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ASSISTANCE FOR MA PP SHEIKH ANDURRAHMAN RABAH TEACHERS IN USING THE IMAGINATION SUGGESTION LESSON METHOD TO INCREASE STUDENT CREATIVITY

Alfiansyah
Institut Agama Islam Al-Khairat Pamekasan
Email: alfiansyah@gmail.com

Abstract
This research aims to support teachers at MA PP Syekh Andurrahman Rabah in utilizing the Imagination Suggestion method to enhance student creativity. The study employed a qualitative approach, specifically action research, involving multiple cycles of training, mentoring, and classroom implementation. Data were collected through observations, interviews, and analysis of student works to evaluate the impact of this method on creativity. The findings indicate that after receiving training, teachers demonstrated increased confidence and proficiency in applying the Imagination Suggestion method across various subjects, including mathematics and science, which were initially perceived as less suitable for creative approaches. Moreover, students exhibited notable improvements in creative thinking skills, including divergent thinking, problem-solving flexibility, and the willingness to express new ideas. The research highlights the positive correlation between the implementation of the Imagination Suggestion method and the development of creativity among students, suggesting that an imaginative and supportive learning environment fosters greater engagement and innovation. Ultimately, this study provides significant insights into the importance of integrating creative teaching methods in educational practices, particularly in madrasah settings. The research concludes by offering recommendations for other educational institutions to adopt similar innovative approaches to enhance student creativity.

Keywords: Imagination Suggestion, creativity, qualitative research

Abstrak

Penelitian ini bertujuan untuk mendukung guru di MA PP Syekh Andurrahman Rabah dalam memanfaatkan metode Sugesti Imajinasi untuk meningkatkan kreativitas siswa. Penelitian ini menggunakan pendekatan kualitatif, khususnya penelitian tindakan, yang melibatkan beberapa siklus pelatihan, pendampingan, dan penerapan di kelas. Data dikumpulkan melalui observasi, wawancara, dan analisis karya siswa untuk mengevaluasi dampak metode ini terhadap kreativitas. Temuan menunjukkan bahwa setelah menerima pelatihan, guru menunjukkan peningkatan kepercayaan diri dan keterampilan dalam menerapkan metode Imagination Suggestion di berbagai mata pelajaran, termasuk matematika dan sains, yang sebelumnya dianggap kurang cocok untuk pendekatan kreatif. Selain itu, siswa menunjukkan peningkatan yang signifikan

dalam keterampilan berpikir kreatif, termasuk berpikir divergen, fleksibilitas dalam memecahkan masalah, dan keberanian untuk mengungkapkan ide-ide baru. Penelitian ini menyoroti hubungan positif antara penerapan metode Imagination Suggestion dan perkembangan kreativitas di kalangan siswa, yang menunjukkan bahwa lingkungan belajar yang imajinatif dan mendukung mendorong keterlibatan dan inovasi yang lebih besar. Pada akhirnya, penelitian ini memberikan wawasan penting tentang pentingnya mengintegrasikan metode pengajaran kreatif dalam praktik pendidikan, terutama di lingkungan madrasah. Penelitian ini diakhiri dengan menawarkan rekomendasi bagi institusi pendidikan lain untuk mengadopsi pendekatan inovatif serupa untuk meningkatkan kreativitas siswa.

Kata kunci: *Imagination Suggestion, kreativitas, penelitian kualitatif*

INTRODUCTION

Education plays a crucial role in shaping students' character and abilities to face future challenges. In this context, creativity becomes one of the primary skills that need to be developed in students. Creativity is not only relevant to the arts but also essential in problem-solving, innovation, and decision-making, which are critical skills in the dynamic era of globalization. Madrasah Aliyah (MA), as an educational institution that integrates religious and general education, bears a significant responsibility in developing students' potential holistically, including their creative thinking skills.

One method that has the potential to support the development of students' creativity is *Imagination Suggestion* (Imaginative Suggestion) (Tsai dkk., 2020). This method offers an approach that encourages students to freely use their imagination and suggestions, thus opening up space for the emergence of new ideas and creative solutions. (Sungurtekin, 2021). This research focuses on providing support to teachers at MA PP Syekh Andurrahman Rabah in using this method to enhance students' creativity. The assistance aims to ensure that teachers have a deep understanding of the Imagination Suggestion method and can apply it effectively in the teaching process.

The constructivist learning theory is the main foundation of this research, where students are considered active subjects who build their knowledge through interaction with their environment and learning experiences. (Swanzy-Impraim dkk., 2023). In this context, creativity is seen as the result of a knowledge-construction process stimulated by imaginative and suggestive encouragement. (Tang dkk., 2022). This theory posits that creativity can be enhanced through a learning environment that supports exploration, innovation, and out-of-the-box thinking. Educational psychology theories such as Howard Gardner's theory of multiple intelligences are also relevant to this study. Gardner argues that each individual has various forms of intelligence, including visual-spatial and creative intelligence, which can be developed through appropriate learning approaches. (Mróz & Ocetkiewicz, 2021). In the context of the Imagination Suggestion method, students' creative intelligence is activated through visual and suggestive stimuli that motivate them to explore different ways of thinking.

Several previous studies have investigated the use of the Imagination Suggestion method in educational contexts. Rahim & Hulukati, (2021) research shows that this method can enhance students' creative thinking skills at the secondary school level, especially in arts

and language subjects. Meanwhile, Chen dkk., (2022) study reveals that Imagination Suggestion can also be applied in science subjects to stimulate students' imagination and innovative thinking in solving complex problems. Although there is research showing the effectiveness of this method, few studies focus on its application in religious-based educational institutions such as MA, especially in efforts to increase students' creativity. Most of the existing research tends to focus on general education and arts, with little attention given to the development of creativity in curricula that integrate religious and general education.

This study offers significant differences compared to previous research in several aspects. First, this research focuses on teachers in Madrasah Aliyah, which integrates religious and general education, while previous studies have mainly emphasized general education institutions. Second, this research pays special attention to teacher support in applying the Imagination Suggestion method, to ensure that they have the skills and confidence to use this method effectively in the classroom. Additionally, this study focuses on the long-term impact of using this method on students' creativity development across various subjects, not just in the arts. Thus, this research provides a broader perspective on the potential of the Imagination Suggestion method in enhancing creativity in various learning contexts.

The main novelty of this research lies in the teacher support approach in using the Imagination Suggestion method. This assistance is designed as an intervention aimed at strengthening teachers' capacity to implement innovative teaching methods. In the context of religious-based education, this support is expected not only to improve teachers' professional competence but also to have a positive impact on a more holistic and integrative learning process. This study also contributes to the development of teaching methods that can stimulate students' creativity in educational institutions that integrate religious and general education. By combining imaginative and suggestive approaches, this research introduces a new way for teachers to encourage students to think more creatively and innovatively, even in educational contexts with traditional approaches.

Enhancing students' creativity has become an urgent need in this digital and globalized era. Students are expected to think creatively, innovatively, and adaptively to face future challenges. However, teaching approaches in schools often tend to focus more on memorization and theoretical understanding, which provides little space for creativity development. Teacher support in applying the Imagination Suggestion method becomes crucial in addressing this challenge. Teachers play a central role in creating a learning environment conducive to developing students' creativity. With this support, teachers at MA PP Syekh Andurrahman Rabah can develop new teaching skills that not only impact students' creative thinking abilities but also enhance the overall learning process.

This study aims to provide comprehensive support to teachers at MA PP Syekh Andurrahman Rabah in utilizing the Imagination Suggestion method as a strategy to enhance students' creativity. The primary objective is to identify the specific needs of teachers in applying this method effectively within their classrooms. Understanding these needs is crucial for tailoring the necessary interventions and support. Additionally, the

research seeks to offer targeted training and continuous guidance to the teachers, equipping them with the skills required to integrate the Imagination Suggestion approach into their teaching practices. Through this, it is expected that teachers will develop innovative teaching strategies that foster a more engaging and creative learning environment.

Furthermore, this research intends to measure the impact of the Imagination Suggestion method on the creativity development of students at MA PP Syekh Andurrahman Rabah. By evaluating the outcomes of its application, the study will provide empirical data on how the method influences students' creative thinking and problem-solving abilities. Finally, the research aims to offer practical recommendations for other educational institutions, particularly those within the madrasah setting. These recommendations will focus on how innovative teaching methods like Imagination Suggestions can be effectively implemented to enhance creativity in various educational contexts, contributing to a broader discourse on creative education in religious-based institutions.

METHOD

This study employs a qualitative approach using action research to provide support to teachers at MA PP Syekh Andurrahman Rabah in applying the Imagination Suggestion method to enhance students' creativity. This approach is chosen because it allows the researcher to be directly involved in the mentoring process, thus enabling a deeper understanding of the teachers' needs and offering practical solutions. The action research consists of several cycles, each involving the stages of planning, action, observation, and reflection. Each cycle is designed to gradually improve the teachers' ability to apply the Imagination Suggestion method, with adjustments based on evaluations from the previous cycle.

The participants of this study are teachers at MA PP Syekh Andurrahman Rabah, who will receive training and support related to the application of the Imagination Suggestion method. Participants are selected purposively, considering teachers who teach subjects with the potential to foster students' creativity. Data collection techniques include in-depth interviews, direct classroom observations, and documentation such as field notes and recordings of the teaching process. Interviews are used to identify teachers' needs and the challenges they face in implementing this method, while observations are used to evaluate how teachers apply the method in classroom practice. Data analysis is conducted descriptively using an interactive analysis model, involving data reduction, data presentation, and conclusion drawing. Throughout the mentoring process, the researcher will conduct periodic evaluations to measure the effectiveness of the Imagination Suggestion method in enhancing students' creativity, assessed through the observation of students' creative behavior during the teaching-learning process. The results of this study will be used to provide practical recommendations for teachers and other educational institutions in effectively implementing the Imagination Suggestion method.

RESULTS AND DISCUSSION

Findings of the Research - First Cycle

In the first cycle, the focus of the research was to identify teachers' needs in implementing the Imagination Suggestion method and provide initial training. Observation results indicated that most teachers at MA PP Syekh Andurrahman Rabah were not familiar with the concept of Imagination Suggestion as a teaching method. In-depth interviews with the teachers revealed that they were interested in this approach but faced difficulties in understanding how to apply it concretely in the classroom. Some teachers also expressed concerns that this method might be challenging to implement in subjects unrelated to the arts, such as mathematics and physics.

Through initial training, teachers were introduced to the fundamental principles of Imagination Suggestion, which involves using imaginative stimulation and positive suggestions to encourage student creativity. At this stage, teachers began to show a better understanding of the method; however, most still felt hesitant to implement it. This was evident from classroom observations, where some teachers tended to revert to conventional methods when faced with challenges or a lack of student responses.

Discussion of the First Cycle

The findings from the first cycle align with constructivist theory, which states that teachers play a crucial role in creating a learning environment that allows students to build their knowledge through interactions with materials and learning experiences. In this context, teachers at MA PP Syekh Andurrahman Rabah were at the initial stage of building their understanding of the Imagination Suggestion method as an approach that could foster a creative learning environment. According to constructivist theory, one of the challenges teachers face is adapting this method to the curriculum and the diverse needs of students.

Additionally, these findings are related to Howard Gardner's theory of multiple intelligences, which states that every student possesses different intelligences, including creative and visual-spatial intelligences that can be developed through imaginative methods like Imagination Suggestion. However, in practice, teachers often feel limited in applying this method to certain subjects they consider more "technical" or less related to creativity. This indicates a need to provide concrete examples of how Imagination Suggestions can be implemented across various subjects, including science and mathematics. (Khalid dkk., 2020).

Findings of the Research - Second Cycle

In the second cycle, the researcher continued by providing practical examples of applying Imagination Suggestions across various subjects. Teachers were given direct simulations on how to use imaginative stimulation in teaching mathematics, science, and other subjects. For instance, in mathematics instruction, teachers were taught to use imaginative stories that link numerical concepts with creative visualizations, such as envisioning numbers as objects that can interact dynamically. In science lessons, teachers were

encouraged to use imaginative analogies and metaphors to explain abstract concepts like gravity or chemical reactions.

Findings from this cycle indicate an increase in teachers' understanding and skills in implementing the Imagination Suggestion method. Most teachers began to demonstrate higher confidence in trying this new method in their classrooms. Observation results showed that students became more actively engaged in learning, particularly when teachers employed visual elements and imaginative stories. Students appeared more enthusiastic in responding to questions and were more creative in completing assigned tasks.

Discussion of the Second Cycle

The findings from the second cycle reveal significant progress in applying constructivist theory in the learning environment. As teachers' skills in using Imagination Suggestions increased, they began to create situations where students were actively involved in the teaching and learning process. This aligns with Piaget's view that students learn effectively when they are directly engaged in exploration and experimentation, which, in this case, is supported by imaginative methods.

Furthermore, these results also support Gardner's theory of multiple intelligences. Imagination Suggestion proved capable of stimulating various types of intelligence, including verbal-linguistic intelligence through storytelling, visual-spatial intelligence through imaginative visualizations, and logical-mathematical intelligence when students applied the concepts they learned in creative contexts. (Rahimi & Shute, 2021). Thus, this method is not only relevant to art subjects but can also be applied to various other subjects that require creative thinking.

Findings of the Research - Third Cycle

In the third cycle, the research focused on evaluating the impact of implementing the Imagination Suggestion method on the development of student creativity. After receiving intensive support and beginning to apply this method more consistently in the classroom, the researcher conducted observations to measure changes in students' creative behaviors. Based on the results of observations, interviews with teachers, and analysis of student work a significant improvement in students' creativity was noted. Students became more courageous in expressing new ideas, more flexible in problem-solving, and showed enhancement in divergent thinking skills.

For instance, in mathematics lessons, students who previously tended to follow standard procedures began to seek alternative ways to solve the given problems. In language classes, students were more creative in constructing narratives and stories with strong imaginative elements, while in science classes, they were more active in proposing hypotheses and connecting abstract concepts with visual and concrete aspects through imagination. Teachers also reported that the classroom atmosphere became more dynamic and interactive, with students appearing more enthusiastic about participating in lessons.

Discussion of the Third Cycle

The results of the third cycle reinforce the theory of creativity in education, where creativity is viewed as a skill that can be developed through a supportive learning environment. In this context, the Imagination Suggestion method successfully created an environment that allowed students to explore new ideas and think creatively. This aligns with Vygotsky's perspective, which emphasizes the importance of social interaction and a supportive environment in developing higher-order thinking skills, including creativity. Through imaginative stimulation and positive suggestions from teachers, students were encouraged to think beyond standard boundaries and explore various possible solutions.

Additionally, these findings are relevant to the theory of creative intelligence developed by Robert Sternberg, which states that creativity requires three main components: creative thinking skills, internal motivation, and a supportive environment. In the context of this research, Imagination Suggestion played a role in stimulating creative thinking skills, while students' internal motivation was encouraged through active engagement in the learning process. Teachers, as facilitators, successfully created a supportive environment by providing opportunities for students to express their creative ideas. (Calavia dkk., 2021).

Findings of the Research - Fourth Cycle

The fourth cycle involved reflection and adjustments based on the findings from the previous cycles. At this stage, the research focused on strengthening and developing the Imagination Suggestion method to be more integrated with the curriculum and learning objectives at MA PP Syekh Andurrahman Rabah. Some teachers who initially struggled to combine this method with more technical subject matter, such as mathematics and physics, began to show a deeper understanding of how to adapt this method according to students' needs.

For example, teachers in science subjects started to use visualization elements in teaching abstract concepts, such as employing imaginative illustrations to depict physics theories or geometric concepts. They also became more proactive in providing positive suggestions to build students' self-confidence and encourage them to think creatively in finding solutions. Observation results indicated that students became more accustomed to this method and began to demonstrate more consistent creativity across various learning aspects. On the other hand, teachers in non-science subjects, such as language and art, reported that the Imagination Suggestion method was highly effective in enhancing students' verbal expression and creativity. Students became more willing to express their ideas through writing and artistic works, which had previously been less evident. This was also reflected in the improved quality of students' works, which were more imaginative and original.

Discussion of the Fourth Cycle

In this cycle, the theory of creativity exploration was further confirmed, especially in the context of learning in religious-based schools like MA PP Syekh Andurrahman Rabah. The findings indicated that creativity could be developed not only in the arts but also in

science and mathematics subjects through a structured imaginative approach. This supports Gardner's theory of multiple intelligences, where logical-mathematical intelligence and creative intelligence can go hand in hand when appropriate teaching methods are employed. Furthermore, this research also demonstrates that the Imagination Suggestion method can serve as an effective tool for creating a learning environment that integrates cognitive and affective aspects. By providing positive suggestions and imaginative stimulation, teachers can enhance students' intrinsic motivation, which is key to boosting creativity according to the self-determination theory proposed by Deci and Ryan. Students who feel supported and inspired by their environment are likely to be more creative and innovative in completing learning tasks. (Yang dkk., 2020).

CONCLUSION

The conclusion of this study shows that the Imagination Suggestion method significantly enhances student creativity at MA PP Syekh Andurrahman Rabah. The mentoring and training provided to the teachers successfully improved their understanding and skills in applying this method across various subjects. Teachers who previously faced challenges, especially in technical subjects such as mathematics and science, were ultimately able to integrate this method into their teaching. This proves that the Imagination Suggestion method is effective not only in the fields of arts and language but also in enhancing student understanding and creativity in science subjects. From the student's perspective, this research found that the Imagination Suggestion method positively impacts the development of creative thinking skills. Students showed an increase in divergent thinking abilities, flexibility in problem-solving, and the courage to express new ideas more freely. The use of imaginative stimulation and positive suggestions from teachers proved to create a learning environment that supports creativity and innovation, as well as enhancing students' intrinsic motivation to actively engage in the learning process.

Overall, this study reinforces the relevance of constructivist and multiple intelligences theories, where creativity can be developed through active interactions between teachers and students in a supportive environment. The Imagination Suggestion method successfully created a more dynamic learning atmosphere, encouraging students to explore new ideas. This research contributes significantly to the field of education, particularly in the madrasah context, by offering a new approach to enhancing student creativity through innovative and imaginative methods. It also provides practical recommendations for other educational institutions to adopt this method to foster student creativity.

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