

# THE ROLE OF THE TEACHER IN IMPLEMENTING THE 3R-BASED LEARNING MODEL TO THE CREATIVITY SKILLS OF CLASS 1

*by* Dewi Kesuma Nasution

---

**Submission date:** 19-Dec-2023 09:33AM (UTC+0700)

**Submission ID:** 2262303846

**File name:** 1922-Article\_Text-8666-1-10-20230810.pdf (151.09K)

**Word count:** 5004

**Character count:** 27154

**THE ROLE OF THE TEACHER IN IMPLEMENTING THE 3R-BASED  
LEARNING MODEL TO THE CREATIVITY SKILLS OF CLASS 1 STUDENTS  
OF SANGGAR GUIDANCE KEPONG MALAYSIA**

**Widiana Sinaga<sup>1</sup>, Dewi Kesuma Nasution<sup>2</sup>,  
Syamsuyurnita<sup>3</sup>, Manda Saragih<sup>4</sup>**

<sup>1, 2, 3, 4</sup> Muhammadiyah University of North Sumatra

<sup>1</sup> Email: [widianasinaga2518@gmail.com](mailto:widianasinaga2518@gmail.com)

<sup>2</sup> Email: [dewikesuma@umsu.ac.id](mailto:dewikesuma@umsu.ac.id)

<sup>3</sup> Email: [syamsuyurnita@umsu.ac.id](mailto:syamsuyurnita@umsu.ac.id)

<sup>4</sup> Emails: [mandrasaragih@umsu.ac.id](mailto:mandrasaragih@umsu.ac.id)

**ABSTRACT**

*The purpose of this study was to determine the teacher's role in applying the 3R-based learning model to the creativity skills of grade 1 students at the Kepong Malaysia Guidance Studio. This research is a qualitative research. Namely research produces descriptive data in the form of written or spoken words from people whose behavior can be observed. The subject of this research is the principal and teacher. Data collection techniques in this study using observation techniques, interviews and documentation. The results of this study indicate that the role of a teacher in the learning process in the classroom is very important, especially in developing students' creative skills. So in developing creativity skills the teacher must be able to act as a model or example, as a motivator, guide, facilitator and educator, especially in developing the 3R learning model and 3R-based learning methods (reduce, reuse, recycle) Grade 1 students at the Kepong Guidance Center Malaysia in reuse activities namely using a notebook where the paper is still blank and not there for notes or scribbling. Donating clothes that are still usable, and used for rags or mops, in activities to reduce waste, namely using electricity as needed. Bring your own shopping bag to reduce plastic bag waste and process waste into new products. Recycling activities for example: Sorting waste into organic and inorganic waste. Recycle all items that can be recycled, for example plastic, paper, cardboard, glass and cans into pencil case.*

**Keyword:** 3R-Based Learning, Student Creativity.



This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) International License.

**INTRODUCTION**

Given the importance of children's education in Law Number 23 of 2002 concerning Child Protection article 9 paragraph 1 it is stated that every child has the right to receive education and teaching in the context of developing his personality and level of intelligence in accordance with his interests and talents, so elementary schools are a place to grow develop children's potential, in its implementation it must be in accordance with the growth and development of children which is expected to stimulate the mentality of the nation's creators who give birth to scientists ( Syibromilisi , 2021).

In children who are in first grade elementary school, growth and development need to be directed at laying the right foundations for the growth and development of the whole human being. (Mulyono, 2003) . Provision of balanced nutrition and nutrition is also very

necessary to support the growth and development of children, that way, children will grow and develop optimally according to their age stages. (Mr. & Ruslan, 2022) . Cognitive development is the processing of the center of the human nervous system internally when thinking (Syafri Siregar, 2017) . The process of children's learning activities can be used to develop their cognitive abilities so that activities in learning activities should emphasize the development of cognitive structure, instilling attitudes is built through habituation and example. The development of knowledge and skills is carried out through a scientific approach to inculcating attitudes which will be guided by separate guidelines (Lubis et al., 2021) .

In accordance with Lafendry's opinion , teacher qualifications and competencies are based on the Indonesian Minister of National Education Regulation Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency and their attachments (Lafendry, 2020) . The challenge for educators is to be able to provide a touch of education that is creative, innovative, smart, and fun so that the world of children does not just disappear in their lives. (Suprihatiningrum, 2013) . Children feel happy when learning but can still get the essence of learning that is embedded as an exemplary attitude and the habit of developing knowledge and skills is carried out through a scientific approach (Mathematics, 2016) .

Learning for first-graders through working while learning and learning while working is the main principle in learning in the classroom. Because creativity will explore itself by using the tools provided so that children will gain various knowledge, skills and attitudes through their own experiences, thus the use of tools that contain elements of education is absolutely necessary. (Panjaitan & Suriadi, 2023) . Educative learning is all forms of creativity designed to provide educational experiences or learning experiences, including traditional and modern games that are given educational and teaching content on the basis of that understanding, so that games are designed to provide information or instill certain attitudes, for example to foster a spirit of togetherness. and mutual cooperation, included in the category of work because it can provide cognitive and affective learning experiences that lead to the development of children's creativity (Amina et al., 2022)

Learning methods that increase children's creativity using the 3R approach (reduce, reuse, recycle). Because in general understanding that 3R (reduce, reuse, recycle) is an innovation in the context of providing learning media for children, because 3R is a strategy in the procurement of learning media ( Piliang, 2019). In addition to learning to use recycled waste, children are also taught how to hone their motor skills by adding character elements

---

to recycled works in the form of piggy banks that have been made. (Yusnitha, 2020) . Every individual child has the potential to experience problems. One such individual problem is fine motor development. In accordance with the opinion (Abidin, Ratno, 2022) that motor development must be related to the development of the ability to use fingers to use various activities, such as making movements, sticking, pinching, cutting, painting, and others (Abidin et al., 2022) .

The 3R-based learning method (reduce, reuse, recycle) certainly cannot be separated from waste recycling (organic or inorganic). So by utilizing existing used materials it is done through 3R (reduce, reuse, recycle) (Muslihati et al., 2020) . As an effort to reduce, reuse and recycle requires educators to always innovate in providing learning media in developing their creativity, and innovation because the environment has prepared materials for children to learn while playing, some of these materials are in the form of consumable raw materials (garbage) means material that needs to be processed or modified so that it can be used in learning. Then, for example, making simple educational game tools, namely made from scrap or trash, which requires educators to be creative in making and forming object models (Fitrianan, 2020). .

Creative educational games are also needed which will later function as a source of knowledge, new skills for children as well as in the development of children's reasoning and creativity. The formation of creativity is of course greatly influenced by the child's learning environment. When children are properly trained in developing their creativity by the teacher, children will certainly produce works according to their imagination and motor development. In general, the child's creativity itself is an ability through new ideas in solving a problem. The development of children's creativity is very important to support the success of their life. 3R learning media is anything that can be used to channel messages from the sender to the recipient of the message so that it can stimulate the thoughts, feelings, concerns and interests and attention of the child in such a way that the learning process occurs. (Ratnasari, 2021) . According to (Aris Slamet, 2022) that the creativity shown by children is an original form of creativity that appears as if out of control. This age is also a unique phase of life with unique characteristics, both physically, psychologically, socially and morally. This characteristic is marked by the child's extraordinary learning ability, namely the child's desire to learn actively and exploratively (Widodo & Nugroho, 2022) .

The role of the teacher is very important in imparting knowledge to children and competing to provide the best educational facilities to their students. This development is to encourage the growth of children's potential in educational institutions. It is necessary to

---

develop children's creativity. One of the goals of children's education that must be developed is the development of children's creativity through the media of used materials ( Astutik & Hariyati, 2021). . This creativity can be developed through fun activities. Each child has a creative capital within him, so the teacher uses appropriate and interesting used media materials. Then so that learning is more conducive and attracts children's interest, the teacher should be more creative in designing learning activities according to the theme or topic. Therefore, to stimulate and improve children's abilities in learning, teachers should create an active, creative, effective classroom atmosphere or invite children to learn around the school environment to become a pleasant classroom atmosphere such as utilizing used goods with the 3R approach (reduce, reuse, recycle). Because the development of creativity is needed in exploring creative thinking skills and developing children's talents (Darmadi, 2015) .

Preliminary observations were made at the Kepong Guidance Studio in Malaysia that the teacher had implemented the 3R (reduce, reuse, recycle) learning model , it was seen that the children were very active and creative in learning, they were not only focused on the teacher, they were active in building collaboration in making a work, at their fairly early age they shouldn't focus too much on learning because their world is a world of play but for grade 1 students at the Kepong Malaysia Guidance Studio this happens on the contrary they prefer and are active in learning in class and produce work and become more creative students. This can also be measured from the creative role of the teacher in using learning models in the classroom. One of the models applied by the teacher is the 3R-based learning method (reduce, reuse, recycle) which is one way to develop creativity, namely using used media as a medium for training creative arts from ideas owned by children to simple ones according to the characteristics of the child.

Therefore, in accordance with the background of the problem, the writer is interested in further research and takes the title *The Role of the Teacher in Applying the 3R-Based Learning Model to the Creativity Skills of Grade 1 Students at the Kepong Malaysia Guidance Studio*. The formulation of the problem in researching how the teacher's efforts in applying the 3R-Based Learning Model to the Creativity Skills of Grade 1 Students at the Kepong Malaysia Guidance Studio.

## **RESEARCH METHODS**

The type of research approach used in this study is a qualitative approach. As for what is meant by qualitative research, namely research that intends to understand the phenomenon of what is experienced by research subjects holistically by utilizing various scientific

---

20  
methods. The type of this research approach is descriptive. Descriptive research is research that seeks to describe current problem solving based on data. This type of qualitative descriptive research used in this study is intended to obtain information about the 3R-based learning method (reuse, reduce, recycle) as an effort to empower the Creativity of Grade 1 Children at the Kepong Malaysia Guidance Studio. Research Instruments In qualitative research, the researcher is the main instrument (key instrument) in collecting data and interpreting data guided by interview guidelines and observation guidelines. The data source in this study is to take data source informants by considering certain data from the parties studied. Then researchers will conduct observations, interviews and documentation of people who are seen as research objects. As for the object of research is the teacher. In data collection techniques, researchers carry out various things that are carried out in research including: 1) Participant observation, namely researchers make direct observations by bringing observation data that has been compiled previously to check then the observed events are matched with observation data. 2) Interview, namely the researcher conducted face-to-face interviews (face-to-face interviews) with participants. 3) Researchers document the implementation of research activities through photos or drawings, as physical evidence of research implementation. 4) Literature Review Researchers read books that can help researchers conduct research to obtain relevant data. The literature review was used as part of the data collection technique component. Data analysis in this study is data reduction, data display and conclusion drawing or verification. It can be explained below, namely: 1) Data reduction, data reduction means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. 9  
16  
Thus the reduced data will provide a clearer picture. 2) Data display, which is often used to present data in qualitative research, is narrative text. 3) Data verification, i.e. drawing and conclusions and conclusions may be able to answer the problem formulation formulated from the start, but maybe not. Testing the Validity of Data Testing the validity of the data is used to ensure the correctness of the data obtained. The techniques used to test the validity of the data in this study are Perseverance and observation to increase persistence in interviews and observations so that the data and sequence of events can be recorded with certainty and systematically, namely as follows: 1) Triangulation is a technique for checking the validity of data that utilizes reliable sources. other. 2) The validity of the data is done by utilizing something other than the data for checking and as a comparison of the data obtained. 3) In the extension of participation, namely the researcher as a measuring tool in collecting data includes

---

observations and interviews in various settings and events. This is done in order to study culture, meaning and interpretation of existing problems.

## **RESULTS AND DISCUSSION**

### **The Role of the Teacher in Applying the 3R-Based Learning Model to the Creativity Skills of Grade 1 Students at the Kepong Malaysia Guidance Center**

Based on the observations made by the researchers, it appears that in developing students' creative skills the teacher acts as a facilitator through habituation or providing opportunities for students to work. The teacher also gives direct examples of how to make a work well, easy to make. In addition, the teacher also acts as a motivator for students, the teacher pays attention. The role of the teacher is very important in imparting knowledge to children and competing to provide the best educational facilities to their students. This development is to encourage the growth of children's potential in educational institutions. It is necessary to develop children's creativity. One of the goals of children's education that must be developed is the development of children's creativity through the media of used materials. The approach used by the Kepong Malaysia Guidance Center for waste relies on an approach where waste that can be used is collected and selected according to the objectives of the lesson. Because actually the garbage in the surrounding environment can be used as a valuable educational medium for the development of children's creativity.

Given the importance of creativity that needs to be instilled in children, researchers are trying to increase this observation through 3R activities. Then it was strengthened by the researchers by conducting interviews directly with the respondents who submitted it to the Principal of the Kepong Malaysia Guidance Studio to firmly convey that:

“The learning that is being conducted at the Kepong Malaysia Guidance Center is actually more focused on the needs of children. Here designed learning by education in a professional manner with learning media prepared through learning methods that have been understood by each teacher. In my opinion, creativity is not as easy as imagined in bringing it out in a child. In my opinion, the 3R approach implemented by the teacher is very suitable for continued use, because children are trained to work according to their level of understanding. This means that children are free to be creative with tools and materials that have been prepared beforehand by the teacher, then the teacher facilitates it.

Class 1 students of the Kepong Malaysia Guidance Studio are said to be creative if they are able to produce products with any variety with the facilities provided by the teacher and school. In strengthening what was conveyed by the principal, the researcher conducted

interviews with teachers or educators who specifically as professionals in educating the lives of the nation's children said that:

"As a teacher at the Kepong Malaysia Guidance Studio, I sincerely continue to fight for how my students learn in a fun way. I make learning media according to children's wishes through educational games that make children learn while playing. For learning methods through 3R, such as Reuse, Reduce and Recycle, this is a variation of learning methods that leads to an increase in children's creativity. So when children are facilitated by tools and materials, children with their respective abilities create various works, such as making butterflies, boats, cars and so on.

Based on the findings above, it refers to the achievement of students' skills on students' Creativity Skills, especially in Class 1 of the Kepong Malaysia Guidance Studio. Creativity skills have three indicators of achievement in the learning process, namely: 1) Having great curiosity. 2) Frequently ask weighty questions. 3) Provide many ideas and suggestions for a problem. As stated by Slameto, creativity is essentially related to the discovery of something, regarding things that produce something new by using something that already exists. Teachers in developing students' creative skills by using several ways, namely:

1. The teacher gives a craft assignment. It is undeniable indeed, giving students handicraft assignments is one of the most powerful ways you can do to increase student creativity. Interestingly, handicrafts can be applied to all subjects, even for Mathematics or History. The method is also simple, for example for Mathematics lessons, the teacher can ask students to make handicrafts by writing formulas in a picture book or colored paper. After that ask students to decorate the formula as attractive as possible. For maximum results, ask students to do this craft task on their own without cooperating with friends.
2. Give appreciation and suggestions for handicraft tasks carried out by students After students have succeeded in doing handicrafts, it would be nice for the teacher to provide appreciation and suggestions for the tasks that have been completed. Even though basically handicrafts are art and in art there is no right or wrong, there is nothing wrong if the teacher gives suggestions that can further trigger students' creativity. For example, if students are still not brave enough to use lots of colors, suggest students to occasionally use more colors in the tasks they are doing. In addition, ask students to explain the reason for choosing the color or medium used to do an assignment. Don't forget to give a small appreciation that can be meaningful for students. For example, thanking and congratulating them on an assignment, or giving students a small gift such as a sticker or a chocolate bar. Because this simple thing can sometimes actually trigger students' creative minds even more.

3. Use video learning media Learning media with videos is also a way to trigger student creativity that should not be missed. Because apart from making it easier for students to understand the subject matter, carrying out the teaching process using video will also greatly trigger student creativity. Interestingly, learning media using video is very suitable for all subjects.
4. Familiarize students to give opinions Besides being useful for increasing students' self-confidence, getting students used to asking questions or giving opinions is also very useful for increasing student creativity. Because when asked to give an opinion, students will indirectly think creatively about how to express opinions well. If necessary, occasionally the teacher can also ask students to explain the subject matter that has previously been taught. In order for students to be more motivated to give their opinions, the teacher can also give a small appreciation to students who have dared to express their opinions. For example by giving star or chocolate stickers.
5. Give group work assignments regularly Group work is probably one of the students' favorite activities. Because when working in groups students can freely chat while studying with friends. Interestingly, group study is also useful for increasing student creativity. Because when working in groups, each team member is usually given the opportunity to put forward ideas or ideas for doing the task. This is what can be useful to improve the ability to think creatively. Because when listening to opinions from other students, students' minds will indirectly be triggered to come up with new ideas. In order for group work to feel more optimal, limit the number of students in one group to a maximum of 4 or 5 people. Because if there are too many student group work results will not be optimal.
6. Create mind mapping Mind mapping is a learning method that is carried out by mapping information in the form of graphics or images. When making a mind map students can freely make any image and use any color they like to understand a subject matter. However, make sure students really understand the mind mapping that is made. Interestingly, mind mapping can be applied to almost all subjects. Also tell students that the mind mapping that is made does not have to be understood by everyone. Because mind mapping is intended for yourself, not other people. To further trigger student creativity, there is nothing wrong occasionally if the teacher occasionally asks students to present a mind map that has been done.

This is done by the teacher so that students are more confident to dare to be creative so that with the process of guidance and direction that the teacher continues to carry out, students' creative skills can develop more optimally. The role of the teacher in the learning process is as an organizer of the learning environment as well as a learning facilitator. The teacher must be able to be a role model for his students, which in this case is related to creativity skills, the teacher is able to set a good example. Therefore, the role of a teacher in the learning process in the classroom is very important, especially in developing students' creative skills. So in developing creativity skills the teacher must be able to act as a model or example, as a motivator, guide, facilitator and educator.

### **The 3R-Based Learning Method Against the Creativity Skills of Class 1 Student Guidance Studios Kepong Malaysia**

The 3R-based learning method (reduce, reuse, recycle) certainly cannot be separated from the recycling of inorganic waste. As a way to reduce waste, namely by reusing it innovatively by educators to always provide learning media as an effort to develop children's creativity. Because the child's creativity grows influenced by learning methods through the 3R approach (reduce, reuse, recycle) with learning environment facilities that have been prepared by the teacher with materials in the form of consumable raw materials (inorganic waste) processed and modified so that they can be used in learning by making simple educational games made from scrap or trash in the form of object models. So the 3R-based learning method (reduce, reuse, recycle) implemented by the teacher is needed as a source of knowledge, new skills as well as in developing children's reasoning and creativity. The 3R-Based learning method for the Creativity Skills of Grade 1 Students at the Kepong Malaysia Guidance Studio is as follows:

#### **1. Reuse**

Reuse means to reuse, namely to reuse waste / used goods that can still be used. Class 1 students at the Kepong Malaysia Guidance Studio in the reuse activity, namely using notebooks where the paper is still blank and not for notes or scribbling. Writing paper on both sides. Donating clothes that are still suitable for use, clothes that are not suitable for use are used for rags or mops. Cans used for candy, or drinks are decorated for pencil cases. Mineral water bottles can be used for flower pots. Utilizing used plastic bags for shopping packaging or used newspapers for wrapping. Utilizing used rags (patchcloths) for handicrafts, cleaning equipment (rags), as well as various other purposes.

2. reduce (reduce)

Reduce means reducing waste by reducing the use of materials that damage the environment. Grade 1 students at the Kepong Malaysia Guidance Studio in activities to reduce waste include: Using electricity as needed. Bring your own shopping bag to reduce plastic bag waste. Reducing the use of non-recyclable items. Reducing the use of low-demand products.

3. Recycle

Recycle (recycle) Grade 1 students at the Kepong Malaysia Guidance Studio in the activity of processing waste into new products. Recycling activities for example: Sorting waste into organic and inorganic waste. Recycle anything that can be recycled, such as plastic, paper, cardboard, glass and cans

### CONCLUSION

In the results of the research and discussion in the articles written, <sup>17</sup> it can be concluded that the 3R-based learning method (reduce, reuse, recycle) certainly cannot be separated from the recycling of inorganic waste. As a way to reduce inorganic waste, namely by reusing it innovatively by the students of the Kepong Malaysia Guidance Studio to always provide learning media as an effort to develop children's creativity. Because the child's creativity grows influenced by learning methods through the 3R approach (reduce, reuse, recycle) with learning environment facilities that have been prepared by the teacher with materials in the form of consumable raw materials (inorganic waste) processed and modified so that they can be used in learning by making simple educational games made from scrap or trash in the form of object models. So the 3R-based learning method (reduce, reuse, recycle) implemented by the teacher is needed as a source of knowledge, new skills as well as in developing the reasoning and creativity of grade 1 students.

### BIBLIOGRAPHY

- Akmalia, R. (2021). Achievement Motivation Intensity Through Online Learning. *Pioneers: Journal of Education* , 10 (3), 1–11. <https://doi.org/10.22373/pjp.v10i3.12174>
- Abidin, R., Sumriyeh, S., & Asy'ari, A. (2022). 3r-Based Learning Methods (Reuse, Reduce, Recycle) in Efforts to Empower Early Childhood Creativity. *Journal of Pelita PAUD* , 6 (2). <https://doi.org/10.33222/pelitapaud.v6i2.1732>
- Aminah, S., Ramawani, N., Azura, N., Fronika, S., Meitha Hasanah, S., & Salsabillah, T. (2022). The Effect of Learning While Playing Methods on the Cognitive Development of Elementary School-aged Children. *Science and Education Journal (SICEDU)* , 1 (2). <https://doi.org/10.31004/sicedu.v1i2.66>

- Astutik, P., & Hariyati, N. (2021). THE ROLE OF THE TEACHER AND LEARNING STRATEGIES IN THE IMPLEMENTATION OF 21ST CENTURY SKILLS IN BASIC AND SECONDARY EDUCATION. *Education Management Inspiration* , 9 (3).
- Darmadi, H. (2015). Duties, Roles, Competences, and Responsibilities of Being a Professional Teacher. *Journal of Education* , 13 (2).
- Fitrianan, RER (2020). DESIGN OF INTERACTIVE LEARNING MEDIA REGARDING WASTE CLASSIFICATION AND TREATMENT BY TYPE BASED ON 2D. *E-Education Partner Journal* , 4 (8). <https://doi.org/10.52160/e-jmp.v4i8.761>
- Lafendry, F. (2020). Qualifications and competence of teachers in the world of education. *Journal of Islamic Education (2020)* , 3 .
- Lubis, Z., Ariani, E., All, SM, & Wulan. (2021). Family education as the basis of children's education. *Pema (Journal of Education and Community Service)* , 1 (2).
- Mathematics, A. (2016). TEACHER QUALIFICATION AND COMPETENCY. *TEACHER QUALIFICATION AND COMPETENCE* .
- Mr., MG, & Ruslan, U. (2022). Analysis of Gifted Children's Education through the Acceleration Program in Islamic Religious Education Learning. *Journal of Tambusai Education* , 6 (2).
- 4 Mulyo, A. (2003). Education for children with learning difficulties. *Jakarta: Rineka Cipta*  
Mulyono, A. (2003). *Education for Children with Learning Difficulties*. *Jakarta: Rineka Cipta*, 33339. <https://doi.org/10.1016/j.jcjo.2015.03.008>
- Muslihati, M., Holifah, Y., & Zen, EF (2020). 3R Behavior Training; Right, Reality, Responsible for Children of Migrant Workers in Donomulyo District, Malang Regency. *Journal of KARINOV* , 3 (1). <https://doi.org/10.17977/um045v3i1p10-15>
- Panjaitan, NA, & Suriadi, A. (2023). Increasing Interest in Learning Mathematics With the Learning While Playing Method. *Literacy: Journal of Community Service and Innovation* , 3 (1). <https://doi.org/10.58466/literasi.v3i1.888>
- Piliang, FM (2019). COMPARISON OF STUDENT LEARNING OUTCOMES USING THE 3R (READ, RECITE, REVIEW) LEARNING METHOD IN ECOSYSTEM MATERIALS IN CLASS VII SMP AL-WASHLIYAH PEMATANGSIAN BETWEEN ACADEMIC YEAR 2017/2018. *Journal of Metabio* , 1 (1). <https://doi.org/10.36985/jpbm.v7i1.248>
- Ratnasari, A. (2021). Improving Creativity, Learning Outcomes, and Enthusiasm through Productive Kinesthetic Modeling Techniques Assisted by Media "3R Activity" in Social Studies Subjects. *Paedagogie* , 16 (1). <https://doi.org/10.31603/paedagogie.v16i1.4824>
- Suprihatiningrum. (2013). Professional Teachers (Guidelines for Teacher Performance, Qualifications, and Competency). *Ar-Ruzz Media* , 66 (1997).
- 11 Syafrida Siregar, LY (2017). EDUCATION CHILDREN IN ISLAM. *Bunayya : Journal of Children's Education* , 1 (2). <https://doi.org/10.22373/bunayya.v1i2.2033>
- Sybromilisi, S. (2021). THE FUNCTION OF ISLAMIC EDUCATION IN THE STRUGGLE OF THE PROCESSING OF THE PROPHET OF THE RASULULLAH SAW. *Tsaqafatuna* , 3 (2). <https://doi.org/10.54213/tsaqafatuna.v3i2.77>
-

- Widodo, AS, & Nugroho, BW (2022). INSTITUTIONAL STRENGTHENING OF INDEPENDENT WASTE MANAGEMENT. *Proceedings of the National Seminar on Community Service Programs* . <https://doi.org/10.18196/ppm.47.728>
- Yusnitha, Y. (2020). COMPARISON OF STUDENT LEARNING OUTCOMES USING THE 3R LEARNING METHOD (READ, RECITE, REVIEW) ON ECOSYSTEM MATERIALS IN CLASS VII SMP AL-WASHLIYAH 2 SERBALAWAN. *Journal of Metabio* , 2 (2). <https://doi.org/10.36985/jpbm.v8i2.388>

# THE ROLE OF THE TEACHER IN IMPLEMENTING THE 3R-BASED LEARNING MODEL TO THE CREATIVITY SKILLS OF CLASS 1

## ORIGINALITY REPORT

6%

SIMILARITY INDEX

%

INTERNET SOURCES

6%

PUBLICATIONS

%

STUDENT PAPERS

## PRIMARY SOURCES

- 1 E Yuniastuti, H S Hasibuan. "Child-friendly green open space to enhance the education process for children", IOP Conference Series: Earth and Environmental Science, 2019  
Publication 1%
- 2 Findi Dwi Wijayanti, Hanggara Budi Utomo, Irawan Hadi Wiranata, Anik Lestarinigrum. "EXPLOSION BOX: MEDIA INTERAKTIF GUNA MENINGKATKAN KEMAMPUAN BERPIKIR LOGIS ANAK USIA DINI", Abata : Jurnal Pendidikan Islam Anak Usia Dini, 2023  
Publication <1%
- 3 Gatot Jariono, Nurhidayat, Eko Sudarmanto, Ardhian Tomy Kurniawan, Chandra Triadi, Maimunah Nur Anisa. "Pendampingan dan pelatihan Peran Guru Dalam Mengurangi Perilaku Hiperaktif Anak Berkebutuhan Khusus Di SLB Negeri Sukoharjo", Panrannuangku Jurnal Pengabdian Masyarakat, 2021  
Publication <1%

4

Ainul Marhamah Hasibuan, Sahat Saragih, Zul Amry. "Development of Learning Materials Based on Realistic Mathematics Education to Improve Problem Solving Ability and Student Learning Independence", International Electronic Journal of Mathematics Education, 2018

Publication

<1 %

5

Vennesa Naomi Wayoan, Mina Elfira. "RUSSIAN BALLET: ITS STYLE, INFLUENCE AND DEVELOPMENT IN INDONESIA", International Review of Humanities Studies, 2020

Publication

<1 %

6

Wahyu Mustafa Kusuma, Setuju Setuju, Dianna Ratnawati. "Development of learning media lathe machining based on animation video", TAMAN VOKASI, 2019

Publication

<1 %

7

A Listiana, Pawito, S Hastjarjo. "Urban farming: implementation of prisoner guidance in an effort to support food security towards Rutan Boyolali productive", IOP Conference Series: Earth and Environmental Science, 2021

Publication

<1 %

8

Nur Aisyah, Ridwan Ridwan, Huda Huda, Wiwin Faisol, Hasanah Muawanah.

<1 %

"Effectiveness of Flash Card Media To Improve Early Childhood Hijaiyah Letter Recognition", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2022

Publication

---

9

Bimas Reskiawan, Netty Huzniati Andas, Hajra Hajra. "A Study on Students' Difficulties In Vocabulary Mastery at First Grade Students of SMPN 1 Baula", Tamaddun, 2020

Publication

---

<1 %

10

G A Buntoro, I P Astuti, D Ariyadi. "Workshop on Multimedia Based Learning for Low Level-Education Teachers", Journal of Physics: Conference Series, 2020

Publication

---

<1 %

11

Elisabeth Christiana. "The Role of Parents in Preventing Bullying in Early Childhood", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2023

Publication

---

<1 %

12

Rebecca Hun Ping Cheung. "Designing movement activities to develop children's creativity in early childhood education", Early Child Development and Care, 2010

Publication

---

<1 %

13

Eha Wahyuni Sya'adah, Ernida Afriani, Sekar Ayu Cahyaningrum, Zahra Nur Afiya, Sri Watini. "Penggunaan TV Sekolah Sebagai

<1 %

## Media Pembelajaran di Era Modernisasi Pada PAUD Baitul Haq", Jurnal Pelita PAUD, 2023

Publication

---

14

Beti Widaryati, Ibrahim Bafadal, Bambang Budi Wiyono. "Cooperation of Schools with Business World and Industries in Vocational High School", Walter de Gruyter GmbH, 2020

Publication

---

15

Rusmilawati Windari, Supanto, Widodo Tresno Novianto. "Overcoming Corporal Punishment of Children: an Evaluation Toward Indonesian Penal Policy Nowadays", SHS Web of Conferences, 2018

Publication

---

16

S Ridha, E Putri, P A Kamil, S Utaya, S Bachri, B Handoyo. "The importance of designing GIS learning material based on spatial thinking", IOP Conference Series: Earth and Environmental Science, 2020

Publication

---

17

H Hernawan, Y Sukarya, S Solahuddin. "Locomotor basic motion learning model based on traditional game for basic school students", Journal of Physics: Conference Series, 2019

Publication

---

18

Jehan Ridho Izharsyah, Agung Saputra, Ananda Mahardika, Atikah Ulayya.

<1 %

<1 %

<1 %

<1 %

<1 %

"FORMULASI ADMINISTRASI DESA MELALUI  
PENGEMBANGAN KAMPUNG DIGITAL DI  
DESA PEMATANG JOHAR KABUPATEN DELI  
SERDANG", JMM (Jurnal Masyarakat Mandiri),  
2022

Publication

---

19

N Syuhada, H Retnawati. "Mathematics  
teaching anxiety in novice teacher", Journal of  
Physics: Conference Series, 2020

Publication

---

<1 %

20

Ryza Dani Pratiwi, Ismi Dwi Astuti Nurhaeni,  
Drajat Tri Kartono. "Gender responsiveness in  
forest management towards sustainable  
development", E3S Web of Conferences, 2018

Publication

---

<1 %

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off