



## **Developing Students' Creativity through The Kurassaki Program at The State Elementary School of 1 Kutabaru**

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### **Abstract**

Education today has entered the 21st century, which requires students to have 21st-century capabilities, one of which is creativity. Given how important the development of creativity is in education, efforts to develop student creativity continue to be made. One way to develop creativity can be done by utilizing the Kurassaki program. This research was conducted to determine the teacher's role in developing student creativity through the Kurassaki program and reveal the supporting and inhibiting factors in developing student creativity through the Kurassaki program at the State Elementary School of 1 Kutabaru. The method used in this research was qualitative, under the data and facts obtained through observation outlined in field notes, documentation, and interviews with several sources. The results of this study demonstrated that 1) the teacher's role in developing student creativity included the teacher as organizer, facilitator or mediator, class manager, motivator, informer, inspirator or demonstrator, supervisor, mentor, initiator, corrector, and evaluator. 2) In developing student creativity through the Kurassaki program, supporting factors comprised the completeness of facilities and infrastructure, teaching staff, and parents. Meanwhile, the inhibiting factors encompassed a lack of communication and socialization, a lack of creative teachers, a lack of student courage, and a lack of parental support. Therefore, it is necessary to socialize and involve parents in implementing the Kurassaki program.

### **Keywords:**

Creativity, Kurassaki Program, Teacher's Role

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**Abstrak**

Pendidikan saat ini telah memasuki abad 21 yang menuntut siswa memiliki kemampuan abad 21, yang salah satunya adalah kreativitas. Mengingat bagaimana pentingnya pengembangan kreativitas dalam pendidikan, upaya pengembangan kreativitas siswa terus dilakukan. Salah satu cara pengembangan kreativitas dapat dilakukan dengan memanfaatkan program Kurassaki. Penelitian ini dilakukan untuk mengetahui peran guru dalam mengembangkan kreativitas siswa melalui program Kurassaki dan mengetahui faktor pendukung dan penghambat dalam mengembangkan kreativitas siswa melalui program Kurassaki di Sekolah Dasar Negeri Kutabaru 1. Metode yang digunakan dalam penelitian ini adalah kualitatif sesuai dengan data dan fakta yang diperoleh melalui observasi yang dituangkan dalam catatan lapangan, dokumentasi, dan wawancara dengan beberapa narasumber. Hasil dari penelitian ini menunjukkan bahwa 1) peran guru dalam mengembangkan kreativitas siswa meliputi guru sebagai organisator, fasilitator atau mediator, pengelola kelas, motivator, informator, inspirator atau demonstrator, supervisor, pembimbing, inisiator, korektor, dan evaluator. 2) Untuk faktor pendukung dan penghambat dalam mengembangkan kreativitas siswa melalui program Kurassaki, faktor pendukung meliputi kelengkapan sarana dan prasarana, tenaga pendidik, dan orangtua. Sedangkan, faktor penghambat meliputi kurangnya komunikasi dan sosialisasi, kurang kreatifnya guru, kurangnya keberanian siswa, dan kurangnya dukungan orangtua. Oleh karena itu, perlu adanya sosialisasi dan keikutsertaan orangtua dalam penerapan program Kurassaki.

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**Kata Kunci:**

Kreativitas, Program Kurassaki, Peran Guru

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## INTRODUCTION

The demands of the rapid advancement of information and communication technology must be accompanied by an increase in the qualifications of educational staff. Therefore, education personnel or teachers have a crucial role in transforming education into a more advanced, creating generations of quality and highly competitive nations. In Indonesia, the quality of education is still far from adequate. Based on data from the Teacher Competency Test (UKG) in 2020, out of 34 provinces in Indonesia, only seven provinces managed to get the best scores: DI Yogyakarta, Central Java, DKI Jakarta, East Java, Bali, Bangka Belitung, and West Java, with a national average result of 48.94, below the minimum competency standard (SKM) of 55.

The data illustrates that the quality of education in Indonesia is relatively low, especially regarding teacher competency. It is one of the reasons for the difficulty of developing education in Indonesia. Meanwhile, teachers must have four competencies in carrying out their educator duties: pedagogic, professional, personality, and social. These four competencies are the capital of a teacher in advancing education. In addition, the teacher has multiple roles. The teacher's role includes teaching, mentoring, class leader, learning environment regulator, learning planner, supervisor, motivator, and evaluator. With the many roles the teacher must perform for students, a teacher must be able to help develop students' abilities, especially developing student skills in the 21st century (Arsyad et al., 2021).

With such a broad role, teachers are required to have strong competence and character to give birth to a generation ready to face the development of science and technology, which is developing very fast and has high competitiveness. For this reason, in the 21st century, teachers are demanded by many things, especially regarding skills and abilities (Kiom, 2017). One of the roles of the teacher is to prepare students with 21st-century skills. 21st-century students are required to have various skills, including creative thinking skills, critical thinking and problem-solving, communication, and collaboration, commonly referred to as 4C. These four skills of 21st-

century students are indispensable for students to face the challenges of the global world. More specifically, creativity skills are needed because the world needs highly creative people; creativity and innovation are crucial for individual success (Masganti in Rosalianisa, 2021).

On the other hand, according to the Ministry of Environment and Forestry (KLHK), in 2020, the total national waste production reached 67.8 million tons. In other words, every day, it reached 185,753 tonnes from 270 million residents; in other words, each resident produced around 0.68 kilograms of waste daily. Compared to 2018, national waste production reached 64 million tons from 267 million residents. This increased contribution of waste occurs due to the lack of awareness of the importance of protecting the environment. It will certainly add to the waste pile in landfills (TPA). Mounting piles of this waste will cause environmental pollution, lead to environmental damage, and increase the production of methane gas from waste. This waste problem must be seriously considered, especially in Tangerang Regency. Only about 40% of the waste was transported to the TPA by the Environment and Sanitation Service, meaning that around 60% had not been handled (Setiawan, 2021).

It indicates that the public awareness level of the environment is still low. As is well known, protecting the environment is the obligation of all humans in every element, including the government, in making environmental programs that have a positive effect, such as the *Kurangi Sampah Sekolah Kita* [Reduce Our School Waste] or Kurassaki program. The program was initiated by the Tangerang Regency AMPL Working Group to change the mindset and culture of the people indifferent to waste, so they have started to think about this problem. In students, the Kurassaki program instills a healthy lifestyle to reduce the waste population. Nevertheless, this program will not run without the support of the community and educators (Putriana et al., 2021). Educators have an important role in this matter, where the role of the teacher is not only to convey material to students but also to produce a generation that cares about the environment (Kamalia et al., 2023).

One way is by developing student creativity. Student creativity undoubtedly does not grow by itself but in various ways and requires the role of a teacher to shape it (Ni'mah & Sukartono, 2022). Based on the pre-research results, the State Elementary School of 1 Kutabaru has implemented the Kurassaki program since 2019. This program not only reduces the use of waste but can be processed into something useful, which of course, can develop student creativity. The creativity carried out by students of the State Elementary School of 1 Kutabaru took the form of something useful, such as plant containers made from plastic bottles, gallons, and milk cans, decorations made from used tires, compost from waste, and others. Apart from forming the character of caring for the environment, the *Kurangi Sampah Sekolah Kita* [Reduce Our School Waste] or Kurassaki program can also develop student creativity.

From these various backgrounds, this research is crucial. It needs to further review the Kurassaki program as the government and educators' effort to overcome the waste problem. It can channel and develop students' creative ideas in managing and utilizing waste into something of creative value. This research will better understand the teacher's role in developing creativity by utilizing the Kurassaki program and becoming a solution to the waste problem.

The researchers believe this research has originality and novelty compared to previous studies. It can be seen from the research results of Wahid et al. (2020) and Aufa (2022), which focused more on using the environment for creativity. Meanwhile, studies by Kau (2017) and A'yuna (2020) highlighted teachers' efforts to develop creativity. These two studies certainly have differences in research focus, where this research focuses on the teacher's role in utilizing one of the school's programs, i.e., the Kurassaki program, as an activity to develop student creativity. Furthermore, the researchers did not find research with the same title and subject. Therefore, researchers have confidence that this research has elements of novelty compared to research that has been previously studied.

From the above explanation, the researchers are interested in the teacher's role and challenges in developing student creativity

through the Kurassaki program at the State Elementary School of 1 Kutabaru.

## METHODS

This research was conducted using a qualitative approach with descriptive methods since the researchers attempted to describe all phenomena and events that occurred during the research process, especially events related to the research objectives and focus. Meanwhile, several data collection methods employed in this study are:

### 1. Observation

The researchers used structured observation with the help of observation guidelines that the researchers had made. This observation activity was carried out by observing the teacher's role in developing creativity with indicators of teacher effort and the results of student creativity during the learning process.

### 2. Interview

In this process, the researchers gathered information from sources. The researchers conducted interviews to obtain data regarding supporting and inhibiting factors in developing student creativity. The researchers then strengthened the interview evidence using tools such as voice and video recorders during the interviews.

### 3. Documentation

Data collection in the form of documentation was needed to support and become concrete evidence so that research could be accounted for to produce valid research. Meanwhile, the documents utilized by the researchers were personal documents from the school principal and the informant's identity, school profile documents, school curriculum, and school programs (Rusandi & Rusli, 2021). These documents came from the staff of the State Elementary School of 1 Kutabaru, Tangerang Regency. In addition, the documents were supported by photographs and pictures of the researchers' findings during observations and interviews at school.

This research was conducted at the State Elementary School of 1 Kutabaru. The choice of this location was based on several considerations and started from February to August 2022. Data sources were obtained from school principals, teachers, school staff, and

students. In this study, data validity was tested using source and technique triangulation.

Triangulation of data sources to test the credibility of the data was carried out by conducting interviews with the head of the Tangerang Regency Kurassaki program, principals, teachers, and students of the State Elementary School of 1 Kutabaru. Then, triangulation of techniques to test the credibility of the data was conducted by checking the data obtained from the same data source using different techniques. Triangulation of this research technique used interview, observation, and documentation techniques.

## RESULTS AND DISCUSSION

Teachers have several essential roles in the process of developing student creativity. Without the teacher's role, student creativity certainly will not develop properly. Therefore, the researchers wanted to know more about the teacher's role and the challenges in developing student creativity, especially developing creativity through the *Kurangi Sampah Sekolah Kita* [Reduce Our School Waste] or Kurassaki program at the State Elementary School of 1 Kutabaru, with the following findings.

### The Teacher's Role

#### *Teacher's Role as an Organizer*

From the results of observations made by researchers, the teacher constantly prepared designs for creative activities to be carried out and continued examining the media and tools to be used in creative activities. The first thing was to understand the characteristics of students, then design what creative activities students would do, and then choose what media to use. Afterward, the teacher implemented the planned creative activities and did not forget to appreciate the students' results. The researchers also found something new in developing student creativity through the Kurassaki program. Teachers not only managed and organized academics but also had to think and design creative activities, such as what would be applied to students (Rahmaniati, 2022).

Figure 1 shows that before the Kurassaki activity, the teacher made a plan and discussed it with the parents.



**Figure 1.** Interview Activity regarding Kurassaki's Activity Plan

#### *Teacher's Role as a Facilitator or Mediator*

The researchers observed that the teacher was a facilitator/mediator in developing student creativity, i.e., the teacher prepared tools or media for creative activities. The examples of tools or media prepared were plastic bottles, which would be made into something creative. In this case, understanding the needs of students is the most important thing in developing creativity, such as providing the media or equipment needed. Usually, the media and tools used in creative activities vary according to what activities will be carried out in class. Thus, the tools or media used are in accordance with the needs of creative activities. In developing student creativity through the Kurassaki program, the teacher's role as a facilitator or mediator was very visible when providing students with the tools and materials needed, especially in creative activities. Figure 2 shows that students initiate and actively manage their activities and teacher roles as facilitators.



**Figure 2.** Activities for Preparing Creative Tools and Materials

### ***Teacher's Role as Class Manager***

From the observations made by the researchers, the teacher performed her role as class manager when she built exciting interactions, made interactive activities, and invited children to clean up the classroom to create a clean class so that learning became comfortable and fun. It aligns with what was said by ER, as head of the Kurassaki program in the State Elementary School of 1 Kutabaru, that in the process of developing creativity, a fun class atmosphere is one of the most important factors. Good classroom management will support the smooth running of educational interactions. Conversely, a class that is not managed properly will hinder learning activities. Good classroom management consequently makes students comfortable and not bored living in the classroom. The researchers uncovered the role of the teacher as a class manager in developing student creativity through the Kurassaki program; the teacher acted as class manager, where the teacher should be able to change the class atmosphere to be comfortable so students do not feel bored in participating in creativity activities.

Figure 3 shows that students take a break and feel comfortable discussing while the teacher roles as manager to arrange the set of another activity.



**Figure 3.** Teacher Activities in Changing the Classroom Atmosphere

### ***Teacher's Role as a Motivator***

The researchers observed that the teacher performed her role as a motivator in developing student creativity by always motivating students before learning began. Meanwhile, ER stated that several students were sometimes not focused or lacked enthusiasm in creative activities. The resource

person also said that motivating students is also a requirement that teachers must fulfill, which can be in the form of providing stimulation and guiding students to participate in creative activities.

The role of the teacher as a motivator in developing student creativity through the Kurassaki program required them to arouse students' enthusiasm through several ways of providing words of motivation and encouragement or stimulation, making students active and enthusiastic in carrying out creativity development activities. Figure 4 shows that students paid full attention and listened to the teacher motivate them in the next activity activities.



**Figure 4.** Encouraging and Motivational Activities

### ***Teacher's Role as Informer***

From the observations of researchers, it was seen that the teacher carried out her role as an informant by explaining the material for creative activities simply because the creative activities themselves were not carried out all the time. Therefore, the teacher did not convey the material at length because students only had to continue the activity. In this regard, ER believes that to convey creative activities, she started by looking at the condition of the students and whether they were ready to participate in the activity, making the class fun first, and then the teacher gave tasks related to creativity, such as making crafts using the Kurassaki program. This task was explained in advance so students did not experience difficulties carrying it out. The steps for this creative activity were done sequentially and used language or words easily understood by students.

The researchers found that the role of the teacher as an informant in developing student creativity through the Kurassaki program

required the teacher to convey all information correctly, precisely, and clearly. Figure 5 shows that all students are well-informed and join the activity voluntarily. They are showing the lunch boxes they bring to avoid using plastic for food.



**Figure 5.** The Activity of Providing Information on Kurassaki Activities to All Students

#### ***Teacher's Role as Inspirator/Demonstrator***

From the observations of researchers, the teacher gave instructions for creative activities to students so that they understood what they would do in the creative activities that would be carried out. Meanwhile, ER believes that in creative activities, she conveyed creative activities sequentially and clearly as much as possible so that students could easily understand them. In its application, she constantly provided detailed and gradual instructions for activities so students did not experience difficulties. In addition, she frequently demonstrated and gave examples of activities directly to students with clear guidelines and instructions so that students did not experience difficulties carrying out creative activities.

The researchers uncovered new things related to the teacher's role as an inspirator or demonstrator in developing students' creativity through the Kurassaki program. The teacher gave instructions for creative activities correctly and could be done by demonstrating or exemplifying them directly so that students understood what they would do. Since not all students have the same abilities, with instructions and demonstrations of creative activities delivered by the teacher, students will easily understand what they will do so that these creative activities can benefit students.

Figure 6 shows that students recycle plastic and paper waste into a craft that they

will display in the class. The teacher let them create many things independently and creatively in groups.



**Figure 6.** Student Creativity Activities after Teacher's Direction

#### ***Teacher's Role as Supervisor***

The researchers observed that the teacher carried out her role as a supervisor by always supervising and stimulating students to ask questions and bring out the creative ideas they thought. The researchers also observed that she never stopped supervising students in creative activities and did not forbid students directly from asking questions; instead, she allowed students to be creative and express their creative ideas first. ER believes that in developing creativity, she constantly supervises student activities to control and overcome problems in the development process. In addition, freedom in conveying ideas is the most important thing so that creativity can be channeled and developed. Each student was free to convey his/her ideas because if he/she is not given freedom, his creativity will not develop. Students' confidence in expressing their ideas could also be gained by providing challenges, freedom, or flexibility in expressing their creative ideas.

The teacher's role as a supervisor in developing student creativity through the Kurassaki program appeared when supervising everything in the Kurassaki program, especially the creative activities within it. Figure 7 shows that the teacher supervising the students set the school staff when students arrived at school. Teachers check the students learning staff and ensure that students bring all the learning staff they need especially for Kurassaki activities.



**Figure 7.** Checking Luggage and Monitoring Activities for Students

### ***Teacher's Role as Mentor***

From the results of observations, researchers always found students calling the teacher to ask about their respective difficulties. Not all students' questions about their difficulties were immediately explained by the teacher, but sometimes, the teacher allowed students to solve a problem independently. If they really could not find the answer, she helped directly. Meanwhile, ER said that in this creative activity, she gave directions and guided students, where each student had different creative abilities. She provided special guidance for those with low creativity, such as by giving examples of how to do it. Without guidance, the creativity of students would certainly not develop properly.

The teacher as a mentor is vital because the existence of a teacher in school is to guide students who experience difficulties in dealing with their development. Students need this role since they cannot stand alone or independently.



**Figure 8.** Student Creativity Activities after Teacher's Guidance

### ***Teacher's Role as Initiator***

From the researchers' observations, the teacher always stimulated students to ask

questions and issued creative ideas they thought of. The researchers also saw that she never forbade students directly to ask questions; instead, she allowed students first to dare to be creative and come up with their creative ideas. Occasionally, she challenged them to be creative according to their creative ideas; if students did well, she would give good grades. Meanwhile, ER said that she developed creativity by giving them assignments or activities involving creativity, such as asking students to make crafts at SBdP lessons or utilizing the Kurassaki program, which included waste utilization activities. In addition, a teacher must be able to stimulate students to issue creative ideas by inviting or challenging students and providing flexibility in expressing creative ideas.

The researchers obtained information from interviews with informants that the teacher's role as an initiator in developing student creativity through the Kurassaki program was to spark creative ideas in planning innovative creativity development activities.

### ***Teacher's Role as Corrector***

From researchers' observations, the teacher constantly praised after students completed their assignments and appreciated the results of student crafts. Giving appreciation to creative students was to give praise and good grades. This appreciation was not bound by an assessment rubric. ER said that in the Kurassaki program, there is no special assessment in learning because Kurassaki is a habit that will be applied in the long term. Habituation carried out in this program will have a good impact on students, where students will get used to carrying out clean and disciplined behavior wherever they are.

The teacher, as a corrector, oversaw assessing and correcting all students' attitudes, behaviors, and actions. This role was carried out not only in school but also outside of school. The researchers found that the teacher's role as corrector slightly differed in developing students' creativity through the Kurassaki program since the teacher could choose good and bad grades; in this case, the teacher did not provide special corrections but only in the form of appreciation.



### ***Teacher's Role as Evaluator***

From the researcher's observations, the teacher gave suggestions regarding the crafts made by students. For example, she suggested that the bottle contents inserted were not fully filled. After giving input, students immediately added the bottle's contents according to what the teacher said. After the progress was considered, the resource person gave appreciation through input and suggestions so that the child's creativity could develop properly. Meanwhile, ER stated that in the assessment, because Kurassaki is a habit to be applied in the long term, it does not have a special assessment in learning. In this case, the teacher should be able to provide assessments with broad dimensions. The preferred assessment is the student's personality value compared to the test answers assessment. As an evaluator, the teacher assesses not only the product or results of teaching but also the process or course of learning.

There was no assessment in developing student creativity through the Kurassaki program because the Kurassaki program is a habituation program, and the teacher only provided suggestions and input on the work or products produced. Figure 9 shows the teacher displaying the handcraft made by students from plastics recycling on the class wall.



**Figure 9.** The Teacher's Activities in Giving Appreciation and Suggestions for Students' Work

### **Supporting and Inhibiting Factors**

In implementing the Kurassaki program to develop student creativity at the State Elementary School of 1 Kutabaru Tangerang Regency, schools must pay attention from various perspectives, supporting and inhibiting factors, especially in creative activities.



**Figure 10.** Interview Activities with Resource Persons

Based on the interviews conducted by researchers, there were several supporting factors in developing students' creativity through this Kurassaki program, both from internal and external factors. Supporting factors in developing student creativity through the Kurassaki program at the State Elementary School of 1 Kutabaru include facilities and infrastructure supporting creativity activities. Related to that, facilities and infrastructure are some important factors supporting each activity's implementation, including the Kurassaki program implementation. The State Elementary School of 1 Kutabaru also provided sufficient tools and facilities to support the successful implementation of the Kurassaki program. It could be seen from the teacher's preparation in providing the tools and materials needed. The tools and materials needed vary according to the creative activities to be carried out. An example of creative activity is making a place for planting, which requires used goods in plastic bottles, used gallons, used tires, paint, caterers, paints, adhesives, and others.

The facilities provided in support of the Kurassaki program comprised a clean school environment, hand washing basins, teacher and student toilets, clean water, slogans about cleanliness displayed in schools, sandals for going to the bathroom, and cleaning supplies. However, the school did not provide trash cans.

The next supporting factors were the teachers and parents, both of whom had an essential role in the success of the Kurassaki program. Parents had an important role in developing creativity, providing and preparing for student needs, and encouraging students to participate in creative activities. Apart from parents, teachers had a role in providing

guidance and direction in developing student creativity. In addition, teachers were required to have creative skills in creating creative activities and innovations that could develop student creativity. Moreover, the success of the program could not be separated from the support of parents in providing for the needs of students in participating in the creative activities included in the Kurassaki program.

## Discussion

The result of the various roles and efforts of teachers in the program showed that teacher roles are influential in the process of developing students' creativity. It is in line with the the research results of Wahid et al. (2020) and Aufa (2022), who mentioned that supporting the environment in school such as a good program and teachers was impactful for creativity. Especially the roles of teachers in leading and managing programs to improve the creativity of students, the result related to studies by Kau (2017) and A'yuna (2020). The activities of students and teachers were also in line with the opinion of Putriana, et.al., (2021) that through the Kurassaki program, all school residents, especially students, can become more responsible regarding the cleanliness of their school.

The opinion put forward by Munandar (in Agustianti & Jazariyah, 2016) explains that parents play an important role in supporting the development of children's creativity by (1) Respecting children's opinions and encouraging them to express them; (2) Giving time for children to think, reflect, and fantasize; (3) Letting the children make their decisions; (4) Encouraging children to question many things; (5) Reassuring children that parents value what they want to try, do, and what comes out; (6) Supporting and encouraging children's activities; (7) Enjoying being with children; (8) Giving real praise to children; (9) Encouraging children to work independently; (10) Training good cooperation with children.

The opinion expressed above is almost in line with the informant's opinion that parents have an important role in supporting the successful development of creativity, i.e., parents support and encourage children to participate in activities at school. In addition, parents can provide other support by guiding,

supervising, and encouraging independence to give freedom in developing children's creativity at home (Ardiana et al., 2021). It is reinforced by the research of Rufaidah, Suparno, and Jamaludin that the supporting and inhibiting factors in implementing the Kurassaki program come from teachers, students, and infrastructure (Rufaidah et al., 2020).

Many factors cause a program to influence the target subject or object. Several factors include the high concentration carried out by schools in implementing the Kurassaki program. It is also supported by the Kurassaki program coaching and a high sense of awareness for each student to care about the surrounding environment (Susilowati & Santoso, 2021).

Based on the results of the interviews, the inhibiting factors in developing student creativity through the Kurassaki program at the State Elementary School of 1 Kutabaru included the lack of communication and socialization by the principal with teachers, parents, and traders regarding the Kurassaki program. It led to misunderstandings between school principals, teachers, parents, and traders, so implementing the Kurassaki program did not go well, affecting students' creativity development activities.

The lack of supporting factors automatically becomes an obstacle. The teacher's lack of creativity in designing and making activities, the lack of courage of students to express their creative ideas, and parental support in activities carried out by children were inhibiting factors in developing student creativity (Siregar & Harahap, 2022). Students could also become obstacles, so attention needs to be paid to being brave and confident in expressing the ideas in their minds.

Moreover, the supporting factor from the teacher was the training and coaching of the Kurassaki program. The character of students who still have imitative traits made it easier for teachers to direct students, but obstacles arose from students who forgot to bring places to eat and drink (Susilowati et al., 2021).

Additionally, from the research results carried out, a new thing was revealed that developing the creativity of Kurassaki

program students can be used as the right means for the development process, and the completeness of infrastructure is crucial in supporting the success of the Kurassaki program, such as the availability of tools and materials, both used goods and equipment for creative activities to be carried out, to facilitate the process of developing creativity.

## CONCLUSION

From the research results and discussion that the researchers obtained when conducting research at the State Elementary School of 1 Kutabaru, the following points can be concluded as the answers to the main problems in this study. (1) The teacher's role in developing student creativity included the teacher as organizer, facilitator/mediator, class manager, motivator, informer, inspirer/demonstrator, supervisor, mentor, initiator, corrector, and evaluator. (2) Supporting factors in developing student creativity through the Kurassaki program comprised the completeness of facilities and infrastructure, teaching staff, and parents. Meanwhile, the inhibiting factors encompassed a lack of communication and socialization, a lack of creative teachers, a lack of student courage, and a lack of parental support.

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