

Teachers' Creativity in Increasing Students' Interest in Learning in Educational Institutions in Rw 06 Petukangan Selatan

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Abstract:

A teacher is required to be more creative in processing the learning process into something unique and interesting. Teaching creativity is defined as a quality in which teachers must develop new and imaginative ideas in teaching. Therefore, a creative response in teaching can be in the form of good classroom management that can create a conducive learning atmosphere, the use of interesting learning media, and variations in teaching styles. Real Work Lecture (KKN) is a concrete manifestation of the duties of lecturers and students in carrying out the Tri Dharma of Higher Education, namely the aspect of service. Through community service activities in the RW 06 area, South Petukangan, there is a synergy between universities and the community as a form of democratic knowledge. The purpose of this service is to provide understanding to the local community about the importance of education to assist the government in educating the nation's children. Service is carried out through activities: Teaching KKN. The results of the service provide an illustration of increasing enthusiasm and increasing public understanding, especially teachers and parents, about how to foster creativity in educating, educational psychology, the importance of reading for children, tutoring and making learning media for teachers as materials for teaching in monotheism-based classes.

Keywords: Creativity, teacher, student

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carried out through activities: Teaching KKN. The results of the service provide an overview of the increasing enthusiasm and increasing understanding of the community, especially teachers and parents, about how to foster creativity in education, educational psychology, the importance of reading for children, tutoring and the creation of learning media for teachers as teaching materials. in monotheism-based classes.

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Introduction

Problems in the world of education have received serious attention from the government. The government strives to improve the quality of education, carry out development and reform in the field of education. The development includes the construction of various physical and non-physical facilities that support the smooth running of education and the improvement and regulations on education in accordance with the law as well as reforms in the teaching and learning process, improving the quality of education personnel, including teachers and lecturers. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education in formal education, primary education, and secondary education. (Law. RI. No. 14 of 2005, Chapter 1, Article 1 concerning Teachers and Lecturers)

According to Rasam, F. & Sari, A. (2018) various problems arise in the world of education due to low learning motivation of students, such as the achievement of many low learning outcomes of students, the desire to achieve goals instantly and brawls between students. The tendency of students to choose or pursue a subject intensively compared to other subjects is basically influenced by the interests of the students themselves. However, a student's interest is also greatly contributed by the patterns and habits they experience. These patterns and habits can come from the process of teaching and learning through the delivery of learning materials by teachers. That is, it is possible for a student to be interested in a subject that he was not previously interested in, but because of the influence given by the teacher, he ends up interested, because from that habit students tend to imitate, which eventually becomes a fixed pleasure, namely interest. For example, students' interest in Mathematics subjects, for example, basically affects a lot. One of them is that the teacher teaches tricks in multiplication that make students quick in solving multiplication problems. Likewise with other subjects, which make students interested in being influenced by a teacher. This kind of atmosphere will make it easier for the subject matter to enter the students' minds and understanding. This happens because of interest. Such an interest should be possessed by a student, who automatically wants to concentrate intensively on a subject.

Thus, a teacher is required to be more creative in processing the learning process into something unique and interesting. Teaching creativity is defined as a quality where teachers must develop new and imaginative ideas in teaching. Therefore, a creative response in teaching can be in the form of good classroom management that can make the learning atmosphere conducive, the use of interesting learning media, and variations in teaching styles.

Susanto (2013) said that quality education is also determined by the creativity of teachers to find new ideas for solving problems related to science and the behavior of students. Because at this time many students are sometimes bored and bored with the same and always the same lessons. The phase of interest development takes place in stages and follows the pattern of individual development and the maturity of the individual itself because the more mature, the stronger the interest will also be stronger and focused on certain objects at first, the interest is centered on oneself (things that belong) then centered on others (on objects in the environment).

Research Methods

The method of implementing community service activities to others by students who are doing KKN (real work lectures) consists of educational assistance activities. The partners of this activity are residents in the RW 06 area, South Petukangan consisting of teachers in the PAUD, SD, MTs, Diniyyah units and community leaders. From the background of the above problems, we can assess that the quality of education in the RW 06 area, southern cultivation is still relatively low, especially from the religious side, both in terms of teachers, teaching materials, and educational infrastructure. In this regard, we formulate the above problem by holding learning for Nurul Hidayah early childhood education and afternoon religious learning at TPQ Assalam with religious teaching materials accompanied by learning creativity.

Results and Discussion

- Generation of Religious Love

The generation of religious love is an additional learning activity given to children at TPQ Assalam rw 06 South Petukangan. This activity was carried out in the Daarul Mu'minin South Petukangan Mosque. This activity is aimed at improving achievement or more optimal learning outcomes in the religious realm such as learning hadith, recitations, short letters and vocabulary in Arabic. The material provided was balanced with activities that attracted attention such as learning by going around the yard, guessing and singing. The activity is carried out every day in the afternoon at 16.00 – 17.15 WIB. This activity is very interesting to children, it can be seen from the enthusiasm of children to take part in additional religious learning activities, even before the activity time starts, the children have gathered to take part in learning as in the following figure.



Figure 1.

Initially, before the teaching and learning activities were carried out, we made observations which we then socialized to the residents and children of rt 4 rw 06 south petukangan so that they could participate in the activity. At the first time, it was attended by approximately 15 children. Children ranging from 2 years old to 12 years old looked very happy participating in learning. In the second week onwards, children begin to look active and critical in asking questions and responding to learning activities that may have begun to be able to adapt to us. The students also increased as time went by, which gave the impression that they were interested in the activities we held. Furthermore, we also hold competitions and art performances to further increase their interest to continue to be enthusiastic about participating in our activities. as the following Picture



Figure 2.

In order to realize the role of education campus students, the teaching KKN activity is a teaching and learning activity, with the concept of learning while playing at PAUD Nurul Hidayah, South Petukangan. In this activity, KKN students help provide material to students through games carried out in the classroom, with effective classroom conditioning. At Nurul Hidayah Early Childhood School, South Plantation, we teach early childhood education classes A and B whose materials we adapt to their respective classes as shown in the following picture



Figure 3.



Figure 4.

The supporting factors for us during the activity are: Good enthusiasm by the students and full support from the homeroom teacher for the implementation of this program, the school is very much looking forward to the presence of KKN students to run the program at school, the principals who are very *welcoming* to us, in addition to the supporting factors, there are also inhibiting factors in us carrying out teaching activities, namely inadequate equipment or learning media for teaching activities. Even so, this teaching activity has been carried out well, and it turns out that becoming an early childhood teacher is an invaluable experience, here KKN students can also add knowledge, insight and knowledge in the task of becoming a teacher or teacher. Of course, we KKN teaching must require extra patience and perseverance in providing knowledge.

Conclusion

There are a lot of experiences that we get from teaching activities at school, starting from how we must be able to interact with students to deal with various kinds of student characters. The teaching KKN also received a good response from teachers and students, as can be seen from the response given, it was very active. In addition, the teacher also appreciated the program that has been given by KKN students because this program has a great impact on the closer students to TPQ Assalam and PAUD Nurul Hidayah students and can also add direct experience in the environment, which of course will be experienced by education students as prospective educators in the future.

The teaching KKN is carried out for 2 weeks in turn by each KKN participant. The purpose of this activity is to develop our profession as prospective teachers and be able to collaborate with the school, including teachers, students and other school officials.

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