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Quantum Teaching Training to Increase the Creativity of Early Childhood Education Teachers

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Abstract

The problem of an Early Childhood Education teacher who doesn't have much creativity to pack interesting, fun, and enjoyable material that has impacted the low motivation and development of the children is needed a special technique to make teachers have various methods of learning that can improve the creativity of teaching. The Quantum Teaching model itself is a learning model that creates an effective learning environment by using the elements that exist in students and the learning environment because teachers deliver materials in a fun and pleasant way. Thus, the writer tries to look into Quantum Teaching training as one of those teaching models so that teachers can make students feel comfortable, creative, and happy and create a happy atmosphere on KB. Fun Islamic School. This research aims at first to learn about increased creativity in teaching teachers. Then to know the teacher's effectiveness in learning Quantum Teaching. This research using the mixed method used is the mixed concerns of triangulation referring to the explanation of Cresswel (2009), which combines two methods separately and aims to compare the method, covering or balancing the weakness of one method with the strengths of other methods. The result of this research produces, first, the Quantum Teaching training module to improve the creativity of teachers teaching in schools is made to large-scale trial steps has not reached the use of the usage of time due to time and cost limitations. Second, the Quantum Teaching Training Module is feasible to apply to learn at the PAUD level. Third, the use of the Quantum Teaching Training Module is considered effective in improving the creativity of teachers teaching in schools.

Keywords
creativity; quantum teaching learning model; delight; fun.

I. Introduction

Teachers are an essential component of education in determining the success of education in realizing its goals. The teacher is the leading actor directly related to the activities of the teaching and learning process in and outside the classroom. Therefore, a teacher has a strategic role in supporting the achievement of an educational goal at school (Irbah et al., 2022). As one element in the teaching and learning process, the teacher has many roles, not only as a teacher who transfers knowledge but also transfers experience as an educator who explores the potential of students with the teacher's experience in teaching and learning. This means that teachers have complex tasks and responsibilities towards achieving educational goals, where teachers are not only required to master the knowledge to be taught and have a set of knowledge and technical teaching skills but are also required to display a personality that can become an example and idol for students at school. The

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convenience and enthusiasm of students are very important for the success of learning (Selvi & Saraswati, 2021).

The essence of education itself is the transfer of the value of knowledge and skills from the older generation to the younger generation so that the next generation can live better than the next generation previously (Azizy, 2003). Learning is a process of change that is shown in the form of increasing the quality and quantity of behavior, such as improving habits, skills or skills, attitudes, skills, understanding, knowledge, thinking power, and other abilities (Pangestu et al., 2021).

The results of observations that have been carried out by researchers from February to August 2020 show that there are several phenomena that occur in family planning. Fun Islamic School Purworejo, among others, teachers who do not have creativity in teaching, teachers do not focus when delivering material in front of the class, teachers who are not programmed, teachers who are not communicative lack exploration which makes students not enthusiastic about participating in learning in class and outside the classroom. The main factor that makes children less enthusiastic, classes are not alive, and less creative are the teaching techniques and strategies of educators who lack creativity.

We know that an educator is the entrance of knowledge to students, good or bad. A teacher will represent education in a school country (Greece, 2009). With the creation of a good and communicative education system, reliable and professional educators are needed (Suyadi & Selvi, 2022). This is where a teacher conveys knowledge to his students and is also required to develop the potential, which can be explored optimally (Azizah et al., 2021). Based on the results of observations of 15 early childhood education Fun Islamic School teachers about the learning methods used, that data was obtained. On average, early childhood education Fun Islamic School teachers rarely attend training and still use the old learning method (Oktaviana & Srianggita, 2021).

A school principal said that the teachers here are still new and do not have sufficient experience and knowledge to convey fun and enjoyable material and approach communication that can make children comfortable (Abd Rosyid & Suyadi, 2022). Furthermore, he stated that teachers at this school still have a lot to learn about how to package learning materials excitingly when delivered so that students can take lessons easily, be fun, and be enjoyable (Nurul Fauziah, 2022).

Meanwhile, Early Childhood Education teachers still experience difficulties in carrying out effective learning processes due to a lack of literacy and creativity related to making lesson plans, and implementing learning processes to evaluate learning processes that require special knowledge and skills (Erdiyanti & Syukri, 2021). Meanwhile, according to the 2015 Global Creativity Index survey, Indonesia ranks 115 out of 139 countries with creativity indexes such as technology, ability and tolerance ranking 85 out of 129 countries in the world (A. Rodionova et al., 2018). Whereas the creativity of a Early Childhood Education teacher is something that must be mastered in the learning process, creativity itself is the ability to apply ideas, products and teaching actions in one time learning carried out by someone.

With Quantum teaching we can teach by functioning both the left and right hemispheres of the brain in their respective functions. Research at the University of California revealed that each of these brains controls different intellectual activities. The left brain handles numbers, order, logic, organization, and anything else that requires rational thinking, reasoning with deductive and analytical considerations. This part of the brain is used to think about things that are mathematical and scientific. We can focus on lines and formulas, ignoring the subtleties of color and rhythm. The right brain deals with

the problem of abstract thinking with full imagination. For example, color, rhythm, music, and other thought processes that require creativity, originality, inventiveness and artistic talent. Right-brain thinking is more relaxed, less bound by scientific and mathematical parameters. We can involve ourselves with all shapes and forms, colors and tenderness, and ignore all sizes and dimensions that bind.

For this reason, the author tries to research about Quantum Teaching training as a learning model so that teachers are able to make students comfortable, creative, happy and able to create a pleasant atmosphere.

II. Review of Literature

2.1 Quantum Teaching Training

The Big Indonesian Dictionary defines training as a form of learning that wants change. DePorter formulates quantum teaching by distinguishing two basic words, namely quantum which has the meaning of the smallest unit of energy which when combined will become light. Teaching which has the meaning of teaching. The two words were then combined by DePotter who defined quantum teaching as a learning strategy that combines various kinds of differences that exist in the learning process (De Porter, B. & Nouri., 2014).

2.2 Quantum Teaching Training Strategy

The implementation stage of the quantum teaching model is known by the abbreviation "TANDUR":

a. Grow it

The first word said by De Potter is to grow, the meaning of this word is that the first thing the teacher must do is to foster interest in students about the new knowledge they will learn. This first concept is supported by the word "AMBAK" which means what are the benefits for me, in this case a teacher must arouse students' interest in the benefits that students will get when they learn the new knowledge, with an interest in something, the learning process will become easier and fun.

b. Experience

The second word is natural, the meaning of this word is that the teacher can provide direct experience to students, so that students really feel the real learning experience. This method will be more relevant to students because students will acquire new knowledge in a concrete way, not abstractly.

c. Name

The third word is name, the meaning of this third word is that a teacher is asked to make it easier for students by giving names that are easy for students to remember and understand from the material presented. Giving this name is the core of the learning process, because by giving this name students are helped to identify and sort the subject matter obtained.

d. Demonstrate

The fourth word in this concept is demonstrate, in this concept the teacher is asked to provide time and space for students to show that students can repeat the material taught according to students' understanding and style.

e. Repeat

The fifth word in this concept is repeat, the meaning of this word is to strengthen students' understanding of the knowledge they have just gained, so that teachers can ensure that students have mastered the subject matter being taught.

f. Celebrate

The sixth word in this concept is celebrate, the meaning of this word is if a student has completed his duties and responsibilities, the teacher needs to pay respect to them for the efforts they have made.

III. Research Method

This study uses mixed methods, namely quantitative and qualitative with reference to Aramo-immomen (2013) in Riantoni (2021), mixed methods is an approach that combines quantitative and qualitative forms in a series of research in order to obtain an in-depth research problem through two different disciplines (Riantoni, 2021). The mixed method used is the concurrent mixed method of triangulation referring to the explanation of Cresswel (2009), namely by combining two methods separately with the aim of comparing these methods, covering or balancing the weaknesses of one method with the strengths of other methods (Creswell & Clark, 2009).

IV. Result and Discussion

4.1 Quantitative Research Results

a. Descriptive Data Categorization of Teaching Creativity Scale

1. Experimental Group Categorization

Table 1. Pre-Test and Post-Test Results of the Experimental Group

No		Pre-Test			Post Test	
	Initials	**Results**	**Category**	**Results**	**Category**	**Difference**
1	HMZ	112	Tall	142	Tall	30
2	EM	110	Currently	113	Tall	3
3	A A	119	Tall	118	Tall	-1
4	ESW	107	Currently	116	Tall	9
5	MT	96	Currently	97	Currently	1
6	FSN	116	Tall	124	Tall	8
7	SISTER	111	Currently	126	Tall	15
8	SW	106	Currently	120	Tall	14
9	ISP	107	Currently	122	Tall	15
10.	AY	121	Tall	110	Currently	-11
11.	MNR	110	Currently	110	Currently	0
Mean		110.45			188.00	
SD		6,861			11,375	

The results of the *pre test* and *post test* in the experimental group changed with the results of Z -2.041 with *Asymp. Sig* of 0.041 ($p < 0.05$). At the time of the *pre-test* , there were 7 subjects who had moderate teaching creativity category and 4 subjects were in high teaching creativity category. When the *post test* was conducted there were 8 subjects with

high teaching creativity category and 3 subjects with moderate teaching creativity category, there were 5 subjects whose teaching creativity increased, 5 subjects of teaching creativity remained and 1 subject of teaching creativity decreased.

2. Categorization of Control Group One

Table 2. Results of *Pre-Test* and *Post-Test* Control Group One

No	Initials	Pre-Test		Post Test		Difference
		Results	Category	Results	Category	
1.	AF	120	Tall	112	Tall	-8
2.	SRT	123	Tall	110	Currently	-13
3.	IN	100	Currently	115	Tall	5
4.	AM	128	Tall	105	Currently	-23
5.	RPA	110	Currently	97	Currently	-13
6.	AB	121	Tall	113	Tall	-8
7.	air conditioning	106	Currently	111	Currently	5
8.	US	109	Currently	102	Currently	-7
9.	AM	109	Currently	106	Currently	-3
10.	SRJ	105	Currently	121	Tall	20`
11.	SGM	131	Tall	110	Currently	-21
mean		114.73			10,258	
SD		109.55			13,087	

The results of the *pre-test* and *post-test* in the control group did not change with a result of Z -1.824 with *Asymp. Sig* of 0.068 ($p < 0.05$). In the first control group, when the *pre-test* was conducted, there were 5 subjects who had a high category of teaching creativity and 6 subjects with a moderate category of teaching creativity. When the *post test* was carried out there was a decrease, namely 7 subjects had a moderate category of teaching creativity and 4 subjects had high teaching creativity.

3. Categorization of Experimental Group and Control Group One

Table 3. Post Test Results KE and KK1

No	`Post Test Score				
	Initials	Group	Results	Category	Difference
1.	HMZ	Experiment	142	Tall	30
2.	EM	Experiment	113	Tall	3
3.	A A	Experiment	118	Tall	-1
4.	ESW	Experiment	116	Tall	9
5.	MT	Experiment	97	Currently	1
6.	FSN	Experiment	124	Tall	8
7.	SISTER	Experiment	126	Tall	15
8.	SW	Experiment	120	Tall	14
9.	ISP	Experiment	122	Tall	15
10.	AY	Experiment	110	Currently	-11
11.	MNR	Experiment	110	Currently	0
12.	AF	Control 1	112	Tall	-8
13.	SRT	Control 1	110	Tall	-13

14.	IN	Control 1	115	Currently	5
15.	AM	Control 1	105	Tall	-23
16.	RPA	Control 1	97	Currently	-13
17.	AB	Control 1	113	Tall	-8
18.	air conditioning	Control 1	111	Currently	5
19.	US	Control 1	102	Currently	-7
20.	AM	Control 1	106	Currently	-3
21.	SRJ	Control 1	121	Currently	20`
22.	SGM	Control 1	110	Tall	-21
Mean Rank		KE (14.45)		KK1 (8.55)	

The result *of the mean rank post test* in the experimental group was 14.45 and the control group one was 14.45. The difference in *mean rank* between these two groups is 3.18 . In the experimental group there were two subjects whose teaching creativity scores decreased, while in the control group one there were eight subjects whose teaching creativity scores decreased.

4. Categorization of Experimental Group and Control Group Two

Table 4. Post Test Results KE and KK2

No	Experimental Group			Control Group 2		
	Initials	**Results**	**Category**	**Initials**	**Results**	**Category**
1.	HMZ	142	Tall	AF	109	Currently
2.	EM	113	Tall	DS	115	Tall
3.	A A	118	Tall	LCK	107	Currently
4.	ESW	116	Tall	JN	100	Currently
5.	MT	97	Currently	MZA	106	Currently
6.	FSN	124	Tall	NI	107	Currently
7.	SISTER	126	Tall	foreigner	116	Tall
8.	SW	120	Tall	DH	135	Tall
9.	ISP	122	Tall	MKT	143	Tall
10.	AY	110	Currently	LTM	116	Tall
11.	MNR	110	Currently	MF	105	Currently

The result of the *mean rank* of the experimental group is 13.09 and the control group two (without *pre-test*) has a *mean rank* of 9.91, the difference in the *mean rank* between the two groups is 3.18. In the experimental group and the control group without *pre-test*. In the control group without *pre-test* there were 7 subjects with moderate teaching creativity category and 4 subjects with moderate teaching creativity category. The absence of differences in the results of teacher teaching creativity between the experimental group who was given a *pre test* but was given a *post test* with a control group without a *pre test* but was given a *post test* further emphasized that the high results of teacher creativity in the experimental group were not caused by the *pre test learning factor*.

5. Categorization of Control Group One and Control Group Two

Table 5. KK1 and KK2 *Post Test Results*

No	Control Group 1			Control Group 2		
	Initials	**Results**	**Category**	**Initials**	**Results**	**Category**
1.	AF	112	Tall	AF	109	Currently
2.	SRT	110	Currently	DS	115	Tall
3.	IN	115	Tall	LCK	107	Currently
4.	AM	105	Currently	JN	100	Currently
5.	RPA	97	Currently	MZA	106	Currently
6.	AB	113	Tall	NI	107	Currently
7.	air conditioning	111	Currently	foreigner	116	Tall
8.	US	102	Currently	DH	135	Tall
9.	AM	106	Currently	MKT	143	Tall
10.	SRJ	121	Tall	LTM	116	Tall
11.	SGM	110	Currently	MF	105	Currently

The result of the *mean rank* of control group one (without intervention) is 10.95 and control group two (without *pre-test*) has a *mean rank* of 12.05, the difference in *mean rank* between these two groups is -1.1. In the control group without intervention, there were 7 subjects having moderate teaching creativity category and 4 subjects having high teaching creativity. Meanwhile, in the control group without *pre-test*, there were 7 subjects with moderate teaching creativity category and 4 subjects with moderate teaching creativity category.

b. Normality test

Normality test is needed to find out whether the research variables studied have a normal distribution or not. The normality test for the distribution of data is intended to answer the question of whether the representative requirements of the research sample are met or not (Azwar, 2008), so that the research results can be generalized to the population. Normality testing was carried out using the statistical technique *One-Sample Kolmogorov-Smirnov Test* from the *SPSS 16.00 for windows program.* The rule used to determine whether the distribution is normal or not is if the symptom probability value (p)> 0.05 then the distribution is declared normal and if the symptom probability value (p) <0.05 then the distribution is declared abnormal. The results of the normality test of the teacher's teaching creativity scale have a *Kolmogorov-Smirnov Test* (KSZ) score of 0.541 and p of 0.931, (p> 0.05) meaning the population of research subjects is normally distributed.

c. Homogeneity Test

Homogeneity test needs to be carried out to determine the level of similarity in the characteristics of research subjects, if the homogeneity level of research subjects is high, the probability of the emergence of bias variables is lower, and vice versa when the homogeneity level of research subjects is low, the possibility of the emergence of bias variables is higher. The results of the homogeneity test in this study showed *Levene Statistic* 0.299 with a sig of 0.744 (p> 0.05), meaning that the characteristics of the research subjects in this study were homogeneous.

d. Hypothesis testing

There are three hypotheses proposed in this study with details of one major hypothesis and two minor hypotheses.

1. Major Hypothesis

Table 6. Major Hypothesis Test

Z	-2.141
asymp. Sig	0.032

The major hypothesis proposed in this study reads " *Quantum teaching training is* effective for increasing teacher teaching creativity". Teachers who take part in " *quantum teaching "* training (experimental group) will have higher teaching creativity than teachers who do not take part in *quantum teaching training* (control group one).

Testing this major hypothesis using the *Mann Whitney U technique,* the rules used are if p < 0.05 it means that there is an effect of " *quantum teaching "* training and if p> 0.05 it means that there is no effect of " *quantum teaching* " training. The result is Z -2.141 with *Asymp. Sig* of 0.032 (p< 0.05), this shows that teachers who take part in " *quantum teaching* " training have a higher level of teaching creativity compared to teachers who do not take part in " *quantum teaching* " training.

2. Minor Hypothesis 1

Table 7. Minor Hypothesis Test One

Z	-1.151
asymp. Sig	0.250

The first minor hypothesis proposed in this study reads "There is no difference in teacher teaching creativity between the group that was given *quantum teaching training* and was given a *pre-test* (experimental group) and a group that was given *quantum teaching training* but was not given a *pre-test* (control group 2)". The first minor hypothesis was carried out to test whether there was an effect of *pre-test learning* on the experimental group, by comparing it with the second control group, which before the training was not subjected to a *pre-test*.

Testing this one minor hypothesis using the *Mann Whitney U technique,* the rules used are if p < 0.05, it means that there is a *pre-test effect* and if p>0.05, it means that there is no *pre-test effect.* The result is Z -1.151 with *Asymp. Sig* of 0.250 (p> 0.05). This shows that there is no influence of learning factors from the *pre-test of teachers who take part in the " quantum teaching "* training. This means that the high teaching creativity of the experimental group teachers is not caused by the *pre - test learning factor*.

3. Minor Hypothesis 2

Table 8. Minor Hypothesis Test Two

Z	-3.95
asymp. Sig	0.693

The second minor hypothesis proposed in this study reads "There is a difference in teacher teaching creativity between a group that was not given *quantum teaching training* but was given a *pre-test* (control group one) and a group that was given *quantum teaching training* without a *pre-test* (control group two)". Minor two was conducted to test whether or not there was an effect of *pre-test learning* on control group one, by comparing it with control group two which were not subjected to *pre-test before training*.

Testing these two minor hypotheses using the *Mann Whitney U technique*, the rules used are if $p < 0.05$ it means that there is an effect of intervention in the form of training and if $p > 0.05$ it means that there is no effect of training. The result is Z - .395 with *Asymp. Sig* is 0.693 ($p > 0.05$). This shows that there is no difference in scores between control group one who was not given training but was given a *pre* -test and control group two who were not given a *pre-test* but given training.

4.2 Qualitative Research Results

Deputy head of KB. Fun Islamic School in the field of curriculum said that the learning taught in family planning. Fun Islamic School corresponds to six aspects of child development. Not all teachers can use the concept of " *quantum teaching* ", this raises the assumption of some teachers who feel there is no need to use the concept of " *quantum teaching* " in the classroom. Constraints that occur in KB. According to the deputy principal in the field of curriculum, Fun Islamic School is that most of the teachers who teach still use conventional methods to deliver subject matter.

a. Results of Interviews with Students

According to the admissions of several students that there were some teachers whose teaching methods were interesting and became favorites among students, such as DI, SW, AS and WN, according to him, the teacher's teaching methods were fast and clear, interspersed with jokes. HI creative class students who are 6.5 years old shyly reveal that the teacher's teaching methods are still fierce and boring such as AF, SRT and AY the teacher's voice is low, the teacher still explains a lot in front and does not invite students to interact with singing, games so that many students are bored.

b. Observation Results

1. Observation Results During Training

In general, the implementation of the first and second day of training went smoothly, during the training all participants participated enthusiastically and enthusiastically, many participants threw jokes at each other during the training so that the atmosphere of intimacy and kinship was really felt. On the first day all participants were able to follow the material until it was finished, but on the second day there were two participants who were unable to attend to take part in *micro teaching.* During the training, all participants followed the instructions given by both the presenters and the facilitators, the enthusiasm of the participants was evident when the presenters gave a concentration game to cross their hands over their noses and then pulled them, many of the participants tried again and again but did not succeed.

2. Observation Results While Teaching

Before the " *quantum teaching* " training intervention was given, most teachers were in positions when teaching only in front of the class, so that students sitting in the back were rarely noticed, most teachers also still neglected to involve students in the learning process so that it seemed that the teacher only gave lectures in the classroom. in front of the class. Many teachers seem very serious when teaching so that the atmosphere in the

class seems quiet, there are still many variations in teaching methods that must be added because most teachers still use the lecture method and only use the blackboard as a medium, the arrangement of the classroom should also be a concern because the results Observations stated that the arrangement of tables and chairs in the classroom was still in the form of a back row.

3. Overall Matrix of Qualitative Data

Overall qualitative data which includes teaching observation data before the intervention is given, observations when the intervention is given, teaching observations after the training is given, interviews with the deputy head of the curriculum and the results of interviews with students, will be concluded through the following matrix table:

Table 9. Qualitative Data Matrix

No	Data source	Results
1.	Teaching Observation Before Training	Before the training was given, most of the teachers taught only centered on one position, namely in front of the class, so that students sitting in the back were rarely noticed, most teachers also still ignored students to be involved in the learning process so that it seemed that the teacher only gave lectures in front of the class. Many teachers seem very serious when teaching so that the atmosphere in the class seems quiet, there are still many variations in teaching methods that must be added because most teachers still use the lecture method and only use the blackboard as a medium, the arrangement of the classroom should also be a concern because the results Observations stated that the arrangement of tables and chairs in the classroom was still in the form of rows backwards .
2.	Observation During Training	On the first day all participants were able to follow the material until it was finished, but on the second day there were two participants who were unable to attend the micro teaching. During the training the presenters always maintain eye contact with the participants and test the concentration of the participants, the presenters are also very active and communicative with all the existing participants, if any participants are seen sleepy or not concentrating, the speaker stops his explanation and invites the participants to stand up or play a concentration game.
3.	Teaching Observation After Training	In general, after the training was given, there were differences in the way of teaching, some teachers had involved students in delivering the subject matter, some teachers also gave questions to students, so that students were actively involved in the learning process. The classroom atmosphere is also conducive during the lesson, many students have participated study seriously and not bored.
4.	Interview with Deputy Head of Curriculum	According to the Deputy Head of the Curriculum Division, there are several teachers whose teaching skills are above average so that students are easier to accept the material presented, SW who teaches creative classes is one of the teachers who conveys subject matter with different methods so that students are more

No	Data source	Results
		enthusiastic follow the lesson. AS who teaches the watermelon class also has the ability to deliver a variety of subject matter, such as watching videos and discussions between friends, this causes students to be interested in taking lessons. Constraints that occur in family planning. According to the deputy principal in the field of curriculum, Fun Islamic School is that most teachers still use conventional methods to deliver subject matter. This is supported by the results of classroom supervision conducted by the curriculum.
5.	Student Interview	According to some students, there were some teachers who were indeed favorites and waited for while teaching, such as DI, SW, AS and WN. According to him, the teacher's way of teaching was fast and clear, interspersed with jokes. However, there were some students who revealed that the teaching method of some teachers was still monotonous and boring because the teacher still explained a lot in front of the class, his voice was low and did not invite students to interact so that many students were bored and lazy, the teachers meant include AF, SRT and AY .

Based on the explanation of the qualitative data matrix above, it can be concluded that there are differences in the way teachers teach before and after being given training, the teacher no longer acts as the axis of the lesson but has involved many students in the process of delivering subject matter. Although not all "TANDUR" concepts are used by teachers, some concepts such as natural and celebrate have been widely used in the teaching and learning process in the classroom. Some teachers who are already creative in teaching become the favorite teachers by students, but there are still many other teachers who have to improve their teaching creativity.

4.3 Discussion

This research was conducted with the aim of testing the effectiveness of the " *quantum teaching* " training in increasing teacher teaching creativity. The experimental design used in this study belongs to Solomon, which is called the *Solomon three group design*. Based on the results of data analysis that has been carried o;ut, it can be concluded that the " *quantum teaching* " training is effective in increasing the creativity of teaching teachers, teachers who take part in " *quantum teaching* " training have a higher level of teaching creativity compared to teachers who do not take part in " *quantum teaching* " training.

The results of interviews conducted with several students showed that there were several teachers who were able to arouse students' learning motivation, including SW, FS and AS, according to some students they were said to be favorite and interesting because they were able to bring the classroom atmosphere to be conducive, their voices were loud and they used media such as laptops and LCDs in the classroom. deliver subject matter. However, there are some teachers whose teaching methods still use conventional methods so that in the eyes of their students they are not favorite teachers, including SRT, AF and SGM subjects according to some students, these teachers are less loud, less able to bring an interesting class atmosphere so that during lessons many students are sleeping. This statement was also supported by the deputy head of the curriculum sector who stated that all the teachers mentioned by the students were teachers who rarely attended training.

According to the deputy head of the curriculum field, the obstacle that arises here is that most of the teachers who teach still use conventional methods to deliver subject matter.

SRT subjects who teach in the cherry class according to the results of supervision also still use a monotonous teaching method where the teacher lectures in front of the class while the students only listen, according to the teacher's students when explaining the lesson it was difficult to understand so many students played alone when SRT explained in front of the class. SGM subjects who teach the watermelon class also teach in a way that tends to be boring, according to students the teacher is less able to interact with students, so students can only listen to what the teacher says. According to the Deputy Head of Curriculum, one of the obstacles that arise in KB. This Fun Islamic School is that most of the teachers who teach still use conventional methods in teaching.

V. Conclusion

Quantum Teaching training to increase the creativity of teaching teachers in schools is carried out until the large-scale trial stage has not yet reached the stage of widespread use due to time and cost constraints. The Quantum Teaching training which was developed based on validation data analysis both material experts, media experts, colleagues and educators was in the "very good" category. The results of the teachers' responses to the Quantum Teaching training module in the small- and large-scale tests both show a very high category, so it can be concluded that this module is suitable for use in the application of learning at the PAUD level.

The results of the pretest and posttest based on the analysis of research data showed a high increase in skill knowledge with an average pretest value of 23.3 while the posttest average of 32.27 so that it experienced an increase of 8.9 with a standard gain of 0.75 in large-scale trials. The standard gain value is included in the "high" category. Observation of learning activities by teachers using the Quantum Teaching training module also achieved an average score of 4.6 in the percentage of 92% so that it was included in the very high category. Thus, the use of the Quantum Teaching training module is considered effective in increasing the creativity of teaching teachers in schools.

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