The Creativity of Teachers Using Online Learning Media in Pandemic Covid-19

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Abstract: Creativity is the potential of every individual that can be studied, processed, explored and developed for the better, not an innate talent and trait born in a person. In the implementation of learning, Creativity has an essential role in creating more active, fun, exciting learning and facilitates learning. Teacher creativity is the ability to find thoughts about ideas and ideas in solving a problem related to educational science. Creative teachers will continue to develop exciting learning to improve quality, improve materials, use methods, use media and manage classrooms. Especially during the current COVID-19 pandemic, a teacher is required to create exciting and fun learning. The Covid-19 pandemic that has occurred throughout the world, including Indonesia, involves implementing distance learning as instructed by the Ministry of Education and Culture to continue learning during this COVID-19 outbreak. Therefore, teachers at all levels of education must make new learning plans related to distance learning. Likewise, the teaching carried out at SMP Negeri 4 Subah, an area in the red zone of the spread of the COVID-19 outbreak, requires learning to be carried out online. This research was conducted at SMP Negeri 4 Subah with a qualitative approach or descriptive field research. The results show that teachers at SMP Negeri 4 Subah are ready to carry out online learning by utilizing media or applications that can support online learning to keep it exciting and fun, including using WhatsApp, Google Classroom, Google Form, Zoom Meeting, Email and other applications on when delivering subject matter, giving assignments and carrying out tests.

Keywords: Teacher creativity; learning media; distance learning.

INTRODUCTION

The world is currently shocked by the COVID-19 virus that has invaded the entire world, including Indonesia. The Covid-19 virus has caused various problems in all sectors, both economic, social and educational (Kumar et al., 2020; Sharifi et al., 2021). The closure of educational institutions to reduce the spread of the COVID-19 virus leaves its problems, including the learning model in educational institutions that requires distance learning or not face-to-face (Gupta & Goplani, 2020; Klimek-Tulwin & Tulwin, 2020; Rashid & Yadav, 2020). Of course, this sudden situation makes an educational institution unprepared to do so, not to mention the lack of training and human resources (HR) educators who cannot immediately adapt or move from face-to-face learning to online learning by utilizing the sophistication of current technology (Brennan et al., 2020; Hassan, 2021).

Allah's knowledge is so broad for anyone who wants to continue to explore that knowledge, including science and technology, that supports progress and makes it easier

in all sectors of life today. The rapid pace of development of science and technology that is happening must be accompanied by the readiness of human resources who have intellectual abilities and morality so as not to be left behind and use them for good. The benefits of using science and technology are felt, including facilitating learning during a pandemic that requires it to be done without face-to-face meetings.

Quality education must be felt moderately by all students in any area. During the pandemic that hit this country, a teacher must be more creative in carrying out learning even though it is done online. As stated in the government's circular letter number 4 of 2020 regarding the implementation of education in the emergency period of the covid-19 pandemic in paragraph 2 that the learning process is carried out from home with the following provisions: 1) Learning from home through distance learning is carried out to provide a meaningful learning experience for students without being burdened by the demands of having to complete all the achievements of the grade promotion and graduation curriculum; 2) Learning from home can be focused on life skills education, among others, related to the covid-19 pandemic; 3) Learning activities and assignments from home may vary among students, according to their interests and conditions, including considering the gap in access/facilities for learning at home; 5) Evidence or productivity of learning from home is given qualitative and valuable feedback from the teacher without giving quantitative scores/values (Rapanta et al., 2021; Rasmitadila et al., 2020; Schiavio et al., 2021).

Some of the obstacles that arise during the implementation of distance learning include teacher difficulties in managing distance learning, still focused on completing the curriculum, not all parents can accompany their children during online education, lack of concentration of students when learning is done at home, increasing boredom. Children and other problems (Clark, 2020). Thus, an educator must have Creativity and innovation in managing enjoyable online learning so that students can easily understand the subject matter and are not quickly bored with the current implementation of knowledge (Halek & Utomo, 2021; Haryani et al., 2021; Sulaiman et al., 2015).

Creativity is an effort to increase a person's thinking power or ideas in carrying out their activities (Iskandar, 2010). Learning Creativity by a teacher is often a topic of discussion by various parties because it is considered an essential function and role as a source of learning to achieve an education. With Creativity, it is expected that learning activities are more active, dynamic, fun, and can achieve the desired learning goals. Furthermore, with Creativity, it is hoped that the implementation of action will be more active and realize sustainable Creativity, which is expected to achieve results and goals that continue to increase from time to time (Cremin & Barnes, 2018; Jónsdóttir, 2017).

Research entitled Building Teacher Creativity with Learning Innovation during the Covid-19 Pandemic by Jusmiana et al., (2020) made a recommendation that schools and the government must seek effective and efficient strategies so that learning objectives and completeness can be achieved properly. In solving complex problems in the world of education which are exacerbated by the Covid-19 pandemic, it is no longer effective if conventional approaches are used, therefore the problem of education, especially the impact of the Covid-19 pandemic on teaching and learning, requires an innovative approach as a new perspective that cannot be resolved in a comprehensive manner. conventional.

Innovation in learning needs to be carried out evenly at all levels of education, one of the indicators in learning achievement is creativity in how to formulate innovation theories on information technology with a fast culture of "Learning Acceleration" (Chen et

al., 2020). Innovation in education can be directed at the effectiveness, efficiency and relevance of education, some examples of learning innovation during special conditions (pandemic) can be used a distance learning system with a contextual learning approach, can also be active, creative, effective learning modules, and fun. "Discovery Learning" can be considered as a teaching theory where the theory encourages students to discover and explain their own learning outcomes (Sandberg, 2015).

Research was also carried out by yohanes and Suci with the title teacher teaching creativity in implementing virtual learning during the covid-19 pandemic conclude that based on the ten indicators used in this study, in general it can be concluded that teachers have implemented virtual-based learning creatively during the Covid-19 pandemic. Factors supporting and inhibiting teachers' teaching creativity while implementing virtual-based learning during the Covid pandemic were internal factors and external factors.

As a teacher or educator who is one of the essential components, dramatically influences the success of ongoing education. A teacher requires professional staff and continues to explore every potential that can advance education. Especially during a pandemic like now, educators or teachers are required to create engaging educational learning. According to Coulson & Burke (2013), an educator must have various skills or learning creativity, appropriate teaching and learning strategies, and the ability to carry out good evaluations.

Several steps need to be considered by an educator in developing Creativity in the implementation of learning, such as determining learning topics, selecting and developing class activities based on the chosen topics, and choosing the suitable learning media with the issues and circumstances of students (Eckhoff, 2011; Henriksen et al., 2021; Hulme et al., 2014; Sánchez et al., 2022). For example, an educator can use WhatsApp, Google Classroom, and Zoom Meeting applications in the implementation of learning, but must pay attention to whether all students can use the applications offered by the teacher. Selection of the correct application and use in the learning process also affects the ability of students to understand the material presented.

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Based on the explanation above, the researcher wants to reveal in-depth about online learning, which was carried out in a study with Teacher Creativity's title at SMP Negeri 4 Subah Using Online Learning Media in a Pandemic Period. SMP Negeri 4 Subah is one of the junior secondary formal education institutions that has implemented online learning because it is located in an area included in the red zone to spread the COVID-19 outbreak.

METHOD

Based on the focus and objectives of the research, this research is qualitative research or descriptive field research, namely a study that requires a researcher to go directly to find out the condition and state of the field object to be studied (Sugiyono,

2015). Furthermore, this study presents descriptive data in the form of written or oral data from the informants because the research aims to provide a complete and in-depth view of the subject under study. Therefore, the approach chosen in this study is a qualitative approach that seeks to construct reality and understand what is hidden behind phenomena that are sometimes difficult to comprehend satisfactorily.

Descriptive research seeks to describe an event, symptom, or event that is currently taking place. Descriptive research focuses on the actual problem in the research place when the investigation occurs (Noor, 2011). Field research using descriptive methods describes the state of the object under study according to research data obtained in the field (Syaodih, 2009). This study is expected to find a theory inductively from the abstractions of data collected about teacher creativity using online learning media during the pandemic at SMP Negeri 4 Subah Sambas district, while the informants are all teachers.

RESULT AND DISCUSSION

Teacher Creativity

Creativity comes from the word creative, which means the result of someone's creative thinking. Creativity is often defined as thinking critically, many ideas, and ideas (Tambak, 2014). Creativity is also referred to as an effort to increase a person's thinking power or ideas in carrying out their activities. With Creativity, it is expected that the implementation of training is more active, dynamic, exciting, fun and learning objectives can be achieved as expected (Iskandar, 2010). 1) Creativity for some people is sometimes considered an easy thing to grow. Still, the reality that occurs shows that few teachers have difficulty bringing out Creativity in learning. Creativity is not an innate attitude and behavior or a person's outward talent but something that can be learned and developed. In developing Creativity, several things must be considered; 2) Teacher creativity can be studied, processed and developed, not innate traits or talents; 3) Creativity results from reason that encourages someone to try and think to find something new; 4) A teacher should not be afraid of failure and mistakes but must continue to strive with confidence; 5) Willing to accept the opinions, ideas and ideas of others in helping to develop their activities; 6) Has the power that will encourage the development of creativity; 7) Utilizing existing potentials, both from within and outside of a creator (Iskandar, 2010).

Teacher creativity is an essential thing in learning and can even be an entry point as an effort to improve the achievement of student learning outcomes. A teacher must leave the routine in the learning process to go to a teacher who has high Creativity in making the learning process exciting and fun. Skinner emphasized the need to develop teacher creativity in carrying out their teaching tasks by selecting discriminative stimuli and reinforcing them (Iskandar, 2010). The characteristics of creative teachers are a) able to create new ideas, b) being different, c) flexible, d) easy to get along with, e) fun, f) doing experiments, and g) agile.

Until now, the spread of the covid outbreak will continue to increase, so learning is not allowed to be carried out face-to-face. The implementation of learning at SMP Negeri 4 Subah is also carried out online by utilizing media and applications that can support online learning, such as WhatsApp, Google Classroom, Google Form, Zoom Meeting, Email, and others. The use of online learning media poses problems for the teachers themselves, given the lack of human resources technology. Hence, schools take the initiative to hold online learning pieces of training, attend online learning webinars, and use YouTube to learn the implementation of online learning.

Online Learning

According to Usman (2012), learning is an overall educational process with the teacher as the leading role holder. Learning is a process that contains a series of actions of teachers and students based on reciprocal relationships in educational situations to achieve specific goals (Santo-Sabato & Vernaleone, 2014). According to Meidawati (2019), online learning is organized by educational institutions where teachers and students are in separate places, thus requiring an interactive telecommunication system to connect the two and the various resources needed in it.

Online learning is a form of learning model facilitated and supported by the use of information and communication technology (Shetu et al., 2021). Online learning can also be identified as a form of information and communication technology applied in the field of education in the form of a virtual world. Online learning involves several forms of interactivity, including online interactions between educators and students. Online or online learning is the implementation of learning that is carried out without face to face, usually done by sending various subject matter and information in the form of prints, books, CD-ROMs, or videos. In the learning process during the pandemic, it must be one of the motivations in increasing the Creativity of learning implementation. This pandemic outbreak should not be a barrier to the ongoing learning process. This spirit continues to be raised by SMP Negeri 4 Subah in helping teachers who experience problems and obstacles in preparing and implementing online learning. To overcome the unpreparedness of teachers to switch from face-to-face learning to online learning, the school organizes pieces of training, attends webinars, and invites tutors to prepare fun online learning. Online learning methods or using internet-based interactive models and learning management systems (NGOs), such as WhatsApp, zoom meeting, google classroom, google meet, Email and others. The things that must be considered in learning are:

Lesson Planning

Learning planning is a rational decision-making process about specific learning objectives by utilizing all existing potential and learning resources (Sanjaya, 2017). The current covid-19 outbreak forces teachers or educators to change the previous face-to-face learning plan into distance learning. The learning plans carried out at SMP Negeri 4 Subah includes making a summary of the material, preparing the software used to send materials such as PowerPoint, pdf, word, excel, and others, creating videos or youtube containing subject matter that will be delivered to students, and planning -other planning needed in online learning.

Learning process

The learning process is an overall activity designed to teach students based on the expected goals. In the education unit, the learning process that takes place is carried out in an inspiring, interactive, exciting, fun, motivating way for students to participate actively according to their talents, interests, and students' physical and psychological development (Mulyasana, 2020; Mulyasana et al., 2020). Implementing learning during the current covid-19 pandemic cannot be done face-to-face; there is no direct interaction between teachers and students. Therefore, the learning process carried out at SMP Negeri 4 Subah is currently done online by utilizing electronic media, either in the form of chat or video

conference, by utilizing several existing applications such as WhatsApp and Google Casroom Zoom Meeting and others.

Learning Evaluation

Evaluation or assessment is the process of assigning or determining value to particular objects based on a criterion (Cavus, 2010). For example, in learning, assessment plays an important role, one of which is to find out whether or not the learning process is being carried out.

Evaluation of learning as a result of student learning from the material delivered through teaching media. Teachers can give assignments via WhatsApp or Google Form. It is also intended that students can efficiently work on questions, and teachers are easy to correct and provide feedback to students regarding the assignments given. So that teachers at SMP Negeri 4 Subah can see the understanding and development of students' knowledge of the subject matter that the teacher has delivered.

Online Learning Media and Applications

Learning media is defined as all forms of physical communication equipment in the form of software and hardware, which is a small part of learning technology that is created, developed, used, and managed for learning needs in achieving activities and efficiency of the learning process (Aswir et al., 2021; Silalahi et al., 2022). Here are some applications that teachers in online learning often use:

WhatsApp

According to Dahdal (2020), the WhatsApp application is an application to send messages to each other instantly. It allows users to exchange messages, pictures, videos, voice messages and can be used for various information and discussions. The WhatsApp application is one of the communication media used on smartphones by installing it first. The function of this application is as a communication tool in the form of chat by sending messages in the form of text, images, sound, video or telephone. This application requires a data package in a smartphone card (Alamer & Al Khateeb, 2021; Mulyono et al., 2021).

Google Classroom

Google Classroom is a tool used to facilitate remote communication between teachers and students (Ali & Maksum, 2020; Okmawati, 2020; Tarteer et al., 2022). In addition, this technology can use it with online learning methods. Therefore, all students who apply this learning have the same opportunity to learn together and receive and read the material listed in the google classroom, then send assignments remotely to display the assessment of the project openly.

Google Form

Some of the Google Form functions for education include: 1) providing online practice/test assignments, 2) collecting other people's opinions through website pages, 3) collecting various student/teacher data through website pages, 4) creating online registration forms for schools, 5) distributing questionnaires to people online (Brown & Hocutt, 2015).

Email

According to Moore et al., (2011), Email is the latest correspondence that utilizes the latest technological developments. Meanwhile, according to Lewin-Jones & Mason (2014), Email is correspondence on the internet. Email is a correspondence activity carried out using the internet without using the post as a medium of delivery, using a computer or laptop, and a mobile phone equipped with an internet network. Email allows someone to send letters, and in the world of education; Email can be used in online learning, such as sending assignments and answers between teachers and students.

Zoom Meeting

The Zoom application is an online meeting application with the concept of screen sharing. This application allows users to meet face-to-face with more than 100 participants connected to participants directly into the same room and carry out the learning process. The zoom application can bring together students and teachers to use live video to properly convey the learning process (Ganesha et al., 2021; Haqien & Rahman, 2020; Husain et al., 2021). Zoom applications can provide complete control for users by providing access to calls face-to-face in cyberspace and various rules.

The Zoom Meeting application is very suitable for video conferencing; there are no ads in the application with the bandwidth used. Moreover, it doesn't take up too many memory resources if run on Android or PC. To register, it is enough to enter your Email on the main page of the Zoom. Us website and later receive email notification of account activation and continue with the next steps. The Zoom Meeting application is in great demand by educational institutions and agencies in carrying out online learning or meetings because it can meet face to face in cyberspace so that learning takes place face to face between teachers and students in class.

Based on the discussion above, in delivering learning to students, teachers use learning media designed using applications that can support online learning to make online learning more interesting and fun, such as using WhatsApp, Google Form, Google Class Room Email and others. The activity of teachers in using and developing online learning media at SMP Negeri 4 Subah is excellent because they continue to try to explore and develop creative ideas in implementing online learning, even though at the beginning of the change from direct education to online learning, they experienced obstacles and problems. Still, now it has been resolved with the spirit of curiosity shown by the teachers in carrying out exciting and fun online learning. Furthermore, to develop creative ideas in online education, coaching is also carried out by schools, such as online learning training, conducting online learning webinars, tutorials between teachers, and other activities that can support the ability of teachers to organize online learning.

CONCLUSION

The implementing online teaching and learning as a result of the negative impact of the covid-19 pandemic in all educational institutions has caused major disruptions, including: organizing student teaching and learning, disruption in evaluation, quality of graduates in the selection process. Therefore schools and the government must seek effective and efficient strategies so thah the objectives and completeness in learning can be achieved properly. Creativity in conveying learning in schools demands to be implemented.

Creativity is the potential of every individual that can be studied, processed, explored and developed for the better, not an innate talent and trait born in a person. In the implementation of learning, Creativity has an essential role in creating more active, fun, exciting learning and facilitates learning. Creative teachers will continue to develop a clear understanding to improve quality, improve materials, use methods, use media and manage classrooms. During the current Covid-19 pandemic, a teacher must be more creative in creating exciting and fun learning. Teachers at all levels of education are required to make new learning plans related to distance learning. Several applications can be used in learning, including WhatsApp, Google Classroom, Google Form, Zoom Meeting, Email, etc. Learning creativity carried out by teachers aims to improve the quality of education. Every teacher must be more creative, innovative and skilled in using media and applications that can support the achievement of the expected subject matter.

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