



## **THE ROLE OF LEARNING METHODS IN INCREASING STUDENTS CREATIVITY IN CLASS 2 AT SDN JRUEK ACEH BESAR**

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### **ABSTRACT**

Education has a crucial role in forming character and improving students abilities. The modern era of education demands the use of learning methods that are not only effective but also responsive to the dynamics of development in society and the world today. Learning methods, in this context, include various strategies, approaches and techniques used by educators to convey lesson material to students. In choosing and implementing learning methods, it is necessary to understand that each student has a different learning style, and an effective learning environment must be able to accommodate this diversity. The aim of this research is to describe the role of learning methods in increasing the creativity of students in grade 2 at SDN Jruek Aceh Besar. This research uses a qualitative approach with descriptive research type. Based on the results of research conducted at SDN Jruek Aceh Besar, the application of a project-based approach, cooperative learning, and creative experimental methods forms a learning environment that increases student collaboration and creativity. The teacher ensures the suitability of the method to the development of creativity through monitoring, evaluating student responses, and parental involvement. The challenges of integrating creative methods were overcome with school support for teachers, improved facilities, and a collaborative learning community. The teacher's role as a creative facilitator includes creating a supportive and motivating environment.

***Keywords:*** *Learning Methods, Student Creativity*

## **INTRODUCTION**

. Education has a central role in forming character and improving students' abilities. As time progresses towards the era of modern education, the importance of using learning methods is becoming increasingly prominent as a critical element in designing learning experiences that are not only effective but also responsive to the dynamics of development in society and the world today (Buton, 2021). In the midst of the rapid pace of change, learning methods applied in the educational context have a major impact not only on mastery of academic material, but also on the development of students' skills, values and attitudes (Ni, 2022). Student character does not only include cognitive aspects, but also emotional, social and moral dimensions (Sekolah, 2020). Therefore, the role of education is not only focused on the transfer of academic knowledge, but also on the formation of individuals who are empowered, ethical, and ready to face the complexities of life in the contemporary era. Learning methods are a very relevant means of achieving these goals. Learning methods, in this context, include various strategies, approaches and techniques used by educators to convey lesson material to students (Wiratama & Irfan, 2023). In choosing and implementing learning methods, it is necessary to understand that each student has a different learning style, and an effective learning environment must be able to accommodate this diversity (Ingtyasningsih & Ngazizah, 2022). Therefore, choosing appropriate learning methods can motivate students, increase engagement, and enrich the learning process. In the context of the modern educational era, learning methods also function as a vehicle to equip students with critical, creative and problem-solving skills that are very necessary in facing complex challenges in today's global society (Octaviana et al., 2023). The use of innovative and adaptive learning methods can create a learning atmosphere that increases creativity, helping students to think critically (Hasibuan et al., 2022). The importance of effective learning methods is also reflected in efforts to optimize students' potential. A good learning experience not only involves providing information, but also creating an atmosphere that allows students to be active in building their own knowledge. Therefore, learning methods that encourage active participation, discussion, and independent exploration can improve understanding of concepts, strengthen analytical skills, and increase interest in learning.

The role of learning methods in increasing students' creativity, especially at the lower grade level at SDN Jruek, Aceh Besar, invites attention and has significant relevance and meaning in the context of basic education development. An in-depth exploration of how learning methods can specifically support the creative development of children in the early stages of formal education can provide valuable insights that not only have an impact at that school level, but can also influence curriculum improvements and learning practices at the primary level more broadly (Khawani et al., 2023). In the context of lower grades, where the foundation for students' understanding and character development is formed, it is important to find learning methods that are able to

increase and develop children's creativity. The introduction of the concept of creativity at the lower grade level not only as the end result of learning, but as an element contained in every phase of the learning process, can be the foundation for creating a learning atmosphere that increases interest, exploration and innovative ideas (Rohman et al., 2019). Creativity is not static but it is a dynamic process that can be enriched through students' interactions with various learning methods. Having an in-depth understanding of the correlation between learning methods and the development of students' creativity at the lower grade level will provide a strong basis for improving learning practices in elementary schools.

One aspect that receives special attention is the development of students' creativity, especially at grade 2 level at the Jrek State Elementary School. Creativity is not just an additional skill but is the core of the ability to adapt and innovate which is very necessary in a society that continues to develop. In this dynamic era, where constant change is the norm, the ability to adapt and innovate is the key to individual success in facing emerging challenges. In the educational context, this challenge provides encouragement to develop learning methods that not only teach factual knowledge, but also stimulate and hone students' creativity. The importance of creativity lies not only in the ability to generate new ideas, but also in how creativity shapes thought patterns and attitudes that support lifelong learning. Creativity involves innovative thought processes, the ability to see new connections, and the courage to explore ideas beyond conventional boundaries. Therefore, developing creativity among students not only provides short-term benefits in terms of problem solving, but also provides a solid foundation for long-term personal and professional development. In facing the complexity of modern society, learning methods need to be designed in such a way as to create an environment that supports the development of students' creativity. It is important to understand that creativity is not a fixed innate trait, but rather a skill that can be developed and enriched through learning. Therefore, the design of learning methods must include elements that enhance creative thinking, such as complex challenges, discovery-based projects, and collaboration between students. Emphasis on the process, not just the final result, is also key in exploring students' creative potential.

In developing learning methods that enrich creativity, it is necessary to consider the diversity of learning styles and individual needs of students. An approach that is inclusive and responsive to individual differences will create an adequate learning environment to bring out creativity in every student, regardless of background or ability level. By accommodating these variations, learning methods can become more holistic and provide an even positive impact. In addition, the use of technology can be an effective tool in designing learning methods that stimulate creativity. The use of technology can open access to diverse learning resources, enable global interaction, and provide a platform for creative expression. The integration of technology into learning

methods also creates space for experimentation and innovation, reflecting the speed of technological development in today's world. In facing the complexity of an ever-changing society, the role of learning methods becomes crucial in preparing students to become individuals who are not only academically competent, but also able to adapt and innovate. By developing learning methods that focus on developing creativity, education can be an effective tool in forming a generation that is ready to face future challenges with innovative thinking and rapid adaptation. In exploring the role of learning methods, this research will answer a number of basic questions, including what types of learning methods are applied at grade 2 level at SDN Jruek, to what extent these methods stimulate students' creativity, and how the development of more effective learning methods can be realized. Therefore, this research will provide a valuable contribution in the context of curriculum development that is more adaptive to the creativity needs of students at grade 2 level.

## **METHODS**

### **1. Types of Research and Approaches**

This research uses a qualitative approach. Sugiyono (2018:14) said, "qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings)". Based on the opinion above, it can be interpreted that the qualitative approach is often referred to as a naturalistic research method because its main focus is on an in-depth understanding of natural phenomena that occur in the natural environment or natural conditions. In the context of a qualitative approach, researchers attempt to understand and explore the complexity and deep context of a phenomenon without significant intervention or manipulation. By prioritizing natural settings, the qualitative approach seeks to record actual events and participants' interpretations, creating a framework that reflects the authenticity and complexity of everyday life. This approach allows researchers to absorb the nuances and context inherent in natural situations, providing a more holistic and contextual picture of the phenomenon being studied.

This type of research is descriptive. According to Muhammad Ramdhan (2021:7), "Descriptive research aims to provide descriptions, explanations and validation of the phenomenon being studied." Based on the opinion above, it can be interpreted that descriptive research aims to provide an in-depth description, explanation and validation of the phenomenon that is the focus of the research. In a descriptive approach, researchers attempt to describe in detail the characteristics, nature and details related to the phenomenon. The aim is not only to provide an explanation, but also to ensure that the picture given is in line with existing reality. This method involves systematic data collection, careful analysis, and careful interpretation to produce accurate and accountable descriptions. By providing validation of the phenomenon under study, descriptive research creates a strong foundation for understanding a

context or situation in more depth, supporting the development of a more holistic understanding of a topic.

## **2. Research Subjects**

Research Subject is an attribute or trait, or value of a person, object or activity that has certain variables that are determined to be studied and conclusions drawn (Sugiyono, 2018:19). The subjects of this research were all grade 2 students and grade 2 teachers SDN Jruek Aceh Besar.

## **3. Research Instruments**

According to Sugiyono (2018:148) "A research instrument is a tool used to measure observed natural and social phenomena. Specifically, all of these phenomena are called research variables. This instrument is used as a tool to measure and collect data about a variable." In this research, researchers used several instruments, including:

### **a. Observation Instrument**

According to Sanafiah Faisal in Sugiyono (2018:310-313) "Classifying observations into participant observation, overt and covert observation (overt observation and covert observation) and unstructured observation." In this case the researcher uses frank or disguised observation.

According to Sugiyono (2018) Frank or disguised observation is an observation where the researcher, when collecting data, states frankly to the data source that he is conducting research. However, at one time the researcher was not overt or subtle in his observations, to avoid that the data being sought was data that was still confidential.

### **b. Interview Instrument**

According to Esterberg in Sugiyono (2018:317) "An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed on a particular topic." This interview technique is a way of collecting data for researchers who want to conduct a preliminary study to find out what problems should be researched, and want to get more accurate and in-depth respondents. In this research, researchers used structured interviews.

According to Sugiyono (2018), structured interviews are used as a data collection technique, if the researcher or data collector knows for sure what information has been obtained. With this structured interview, data collection can use several interviewers as data collectors. So that each interviewer has the same skills, training is needed for prospective interviewers.

## **4. Data Analysis Techniques**

Sugiyono (2018: 335) states that "Data analysis is the process of systematically searching and compiling data obtained from interviews, field

notes and documentation by grouping them into categories, breaking them down into units, carrying out synthesis, arranging them into patterns. choose what is important and what will be studied, and make conclusions so that they are easily understood by yourself and others." Data analysis is carried out by compiling data, connecting data, reducing data, presenting data, and drawing conclusions. According to Sugiyono (2018:338-341).

### **1. Data reduction**

Data reduction is defined as the process of selecting, focusing on simplifying, abstracting and transforming rough data that emerges from personal documents. Data reduction activities take place continuously, especially during qualitatively oriented projects or during data collection. Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what is not necessary. Researchers carry out data reduction by taking the main things according to the research focus, and discarding data that is deemed unnecessary.

### **2. Presentation of data**

Presenting data is the most important activity in qualitative research. Presentation of data as a collection of structured information provides the possibility of drawing conclusions and taking action.

### **3. Draw conclusions**

The third analysis activity is drawing conclusions or verification. When data collection activities are carried out, researchers begin to look for the meaning of things, note regularities, patterns, explanations, possible configurations, causal flows, and propositions. Thus, conclusions in qualitative research may be able to answer the problem formulation formulated from the start, but perhaps not, because as has been stated, the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field. Drawing conclusions is often also called the verification stage.

## **RESULTS AND DISCUSSION**

### **1. Research Results**

To find out the role of learning methods in increasing the creativity of students in grade 2 at SDN Jruek Aceh Besar, researchers conducted interviews. Following are the results of the interview:

1. What learning methods are usually applied in grade 2 to increase students' creativity?

Answer :

In class 2 of SDN Jrek, various learning methods are implemented to increase students' creativity. One method that is often used is a project-based learning approach. In this method, students are given challenging and relevant projects,

allowing them to apply their knowledge and skills creatively. In addition, a cooperative learning approach is often applied, where students are invited to work together in groups to complete certain tasks. This not only stimulates individual creativity, but also promotes cooperation and communication between students. Experimental and demonstration methods are also an integral part of learning in grade 2, providing opportunities for students to explore new concepts in an interactive and creative way. Teachers also often use interactive lecture methods, providing space for students to ask questions and contribute actively to the learning process. With these various methods, class 2 at SDN Jrek creates a learning environment that enhances students' creativity, ensuring the holistic development of cognitive and creative skills.

2. How does the teacher ensure that the learning methods applied are in accordance with the needs for the creative development of grade 2 students?

Answer :

The teacher ensures that the learning methods applied are in accordance with the needs for the creative development of class 2 students through several strategies. First, they are actively involved in monitoring and evaluating student responses to certain learning methods. Teacher observations during learning activities provide direct insight into the extent to which students are involved and respond creatively to the lesson material. In addition, teachers also utilize a formative assessment approach, by providing constructive feedback to students regarding their creativity in completing assignments or projects. Open dialogue between teachers and students is an important means of understanding individual needs and providing appropriate support. Teachers also actively involve students in project-based learning which allows for the expression of creativity. By aligning learning methods with the developmental characteristics of children at grade 2 level, teachers can create appropriate learning experiences and increase students' creativity. Apart from that, parent participation is also integrated in the evaluation of learning methods. Special meetings or discussion forums involving parents provide additional perspectives on how learning methods can support children's creativity at home and at school. Involving all relevant parties helps ensure that the learning methods implemented truly support the development of creativity in grade 2 students.

3. What is the role of the teacher in facilitating the development of students' creativity in class 2?

Answer :

The role of teachers in facilitating the development of students' creativity in grade 2 is very crucial. Teachers not only act as transmitters of information but also as facilitators of creative learning. First of all, teachers create a learning environment that supports the expression of creativity. They design learning activities that motivate students to think creatively, encourage new ideas, and overcome challenges in innovative ways. Teachers also act as role models,

providing positive examples in exploring creative ideas and interacting with subject matter in innovative ways. By providing this example, teachers inspire students to try new things and develop the courage to think outside the boundaries. Personal coaching is also an important part of the teacher's role. By understanding students' individual needs, teachers can provide appropriate guidance to develop their creative potential. Open dialogue between teachers and students becomes a forum for identifying interests, talents and creative ideas that need further attention. Apart from that, teachers also utilize various learning methods specifically designed to stimulate creativity. Through thematic approaches, out-of-class activities, and project-based projects, teachers create opportunities for students to apply their creativity in real contexts. The teacher's role is not only limited to the classroom, but also includes collaboration with parents. Teachers communicate with parents about children's creative development and involve them in supporting creative exploration at home. Overall, the teacher's role is not only as a teacher but also as a facilitator, role model and guide in shaping and developing the creativity of grade 2 students.

4. Are there any particular challenges in integrating learning methods that support creativity in grade 2, and how are schools addressing these challenges?

Answer :

Challenges in integrating learning methods that support creativity in 2nd grade may involve certain factors that need to be addressed to achieve these goals. One challenge may lie in teachers' readiness and understanding of creative learning methods which require a different approach from conventional methods. Teachers understand that this method may require more time and preparation, especially in designing activities that increase student creativity. Apart from that, adequate facilities and infrastructure to support creative learning methods can also be a challenge. Teachers also identify and address gaps in resources, such as creative equipment, spaces that support collaboration, and learning materials that allow students to express creatively. Providing adequate resources and supporting teachers in implementing these methods is also an important step. This may include improving facilities, procuring additional resources, and support in designing a curriculum that allows creative learning methods to be integrated effectively. Additionally, building learning communities among teachers, where they can share experiences and strategies in overcoming challenges, can also be an effective approach. Collaboration between teachers can be a source of inspiration and support, ensuring that they can overcome challenges together. Overall, overcoming the challenges of integrating learning methods that support creativity in Grade 2 requires collaborative efforts and commitment from schools, teachers, and the entire educational community.

5. How does parent participation support the development of students' creativity in grade 2?

Answer :

Parental participation has a very important role in supporting the development of students' creativity in grade 2 at SDN Jrek. Parents can provide moral support, motivation and a supportive environment at home and encourage their children to express their creativity. Involving parents in the educational process can create deep positive engagement between schools and families. One way that parent participation can be implemented is through special meetings or discussion forums that discuss strategies for increasing children's creativity. Schools can create open communication mechanisms between teachers and parents. Providing information about creative learning methods applied in grade 2 and providing ideas or suggestions to parents about how they can support children's creative development at home can strengthen collaboration between schools and families. Thus, parental participation can be an important pillar in creating an educational ecosystem that supports the development of students' creativity in grade 2. With strong collaboration between schools and families, children's creative potential can be expanded and improved holistically.

6. How do teachers motivate students to actively participate in learning activities that increase creativity?

Answer :

Teachers play a key role in motivating students to actively participate in learning activities aimed at increasing creativity. One commonly used strategy is to create a classroom environment that supports free expression and innovative ideas. By creating an inclusive and uninhibited atmosphere, teachers give students the freedom to express their creative ideas without fear of negative assessment. Teachers can also motivate students by providing challenges appropriate to their level of ability and stimulating creative thinking. Challenging and relevant creative assignments or projects can motivate students to be actively involved, because they feel they have a significant role in the learning process. In addition, recognition and praise from teachers for students' efforts and contributions can be a strong motivation driver. Providing positive feedback and giving appreciation for the creative ideas produced by students can increase their self-confidence and encourage more active participation. A personalized approach is also an effective motivation factor. Teachers can identify students' special interests and talents, then align them with learning activities that stimulate creativity. By understanding students' individual preferences and needs, teachers can create relevant learning experiences and motivate them to develop their creativity. Apart from that, utilizing technology and digital resources in learning can also increase student motivation. The use of online platforms, creative applications, or visual presentation tools can make learning more interesting and spark curiosity,

which in turn increases creativity. Overall, student motivation to actively participate in learning activities that increase creativity can be achieved through a combination of strategies such as creating an inclusive environment, providing appropriate challenges, providing recognition, supporting a personalized approach, and making smart use of technology.

7. How do teachers involve students in planning or assessing the effectiveness of learning methods that support creativity?

Answer :

Teachers play an integral role in involving students in planning and assessing the effectiveness of learning methods that support creativity. This process begins by providing opportunities for students to participate in designing or arranging learning activities. Teachers can open classroom discussions that encourage students to contribute their own ideas about how best to increase creativity through certain learning methods. In addition, teachers can organize joint planning sessions, where students are invited to collaborate with teachers in designing projects or activities that can stimulate their creativity. In this context, a participatory approach allows students to feel ownership and contribute to the learning process. In terms of assessment, teachers can apply formative assessment methods that actively involve students. Through open dialogue, teachers can provide structural feedback to students about their progress in developing creativity. The assessment process is an opportunity for teachers to listen to students' views, understand their perspectives on the effectiveness of learning methods, and make adjustments if necessary. In addition, the use of rubrics or clear assessment criteria can involve students in understanding the expected creativity standards. By knowing the assessment criteria, students can measure their own creative achievements and plan improvement steps. Student participation in the planning and assessment process not only builds their involvement in learning, but also increases responsibility and independence in managing and increasing their creativity. This creates a responsive learning environment, where teachers and students collaborate to achieve optimal learning goals.

8. Is there a visible increase in the development of students' creativity after implementing certain learning methods?

Answer :

A significant increase in the development of students' creativity after implementing certain learning methods in class 2 of SDN Jrek, Aceh Besar. The learning methods implemented have succeeded in increasing and developing aspects of children's creativity. Students show increased creative thinking skills, expression of ideas, and willingness to try new approaches to solving problems. The use of learning methods that involve collaborative activities, creativity-based projects and role simulations has provided space for students to develop their imagination, innovation and creativity. In addition,

formative assessments and creativity assessment instruments show positive developments in certain aspects, such as flexibility of thinking, courage to express, and the ability to see solutions from various perspectives. Students also show greater interest in lessons and activities that encourage creativity. This increase can be attributed to the success of the learning method in creating an environment that supports the exploration of ideas, discovery, and self-expression. The application of certain learning methods has a real positive impact on the development of students' creativity in class 2 at SDN Jrek, Aceh Besar.

9. To what extent does collaboration between teachers, parents and students play a role in supporting the development of students' creativity in grade 2?

Answer:

Collaboration between teachers, parents and students plays a crucial role in supporting the development of students' creativity in class 2 of SDN Jrek, Aceh Besar. The active involvement of all parties makes a positive contribution to a learning environment that supports creativity. The teacher, as the main facilitator, works together with parents to understand the needs and creative characteristics of each child. Open communication between teachers and parents through special meetings, discussion forums, and the delivery of information related to the development of children's creativity is the key to harmonizing learning approaches at school and at home. Students are also encouraged to actively participate in designing activities that foster creativity, provide input, and explore their personal interests and talents. Overall, strong collaboration between teachers, parents, and students not only creates harmony in supporting creativity, but also integrate creative values into students' daily lives. This strengthens the understanding that education is not the sole responsibility of the school, but rather a joint effort involving all relevant parties in forming creative and innovative individuals.

10. How do teachers design learning environments that support and enhance the creativity of grade 2 students?

Answer :

The teacher has designed a learning environment that has the main focus on supporting and stimulating the creativity of grade 2 students. The physical classroom environment is designed to create an atmosphere that supports creative expression and collaboration between students. Classrooms are arranged to allow for flexibility, with table and chair arrangements that can be changed to support creative activities, such as art projects or group discussions. In addition, visual elements that inspire creativity, such as paintings, student art projects, and motivational quotes, are placed in the classroom environment. The notice board displays students' achievements and creative work, creating a positive atmosphere that encourages them to continue to develop creativity. The use of technology is also well considered, with facilities such as computers and

projectors enabling innovative integration in learning. Teachers are empowered to use technology as a tool to increase students' creativity. Apart from that, the school also provides a library with a collection of books that support imagination and creativity. All of this aims to provide variety and diversity in the learning experience, as well as offering a variety of resources that can enhance various forms of student creativity. By designing a learning environment that supports and enhances creativity, teachers create a solid foundation for the development of the creative potential of grade 2 students. This environment is not only a place to gain academic knowledge, but also a "growing place" where new ideas are discovered and developed.

## **2. Discussion**

Based on the results of field research which was carried out through direct observation and interviews, the researcher analyzed and conducted discussions related to the role of learning methods in increasing the creativity of students in grade 2 at SDN Jruak Aceh Besar.

In grade 2 at SDN Jruak, Aceh Besar, a project-based approach is one of the learning methods that is often used to increase students' creativity. Through this method, students are given challenging projects that allow them to apply knowledge and skills creatively. Apart from that, cooperative learning approaches and experimental methods are also applied, creating an environment that stimulates individual creativity and collaboration between students. Teachers use interactive lecture methods to provide space for students to actively contribute to the learning process. In ensuring the suitability of learning methods with the development of students' creativity, teachers regularly monitor and evaluate students' responses. A formative assessment approach is used to provide constructive feedback to learners, while parental involvement in the evaluation of learning methods provides additional perspective and support for creative exploration at home. The challenges in integrating creative learning methods involve teacher readiness and understanding, as well as the need for adequate facilities and infrastructure. Schools are addressing these challenges by providing support to teachers, improving facilities, and building collaborative learning communities. The teacher's role as a creative facilitator includes creating an environment that supports creative expression, providing positive examples, and providing personal guidance. Student motivation is the focus of teachers, who create an inclusive environment, provide challenges appropriate to ability level, provide recognition for creative achievements, and use a personalized approach. Students are also involved in planning and assessing learning methods, giving them an active role in developing creativity. Visible improvements include increased creative thinking abilities, expression of ideas, and interest in creative activities. Collaboration between teachers, parents and students is key in supporting the development of creativity. Open communication, dedicated meetings, and active participation from all parties create a responsive learning

environment. Teachers design flexible learning environments, supported by inspiring visual elements, and integrate technology to stimulate students' creativity. This environment provides a strong foundation for developing the creative potential of grade 2 students at SDN Jruak, Aceh Besar.





## **CONCLUSION**

Based on the results of the research that has been carried out, the researcher concludes that in class 2 at SDN Jrucek Aceh Besar, the application of a project-based approach, cooperative learning, and creative experimental methods forms a learning environment that increases student collaboration and creativity. The teacher ensures the suitability of the method to the development of creativity through monitoring, evaluating student responses, and parental involvement. The challenges of integrating creative methods were overcome with school support for teachers, improved facilities, and a collaborative learning community. The teacher's role as a creative facilitator includes creating a supportive and motivating environment. As a result, there is an increase in creative thinking abilities, expression of ideas, and interest in creative activities. Collaboration between teachers, parents and students, supported by a responsive, flexible and technology-integrated learning environment, provides a strong foundation for developing students' creative potential.

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