

Technium.

44/2023

2023
A new decade for social changes

Technium
Social Sciences



The Teacher's Ability To Develop Creatif Dialogue In Learning In Elementary School

Romi J. Mongdong, Harol R. Lumapow, Arie Kawulur, Hetty J. Tumurang

Universitas Negeri Manado, Indonesia

romimongdong@unima.ac.id

Abstract. Teaching with a social studies curriculum is perceived as boring and trivial. This public perception requires teachers to make efforts to maximize the learning process with social studies content. The aim of this research is to describe teachers' ability to develop creative dialogue in elementary school learning, as seen from their planning and implementation in the learning process, as well as the factors influencing their ability. This research uses a qualitative descriptive method. The research subjects are students, teachers, and principals from St. Fransiskus Xaverius Catholic Elementary School in Tomohon City, GMIM 6 Elementary School in Tomohon, GMIM 5 Elementary School in Tomohon, and Uluindano Inpres Elementary School in Tomohon. Data collection techniques include observation, interviews, and documentation study, with the researcher as the main instrument. The data analysis technique consists of four stages: categorization and codification, data reduction, data display, and drawing conclusions and verification. The validity of the research data is ensured through triangulation. The level of elementary school teachers' ability in Tomohon City to plan their teaching is not yet in accordance with the characteristics and essence of creative dialogue. Elementary school teachers in Tomohon City are able to initiate creative dialogue but have not been able to sustain and conclude it. The direction and distribution of teacher questions have successfully improved the process of learning creative dialogue, supported by teachers' ability to involve students in determining discussion topics and setting the timing of questions. However, the teachers' response to students' answers does not contribute to the conclusion of the teaching process, as teachers take over the final conclusion from students' answers. The ability of elementary school teachers in Tomohon City to evaluate the process of teaching creative dialogue shows that they are able to control the flow of learning but have not been able to maintain the continuity of the learning process. The influencing factors are academic and non-academic factors.

Keywords. elementary school teachers' ability, creative dialogue learning

1. Introduction

In the era of Society 5.0, teachers are required to be able to manage learning (Gunawan et al., 2020) that can adapt to the concept of a human-centered and technology-based society. This is part of the continuation of the Industry 4.0 era, which emphasizes humanism in solving social problems, including in education, by integrating virtual and real aspects, all of which are directed towards student-centered learning processes.

Various methods and models of learning can make the process student-centered, including the use of creative dialogue in teaching. Student-centered learning allows for

interactive activities among individuals to address learning needs with various complexities, facilitating independent and productive learning by engaging in complex and open-ended problems that align authentically with practices, culture, and knowledge processes (Land et al., 2012).

Various studies have highlighted the importance of using creative dialogue or discussions as pedagogical tools in teaching. For instance, the findings of a study by (France, 2021) revealed that effective interactive discussions depend on a learning process that involves students in critical thinking and deep learning. This undoubtedly requires the role of the teacher in planning, implementing, and evaluating learning through interactive discussions that can lead students to achieve optimal learning outcomes.

Teaching with social studies content is considered boring (Hidayati & Salamah, 2022) and trivial (Yulanda, 2018). This opinion is not just a mere statement but a reality observed by researchers in several schools in Tomohon City. The public perception necessitates teachers to make efforts to maximize the learning process with social studies content, so that students do not feel bored but rather enthusiastic and engaged in interactions with each other, allowing them to construct their knowledge through the learning process they are involved in.

Research findings by (Topping & Trickey, 2014) explain that dialogic learning enhances student participation in creative discussions within the classroom, fostering improved reasoning, cognitive abilities, and socio-emotional aspects of learning. Similarly, (Kamaryani, 2019) demonstrates that interactive discussions combined with case examples can enhance learning achievement in sixth-grade elementary school students. Likewise, Dewi & Rimpiati's research with early childhood subjects shows that small-group discussion settings can improve critical thinking skills (Dewi & Rimpiati, 2015). These research findings demonstrate the benefits of using creative discussions in learning, both for early childhood education and elementary school education in Indonesia and beyond. However, the success of a learning process does not solely depend on the teaching model or method, but also relies on the actors involved, namely the teachers and students themselves. When considering the teacher's role, professional competence in managing learning is crucial to achieving optimal learning outcomes.

Based on the aforementioned description, the researcher is interested in conducting a study with the aim of describing teachers' ability to develop creative dialogue in teaching at elementary schools, focusing on their planning and implementation in the learning process, as well as the factors influencing their ability. This research is important to enhance teachers' capabilities in creating active, creative, effective, and enjoyable social studies-based learning. This study differs slightly from previous research as it focuses on different subjects, namely St. Fransiskus Xaverius Catholic Elementary School in Tomohon City, GMIM 6 Elementary School in Tomohon, GMIM 5 Elementary School in Tomohon, and Uluindano Inpres Elementary School in Tomohon, all implementing the 2013 curriculum. This research is expected to contribute to teachers' ability to create meaningful learning experiences and serve as a basis for policy-making, especially regarding the learning process in elementary schools.

2. Method

This research uses a qualitative descriptive method with the aim of uncovering phenomena holistically and contextually, collecting data in a natural setting (Fadli, 2021). The research subjects are students, teachers, and principals from St. Fransiskus Xaverius Catholic Elementary School in Tomohon City, GMIM 6 Elementary School in Tomohon, GMIM 5

Elementary School in Tomohon, and Uluindano Inpres Elementary School in Tomohon. Data collection techniques include observation, interviews, and documentary study (Maulida, 2020).

The collected data consists of words, documents, and situations related to the research subjects and the research problem, which is teachers' ability to develop learning using creative dialogue methods, with the researcher as the main instrument (Peredaryenko & Krauss, 2013). The data analysis techniques employed in this study follow four stages: categorization and coding, data reduction, data display, drawing conclusions, and verification (Wijaya, 2020).

3. Results and Discussion

The research findings indicate that the ability of elementary school teachers to develop creative dialogue in teaching encompasses three stages: lesson planning, implementation and management of learning, and assessment or evaluation of learning. These research findings support the view of (Kiom, 2017), who states that the three main functions of teachers are planning, implementation, and evaluation of learning. The planning stage begins with the creation of a lesson plan or the design of learning activities based on the characteristics of the students and the characteristics of interactive dialogue methods. However, the research findings show that teachers' ability to plan is not in line with the characteristics of creative dialogue, as teachers are not yet able to act democratically in the classroom and have limitations in using language and styles that are easily understood, as well as creating a conducive learning climate. The teachers' ability to design or plan learning is not yet optimal because they have not practiced acting democratically, creating a learning climate, and using easily understandable language. These research findings explain that the competence of elementary school teachers in Tomohon City to plan learning using creative dialogue is not yet optimal, as described by (Febriana, 2021), who states that teacher competence is a combination of knowledge and skills in planning and managing learning as part of their professional duties. In designing the learning process outlined in the lesson plan, teachers allocate sufficient time, prepare learning resources and media, and assessment tools. The preparation of learning resources and media needs to be done by teachers and continuously updated considering the rapid development of science, technology, and information technology (Wiyanto, 2021). However, the preparation carried out by teachers for learning resources is limited to textbook materials, while creative dialogue requires more detailed and up-to-date materials. This indicates the limitations of teachers in preparing learning resources and media used in creative dialogue, as found in the research by (Napitupulu et al., 2023), which states that the availability of complete teaching materials supports the role of teachers, but the lack thereof becomes a hindering factor in teaching.

Furthermore, the research found the teachers' ability to implement creative dialogue in teaching. At the beginning of the lesson, the teacher presents a problem taken from a newspaper article related to the lesson material. The newspaper article is cut out by the students and used as a group assignment. Then, the students, together with the teacher, collectively choose which topic to discuss first. Once a topic is selected, it becomes the subject of the discussion. In this event, the essence of creative dialogue teaching is created. A democratic atmosphere is established in the process of selecting topics for dialogue.

During the discussion, the teacher's role varies, sometimes acting as a facilitator and at other times as a motivator (Napitupulu et al., 2023). The teacher may act as a reflective wall, allowing students to seek their own problem-solving solutions. However, if the discussion becomes heated and each group defends their own opinions, the teacher acts as a mediator. When the discussion lacks energy, the teacher tries to stimulate students' thinking to prevent it from becoming stagnant. In order to find the best solution to the problem, the teacher guides

and explores the reasons and arguments of students to reach a solution that is acceptable to all parties. Sometimes the opinion of Group 1 is accepted, sometimes the opinion of Group 2 is accepted, and sometimes a consensus is reached among all students in the class by synthesizing different opinions. Creative dialogue functions effectively in this event. The teacher is able to control the learning atmosphere by activating the groups to actively participate. When assessing the teacher's ability to conduct classroom teaching, the focus is on their ability to implement questioning techniques during the learning activities. The teacher follows a procedure for asking questions during the creative discussion, considering the direction and distribution of the questions, the time given to students to respond to the questions, and the teacher also pays attention to the responses or answers given to the questions.

The findings regarding the teachers' ability to implement creative dialogue in SD classroom teaching indicate that teachers are able to create a democratic atmosphere when selecting dialogue topics. However, their ability to facilitate creative dialogue among students is not yet optimal, as most teachers need to provide prompting questions to stimulate creative dialogue. Furthermore, teachers' ability to effectively conclude the creative dialogue is lacking, as they have not been able to guide students in synthesizing answers during the discussion, often resorting to synthesizing themselves. This can potentially hinder students' creative development opportunities (Fredagsvik, 2023) in the process of creative dialogue-based learning. The flow of the teaching process has followed the procedures of creative dialogue-based teaching. However, maintaining the continuity of the teaching process requires the skill of the teacher. Relying solely on the authority of the teacher's status can disrupt the flow of the teaching process. Factors that disrupt the continuity of the teaching process are influenced by characteristics and behaviors of students that are not supportive, such as a lack of motivation to learn and a home environment or parenting style that does not prioritize student discipline (Sari et al., 2021). If the teacher lacks skill in managing these factors, the dialogue process may be interrupted, preventing the attainment of the essence and characteristics of creative dialogue-based learning. Therefore, the reality of teachers' ability in the process of creative dialogue-based teaching shows that they are able to control the flow of teaching but have not yet mastered maintaining the continuity of the teaching process. This is due to a lack of skill and understanding of student behaviors and characteristics.

The research findings indicate that several factors influence teachers' ability to develop creative dialogue-based learning, including both academic and non-academic factors. Academic factors encompass the educational background, knowledge, and skills of teachers. Another academic factor is teachers' familiarity with the characteristics and behaviors of students. Non-academic factors include cultural values, such as the belief that teachers are the central figure in learning, as well as the environmental patterns and family upbringing that shape students' passive behavior. Another non-academic factor is the availability of teaching facilities. Some obstacles encountered by teachers during the planning stage include a lack of opportunities and facilities to practice and apply their knowledge of creative dialogue.

Academic factors are the main factors that influence teachers' ability to implement creative dialogue-based learning. They are considered the elementary factors because academic factors directly impact the learning process. If teachers' knowledge and skills are not good, the quality of creative dialogue-based learning will decrease. Non-academic factors serve as supporting factors. They are considered supporting factors because they are relatively subjective in nature. Non-academic factors, especially attitudes towards learning, are difficult to condition to an ideal state. This is different from teachers' knowledge and skills, which are components of academic factors that can be conditioned through skills evaluation. However, these factors

have a reciprocal relationship. Based on observations, it is evident that when teachers have good skills and are supported by students' positive characteristics and behavior, creative dialogue-based teaching can be effective even with limited facilities.

Efforts made by teachers to activate learning through creative dialogue as the subject of learning include: 1) Understanding students' characteristics and backgrounds, both socially and culturally, to tailor the learning experience to their needs; 2) Developing the ability to engage shy students and manage the classroom effectively, overcoming students' hesitations during creative discussions and guiding them according to their abilities, thus creating differentiated learning concepts as a manifestation of independent learning; 3) Assigning additional tasks to students, such as reading at home, creating news clippings, and encouraging library research to minimize the lack of information that can be used as knowledge during creative discussions; 4) Continuously improving oneself and developing skills through self-directed professional development, such as reading articles on teacher sharing websites or other platforms to enhance knowledge and skills in meeting the demands and responsibilities of a professional teacher; 5) Designing learning experiences that result in active, effective, and enjoyable lesson plans using various sources and instructional media; 6) Mastering classroom management techniques to ensure that all students are enthusiastic about engaging in learning through creative dialogue; 7) Understanding the implementation of assessment in creative dialogue-based learning, preparing assessment instruments, and conducting evaluations using both tests and non-test methods; 8) Providing rewards and recognition during the process of learning through creative dialogue as a means to reinforce and enhance students' motivation, interest, and enthusiasm, while also allowing students to understand their successes and failures. These findings support the views of (Kusumawati & Maruti, 2019), who state that teachers must fulfill their roles as motivators, facilitators of the learning process, classroom organizers, developers of learning materials, assessors of learning processes and outcomes, and monitors of student activities.

The obstacles faced by elementary school teachers in developing learning through creative dialogue are: 1) Student characteristics, where some students may be passive in their participation, 2) Differences in students' social and cultural backgrounds, 3) Students' lack of experience in learning through creative dialogue, leading to fear of asking questions or expressing opinions, 4) Limited skills and willingness of elementary school teachers in using creative dialogue as a teaching method, 5) Suboptimal classroom management skills of teachers, 6) Limited willingness of teachers to innovate in their teaching practices, 7) Lack of interest in reading among both students and teachers from various learning sources, 8) Unsupportive school environment, 9) Insufficient teacher welfare, which hampers teachers' ability to innovate in their teaching practices.

The obstacles arising from teachers and students in implementing creative dialogue have not been effectively addressed by teachers. This is due to the lack of opportunities, space, and facilities for self-training in dialogue. This condition indicates that the process of implementing creative dialogue cannot be achieved instantly in the classroom, but requires a gradual process. The creation of an ideal condition necessitates training mechanisms for both teachers and students, which should be facilitated by educational institutions/schools. Therefore, it is important to establish cooperation among the school, students, and teachers in creating a process for implementing creative dialogue in teaching.

4. Conclusions

The level of elementary school teachers' ability in Tomohon City to plan their teaching is not yet in line with the characteristics and essence of creative dialogue. This is due to limitations in the following aspects: 1) Enhancing teachers' ability to act democratically in the classroom; 2) Improving teachers' ability to create a conducive learning climate; 3) Enhancing teachers' ability to use language and a communication style that is easily understood.

Elementary school teachers in Tomohon City are able to initiate creative dialogue, but they struggle to sustain and conclude it. Their ability to stimulate students' attention at the beginning of the lesson, the direction and distribution of teacher questions, the timing between questions, and the teacher's response to student answers are notable. The direction and distribution of teacher questions have successfully enhanced the process of creative dialogue learning by involving students in determining the discussion topics and managing the timing of questions. However, the teacher's response to student answers does not support the conclusion of the teaching process, as the teacher takes over the final conclusion from the students' answers. The evaluation of the process of creative dialogue teaching in elementary schools in Tomohon City indicates that teachers can control the flow of teaching but struggle to maintain the continuity of the teaching process. This is because teachers lack the skills and mastery of student behavior and characteristics.

Academic factors are the elementary factors that influence the ability of elementary school teachers in Tomohon City to implement and evaluate creative dialogue learning, while non-academic factors serve as supporting factors. These two factors have a mutually influencing relationship. When the teachers' skills and the behavioral characteristics of students in learning are supportive, the use of simple facilities can lead to the achievement of creative dialogue learning.

References

- [1] Dewi, L. M. I., & Rimpiati, N. L. (2015). Efektivitas Penggunaan Media Pembelajaran Video Interaktif Dengan Seting Diskusi Kelompok Kecil Untuk Meningkatkan Keterampilan Berpikir Kritis Pada Anak Usia Dini. *JEPUN: Jurnal Pendidikan Universitas Dhyana Pura*, 1(1).
- [2] Fadli, M. R. (2021). Memahami desain metode penelitian kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1.38075.33-54>
- [3] Febriana, R. (2021). *Kompetensi guru* (B. S. Fatmawati, Ed.). Bumi Aksara.
- [4] France, A. (2021). Teachers using dialogue to support science learning in the elementary classroom. *Research in Science Education*, 51(3), 845–859.
- [5] Fredagsvik, M. S. (2023). The challenge of supporting creativity in problem-solving projects in science: A study of teachers' conversational practices with students. *Research in Science & Technological Education*, 41(1), 289–305.
- [6] Gunawan, I. G. D., Pranata, Paramarta, I. M., Mertayasa, I. K., Pustikayasa, I. M., & Widyanto, I. P. (2020). Peningkatan Mutu Kompetensi Guru Sekolah Dasar Dalam Menyongsong Era Society 5.0. *Prosiding Seminar Nasional IAHN-TP Palangka Raya*, 1, 15–30.
- [7] Hidayati, D. N., & Salamah. (2022). Penggunaan Kartu Peta dalam Peningkatan Motivasi dan Hasil Belajar IPS. *Proceedings Series on Social Sciences & Humanities*, 3, 39–45. <https://doi.org/https://doi.org/10.30595/pssh.v3i.335>

- [8] Kamaryani, N. P. S. (2019). Metode Contoh Kasus melalui Diskusi Interaktif dalam Pembelajaran Ekspository. *Journal of Education Technology*, 3(3), 172–178.
- [9] Kirom, A. (2017). Peran guru dan peserta didik dalam proses pembelajaran berbasis multikultural. *Jurnal Al-Murabbi*, 3(1), 69–80.
- [10] Kusumawati, N., & Maruti, E. S. (2019). *Strategi belajar mengajar di sekolah dasar*. Cv. Ae Media Grafika.
- [11] Land, S. M., Hannafin, M. J., & Oliver, K. (2012). Student-centered learning environments: Foundations, assumptions and design. In *Theoretical foundations of learning environments* (pp. 3–25). Routledge.
- [12] Maulida, M. (2020). Teknik Pengumpulan Data Dalam Metodologi Penelitian. *Darussalam*, 21(2).
- [13] Napitupulu, Y. M., Napitu, U., & Sipayung, R. W. (2023). Peranan Guru Dalam Pembelajaran Tematik Integratif Dalam Meningkatkan Pemahaman Dan Hasil Belajar Peserta Didik Kelas Tinggi SD Negeri 091301 Pematang Panei Kabupaten Simalungun Tahun Pelajaran 2022/2023. *Journal on Education*, 5(4), 13172–13187. <http://jonedu.org/index.php/joe>
- [14] Peredaryenko, M. S., & Krauss, S. E. (2013). Calibrating the human instrument: Understanding the interviewing experience of novice qualitative researchers. *The Qualitative Report*, 18(85), 1–17. <http://www.nova.edu/ssss/QR/QR18/peredaryenko85.pdf>
- [15] Sari, W. N., Murtono, & Ismaya, E. A. (2021). Peran Guru Dalam Meningkatkan Motivasi Dan Minat Belajar Siswa Kelas V SDN Tambahmulyo 1. *Jurnal Inovasi Penelitian*, 1(11), 2255–2262.
- [16] Topping, K. J., & Trickey, S. (2014). The role of dialog in philosophy for children. *International Journal of Educational Research*, 63, 69–78.
- [17] Wijaya, H. (2020). *Analisis data kualitatif teori konsep dalam penelitian pendidikan*. Sekolah Tinggi Theologia Jaffray.
- [18] Wiyanto. (2021). Pengembangan Bahan Ajar Pengantar Hukum Bisnis Dengan Pendekatan Dialog Kreatif Partisipatori. *Integralistik*, 32(1), 1–16.
- [19] Yulanda, N. (2018). REVITALISASI PEMBELAJARAN IPS DALAM MENGEMBANGKAN KETERAMPILAN BERPIKIR KRITIS. *Research and Development Journal of Education*, 4(2).