

TEACHER CREATIVITY IN UTILIZING TECHNOLOGY AS A LEARNING MEDIA IN ELEMENTARY SCHOOLS

¹Ridwan, ²Murzal, ³Hurul In

¹ Universitas Islam Negeri Mataram

¹ridwan@uinmataram.ac.id, ²murzal@uinmataram.ac.id, ³hurul@gmail.com

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ABSTRACT

This study seeks to (1) describe MI Qubbatul Islam Cakranegara instructors' inventiveness in using audio-visual technology to teach the Qur'an and Hadith. (2) Assess MI Qubbatul Islam Cakranegara teachers' capacity to use audio-visual technology to teach the Qur'an and Hadith. Researchers employ qualitative methods—observation, interviews, and documentation of acquired data. Data analysis employed the Hamberman approach, which involves data reduction, display, conclusion, and verification. Data validity triangulates. Study results: (1) MI Qubbatul Islam Cakranegara provides many learning media that teachers can use. MI Qubbatul Islam Cakranegara has projectors, smart boards, laptops, PCs, wireless microphones, amplifiers, and funnel speakers. Audio-visual media at MI Qubbatul Islam Cakranegara increases learning quality and makes it more engaging. (2) Al-Qur'an Hadith teachers at MI Qubbatul Islam Cakranegara use audio-visual tools to enhance learning. Learning videos, audio murals, interactive presentations, and Islamic film documents are used in audio-visual media. Al-Qur'an Hadith teachers use audio-visual media to make learning more exciting and interactive and help students understand the material better and optimally. However, facilities are limited, so if the media is for one teacher, other teachers will clash with other classes. This medium has been shown to improve student comprehension and enthusiasm.

Keywords: Teacher Creativity, Audio Visual Technology.

INTRODUCTION

Creativity distinguishes humans from other species, fostering human dignity over generations. It underscores the significance of creativity in diverse aspects of life, encompassing all human capacities to generate novel ideas, conceptions, and originality. This innovative concept aims to generate all manifestations of imagination and creative thought, transcending the limitations of pre-existing entities.

Instructing creativity involves the creation and preparation of educational materials, classroom management, the use of diverse methodologies, the use of learning media, and the development of assessment tools. The teacher is an external influence on

the teaching and learning process, serving as a facilitator for best learning outcomes, which encapsulates the concept of teacher creativity in this context. (Monawati, 2018)

Teachers use creativity to communicate learning through imaginative concepts, execute stimulating educational experiences that foster original ideas, offer diverse learning methods (interaction patterns, teaching styles, message changes), and conduct assessments in creative learning environments. Children will engage solely at a limited cognitive level without teachers' inventiveness. Students are encouraged to explore diverse methods through creativity. The necessity for innovation among teachers is imperative, regardless of the subjects taught to students.

Al-Qur'an Hadith is a fundamental Islamic subject in Madrasah Ibtidaiyah, aimed at enabling students to comprehend the Al-Qur'an and Hadith as sources of Islamic doctrine and to implement their teachings as principles and foundations in daily life. This subject is crucial for equipping students with fundamental abilities in reading and writing, fostering familiarity with and enjoyment of the Qur'an and hadith, and enhancing understanding, comprehension, and appreciation of their contents through habituation and exemplary teaching (Ridwan, 2006).

Now that we have entered the digital era, there have been tremendous changes in society; almost all activities depend on increasingly advanced and sophisticated technology, and the use of the internet, social media, and information technology is increasingly widespread. It requires the majority of people to continue to use technology, and therefore, learning digital skills becomes very urgent in everyday life, as well as in the field of education. Increasingly sophisticated developments must be balanced with the progress of education in schools, and teachers must be able to adapt to the changes that occur in order to lead and guide students

Along with the development of technology, of course, teachers are required to be creative. A creative teacher is an educator who can create new ideas in the learning process. Teachers must follow technological developments by using media and technology to deliver material. Teacher creativity is essential to have and implement in learning. Teacher creativity is one of the determining factors for success in the teaching and learning process. The most critical challenge for senior teachers today is the limited skills in using technology. Technology makes it easier for teachers to create an interactive

and enjoyable atmosphere. Limitations in operating technology are one of the inhibiting factors in becoming a creative teacher in the digital era. (Eka Yuliana Rahman, 2023).

Consequently, technological literacy is an essential skill for educators. Proficiency with contemporary technology is an essential aspect of their inventiveness. By possessing technological literacy, every educator may ensure the creation of learning models that use contemporary and advanced technology, aligning with current demands to maintain student engagement during the learning process.

LITERATURE REVIEW

Educator Ingenuity

Creativity reflects an individual's identity and capability. Creativity is an individual's capacity to generate novel ideas or rejuvenate obsolete concepts, which is why it is asserted that a person possesses creativity through their ability to interlink existing elements.

Munandar's concept of creativity is contingent upon the environment in which an idea, process, product, or procedure is presented. Mature creativity pertains to introducing innovative methods that enhance efficiency in the workplace, constituting a process of translating concepts into practice. According to Yulianti et al., creativity is using novel, unique concepts to produce something original, whether as tangible work or activity and identifying problem-solving options. Based on the understanding mentioned earlier, teacher creativity can be defined as the ability of an educator to initiate and generate innovative solutions that surpass existing ones. A creative teacher is proficient in developing ideas or concepts, whether by modifying current learning tools, media, or teaching materials, intending to achieve superior outcomes compared to prior results.

Attributes of an innovative educator: Capable of generating novel concepts. Innovative educators can generate novel concepts, produce original work, and benefit several others, particularly kids. Exhibiting uniqueness, Innovative educators typically exhibit unique characteristics in contrast to their less creative counterparts and are often more favoured by their students. Compatible and amiable. A creative teacher fosters

rapport with students, enabling a comfortable and familiar environment that alleviates any feelings of awkwardness or hesitation during lessons while maintaining professionalism in their teaching approach. Delightful. The comedic disposition of educators can enhance the learning environment, rendering it more vibrant and pleasurable. Engage in experimental activities. Innovative educators frequently conduct experiments to introduce novel approaches that enhance students' engagement in academic improvement. 7) Proficient. Creative educators are adept at executing tasks efficiently and like to avoid procrastination, ensuring timely completion of all responsibilities.

Various forms of media utilized in the educational process. The variety of learning media is expanding in tandem with technological advancements. The progression of technology facilitates the creation of learning media with greater ease. The educational resources that are presently prevalent include: 1) Traditional learning media, such as magazines, books, newspapers, and similar publications, are Audio-centric educational resources. Audio-based learning media refers to forms of media that utilize sound in their implementation. Audio-visual learning media: Audio-visual media constitutes a form of educational medium that presents dynamic imagery complemented by auditory elements, such as films, videos, and audiobooks. Animation-centric educational resources. This medium resembles audio-visual media, characterized by moving images accompanied by sound. However, the distinction lies in that this animation-based learning medium typically consists of animated images akin to the style of cartoon films. (Nafilatur Rohmah, 2021) Advantages of acquiring knowledge through media,

Learning media offers many pragmatic advantages, such as: (1) Educational media enhance the conveyance of messages and information, facilitating and enriching the learning process and outcomes. (2) Such media can also enhance and focus children's attention, fostering learning motivation, promoting more direct interactions between students and their surroundings, and allowing for independent learning tailored to individual abilities and interests. (3) Educational media can offer learners a shared encounter with occurrences in their surroundings. (Isran Rasyid, 2018)

The significant rationale for integrating media in the instruction of the Qur'an and Hadith includes: The educational resources will be articulated with greater clarity, facilitating enhanced comprehension among students and empowering them to achieve mastery of the learning objectives more effectively. The instructional approach will encompass a broader range of techniques, moving beyond verbal communication through the teacher's spoken words, ensuring that students remain engaged and that educators maintain their vitality in conveying educational content. Students engage in various learning activities as they absorb the teacher's instructions and participate in additional tasks such as observing, practising, and demonstrating. Engaging in learning will captivate a more significant number of students, thereby enhancing their motivation to learn. Articulate the message clearly, ensuring it remains succinct and not overly verbose. (Nur Azizah, 2021) The term verbal signifies the significance of employing various learning media, ensuring that the conveyance of educational content transcends mere spoken language. Such media enhance the learning experience, rendering it more engaging and comprehensible.

METHODOLOGY

This qualitative and descriptive research employs data collection approaches such as observation, interviews, and documentation. This technique enables researchers to acquire both primary and secondary data.

RESULT

Audiovisual media, utilized in MI Qubbatul Islam during the study, can assist students in learning and facilitate their understanding of the material being studied. This includes: 1) Projector; the projector is one of the most prevalent and widely utilized tools in MI Qubbatul Islam Cakranegara schools. This tool facilitates teachers in delivering material through audio and visual elements. This aligns with the findings from the researcher's interview with the homeroom teacher of class 3 at MI Qubbatul Islam Cakranegara.

"For the types of audio-visual media that we apply in schools, one of the most frequently used is the projector, so this projector is the one we use most frequently in schools because, in my personal opinion, this projector is a fairly effective media for us to use, as we know, that this projector is a combination of audio and visual media so that what we are going to convey can be illustrated,

especially when teaching material that requires visualization such as a projector. In science lessons, for example, in this subject, the projector helps display images or videos that are relevant to the material that we are going to convey"

Smart Board: Alongside the utilization of projectors, MI Qubbatul Islam Cakranelgara School is equipped with a smart board. Implementing smart boards enhances cognitive engagement, allowing students and teachers to interact directly with the displayed materials. Educators and learners can interact with the screen by drawing, writing, or manipulating objects in real-time, enhancing the educational experience beyond traditional projector use. The outcomes of discussions with the homeroom teacher of Class 3 MI Qubbatul Islam Cakranelgara indicate that, alongside projectors, the school has also supplied smart boards. This media engages students more actively in class discussions, creating a varied and dynamic learning experience.

Laptops or computers display content (such as video and audio) and can also be used to create, edit, and play audiovisual content. This device can also be used for various other functions, such as typing, managing data, and using educational software. After conducting observations, 15 chromebook laptops and one giant computer became additional facilities supporting learning, especially using audiovisual media.

The school has supplied approximately 15 Chromebook laptops and one giant computer. The availability of these devices facilitates teaching, particularly when utilizing media such as audio, visual, or audio-visual content, as laptops and computers enable direct access to online resources. Teachers can download educational videos online, stream YouTube content directly, or utilize web-based learning platforms. With the availability of school wifi, it is incumbent upon educators to leverage these resources effectively to enhance the learning process, making it more dynamic and diverse. (Syahwansah, 2024)

Educators utilize wireless microphones to effectively amplify their voices during classroom instruction or events with large student audiences. These tools enable teachers to communicate more effectively and ensure that all students can hear without the need for excessive effort, such as using a loudspeaker, particularly in large classroom settings. Amplifiers enhance the sound quality of audio or video teaching media, facilitating students' comprehension of the presented material.

"Besides projectors, smart boards, laptops, and computers, the school has provided media such as speakers, applications, and funnel speakers. However,

these resources are infrequently utilized for teaching purposes. As mentioned above, speakers are the most commonly employed among the media during specific activities." Syahwansah (2024)

Employing Audio-Visual Media

Researchers interviewed various teachers, and the majority recognized the significance of audiovisual media in supporting learning, particularly in the digital era. stated that this media can facilitate students' comprehension of the material. In the contemporary context, educators must remain attuned to societal advancements to adapt effectively, particularly to the evolution of digital technology. To enhance effective learning, teaching staff must adapt strategies and maintain students' character while adequately self-equipped. Muhammad Fadli, 2024

Teachers of the Quran and Hadith employ audio-visual media to enhance the efficacy of the learning process. This media facilitates the presentation of material in a more engaging and scholarly manner. Various methods employed by Qur'an and Hadith instructors at MI Qubbatul Islam Cakranegara involve audio-visual media in the educational process. Educators at MI Qubbatul Islam utilize this learning video as a pedagogical tool. For instance, when instructing on Tafsir and the interpretation of verses, the educator can present a video featuring a scholar elucidating specific verses of the Qur'an or hadith. This visualization enhances students' comprehension of the verses' meanings and historical context. Another instance involves incorporating animated videos depicting Islamic history in various resources, including narratives about the prophets and companions of the Prophet Muhammad (SAW). Alongside videos as educational tools, MI Qubbatul Islam Cakranegara Qur'an and Hadith instructors utilize audio murattal to enhance students' tajwid and tartil skills. Students can listen to and replicate the reading of the Qur'an, adhering to the appropriate rhythm and pronunciation.

Teachers also employ other audio-visual media, such as PowerPoint or Prezi, as tools for audio-visual-based learning. They can integrate these platforms with media like images, graphics, and audio to elucidate texts or hadiths. This aids students in visualizing abstract concepts, including the attributes of Allah and moral values presented in the hadith.

Documentary films on Islamic history are frequently utilized as audiovisual resources by teachers of the Al-Qur'an and Hadith. These seek to enhance students' understanding of the historical context surrounding the compilation of the Al-Qur'an, the narration of hadith, and broader Islamic history. Educators may utilize documentary films focusing on the development of Islam and the science of hadith, enabling students to understand Islamic history more clearly. Teachers at MI Qubbatul Islam Cakranegara utilize audiovisual media to instruct Al-Qur'an Hadith, demonstrating a creative approach to enhancing learning outcomes.

Research findings indicate that educators employ creativity in the Utilization of Multiple Media Forms by incorporating diverse forms of audiovisual media, including animated videos, audio recitations, and visually engaging PowerPoint presentations. This combination enables students to engage with the material through auditory, visual, and interactive activities. Students perceive sounds and visually observe the application of tajweed rules. Muhammad Fadli, 2024 Audio-Visual Intellectual Quiz The study identified another creative approach teachers employ: intellectual quizzes after viewing lesson videos. Educators utilize platforms like Kahoot! for instructional purposes.

This audio-visual intellectual quiz is a learning model that integrates visual, audio, and cognitive components to enhance student engagement in the educational process. This quiz typically follows the presentation of material via media, such as video or audio, allowing students to assess their comprehension in an engaging and scholarly manner. This audio media model enables students to engage in a more intellectual learning process. Students engage with the material through auditory and visual means and actively think and participate in quizzes. Muhammad Fadli, 2024

Lectures and Discourse Educators utilize brief video lectures from renowned Islamic scholars or figures to enhance the study of hadith. This demonstrates the integration of visual media with discussion activities, promoting critical thinking and dialogue among students.

CONCLUSIONS

From the preceding explanation and discourse, it is evident that (1) Madrasah Ibtidaiyah Qubbatul Islam Cakranegara possesses diverse audio-learning media available

for teachers' use. This includes projectors, smart boards, laptops, computers, wireless microphones, amplifiers, and horn speakers, all of which are in commendable condition and can effectively serve the instructional needs of educators. Applying this enhances the quality of education while fostering a more diverse and engaging learning experience for students. In the educational framework at MI Qubbatul Islam, Cakranegara, it can be observed that instructors of the Al-Qur'an and Hadith have effectively employed audio-visual media to enhance the efficacy of their teaching methodologies. (3). It is evident that educators specializing in the Quran and Hadith exhibit remarkable ingenuity in employing the resources provided by the institution. Furthermore, when such resources are lacking, these educators demonstrate their resourcefulness by creating their materials.

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