

## Teaching Creativity of Practising Programme Teachers Islamic Religious Education Programme

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### ABSTRACT

**Background.** A teacher must have superior creativity in the learning process in the classroom because the progress of student learning also depends on the creativity of the teacher in teaching. Teachers who have high creativity will be able to stimulate students to love the subject matter they deliver. Teachers' creativity in teaching can make learning fun.

**Purpose.** The purpose of this research is to find out the teaching creativity that arises from the Islamic Religious Education study programme practicing teachers in carrying out learning and the supporting and inhibiting factors of teaching creativity of Islamic Religious Education study programme practicing teachers in carrying out learning. Teaching creativity is an effort to utilise something new.

**Method.** This research method uses mixed methods, namely a combination of qualitative and quantitative. The data collection technique was obtained through interviews, observation and documentation.

**Results.** The results showed that the teaching creativity that emerged from the practicing teachers of the Islamic Religious Education Study Program in carrying out the learning that emerged was 49.33% for creativity in designing lesson plans (less), 45% for the realisation of lesson plan design (very less) and 46.15% for the attitude that emerged during teaching (less).

**Conclusion.** The conclusion of this study is that the supporting factors of teaching creativity of practicing teachers of Islamic Education Study Program in implementing learning are the family, school and community environment. While the inhibiting factors of teaching creativity of practicing teachers of Islamic Education Study Program in implementing learning are age, strong will, class and time management, teacher resources and understanding, facilities and infrastructure, and parental support for students in learning.

### KEYWORDS

Islamic Religious Education Study Programme, Teaching Creativity, Teacher Practitioner Programme

### INTRODUCTION

Education plays an important role in efforts to improve the quality of human resources (HR) (Jahanger dkk., 2022). Improving the quality of human resources (HR) is closely related to improving the quality of education, because the implementation of education in a formal education environment can produce competent resources if the education is focused on the learning process (Stock, 2022).

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In the learning process, teachers are the main element to achieve good quality human resources (Ugwuozor & Ngwoke, 2021). The learning process is difficult without his presence. He becomes a guide as well as a source to deliver students to the goals to be achieved (Loey dkk., 2021).

A teacher must have superior creativity in the learning process in the classroom because the progress of student learning also depends on the creativity of the teacher in teaching (Tasci dkk., 2022). Teachers who have high creativity will be able to stimulate students to love the subject matter they deliver. Teachers' creativity in teaching can make learning fun (Abbas dkk., 2019). Teachers who have creativity in teaching will be able to create an active, innovative, creative, effective, and fun learning environment and will be better able to manage their classes so that students' learning outcomes become optimal (Degtyarev dkk., 2023; Zulfiqar & Prasad, 2021).

One of the challenges in education is to generate fun and interesting teacher creativity. In this case, teacher creativity in the learning process in the classroom. This information is in accordance with what Munandar said, creativity is the ability to create new formulas based on existing data, information or elements (Abu-Shahba dkk., 2022; Ruffi-Salís dkk., 2020).

Recently, researchers have also made direct observations as an initial step to several schools where there are practising PAI teachers in 2017 that there are still many researchers who find practising or PPL teachers who are less creative in teaching (Sumilat dkk., 2022). They apply methods and models that are less varied, such as still using lecture and question and answer methods. Practising teachers are also less creative in preparing media, teaching aids, LKPD and assessment instruments (Ahmad Farhani, 2023; Zulli & Zulli, 2022).

So that students are less enthusiastic in participating in the learning process. They also revealed that the constraints of applying several learning methods and models were due to the lack of response of students, such as the discussion method, students would make noise and disrupt the class if the method was used (Anderson dkk., 2021).

From the various descriptions and problems above, the researcher is motivated to conduct research on practising students of the Islamic Religious Education study programme with the title "Teaching Creativity of Practising Teachers of the Islamic Religious Education Study Programme."

Creativity is a potential possessed by every human being and not received from outside the individual. Creativity, which is possessed by humans, is born with the birth of the human being. Since birth, individuals have shown a tendency to actualise themselves (Rabiman dkk., 2021). In this life creativity is very important, because creativity is an ability that is very meaningful in the process of human life. The characteristics of creativity are taking risks, having diverse problem-solving knowledge, having high curiosity, having aesthetics and being able to appreciate others in a positive way (Catania dkk., 2021; Leask dkk., 2021).

Creativity can be in the form of talents and interests developed by the environment or something directly obtained from the environment. A creativity can develop and can also not develop. In developing a creativity, a person can experience obstacles, obstacles, and obstacles that can damage a person's creativity (Dos Santos dkk., 2019). The factors that inhibit creativity include negative attitudes, fear of failure, excessive stress, obeying rules, making assumptions, relying too much on logic, feeling uncreative (Chiu, 2020).

Factors that hinder the development of creativity include: 1) A person's psychology affects creativity behaviour. 2) Biological, Creativity is one of the biological factors or heredity or heredity. 3) Physiological, Someone who experiences physical constraints due to brain damage caused by disease or accidents that allow a person to experience physical abnormalities can inhibit that person's creativity. 4) Sociological, The social environment is a major factor in developing a person's

creativity. The social environment plays an important role in determining a person's ability to use their creative potential and express their uniqueness (Jespersen dkk., 2021; Meyer dkk., 2019).

## RESEARCH METHODOLOGY

This research uses a mixed methods approach or mixed research methods. Mixed research method is a combined research method between qualitative and quantitative research, so as to obtain more comprehensive, valid, reliable and objective data (Sundler dkk., 2019). This type of research uses two types of two approaches, namely quantitative and qualitative. In this study, researchers used the sequential exploratory method model (Akpan & Ibidunni, 2023). The research method of the combination of the sequential exploratory model is that in the initial stage using qualitative methods and the next stage using quantitative methods (Hamilton & Finley, 2019). The research location is MAS Daruzzahidin, MAS Insan Qur'ani and MAS Darul Hikmah. MAS Daruzzahidin is located in Gampong Lamceu Kec. Kuta Baro, MAS Insan Qur'ani is located in Gampong Aneuk Batee Kec. Sukamakmur and MAS Darul Hikmah is located in Gampong Kajhu Kec. Baitussalam, Aceh Besar.

In this study, researchers took 8 Islamic Religious Education (PAI) Study Program Students of UIN Ar-Raniry Banda Aceh who were carrying out the Practicum Programme at the research location and were still studying at UIN Ar-Raniry PAI Study Program and student teachers. Researchers took 8 practising teachers because only 8 people participated in PPL from the Islamic Religious Education study programme in the odd semester 2022/2023.

Data collection techniques using primary data are in-depth interviews and participant observation, while secondary data are documentation. While data processing techniques using data reduction, data display, data verification, data processing methods (interviews, observations, and documentation).

## RESULT AND DISCUSSION

### *The Emerging Teaching Creativity of Islamic Religious Education Practitioner Programme Teachers in Implementing Learning*

Creativity is a potential possessed by every human being and not received from outside the individual. Creativity, which is possessed by humans, is born with the birth of the human being. Since birth, individuals have shown a tendency to actualise themselves. In this life creativity is very important, because creativity is an ability that is very meaningful in the process of human life.

#### **Interview Data**

##### *Interview with practising teacher of Islamic Education Study Programme*

For a teacher, creativity is needed to find new ways, especially in instilling certain lesson concepts in students. The creativity in question is the ability to find new ways to solve problems related to science, literature, or other arts that contain a completely new approach to the opportunity, although for others it is not so familiar (Al-Yahyaee dkk., 2020). Based on this, researchers conducted interviews with several practising teachers of Islamic religious education study programmes, saying that:

"To be a creative teacher, you must be able to make students excited and enthusiastic in learning. Creative teachers are teachers who make variations in the learning process. Creative teachers are teachers who can break the classroom atmosphere. Creative teachers are teachers who can bring learning to be active and fun. Creative teachers are teachers who can find out the characteristics of students. Creative teachers are teachers who are able to produce outstanding students".

Similarly, another practising teacher added that:

"To be a creative teacher, you must be able to create a variety and number of ideas to solve problems, have extraordinary curiosity, often propose unique and clever responses, like to try new things, and take risks, be sensitive to the beauty and aesthetic aspects of the environment".

Another practising teacher added that:

"To be a creative teacher, you must be able to play a positive role in thinking creatively, taking risks, growing to overcome problems, formulating and defining problems, respecting others and the environment and tolerating multiple problems".

Based on the results of the interview above, it can be understood that to be a creative teacher, you must be able to make and create various problems ranging from enthusiasm and enthusiasm in learning, making variations in the learning process, breaking up the classroom atmosphere, bringing learning to be active and fun, knowing the characteristics of students and being able to produce students who excel (Hayes dkk., 2020). To be a creative teacher, you must be able to create a variety and number of ideas to solve problems, have extraordinary curiosity, often submit unique and clever responses, like to try new things, and take risks, be sensitive to the beauty and aesthetic aspects of the environment (Al Eid & Arnout, 2020).

Then the researcher continued the interview with the practising teacher about what must be prepared in order to become a creative teacher? The teacher said that:

"That is a good and correct way of teaching, competent, mastering the class, facilities and infrastructure, teacher quality, teacher insight, mindset, interactive learning media, materials, appropriate models and everything related to learning that is well prepared and competent".

Another practising teacher added that:

"When we want to teach students there are two stages that we must prepare, namely the Preparation stage, this stage is the initial stage which contains problem recognition activities, collecting relevant information data and seeing the relationship between hypothesis and existing rules, but not until we find something, just exploring possibilities. The second is the Incubation stage, this incubation period is widely known as the resting stage, a period of storing the information that has been collected, then stopping and also no longer focusing or contemplating it".

Based on the results of the interview above, it can be understood that what must be prepared in order to become a creative teacher is that there are two stages that must be prepared, namely the preparation stage, this stage is the initial stage which contains problem recognition activities, collecting relevant information data and seeing the relationship between hypothesis and existing rules, but not yet finding something, just exploring possibilities (Doyle dkk., 2020). The second is the Incubation stage, this incubation period is widely known as the resting stage, a period of storing the information that has been collected, then stopping and also no longer focusing or contemplating it and teaching well and correctly, competently, mastering the class, facilities and infrastructure, teacher quality, teacher insight, mindset, interactive learning media, materials, appropriate models and everything related to learning is well prepared and competent (Drolet dkk., 2021).

From the results of the interview description above, researchers can understand that in general the practising teachers of the Islamic Religious Education study programme are qualified in theory related to teaching creativity and pedagogical abilities (Demina dkk., 2022). However, there are still some practising teachers who are less qualified in practice and some are missed during the teaching process.

*Interview Results with Pamong*

Then the researchers conducted interviews related to prospective teachers, how do you solve problems that occur in learning? Such as students who are less interested in learning, falling asleep and lethargic? The practising teacher said that:

"That is by applying active and learner-centred learning methods and models, telling them to wash their faces, making ice breakers, changing positions".

Learning is a process that is organised according to certain steps (systematic) involving various elements or components of learning in an integrated (systemic) manner. The systematic and systemic arrangement is intended so that the learning process can run logically, effectively and efficiently (Loey dkk., 2021). Learning planning estimates and projects the actions or activities that will be carried out during learning. Considering planning as an activity projection, its position in the learning system becomes very strategic.

Therefore, before carrying out the learning process, it is the obligation of a teacher to prepare a lesson plan or lesson plan. Related to this, the researcher conducted an interview with Pamong teacher who stated that:

"the success or failure of education can be seen from the teaching and learning process carried out. Therefore, pedagogic competence and teacher creativity play an important role because they are related to learning management. We already know that pedagogic competence is the teacher's ability to manage learning".

Especially PAI teachers should have pedagogic competence and be creative teachers for students. If the teacher has these competencies, then he will become a professional teacher and can achieve the desired learning objectives (Gkiotsalitis & Cats, 2021). Based on the results of the Researcher's interview with the Practitioner teacher related to the preparation of learning so that the learning is of interest to students said that:

"before carrying out the learning implementation process, some PPL teachers prepare lesson plans (RPP) and teaching aids if there is no practical material in the RPP".

In general, in the planning stage of learning activities in the classroom there are several components, which include all learning tools, namely: Education Calendar, Effective Week, Prota, Promes, Syllabus, Learning Implementation Plan (RPP).

Based on the results of document review, the components of lesson plans prepared by most Islamic Religious Education teachers are competency standards, basic competencies, indicators, learning objectives, materials, learning methods, learning steps, learning steps, learning resources, assessment guidelines and attachments. All of these components have been included by Islamic Religious Education teachers. Starting from the identity of the lesson plan, namely the school name, year, subject, theme, class/semester, day/date, and time allocation. All lesson plans from Islamic Religious Education teachers have included an identity (Al-Sharafi dkk., 2022).

From the results of interviews with practising teachers of Islamic Religious Education study programmes and supervising teachers, we can conclude that in general, practising teachers have pedagogical skills in the form of lesson plans from Islamic Religious Education teachers that have included competency standards and basic competencies to be achieved in learning, indicators and learning objectives have also been included by Islamic Religious Education teachers. Subject matter and methods used as well as learning steps.

*Classroom Observation Data*

This can be seen in the practicum teacher activity table below. The criteria for assessing the creativity of practising teachers are:

80-100 = Very Good



66-79 = Very Good

60-65 = Fair

46-59 = Less

45-0 = Very Poor

5 = Very Good, if all match the statement

4 = Excellent, if most are in accordance with the statement

3 = Good, if only some are in accordance with the statement

2 = Adequate, if only a few are in accordance with the statement

1 = Less, if only a few are in accordance with the statement

**Teacher Practitioner I**, based on the results of observing teacher activities in the 3 aspects above. So, the results obtained are the ability to design lesson plans = 36%, realisation of lesson plans = 24, 8% and attitude in teaching = 35.38%. So that the results of the observation of the teacher's activities observed are categorised as very lacking. **Teacher Practitioner II**, based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 53.33%, realisation of lesson plans = 49.6% and attitude in teaching = 53.84%. So that the results of the observation of the teacher's activities observed are categorised as less. **Teacher Practitioner III**, based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 61.33%, the realisation of lesson plans = 52% and the attitude in teaching 40%. So that from the results of observations of teacher activities observed, the category is sufficient for the design of lesson plans, less for the realisation of lesson plans and very less in attitude. **Teacher Practitioner IV**, based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 50.66%, realisation of lesson plans = 48% and attitudes in teaching 53.84%. So that the results of the observation of the observed teacher activities are categorised as less. **Practitioner Teacher V**, Based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 40%, realisation of lesson plans = 48% and attitudes in teaching 43.07%. So that from the results of observations of teacher activities observed in the category of very less for the design of lesson plans, less for the realisation of lesson plans and very less in attitude. **Teacher Practitioner VI**, Based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 53.33%, realisation of lesson plans = 48% and attitudes in teaching 53.84%. So that the results of the observation of the observed teacher activities are categorised as lacking in these three aspects. **Teacher Practitioner VII**, Based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 50.66%, the realisation of lesson plans = 36.8% and the attitude in teaching 41.53%. So that from the results of observations of teacher activities observed, the category is less for the design of lesson plans, very less for the realisation of lesson plans and very less in attitude. **Teacher Practitioner VIII**, Based on the results of observations of teacher activities in the 3 aspects above. Then, the results obtained are the ability to design lesson plans = 50.66%, realisation of lesson plans = 48.8% and attitudes in teaching 47.69%. So that from the results of the observation of the teacher's activities observed, the category is lacking in these three aspects. After the data above, we can see a recap of the total amount in the table on the next page.

## ***Supporting and Hindering Factors of Teaching Creativity of Islamic Religious Education Practitioner Programme Teachers in Implementing Learning***

### **Supporting Factors of Islamic Religious Education Practitioner Programme Teacher's Teaching Creativity in Implementing Learning**

Based on the results of interviews with practising teachers that support the teaching creativity of field experience practice teachers (PPL) in carrying out learning, namely:

"as for the supporting factors for teacher teaching creativity, namely experience, technology".

In line with another practising teacher added that:

"the supporting factors are actually in each of us, that way we as teachers must be able to compile Basic Competencies, be able to compile Indicators, be able to compile Learning Objectives, be able to compile Learning Materials, apply varied approaches, media and methods, be able to compile steps of learning activities."

Another practising teacher added that:

"Creative teachers must be able to make learning assessments, remedial and enrichment, without all of that, the learning process will not run smoothly and we as teachers cannot be said to be creative teachers".

Based on the results of the interview above, it can be understood that the factors driving creativity are that everyone has creative potential in different degrees. Teachers must be able to compile Basic Competencies, be able to compile Indicators, be able to compile Learning Objectives, be able to compile Learning Materials, apply varied approaches, media and methods, be able to compile steps of learning activities and be able to make learning assessments, remedial and enrichment, without it all, the learning process will not run smoothly and we as teachers cannot be said to be creative teachers.

This potential needs to be nurtured early on so that it can be realised. For this reason, it needs driving forces, both from outside (the environment) and from within the individual himself. It is necessary to create environmental conditions that can foster individual creative power, in this case including both the environment in the narrow sense (family, school) and in the broad sense of the word (society, culture) (Palamar & Acosta, 2020). The emergence and growth of creativity and the subsequent development of a creation created by an individual cannot escape the influence of culture and the influence of the community where the individual lives and works. The other factors driving teacher creativity are: a) Family Environment Factors, a harmonious and democratic family environment encourages a person to express themselves without pressure and obstacles, b) School Environmental Factors, school is the second environment after family. The atmosphere, school conditions greatly determine the development of creativity, c) Community Environment Factors, the community environment is heterogeneous and different cultures, an environment that is not conducive results in children not developing their creativity.

Based on the results of the interviews above, it can be understood that the factors driving teaching creativity are the family environment, school environment and community environment.

### **Inhibiting Factors of Teaching Creativity of Islamic Religious Education Practitioner Programme Teachers in Implementing Learning**

The reality shows that teachers or prospective teachers have a dominant role in learning. For this reason, it is necessary to strive to realise teachers and prospective teachers as the man behind the gun, who are qualified both in mastery of the field of knowledge, understanding of students, learning methods, as well as noble attitudes and personalities. In order to improve themselves, a practising student must realise, evaluate themselves, and have the desire to change for the better, in

order to bring progress when becoming a real teacher (Al-Sharafi dkk., 2022). Based on the results of interviews with practising teachers, there are several factors inhibiting creativity, namely: a) Age, health, readiness and willingness, b) Not achieving learning and teaching suitability with lesson plans as a whole because it is the conditioning of students who take up learning time so that PPL teachers must master the class well. Class mastery in managing students, teachers are required to understand adequate educational psychology, c) In the application of learning strategies and methods, it is still not optimal in giving instructions during the teaching and learning process (PBM) so that it makes students confused. The development of students' potential must also be further enhanced so that students can absorb material during the teaching and learning process (Ahmad Farhani, 2023), d) Inadequate school facilities such as rooms that do not support interactive learning, e) Being overwhelmed in practising the latest learning strategies and methods, f) Some students do not get encouragement to learn from their parents.

Based on the results of the interviews above, it can be understood that the factors inhibiting creativity are age, strong will, class and time management, teacher resources and understanding, facilities and infrastructure, and parental support for students in learning.

## CONCLUSION

Based on the research results that have been presented, it can be concluded that the teaching creativity that emerges from the practicing teachers of the Islamic Religious Education Study Program in carrying out learning appears in 3 aspects in general, namely the ability to design lesson plans, the implementation of activities (realisation of lesson plans) and attitudes that arise in the teaching process. This can be proven by, the average of each aspect is 49.33% for creativity in lesson plan design, 45% for the realisation of lesson plan design and 46.15% for the attitude that appears during teaching. The value is still in the category of less for the aspect of lesson plan design and the attitude that is raised, and the category is very less for the aspect of lesson plan realisation.

Supporting factors of teaching creativity of practicing teachers of Islamic Religious Education Study Program in implementing learning are family environment, school environment and community environment. While the inhibiting factors of teaching creativity of practicing teachers of Islamic Religious Education Study Program in carrying out learning are: age, strong will, class and time management, teacher resources and understanding, facilities and infrastructure, and parental support for students in learning.

The Islamic Religious Education study programme should pay attention to lecturers who teach pedagogical courses to be more qualified in practice not just theory. So that prospective PAI study programme teachers are born from the best. The lecturers who teach micro teaching courses should provide a lot of practice and application rather than theory to the students in their classes.

PPL teachers of Islamic Religious Education Study Program should improve their ability to compile Student Worksheets (LKS), compile learning steps, make evaluation questions that not only focus on cognitive questions but also on affective and psychomotor questions, the ability to provide instructions during the teaching and learning process (PBM) so as to make students confused in implementing certain strategies and methods, develop the potential of students and also improve their ability to master the class, follow training in ice breaking methods so that teachers can quickly master the class. PPL teachers of Islamic Religious Education Study Programmes should enrich their competency skills in teaching even though overall it can be said to be good. The increase in skills that can be done is in the form of trainings held either internally or externally on campus.



## AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; Investigation.

Author 3: Data curation; Investigation.

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