

MADRASAH IBTIDAIYAH (MI) TEACHERS CREATIVITY DEVELOPMENT MAPPING AND STRATEGIES IN LEARNING IN THE ERA OF THE COVID 19 PANDEMIC IN WEST JAVA

Unifah Rosyidi

Education Management Study Program, Faculty of Education, Jakarta State
University

unifahrosyidi@unj.ac.id

ABSTRACT

Private school Madrasah Ibtidaiyah (MI) teachers in Klari District, Karawang Regency-West Java are still very limited in their opportunities to participate in various trainings, meanwhile the creativity of teachers in teaching is currently a very important thing to pay attention to. *Loss learning* in learning can occur, one of which is when teachers do not have the ability and creativity in overcoming all the limitations that arise in distance learning that are set due to the covid 19 pandemic. The phenomenon of loss learning is vulnerable to overshadowing in the online learning system. This study explains that the training model based on material presentation and discussion as well as questions and answers for four years through a periodical theme format has shown teacher satisfaction as training participants with the delivery of the material provided by 76.2%. These results indicate that the training materials can be understood by most of the Madrasah Ibtidaiyah teachers, and it is necessary to follow up the evaluation of how the impact of the training in increasing the creativity of Madrasah Ibtidaiyah teachers is in the pandemic era.

Keywords: Teacher creativity, Teaching in the pandemic era, Madrasah Ibtidaiyah

INTRODUCTION

Teacher creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes. Teacher creativity in learning is very influential on the development of students, because the more creative teachers are in delivering the material, the easier it is for students to understand the lesson and make students more creative in learning (Wijaya & Rusyan, 1991). In line with the theory used in research from Asmani (2009) which reveals that creativity is an important element for a teacher in the learning process, if the teacher is creative, the students will also be creative.

The narrative above confirms that the competence of creative teachers results in effective learning. as research conducted by Nisa (2020) the better the creativity of the teacher, the better the learning achievement of students. Teachers who always monitor and accompany students' learning activities at school will affect their enthusiasm, interest and learning achievement at school. In accordance with Supartini's (2016) research, it is known that there is a significant influence of teacher creativity on student learning achievement, this shows that the higher the teacher's creativity, the better student learning achievement. These results are quite relevant considering that a teacher has a major contribution to the success of learning in schools.

Teachers have a role in helping students develop to realize their life goals optimally. Interests, talents, abilities, and potentials possessed by students will not develop optimally without the help of teachers. Every individual has creative potential that can be learned and applied. The potential of a student needs to be supported

from within and from outside, such as motivational factors and environmental factors. the most important factor of an environment is the appreciation and promoting creative work. This will support the creation of motivation to act creatively.

School organizations or institutions must be able to give freedom to each individual to grow ideas including providing fair and constructive assessments. Individuals should have the freedom to decide what to do and how to do it. This is in accordance with the results of previous studies which state that environmental factors can affect the creative process and creative outcomes (Garces et al., 2016). Apart from the instruction factor that comes from the individual himself. One of the environmental factors, namely support from the organization in the form of teacher self-development training, especially private school Madrasah Ibtidaiyah (MI) teachers in Klari District still lacks support in the form of training so that it has an impact on the low level of creativity of private teachers compared to State MI teachers in the learning process, especially when there is a change in learning patterns from face-to-face to distance learning.

The changing context of distance or online learning is faced with the challenges of technology adaptation among teachers. In addition, other challenges faced by teachers are the limited media for improving the quality of teachers, and it is almost certain that there are rare trainings organized by the education office and the Ministry of Religion in Karawang Regency for upgrading the quality of teachers themselves. Even if there is training, it will prioritize state schools/madrasas. Of course, this problem further adds to the gap in the quality of education between public and private schools. Based on the study that the author conducted, if this condition is left alone, it is feared that it will affect the process and results of education at private Islamic educational institutions in Klari District, Karawang Regency, West Java.

Based on the description above, it can be concluded that currently a study of creative teacher development strategies is important to do. Because, so far, studies on creative teachers in online learning tend to focus on student worksheets as teaching materials to build character, the role of parents in providing character education when students study at home online, and obstacles in shaping character through online learning, teacher learning. creative for PAUD, and online learning and poverty without further analyzing how strategies develop creative teacher competencies in online learning itself (Astra Winaya, 2020; Ririn Agustina, 2020; Kusuma Ningrum, et al, 2020; Apriyanti 2020; Siswanto, 2020; Siswanto, et al, 2021).

The study of creative teacher development strategies at Madrasah Ibtidaiyah (MI) in West Java in learning in the COVID-19 era is important and interesting, because this topic is very necessary in a situation like today. Online learning must be carried out in full in order to prevent the spread of Covid 19 in Indonesia, whose number continues to increase. In addition, this research is also an effort to update new findings and knowledge that can contribute to future creative teacher development strategies in the new normal life.

METHODS

This research uses a descriptive qualitative approach. The subjects in this study consisted of principals, supervisors, MI teachers in Klari District, Karawang Regency, West Java. The subjects of this research came from seven Private Islamic

Madrasah school (MIS), namely: Daarul Qur An, Al Istiqlal, Al Imanah, Al-Ikhlash Gintung Kolot, Nihayatul Hidayah, Nurul Falah Cibalongsari, and Raudhotul Jannah. The reason for selecting the subjects and locus of research in seven private Islamic Madrasahs in the Klari District, Karawang Regency, West Java is because it aims to see the variation and depth of data related to the challenges and strategies for developing creative teachers in online learning itself. Therefore, they will be key informants in this study. The data collection method used in this study is divided into two parts. First, the primary data section is obtained through observation, in-depth interviews, focus group discussions (FDG through zoom meetings), which are supportive of qualitative data findings. Second, the secondary data section is obtained from the search results of scientific research, books and other relevant online news sources.

RESULTS AND DISCUSSION

Demographically, the population of Klari District in 2015 was 142,114 people, consisting of 71,930 males and 70,184 females. The ratio of male to female sex is 1.02. This means that the male population is more than the female population. The largest population distribution is in the 25-29 year age group, this means that the potential for labor in Klari sub-district is high, there are still many young people, in addition to the large number of young families with marriage ages between 1-6 years. The population growth rate is very high, most of which are urban groups from various regions, who work mostly in factories in Karawang Regency. The age of the population which is also high is 5-10 years, which is school age (PAUD and SD/MI).

In general, educational institutions in Klari District, Karawang Regency, West Java can be assessed as complete. This means that the availability of formal educational institutions from primary to secondary education is quite good. This reality makes access to public education easier.

Table 1: Formal Education in Klari District, Karawang Regency, West Java

No	School Classification	Amount of school	Amount of student	Amount of Teacher	Student to Teacher Ratio
1	Raudhatul Athfal (RA)	12	189	16	11:9
2	Kindergarten (TK)	57	867	63	15:3
3	Madrasah Ibtidaiyah (Private School MI)	7	2000	102	20:1
4	Primary school (SD)	43	17.419	612	28:1
5	Madrasah Tsanawiyah (MTs)	2	1.452	55	26:1
6	Junior high school (SMP)	8	7.150	245	29:1
7	Senior High School (SMA) dan vocational education (SMK)	6	5.670	211	27:1
8	Senior High School (Madrasah Aliyah)	1	60	17	4:1

Based on the table above, it can be seen that the number of school-age children is very disproportionate, where the number of school-age children is higher

than the available school formations. The implication is that many school-age children are not accommodated in schools in Klari District. Existing schools, especially Raudhatul Athfal (RA), Madrasah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs), Madrasah Aliyah (MA), (Schools with Islamic characteristics) all have private status, most of which are accredited B. Public interest in schools with Islamic characteristics is actually very high, but its availability and the quality is very inadequate, especially related to the facilities and infrastructure and the competence of the teachers. Almost all RA and madrasah teachers have honorary status, with inappropriate educational qualifications (generally from private universities, with the field of religious studies). Their mastery of pedagogic and professional competencies is very limited.

Next, all Madrasah Ibtidaiyah (MI) in Klari District are private schools. Where the foundation plays an important role in improving the quality of private schools. If MI is managed by a professional foundation, has financial capabilities and a good understanding of quality, it is certain that the quality of MI will run in a better direction. In fact, based on the accreditation status, it can be seen from the seven MIs in Klari District, only two MI are accredited A. This can be a reference for assessing the ability of foundations and madrasas in managing madrasas that have not been maximized.

Then the majority (68%) of teachers are between 23-30 years old. Their income is very low, with an income range between Rp. 500,000,- up to Rp. 2.000.000,-. Their average income is Rp. 900,000,- per month. With limited teacher income, inadequate organizers (foundations), it is very difficult for teachers to improve their professional quality. The Ministry of Religion of the Republic of Indonesia, in this case acting as a madrasa supervisor, did not do much, because the program and budget were very limited.

The local government, in this case the Kerawang Regency Education Office, can also be said to have not provided guidance to RA and madrasa teachers at all. This condition is of course very concerning, which has an effect on the low quality of madrasa education in Klari District. Furthermore, Madrasah education at the elementary level is also faced with the problem of the lack or very limited media for improving the quality of teachers and it is almost certain that there are rare trainings organized by the education office and the Ministry of Religion in Karawang Regency. Even if there is training, it will prioritize state schools/madrasas.

The problems above certainly add to the gap in the quality of education between public and private schools. If this condition is allowed to continue, it is feared that it will affect the process and results of education in educational institutions with the characteristics of Islam itself. On the other hand, if the basic education gap between the public and private sector can be resolved properly, it will certainly increase the strength and convenience of the government in improving the quality of human resources (HR), especially in Klari District, Kerawang Regency and Indonesia's superior human resources in the future.

The narrative of the problem of basic education (MI) as discussed above certainly requires an appropriate alternative solution. The results and discussion of this study indicate that the strategy to develop creative teacher competencies is the right solution to be carried out among Madrasah Ibtidaiyah teachers in the area of Klari Sub-district, Karawang Regency-West Java. The material is suitable for developing teacher creativity competence through the delivery of material about

creative ways in learning accompanied by examples of good practice (creative teacher best practice). Furthermore, the right material on the application of teacher creativity in collaborating with parents and colleagues is also important in building teacher creativity and its development. To develop teacher creativity, the facilities and tools used are also important.

Table II Objectives and Targets of creative teacher development activities in Klari District, Kerawang Regency, West Java

No	Program	Objectives	Increasing	Sub-Material Objectives
1	Teacher creativity in carrying out teaching assignments	<ul style="list-style-type: none"> Increased understanding of creativity Increasing awareness of the importance of teacher creativity in improving the quality of learning in MI Increased ability to design, implement various learning methods 	<ul style="list-style-type: none"> Achievement of significance and characteristics of creativity by MI teachers Awakening of MI teachers' awareness to develop teaching creativity 	<ul style="list-style-type: none"> The basic concept of creativity Characteristics/dimensions of creativity Strategies to build creativity in schools in the implementation of teaching at MI Problems and strategies in building school Creativity Implementing creativity in learning in the .0 era
2	Providing online consultation in the implementation of increasing teacher creativity in teaching assignments at MI	<ul style="list-style-type: none"> Open online consultation via zoom which is conducted once a month for six months 	<ul style="list-style-type: none"> Implementation of the concept of creativity in teaching 	<ul style="list-style-type: none"> Consultation guide
3	Monitoring implementation of learning carried out in MI schools	<ul style="list-style-type: none"> Monitoring implementation of learning using e-monitoring 	<ul style="list-style-type: none"> Visible implementation of the Implementation of teaching creativity 	<ul style="list-style-type: none"> Monitoring guide

The table above is an overview of strategies for developing creative teacher competencies in learning. This effort is important for teachers to do, because of the COVID-19 pandemic. In order to avoid loss of learning or loss of learning, teacher creativity is the main factor that is urgently needed at this time, especially teachers who have never or still received minimal training and assistance during this time. this. Based on the results of this study, a solution is needed to be able to solve the above problems through training to increase teacher creativity in the learning process in the pandemic era. It is hoped that there will be an increase in the creativity and innovation of private teachers in their learning in the classroom.

The results of this study indicate that the process of creativity arises from each individual, school organizations also play a role in generating creativity. The school organization must do to build the creativity of its members with four aspects, namely: decisions contain risks, provide opportunities, provide encouragement, and share with leaders (Gibson et al., 2009). This will be explained in detail in the following section.

First, the organization can take a policy or decision that has risks. This is done to grow or attract the attention of members of the organization and always think creatively when problems occur in the organization. Only by thinking creatively, the

risks faced can be overcome. Second, by providing opportunities for members of the organization to think and do something. The organization always gives trust and opportunity to its members to be able to solve their own problems. But the organization must continue to monitor and set time for problem solving. Third, organizations must encourage their members to think critically and creatively in order to achieve organizational goals. A concrete step to encourage this is to provide a constructive program and reward members of the organization who generate creative ideas. Fourth, the organization always provides guidance to its members regarding creativity. Without guidance from the leadership, the creative formation process carried out by members will be felt to be less than optimal in achieving organizational goals.

The results and discussion of this study confirm that the formation of creativity is caused by creative behavior. The causes of creative behavior consist of creative potential and creative environment (Robbins & Judge, 2017). Everyone already has the same creative potential but the results of that creative potential are different. This depends on how a person applies his creative potential. The more characteristics of creative potential a person has, the higher his creative potential (Robbins & Judge, 2017). The characteristics of creative potential include intelligence and creativity, personality and creativity, expertise and creativity, and ethics and creativity (Robbins & Judge, 2017).

CONCLUSION

The conclusion of this study shows that training to develop teacher creativity in teaching in the era of the COVID-19 pandemic, especially for Private MI teachers is one of the efforts made to help private teachers, especially those with low levels of creativity in teaching. Because so far the lack of training they get to carry out self-development in improving the quality of teachers. This study shows that the results of the training show that participants' satisfaction with the delivery of the material provided is 76.2%, this shows that the training materials can be understood by most of the participants, and it is necessary to follow up on evaluating how the impact of the training in increasing the creativity of MI teachers in the era of the pandemic and the new normal in the future.

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