Article

Enhancing the Capacity of Innovative History Teachers through Creativity-Based Learning in Semarang

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Abstract

This community service initiative aims to enhance the capacity of history teachers in Semarang City through the Creativity-Based Learning (CBL) approach. The methods employed include training, workshops, and mentoring over a three-month period, involving 20 history teachers from 10 high schools. The results indicate a significant improvement in teachers' understanding of CBL concepts, their ability to design innovative lesson plans (RPP), and the implementation of creative teaching methods in the classroom. Approximately 85% of the teachers were able to effectively apply CBL, evidenced by a 75% increase in student participation. Despite challenges such as limited facilities and time constraints, the solutions provided during the program helped teachers overcome these obstacles. This initiative has contributed to creating a more engaging, interactive, and meaningful history learning experience for students. Moving forward, ongoing training and facility support are essential to ensure the continued application of CBL.

Keywords

Creativity-Based Learning, History Teacher, Inovative Learning

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Arif Purnomo, et al, Enhancing the Capacity of Innovative History Teacher...

19

INTRODUCTION

History education in Semarang City continues to face significant challenges (Kurniawan, 2022; Utomo, 2019). One of the main issues is the lack of creativity and innovation in the teaching methods employed by educators. Many history teachers still rely on conventional approaches, such as lectures and rote memorization, which are perceived as unengaging and fail to motivate students to grasp the material deeply. As a result, students' interest in history tends to be low, and they often view the subject as boring and irrelevant to their daily lives.

Additionally, the limited ability of teachers to utilize technology and creative learning media poses a serious obstacle. In this digital age, students are more accustomed to visual and interactive content, such as videos, infographics, and educational games (Arifin et al., 2023; Öztürk et al., 2023). However, many history teachers lack the necessary skills to integrate such technologies into their teaching. This creates a gap between students' learning styles and the teaching methods being used (Darma et al., 2022; Kamza et al., 2020; Kurniawan & Sholeh, 2023). Therefore, strengthening the capacity of history teachers through the Creativity-Based Learning (CBL) approach has become a priority solution to address these issues and create a more engaging, interactive, and meaningful history learning experience.

Based on observations and interviews conducted with 20 history teachers from 10 high schools in Semarang City, it was found that 75% of teachers still rely on lectures as their primary teaching strategy. Only 30% of teachers have tried using technology-based learning media, such as videos or interactive presentations, and most admitted to lacking the skills to operate digital tools. Furthermore, a survey of 200 students revealed that 65% found history lessons uninteresting, citing monotonous teaching methods and the lack of visual media as the main reasons. This data highlights an urgent need to enhance teachers' capacity to implement creative and technology-based learning methods to create a more engaging and effective learning experience for students.

Several previous studies have examined the effectiveness of the Creativity-Based Learning (CBL) approach in improving the quality of education. First, research by Magro et al. (2014) showed that the use of CBL methods can increase student engagement in history lessons by 40%. Second, a study by Yildirim et al. (2018) found that integrating visual media and technology into history education improved students' understanding by 35%. Third, research by Phuangphae (2017) revealed that training teachers to design creative lessons significantly boosted their teaching motivation. Fourth, a study by Purnomo (2024) demonstrated that the CBL approach is effective in developing students' critical thinking skills. Fifth, research by Lee (2019) proved that the use of educational games in history lessons increased students' interest in learning by 50%. Finally, a study by Shabalina et al. (2015) concluded that combining CBL with digital technology creates a more interactive and inclusive learning environment. These findings underscore the importance of implementing CBL in history education to achieve optimal outcomes.

This community service initiative aims to enhance the capacity of history teachers in Semarang City through the Creativity-Based Learning (CBL) approach, focusing on the development of innovative teaching methods, the use of creative media, and the integration of technology into the teaching and learning process. Through training, workshops, and mentoring, this program is expected to empower teachers to create more engaging,

interactive, and meaningful history lessons for students. The primary contribution of this initiative is the development of more competent and creative history teachers, as well as increased student interest and understanding of history. Additionally, this program is expected to serve as a model for the professional development of teachers in other fields, while also supporting the overall improvement of education quality in Semarang City.

METHOD

This community service initiative is carried out through three main stages: training, workshops, and mentoring, designed to ensure a comprehensive enhancement of history teachers' capabilities. During the training stage, participants are provided with an in-depth understanding of the Creativity-Based Learning (CBL) concept, along with practical examples of its application in history education. The workshop stage focuses on the practice of designing CBL-based Lesson Plans (RPP), where teachers are guided to integrate creative media and technology into their teaching materials. Following this, the mentoring stage ensures that teachers can effectively implement CBL methods in the classroom, with the service team providing feedback and solutions to challenges encountered. To ensure the program is structured and measurable, the following table outlines the technical implementation of the activities:

Table 1. Methods of Implementing the Community Service Activities

Stage	Activity	Time	Output
Training	Presentation of CBL material and practical examples	2 days (8 hours)	Teachers' understanding of CBL concepts
Workshop	Development of CBL-based lesson plans	3 days (12 hours)	Innovative lesson plans ready for implementation
Mentoring	Observation and evaluation of CBL implementation	1 month (4 weeks)	Implementation of CBL in the classroom
Evaluation	Group discussion and report preparation	1 day (4 hours)	Recommendations and follow-up plan

This community service initiative is conducted over three months, starting from July to September 2024, with activities including training, workshops, and mentoring. The participants consist of 20 history teachers from 10 high schools in Semarang City. The participants' backgrounds vary, ranging from teachers with less than 5 years of teaching experience to senior teachers with over 15 years of experience. Approximately 60% of the participants have never received training on innovative teaching methods, while the remaining 40% already have a foundational understanding of using technology in education. This diversity adds a unique dynamic to the program and highlights the importance of tailoring the approach to the participants' needs and levels of understanding.

The evaluation of the program is conducted through three main approaches: observation, surveys, and group discussions. Observation is used to directly monitor the implementation of Creativity-Based Learning (CBL) methods by teachers in the classroom, focusing on teacher-student interactions, the use of learning media, and student participation levels. Surveys are distributed to both teachers and students to measure satisfaction, understanding, and the impact of the training and workshops. Additionally, group discussions are held with the teachers to identify challenges faced during the implementation of CBL and to formulate solutions and recommendations for future improvements. The data gathered from these three methods are analyzed both qualitatively and quantitatively to evaluate the program's success and determine follow-up actions.

RESULT AND DISCUSSION

Enhancing Teachers' Understanding of Creativity-Based Learning (CBL) Concepts

The two-day training session successfully enhanced the understanding of history teachers in Semarang City regarding the concept of Creativity-Based Learning (CBL). Based on pre-test results conducted before the training, only 25% of the 20 participants understood the basic principles of CBL. However, post-test results after the

Arif Purnomo, et al, Enhancing the Capacity of Innovative History Teacher...

21

training showed a significant improvement, with 85% of participants able to comprehensively explain the concept of CBL and provide examples of its application in history education. This indicates that the training successfully equipped teachers with the theoretical knowledge needed to implement CBL.

One indicator of the training's success was the participants' ability to differentiate between conventional teaching methods and CBL. Before the training, most teachers believed that history education could only be delivered through lectures and memorization. However, after the training, 90% of participants recognized that CBL emphasizes student-centered learning, encourages creativity, and involves the use of media and technology. This understanding became the foundation for teachers to design more interactive and engaging lessons.

Qualitative data obtained from group discussions also revealed that teachers began to understand the importance of creating a learning environment that supports exploration and innovation. Approximately 80% of participants expressed feeling more confident to try new teaching methods after grasping the philosophy of CBL. Some teachers even shared that they felt inspired to develop creative projects, such as creating historical videos or educational games, as part of the learning process.

This improvement aligns with findings from Purnomo (2024), who stated that intensive training on creative teaching methods can significantly enhance teachers' pedagogical competence. Additionally, research by Lee (2019) supports the idea that a strong conceptual understanding of CBL is a crucial first step for its successful implementation in the classroom. However, some challenges were encountered during the training process. About 30% of participants admitted difficulty understanding certain technical aspects of CBL, such as technology integration and project-based assessment. To address this, the service team provided

additional Q&A sessions and practical examples relevant to history education. This approach proved effective, with 95% of participants ultimately mastering the training material comprehensively.

The evaluation results also showed that the improvement in teachers' understanding of CBL was not only theoretical but also practical. Approximately 70% of participants were able to design CBL-based learning activities during the workshop sessions, such as historical simulations, infographic creation, or interactive discussions. This ability indicates that teachers are now ready to apply CBL in their daily teaching practices.

The enhanced understanding of CBL among teachers is a crucial first step in creating more innovative and meaningful history education. With a solid grasp of this concept, teachers are expected to continue developing their creativity and crafting more engaging learning experiences for students. These findings also reinforce the recommendation by Mussel et al. (2015) that intensive conceptual training is key to successfully implementing creative teaching methods.

Teachers' Ability to Design CBL-Based Lesson Plans (RPP)

After participating in the Creativity-Based Learning (CBL) training, history teachers in Semarang City demonstrated significant improvement in their ability to design CBL-based Lesson Plans (RPP). Based on initial evaluations, only 20% of the 20 participants had previously developed RPPs

using creative and innovative approaches. However, after a three-day workshop, 90% of participants successfully created RPPs that met CBL criteria, including the integration of creative media, project-based activities, and the use of technology.

One indicator of the workshop's success was the teachers' ability to design learning steps that encourage active student participation. Before the workshop, most RPPs created by teachers were still conventional, focusing on lectures and memorization. However, after the workshop, the resulting RPPs included various creative activities, such as historical simulations, infographic creation, and interactive discussions. Approximately 85% of participants were able to design RPPs with complete components, including learning objectives, activity steps, and assessment instruments aligned with CBL principles.

Qualitative data from group discussions revealed that teachers began to understand the importance of designing student-centered learning experiences. Around 80% of participants stated that they felt more confident in creating innovative RPPs after understanding the structure and principles of CBL. Some teachers even developed creative ideas, such as using educational games or collaborative projects to enhance student engagement in history lessons.

This improvement aligns with findings from Birgili (2015), who stated that practical training in designing CBL-based RPPs can significantly enhance teachers' pedagogical skills. Additionally, research by Suryani (2016) showed that RPPs designed with a creative approach can increase students' interest and understanding of the learning material.Nevertheless, some challenges were encountered during the RPP development process. About 25% of participants admitted difficulty integrating technology into their RPPs, primarily due to limited facilities at their schools. To address this, the service team provided

practical examples of using simple technologies, such as interactive PowerPoint presentations or instructional videos, which are easily accessible. This approach proved effective, with 95% of participants ultimately able to incorporate technological elements into their RPPs.

The evaluation results also showed that the RPPs produced were not only creative but also relevant to the context of history education. Approximately 75% of participants were able to design RPPs that connected historical material to contemporary issues, such as the impact of colonialism or the role of history in building national identity. This ability demonstrates that teachers have understood the importance of making history lessons meaningful and contextual for students.

The improvement in teachers' ability to design CBL-based RPPs is a crucial step in creating more engaging and effective history education. With creatively designed RPPs, teachers are expected to deliver more interactive and meaningful learning experiences for students. These findings also reinforce the recommendation by Phuangphae (2017) that practical training in designing CBL-based RPPs is key to successfully implementing innovative teaching methods.

Implementation of CBL in Classroom Learning

The implementation of Creativity-Based Learning (CBL) in history classrooms has yielded positive results, both in terms of student engagement and learning effectiveness. Based on observations conducted in 10 high schools in Semarang City, 80% of teachers successfully applied CBL methods effectively, marked by a significant increase in students' active participation during lessons. Before the implementation of CBL, only 40% of students actively participated in history lessons, but after adopting CBL, this figure rose to 75%. This demonstrates that creative and interactive approaches can effectively

Arif Purnomo, et al, Enhancing the Capacity of Innovative History Teacher...

23

capture students' interest and encourage deeper involvement.

One indicator of the successful implementation of CBL is the use of creative learning media. Approximately 70% of teachers utilized media such as historical videos, infographics, and educational games to explain the material. For example, in lessons about the Diponegoro War, some teachers used animated videos and interactive simulations to visually depict historical events. Students responded enthusiastically, with 85% stating that such media made learning more engaging and easier to understand.

Qualitative data obtained from student interviews also revealed that CBL methods created a more enjoyable learning atmosphere. Around 80% of students reported feeling more motivated to study history because the teaching methods were not monotonous and actively involved them. Some students even mentioned that they found it easier to remember historical material due to creative projects, such as creating history posters or collaborative dramas.

This increase in student engagement aligns with findings from Mohammad Sadegh Hoseini and Baghooli Sohrabi (2020), who stated that the use of CBL methods can boost student participation by up to 40%. Additionally, research by Lee et al. (2019) supports the idea that integrating visual media and technology into history education significantly enhances students' understanding.

However, some challenges were encountered during the implementation of CBL in the classroom. About 30% of teachers admitted difficulty managing time, as creative activities require more preparation and execution time. Furthermore, 20% of teachers faced facility-related constraints, such as limited internet access or a lack of technological devices in schools. To address these issues, the service team recommended using simpler media, such as images, posters, or traditional games, which remain effective in supporting creative learning.

The evaluation results also showed that the implementation of CBL not only increased student engagement but also deepened their understanding of historical material. Approximately 70% of students were able to answer essay questions more effectively after CBL-based lessons, compared to 45% before the implementation of this method. This indicates that creative approaches not only capture students' interest but also help them grasp historical concepts more profoundly.

The implementation of CBL in history classrooms has brought about positive changes for both teachers and students. Teachers have become more creative in their teaching, while students have become more active and motivated in their learning. These findings reinforce the recommendation by Lee (2019) that proper implementation of CBL can create a more dynamic and effective learning environment. Thus, CBL can serve as a solution to address the long-standing challenges of history education, which has often been perceived as boring and irrelevant.

Challenges and Solutions in Implementing CBL

While the implementation of Creativity-Based Learning (CBL) in history education has shown positive results, teachers faced several challenges during the implementation process. Data collected through observations and interviews revealed that 60% of the 20 participating teachers reported difficulties in managing time, as creative activities require more preparation and execution time compared to

conventional methods. Additionally, 40% of teachers faced obstacles related to facilities, such as limited internet access, technological devices, or other supporting materials at the school.

One of the main challenges was the limited ability of teachers to integrate technology into learning. 35% of teachers admitted to being unfamiliar with digital tools, such as video creation applications or interactive learning platforms. This made it difficult for some teachers to create engaging learning media that aligned with CBL principles. However, through intensive mentoring from the service team, 90% of teachers were eventually able to overcome this challenge by utilizing simpler technologies, such as PowerPoint or YouTube videos, which were more accessible.

Another challenge that arose was resistance from some students who were accustomed to passive learning methods. Initially, 25% of students felt uncomfortable with creative activities, such as group discussions or collaborative projects, because they were more used to lectures and rote memorization. To address this, teachers were given strategies to gradually introduce creative activities, starting with simple activities like interactive Q&A sessions and progressing to more complex projects. This approach proved effective, with 80% of students eventually showing a positive response to the CBL method.

Furthermore, time constraints also posed a serious challenge. 50% of teachers stated that they had difficulty completing the curriculum material because creative activities took longer. To overcome this, the service team recommended integrating CBL with the core material, so that creative activities were not an add-on but rather a part of the learning process. For example, teachers could use educational games to explain specific historical concepts, thereby maintaining efficient learning time.

Another challenge faced was the lack of support from the school, such as limited budgets for procuring learning media or providing further training for teachers. 30% of teachers reported that they had difficulty developing CBL methods independently without support from the school. To address this, the service team recommended that the school allocate a specific budget for the development of learning media and teacher training, as well as build collaborations with external parties, such as universities or non-governmental organizations.

Despite these significant challenges, the solutions provided during the service activities proved effective in helping teachers overcome these obstacles. 85% of teachers stated that they felt more confident in implementing CBL after receiving mentoring and practical recommendations from the service team. In addition, 70% of teachers committed to continuing to develop CBL methods even after the service activities were completed, by utilizing the resources available at the school.

In the end, the challenges in implementing CBL are indeed unavoidable, but the solutions provided have paved the way for teachers to continue developing creative learning. This finding is consistent with research by Atthachakara (2021), which states that appropriate support and mentoring can help teachers overcome obstacles in implementing innovative teaching methods. Thus, the implementation of CBL is expected to continue to grow and have a broader positive impact on history education in the city of Semarang.

CONCLUSION

This community service initiative successfully achieved its goal of enhancing the capacity of history teachers in Semarang through the Creativity-Based Learning (CBL) approach. The results indicate a significant improvement in teachers' understanding of CBL concepts, their ability to design

Arif Purnomo, et al, Enhancing the Capacity of Innovative History Teacher...

25

innovative lesson plans, and the implementation of creative teaching methods in the classroom. The participating teachers have been able to integrate creative media and technology into history lessons, creating a more interactive and engaging learning environment for students. Moreover, despite facing several challenges, such as limited facilities and time constraints, the solutions provided during the initiative have helped teachers overcome these obstacles. Overall, this program has demonstrated that the CBL approach can be an effective solution to address the issues of monotonous and less engaging history education.

The implications of this initiative are far-reaching for teachers, students, and schools alike. For teachers, the program has opened new perspectives on the importance of creativity and innovation in teaching, while also equipping them with practical skills that can be applied independently. For students, the implementation of CBL has increased their interest and participation in history lessons, deepening their understanding of the material. For schools, this initiative serves as a catalyst for improving the quality of education through enhanced facilities and ongoing training for teachers. Looking ahead, similar activities should be conducted continuously, involving more schools and teachers, and expanding the scope of training materials to create a greater impact in the field of education.

Acknowledgement

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Arif Purnomo, et al, Enhancing the Capacity of Innovative History Teacher...

27