



Collaboration Among Teachers in Improving Students' Creativity in Learning

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ABSTRACT

This study aimed to explore the form and impact of collaboration between teachers in improving student creativity at SD Negeri 53 Banda Aceh. This research used a descriptive qualitative approach through observation, interviews, and documentation studies during the implementation of the Introduction to School Field (PLP). The results showed that collaboration between teachers carried out in a planned and sustainable manner had a significant influence on increasing student creativity, especially in the aspects of courage to express opinions, exploration of ideas, and work. This research also underlines the importance of institutional support for the acculturation of teacher collaboration in order to realize innovative and responsive learning.

Keywords: teacher collaboration, student creativity, innovative learning, PLP, elementary school

1. INTRODUCTION

Student creativity is one of the essential elements in 21st century learning. Creative thinking skills enable students to generate new ideas, solve problems innovatively and express their understanding through various forms. In this context, the role of teachers is vital to create learning that is not only informative, but also inspiring and stimulating creativity.

Collaboration between teachers is one of the strategies considered effective to improve the quality of learning. Collaboration allows for the exchange of ideas, the development of new learning methods, and the utilization of diverse expertise from each teacher. Previous research (Mulyani & Huda, 2021; Rahayu, 2022) shows that teachers who collaborate are better able to create an adaptive learning environment rich in creative activities.

However, there is a gap in previous research that has not discussed teacher collaboration in the context of direct practice in elementary schools, especially in integrating creativity as part of learning objectives. Therefore, this study was conducted at SD Negeri 53 Banda Aceh which is known to have a collaborative environment and is oriented towards developing students' character and creativity. The purpose of this study is to describe the forms of collaboration conducted by teachers and its impact on students' creativity.

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2. METHODS

This study used a descriptive qualitative approach to gain an in-depth understanding of collaboration between teachers and its influence on student creativity. Data were collected through three main techniques: direct observation of the learning process, semi-structured interviews with teachers involved in the collaboration, and document analysis in the form of lesson plans, student project results, and documentation of learning activities.

The research subjects included class teachers, subject teachers, and students of SD Negeri 53 Banda Aceh who participated in the implementation of PLP. Observations were made during the implementation of thematic



and cross-curricular learning. Interviews were conducted to explore teachers' perceptions of the benefits, strategies and challenges of collaboration. Documentation was analyzed to identify elements of creativity in students' learning products and how teachers integrate these elements in learning.

3. RESULTS AND DISCUSSION

The results showed that collaboration between teachers at SD Negeri 53 Banda Aceh is structured and routine, not only limited to lesson planning but also in its implementation. Collaboration is carried out through:

a. Joint Learning Planning (Team Teaching)

Classroom teachers and subject teachers sit together to develop integrative lesson plans. In this process, they discuss relevant approaches, identify potential content combinations and devise strategies that stimulate students' imagination and creativity.

b. Creative Teaching Media Development and Projects

Teachers co-design learning media such as educational games, homemade props and problem-based projects that challenge students to think creatively and collaboratively. For example, in science and art lessons, teachers create art-making projects from recycled materials that also teach the concept of ecosystems

c. Implementation of Collaborative Project Activities

Creative projects such as art exhibitions, recycling competitions, and drama performances themed on Pancasila values are designed and facilitated by several teachers across subjects. These projects encourage students' active engagement and challenge them to think creatively and contribute in teams.

d. Reflection and Evaluation of Learning Outcomes

After the implementation of the lesson, teachers conduct a joint evaluation to assess the effectiveness of the strategy and student learning outcomes. In this process, teachers also give each other feedback for improvement and development of future ideas.

e. Impact on Student Creativity

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f. Open Reflection and Evaluation

Teachers conduct regular reflection sessions to review the lesson implementation, assess the effectiveness of the collaborative approach, and evaluate the growth of students' creativity. Feedback from teachers is used to refine the next lesson plan.

g. Impact on Student Creativity

Teachers' collaborative activities have had a real positive impact on the development of students' creativity. This is indicated by the increasing number of students who are able to convey original ideas during class discussions, show high interest in exploring ideas, and produce work with a unique approach. A clear example is when students in grade IV created a miniature city of the future using used goods, and students in grade VI designed a short story on the theme of religious tolerance which was then performed in the form of a drama

In addition, teacher collaboration creates a more open and supportive learning atmosphere. Students feel comfortable to express and create without fear of criticism. They are also more active in asking questions, dare to



perform in front of the class, and show good cooperation in group work. This inclusive and supportive classroom environment plays an important role in encouraging creativity

Teachers who were interviewed said that collaboration makes it easier to identify students' potential and opens up space for more flexible approaches to learning. However, they also acknowledged challenges such as limited schedule coordination, limited facilities and administrative demands. Therefore, better time management strategies and school policies that support collaboration spaces are needed on an ongoing basis.

This finding reinforced previous research results which confirmed that collaboration between teachers contributes greatly to increasing student creativity. As explained by Wulandari and Yusuf (2019), the implementation of team teaching allows students to obtain more varied learning that is rich in thinking stimulation, so that they are more encouraged to express ideas and produce original work. Susanti and Kurniawan (2020) also showed that collaboration in designing thematic learning can create an open classroom atmosphere that supports idea exploration, directly encouraging students' courage to express opinions and innovate.

Additionally, Nugroho and Pratiwi (2021) emphasized the importance of a professional community of teachers that encourages the continuous exchange of ideas and creative teaching practices. In other words, the findings of this study align with previous research indicating that teacher collaboration not only improves learning outcomes but also enriches the educational process with more contextual, innovative, and enjoyable approaches for students.

The increase in students' creativity can be seen from their courage to express their opinions, answer questions in unusual ways, and produce unique works. Students also showed enthusiasm in working together in groups, and showed high enthusiasm when given challenging tasks. Teachers stated that collaboration among peers helped them identify students' previously unseen potential. In addition, collaboration creates a positive working atmosphere and stimulates learning innovations that are more fun and meaningful for students.

This result is in line with Mulyani & Huda's (2021) findings that collaboration can create transformative learning. However, this study also found challenges, such as difficulties in reconciling schedules and time constraints due to teachers' administrative duties. For this reason, support from school management is needed so that collaboration is not only an individual initiative, but also part of school policy.

4. CONCLUSIONS

This study concluded that collaboration between teachers is a strategic and effective approach in improving students' creativity. In SD Negeri 53 Banda Aceh, collaboration between teachers goes beyond technical coordination, but has become a professional practice that enriches the learning process and encourages students to be more creative, independent and responsible. The implementation of collaborative learning allows for interdisciplinary synergy, the development of more contextualized learning strategies, and the creation of an inspiring learning environment. For teacher collaboration to be sustainable, structural support is needed from the school in the form of specially allocated collaboration time, collaborative training, and strengthening the teacher learning community. This research is expected to be an inspiration for other schools in developing teacher collaboration as an integral part of learning practices that prioritize the development of students' potential and creativity.

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