

## Analysis The Role of Teachers In Enhancing The Creativity of Children Aged 4-5 Years at RA Arrahmany in The Hamlet of Sumur Mual, Pemenang North Lombok in The 2024/2025 Academic Year

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### Abstract

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*This study aims to describe the role of teachers in improving the creativity of children aged 5-6 years at RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok. This research was conducted at RA Pemenang in group A semester 2 of the 2024/2025 school year with 21 students, data collection by means of observation, interviews, and documentation. While to test the validity of the data using triangulation of sources and techniques. This type of research is descriptive qualitative field research by taking location at RA Arrahmany Dusun Sumur Mual Kec. Pemenang. The data sources used are primary data sources and secondary data sources. The results of research and data analysis can be concluded that the role of teachers in improving children's creativity aged 5-4 years, teachers make interesting learning strategies so that they can attract children's interest in learning, such as drawing and colouring, cutting, collaging, tracing, making games before learning activities, reciting the Koran, acting on the hadith movements that are read and also eating together. Learning activities at RA Arrahmany Dusun sumur Mual have started to run quite well. Supporting factors in learning children's creativity are through learning media, facilities and infrastructure, and the use of learning media in the school environment. The inhibiting factors for creativity in RA Arrahmany Dusun Sumur Mual are from students themselves, peers and parents.*

**Keywords:** *Children Aged 5-6 years, Creativity, Role of Teachers, Teaching Strategies*

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### INTRODUCTION

Education based on Law No. 20 of 2003, is understood as a planned process that aims to create a learning atmosphere that supports students in developing their potential. This includes the power of religious spiritua (religious spirituality), self-control (self-control), intelligence (intelligence), noble character, and skills needed by himself, society and the State. In this case, education also plays an important role in shaping individual behaviour in order to form mature individuals so that they are able to live independently and as creative members of society (DEPDIKNAS).

In essence, early childhood education (ECE) covers the process of growth and development of children from birth to six years as a whole, which involves all physical and non-physical aspects, by providing stimulation for the development of physical (physica), spiritual (spiritual), motoric, emotional and social reasoning that is appropriate and correct so that children can grow and develop optimally. In a

competency-based curriculum, early childhood education is designed to stimulate, guide, nurture, and provide learning activities that will produce abilities and skills in children. In line with this view, Becher & Snowman in (Dian, Dkk, 2021: 63) state that the purpose of preschool education or kindergarten level is to facilitate the optimal and comprehensive growth and development of children in accordance with the prevailing norms and values of life.

Children need educational programmes and activities that can unlock these hidden capacities through meaningful learning activities from an early age. More specifically in the age range of 4-6 years, which is a sensitive period for children, in this phase, children begin to be sensitive to receiving various efforts and stimuli in supporting the development of all their potential. (Eka 2021;14).

The role of the teacher as a facilitator according to Brown in (Irma, Nursiwi, 2023: 1263) involves the process of facilitating, matching, and supporting students in learning. An educator is required to create a conducive environment, motivate students, and develop students' skills in critical thinking, collaborating and accessing information properly. Teachers have an important role in helping learners develop the skills, knowledge, and moral values that students will need for future success.

According to Vygotsky in (Rani 2022: 262) emphasises that children's creativity develops through social and cultural interactions. Children learn through play, exploration and dialogue with adults or peers. Supportive environments, such as open play spaces and play tools that stimulate imagination, are key to the development of creativity. Thus, creativity is essentially the ability to create a new and creative idea, and also the child's ability to adapt the new idea obtained with the ideas already owned. Therefore, creativity is very necessary to be developed from an early age, because of this, so that it will allow children to grow into quality individuals in their lives and also children will be able to see problems from various perspectives, and create a work that is different from what has existed before.

Based on the data obtained by researchers related to the role of teachers in making learning strategies for 4-5 year old children's creativity at RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok through the learning process, namely by preparing lesson plans, preparing learning media, delivering learning materials, and also evaluating students. The factors that support and also inhibit the development of creativity are the availability of facilities and infrastructure, learning media, outdoor and indoor APE. And also the inhibiting factors for learning creativity are internal factors that come from students, external factors originating from peers and parents. So that it encourages the interest of researchers in taking the title of the thesis used by researchers, namely "Analysis of the Role of Teachers in Improving the Creativity of 4-5 Year Old Children at RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok Academic Year 2024/2025.

## **RESEARCH METHODS**

In this study, researchers used a descriptive qualitative method. Data collection techniques used by this researcher are observation, interviews, documentation. Observations were carried out in the school environment and followed by interviews with the principal and class A teacher at RA Arrahmany

Dusun Sumur Mual school. The purpose of the observations made to complement the data needed by researchers in order to collect information, through data collection techniques used by researchers to collect information, through three data collection techniques used by researchers aimed at collecting information related to the role of teachers in making learning strategies in developing Early Childhood creativity, namely teachers as motivators, teachers as facilitators, and also as evaluators. This research uses data analysis as data analysis is a systematic process of searching and compiling data obtained from various sources, such as observation, interviews and documentation. Qualitative data is divided into two categories, namely general data and qualitative data strength data (Miles and Huberman, 2014: 31-32).

## **RESEARCH RESULTS AND DISCUSSION**

In this section, researchers will discuss the results of research that has been conducted in the field in the form of descriptions related to the analysis of the role of teachers in improving the creativity of 4-5 year old children at RA Arrahmany Dusun Sumur Mual Kec. Pemenang North Lombok Regency in the 2024/2025 school year.

### **1. Teacher's strategy in developing the creativity of children aged 4-5 years at RA Arrahmany Dusun Sumur Mual Kec. Pemenang North Lombok Regency in the 2024/2025 school year.**

There are four discussions related to the role of teachers in making learning strategies for developing creativity in children aged 4-5 years at RA Arrahmany, including:

#### **a. Develop a daily learning implementation plan (RPPH).**

To build higher order thinking skills, learning must be participatory, inspiring, engaging and effective. The lesson plan is based on a series of KD that are completed in one or more meetings. Before the learning is completed, this lesson plan must be modified. Learning materials include tools, media, instructions, and instructions Nurmajaya in Good education includes planning, implementing, and evaluating learning. Teachers must plan, manage, and assess a quality learning process (Sahyan: 2021). To achieve a learning goal, it is necessary to have a daily learning implementation plan (RPPH), the teacher prepares in advance before carrying out the learning. Therefore, the teacher must prepare the day before the implementation of teaching and learning activities.

The teacher of class A RA Arrahmany Dusun Sumur Mual Kec. Pemenang North Lombok Regency prepares in advance the Daily Learning Implementation Plan (RPPH) the day before the learning takes place. This is prepared by the group teacher to make it easier for the teacher to deliver learning materials during learning.

#### **b. Prepare learning media.**

Media is essentially one of the components of the learning system. As a component, the media should be an integral part and must be in accordance with the overall learning process. The final end of media selection is the use of these media in learning activities, so that students can interact with the selected media. According to AECT (Association of Education and Communication Technology) quoted by Basyarudin in (Septy, et al: 2021).

Learning is not only intellectual, but also emotional. Excitement can heighten learning outcomes. The shallowness or depth of learning results depends on several things, one of which is the support of the use of the media itself. For this reason, media is needed in the teaching and learning process with the intention of providing variations in teaching and providing more reality in teaching so that children's experiences are more concrete. The media used by the teacher is a complement or helper for the teacher in teaching and helps students understand the subject matter presented so that they get good learning results, in this case the media has a very important role in learning.

Media is any form used for the process of distributing information To develop the creativity of students in RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok Teachers prepare learning media in advance so that they can help teachers to facilitate the delivery of learning messages, so schools must prepare media such as toys, scissors, pictures, and so on.

#### c. Implementation of creativity learning

Basically, developing creativity from an early age can improve children's abilities both in growing children's self-confidence, fostering new ideas in children, fostering curiosity in children, and also training children's independence. Based on the opinion of Santrock (2001: 327), creativity is an ability to imagine something in a new and unusual way, and give birth to something unique to the problems faced. (Mayesky, 1999:9) argues that creativity is a way of thinking and acting, or creating something original and also useful for himself and others. According to Vygotsky in (Rani 2022: 262).

In the implementation of creativity learning in RA Arrahmany Dusun sumur Mual Kec. Pemenang Kab. North Lombok that during the learning process takes place from the beginning of coming children are taught to recite the Koran together, have breakfast together as a way to foster religious and moral values and also the independence of students. After doing the Koran and breakfast together the teacher prepares the marching line, conveys the learning material, invites students to play games before giving assignments to students, the tasks in question are free play, learning to draw and colour, merging, tracing, cutting, and learning science.

#### d. Evaluation

Evaluation has a wider scope than assessment, if what is to be assessed is the learning system, then the scope assessed is all components in learning, then the right term to assess the learning system is evaluation, but if what is to be assessed is part/component of learning, such as learning outcomes then the right term is used is assessment. Evaluation and assessment are qualitative, while measurement is quantitative (score/number) obtained through a standardised measuring instrument or instrument. In the cognitive context, measuring instruments or instruments are tests, while affective can be non-tests (questionnaires, interviews, observations, etc.). (Arief and Eva Nasryah: 2019). to find out the extent of the development of children in RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok. that is by evaluating students by repeating the learning. that has been carried out is asking again related to what has been learned, through question and answer, so that it can find out children who have been able and have not been able to respond to learning, as well as in memorising the Qur'an and learning hadith.

## **2. Supporting factors and inhibiting factors for creativity in RA Arrahmany**

There are two factors that have been related in this study including:

a. Supporting factors

With fun learning for children, it will be easier to achieve learning. Therefore, also being an educator must have a sense of responsibility that must be carried out in accordance with the demands of the profession of teaching and learning activities basically grouped into three stages including introductory, developmental and closing activities (Asih, Dkk 2021: 4). The teacher is a key factor that influences the success of a learning process, therefore, the teacher must be able to master the principles of the lesson, as well as the material to be delivered. In addition, teachers are required to be able to create an optimal learning condition situation (Hamalik 2019: 33). The preparation of learning at RA Arrahmany school in Mual wells sub-district Pemenang Kab. North Lombok is by preparing facilities and infrastructure such as the existence of learning media, namely the availability of outdoor and indoor APE, scissors, colouring sheets, glue, origami colouring paper so that it can support the creativity of students optimally and also children can create according to their imagination. And there are also supporting factors from parents.

b. Inhibiting factors

It can be seen that the most important early childhood skill in the 21st century is creativity. Creativity is a higher-order thinking ability that facilitates improvements in the way children think, characterised by cycles, discontinuity, differentiation and integration between developmental stages. Creative activity reflects inventiveness or is both inventiveness and innovation. (Aizatul, Dkk, 2022: 62). But there are also obstacles in learning. At RA Arrahmany school, Dusun sumur Mual Kec. Pemenang Kab. North Lombok is one of the creativity development but the learning inhibiting factor is the lack of media. At RA Arrahmany school, Mual well hamlet, Pemenang sub-district, North Lombok district is one of the creative developments but the factors that hinder learning are the lack of learning media, peers, and also the role of parents so that it can hinder learning at school.

## CONCLUSION.

Based on the results of research that has been conducted by researchers referring to the formulation of problems related to teacher strategies in developing creativity and also the supporting and inhibiting factors for children's creativity aged 4-5 years at RA Arrahmany Dusun Sumur Mual Kec. Pemenang Kab. North Lombok can be concluded that through the learning process such as designing lesson plans, providing tools and materials for learning, learning before core activities such as teaching children to starve and eat together then learn as usual but before delivering the material the teacher invites children to play games, and invites children to draw or colour, cut, trace, collage, eat together, read short verses and hadith. And also the supporting and inhibiting factors for teachers in increasing the creativity of children aged 5-6 years at RA Ar-Rahmany Sumbur Mual Kec Pemenang North Lombok Regency in the 2024/2025 school year. Factors that support the creativity of students are the availability of learning media, the existence of outdoor and indoor APE, the surrounding environment is also one of the factors that support the creativity of students. Furthermore, the inhibiting factors in

developing the creativity of their students are internal factors (coming from themselves), external factors (coming from peers and parents).

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