with talents in drawing and painting.
- (3) General BK programs structured on an annual, semester, monthly, and weekly basis.

Based on the questionnaire that has been filled out by VII grade students, it shows Support from Teachers Most of the respondents (46%) are students who agree that their teachers encourage creative thinking. This shows the importance of the role of teachers in creating an atmosphere that supports innovation, Extracurricular Activities, about 67% of students feel that extracurricular activities make a positive contribution to the development of their creativity. This shows that activities outside the formal curriculum can be a determining factor in strengthening students' creative skills, School Resources that support strengthening students' creativity, only 67% of students feel that schools provide enough tools and space for

creative expression. This shows that there is still room for improvement in terms of the provision of facilities, programs and activities to develop creativity About 60% of students felt that the lack of school activities related to strengthening students' creativity, Cooperation in Projects A total of 65% of students revealed that the project group improved their ability to innovate. This shows that collaboration between students can be a major driver of creativity (Maula et al., 2023).

4. Conclusion

In accordance with this research, it was found that students engaged in various creative activities such as making clothes from used materials (e.g., cardboard, plastic packaging, beverage containers, and paper) during the P5 project. Students also crafted flower vases from used bottles and created bulletin boards (*mading*) for the Language Month competition using colored cardboard, illustrations, and handwritten content, under the guidance of homeroom teachers. Additionally, students collaborated to build a flower garden in front of the classroom, and the school organized an entrepreneurship-themed event where each class opened a booth to sell various items such as food, beverages, handmade jewelry, and rattan-based crafts (e.g., bracelets, necklaces, and rings). In the extracurricular dance program, students received dance training, and some choreographed their own routines.

However, the guidance and counseling (BK) program has not been running optimally due to the lack of allocated teaching hours for BK teachers and the absence of specific programs aimed at developing students' creativity. Based on data obtained through interviews, observations, and documentation, this study recommends the design of a student creativity development program for BK teachers. Such a program is expected to enhance both the implementation of BK activities and the creative potential of students in schools.

These results highlight the importance of guidance and counseling teachers in developing students' creativity in a systematic fashion. However, the apparent absence of specific creativity supporting interventions within the present (BK) framework indicates a missed opportunity to fully empower students' creative growth. Thus, this research emphasizes the necessity for schools to embed the element of creativity development in BK services through policy endorsement, specific training, and allocation of resources. Such a well-organized student creativity program is instrumental in enhancing the BK curriculum and is consistent with national policy of Kurikulum Merdeka in promoting student's overall development. Long-term effects of these programs and models that are readily transferable to the school setting will be subjects for future investigation.

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