Teacher Creativity in Learning in the New Normal Time SDN 3 Bulusan Karangdowo Klaten

Bambang Sumardjoko[1], Murfiah Dewi Wulandari[2], Putra Pamungkas[3]
[1,2,3]Universitas Muhammadiyah Surakarta, Indonesia
bs131@ums.ac.id, mdw278@ums.ac.id, q200200006@ums.ac.id

Abstract

This study aims to describe the planning of Teacher Creativity in Learning in the New Normal at SDN 3 Bulusan, to describe the implementation of Teacher Creativity in Learning in the New Normal at SDN 3 Bulusan, to describe the evaluation of Teacher Creativity in Learning in the New Normal at SDN 3 Bulusan. The method used in this research is to use a qualitative research approach design. The type of research used in this descriptive qualitative research is the place of research at SDN 3 Bulusan Karangdowo with the object of research being teachers and students, the research subject is learning in the classroom with data sources from interviews, documents, and observations. The results of the research are teacher creativity in the use of online learning media at SDN Bulusan, classroom and subject teachers adjust learning media with material that will be delivered to students to achieve learning objectives. The teacher's creativity in using learning methods at SDN 3 Bulusan is that the teacher can use the question and answer method to make learning interesting and not boring, so that students take an active role in online learning. The obstacle faced by teachers at SDN 3 Bulusan lies in its implementation which makes online learning less effective and efficient. 4. The obstacle faced by teachers at SDN 3 Bulusan lies in its implementation which makes online learning less effective and efficient.

I. Introduction

The world is currently at war with the epidemic of a disease called the Corona virus. In March 2020, this virus spread to all corners of the world. Initially, this virus came from Wuhan, China, until it finally entered Indonesia. This virus is very fast in transmission, this virus is transmitted through splashes of saliva or phlegm of sufferers which will be inhaled by other humans. With the government's policy to study and work at home, the world of education has changed its usual learning pattern, which is face-to-face, has now turned into distance learning or abbreviated as PJJ. Distance learning in education level. The basics may have only been experienced by children now, and maybe in the era before this virus, children also only knew face-to-face learning. Currently, education in Indonesia has undergone changes, namely the entry of a digital era that can be easily accessed by all Indonesian citizens, especially in the field of education, namely educators and students. With this easy service, the answer to the question whether educators are no longer needed? Then the answer is still. Prior to this pandemic, there were already several educational fields that used the

distance learning system, one of which was the Open University. There the students did not study in the same class at the same time, but in different places. The role of a teacher becomes very important in determining the quality of an educational institution, because a teacher is the heart of an educational institution. The figure of a teacher should have certain skills in educating and teaching which is his profession. The teacher is one element in the implementation of the education system in schools. Teachers have a very important role in shaping, fostering and achieving educational outcomes and quality improvement. This research aims toto describe the planning of Teacher Creativity in Learning in the New Normal period at SDN 3 Bulusan, to describe the implementation of Teacher Creativity in Learning in the New Normal at SDN 3 Bulusan, to describe the evaluation of Teacher Creativity in Learning in the New Normal at SDN 3 Bulusan.the types of tasks and responses expected of students after the use of students, as well as the learning context including student characteristics. The use of media in learning results in new desires and interests, increases motivation and stimulation of learning activities, and even has a psychological effect on students. So that learning media has a very important function in the teaching and learning process to improve the quality of education. New normal is a change in behavior to continue carrying out normal activities but by adding health protocols to prevent transmission of Covid-19.

II. Research Methods

In this study using a qualitative research approach design. This type of research used in descriptive qualitative research. This research took place at SDN 3 Bulusan Karangdowo. This research was carried out throughout the even semester period of the 2020/2021 academic year. The subjects in this study were teachers of grades 4,5, and 6 and students. The object of research is the problem to be studied. The data used in this study are qualitative descriptive, namely the main data in the form of learning and teacher creativity and supporting data in the form of the history of the research place. The data sources that the authors need in this study are primary data sources and secondary data sources. In qualitative research, the participation of the researcher is very important for data collection. In addition, in qualitative research, researchers act as participants as well as data collectors, it is necessary to have researchers in this field. Data collection techniques in this study were observation, interviews and documentation. Test the validity of the data in research, often only emphasized on the validity and reliability test. In qualitative research, from the outset the research design is not as rigid as quantitative research. Data analysis techniques in this study are data reduction, data presentation, and data verification. The instrument that the researcher uses is based on data collection techniques, namely interviews, documentation and observation.

III. Discussion

SDN 3 Bulusan is located in RT 4 / RW 6 Bulusan village, Karangdowo district, Klaten district, Central Java province, Postal Code 57464, in the State of Indonesia. A brief history of SDN Bulusan 3 was obtained from the explanation of the Head of the School Committee who is also a community leader in the Bulusan area. SDN Bulusan 3 was established in 1985, which was the background for the establishment of the school because in the Bulusan area there was no primary education level school. The government-owned elementary school closest to the Bulusan area at that time was in the Kwageyan area, which was approximately 1.5 km away skills.

That is one of the reasons the people of Bulusan took the initiative to establish a school independently. The school land came from a grant from a Bulusan resident. The vision and mission of SDN 3 Bulusan include the following: Vision is a picture of planning the desired future state by looking at the potential and needs of the school. The vision of SDN 3 Bulusan is to form disciplined human resources, and master IMTAQ and skilled science and technology, able to actualize them as creatures in people's lives. Mission Utilize time effectively and efficiently; Explore and practice religious teachings or according to their respective beliefs and beliefs. Make the atmosphere of the teaching and learning process orderly, calm, comfortable and fun. Always creative, innovative in applying teaching and learning methods; Conditioning togetherness in carrying out tasks, creating a conducive atmosphere, mutual respect – respect, respect, respect, and giving each other the advantages that exist in us for the betterment of the school and prioritizing the interests of the school over personal interests; Get used to living clean physically and spiritually; Strive for a friendly, safe, comfortable and reassuring atmosphere; Maintain school relations with the community.

School Objectives Achieving a minimum of 70 completeness criteria for all subjects in the next 4 years, Students to be able to learn and practice and set an example everywhere about religious education or beliefs and beliefs, Realizing students who are disciplined skilled in self-activity through the development of scouts, ceremonies every Monday, gymnastics and computers, preparing students to win academic and non-academic competitions at the district and sub-district levels, Strive for students to be aware of independent learning and be able to take advantage of time to enjoy learning, Actualizing as social beings in the life of a nation and state, Familiarizing students with clean and honest behavior, Preparing students to complete the 9-year compulsory education.

The number of students is 37 children and the teacher is 7 school guards. School infrastructure facilities in the form of office space, library, 6 classrooms, warehouse, school yard and UKS. The creativity of teachers in using online learning media during the pandemic, in the current Covid-19 pandemic, requires students to study from home. This will indirectly change the world of education in terms of learning.

The existence of a new policy from the government also affects the learning system in terms of the use of media. At SDN 3 Bulusan, there are several media used by classroom teachers in online learning during the Covid-19 pandemic. These media include WhatsApp, Google Classroom, Youtube, Internet, E-Mail and PPT (Power Point) media. In the practice of learning the teacher does not only use one media, but is combined with other media so that it is easier for students to understand the material given by the teacher.

Class teachers at SDN 3 Bulusan use WhatsApp as the main media for online learning. This is also supported by the results of observations, information obtained that: "Class teachers carry out online learning by using more than two learning media or alternate each time they do online learning. Class teachers also modified teaching media in online learning during the COVID-19 pandemic.

In every online learning that takes place, a teacher is required to pay attention to things that are considered important before using learning media as teaching aids to improve the quality of student learning during the Covid-19 pandemic, such as the accuracy of teachers in choosing suitable media for online learning. This is supported by the results of observations carried out with classroom teachers and they agree that: "Class teachers are able to choose suitable media in online learning". The use of effective learning media to improve achievement must be based on the choice of media that is familiar to both teachers and students. In making media the class teacher does not make his own media, but only share YouTube content, articles on Google by other people to be used as additional material for online learning. This is also supported by the results of observations to Class teachers, that: "Class teachers do not create online learning media on their own ideas without imitating other

people's work." In presenting learning the teacher does not necessarily only share material and assignments but also without paying attention to the rules of learning the same as face-to-face.

From the results of the interview above, it is recommended that teachers prepare things before teaching. Because preparation before teaching is an important aspect and is prioritized as a professional teacher. Besides teachers are required to prepare learning tools properly and correctly, teachers must also take advantage of existing learning resources properly and correctly. for students and teachers themselves to help the learning process run smoothly. This is evidenced by the results of an interview with one of the class teachers on March 8, 2021, that states: "Learning sources come from textbooks, worksheets, Google, the Internet, and the surrounding environment can also be used as learning resources. The existence of these learning resources is to avoid a verbal and one-way learning process. The more teachers utilize learning resources, the more they support meaningful learning and are able to provide a more scientific basis in presenting information, materials in a more concrete manner and further strengthening learning.

Based on the results of the interviews above, it can be seen that teacher creativity is necessary as an effort to reform in online learning. In the teaching and learning process, Creativity is part of an inseparable system between teachers and students. The role of teacher creativity is not only to help the teaching and learning process by covering one aspect in humans, but includes other aspects, namely cognitive, affective, and psychomotor. In general. Creativity has a main function, which is to help complete work quickly and efficiently. Teacher creativity in using online learning methods during the pandemic, online learning is currently very important and can help teachers in the learning process, teachers must be accustomed to teaching by using media, using the right method in a complex and effective manner, and easily understood by students.

Various kinds of platforms are available at SDN 3 Bulusan, such as WhatsApp to somewhat complex ones such as Google Classroom, Youtube is just a medium or facility for learning, not the main determinant of success. Regarding the design of online learning, teachers need to ensure that there is interaction, feedback, and planned communication between teachers and students, between one student and another while studying during a pandemic. Teachers also need to design varied learning activities. In order for the method used to feel comfortable, fun in the learning process and make students always eager to take part in the learning process in the classroom, a teacher must have basic considerations before using a method.

In the online learning process, a teacher must be able to choose a suitable method used in the online learning process. With online classes replacing face-to-face classes, we as teachers have learned a lot about how to maintain student engagement and interaction that has been painstakingly built. Teachers try to keep online classes conducive in various ways. On available platforms such as whatsApp/Google Classroom media, teachers use the chat feature to ask how they are doing, teachers also explain learning objectives according to KD, and provide enthusiastic motivation to students. Teaching and learning activities during the pandemic also showed students' enthusiasm in learning. Student enthusiasm will appear if the teacher can use the right media and methods as well as an interesting teaching style.

The learning method in the classroom should be open and dialogical which involves students being able to develop their thinking skills so that students play a role in solving problems and giving birth to many ideas. To develop students' critical thinking skills, teachers use several methods, such as involving students to seek additional information in terms of material from various other sources by utilizing existing media. By doing some of the methods above, the teacher believes that these methods are able to understand students and achieve learning goals even though they are not optimal but still work on them. From the

results of the interview above, it can be seen that the creativity in using online learning methods at SDN 3 Bulusan is to use the question and answer method which is considered quite effective when used during the Covid-19 pandemic.

Constraints faced by teachers in the implementation of online learning during the pandemic. In education, online learning activities do not always go well according to our expectations, but there are several obstacles and factors that can affect the success in the learning process. Online learning requires facilities such as smartphones or laptops, but there are some students who have smartphones or laptops that are less supportive (low quality/old school electronics), coupled with the lack of sufficient internet quota facilities to do online learning, then this will become a big problem for teachers and students. In addition, in online learning, a teacher as a facilitator must still be able to maintain learning motivation and encourage students to remain creative in accessing as many sources of knowledge as possible, sharpening insight, and ultimately forming students into lifelong learners, and not using pandemics as an excuse not to be enthusiastic about learning.

The online learning process both teachers and students experience obstacles in the learning process. Online learning as any teaching and learning that uses electronic networks (LAN, WAN, or Internet) to deliver learning content, interaction, or guidance. This is supported by the results of observations made by researchers to classroom teachers, that: "Class teachers always feel challenged to solve online learning problems. And class teachers also have experience in living various aspects of life by using all the advantages they have to teach during the Covid-19 pandemic.

The obstacles faced by students in the online learning process are, students have difficulty in understanding the material provided by the teacher, the quota network is less supportive, and learning motivation is low. From the descriptions of the obstacles to online learning above, both teachers and students experience problems in online learning. In the new paradigm, teachers must be able to become facilitators for their students. In the new paradigm, teachers must be able to help students learn online, provide reinforcement, and provide varied teaching styles even though they are learning online (online). In this regard, it is also supported by the statement above, which is the same as the theory put forward by Petty (as quoted by Mrs. Leli Halimah: 2017) creating important innovative learning for teachers in any subject, one of which is increasing motivation in learning. Because creativity can fulfill the deepest human need to make something and get recognition. From the results of the interviews above, it can be seen that, to overcome the obstacles that occur in online learning, the teacher's role as implementer, mentor and related to learning, a teacher must be able to provide direction, guidance and assistance to students in order to achieve self-understanding and direction.

Teacher Creativity in Using Online Learning Media During the Pandemic Period, Media has its own meaning for teachers who use it so that it can help students process educational messages. In addition to creativity from teachers, support from schools in terms of providing online learning media is also very helpful for teachers and students to carry out effective and efficient online learning. For example, SDN 3 Bulusan strongly supports the provision of online learning media. Based on the data that has been presented, the researchers found forms of teacher creativity in using online learning media, namely as follows: Using whatsApp media to explain the subject matter, WhatsApp with Google Internet, WhatsApp with E-mail, WhatsApp with Google Classroom. Creative teachers in using WhatsApp media such as material explanations through document files that are sent and supported by learning videos or learning links and material explanations can be in the form of voice notes or recordings. For collecting assignments, teachers prefer to use email or Google Classroom media, and rarely use WhatsApp media because if using WhatsApp media is a place for

collecting assignments, then the teacher must manually organize the tasks sent in the WhatsApp group or the personal WhatsApp of each teacher.

Based on the research findings that have been presented by the researcher, the researcher can conclude that the media is a tool used as a messenger in the online learning process during the Covid-19 pandemic, to stimulate thoughts, feelings, and foster student interest in teaching and learning activities. Even in online learning, a teacher must be creative in the use of learning media so that the material is conveyed properly and correctly. By using learning media, the online learning process during the Covid-19 pandemic can run as it should. Teachers at SDN 3 Bulusan in using online learning media also always adjust the media used with the learning objectives to be achieved and according to the abilities of students. Besides that, the researcher also found that in online learning the creativity of the teacher in using the media must be interesting, so that students are interested in participating in online learning. Teachers do not only use WhatsApp as the only learning media, when delivering material the teacher can use learning videos obtained from trusted sources such as youtube.

The more features there are, the more interesting the media will be to use. Using Google Classroom media can also be combined with the use of Youtube media, or combined with the use of Google Internet media, and combined with the use of PPT media. The obstacles faced by teachers in learning during a pandemic are the results of the study showing that teachers as informants in this study experienced difficulties both during planning, implementation, and evaluation of online-based learning implemented by the government as an effort to prevent the transmission of the Covid-19 disease. Sihombing (2020) state that Covid-19 pandemic caused everyone to behave beyond normal limits as usual. The outbreak of this virus has an impact especially on the economy of a nation and Globally (Ningrum, 2020). The problems posed by the Covid-19 pandemic which have become a global problem have the potential to trigger a new social order or reconstruction (Bara, 2021).

Online learning sometimes also has advantages and disadvantages. Obstacles in online learning are not only felt by the teacher, but also by the students of SDN 3 Bulusan. From the statement above, the researcher found that not all classroom and subject teachers at SDN 3 Bulusan knew about the effective use of online learning. To overcome the obstacles that occur in online learning, the teacher's role as implementer, mentor and related to learning, a teacher must be able to provide direction, guidance and assistance to students in order to achieve understanding and self-direction. And it takes good creativity from a teacher. With this online learning model, it is able to provide benefits that are not realized because technology has an important role in learning. but also felt by the students of SDN 3 Bulusan.

IV. Conclusion

Teacher creativity in the use of online learning media at SDN Bulusan, classroom and subject teachers adjust the learning media with the material that will be delivered to students to achieve learning objectives. The teacher's creativity in using learning methods at SDN 3 Bulusan is that the teacher can use the question and answer method to make learning interesting and not boring, so that students take an active role in online learning. The obstacle faced by teachers at SDN 3 Bulusan lies in its implementation which makes online learning less effective and efficient. The obstacle faced by teachers at SDN 3 Bulusan lies in its implementation which makes online learning less effective and efficient. Teachers need efforts to optimize the use of online learning media, teachers are expected to be even more creative in using media, online learning methods during the Covid-19 pandemic. For further researchers who wish to conduct similar research, please review other aspects of this research, so that more optimal results can be obtained. Designing how distance learning

activities are not only through learning videos or online assignments. Increase teacher creativity and innovation in using applications that support distance learning. Documenting the creativity of distance learning and the results of students' work which will become memories for students because they have experienced an unusual world of education. For further researchers who wish to conduct similar research, please review other aspects of this research, so that more optimal results can be obtained.

References

Aji Fatma Dewi, Wahyu. "Dampak Covid-19 Terhadap Implementai Pembelajaran Daring Di Sekolah Dasar". Jurnal Ilmu Pendidikan. Volume 2. Nomor 1. April. 2020.

Amalia, A., Puspita Rini, C. ., & Amaliyah, A. (2021). Analisis Kemampuan Berpikir Kritis Siswa Kelas V dalam Pembelajaran IPA di SDN Karang Tengah 11 Kota Tangerang. Sibatik Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya, Teknologi, Dan Pendidikan, 1(1), 33–44. https://doi.org/10.54443/sibatik.v1i1.4

Andika, Kenny. dkk. "Pengaruh Kreativitas Guru dalam Pembelajaran dan Kecerdasan Emosional Siswa Terhadap Prestasi Belajar Ekonomi Siswa Pada Kelas X di SMA Negeri 89 Jakarta". Jurnal Ilmiah Econosains. Volume 14. Nomor 1. Maret. 2016.

Bara, A., et.al. (2021). The Effectiveness of Advertising Marketing in Print Media during the Covid 19 Pandemic in the Mandailing Natal Region. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 4 (1): 879-886.

Budiarti, Yesi. "Pengembangan Kemampuan Kreativitas Dalam Pembelajaran IPS." Jurnal Pendidikan Ekonomi. Volume 3. Nomor 1. 2015.

Campbell, David. 2012. Mengembangkan Kreativitas. Yogyakarta: KANISIUS KH. Lalu Gede Muhammad Zainuddin Atsani. Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19", Online Jurnal of Al Hikmah, 01, n0. 01 (Juli 2020), 87 diakses 24 November 2020.

Ika Handarini, Oktafia dan Siti Sri Wulandari. "Pembelajaran daring sebagai Upaya Study from Home (SFH) Selama Pandemi Covid-19." Jurnal Pendidikan Administrasi Perkantoran (JPAP). Volume 8. Nomor 3. 2020.

Ilmia Friyanti, Ade. "Implementasi Pendidikan Nilai Dalam Pendidikan Agama Islam". Jurnal Pendidikan Islam. Volume 8. Nomor 11. 2017.

Jayadi, U. (2021). Penerapan Metode Pembelajaran Cooperative Integrated Reading and Composition (Circ) untuk Meningkatkan Hasil Belajar dalam Menemukan Kalimat Utama pada Siswa Kelas IV Sdn 22 Mataram Tahun Pelajaran 2020/2021. Berajah Journal, 1(1), 21–42. https://doi.org/10.47353/bj.v1i1.17

Kamsinah. "Metode dalam Proses Pembelajaran." Lentera Pendidikan. Volume 11. Nomor 1 Juni. 2008.

Kis Untar, Sri. "Kreativitas Guru dalam Menyongsong Pembelajaran Masa Pandemi Covid-19". Buana Pendidikan. Volume 16. Nomor 30. 2020.

Munandar, Utami. Perkembangan Kreativitas Anak Berbakat. Jakarta: Rineka Cipta 2004. Oktavia, Yanti. "Usaha Kepala Sekolah dalam Meningkatkan Kreativitas Guru dalam Pembelajaran di Sekolah," Jurnal Admistrasi Pendidikan, 2 No. 1 (2014): 808.

Monawati dan Fauzi. "Hubungan Kreativitas Mengajar Guru dengan Prestasi Belajar Siswa." Jurnal Pesona Dasar. Volume 6. Nomor 2. Oktober 2018.

Ningrum, P.A., Hukom, A., and Adiwijaya, S. (2020). The Potential of Poverty in the City of Palangka Raya: Study SMIs Affected Pandemic Covid 19. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (3): 1626-1634.

Noor, H. ., & R, R. (2021). Improving Management of Early Childhood Education (PAUD) through Identification of Institutional Problems. Berajah Journal, 1(3), 117–124. https://doi.org/10.47353/bj.v1i3.30

Riinawati, R. (2021). Education Financial Management during Covid-19 Pandemic of Islamic Universities in South Kalimantan. Dinamika Ilmu: Jurnal Pendidikan, 383-396.

Sihombing, E.H., and Nasib. (2020). The Decision of Choosing Course in the Era of Covid 19 through the Telemarketing Program, Personal Selling and College Image. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Vol 3 (4): 2843-2850.