Research Paper

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Teachers 'Strategies in Developing the Creativity of Students with Special Needs Online in Learning Arts and Culture

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ABSTRACT

To determine the teacher's strategy in developing student creativity online in learning cultural arts and crafts at SLB B Yakut Purwokerto. This study's results provide a clear picture of the teacher's strategy in developing student creativity online in learning cultural arts and crafts at SLB B Yakut Purwokerto. Preparations made by the teacher in implementing online learning, namely the teacher preparing learning modules and videos. The module contains material and exercises. The teacher uses instructional videos to deliver the material. The strategy used by the teacher to foster curiosity in students is to use discovery learning strategies by presenting material that is interesting and can foster curiosity in students. The strategy used by the teacher to foster a sense of trust in students through online learning is an appreciative interactive strategy. The teacher gives students assignments, and then the teacher provides rewards for students who have worked on them. The strategy used by the teacher in fostering a courageous attitude in students through online learning is using interactive strategies that are carried out by providing stimuli to students, as well as by giving additional points to students who dare to express their ideas.

Keywords: Creativity, strategy, cultural arts

INTRODUCTION

Children with special needs are the terms given to children who have conditions of ability and development potential that are relatively different from those of their age, causing obstacles to several aspects of life, such as academics, social communication, and daily life fulfilment. Several types of children with special needs are widely identified as primary school age hearing impairment, visual impairment, attention deficit disorder and hyperactivity, autism, and speech and language disorders. The number of children with special needs tends to increase every year in various countries, especially developing countries, including Indonesia. Based on a report from the World Health Organization [1], there are around 4.2 million children with special needs in Indonesia, most of whom were detected early. The high number of children with special needs in Indonesia requires serious handling from various parties to reduce barriers to their development and maximize their potential optimally. This will affect the quality of life of children with special needs, and in general, can have a positive impact on the development of Indonesia's human resources. Since a decade ago, the Indonesian government has paid great attention to the problems of children with special needs, primarily through the policy of inclusive education. Unfortunately, many teachers and schools feel confused about how to implement an appropriate inclusive education curriculum and design learning activities that can accommodate the heterogeneous needs of children in the classroom.

Banyumas Regency itself has been declared an inclusion district since 2016. The Banyumas Regency Education Office in 2019 noted 2,962 children 5 with special needs in this area who were successfully recorded. This figure urges the government to make maximum efforts to handle children both in the school and family care domains. The Banyumas Regency Government, through the Education and Culture Office, routinely carries out training and coaching for educational institutions, especially at the kindergaten and Elementary School levels, with several annual activities such as inclusion celebrations and educator training in mastering detection and handling of children with special needs. The Banyumas Regency government requires support in the form of concrete and practical program proposals and guidelines, which can be studied, trained and accessed easily by all society levels. Besides, inclusive schools in Indonesia have not been able to provide adequate facilities and treatment in schools. Many children with special needs have not received learning following the characteristics of children with special needs. The lack of teachers with unique educational backgrounds or special education makes teachers' competence in planning learning methods and adequate and appropriate treatment to be less than optimal. A set of standards for teacher professional competence consists of pedagogical, professional, personal, and social competencies, but descriptions of each competency are very general. Although there is a further explanation regarding the competence of Kindergarten teachers, Elementary School teachers, and subject teachers, there is no explanation for special education teachers. Furthermore, all teachers working in unique education settings are certified as teachers in kindergarten or elementary school classes. This, of course, harms the measurement of special education teachers' competence because the level of education in special schools is also divided into primary and secondary. Besides that, in special schools, there are also subject teachers. UNESCO [2] states that building an inclusive environment with a learning-friendly environment is very urgent and essential in realizing inclusive and equitable quality education. Various scientific literature discusses a lot about art education activities that can positively impact children with special needs. Many theories and research results, especially outside Indonesia, find a significant relationship between children's creativity as emotional regulation and the development of visual literacy for children with special needs and the improvement of their mental health quality [3]. The CEFR_VL model can increase awareness of pedagogical process planning for educators. Visual communication and visual learning are the most urgent interventions because they play the most decisive role for children [4]. Several other studies related to visual literacy reference frames can improve children's social interactions and concentration skills [4]. Indonesia has various archipelago motifs that can be used as a learning medium and an integrative therapeutic tool for visual literacy for children with special needs.

In today's world, the coronavirus outbreak is rife. Coronavirus Diseases 2019 is a new type of disease that humans have never previously identified. On January 30, 2020, WHO has declared it a public health emergency that is troubling the world. The COVID-19 virus in Indonesia currently impacts the entire community. According to Kompas, 28/03/2020,

the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in an Emergency for the Spread of COVID. In this circular, it was explained that the learning process is carried out at home through online/distance learning carried out to provide a learning experience meaningful to students. Studying at home can focus on life skills education, including regarding the Covid-19 pandemic. Learning carried out in elementary schools also uses online/distance learning through parental guidance. Online learning is the use of internet networks in the learning process. This learning is an educational innovation to answer the challenges of the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students. Nakayama expressed that all literature in e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and the characteristics of students [5]. While currently, during the COVID 19 pandemic, learning is mainly carried out online, which raises additional problems for teachers in delivering learning materials, especially cultural arts and crafts related to children's creativity with special needs. It is time for schools to have in-depth knowledge and skills to provide effective early intervention for students with special needs. Most of the time children spend is at home with their parents, especially during the pandemic when children cannot access complete educational activities at school. It is a challenge for teachers regarding how the teacher's strategy in developing students' creativity with special needs online in learning arts and culture and crafts?.

MATERIALS AND MOTHODS

This study used a qualitative research method to examine the understanding of strategies for developing teacher creativity in students online in learning cultural arts and crafts in one of the schools in Purwokerto that implemented special education in SLB B Yakut Purwokerto. The data collected is in the form of words from the results of documents analysis (curriculum texts), interviews and observations with respondents. This study describe the data obtained in detail regarding understanding the importance of online teacher creativity development strategies for students in learning cultural arts and crafts. In this qualitative study, the author uses a descriptive analysis method; the problems being studied are limited to exposure and are followed by an analysis of each problem being studied.

The object under study is a learning plan or syllabi in arts and culture subjects and crafts as a learning design and a creative representation of the learning process itself. A curriculum text which has been used by teachers as a guide to plan and to develop teaching practies and teaching materials. The sampling technique is purposive sampling, the sample selected for a particularly reason, based on their teaching background. Each class usually has one art teacher, there are four art teachers include the principal as participant. Analysis of interview data use thematic analysis, it emphasizes the identification of themes and pattern of behaviour or living practices. The observation reflects of what a teacher knows about the students, content, curriculum, and the purpose of teaching and about art

education itself. The data gathered from classroom observation both verbal and behavioural data of teacher and students classroom interaction. The problem of creativity in online learning is the key in this study. This study's leading theory is art education and art psychology with the scope of the creative process and several thinkers, which the authors deem sufficient to dissect or answer the problem formulations in this study.

RESULTS AND DISCUSSION

In Indonesia, children with special needs are generally classified as follows: Visual Impairment, Hearing Impairment, Physical Disability, Down Sindrome, Giftedness Children, Multiple Disabilities, Learning Disability, Attention Deficit, Hyperactive Disorder, Emotional and Behavior Disorder and Autism. Hallahan & Kauffman [6] stated that children with special needs are not children with disabilities or children with disabilities, but rather children who have unique potential, so he calls them exceptional children. The prevalence of children's special needs tends to increase every year. However, in Indonesia, data on children with special needs are still minimal. One of the factors is because the number of studies that specifically examine this problem is still lacking. WHO estimates the number of children with disabilities is around 7-10% of children's total population.

Children with special needs are unique in their types and characteristics, distinguishing them from normal children in general. This situation requires adjustments in the provision of educational services needed. According to Geniofam [7], children with special needs are children with unique characteristics that are different from children in general who show mental, emotional or physical disabilities. Learning in children with special needs requires its strategies and models in learning cultural arts and crafts as a medium for early intervention and therapy for children with special needs to be creative. For this reason, creativity needs to be nurtured and developed from an early age, especially at the elementary school age, because at these ages, there is a "critical period" in addition to the "peak period" of creativity development. As mentioned by Helda Jolanda [8], that the ability of teachers who are continuously developing material or subject matter and can create an attractive and calm atmosphere and can modify lessons is very important for teachers to demonstrate and show this creative process this is due to childhood school is the effective years in human life to develop creativity. Children will be creative, even without any education in the arts [9]. Children's potential at that age is significant for their development to be stimulated to ensure the maintenance of psychological freedom. Therefore, efforts to stimulate creativity at elementary school age are significant. Learning activities should be a bridge to producing creative works because it is a continuous process in education to form solid and creative resources. A student needs to be stimulated to develop a love of learning and curiosity about science because it can generate good study habits and a sense of self that is successful [9].

Students with special needs in school are required to master science and hone creativity, feeling, and intention so that they are innovative from science or theory, but there is a development of skills for children. Art means sensitivity to what is heard, seen,

and practised [10]. In cultural arts, students are invited to know and practice various cultural artifacts from local content and cultural philosophies to understand their essence. With various characteristics of children with special needs, art learning is a new challenge for teachers in providing appropriate character education services. Character education of students in schools through art has also not touched the details of its application, both in its application to subjects and extracurricular or co-curricular activities. Moreover, not all schools have adequate facilities. Even public places, such as cultural parks, art centres, and museums, have not been well integrated. Character education in schools is not only taught in certain subjects [11]. However, it can also be done through daily lessons that already exist or take place in schools or regions. Cultural arts education is integrated into the school culture and environment. Thus, cultural arts education which will be implemented nationally, will not burden the curriculum. Through art education, cultural arts education is developed to develop national insight and encourage student innovation and creativity [2]. Art education programs for children with special needs can be a good program through aspects of local wisdom. Teachers are expected to develop skills or competencies, including bringing local cultural values into the art education learning program as part of character education in schools [12].

By empowering resources, both personal and facilities and infrastructure optimally, to support educational goals for all (Education for All). SLB B Yakut Purwokerto has a concern to develop the potential and talents of children with special needs following the interests, level of development and characteristics of students so that graduates have the competence for life provisions (Life Skills). To support the efforts mentioned earlier, educational facilities and infrastructure, both software and hardware, are needed to support the successful implementation of education. Although in essence, all educational facilities and infrastructure in a particular educational unit can be used in providing education. From the author's results to the principal of SLB B Yakut Purwokerto, it is known that teachers have difficulty developing student creativity in learning cultural arts and crafts carried out online. SLB B Yakut Purwokerto does not have teachers who understand science and technology to provide material on arts and culture. Digitally or online in order to develop creativity for children with special needs. The success in developing children's creativity in school includes an educator who has the qualifications himself as a motivator and facilitator, which influences the success of children in developing their creativity [13]. Based on the description above, the writer is interested in researching teacher strategies in developing student creativity in learning cultural arts online at SLB B Yakut Purwokerto, and it is essential to do. For this reason, the authors feel it is essential to research children with special needs at SLB B Yakut Purwokerto. Children with special needs need services that are special in education so that they can avoid and overcome learning barriers, as well as to help students with special needs to be more adaptive in society.

Cultural arts education-based intervention for students with special needs benefits development children. Some of the research results found a positive correlation between playing expressions through art media and children's psychological well-being. Several other studies have shown an increase in children's quality of social interactions after being routinely given outdoor activities. Other research shows the success of art activities using

free media on the achievement of development of children with special needs and a decrease in negative symptoms in some symptoms of developmental disorders experienced by children. Research conducted by Howlin, Magiati, & Charman [14] and Ortega [14] showed a very significant increase in developmental achievement in children with developmental disorders related to brain growth neurodevelopmental disorders. In line with the research of Novak, McIntyre, Morgan, et al. [15], and Vivanti & Dissanayake [15] that children with special needs in various categories show increased development after being given outdoor learning activities. Other research combines a behavioural approach to teach specific behaviours to children, including children with special needs. The results show a significant increase in affection and children's ability to be more focused, calm, and follow instructions better. Research by Gattis & Melville [16] shows an increase in communication and interaction skills in children with attention disorders and hyperactivity. This research will develop an art-based early intervention, which contains educational and meaningful artwork activities by online that can stimulate all aspects of child development in an integrated manner using the surrounding media as an intervention medium.

SLB B Yakut Purwokerto has implemented online learning since the existence of a circular from the government. Online learning is learning that is carried out without face-to-face contact between educators and learners. There are several things behind the implementation of online learning. As conveyed by the principal, the classroom teacher, online learning is carried out without face-to-face interaction between the teacher and students and is done virtually. Online learning at SLB B Yakut Purwokerto is motivated by the COVID-19 pandemic that has entered Indonesia and a circular from the government. Online learning at SLB B Yakut Purwokerto has been implemented since April 2020 until now. This is in line with Latip's [17] opinion that online learning is carried out without direct physical interaction between teachers and learners. Interactions are carried out on a virtual system with the help of technology that allows interaction and transfer of knowledge from teacher to learner.

Learning Preparation

Preparation of teachers in fostering creativity in students with special needs through online learning at SLB B Yakut Purwokerto in grades IV and V. Each teacher has learning preparations used to achieve learning objectives. This is evidenced by the results of interviews from each art teachers and school principal, that not only grade IV teacher make learning preparations, but grade V teacher also have preparations to carry out online learning. The principal also has an essential role in the implementation of online learning. The school principal prepares to carry out online learning. This Preparation is carried out by holding a teacher meeting to design learning designs for students with special needs. It is agreed that online learning preparation is carried out by preparing learning modules and videos, recording students who have to learn support tools such as cellphones or laptops, choosing learning applications and online paltform that make it easy to store student work database files to be stored safely and not deleted. This is following Sukadi [18] opinion that the role of the teacher as a mediator and facilitator, teachers are required

to have sufficient knowledge and understanding of educational media as a means of communication in the learning process.

The module contains materials and good practice tutorials for parents and students, cultural arts and crafts materials that students must do with special needs. Learning modules and videos are tailored to the material to be delivered and can stimulate students to have a creative attitude. With the learning modules and videos, students can practice independently at home accompanied by their parents. As stated by Dogmen in Munir [19], online learning emphasizes independent learning (self-study). The practical learning tutorial module contains the steps of each material, which is then distributed to students. In this module, there are also practical exercises for doing artworks. The module is adapted to the material to be delivered. Based on teacher observations in preparing online learning via cellphones. The teacher comes to school before learning starts at 07.00 AM. The application used by the teacher is to deliver material, namely through Whatsapp Group, while the application used by the teacher for practical skills training or exams is the video and google classroom. The teacher delivers the material using learning modules and videos. This is related to student teaching materials in online learning as conveyed by Smaldino et al. in Ubaidah [16], states that printed teaching materials are in the form of handouts, modules and supplementary reading materials, while audio-visual teaching materials are in the form of audio and video programs and computer-based teaching materials in the form of online teaching materials. Preparations are made to foster the creativity of students with special needs.

Figure. 1. Group Whatsapp

Figure 2. Socialiation with parents.

Technical Learning

The learning technique is a series of methods used by the teacher to optimally carry out the learning process. Each teacher has technical skills in fostering creativity in students at SLB B Yakut Purwokerto through online learning. In addition to class teachers having technicalities in implementing online learning, the principal also has technicalities in implementing offline learning. This needs to be done considering the limitations of media, understanding and parental assistance at home for students with special needs. The learning technique carried out at SLB B Yakut Purwokerto is online and offline, although offline is not carried out as often as online. Learning is carried out in groups and in collaboration with parents of students to assist children in learning activities. Each group must have at least one cellphone to be able to participate in the learning process. The group was formed based on the distance from the closest house to each student. The teacher gives practice assignments through google classroom, and the assignment is done in groups so that each student does not have difficulty receiving material instructions even though the product results are still assessing the work individually.

Teacher Strategies in Developing Creativity for Students with Special Needs Online in Learning Cultural Arts and Crafts

Online learning is a challenge for teachers in preparing effective learning, a creative attitude. The development of creativity can also make children's potential more meaningful as a form of children's actualization. Creativity at the age of elementary school children includes looking for ideas, developing imagination with media, applying creativity, and combining all media into one harmonious object [20]. High children's creativity can encourage children to learn and work more to become stimulation that has a positive impact. Children are accustomed to concentrating on topics, dare to develop their creations, stimulate children to think imaginatively and increase their new vocabulary [21]. Teachers must have the ability and skills in designing cultural arts learning. Besides, that teachers must have creativity and experience in carrying out and packaging virtual interactions with learners. Fine arts education as a means for developing children's creativity. The implementation of art education can be done through daily activities. Art education aims not to nurture children to become artists but to educate children to be creative. Art education is to equip the students not only with the necessary

skils to create art but also with a set of mental tools to comprehend its meaning and to appreciate it [22]. Art is a play activity. Through daily activities, teachers can educate students and foster their creativity as early as possible. Thus it can be said that art can be used as an educational tool. Through daily activities in art education, children have the freedom to develop their creativity. Some crucial aspects that need attention in art education include seriousness, sensitivity, production power, group awareness, and creativity. Art education is an effort to improve students' expressive, creative abilities with special needs in realizing their artistic activities based on specific aesthetic rules. In addition, art education in elementary school aims to create a sense of beauty and the ability to cultivate to appreciate art. So through art, students' creative abilities, feelings and intentions are processed and developed [23]

According to Pringgowidagda in Mulyadi and Risminawati [24] states that *strategy* is defined as a method, technique, tactic, or strategy that a person uses to achieve predetermined goals. Teachers must have the right strategy in order to foster creative attitudes in students with special needs. According to Gerlach and Ely in Kasmadi and Sunariah [25], learning strategies are the methods chosen to deliver learning material in a learning environment. The creative attitude in this study is focused on curiosity, self-confidence, and courage. On the indicator of curiosity. The strategy used by the teacher in fostering curiosity in students is by using discovery learning strategies and through the material sent in the form of cultural arts modules and interesting cultural arts learning videos. Student curiosity arises when the teacher provides exciting art and cultural material or asks questions about the material presented. Students enthusiastically ask and find out the types of artwork from the learning resources that the teacher has provided.

Based on the observations' results, the teacher in developing student curiosity through online learning is by looking at the activeness of students in asking questions related to the material being discussed. Students actively ask the teacher when they have difficulty understanding the material. The strategy used by the teacher in fostering student curiosity is by the way the teacher provides learning material in the form of learning modules and videos through the Whatsapp Group. Students learn independently by reading or seeing the diversity of Nusantara cultures provided by the teacher. Students will respond by asking questions related to the material being discussed if they do not understand the material presented. This is following the opinion of Sulistyorini in Susanto [26], curiosity is an attitude that always wants to get the correct answer from the object being observed. Students express curiosity by asking questions (to teachers, peers, and even parents). The teacher's learning modules and videos encourage students to do question and answer activities and stimulate student creativity. The material presented uses creative learning videos, exciting and explicit tutorial procedures for learning practices and is presented with fun expressions to stimulate students to ask questions related to the video's material. The teacher also actively encourages students to ask questions so that the online learning carried out goes according to purpose. Husen, M. Y. [27] explained that discovery learning strategy is a series of learning activities that emphasize critical, creative and analytical thinking processes to seek answers to a question in question. This is also in line with research conducted by Toto, R.W [28], which states that the guided discovery strategy can generate curiosity in students, as evidenced by the learning stage that students are invited

to interact with questions and answers on the media used.

A bold attitude is an indicator of creativity. A courageous attitude is needed in the attitude of creativity in students, especially in expressing ideas. The classroom teacher has a strategy used to foster a courageous attitude in students through online learning. The class teacher explains the teacher's strategies in fostering a courageous attitude in students, namely by giving rewards to students who have dared to express their ideas in a work of art. The strategy used by the teacher in fostering a courageous attitude in students through online learning is by providing stimulus, motivation and providing additional rewards or values to students who dare to express and exhibit their art. Students become more courageous in expressing their ideas assertively through online learning than in face-to-face learning. Students believe that their opinion is correct, so they dare to express that opinion. Toharudin stated the same thing in Sulistyowati [26] that a brave attitude is a firm and consistent attitude in defending an opinion. The teacher provides additional rewards or grades to students, and this is intended to stimulate students to dare to express ideas. Based on the above discussion, it can be concluded that the teacher's strategy in fostering courageous attitudes in students is to use interactive strategies that are carried out by providing stimuli to students, as well as by giving additional points to students who dare to express their artistic ideas. Students become more enthusiastic to express their opinions. Online learning makes students more courageous in expressing opinions and more enthusiastic in participating in the learning process. This is the same as stated by Majid [29] that interactive learning strategies are a method or learning technique used by teachers by creating small groups to discuss the learning process and create interactions between students and teachers.

Teacher Supporting Factors in Developing Student Creativity through Online Learning in Learning Cultural Arts and Crafts

Several factors support the success of the teacher's strategy in fostering creativity in students of SLB B Yakut Purwokerto through online learning. The supporting factor for the teacher's strategy in fostering creativity in students through online learning is the provision of extrinsic motivation. The extrinsic motivation is in the form of assignments that enable students to show attitudes and provide rewards. Materials and assignments that support the emergence of the creativity of students SLB B students in Yakut Purwokerto. In online learning, the giving of gifts can indeed support children's creativity, especially curiosity related to activeness. Besides, activities that students in learning often carry out can support the emergence of student creativity.

The success of teachers in fostering creativity in students through online learning, of course, is influenced by several supporting factors. These supporting factors include:

1) The teacher's creativity in packaging learning materials in order to create fun learning.
2) The teacher gives students the freedom to explore their ideas. The learning process is monitored through the Whatsapp Group.
3) There is no rigorous assessment but rather an appreciation reward for each process of making art for students with special needs.
4) The existence of cooperation with parents, the teacher and parents' motivation and

enthusiasm in implementing online learning.
5) The existence of communication tools that support the implementation of the online learning process.

Inhibiting Factors for Teachers in Developing Creativity in Students through Online Learning in Cultural Arts and Craft lessons

Apart from supporting factors, some factors inhibit teacher strategies' success in fostering creativity in students with special needs through online learning. The inhibiting factor in the success of teachers' strategies through online learning is a challenge that teachers must face. Several things hinder the success of the teacher's strategy in fostering creativity in students. Inhibiting factors for teachers in fostering creativity in students through online learning, including:
1) Teachers have difficulty designing practical, interactive, and easy-to-access instructional videos for online learning.
2) The teacher cannot directly monitor the learning process.
3) The existence of different student characteristics makes it difficult for teachers to cultivate creativity in students and the tantrums of each student differ when and in the psychological and physical state of students with special needs.
4) Not all students with special needs have their cellphones and can operate cellphones and internet signals.
5) The teacher cannot directly treat students who are less confident in conveying their ideas, and the teacher does not know the level of understanding of students with special needs towards the material being delivered.

Weaknesses in research in the implementation of online learning, namely the difficulty of choosing effective and interactive learning media according to students' wishes and interests with special needs considering the situation and condition of each student at that time, not all can be conditioned. Even though the teacher has divided students into several groups to take part in learning, in the online learning process, the teacher still cannot monitor students directly. Teachers only rely on parents' reports, so that teachers do not know the progress of students directly. This is a drawback in online learning, namely the high possibility of learning disruptions that will thwart the learning process because online learning requires learners to study independently or learn individually. There is a learner's misunderstanding of learning materials and learning objectives.

CONCLUSION

The conclusions of the research results obtained from observations, interviews, and documentation to school principals, classroom teachers and students at SLB B Yakut Purwokerto, namely that online learning was carried out when the COVID-19 pandemic entered Indonesia and after the issuance of a circular from the government. Online learning is carried out by delivering learning material via virtual. Online learning is learning carried out independently in each house without direct face-to-face learning—preparations made by the teacher in implementing online learning, namely the teacher preparing learning modules and videos. The module contains material and exercises. The

teacher uses instructional videos to deliver the material. Teachers download learning videos on Youtube, but sometimes teachers make their learning videos depending on the material to be delivered. The teacher delivers material through the Whatsapp Group.

Online learning at SLB B Yakut Purwokerto. is carried out online and offline. The teacher divides students into groups. The group's formation is adjusted to the closest house distance from each student, and at least the group has one cellphone to take part in the lesson. The teacher designs appropriate learning strategies and is adapted to the pandemic. The strategy used by the teacher to foster curiosity in students is to use discovery learning strategies by presenting material that is interesting and can foster curiosity in students. The learning module and video are presented attractively so that students are enthusiastic about exploring the material's information. Students actively ask questions related to the material being discussed. The teacher always allows students to ask questions if they do not understand the material that is being conveyed. The strategy used by the teacher to foster a sense of trust in students through online learning are discovery learning and an appreciative interactive strategy. The teacher gives students assignments; then, the teacher provides rewards for students who have worked. It aims to train self-confidence in students. The applications used by the teacher are google classroom and Whatsapp group. Google Classroom is used to do exercises, while Whatsapp group is used to deliver the material. The teacher sees self-confidence in students, namely by looking at the assignments done by students. The strategy used by the teacher to foster a sense of optimism in students is by respecting the opinions expressed by students, although some students still lack confidence in what they want. The teacher praises students who are confident in expressing their opinions; this is a form of appreciation. The strategy used by the teacher in fostering courageous attitudes in students through online learning is using interactive strategies that are carried out by providing stimuli to students and by giving additional points to students who dare to express their opinions. Students become more enthusiastic to express their opinions. Online learning makes students more courageous in expressing opinions and more enthusiastic in participating in the learning process.

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