



Arabic Teacher Creativity Survey During The Pandemic Period In Elementary Schools

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ABSTRACT

During the current Covid-19 pandemic, the Government stipulated that face-to-face learning should not be carried out, so learning activities were replaced with an online system. This study aims to determine the Creativity of Arabic teachers during a pandemic in elementary schools. This type of research uses quantitative methods. Data was collected through a survey, in which the researcher gave the same systematic or structured questions to many people via Google. The results of this study describe the Creativity of Arabic language teachers during the pandemic in elementary schools, especially at Elementary Schools. Based on a research survey, the Arabic teacher at the school used the media or the Whatsapp application to support and assist the process of learning activities during this pandemic. So, the Whatsapp application can help and make it easier for students to access learning materials sent by the teacher. Also, students can ask questions via chat if they need help understanding the material the teacher explains, with the guidance of parents or other families.

Keywords: Arabic, Teacher Creativity, Pandemic

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INTRODUCTION

Nowadays, each country has its own language (Therborn, 2021). The existence of language itself plays a vital role in society. Along with the times, technological and scientific advances have developed rapidly (Patra et al., 2018). This greatly impacts every aspect of human life, especially education. Based on these facts, in the current era of

innovation in the world of education is needed, especially in learning media (Beaty, 2018). Educational innovation has always been an interesting discussion that has been discussed occasionally (Golden, 2019). In educational innovation, including innovation in learning media in education is needed to meet the community's needs and respond to today's challenges (Rachmadtullah et al., 2018) while aiming to solve existing problems. Therefore, the development of the times is also in line with the development of the media itself (Ferreira & Borges, 2020) because the media will continue to have development and progress along with the times (Kedir, 2020), caused by that, the teacher must also have the same progress and potential, because with the Creativity of a teacher (Nuere & de Miguel, 2021), will make the media or learning tool an essential and influential component in the world of education.

In the world of education, Creativity has a vital role. Creativity is related to the teacher's expertise or ability to manage learning activities (Chen, 2018). Learning is a cycle of the interaction of knowledge transfer and experience (Silva & Costa, 2019). Learning activities can occur anywhere and anytime (Alchamdani et al., 2020). Because learning is not limited to a certain time and space, learning can take place both inside and outside the classroom. In other words, the teaching and learning process can continue as long as students and educators interact (Saqr et al., 2018). Learning can occur in the family, social community, or school. However, formal or non-formal learning requires Creativity (Bradley, 2018). Creative thinking is needed in learning, both in the personal, organizational, and school environment, including at the higher education level (Wechsler, 2018). Nowadays, teacher creativity in carrying out the learning process has increased over the last decade. Creativity positively impacts academic achievement, although it depends on the measure used to evaluate Creativity (Stevens, 2019). As an educator, the teacher must know that learning activities are regulated through a process of Creativity (Tahamtan, 2018). The process requires a teacher who thinks critically to improve the learning process (Benedek, 2019). A teacher who has critical thinking creates creative learning nuances.

Students have received attention and become a discussion topic in education policy. The study results also state that Creativity is an essential component that must be considered (Davis et al., 2018). Creativity can be developed more optimally when integrated into lessons rather than being trained as a separate skill. Student creativity can be maximized if environmental education supports Creativity (Meinel, 2019). So it is necessary to develop a creativity-oriented curriculum to improve creative abilities in generating interesting ideas or ideas. Creative thinking is also sound in the context of Arabic learning outcomes in the school environment (Golfetto, 2020) and as a provider of knowledge that can be useful in society. In addition, it is necessary to know the level of Creativity of Arabic teachers to create an appropriate and enjoyable learning atmosphere.

Problems in learning Arabic are increasingly complicated and primarily related to Creativity (Oladosu, 2019). So, it needs special attention that the teacher's creative skills in Arabic must be developed in various ways (Wees, 2021). The fundamental problem

with learning Arabic is that learning is difficult and tedious and impacts student learning outcomes (Alhuwail, 2018). Based on the results of observations made, it was found that teachers tend to provide conventional learning while studying. The questions given are closed, and the problem-solving is the same as exemplified by the teacher (Akben, 2020). Lack of giving space for thinking/exploration for students in solving problems. The survey was conducted to determine the level of Creativity of Arabic teachers. The results show it has utilized existing learning media to support learning Arabic.

New methods to be used by instructors and teaching implementation. Research related to Arabic teacher creativity survey. The results of the study show that there is a positive effect from the use of Student Creativity Technology. Research on the link between Creativity and equity in classroom teaching. Learning strategies so elementary students can express Arabic Creativity with open Arabic learning. Students can Express Ideas and generate many answers in open Arabic learning. The teacher's creativity level is crucial so that the learning strategies can develop students' potential (Tharayil et al., 2018). Through Creativity, students can have many ideas to solve problems in everyday life.

In teaching and learning activities, educators or teachers have the task of guiding (Khotimah et al., 2019), encouraging and providing learning facilities for students to achieve learning objectives. In child development, educators are responsible for seeing everything that happens in the classroom (Giroux, 2021). Creative teachers do not depend on the level of education (Mercader & Gairín, 2020). However, a creative teacher is more about his efforts in introducing something unique, new, exciting, and challenging so that students are motivated to follow the learning taught by the teacher. As an educator, you should have high Creativity in order to be able to create the proper learning process and achieve optimal results from all the goals set in teaching. However, during the current pandemic, there are changes in the education sector (Tamrat, 2021) because online or distance learning is currently carried out. Implementing these activities is indeed inseparable from the need to use sophisticated technology. This is done to provide a meaningful experience for students, even though learning is online or not face-to-face.

The coronavirus affected Indonesia and the global education sector during the pandemic. There are around 421 million students who are disrupted in carrying out school activities (Butnaru et al., 2021). The coronavirus has become a global problem and has an impact on the education system in Indonesia; the virus has also caused significant changes in the learning system in Indonesia (Desforges et al., 2019) in learning foreign languages. Usually, learning foreign languages, especially Arabic, is held in class (Ritonga, 2020), with a structured system such as prepared material and several factors that support the success of such learning as adequate facilities and infrastructure. Since this pandemic virus spread widely, various obstacles have become a particular concern for every element of education. So the teacher starts to think creatively about solving this problem of learning Arabic (Keem, 2018); efforts that can be made so that the learning process can continue by choosing the appropriate technology for learning Arabic even though, at this time, the process of learning Arabic cannot be done directly, it is not the

cause of learning that cannot be done (Kleis Nielsen & Ganter, 2018). Until now, all schools are still implementing a learning system at home.

Along with the development of learning that is carried out online, the use of social media is increasing (Orben, 2020). This is due to the increasing number of online learning activities (Baticulon et al., 2021) at the elementary school level also uses distance/online learning through parental guidance. Various communication intermediaries are used such as applications, social media, and websites between teachers and students (Kleis Nielsen & Ganter, 2018). One of the media that is popular or that is often used is the Whatsapp application (Akhmadi et al., 2021). Whatsapp is an instant chat application that allows us to send pictures, files, photos, and videos and chat online. Media or the Whatsapp application has communication services at a meager cost so that users no longer need to use messages and calls via credit (Durmaz et al., 2019). Media or the Whatsapp application was chosen because it suits all groups such as teenagers, teachers, parents, etc. Therefore, the Whatsapp application is one of the most preferred applications for social media (Koçak & Yüksek Vergiveren, 2019), and the Whatsapp application also offers features that are easy to access. In the various available features, teachers at Elementary Schools utilize the Whatsapp application or social media for learning Arabic during the Covid-19 pandemic.

Arabic is often considered one of the most challenging subjects for children (Alassaf, 2020), especially level. It takes high Creativity and effort to make students like learning (Al-Bataineh, 2021). This research aims to analyze a survey on the Creativity of Arabic teachers during a pandemic in elementary schools based on fluency, flexibility, originality, and elaboration.

RESEARCH METHODOLOGY

This research uses a quantitative method in the form of a survey. The survey was conducted by asking students questions to assess the Creativity of Arabic teachers at MI Darul Iman. Questions are presented in the form of a Google form. Google Forms contains five questions that are used to determine the level of Creativity of Arabic teachers. Respondents came from grade 5 students the research instrument used was a questionnaire based on a review of several studies using a Likert scale. The questionnaire consisted of several aspects or criteria: fluency, flexibility, originality, elaboration, and sensitivity. Details of the creativity criteria and sub-criteria used for the survey can be seen in the table below.

Criteria	Sub criteria
Fluency	(a) Generating many ideas. (b) can find answers quickly to what students ask. (c). pay attention to the weaknesses of the observed object.
Fleksibilitas	(a) Interpret a problem. (b) Implementation of the concept in another way. (c) Discuss something that is different from the others. (d) Having different ideas in solving problems.

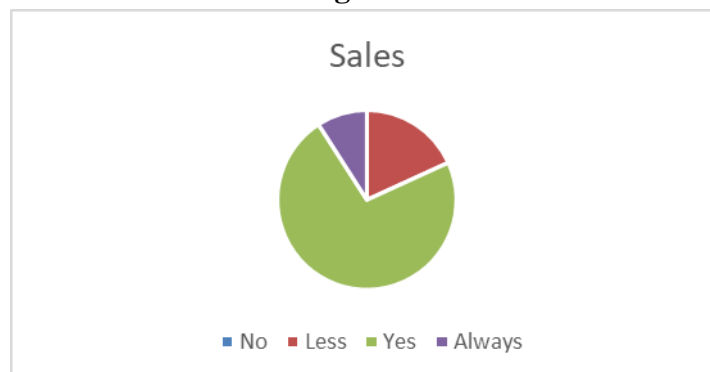
Originality	(a) Finding a new problem. (b) Ask the difference between old and new problems. (c) Provide a new idea on a problem.
Elaborasi	(a) Find out the meaning of the answer in detail. (b) Explore ideas. (c) Has a broad answer.

Data analysis methods include manual calculations. The data analysis technique is quantitatively based on students' assessments of the Arabic language teacher's Creativity.

RESULT AND DISCUSSION

In this study, the authors have questioned the assessment of the Creativity of Arabic teachers at. This study's sample was grade 5 students. The number of samples used was 11 people. The indicators for answering this question are four: no, less, yes, and always. From the questions that were written on Google, the results of the answers to the first question from the answers of students were 54.5% said the teacher was creative in the learning process during the pandemic, and the rest said the teacher was less creative in the learning process during the pandemic. Teacher creativity is essential to improve education and service quality. Because this is closely related to the success of learning in the classroom. A creative teacher will continue to try to create fun and effective learning. If this is successful, the learning process will also produce maximum good results.

Figure 1.



During this pandemic, the role of technology in the world of education has become crucial in this learning activity (Wijaya et al., 2020). This is a form of effort to break the chain of transmission of the Covid-19 virus. The learning process was initially carried out face-to-face between educators and students and was finally done online. So the media becomes the most critical part of supporting the online learning process. In the second question, the author got answers from students as many as 9.1% always said, 18.2% said no, and 72.7% said yes that teachers use learning media to help the learning process during the Covid-19 pandemic. The survey above proves that teachers have been involved and used media to assist the learning process.

Online learning or online system is learning that uses internet support for students and teachers to interact in learning activities. In Asynchronous Online Learning, students can access material provided by the teacher at any time, while in Synchronous Learning,

students directly interact in real terms with the teacher. So in the online learning process, parents and students are required to be able to understand and be able to use cell phones. Not only parents and students teachers are also required to be more creative in the learning process so that students can quickly understand the material being taught because this learning process is different from the previous learning process. Therefore teachers must be more creative in building a fun learning atmosphere.

Online learning is carried out to break the chain of transmission of the Covid-19 virus with the help of learning applications that can be accessed via the internet. Overall students feel happy with flexible learning. When studying online, Students are unlimited by time and place so they can always take part in learning activities from home or anywhere. In the online learning process, teachers provide teaching through virtual classes, such as using WA groups or other virtual classes that can be accessed anywhere and anytime. According to the survey that the author got from the results of student answers regarding the media used by teachers during the pandemic can help the learning process. Around 72.7% of students chose yes, 9.1% chose always, and 18.2% chose no. Among the advantages of online learning, only some students have difficulty understanding the learning material the teacher provides during this online learning process.

Utilization or use of learning media Providing opportunities for teachers and students to be creative in creating media and giving a memorable impression, especially to teachers in conveying subject matter. So the role of the teacher in learning is very much needed, especially during a pandemic, teachers must always bring their students so that they are always focused during the learning process. With the media or other supporting applications, it will help teachers and students in learning. The role of a teacher as a channel of knowledge will remain the same even though there are developments and the emergence of new technologies. In elementary schools, especially, students first take assignments to school every three days, then three days later, students deliver back the answer sheets of the assignments the teacher gave. In learning Arabic, the teacher creates a WA group to help the learning process; if there is something the students need help understanding, they can ask the teacher through the WA chat application and, of course, with help from parents.

E-learning-based learning activities Students need infrastructure facilities to support learning activities to run correctly. These infrastructure and media equipment include Smartphones, computers or laptops, applications, and quotas or internet networks to carry out the learning process. However, considering the unequal economic status, not all families or parents can fulfill infrastructure facilities or facilities. This causes the e-learning-based learning process to be partially conveyed. As experienced by several parents. The use of traditional (offline) and online learning resources is a democratic decision to bypass the flow of electronic learning resources (e-learning); this is inseparable from the difficulty of stopping using learning resources used during classroom learning (Andrew et al., 2020). In other words, no matter how sophisticated the technology used is not necessarily able to replace face-to-face learning. Because

conventional face-to-face interaction methods are far more effective than online learning, hardware (hardware), software (software), and internet access are also often a problem in this online learning.

Before carrying out learning activities, we must prepare learning services because this is a determining factor so that the learning process is achieved and successful, especially during online learning with the distance between teachers and students. In this case, students must understand the principles of learning and how students learn. Although the means or media used in the delivery of learning is not a determining factor for the quality of learning, it is a supporting tool for learning activities. The learning media used with the teaching method component is one of the efforts to improve the interaction process between teachers and students in the learning environment. Therefore, the primary function of learning media is as a teaching aid. It also influences the conditions, classroom atmosphere, and learning environment the teacher regulates and creates.

At this time, the role of the teacher in the learning process is vital as we know that the teacher's role is to create a series of interconnected actions carried out in certain situations about the progress of behavior change and student growth goals. The teacher is a position or profession that requires particular expertise. Anyone can only do this work with the expertise to carry out activities or work as a teacher. Someone good at speaking in a particular field is someone other than a teacher. There are special requirements to become a teacher, especially as professional teachers who must master the complexities of education and education by using various other skills that must be trained and developed during specific educational or pre-training periods. Besides academic abilities, teachers must also have critical and creative thinking so that with various existing technological innovations, teachers can play an active role in learning activities wherever and whenever.

The current situation during a pandemic can replace the teacher's role if a teacher does not work correctly and adequately (Daumiller et al., 2021). It can be accepted that some teachers still give assignments without conveying or providing learning material to their students. However, this has benefits for teachers and students. Teachers must be more creative and innovative in managing their learning. Then students must also be able to build their knowledge or learn independently. The teacher here collaborates and guides so students can learn independently. However, still running on the right track. However, the role of the teacher as an educator cannot be replaced. Because after all students will continue to need a teacher who can be used as a role model or example, and role model, this must be replaced by something. By the survey results, students voted yes, and as much as 54.5% that teachers played an active role in the learning process during the pandemic. 9.1% answered always, and the rest said no. This will impact the smooth running of the learning process at the school.

Online learning using supporting applications is a practical and appropriate way to learn amid a pandemic like this (Simamora, 2020). Online learning creates communication; children are accompanied by parents, making it easier for them to interact with their parents. From the explanation above, it can be seen that online or online

learning in Arabic subjects uses the Whatsapp group to make it easier for parents to use the application. Student activities in online learning are more numerous and active than in offline learning due to the habits of students in using messenger application groups such as WhatsApp. Students' concerns about asking questions or answers can also be overcome because when students want to express questions or answers through writing in groups, students can condition the writing of words first before sending them into group conversations.

Moreover, there are also reply and mention features that can minimize misunderstandings. The existence of this Whatsapp group is an alternative for teachers and students in online learning. With this WA group, parents and students will no longer have trouble delivering assignments to school. Because parents can immediately send assignments via the Whatsapp group, teachers can immediately see the assignment and provide feedback using stickers or stars.

In order for online or online learning to run effectively, careful preparation is needed from parents, such as preparing cell phones or devices as well as internet quota packages to support online learning during the Covid-19 emergency. By orders from the Ministry of Education and Culture, provided facilitation in the form of internet packages to teachers or educators. Parents must also prepare the same thing by facilitating mobile devices or gadgets as well as internet quota packages for their children and providing guidance for children at home. Online learning preparations can be carried out by teachers or educators using learning carried out using the Whatsapp group application to support online learning so that wherever students are, near or far, they can still carry out learning activities such as video calls with teachers or educators or view the learning material that has been prepared. Teacher in the WhatsApp group. Teachers apply routine learning at home to students and are actively accompanied by parents or other family members.

One of the successes of the online or online learning process is determined by the use of technology or applications used by teachers and students. Before the pandemic, teachers used supporting tools such as laptops and infocus. The teacher prepares a video related to Arabic learning material, displays it using Infocus, and watches it together. The Creativity of a teacher will support the success of a learning process. Of course, the school must also support this by providing or facilitating teachers with media or tools that can support learning activities. During the Covid-19 virus pandemic, face-to-face activities are no longer allowed. The online learning application, with the teachers' Creativity in utilizing media or supporting applications, will make the learning process smooth later.

CONCLUSION

The Covid-19 pandemic has forced educators to think creatively to continue the learning process. The creativity abilities of Arabic teachers are based on a written survey, namely 1) Teachers have used learning support tools or media during the pandemic. 2) Creative teachers in the learning process during a pandemic. 3) learning media or tools used by Arabic teachers can help the learning process during the pandemic. 4) Teachers play an active role in the learning process during a pandemic, such as preparing learning

materials in the form of videos or others. 5) Learning Arabic runs effectively. From the description above, teachers or educators have been kind and creative in utilizing existing media to help learning activities continue to run effectively as they should. In elementary schools, mainly, Arabic teachers use the Whatsapp application to support learning activities.

As an educator, the teacher must always bring up innovation or new ideas to energize students and create a fun learning process. Among the advantages of online learning during the Covid-19 pandemic, it also has drawbacks, such as the unpreparedness of teachers and students in conducting online learning, which causes learning to be ineffective; this is based on online learning being seen as something difficult to implement, several components are needed to can do it such as facilities, internet access, learning readiness (teachers, students, and materials) and parental cooperation, the ineffectiveness of online learning can occur because 1) the media needed is very large and varied, 2) the facilities owned by students are not evenly distributed 3) Lack of knowledge teachers, students and parents about the use of technology.

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