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DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Guidance and Counseling Handbooks Development

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Abstract

Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence can be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers in cultivating the creativity of elementary school students. In this R&D study, the designed handbooks consisted of four: Book 1 Guidance and Counseling Implementation Plan (henceforth, RPLBK), Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The handbooks effectiveness was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the

teachers in instilling the creativity of elementary school students. Therefore, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: guidance, teachers' competence, creativity

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter and Hernacki, 2000, p. 292) has explained: all people are born creative. Nevertheless, children's creativity should be cultivated

The privilege of being creative is not only for improving self-development but also contributing to other people and the nation. This notion has been deemed essential in today's era, where information and technology advancement demands everyone to be creative.

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students. This is because, at such ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to further accelerate the students' development as effective as possible.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Another report reveals the absence of specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in

promoting students' creativity in elementary school. This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

As based on the problem statements, this research is aimed at developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks are also expected to help teachers in cultivating the creativity of elementary school students.

Research Methodology

This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the R&D model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products. Subjects of the research consisted of four experts: nine elementary school teachers participated in the small-scale trial and 15 elementary school teachers for the large-scale trial. All data describing the teachers' competence in performing guidance and counseling programs and developing students' creativity were collected from questionnaires. These data were used for the expert validation, the small-scale and large-scale trial. The data were further analyzed using a qualitative and quantitative method. The qualitative analysis was aimed at analyzing the data of expert validation and small-scale trial. Meanwhile, the t-test, or the method in the quantitative analysis, was designated to examine the experimental data (large-scale trial).

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services.

Step III Creating initial product design

Procedures in this step revolve around the development of the initial draft of the handbook as a medium of creativity development, which encompasses several topics, namely (a) service programs (RPLBK), (b) creativity development material, (c) teachers' guidelines, and (e) evaluation guideline.

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1)

evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 1

The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan (RPLBK)

[illegible]

11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 1 reveals that the average validation score of Book 1 Service Programs (RPLBK) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 2

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective formulation	10		√
3.	Clarity of the component of the guidance and counseling services	10		√
4.	Clarity of the description of strategies of the guidance and counseling services	9		√
5.	The clarity of the description of the media and facilities	10		√
6.	Clarity of the description of the evaluation	10		√
AVERAGE		9.83		√

According to Table 2, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

Based on Table 3, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

[illegible]

4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10	√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9	√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83	√

As seen in Table 4.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 5

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each activity	9	9.13		√
5.	Clarity of the description of each exercise	9	9.13		√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		√
7.	Overall description of each topic in the book	9	9.13		√
AVERAGE SCORE		9	9.15		√

The above Table 5 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 6

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's cover	8	8	8	9		√
7.	Font size in the handbooks	9	9	9	9		√
8.	Font type in the handbooks	10	10	10	10		√

9.	Design of the handbook's pages	8	8	8	8	√
10.	Dimension of the book	9	9	9	9	√
11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 6, the average validation results of Book 1 (RPLBK) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 7

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√

5.	Clarity of the main idea of the paragraph	9	9	8	9	√
6.	Capitalization	8	8	8	8	√
7.	Punctuation marks	8	8	7	8	√
8.	Indonesian writing convention	8	8	7	8	√
9.	Readability and comprehensibility of the handbooks	9	9	9	9	√
AVERAGE SCORE		8.67	8.44	8	8.6	

In Table 7, the average validation results of Book 1 (RPLBK), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 RPLBK, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Ste VI. Small-scale trial

The first process was the development of the tryout instrument, and it was followed by a small-scale trial, with nine elementary school teachers as its participants. Provided in Table 8 below are the results of the trial.

Table 8*Results of a Small-scale Trial of RPLBK*

N o.	Assessm ent Compo nent	Comprehension		Implementation		Revisi on	
		Comprehen sible (%)	Incomprehe nsible (%)	Comprehen sible (%)	Incomprehe nsible (%)	Y es	N o
1.	RPLBK 1	100	0	100	0		√
2.	RPLBK 2	100	0	100	0		√
3.	RPLBK 3	100	0	100	0		√
4.	RPLBK 4	100	0	100	0		√
5.	RPLBK 5	100	0	100	0		√
6.	RPLBK 6	100	0	100	0		√
7.	RPLBK 7	100	0	100	0		√
8.	RPLBK 8	100	0	100	0		√

The results of the small-scale trial of RPLBK reveal that the RPLBK program is 100% comprehensible and practical.

Table 9*Results of a Small-scale Trial of Material of Services*

N o.	Assessme nt Compone nt	Comprehension		Implementation		Revisi on	
		Comprehe nsible (%)	Incomprehe nsible (%)	Comprehe nsible (%)	Incomprehe nsible (%)	Y es	N o
a.	Fluent Thinking Skill						
1)	Description of each material	100	0	100	0		√

2)	Objective formulation	100	0	100	0	√
3)	Clarity of the descriptio n of each exercise	100	0	100	0	√
b. Flexible Thinking Skills						
1)	Descriptio n of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the descriptio n of each exercise	100	0	100	0	√
c. Original Thinking Skills						
1)	Descriptio n of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the descriptio n of each exercise	100	0	100	0	√
d. Elaboration Skills						
1)	Descriptio n of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the descriptio	100	0	100	0	√

	n of each exercise					
e. Evaluation Skills						
1) Description of each material	100	0	100	0		√
2) Objective formulation	100	0	100	0		√
3) Clarity of the description of each exercise	100	0	100	0		√
f. Curiosity						
1) Description of each material	100	0	100	0		√
2) Objective formulation	100	0	100	0		√
3) Clarity of the description of each exercise	100	0	100	0		√
g. Imaginative						
1) Description of each material	100	0	100	0		√
2) Objective formulation	100	0	100	0		√
3) Clarity of the description of each exercise	100	0	100	0		√
h. Adventurous (in responding to advancement)						

1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services.

Table 10

Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the	100	0	89	0		√

	strategies of the guidance and counseling services					
5)	Description of the media and facilities	100	0	100	0	√
6)	Description of evaluation	100	0	100	0	√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical.

Table 11

Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√

4)	Clarity of score interpretation	100	0	100	0	√
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Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design.

The hypotheses are as follows:

- H0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating the creativity of elementary school students.
- H1 : The developed handbooks of guidance and counseling are effective in improving teachers' competence in cultivating the creativity of elementary school students.

The results of data analysis revealed that $t_{\text{count}} = 7.655$ at a significance level 0.05(14) and $t_{\text{table}} = 1.76$, indicating that t_{count} is greater than t_{table} . In other words, the designed guideline is effective in boosting teachers' competencies in instill elementary school students' creativity.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

As an educational institution, schools contribute significantly to this process. However, inattentiveness to regard creativity as the ability to address a problem in the formal education systems is still inevitable. Students are demanded to think logically, using their reasoning, memories, and knowledge in formulating solutions to specific problems; as a result, the chances to practice their creative thinking are slim (Guilford, as cited in Wahyuni, 2013, p. 106). It is worth noting that the students will be more productive through efforts to cultivate creativity. Still, one should take into consideration several aspects, namely ethics and values that the students should comprehend, to prevent detrimental effects of being too creative (Sidiq, as cited in Mayasari et al., 2013, p. 227).

Central to the creativity development of the students is the participation of teachers, specifically competent and creative teachers, at schools. Amrullah, et al. (2018, p. 192), in their systematic study on creativity, claim that the teachers' competence is among the contributing factors of actualizing a creative atmosphere in learning. This idea also

applies to guidance and counseling teachers and counselors to provide creative services in supporting creativity development programs.

Furthermore, Supriadi (1994, p. 164) mentions the tasks of guidance and counseling teachers in instilling creativity, such as (a) creating a safe learning environment for students in expressing their creativity, (b) acknowledging and respecting students' ideas, (c) encouraging students to communicate their ideas, (d) helping students to understand their divergent thinking and to acknowledge this ability instead of discriminating the students for being divergent, and (e) providing the students the opportunities to express themselves.

In this research, a total of four handbooks are designed: Book 1 RPLBK, Book 2 Teachers' Guideline, Book 3 Service Materials, and book 4 Evaluation Guideline. The developed handbooks of guidance and counseling are effective in improving teachers' competence in cultivating the creativity of elementary school students. Upon scrutinizing this notion, the effectiveness of the handbooks are determined by (a) the practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantages of the contents within the handbooks, (c) comprehensible description of service programs, teachers' guideline, service materials, and evaluation guideline in creativity development for teachers and students, (d) language aspects, written in proper Indonesian language writing convention, and (e) design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati and Rahim (2018, p. 18) finds that quality handbooks improve the competencies of teachers in teaching Gorontalo

language for young learners. In the same tune, Rahim et al. (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Conclusion

A guideline will help everyone in their works, considering the advantages of a guideline (in this case, a handbook) to ensure that all people involved in a task focus on the same objective. In this research, the handbook serves as a guideline for elementary school teachers in producing highly creative students.

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PS: As you can see in our web site, we kindly remind that the authors were not allowed to withdraw submitted manuscripts after preliminary review because the withdrawal is a waste of valuable resources that editors and referees spent a great deal of time processing submitted manuscript, money, and works invested by the publisher.

Best regards,

Ahmet C. Savas, Ph.D.

Editor-in-Chief, European Journal of Educational Research

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INSTRUKSI REVISI



Maryam Rahim <rahimmaryam789@gmail.com>

Corrections request for the manuscript ID# 2010150447

5 pesan

Editor - European Journal of Educational Research <editor@eu-jer.com>

26 Desember 2020 17.55

Kepada: rahimmaryam789@gmail.com

Dear Dr. Maryam Rahim,

After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY" (ID#2010150447) can be published on condition that corrections are made.

Please consider the reviewers' reports and emendations about your paper, please edit your manuscript and resend the finalized paper via email to us as soon as possible. In addition, we request to **fill out** the attached correction report what you have done as a word file. Please also **highlight** the edited parts (or use track changes mode in word).

After we check your manuscript, we will send you the acceptance letter. The deadline for sending your finalized paper is **January 30, 2021**.

1- A native speaker should check the language of the whole paper as a proofreading lastly.

2- Please check all references for compatibility to APA 7 style (Please see the citation guide page in our web site: <https://eu-jer.com/citation-guide>).

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Best regards,

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27 Januari 2021 09.41

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Dear Editor-in-chief of European Journal of Educational Research,

I would like to send the finalized paper and its correction report through this email. I have changed some parts in the manuscript based on the reviewers' comments and recommendations. The changes also have been highlighted in the manuscript. Please kindly see the attached files below.

I hope that the revised article can be accepted by the journal to be published. I am looking forward to hearing from you.

Thank you very much.

Best regards,

Maryam Rahim
Corresponding Author

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DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY (2).docx

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Editor - European Journal of Educational Research <editor@eu-jer.com>

27 Januari 2021 16.50

Kepada: Maryam Rahim <rahimmaryam789@gmail.com>

Dear Dr. Rahim,

We have received your revised paper and correction report. We have sent them to our reviewers again in order to check. We will inform you when we get the result from our reviewers.

If the reviewers confirm your revised paper, we will send the acceptance letter to you.

Thank you for your patience.

Best regards,

Ahmet Savas, Ph.D.

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Review Form

Manuscript ID:	EU-JER_ID#2010150447	Date:	December 4, 2020		
Manuscript Title:	development of handbooks of guidance and counseling to enhance elementary school teachers' competence in cultivating students' creativity				
ABOUT MANUSCRIPT (Mark with "X" one of the options)		Accept	Weak	Refuse	Not Available
Language is clear and correct		x			
Literature is well written			x		
References are cited as directed by APA			x		
The research topic is significant to the field			x		
The article is complete, well organized and clearly written			x		
Research design and method is appropriate		X			
Analyses are appropriate to the research question		X			
Results are clearly presented		X			
A reasonable discussion of the results is presented			x		
Conclusions are clearly stated		X			
Recommendations are clearly stated			x		
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR					
<p>The manuscript is related to examine the development process based on the research and development perspective, of handbooks of guidance and counseling to enhance elementary school teachers' competence in cultivating students' creativity. It has some structural and methodological deficits. The following recommendations are presented:</p> <ol style="list-style-type: none">1- The critical deficit is that especially the literature and the discussion section are too local. The international perspective and comparing results with international literature are limited. With this view in mind, please revise the manuscript.2- Report paired sample t-test according to APA Style. Give information on how you measured teachers' competence. Also, report your measurements are fitting to assumptions (for example normality) of paired-sample t-test.3- The discussion section is too superficial. Please discuss each finding with international literature.4- Also, write recommendations for future researchers.5- Please double-check that all citations in the text and the references are fitting to APA 7. <p>Please cite to these articles in order to improve your paper:</p> <p>Scott, L. S., Mansaray, M., Barrow, J. C., Sawyer-Kurian, K. M., Wasik, S. Z., & Ghekier, E. (2020). Exploration of African-American counselor-in-training group core skills: Importance and confidence level. <i>European Journal of Psychology and Educational Research</i>, 3(2), 75-86 https://doi.org/10.12973/ejper.3.2.75</p> <p>Testing the effectiveness of interdisciplinary curriculum-based multicultural education on tolerance and critical thinking skill. <i>International Journal of Educational Methodology</i>, 6(1), 43-55. https://doi.org/10.12973/ijem.6.1.43</p>					
THE DECISION (Mark with "X" one of the options)					
Accepted: Correction not required					
Accepted: Minor correction required					
Conditionally Accepted: Major Correction Required (Need second review after corrections)					x
Refused					
Reviewer Code: R2611 (The name of referee is hidden because of blind review)					



Review Form

Manuscript ID:	EU-JER_ID#2010150447	Date:	December 26 th , 2020		
Manuscript Title:	DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY				
ABOUT MANUSCRIPT (Mark with "X" one of the options)		Accept	Weak	Refuse	Not Available
Language is clear and correct		X			
Literature is well written				X	
References are cited as directed by APA		X			
The research topic is significant to the field			X		
The article is complete, well organized and clearly written				X	
Research design and method is appropriate			X		
Analyses are appropriate to the research question			X		
Results are clearly presented			X		
A reasonable discussion of the results is presented			X		
Conclusions are clearly stated			X		
Recommendations are clearly stated			X		
GENERAL REMARKS AND RECOMMENDATIONS TO THE AUTHOR					
<p>This article is not yet ready to be published because of ambiguity in the theoretical framework, research objectives, research methods, and findings. The authors need to clarify the following issues:</p> <ol style="list-style-type: none">Paragraphs 2, 3, 4 in Introduction please add the quotation. In addition, the citations in this article are quite old, not in accordance with the "creativity" intended by the article.In the Literature Review, it is necessary to clarify the requirements for designing a set of handbooks, it is not necessary to present the theory of creativity. The author must state clearly how the development of this handbook will serve the professional development of elementary teachers, what are the requirements? Why choose the handbook form, and not another format?Regarding the research method, slightly weak. The relatively small number of samples (9 in the small-scale trial, and 15 in the large-scale trial) without the support of the in-depth interview results is not convincing. In addition, the author must also review his research methodology, using quantitative and qualitative analysis as a mixed research method, with specific requirements for sample numbers and other add-ons methods. Given the current situation, I completely do not understand how the author designed this study, and it is very subjective.The commentary section focuses more on the urgency of the handbook and the need for teachers to use it, rather than clarifying the essential contents of the handbook in supporting the creativity development for elementary students. This is inconsistent with the title and research goal.Conclusions and recommendations are too general, nothing new, and see no contribution to the education sector. The author needs to emphasize the contribution of this handbook, as well as the effect it brings to elementary students, teachers, and countries with the same competence development teaching orientation for students.					
THE DECISION (Mark with "X" one of the options)					
Accepted: Correction not required					
Accepted: Minor correction required					
Conditionally Accepted: Major Correction Required (Need second review after corrections)					X
Refused					
Reviewer Code: R2612 (The name of referee is hidden because of blind review)					

DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Guidance and Counseling Handbooks Development

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Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this **research and development study**, the designed handbooks consisted of book 1 Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *guidance, counseling, teachers' competence, creativity, handbooks*

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter & Hernacki, 2000) has explained that all people are born creative.

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the advancement pillars in the economy and social landscapes (Economy of Culture, 2006; Creative Economy Report, 2008; Creativity & Innovation European Year, 2009, as cited in Sorgo, 2012). It should be noted that creative people (Kirton, 1976, as cited in Sorgo, 2012) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks. Creativity is of paramount importance in coping with industrial revolution 4.0 challenges (Kardoyo et al., 2020).

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students. This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Ministry of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and counseling. However, this regulation is yet to

be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Another report reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school. This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur & Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger & Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; Papalia, Wendkos Olds & Duskin Feldman, 2008; Nolan, 2004; McWilliam & Dawson, 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity, and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gladding, 1995; Gibson & Mitchell, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick & Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

This research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla, et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance

developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment).

This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline. Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin

Step II. Data collection

Step III Creating initial product design

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1) evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 1

The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan

[illegible]

4.	Determining the function of guidance and counseling services	10	10	10	10	10	10	10	10	√
5.	Determining the objectives of the guidance and counseling services	10	10	10	10	10	10	10	10	√
6.	Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10	√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10	√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10	√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10	√
10.	Determining the media	10	10	10	10	10	10	10	10	√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 1 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 2

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective	10		√

3.	formulation Clarity of the component of the guidance and counseling services	10	√
4.	Clarity of the description of strategies of the guidance and counseling services	9	√
5.	The clarity of the description of the media and facilities	10	√
6.	Clarity of the description of the evaluation	10	√
AVERAGE		9.83	√

According to Table 2, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

Table 3

The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Relevance of the book with the creativity topic	9		√
2.	Clarity of the description of each lesson	10		√
3.	Relevance of the stated objectives	10		√
4.	Promptness of training activities	9		√
5.	Clarity of the description of each exercise	10		√
6.	Overall description of each topic in the book	10		√
AVERAGE		9.67		√

Based on Table 3, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

Table 4

The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

No.	Assessment Component	Score of Each Creativity Indicator								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No
1.	Clarity of the stated objectives	10	10	10	10	10	9	10	10		√
2.	Relevance of the stated objectives	10	10	10	10	10	10	10	10		√
3.	Relevance of the topic to each activity	10	10	10	10	10	10	10	10		√
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10		√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9		√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10		√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83		√

As seen in Table 4.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 5

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each	9	9.13		√

5.	activity Clarity of the description of each exercise	9	9.13	√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13	√
7.	Overall description of each topic in the book	9	9.13	√
AVERAGE SCORE		9	9.15	√

The above Table 5 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 6

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's	8	8	8	9		√

7.	cover Font size in the handbooks	9	9	9	9	√
8.	Font type in the handbooks	10	10	10	10	√
9.	Design of the handbook's pages	8	8	8	8	√
10.	Dimension of the book	9	9	9	9	√
11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 6, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 7

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√
5.	Clarity of the main idea of the	9	9	8	9		√

6.	paragraph Capitalization	8	8	8	8		√
7.	Punctuation marks	8	8	7	8	√	
8.	Indonesian writing convention	8	8	7	8	√	
9.	Readability and comprehensibility of the handbooks	9	9	9	9		√
AVERAGE SCORE		8.67	8.44	8	8.6		

In Table 7, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument, and it was followed by a small-scale trial, with nine elementary school teachers as its participants. Provided in Table 8 below are the results of the trial.

Table 8*Results of a Small-scale Trial of Guidance and Counseling Implementation Plan*

N o.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehens ible (%)	Incomprehen sible (%)	Comprehens ible (%)	Incomprehen sible (%)	Yes	No
1.	Guidance and Counseling Implementa tion Plan 1	100	0	100	0		√
2.	Guidance and Counseling Implementa tion Plan 2	100	0	100	0		√
3.	Guidance and Counseling Implementa tion Plan 3	100	0	100	0		√
4.	Guidance and Counseling Implementa tion Plan 4	100	0	100	0		√
5.	Guidance and Counseling Implementa tion Plan 5	100	0	100	0		√
6.	Guidance and Counseling Implementa tion Plan 6	100	0	100	0		√
7.	Guidance and Counseling Implementa tion Plan 7	100	0	100	0		√
8.	Guidance and Counseling Implementa tion Plan 8	100	0	100	0		√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical.

Table 9

Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent Thinking Skill						
1)	Description of each material	100	0	100	0		√
2)	Objective formulation	100	0	100	0		√
3)	Clarity of the description of each exercise	100	0	100	0		√
b.	Flexible Thinking Skills						
1)	Description of each material	100	0	100	0		√
2)	Objective formulation	100	0	100	0		√
3)	Clarity of the description of each exercise	100	0	100	0		√
c.	Original Thinking Skills						
1)	Description of each material	100	0	100	0		√
2)	Objective formulation	100	0	100	0		√
3)	Clarity of	100	0	100	0		

	the description of each exercise					√
d. Elaboration Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
e. Evaluation Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
f. Curiosity						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
g. Imaginative						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each	100	0	100	0	√

exercise						
h.	Adventuro us (in respondin g to advancem ent)					
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services.

Table 10

Results of a Small-scale Trial of Teachers' Guideline

N o.	Assessme nt Compon ent	Comprehension		Implementation		Revisio n	
		Comprehens ible (%)	Incomprehens ible (%)	Comprehens ible (%)	Incomprehens ible (%)	Ye s	N o
1)	Descripti on	100	0	100	0		√
2)	Expected objective formulati on	100	0	100	0		√
3)	Descripti on of the compone nt of the guidance and counselin g services	100	0	100	0		√
4)	Descripti on of the strategies of the guidance	100	0	89	0		√

	and counselin g services					
5)	Descripti on of the media and facilities	100	0	100	0	√
6)	Descripti on of evaluatio n	100	0	100	0	√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical.

Table 11

Results of a Small-scale Trial of Evaluation Guideline

N o.	Assessme nt Compon ent	Comprehension		Implementation		Revisio n	
		Comprehens ible (%)	Incomprehens ible (%)	Comprehens ible (%)	Incomprehens ible (%)	Ye s	N o
1)	Formulati on of the expected objectives	100	0	100	0		√
2)	Clarity of the descriptio n of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretat ion	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 12

Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

Source: SPSS 20 Output.

According to Table 4.1, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the *sig.* value of pre-test and post-test gets 0.200*. According to the test criteria, if the *sig.* value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

a. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis

H_0 : $\mu_1 \leq \mu_2$

H_1 : $\mu_1 > \mu_2$

c. Test Criteria

H_0 is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 4.3, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan & Aybek (2019) have examined the effectiveness of the experiment method on one group.

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. A study by Scott et al. (2020) claims that training on essential counseling skills contributes to the self-confidence of counselors in Africa and America. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati & Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim & Puluhalawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to

school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions: (1) In this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. (2) The handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. (3) The handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. (4) The handbooks are, without doubt, beneficial for the regional and central

government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, it is recommended that:

1. Future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

Acknowledgment

We extend our sincere gratitude to all experts for their contribution in undertaking the validation of the developed handbook. Also, special thanks to the research participant, the teachers of elementary school SD Laboratorium Universitas Negeri Gorontalo.

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Second round corrections request for the manuscript ID# 2010150447

3 pesan

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2 Februari 2021 13.15

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Dear Dr. Rahim ,

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Please see the attached files as the second round corrections. The deadline is **February 9, 2021**.

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I hope that the revised article can be accepted by the journal to be published. I am looking forward to hearing from you.

Thank you very much.

Best regards,

Maryam Rahim
Corresponding Author

Pada tanggal Sab, 26 Des 2020 pukul 17.55 Editor - European Journal of Educational Research <editor@eu-jer.com> menulis:

Dear Dr. Maryam Rahim,

After a thorough double-blind review, I am pleased to inform you that your manuscript entitled "DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY" (ID#2010150447) can be published on condition that corrections are made.

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I hope that the revised article can be accepted by the journal to be published. I am looking forward to hearing from you.

Thank you very much.

Best regards,

Maryam Rahim
Corresponding Author
[Kutipan teks disembunyikan]

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Editor - European Journal of Educational Research <editor@eu-jer.com>

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Dear Dr. Rahim,

Thank you for your email.

We have sent your second revised paper to our reviewers in order to check. We will inform you when we get the result.

Best regards,

Ahmet C. Savas, Ph.D.

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[Kutipan teks disembunyikan]

The manuscript is now ok and needed to add the Hypothesis H0 and H1 in section b page 22.
This hypothesis is lacking.
When the author fulfills the missing information, the manuscript is ready for publication.

DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1 Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *guidance, counseling, teachers' competence, creativity, handbooks*

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter & Hernacki, 2000) has explained that all people are born creative. **Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.**

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the

advancement pillars in the economy and social landscapes (Economy of Culture, 2006; Creative Economy Report, 2008; Creativity & Innovation European Year, 2009, as cited in Sorgo, 2012). It should be noted that creative people (Kirton, 1976, as cited in Sorgo, 2012) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks. Creativity is of paramount importance in coping with industrial revolution 4.0 challenges (Kardoyo et al., 2020).

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10

elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur & Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger & Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; Nolan, 2004; McWilliam & Dawson, 2008; Papalia et al., 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative

measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete

understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity, and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity

development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick & Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that

the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla, et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline. Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is

done to obtain materials in order to develop the initial product design so that the resulting product is genuinely supported by the results of a literature review.

Step III Creating initial product design

Procedures in this step revolve around the development of the initial draft of the handbook as a medium of creativity development, which encompasses several topics, namely (a) service programs (Guidance and Counseling Implementation Plan), (b) creativity development material, (c) teachers' guidelines, and (e) evaluation guideline.

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1) evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 1

The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan

[illegible]

6.	counseling services Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10	√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10	√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10	√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10	√
10.	Determining the media	10	10	10	10	10	10	10	10	√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 1 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 2

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective formulation	10		√
3.	Clarity of the component of the guidance and counseling services	10		√
4.	Clarity of the description of strategies of the guidance and counseling services	9		√
5.	The clarity of the description of	10		√

6.	the media and facilities Clarity of the description of the evaluation	10	√
AVERAGE		9.83	√

According to Table 2, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

Table 3

The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Relevance of the book with the creativity topic	9		√
2.	Clarity of the description of each lesson	10		√
3.	Relevance of the stated objectives	10		√
4.	Promptness of training activities	9		√
5.	Clarity of the description of each exercise	10		√
6.	Overall description of each topic in the book	10		√
AVERAGE		9.67		√

Based on Table 3, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

Table 4

The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

[illegible]

3.	the stated objectives Relevance of the topic to each activity	10	10	10	10	10	10	10	10	√
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10	√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9	√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83	√

As seen in Table 4.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 5

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each activity	9	9.13		√
5.	Clarity of the description of each exercise	9	9.13		√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		√
7.	Overall description of each topic in the book	9	9.13		√
AVERAGE SCORE		9	9.15		√

The above Table 5 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 6

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's cover	8	8	8	9		√
7.	Font size in the handbooks	9	9	9	9		√
8.	Font type in the handbooks	10	10	10	10		√
9.	Design of the handbook's pages	8	8	8	8		√
10.	Dimension of the book	9	9	9	9		√

11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 6, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 7

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√
5.	Clarity of the main idea of the paragraph	9	9	8	9		√
6.	Capitalization	8	8	8	8		√
7.	Punctuation marks	8	8	7	8	√	
8.	Indonesian writing convention	8	8	7	8	√	
9.	Readability and comprehensibility of the handbooks	9	9	9	9		√
AVERAGE SCORE		8.67	8.44	8	8.6		

In Table 7, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case). The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 8

Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1.	Guidance and Counseling Implementation Plan 1	100	0	100	0		√
2.	Guidance and Counseling Implementation Plan 2	100	0	100	0		√

3.	Guidance and Counseling Implementation Plan 3	100	0	100	0	√
4.	Guidance and Counseling Implementation Plan 4	100	0	100	0	√
5.	Guidance and Counseling Implementation Plan 5	100	0	100	0	√
6.	Guidance and Counseling Implementation Plan 6	100	0	100	0	√
7.	Guidance and Counseling Implementation Plan 7	100	0	100	0	√
8.	Guidance and Counseling Implementation Plan 8	100	0	100	0	√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 9

Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent Thinking						

Skill						
1)	Description of each material	100	0	100	0	✓
2)	Objective formulation	100	0	100	0	✓
3)	Clarity of the description of each exercise	100	0	100	0	✓
b. Flexible Thinking Skills						
1)	Description of each material	100	0	100	0	✓
2)	Objective formulation	100	0	100	0	✓
3)	Clarity of the description of each exercise	100	0	100	0	✓
c. Original Thinking Skills						
1)	Description of each material	100	0	100	0	✓
2)	Objective formulation	100	0	100	0	✓
3)	Clarity of the description of each exercise	100	0	100	0	✓
d. Elaboration Skills						
1)	Description of each material	100	0	100	0	✓
2)	Objective formulation	100	0	100	0	✓
3)	Clarity of the description of each exercise	100	0	100	0	✓
e. Evaluation						

Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
f. Curiosity						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
g. Imaginative						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
h. Adventures (in responding to advancement)						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 10

Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers' guideline.

Table 11

Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretation	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 12

Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

Source: SPSS 20 Output.

According to Table 4.1, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the *sig.* value of pre-test and post-test gets 0.200*. According to the test criteria, if the *sig.* value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies

that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

a. Formulating Research Hypotheses

H₀ : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H₁ : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis

H₀ : $\mu_1 \leq \mu_2$

H₁ : $\mu_1 > \mu_2$

c. Test Criteria

H₀ is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H₀ is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

Source: SPSS 20 Output.

Commented [L1]: The hypothesis H₀ and H₁ are already listed above. (Section a)

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students.

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. A study by Scott et al. (2020) claims that training on essential counseling skills contributes to the self-confidence of counselors in Africa and America. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati & Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim and Puluwulawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career

advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

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Third round corrections request for the manuscript ID# 2010150447

4 pesan

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DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1 Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *guidance, counseling, teachers' competence, creativity, handbooks*

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter & Hernacki, 2000) has explained that all people are born creative. **Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.**

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the

advancement pillars in the economy and social landscapes (Economy of Culture, 2006; Creative Economy Report, 2008; Creativity & Innovation European Year, 2009, as cited in Sorgo, 2012). It should be noted that creative people (Kirton, 1976, as cited in Sorgo, 2012) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks. Creativity is of paramount importance in coping with industrial revolution 4.0 challenges (Kardoyo et al., 2020).

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10

elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur & [A1] Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger & [A2] Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; Nolan, 2004; McWilliam & Dawson, 2008; Papalia et al., 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative

measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete

understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity, and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity

development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick & Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that

the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla, et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline. Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is

6.	counseling services Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10	√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10	√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10	√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10	√
10.	Determining the media	10	10	10	10	10	10	10	10	√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 1 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 2

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective formulation	10		√
3.	Clarity of the component of the guidance and counseling services	10		√
4.	Clarity of the description of strategies of the guidance and counseling services	9		√
5.	The clarity of the description of	10		√

3.	the stated objectives Relevance of the topic to each activity	10	10	10	10	10	10	10	10	√
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10	√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9	√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83	√

As seen in Table 4.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 5

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each activity	9	9.13		√
5.	Clarity of the description of each exercise	9	9.13		√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		√
7.	Overall description of each topic in the book	9	9.13		√
AVERAGE SCORE		9	9.15		√

The above Table 5 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 6

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's cover	8	8	8	9		√
7.	Font size in the handbooks	9	9	9	9		√
8.	Font type in the handbooks	10	10	10	10		√
9.	Design of the handbook's pages	8	8	8	8		√
10.	Dimension of the book	9	9	9	9		√

11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 6, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 7

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√
5.	Clarity of the main idea of the paragraph	9	9	8	9		√
6.	Capitalization	8	8	8	8		√
7.	Punctuation marks	8	8	7	8	√	
8.	Indonesian writing convention	8	8	7	8	√	
9.	Readability and comprehensibility of the handbooks	9	9	9	9		√
AVERAGE SCORE		8.67	8.44	8	8.6		

In Table 7, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case). The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 8

Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

N o.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehens ible (%)	Incomprehen sible (%)	Comprehens ible (%)	Incomprehen sible (%)	Ye s	N o
1.	Guidance and Counseling Implementa tion Plan 1	100	0	100	0		√
2.	Guidance and Counseling Implementa tion Plan 2	100	0	100	0		√

3.	Guidance and Counseling Implementation Plan 3	100	0	100	0	√
4.	Guidance and Counseling Implementation Plan 4	100	0	100	0	√
5.	Guidance and Counseling Implementation Plan 5	100	0	100	0	√
6.	Guidance and Counseling Implementation Plan 6	100	0	100	0	√
7.	Guidance and Counseling Implementation Plan 7	100	0	100	0	√
8.	Guidance and Counseling Implementation Plan 8	100	0	100	0	√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 9

Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent Thinking						

		100	0	100	0	
a. Skill						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
b. Flexible Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
c. Original Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
d. Elaboration Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
e. Evaluation						

Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
f. Curiosity						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
g. Imaginative						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
h. Adventurous (in responding to advancement)						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 10

Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers' guideline.

Table 11

Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretation	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 12

Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

Source: SPSS 20 Output.

According to Table 4.1, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the sig. value of pre-test and post-test gets 0.200*. According to the test criteria, if the sig. value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies

that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

a. Formulating Research Hypotheses

H₀ : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H₁ : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis^[L5]

H₀ : $\mu_1 \leq \mu_2$

H₁ : $\mu_1 > \mu_2$

c. Test Criteria

H₀ is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H₀ is not refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students. [MOU6]

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. A study by Scott et al. (2020) claims that training on essential counseling skills contributes to the self-confidence of counselors in Africa and America. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati & [A7] Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim and Puluulawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career

advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

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Maryam Rahim <rahimmaryam789@gmail.com>

Fourth round corrections request for the manuscript ID# 2010150447

3 pesan

Editor - European Journal of Educational Research <editor@eu-jer.com>

13 Februari 2021 00.17

Kepada: Maryam Rahim <rahimmaryam789@gmail.com>

Dear Dr. Rahim ,

Please find the attached file as the fourth round correction.

Also, we ask to cite to an article in our other journal (www.ejper.com) in order to increase the impact factor.

We are looking forward to getting your revised paper until 19th February 2021..

Best regards,

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DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1—Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *guidance, counseling, teachers' competence, creativity, handbooks*

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter & Hernacki, 2000) has explained that all people are born creative. Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the

advancement pillars in the economy and social landscapes (Economy of Culture, 2006; Creative Economy Report, 2008; Creativity & Innovation European Year, 2009, as cited in Sorgo, 2012). It should be noted that creative people (Kirton, 1976, as cited in Sorgo, 2012) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks. Creativity is of paramount importance in coping with industrial revolution 4.0 challenges (Kardoyo et al., 2020).

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10

elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur ~~and~~ & Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger ~~and~~ & Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; Nolan, 2004; McWilliam & Dawson, 2008; Papalia et al., 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative

measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete

understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity, and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity

development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick ~~and~~ Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that

the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla, et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline. Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is

6.	Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10	√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10	√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10	√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10	√
10.	Determining the media	10	10	10	10	10	10	10	10	√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 1 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 2

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective formulation	10		√
3.	Clarity of the component of the guidance and counseling services	10		√
4.	Clarity of the description of strategies of the guidance and counseling services	9		√
5.	The clarity of the description of the media and facilities	10		√

3.	the stated objectives Relevance of the topic to each activity	10	10	10	10	10	10	10	10	√
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10	√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9	√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83	√

As seen in Table 4.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 5

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each activity	9	9.13		√
5.	Clarity of the description of each exercise	9	9.13		√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		√
7.	Overall description of each topic in the book	9	9.13		√
AVERAGE SCORE		9	9.15		√

The above Table 5 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 6

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's cover	8	8	8	9		√
7.	Font size in the handbooks	9	9	9	9		√
8.	Font type in the handbooks	10	10	10	10		√
9.	Design of the handbook's pages	8	8	8	8		√
10.	Dimension of the book	9	9	9	9		√

11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 6, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 7

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√
5.	Clarity of the main idea of the paragraph	9	9	8	9		√
6.	Capitalization	8	8	8	8		√
7.	Punctuation marks	8	8	7	8	√	
8.	Indonesian writing convention	8	8	7	8	√	
9.	Readability and comprehensibility of the handbooks	9	9	9	9		√
AVERAGE SCORE		8.67	8.44	8	8.6		

In Table 7, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 8

Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1.	Guidance and Counseling Implementation Plan 1	100	0	100	0		√
2.	Guidance and Counseling Implementation Plan 2	100	0	100	0		√

3.	Guidance and Counseling Implementa tion Plan 3	100	0	100	0	√
4.	Guidance and Counseling Implementa tion Plan 4	100	0	100	0	√
5.	Guidance and Counseling Implementa tion Plan 5	100	0	100	0	√
6.	Guidance and Counseling Implementa tion Plan 6	100	0	100	0	√
7.	Guidance and Counseling Implementa tion Plan 7	100	0	100	0	√
8.	Guidance and Counseling Implementa tion Plan 8	100	0	100	0	√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 9

Results of a Small-scale Trial of Material of Services

N o.	Assessmen t Componen t	Comprehension		Implementation		Revisio n	
		Comprehens ible (%)	Incomprehen sible (%)	Comprehens ible (%)	Incomprehen sible (%)	Ye s	N o
a.	Fluent Thinking						

Table 1. The results of the evaluation of the quality of the exercises in the course of the first semester of the first year of the Faculty of Education, University of Al-Qadisiyah						
Skill		The quality of the exercises		The quality of the exercises		The quality of the exercises
1)	Description of each material	100	0	100	0	
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
b. Flexible Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
c. Original Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
d. Elaboration Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
e. Evaluation						

Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
f. Curiosity						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
g. Imaginative						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
h. Adventurous (in responding to advancement)						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 10

Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers' guideline.

Table 11

Results of a Small-scale Trial of Evaluation Guideline

N o.	Assessme nt Compone nt	Comprehension		Implementation		Revisio n	
		Comprehens ible (%)	Incomprehens ible (%)	Comprehens ible (%)	Incomprehens ible (%)	Ye s	N o
1)	Formulati on of the expected objectives	100	0	100	0		√
2)	Clarity of the descriptio n of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretat ion	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 12

Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

Source: SPSS 20 Output.

According to Table 12, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Data Analysis

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the *sig.* value of pre-test and post-test gets 0.200*. According to the test criteria, if the *sig.* value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

a. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis [L1]

H_0 : $\mu_1 \leq \mu_2$

$$H_1 : \mu_1 > \mu_2$$

c. Test Criteria

H_0 is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students.[MOU2][MOU3]

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the sig. value of pre test and post test gets 0.200*. According to the test criteria, if the sig. value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t test (dependent t test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one sample t test.

Procedures of the test are as follows:

4. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

e. Statistical Hypothesis [L4]

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

f. Test Criteria

Ho is refuted if $t_{count} \geq t_{table}$, or p value in the column of Sig. (2 tailed) $<$ level of significant (α)

Ho is not refuted if $t_{count} < t_{table}$, or p value in the column of Sig. (2 tailed) $>$ level of significant (α)

Table 14

T test

Learning Outcome	t test for Equality of Means		
	T	df	Sig. (2 tailed)
Post test — Pre test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p value in the sig. (2 tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students. [MOU5]

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school

students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. A study by Scott et al. (2020) claims that training on essential counseling skills contributes to the self-confidence of counselors in Africa and America. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati ~~and~~ & Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim ~~and~~ Puluulawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

Acknowledgment

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LETTER OF ACCEPTANCE



February 16, 2021

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DEVELOPMENT OF HANDBOOKS OF GUIDANCE AND COUNSELING TO ENHANCE ELEMENTARY SCHOOL TEACHERS' COMPETENCE IN CULTIVATING STUDENTS' CREATIVITY

Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1—Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the t_{count} and t_{table} arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that $t_{\text{count}} > t_{\text{table}}$. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *guidance, counseling, teachers' competence, creativity, handbooks*

Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis (as cited in De Porter & Hernacki, 2000) has explained that all people are born creative. Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the

advancement pillars in the economy and social landscapes (Economy of Culture, 2006; Creative Economy Report, 2008; ~~Creativity & Innovation European Year, 2009, as cited in Sorgo, 2012~~). It should be noted that creative people (Kirton, 1976, ~~as cited in Sorgo, 2012~~) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks. ~~Creativity is of paramount importance in coping with industrial revolution 4.0 challenges (Kardoyo et al., 2020).~~

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10

elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur [and](#) Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger [and](#) Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; Nolan, 2004; McWilliam & Dawson, 2008; Papalia et al., 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative

measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. —As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete

understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity, and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity

development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick ~~and~~ & Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that

the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla, et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above Table 1, the sig. value of pre-test and post-test gets 0.200*. According to the test criteria, if the sig. value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

a. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis [1.1]

H_0 : $\mu_1 \leq \mu_2$

H_1 : $\mu_1 > \mu_2$

c. Test Criteria

H_0 is refuted if $t_{\text{count}} > t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 214

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)

Post-test – Pre-test	7.655	14	0.000
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Source: SPSS 20 Output.

As seen in Table 244, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students. [MOU2]

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is done to obtain materials in order to develop the initial product design so that the resulting product is genuinely supported by the results of a literature review.

Step III Creating initial product design

Procedures in this step revolve around the development of the initial draft of the handbook as a medium of creativity development, which encompasses several topics, namely (a) service programs (Guidance and Counseling Implementation Plan), (b) creativity development material, (c) teachers' guidelines, and (e) evaluation guideline.

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1) evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 34

The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan

[illegible]

5.	Determining the objectives of the guidance and counseling services	10	10	10	10	10	10	10	10	√
6.	Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10	√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10	√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10	√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10	√
10.	Determining the media	10	10	10	10	10	10	10	10	√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10	√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10	√
13.	Determining assessment plan	10	10	10	10	10	10	10	10	√
14.	Determining Follow-up	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	10	10	10	10	10	√

Table 34 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 42

The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		√
2.	Clarity of the expected objective formulation	10		√
3.	Clarity of the component of the guidance and counseling services	10		√
4.	Clarity of the description of	9		√

	strategies of the guidance and counseling services		
5.	The clarity of the description of the media and facilities	10	√
6.	Clarity of the description of the evaluation	10	√
AVERAGE		9.83	√

According to Table 42, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

Table 53

The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Relevance of the book with the creativity topic	9		√
2.	Clarity of the description of each lesson	10		√
3.	Relevance of the stated objectives	10		√
4.	Promptness of training activities	9		√
5.	Clarity of the description of each exercise	10		√
6.	Overall description of each topic in the book	10		√
AVERAGE		9.67		√

Based on Table 53, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

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Table 64

The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

No.	Assessment Component	Score of Each Creativity Indicator								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No

1.	Clarity of the stated objectives	10	10	10	10	10	9	10	10	√
2.	Relevance of the stated objectives	10	10	10	10	10	10	10	10	√
3.	Relevance of the topic to each activity	10	10	10	10	10	10	10	10	√
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10	√
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9	√
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10	√
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83	√

As seen in Table 64.4, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 75

Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		√
2.	Clarity of the description of each lesson	9	9.13		√
3.	Relevance of the stated objectives	9	9.13		√
4.	Relevance of the topic to each activity	9	9.13		√
5.	Clarity of the description of each exercise	9	9.13		√
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		√
7.	Overall description of each topic in the book	9	9.13		√
AVERAGE SCORE		9	9.15		√

The above Table 75 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 86

Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	The design of the handbook is in line with the content	9	9	9	9		√
2.	The clarity of the design of the book in delivering the content	9	10	9	10		√
3.	Design of the handbook's cover	10	10	10	10		√
4.	Font size on the handbook's cover	7	7	7	8	√	
5.	Font type on the handbook's cover	7	7	7	8	√	
6.	Colors selection of the handbook's cover	8	8	8	9		√
7.	Font size in the handbooks	9	9	9	9		√
8.	Font type in the handbooks	10	10	10	10		√
9.	Design of the handbook's pages	8	8	8	8		√
10.	Dimension of the book	9	9	9	9		√

11.	Overall appearance of the handbooks	9	9	9	9	√
Average Score		8.64	8.73	8.64	9	

In Table 86, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 97

Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Diction	9	9	9	9		√
2.	Coherence between sentences	9	9	8	9		√
3.	Coherence between paragraphs	9	8	8	8		√
4.	Clarity of each sentence	9	8	8	9		√
5.	Clarity of the main idea of the paragraph	9	9	8	9		√
6.	Capitalization	8	8	8	8		√
7.	Punctuation marks	8	8	7	8	√	
8.	Indonesian writing convention	8	8	7	8	√	
9.	Readability and comprehensibility of the handbooks	9	9	9	9		√
AVERAGE SCORE		8.67	8.44	8	8.6		

In Table 97, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 108

Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1.	Guidance and Counseling Implementation Plan 1	100	0	100	0		√
2.	Guidance and Counseling Implementa	100	0	100	0		√

3.	tion Plan 2 Guidance and Counseling Implementa tion Plan 3	100	0	100	0	√
4.	Guidance and Counseling Implementa tion Plan 4	100	0	100	0	√
5.	Guidance and Counseling Implementa tion Plan 5	100	0	100	0	√
6.	Guidance and Counseling Implementa tion Plan 6	100	0	100	0	√
7.	Guidance and Counseling Implementa tion Plan 7	100	0	100	0	√
8.	Guidance and Counseling Implementa tion Plan 8	100	0	100	0	√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 119

Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent						

Thinking Skill						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
b. Flexible Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
c. Original Thinking Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√
d. Elaboration Skills						
1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

e. Evaluation Skills

1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

f. Curiosity

1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

g. Imaginative

1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each exercise	100	0	100	0	√

h. Adventurous (in responding to advancement)

1)	Description of each material	100	0	100	0	√
2)	Objective formulation	100	0	100	0	√
3)	Clarity of the description of each	100	0	100	0	√

exercise

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 120

Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers’ guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers’ guideline.

Table 134

Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretation	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 142

Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

Source: SPSS 20 Output.

According to Table 142, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Data Analysis

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a Kolmogorov-Smirnov test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post test results are in the following table.

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Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the sig. value of pre-test and post-test gets 0.200*. According to the test criteria, if the sig. value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t test (dependent t test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t test.

Procedures of the test are as follows:

Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

Statistical Hypothesis [13]

H_0 : $\mu_x \leq \mu_z$

$$H_1: \mu_1 > \mu_2$$

Test Criteria

H_0 is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students. [MOU4][MOU5]

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Table 13

Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

Source: SPSS 20 Output

In the above table, the sig. value of pre-test and post-test gets 0.200*. According to the test criteria, if the sig. value is greater than 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test.

Procedures of the test are as follows:

Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

Statistical Hypothesis

$$H_0 : \mu_1 \leq \mu_2$$

$$H_1 : \mu_1 > \mu_2$$

Test Criteria

H_0 is refuted if $t_{count} \geq t_{table}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{count} < t_{table}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 14

T-test

Learning Outcome	t-test for Equality of Means		
	T	df	Sig. (2-tailed)
Post test – Pre test	7.655	14	0.000

Source: SPSS 20 Output.

As seen in Table 14, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students. [MOU7]

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school

students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. ~~A study by Scott et al. (2020) claims that training on essential counseling skills contributes to the self-confidence of counselors in Africa and America.~~ Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati ~~and~~ & Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim ~~and~~ Puluwulawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

Acknowledgment

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Development of Handbooks of Guidance and Counseling to Enhance Elementary School Teachers' Competence in Cultivating Students' Creativity

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Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1 Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the *t*-count and *t*-table arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that *t*-count > *t*-table. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *Guidance, counseling, teachers' competence, creativity, handbooks.*

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Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis has explained that all people are born creative [as cited in DePorter & Hernacki, 2000 [A1]]. Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the advancement pillars in the economy and social landscapes (Creative Economy Report, 2008; Directorate-General for Education and Culture, 2006). It should be noted that creative people (Kirton, 1976) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks.

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and

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counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10 elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur and Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger and Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends[A2], 2009; McWilliam & Dawson[A3], 2008; Nolan, 2004[A4]; Papalia et al[A5], 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity,

and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003^[A6]), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick and Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a *Kolmogorov-Smirnov* test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Table 1: Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

In Table 1, the *sig.* value of pre-test and post-test gets 0.200*. According to the test criteria, if the *sig. value is greater than* 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test. Procedures of the test are as follows:

a. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis

H_0 : $\mu_1 \leq \mu_2$

H_1 : $\mu_1 > \mu_2$

c. Test Criteria

H_0 is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 2: T-test

Learning Outcome	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

As seen in Table 2, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is done to obtain materials in order to develop the initial product design so that the resulting product is genuinely supported by the results of a literature review.

Step III Creating initial product design

Procedures in this step revolve around the development of the initial draft of the handbook as a medium of creativity development, which encompasses several topics, namely (a) service programs (Guidance and Counseling Implementation Plan), (b) creativity development material, (c) teachers' guidelines, and (e) evaluation guideline.

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1) evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 3: The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan

No.	Assessment Component	Guidance And Counseling Implementation Plan Score								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No
1.	Determining guidance and counseling topics	10	10	10	10	10	10	10	10		√
2.	Establishing the field of guidance and counseling	10	10	10	10	10	10	10	10		√
3.	Determining the type of guidance and counseling services	10	10	10	10	10	10	10	10		√
4.	Determining the function of guidance and counseling services	10	10	10	10	10	10	10	10		√
5.	Determining the objectives of the guidance and counseling services	10	10	10	10	10	10	10	10		√
6.	Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10		√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10		√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10		√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10		√
10.	Determining the media	10	10	10	10	10	10	10	10		√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10		√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10		√
13.	Determining assessment plan	10	10	10	10	10	10	10	10		√
14.	Determining Follow-up	10	10	10	10	10	10	10	10		√
Average		10	10	10	10	10	10	10	10		√

Table 3 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 4: The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		✓
2.	Clarity of the expected objective formulation	10		✓
3.	Clarity of the component of the guidance and counseling services	10		✓
4.	Clarity of the description of strategies of the guidance and counseling services	9		✓
5.	The clarity of the description of the media and facilities	10		✓
6.	Clarity of the description of the evaluation	10		✓
AVERAGE		9.83		✓

According to Table 4, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

Table 5 : The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Relevance of the book with the creativity topic	9		✓
2.	Clarity of the description of each lesson	10		✓
3.	Relevance of the stated objectives	10		✓
4.	Promptness of training activities	9		✓
5.	Clarity of the description of each exercise	10		✓
6.	Overall description of each topic in the book	10		✓
AVERAGE		9.67		✓

Based on Table 5, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

Table 6: The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

No.	Assessment Component	Score of Each Creativity Indicator								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No
1.	Clarity of the stated objectives	10	10	10	10	10	9	10	10		✓
2.	Relevance of the stated objectives	10	10	10	10	10	10	10	10		✓
3.	Relevance of the topic to each activity	10	10	10	10	10	10	10	10		✓
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10		✓
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9		✓
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10		✓
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83		✓

As seen in Table 6, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 7 : Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		✓
2.	Clarity of the description of each lesson	9	9.13		✓
3.	Relevance of the stated objectives	9	9.13		✓
4.	Relevance of the topic to each activity	9	9.13		✓
5.	Clarity of the description of each exercise	9	9.13		✓
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		✓
7.	Overall description of each topic in the book	9	9.13		✓
AVERAGE SCORE		9	9.15		✓

The above Table 7 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 8 : Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1	The design of the handbook is in line with the content	9	9	9	9		✓
2	The clarity of the design of the book in delivering the content	9	10	9	10		✓
3	Design of the handbook's cover	10	10	10	10		✓
4	Font size on the handbook's cover	7	7	7	8	✓	
5	Font type on the handbook's cover	7	7	7	8	✓	
6	Colors selection of the handbook's cover	8	8	8	9		✓
7	Font size in the handbooks	9	9	9	9		✓
8	Font type in the handbooks	10	10	10	10		✓
9	Design of the handbook's pages	8	8	8	8		✓
10	Dimension of the book	9	9	9	9		✓
11	Overall appearance of the handbooks	9	9	9	9		✓
Average Score		8.64	8.73	8.64	9		

In Table 8, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 9: Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1	Diction	9	9	9	9		√
2	Coherence between sentences	9	9	8	9		√
3	Coherence between paragraphs	9	8	8	8		√
4	Clarity of each sentence	9	8	8	9		√
5	Clarity of the main idea of the paragraph	9	9	8	9		√
6	Capitalization	8	8	8	8		√
7	Punctuation marks	8	8	7	8	√	
8	Indonesian writing convention	8	8	7	8	√	
9	Readability and comprehensibility of the handbooks	9	9	9	9		√
Average Score		8.67	8.44	8	8.6		

In Table 9, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 10 : Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1	Guidance and Counseling Implementation Plan 1	100	0	100	0		√
2	Guidance and Counseling Implementation Plan 2	100	0	100	0		√
3	Guidance and Counseling Implementation Plan 3	100	0	100	0		√
4	Guidance and Counseling Implementation Plan 4	100	0	100	0		√
5	Guidance and Counseling Implementation Plan 5	100	0	100	0		√
6	Guidance and Counseling Implementation Plan 6	100	0	100	0		√
7	Guidance and Counseling Implementation Plan 7	100	0	100	0		√
8	Guidance and Counseling Implementation Plan 8	100	0	100	0		√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 11: Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent Thinking Skill						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
b.	Flexible Thinking Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
c.	Original Thinking Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
d.	Elaboration Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
e.	Evaluation Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
f.	Curiosity						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
g.	Imaginative						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
h.	Adventurous (in responding to advancement)						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 12: Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers' guideline.

Table 13: Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretation	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 14: Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

According to Table 14, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati and Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim and Puluhalawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

Acknowledgment

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Development of Handbooks of Guidance and Counseling to Enhance Elementary School Teachers' Competence in Cultivating Students' Creativity

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Abstract: Central to the creativity development in elementary schools are competent teachers. Enhancement of teachers' competence could be done through the provision of guidance handbooks for the teachers. As based on the problem statements, this research was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services; the handbooks were expected to help teachers in cultivating the creativity of elementary school students. In this research and development study, the designed handbooks consisted of book 1 Guidance and Counseling Implementation Plan, Book 2 Service Materials, Book 3 Teachers' Guideline, and Book 4 Evaluation Guideline. The effectiveness of the handbooks was examined using a quasi-experimental method with one group pre-test and posttest. According to the results of experimental data analysis, the *t*-count and *t*-table arrived at 7.665 (significance level of 0.05 (14)) and 1.76, respectively, meaning that *t*-count > *t*-table. This result signified that the handbooks were practical to build teachers' competence in providing quality guidance and counseling services, which was helpful in assisting the teachers in instilling the creativity of elementary school students. In brief, the handbooks are recommended to be used by teachers in promoting the creativity of elementary school students.

Keywords: *Guidance, counseling, teachers' competence, creativity, handbooks.*

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Introduction

Every person, including elementary school students, has the potential to be creative. This notion is in line with what Steve Curtis has explained that all people are born creative (DePorter & Hernacki, 2000). Being born with creativity means that everyone has the potential to become a creative person. The possibility of individuals to be creative could be obtained through learning and continuous development.

Children's creativity should be cultivated, given the privilege of creative individuals who are not only capable of improving self-development but also contributing to other people and the nation. Creativity refers to a skill that leads to invention and is essential paramount to society (Young, 1985, as cited in Vasudevan, 2013). Further, creativity is regarded as one of the advancement pillars in the economy and social landscapes (Creative Economy Report, 2008; Directorate-General for Education and Culture, 2006). It should be noted that creative people (Kirton, 1976) are the crucial resources in limited numbers. Communities, organizations, and companies that do not acknowledge creativity as the key element of advancement will stagnate development and even setbacks.

Creativity is a product of creative behaviors, which can be developed through education. On that ground, good education systems are expected to stimulate students' creativity, specifically elementary school students (Sahlberg, 2009). This is because, in elementary school ages, the stimulation underpins the next stages of student development. Schools are, therefore, urged to conduct creativity cultivation programs to accelerate the students' development further as effectively as possible.

The Regulation of Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014 has stipulated that teachers shall perform guidance and counseling services graduated from the department of guidance and

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counseling (Minister of Education & Culture of the Republic of Indonesia, 2014). However, this regulation is yet to be actualized. Homeroom teachers or other teachers of other subjects are still responsible for guidance and counseling services at elementary schools. By that, elementary school teachers should possess the skills of guidance and counseling services for the impactful development of student potentials.

An interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools in the city of Gorontalo, are yet to integrate creativity development programs in either their classroom activities or guidance and counseling services. Other data obtained were based on the results of interview with 10 elementary school teacher, which were strengthened by the results of document study conducted at 10 elementary schools in Gorontalo city, reveals the absence of specific guidelines on implementing guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school.

This situation suggests the necessity of developing guidance and counseling programs to help teachers in producing creative students.

Developing handbooks of guidance and counseling that can improve teachers' competence in providing quality guidance and counseling services; the handbooks were also expected to help teachers cultivate elementary school students' creativity.

Literature Review

Basic Concepts of Creativity

In a broader sense, the term creativity is described as how an individual demonstrates flexibility, originality, and fluent thinking skills in their works. The concept of creativity, in the context of the present study, refers to creative thinking skills. Potur and Barkul (2009) points out that creative thinking skills encompass cognitive, original, and problem-solving skills. According to Treffinger and Isaksen (2005), creative thinking are the salient trait skills are novelty, originality and imagination, fluency of ideas, as well as flexibilities and fluency in information elaboration. Lucas (2016) develops five creativity models, namely imaginative, inquisitive, persistent, collaborative, and discipline.

Creative thinking should not be confused with artistic talents (Meintjes & Grosser, 2010). Drawing upon the opinions by several scholars (Arends, 2009; McWilliam & Dawson, 2008; Nolan, 2004; Papalia et al., 2008), Meintjes and Grosser (2010) view creativity as a cognitive function that produces new ideas and concepts, and the ability to think divergently and productively in an academic domain, problem-solving that demonstrates initiative measures, and develops, applies, and produces new ideas. In the present study, indicators of creative thinking skills involve (1) fluent thinking skill, (2) flexible thinking skills, (3) original thinking skills, (4) attention to detail and elaboration, (5) evaluation skill, (6) curiosity, (7) imaginative, and (8) adventurous (in responding to advancement) (Munandar, 1995, as cited in Hawadi et al., 2001).

The Role of Competent Teachers in Developing Students' Creativity

From this day onwards, teachers' roles in education are still important, and any sophisticated technology cannot replace them. As an important figure in the education system, teachers are urged to master some competencies. This notion has been stipulated in the Law of the Republic of Indonesia Number 14 of 2005; the law classifies four competencies of a teacher: pedagogical, personality, social, and professional.

Burke (2005) opines that consisting of the areas of knowledge, ability and skill, competencies function to increase an individual's effectiveness with the world. Goleman (1999) further defines competencies as skills, authorities, power, or abilities. Competence is best described as a complex combination of knowledge, skills, understanding, values, attitudes, and desire, leading to effective, embodied human action in the world, in a particular domain (Crick, 2008; European Commission, 2013). Competence is therefore distinguished from skill, which is defined as the ability to perform complex acts with ease, precision, and adaptability (European Commission, 2013).

From the above definitions, one can say that competencies represent the abilities or skills needed in performing a particular activity or task, thus allowing a person to attain the stated objectives.

The focus of the research is to enhance teachers' professional competence in developing student creativity based on several indicators, namely (1) possessing a complete understanding of the developed aspects of creativity; (2) having the capability to create a design of creativity development programs or services; (3) having the capability to implement the counseling and guidance programs for creativity development, and; (4) having the capability to evaluate students' creativity after the completion of guidance and counseling programs.

Characteristics of the Developed Handbook

A handbook is among the concerns in activities performed by a group of people with different backgrounds. The handbook provides a clear description of what is being done, the purpose of an activity, how to carry out the activity,

and how to measure the activity's success. Simply put, the handbook is impactful on common perceptions and actions, although the activity is performed by different people. This notion has underpinned the development of the handbooks through this research.

The said handbooks are based on the principles of guidance and counseling, which is purposed to the optimum development of individual potential (Mortensen & Schumuller, 1976), promoting self-reliance (Stenberg, 2003), promoting and enhancing student learning (Campbell & Dahir, 1997; National Middle School Association, 2003), and is performed using various strategies, namely classical guidance, group guidance, and individual counseling. In general, these strategies consist of the preliminary stage, main stage, and final stage (Gibson & Mitchell, 1995; Gladding, 1995; Hackney & Cormier, 2001; Thompson et al., 2014).

The components of the handbooks comprise: (1) Guidance and counseling implementation plan, containing service implementation plans, which describes the topics, targets, strategies, methods/techniques, and evaluations of the guidance and counseling services; (2) Teacher guideline, which explains teacher's activities based on the plan in Guidance and Counseling Implementation Plan; (3) Material of services, containing eight indicators of student creativity development, and; (4) Evaluation guideline, which states the evaluation procedures of student creativity development. Detailed descriptions in the handbooks are expected to boost teachers' competence in undertaking guidance and counseling services for the creativity development of elementary school students.

The selection of the guideline components is adapted from the model by Dick and Carey (1990); the stages of the model include: conduct instructional analysis, identify entry behavior and characteristic, write performance objectives, develop criterion-referenced test items, develop instructional strategy, develop and select instructional materials, design and conduct formative evaluation, design and conduct the summative evaluation. The model of Kemp (1985) is also used as the reference; its components are learning needs, goals, priority/constraints, topics-job purposes, learners characteristics, subject content and tasks analysis, learning objectives, teaching-learning activities, instructional resources, support services, learning evaluation, and pre-test.

Methodology

Research Goal

Employing qualitative method, this research and development paper was aimed at developing handbooks of guidance and counseling that could improve teachers' competence in providing quality guidance and counseling services. The handbooks were expected to help teachers in cultivating the creativity of elementary school students.

Sample and Data Collection

Subjects of the research consisted of: (1) four experts (developmental psychology expert, guidance and counseling expert, teaching-learning material expert, and Indonesian language expert), and (2) nine elementary school teachers participated in the small-scale trial. Determining the respondent numbers was based on the principle of Dick & Carey (1990) that the ideal size for a small group is 9 to 12 respondents. (3) A total of 15 elementary school teachers of SD Laboratorium Universitas Negeri Gorontalo participated in the large-scale experiments. Such a number of experiment subjects correspond to the idea by Sevilla et al. (1984) that a minimum sample size of experimental research is 15 people.

The examined indicator is the teachers' professional competence, which is limited to the sub-competence of performing guidance and counseling services for student creativity development. Indicators of the sub-competence involved: (a) understanding of the characteristics of creativity, service strategies, methods or techniques of service, and evaluation procedures; (b) classical guidance implementation competence, (c) competence of method or technique implementation, and (d) evaluation implementation competence. The determination of all of the above indicators is based on the Regulation of the Ministry of Education and Culture number 27 of 2008 Concerning the Standard Competence and Qualification of Guidance and Counseling Teachers (counselors).

All data were retrieved from (1) expert validation sheets developed by the researcher, which have been peer-validated; these sheets were used to generate expert validation data regarding the developed handbook, and (2) closed questionnaires developed by the researchers and have been peer-reviewed. The questionnaires collected data regarding teachers' comprehension of the creativity traits, service strategies, methods or techniques of services, and evaluation procedures. (3) Counselor competence assessment instruments, for assessing Classical Guidance Implementation Competence. The Department of Counseling and Guidance developed the counselor competence assessment instruments, Faculty of Education, Universitas Negeri Gorontalo; it should be noted that the permit to use the instrument has been granted to the researcher. Further, counselor competence assessment instruments serves to generate data of several competencies, namely (b) service strategy implementation, (c) method or technique implementation, and (d) evaluation implementation.

Analyzing of Data

A quantitative analysis was employed in analyzing the data; this was conducted by calculating the mean of expert validation and small-scale trial data. Further, a dependent t-test, using the SPSS 20 program, was performed to examine the experimental data (large-scale experiment). This study employed the research and development model by Sugiyono (2016). In this research, however, only nine out of the ten steps of the research and development model were applied. All steps were: (1) analysis of potential and problems, (2) data collection, (3) designing the products, (4) expert validation, (5) revision of products, (6) small-scale trial, (7) product revision, (8) large-scale trial, and (9) producing final products.

Further, a normality test was carried out to determine whether or not the data are normally distributed. The study employed a *Kolmogorov-Smirnov* test with the significance level at $\alpha = 0.05$. The examined statistical hypotheses are as follows:

H_0 : The sample is normally distributed

H_1 : The sample is not normally distributed

The test criterion asserts that H_0 is refuted if the significance is lower than $\alpha = 0.05$. An application named SPSS 20 was used in analyzing the test. The pre and post-test results are in the following table.

Table 1: Normality Test of Pre-test and Post-test

Test	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Pre-test	0.135	15	0.200*
Post-test	0.179	15	0.200*

In Table 1, the *sig.* value of pre-test and post-test gets 0.200*. According to the test criteria, if the *sig. value is greater than* 0.05, H_0 is not refuted (accepted). This result clarifies that the research data are normally distributed. On that ground, the stage proceeds to the paired t-test (dependent t-test).

Since the test results confirm that the data are normally distributed, parametric statistics were applied to test the hypothesis. This means that the hypothesis test employed one-sample t-test. Procedures of the test are as follows:

a. Formulating Research Hypotheses

H_0 : The developed handbooks of guidance and counseling are not effective in improving teachers' competence in cultivating elementary school students' creativity.

H_1 : The developed handbooks of guidance and counseling are sufficient to improve teachers' competence in cultivating elementary school students' creativity.

b. Statistical Hypothesis

H_0 : $\mu_1 \leq \mu_2$

H_1 : $\mu_1 > \mu_2$

c. Test Criteria

H_0 is refuted if $t_{\text{count}} \geq t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) < level of significant (α)

H_0 is not refuted if $t_{\text{count}} < t_{\text{table}}$, or p-value in the column of Sig. (2-tailed) > level of significant (α)

Table 2: T-test

Learning Outcome	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
Post-test – Pre-test	7.655	14	0.000

As seen in Table 2, the comparison results of the value of t_{count} with t_{table} at the significance level (α) = 5% for db (N-1) is 14. Based on the value of t_{table} at the significance level 5%, the t_{count} of pre and post-test is 7.655. If compared to the t_{table} at 1.761, the t_{table} is greater than t_{count} . Since the result corresponds to the rationale of decision-making, H_0 is thereby refuted. Similarly, by comparing the p-value in the sig. (2-tailed) a column with the significance level of (α), the significance of 2-tailed is lower than 0.05, indicating the rejection of H_0 . On that ground, the developed handbooks of guidance and counseling effectively improve teachers' competence in cultivating the creativity of elementary school students.

Results

In this R&D study, the designed handbooks consisted of four books: Book 1 Service Materials, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 Evaluation Guideline Results of each stage are discussed in the following sections.

Step I. Analysis of potential and problem

According to the data of an interview with several teachers of elementary school reported that many educational institutions, specifically elementary schools, have yet to provide a well-structured guidance and counseling program. To worsen, specific guidelines on the implementation of guidance and counseling sessions, which can direct the teachers in promoting students' creativity in elementary school, are unavailable. Such situations underpin the necessity to design a guideline for creativity development programs for elementary school students.

Step II. Data collection

This step focuses on examining a number of studies and relevant literature that discuss creativity and its development through guidance and counseling services. This activity is done to obtain materials in order to develop the initial product design so that the resulting product is genuinely supported by the results of a literature review.

Step III Creating initial product design

Procedures in this step revolve around the development of the initial draft of the handbook as a medium of creativity development, which encompasses several topics, namely (a) service programs (Guidance and Counseling Implementation Plan), (b) creativity development material, (c) teachers' guidelines, and (e) evaluation guideline.

Step IV. Expert validation

This step began by developing a tryout instrument of character evaluation that had been designed. Following this step was a validation process by experts, involving (1) evaluation expert, (3) character education expert, and (4) Indonesian linguist. The result of the validation serves as the basis for product revision. The data of the validation results are as follows.

Table 3: The Validation Results of Book 1 by Guidance and Counseling Expert Guidance and Counseling Implementation Plan

No.	Assessment Component	Guidance And Counseling Implementation Plan Score								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No
1.	Determining guidance and counseling topics	10	10	10	10	10	10	10	10		√
2.	Establishing the field of guidance and counseling	10	10	10	10	10	10	10	10		√
3.	Determining the type of guidance and counseling services	10	10	10	10	10	10	10	10		√
4.	Determining the function of guidance and counseling services	10	10	10	10	10	10	10	10		√
5.	Determining the objectives of the guidance and counseling services	10	10	10	10	10	10	10	10		√
6.	Determining the strategies of the guidance and counseling services	10	10	10	10	10	10	10	10		√
7.	Determining the methods/techniques of the guidance and counseling services	10	10	10	10	10	10	10	10		√
8.	Clarity of the description of each activity	10	10	10	10	10	10	10	10		√
9.	Determining material of the guidance and counseling services	10	10	10	10	10	10	10	10		√
10.	Determining the media	10	10	10	10	10	10	10	10		√
11.	Assigning the administrator of the guidance and counseling services	10	10	10	10	10	10	10	10		√
12.	Appointing stakeholders	10	10	10	10	10	10	10	10		√
13.	Determining assessment plan	10	10	10	10	10	10	10	10		√
14.	Determining Follow-up	10	10	10	10	10	10	10	10		√
Average		10	10	10	10	10	10	10	10		√

Table 3 reveals that the average validation score of Book 1 Service Programs (Guidance and Counseling Implementation Plan) is 10, very good category. Simply put, revising all aspects in Book 1 is unnecessary.

Table 4: The Validation Results of Book 2: Teacher's Guideline by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Clarity of descriptions	10		✓
2.	Clarity of the expected objective formulation	10		✓
3.	Clarity of the component of the guidance and counseling services	10		✓
4.	Clarity of the description of strategies of the guidance and counseling services	9		✓
5.	The clarity of the description of the media and facilities	10		✓
6.	Clarity of the description of the evaluation	10		✓
AVERAGE		9.83		✓

According to Table 4, the average validation results of Book 2 Teacher's Guide by Guidance and Counseling Expert is 9.83, very good category. In other words, revising all aspects in Book 2 is unnecessary.

Table 5 : The Validation Results of Book 3: Material of Services by Guidance and Counseling Expert

No.	Assessment Component	Score	Need Revision	
			Yes	No
1.	Relevance of the book with the creativity topic	9		✓
2.	Clarity of the description of each lesson	10		✓
3.	Relevance of the stated objectives	10		✓
4.	Promptness of training activities	9		✓
5.	Clarity of the description of each exercise	10		✓
6.	Overall description of each topic in the book	10		✓
AVERAGE		9.67		✓

Based on Table 5, the average validation results of Book 3 Teacher's Guide by Guidance and Counseling Expert is 9.67, very good category. By that, revising all aspects in Book 3 is not necessary.

Table 6: The Validation Results of Book 4: Evaluation Guideline by the Guidance and Counseling Expert

No.	Assessment Component	Score of Each Creativity Indicator								Need Revision	
		1	2	3	4	5	6	7	8	Yes	No
1.	Clarity of the stated objectives	10	10	10	10	10	9	10	10		✓
2.	Relevance of the stated objectives	10	10	10	10	10	10	10	10		✓
3.	Relevance of the topic to each activity	10	10	10	10	10	10	10	10		✓
4.	Clarity of the description of each exercise	10	10	10	10	10	10	10	10		✓
5.	Clarity of score descriptor	10	10	10	9	9	9	9	9		✓
6.	Clarity of score interpretation	10	10	10	10	10	10	10	10		✓
AVERAGE		10	10	10	9.83	9.83	9.83	9.83	9.83		✓

As seen in Table 6, the average validation results of Book 4 Evaluation Guideline by Guidance and Counseling Expert is 9.89, very good category. Thereby, revising all aspects in Book 4 is not necessary.

Table 7 : Data Validation by the Expert of Developmental Psychology

No.	Assessment Component	Average Score of the Book		Need Revision	
		Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1.	Relevance of the book with the creativity topic	9	9.25		✓
2.	Clarity of the description of each lesson	9	9.13		✓
3.	Relevance of the stated objectives	9	9.13		✓
4.	Relevance of the topic to each activity	9	9.13		✓
5.	Clarity of the description of each exercise	9	9.13		✓
6.	The relevance of the exercise with the student development (elementary school, fourth, fifth, and sixth grade)	9	9.13		✓
7.	Overall description of each topic in the book	9	9.13		✓
AVERAGE SCORE		9	9.15		✓

The above Table 7 reveals that the average validation results of Book 3, Material of Services, and Book 4, Evaluation Guideline, is 9 and 9.15, respectively. In other words, no aspects in Book 3 and Book 4 require a revision.

Table 8 : Data Validation by the Expert of Instructional Design

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1	The design of the handbook is in line with the content	9	9	9	9		✓
2	The clarity of the design of the book in delivering the content	9	10	9	10		✓
3	Design of the handbook's cover	10	10	10	10		✓
4	Font size on the handbook's cover	7	7	7	8	✓	
5	Font type on the handbook's cover	7	7	7	8	✓	
6	Colors selection of the handbook's cover	8	8	8	9		✓
7	Font size in the handbooks	9	9	9	9		✓
8	Font type in the handbooks	10	10	10	10		✓
9	Design of the handbook's pages	8	8	8	8		✓
10	Dimension of the book	9	9	9	9		✓
11	Overall appearance of the handbooks	9	9	9	9		✓
Average Score		8.64	8.73	8.64	9		

In Table 8, the average validation results of Book 1 (Guidance and Counseling Implementation Plan) and Book 3 (Material of Services) is 8.64. While the average score of Book 2 (Teacher's Guideline) and Book 4 (Evaluation Guideline) is 8.73 and 9, respectively. Revision is essential for the aspects scored below 7.0 (in this case, the aspects requiring revision are font size and font model on books' covers).

Table 9: Data Validation by the Indonesian Linguist

No.	Assessment Component	Average Score of the Handbook				Need Revision	
		Book 1: PLBK	Book 2: Teachers' Guideline	Book 3: Material of Services	Book 4: Evaluation Guideline	Yes	No
1	Diction	9	9	9	9		√
2	Coherence between sentences	9	9	8	9		√
3	Coherence between paragraphs	9	8	8	8		√
4	Clarity of each sentence	9	8	8	9		√
5	Clarity of the main idea of the paragraph	9	9	8	9		√
6	Capitalization	8	8	8	8		√
7	Punctuation marks	8	8	7	8	√	
8	Indonesian writing convention	8	8	7	8	√	
9	Readability and comprehensibility of the handbooks	9	9	9	9		√
Average Score		8.67	8.44	8	8.6		

In Table 9, the average validation results of Book 1 (Guidance and Counseling Implementation Plan), Book 2 (Teacher's Guideline), Book 3 (Material of Services), and Book 4 (Evaluation Guideline) is 8.67, 8.44, 8, and 8.6, respectively. Aspects that need revision are the punctuation mark and the Indonesian writing convention in Book 3.

Step V: Revision

In this step, revision on the initial product was performed based on the data by the validation experts. Revision is needed for the aspects scored below 7.0 (in this case. The output of this process is a guideline validated by the experts, i.e., guidance and counseling experts, developmental psychology experts, instructional design experts, and Indonesian language linguists. The guideline encompassed Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4.

Step VI. Small-scale trial

The first process was the development of the tryout instrument. The process was followed by a small-scale trial. As many as nine elementary school teachers were involved as its participants. Provided in Table 8 below are the results of the trial.

Table 10 : Results of a Small-scale Trial of Guidance and Counseling Implementation Plan

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1	Guidance and Counseling Implementation Plan 1	100	0	100	0		√
2	Guidance and Counseling Implementation Plan 2	100	0	100	0		√
3	Guidance and Counseling Implementation Plan 3	100	0	100	0		√
4	Guidance and Counseling Implementation Plan 4	100	0	100	0		√
5	Guidance and Counseling Implementation Plan 5	100	0	100	0		√
6	Guidance and Counseling Implementation Plan 6	100	0	100	0		√
7	Guidance and Counseling Implementation Plan 7	100	0	100	0		√
8	Guidance and Counseling Implementation Plan 8	100	0	100	0		√

The results of the small-scale trial of Guidance and Counseling Implementation Plan reveal that the Guidance and Counseling Implementation Plan program is 100% comprehensible and practical. This data becomes the basis for no more revisions to the Guidance and Counseling Implementation Plan.

Table 11: Results of a Small-scale Trial of Material of Services

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
a.	Fluent Thinking Skill						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
b.	Flexible Thinking Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
c.	Original Thinking Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
d.	Elaboration Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
e.	Evaluation Skills						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
f.	Curiosity						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
g.	Imaginative						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓
h.	Adventurous (in responding to advancement)						
1)	Description of each material	100	0	100	0		✓
2)	Objective formulation	100	0	100	0		✓
3)	Clarity of the description of each exercise	100	0	100	0		✓

The handbook for the topic is 100% comprehensible and practical. This is based on the results of the small-scale trial of the Material of Services. Based on these data, it can be concluded that there is no need to revise the tested Material of Services.

Table 12: Results of a Small-scale Trial of Teachers' Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Description	100	0	100	0		√
2)	Expected objective formulation	100	0	100	0		√
3)	Description of the component of the guidance and counseling services	100	0	100	0		√
4)	Description of the strategies of the guidance and counseling services	100	0	89	0		√
5)	Description of the media and facilities	100	0	100	0		√
6)	Description of evaluation	100	0	100	0		√

According to the results of the small-scale trial, the teachers' guideline aspect is 100% comprehensible and practical. These data indicate that there is no need for revisions to the tested teachers' guideline.

Table 13: Results of a Small-scale Trial of Evaluation Guideline

No.	Assessment Component	Comprehension		Implementation		Revision	
		Comprehensible (%)	Incomprehensible (%)	Comprehensible (%)	Incomprehensible (%)	Yes	No
1)	Formulation of the expected objectives	100	0	100	0		√
2)	Clarity of the description of each exercise	100	0	100	0		√
3)	Clarity of score descriptor	100	0	100	0		√
4)	Clarity of score interpretation	100	0	100	0		√

Based on the results of the small-scale trial, the evaluation guideline aspect is 100% comprehensible and practical. This data forms the basis for not revising the piloted evaluation guideline.

Step VII. Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the small-scale trial. From the result of the trial, it is concluded that the product does not need to be revised.

Step VIII. Large-scale trial

This experimental research involved 15 elementary school teachers. It employed a pre-experimental design with one group pretest and posttest design. Provided in Table 12 are the descriptions of the pre-test and post-test results.

Table 14: Description of Research Data

Sources of Data	N	Min. Score	Max. Score	Mean	Variance
Pre-test	15	50	88	73.00	129.286
Post-test	15	72	98	86.67	44.238

According to Table 14, the minimum and maximum score of pre-test and post-test are significantly different (pre-test 50 minimum and 88 maximum, post-test 72 minimum and 98 maximum). Such results contribute to the difference in the mean score of pre-test and post-test (73.00 and 86.67, respectively). The variance score of pre-test is 129.286 and the post-test is 44.238.

Step IX. Final Revision

This step involves the revision of the product. All of the processes in this step are based on the data of the large-scale trial. One should note that revision is not necessary for this step since the handbooks are practical to elevate teachers' competence in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

Discussion

Competent teachers play a significant role in the creativity development of elementary school students. A comprehensive guideline for teachers of guidance and counseling is needed, considering the differences in the teachers' competencies. The guideline, in addition to providing reference for teachers, is helpful to draw the students' involvement in creativity development programs.

In this research, a total of four handbooks are designed: Book 1 Guidance and Counseling Implementation Plan, Book 2 Teachers' Guideline, Book 3 Service Materials, and Book 4 The effectiveness of the handbooks in enhancing teachers' guidance and counseling competence, specifically about the improvement of student creativity, is further examined. This test was performed through an experiment on one group of teachers who have used the handbooks. Aslan and Aybek (2019) have examined the effectiveness of the experiment method on one group.

Experiment results reveal that the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. The handbooks' effectiveness is also evident from the handbooks' main characteristics, i.e., providing detailed, comprehensible explanations regarding the components of services (i.e., service programs, teacher guidelines, service materials, and evaluation procedures), which are practical for teachers and students. The handbooks are designed based on: (a) practices and theories underpinning the guidance and counseling services, (b) principles of technology in learning and the notion of technology as a means to help teachers and students to comprehend and take advantage of the contents within the handbooks. On top of that, the handbooks are (c) written in proper Indonesian language writing convention, where (d) the design of the cover, font style, and color of the handbooks are appealing to the teachers and students.

The research results indicate the possibility of enhancing the teachers' competencies through pre-service training and in-service training. Since education quality relies on teachers' quality, conducting training programs for teachers is necessary (Mathew et al., 2017).

The handbooks' effectiveness in elevating teachers' competence can prove that the handbooks are applicable for elementary school teachers in providing quality guidance and counseling services and cultivating the creativity of elementary school students.

The effectiveness of the handbooks in boosting teachers' performance has been confirmed in some previous studies. For instance, a study by Hulukati and Rahim (2018) finds that quality handbooks improve teachers' competencies in teaching Gorontalo language for young learners. In the same tune, Rahim and Puluhalawa (2018) report that a systematically-written handbook guarantees the enhancement of teacher's competence in providing guidance and counseling programs for shaping students' creativity.

Teachers are getting more and more complex tasks (Brante, 2009). With that being said, they are urged to improve their competencies continuously; this is also to optimize student development. Teacher competence enhancement is of paramount importance, and it is one of the critical elements in improving students' achievement. Thereby, teachers are demanded to continuously develop their competencies in facing the ever-changing world (European Commission, 2013). Such a notion is also in line with the idea by Berliner (1991) and Bromme (1992); they propose that students' maximum learning outcome can be achieved if the teachers continuously develop their professional competencies. Competence development and its transformation have been conceptualized as a part of performances; these aspects are determined by the individuals, situations, and social conditions embedded in professional contexts (Blömeke & Kaiser, 2017). Professional development for teachers is central to school's advancement and reformation (Rahim et al., 2015). By that, continuous and effective professional development programs are required for better teaching performances and students' learning (Rock & Wilson, 2005). Continuing professional development or CPD is considered a professional duty for teachers in 24 European countries or regions. In France, Lithuania, Romania, and Slovenia, taking part in CPD is a prerequisite for career advancement and salary increases. Ten countries provide teachers with financial allowances for obtaining further CPD qualifications (European Commission, 2013).

A similar policy has drawn the Indonesian government's attention; the policy has been implemented in various activities, either program managed by the board of education and culture or internal training and motivation program for teachers. The developed handbooks are expected to be useful resources for elementary school teachers in performing independent professional development programs. Wibowo (2019) has identified one of teachers' professional competence, i.e., undertaking continuous, independent professionalism development.

The present study's product, or the handbooks, is essential for elementary school teachers in enhancing their competencies in instilling students' creativity. Instilling elementary school students' creativity demands a competent teacher to ensure maximum outputs.

Conclusion

The present study generated the following conclusions. Firstly, in this research and development study, the designed handbooks consisted of four books for enhancing teachers' competencies in cultivating students' creativity. Secondly, the handbooks are fruitful in enhancing teachers' competence in providing quality guidance and counseling services and cultivating elementary school students' creativity. Thirdly, the handbooks should be used by elementary school teachers in instilling students' creativity, given that not all schools have adequate resources, such as the handbooks. Fourthly, the handbooks are, without doubt, beneficial for the regional and central government in promoting creativity among the society as the asset of the nation's sustainable development.

Recommendation

Based on the results of the research and development that has been done, then the future studies are expected to focus on R&D research, which emphasized designing handbooks for student creativity development at higher education levels. Future studies serve an important effort to develop student creativity on an ongoing basis, in the sense that efforts to develop student creativity are carried out at the elementary school level and need to be continued at the next level of education. Thus, student creativity's potential will be manifested in creative works that are beneficial to themselves and society.

Limitation

The limitations of this study are: (1) The first limitation is the experiment sample size, or 15 teachers, and the consideration of selecting a single group design. (2) The research subjects only comprise teachers of SD Laboratorium Universitas Negeri Gorontalo; this is because of the covid-19 pandemic. (3) Guidance and counseling services are limited to classical guidance since the handbooks are developed for elementary school teachers who are not prepared to provide guidance and counseling services (counselors).

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