

**TEACHERS' CREATIVITY IN PREPARING LEARNING MEDIA
DURING COVID-19 OUTBREAK AT SMP MUHAMMADIYAH
TERPADU KOTA BENGKULU**

THESIS

**Submitted as A Partial Requirements for the degree of “Sarjana” (S.Pd) in
English Language education**



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MOTTO

“Selama ada niat dan Keyakinan Semua Akan Jadi Mungkin”

“Memulai dengan Penuh Keyakinan, Menjalankan dengan Penuh Keikhlasan,

Menyelesaikan dengan Penuh Kebahagiaan”

“Jika kamu tak sanggup menahan lelahnya belajar, maka kamu

harus sanggup menahan perihnya kebodohan” (Imam Syafi’i)

“Sedikit pengetahuan yang diterapkan jauh lebih berharga, ketimbang banyak

pengetahuan yang tak dimanfaatkan” (Kahlil Gibran)

DEDICATION

In the name of Allah the Beneficent and the Merciful, the final project is dedicated to:

1. Feeling grateful to Allah SWT for all the pleasure, strength, patience in living life.
2. For my beloved parent, Mr. Sulaiman Effendi and, Mrs. Harbenayati, love and respect are always for them. Thank you very much for your support, prayer, and patience to make my education success.
3. My Supervisor 1, M.Arif Rahman Hakim, Ph.D, and My Supervisor II, Fera Zasrianita, M.Pd, who had given the guidance until this thesis finished. Thank you very much for your suggestions, corrections, and ideas during the process of writing this thesis.
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6. To myself, thank you for not giving up, thank you for holding on. You are the best!. Thank you to friends who were involved in achieving this success and thank you for the support, enthusiasm and prayers from all of you
7. Staff and employees of TBI IAIN Bengkulu Study Program
8. My almamater IAIN Bengkulu

PRONOUNCEMENT

Name : Nokta Efriyanti
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I hereby declare that my thesis entitled "*Teachers' Creativity in Preparing Learning Media during Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu*" is the result of my own work or research. If later proven my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 2021

Stated by



Nokta Efriyanti

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The research realizes that thesis is still far from being perfect. The researcher hopes that thesis can be useful for the researcher in particular and the readers in general.

Bengkulu, July 2021

The researcher

Nokta Efriyanti

ABSTRACT

Nokta Efriyanti, SNR: 1711230025. *Teachers' Creativity in Preparing Learning Media During Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu.* Thesis: Study Program of English Education Department of Tadris, Faculty of Tarbiyah and Tadris, State Institute for Islamic Studies (IAIN) Bengkulu.

Advisor 1 : M.Arif Rahman Hakim, Ph.D

2 : Fera Zasrianita, M.Pd

Keywords: *Teachers Creativity, Learning Media, Covid-19 outbreak*

The purpose of this study was to determine the creativity of teachers in preparing learning media during the covid-19 outbreak and to find out the strategies and media used by teachers in preparing learning media in the COVID-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu. This research approach is descriptive qualitative. The data collection of this research was done through recording, observation, interviews and documentation. The results of data analysis show that: (1) teacher creativity in preparing learning during the covid-19 outbreak in English subjects by utilizing technology. such as using Whatsapp media, Google classroom, Youtube and Google internet. (2) the creativity of the teacher in preparing online learning media during the COVID-19 outbreak, the teacher uses the question and answer method to make online learning more interesting and not boring, so that students take an active role in online learning. (3) Obstacles faced by teachers in implementing online learning during the COVID-19 pandemic in English subjects are difficulties in conveying material to students, lack of teacher understanding of internet use, limited time in teaching and the experience of teachers who are not ready to face changing situations. Usually done face-to-face, now it is distance learning or online.

ABSTRAK

Nokta Efriyanti, NIM: 1711230025. Kreativitas Guru Dalam Menyiapkan Media Pembelajaran Pada Masa Wabah Covid-19 di SMP Muhammadiyah Terpadu Kota Bengkulu. Skripsi: Program Studi Pendidikan Bahasa Inggris Jurusan Tadris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri (IAIN) Bengkulu.

Advisor 1 : M.Arif Rahman Hakim, Ph.D

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Keywords: *Kreativitas guru, Media Pembelajaran, Wabah Covid-19*

Tujuan dari Penelitian ini adalah untuk mengetahui kreativitas guru dalam menyiapkan media pembelajaran di masa wabah covid-19 dan untuk mengetahui strategi dan media yang digunakan guru dalam menyiapkan media pembelajaran pada wabah covid-19 di SMP Muhammadiyah Terpadu Kota Bengkulu. Pendekatan penelitian ini adalah deskriptif kualitatif, Pengumpulan data penelitian ini dilakukan melalui rekaman, observasi, wawancara dan dokumentasi. Hasil analisis data menunjukkan bahwa: (1) kreativitas guru dalam menyiapkan pembelajaran di masa wabah covid-19 pada mata pelajaran bahasa inggris dengan memanfaatkan teknologi. seperti menggunakan media Whatsapp, Google classroom, Youtube dan Google internet. (2) kreativitas guru dalam menyiapkan media pembelajaran online di masa wabah covid-19 guru menggunakan metode Tanya jawab untuk membuat pembelajaran online menjadi lebih menarik dan tidak membosankan, sehingga siswa ikut berperan aktif dalam pembelajaran online. (3) Kendala yang dihadapi guru dalam pelaksanaan pembelajaran online masa pandemic covid-19 pada mata pelajaran bahasa inggris ialah kesulitan dalam menyampaikan materi kepada siswa, kurangnya pemahaman guru terhadap penggunaan internet, keterbatasan waktu dalam mengajar serta pengalaman guru yang belum siap menghadapi perubahan situasi yang biasanya dilakukan tatap muka sekarang menjadi pembelajaran jarak jauh atau online.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Mastering a foreign language is very important. Since the time of the Prophet Muhammad, the importance of understanding foreign languages has been emphasized. It is recorded in the hadith of Imam Ahmad, Abu Dawud and At-Turmuzi that Zaid bin Tsabit was commanded to learn the Hebrew language because the Prophet wanted to send a letter and in the end not less than half a month Zaid bin Tsabit had mastered the Jewish language . The Prophet's companion of the revelator recounted, "After I had mastered it and the Prophet meant to send a letter to the Jews, so I wrote it for them, and if they sent a letter to the Prophet I would read them to him "In another hadith, the Holy Prophet then sent Zaid bin Thabit to study the Syriac language. The hadith teaches that mastering a foreign language-moreover English is very important and even an urgent need for Muslims considering the need for foreign languages for various things in today's modern world. (Hakim 2017)

English is one of the important foreign language that need to be learned today. English is the language used as a medium of communication and as the first international language used to interact with other people around the world. There are four skills that should be considered when studying a English language: reading, listening, speaking

and writing. to acquire the four skills that instructors need to be creative. As a result, it can be said that education is one of the learning activities in which students and teachers interact. Interaction is the main characteristic of learning activities, both learning and learning environments, be it teachers, friends, tutors, learning media, and other learning resources. Another characteristic of learning is related to the learning component. According to Rachmawati, et al. (2015, p. 38-39), learning is a process of interaction between students and educators and learning resources in a learning environment. Learning is a big help given by educators so that the process of acquiring knowledge and knowledge, mastering skills and characters, and forming attitudes and beliefs in students. In other words, learning is the process of helping students learn well. The learning process can also be interpreted as a series of interactions between students and teachers in order to achieve their goals, or learning is a process of teaching students.

Currently the world is busy talking about the Corona Virus outbreak. Corona Virus Diseases 2019 (COVID-19) is a new type of disease that has never been found in the human body before. The existence of the Covid-19 virus in Indonesia currently has an impact on the entire community, where all outdoor activities are limited, people are prohibited from approaching crowds, social restrictions (social distancing), and maintaining physical distance, the aim is to prevent a wider spread of Covid-19 again.

Yurianto, et al in Dewi (2020, p. 56) "The Minister of Education and Culture of the Republic of Indonesia issued a circular letter policy Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID, the letter contains policies for implementing the learning process carried out through distance learning. Seeing this condition, teachers must have creativity in implementing the learning process during the Covid-19 pandemic.

Abdullah (2016, p. 37) "Creativity is one of the abilities in humans as a manifestation of themselves (self-actualization). If the creativity is honed, it will increase. In teaching, education is an object of teacher creativity for students, and vice versa for students for teachers. The essence of creativity is that it can arise from anywhere, anytime, and by anyone. Everyone has creativity in themselves, that creativity can be honed, the more it is honed, the creativity will increase. In education, teachers must be creative, creativity is very important for a teacher to educate students.

Ninik (2013, p. 634) "Creativity is human tendencies to actualize themselves to suit the abilities they already have, so it is very clear here that creativity is important in educating and training children to be smart and creative". Creativity can appear in humans in the form of new ideas or ideas. This creativity can be channeled to students by guiding and directing it. Creativity will be raised by creative teachers in the learning process.

Teachers are workers who play an important role in the world of education. In Law Number 14 of 2005 concerning Teachers and Lecturers, what is meant by teachers is "Teachers are professional educators with the main task of educating, teaching, providing guidance, giving direction, providing training, assessing and evaluating students in formal education, education and training. primary and secondary education". However, teachers as professional educators have skills that are rarely possessed by other professions. The teacher does not only provide teaching in the learning process, the teacher also assesses the results of the learning.

Zabidi (2019, p. 129) argues that teachers have many important roles in various lives and have enormous responsibilities. The role of a teacher with the competencies he has is the transfer of knowledge and the giver of change, with this role the teacher must always be responsive to conditions, responsive to the latest news and discourses. In general, teachers must be able to master the media and applications that support the implementation of learning. As for Ismail (2020, p. 95) argues that "Teacher creativity includes personal creativity, creativity in the learning process, and creativity in learning outcomes". Then according to Purwanto (Monawati, 2018, p. 38) teacher creativity includes the teacher's ability to plan the teaching and learning process and the teacher's ability to carry out the teaching and learning process. In planning learning the teacher coordinates the learning components, so that the direction of learning activities, learning materials, how to convey learning activities in using

learning methods and measuring or evaluating learning becomes clear and systematic, so that the implementation of learning is carried out properly.

Adaptation of educational technology is an important factor in solving educational problems during the Covid-19 pandemic. Educational technology provides ease of information and ease of delivery of material so that learning activities do not become an obstacle, especially during online learning. In this case, educators are required to be able to use or utilize educational technology that supports the learning process. In this sophisticated era, of course, there are not a few technologies that can be used in online learning where learning requires communication tools that can convey learning from educators to students.

From the explanation above, it can be concluded that teacher creativity is an ability that already exists or is already owned by the teacher, creativity can also be seen from the teacher creating something new or developing something that already exists before that is needed in learning, in learning the teacher uses his creativity to convey and transfer material. in the form of science, in this process the teacher should have creative ideas or ideas.

Based on the results of initial observations, at SMP Muhammadiyah it was found that the creativity of teachers in the implementation of learning during this pandemic period, the teaching and learning process was carried out remotely with online learning systems.

The creativity of teachers in online learning can be seen in the components of learning carried out by teachers in the process of providing learning. one of them is at SMP Muhammadiyah Terpadu Bengkulu City in determining the material, namely the teacher adapts the learning material to the teacher's and student's handbook. then the adequacy of adequate material in helping students master the basic competencies taught. Furthermore, teacher creativity in determining media in online learning, teachers at Muhammadiyah Junior High School use audio-visual media, namely learning videos and visual media, namely images needed in learning. Then the creativity of the teacher in compiling the assessment instrument in online learning, the assessment instrument prepared by the teacher includes an assessment of students' attitudes, knowledge and skills. Furthermore, using technology adaptation, teachers choose to use WhatsApp as a communication tool to students and parents, Youtube and Google Search as a source of enrichment and make it easier for teachers to provide learning.

From these initial findings, researchers will examine teacher creativity in the implementation of learning including how teachers prepare learning materials, learning media, assessment instruments and utilize technology adaptation during the Covid-19 pandemic. Based on the background that has been stated, the researchers are interested in conducting a study entitled "Teachers' Creativity in preparing learning

media during Covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu".

B. Identification of Problem

Problem identification based on the background of the problem above can be described as follows:

1. A change from face-to-face learning to learning from home.
2. The learning media used in schools are limited, so that the teacher cannot deliver the material optimally.

C. Limitation of The Study

Problem limitation is carried out so that research is more focused, focused and does not deviate from the main target of the research. Therefore, the authors focus this research, on:

1. Teachers' creativity here is the creativity of teachers in teaching English subject during Covid-19.
2. Online learning here is learning that is done from home.

D. The Research Question

Research questions of this study are:

1. How is the creativity of teachers in preparing learning media during covid-19 outbreak?
2. What strategies and media that the teachers use in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu?

E. The Objectives of the study

Based on the formulation of the problem above, the objectives of this study are:

1. To find out the teachers' creativity in preparing learning media during covid-19 outbreak.
2. To find out the strategies and media used by the teacher in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu.

F. The Significance of the study

Based on the background, problem formulation, and research objectives described above, this research is expected to provide benefits, including:

1. Theoretically

The research results are expected to be able to study the implementation of teachers' creativity at SMP Muhammadiyah Terpadu Kota Bengkulu on preparing learning. Especially during Covid-19 outbreak.

2. Practically

This research not only contains the teachers' creativity, but also the what strategies and media teachers' use in preparing learning media during covid-19 outbreak in conveying English material.

G. Definition of Key Terms

1. Teachers Creativity

Teachers' creativity refers to a person's (teacher's) ability to invent new things or improve on existing ones in order to present a variety of knowledge to kids at school.

2. Learning Media

Learning media is media that contain and carry a message or information to recipients example students. Therefore need to be designed and developed an effective media to ensure the occurrence of learning.

3. Covid-19 Outbreak

Covid-19 outbreak is The covid-19 pandemic has an impact on many parties, this condition has spread in the world of education, the central government to the regional level provides policies for closed all educational institutions. This is done in an effort to prevent its spread transmission of covid-19. it is hoped that all educational institutions do not carry out activities as usual, this can minimize the spread of the covid-19 disease.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Description

1. Teachers' Creativity

a. Definition Creativity

According to E. Mulyasa (2011, p. 51-52) creativity is important in learning, and teachers are required to demonstrate and demonstrate the process of creativity. Teachers are always trying to find better ways to serve students. Creativity shows that what the teacher will do now is better than what has been done before and what will be done in the future is better than now.

Luthans (2011) states that creativity is a function of three main components that are expertise, creative thinking skills, and motivation. Expertise consists of knowledge: technical, procedural, and intellectual. The ability to think creatively determines a person's flexibility and imagination in terms of problems and effective decision making. According to Mumford & Gustafson in Luthans, (2010). creativity involves combining individual or group responses or ideas in a new way. Creative thinking does what it knows is possible. Creativity requires unlimited observation, experience, knowledge and abilities where everyone needs to arrange common elements into new patterns.

(2006, p. 41) states that creativity refers to the abilities that mark the characteristics of a creative person. further Guilford suggested two ways of thinking, namely convergent and divergent ways of thinking. convergent way of thinking is the individual's way of thinking about something with the view that there is only one correct answer. while divergent way of thinking is the ability of individuals to look for various alternative answers to problems. In relation to creativity, Guilford emphasized that creative people have more divergent than convergent ways of thinking.

Expertise, creative thinking skills, and motivation are the three fundamental components of creativity. Technical, procedural, and intellectual understanding make up expertise. Simply simply, creativity causes individuals to see things in new ways. According to studies, creative people are more able to abstract, picture, synthesize, spot patterns, and empathize than the typical person. They also appear to be good intuitive decision makers that know how to capitalize on brilliant ideas, can break old paradigms or ways of thinking, and make sometimes irrational conclusions. Creativity will emerge if there is interaction between individuals and their environment. That is, changes in individuals and the environment can support or hinder creative endeavors. As for creativity According to Solso, Maclin & Maclin (2007, p. 444) defines creativity as a cognitive activity that produces a new view of

a form of problem and is not limited to pragmatic results (always viewed according to its use).

Fischer, Giaccardi, Eden, Sugimoto & Ye (2005, p. 482-512) tell us that creativity is the highest expression that is owned by humans for the problem-solving process, which involves original ideas and is obtained from generation to generation in an integrated manner passed on by genes in humans.

In line with that, Zhou & George (2003, p. 545-568) stated that, Creativity is a process in which individuals, groups, or teams generate new and useful ideas to solve problems or seize opportunities. In essence, creativity is the intelligence or ability possessed by everyone that grows naturally if it is continuously trained and is not limited. It can also be defined as an individual, group, or team process of generating new and useful ideas for solving problems or taking opportunities. A process is called a creative process which is divided into two parts, namely finding and proving. Discovery involves the use of imagination, game of ideas, and exploration.

Huda (2018, p. 79-92) Based on the conceptual description above, creativity is a manifestation mental abilities, intelligence and curiosity of a person or group to find something new (thoughts, ideas, and products).

b. The Types of Creativity

Creativity is an ability that can be generated and shaped through educational process. Gaut (2010, p. 1034) states that it can be traced historically that the great philosophers have a high interest in the topic of creativity. Plato stated that inspiration is a kind of madness. Kant connected creativity with imagination: two things that have a big influence on style romanticism and therefore related to the popular concept of creativity. Developing creativity in education according to Shaheen (2010, p. 166) directed at many fields and creativity related to that problem ambiguous, facing a rapidly changing world and facing the future which is not certain. However, the real essence of education is as "Fundamental life skill". The development of student creativity in education is the beginning of the formation of "human capital".

Yu-Sien Lin (2011, p. 149) states that understanding and implications are deep the development of creativity in education, can be researched in three aspects. First, aspects related to teaching (teaching), which are included in it is how to develop creative and innovative learning which stimulates the development of multiple intelligences. Second, create a conducive environment (creating an environment), both the external environment and social skills that stimulate and support student motivation and enthusiasm. Third, relating to nurturing creativity teacher ethos, which relates to

whether teachers have attitudes open to creative ideas or behavior, showing a deep humanistic attitude control the ideology of students as opposed to an authoritarian attitude, to be human who is flexible and has an appreciation for independent thinking.

The development of creativity (Yu-Sien Lin, 2011, p. 150-151) is based on two theoretical framework, namely: First, creativity is something that can be developed (creativity can be developed). Second, everyone has the potential to become creative (Everyone has the potential to be creative). In the early 20th century, perception research on the sources of creativity that a person has, begins to shift gradually gradual, namely from the belief that creativity is intelligence that is inherited thus placing individual abilities on a high, shift diverse human abilities. Creativity at first it was believed to be brought from birth and show the privilege of a person so that people who do not have it are considered as not born people have creativity.

Creative teachers must be prepared so that they learn from their students them and must not worry that they will look stupid. They must explore their creative talents, both in teaching and in other areas so that they can develop the creativity of their students. The teacher won't be able to develop students' creative abilities if they are not creative. So, creativity teachers should not stifle the creativity of their students. On the contrary, so that the teacher can develop the

creativity of his students, then first he can develop himself to be a creative person and have creativity.

c. Teachers' Creativity

Creative teachers are one of the factors that affect the quality of education. Experts state that no matter how good a (official) curriculum is, the results really depend on whatever the teacher does inside or outside the classroom (actual) Sukmadinata (1995, p. 194).

The quality of learning is also influenced by the creative attitude of teachers to choose and implement learning approaches and models. Because the teaching profession demands creative nature and a willingness to improvise. Therefore, teachers must develop their creativity in the learning process.

Creativity is not new, it is something that already exists, and every teacher is able to create it through innovation, thinking and acting outside of what already exists. Creativity is also not the personal property of teachers who are considered mathematically intelligent (good at solving math problems) and language smart (good at speaking), but creativity belongs to every individual who wants to think and be creative, no matter what the students are in front of him. Syaifurahman & Ujiati (2013, p. 32). Teacher creativity can be created and developed if nurtured from an early age, and a teacher is fully aware of the benefits of this creativity.

Creativity is basically a gift that Allah has given to every human being, namely in the form of the ability to create (creativity) and be creative. The implementation of one's creativity is not the same, depending on the extent to which the person is willing and able to manifest his creative power into a creation or work. Nashori, etc., (2002, p. 21).

A teacher must be able to optimize his creativity. Creativity as well teacher activities must be able to be an inspiration for their students, so that students will be more motivated to learn, work and be creative. Teachers play an active role in developing student creativity by having teacher personal characteristics which include motivation, self-confidence, a sense of humor, patience, interest and flexibility (flexibility). Creative teachers have high enthusiasm and motivation so that they can become motivators for their students to improve and develop student creativity, especially those contained in an innovative form of learning, meaning that in addition to being an educator, the teacher must also be a creator who is able to create comfortable learning conditions and conducive to students. (Sardiman, 2001).

Method is defined as a method or procedure used to achieve certain goals, in relation to learning, methods are defined as ways of presenting learning material to students to achieve predetermined goals. Thus, one of the skills a teacher must have in learning is the

skill of choosing methods. (Rohman & Amri 2013). Selection of learning methods must be based on an analysis of conditions and learning outcomes. Uno, (2012). A teacher in choosing a method needs to pay attention to the effectiveness of the method to optimize his learning so that the learning he does can achieve success.

There are three principles that need to be considered in an effort to determine a learning method, namely:

- 1) No one teaching method is superior to all purposes in all conditions
- 2) Different learning methods can have different and consistent effects on learning outcomes
- 3) Different learning conditions can have a consistent effect on learning outcomes.

d. The Characteristic of Teachers' Creativity

A teacher must indeed be required to be creative, professional and fun. Creativity in learning is very important in terms of developing the potential of students Naim (2009, p. 142). Creativity among its characteristics is something that is rare and not everyone is able to do it. Creativity is not something that is easy to do. But creativity must be cultivated and created continuously.

The characteristics of creativity can be divided into cognitive characteristics and Non cognitive. Cognitive characteristics are the same as the four characteristics of creative thinking, namely:

originality, flexibility, fluency, and elaboration. Meanwhile, Non cognitive traits include motivation, attitude, and creative personality. Non cognitive traits are just as important as cognitive traits, because without being supported by a personality that is suitable a person's creativity cannot develop naturally Talajan (2012, p. 25).

According to Brown (2012, p. 33), creative teachers who carry out learning by optimizing their knowledge and expertise are called Teacher Scholar. According to him, if learning is done well, in essence it is creative. Teachers always communicate to their students old ideas and new ideas in new forms. Furthermore, Brown formulated the characteristics or characteristics of a teacher scholar as follows:

1. He has a curious soul, wants to always ask about everything he still doesn't clearly understand.
2. Everything is analyzed first, then filtered, qualified to be studied and understood, and then deposited in the "store" of knowledge.
3. Intuitively, teachers have the subconscious ability to connect old ideas to form new ideas or ideas. This intuition lies above logic, and therefore in it depends on discovery as well.
4. Have high self-discipline. This implies that creative teacher scholar has the ability to make considerations between analysis and intuition to make a final decision.
5. Will not be satisfied with temporary results. Creative teachers do not just accept any unsatisfactory results.

6. Having a strong personality, it is not easy to be given instructions without thinking.

The characteristics or characteristics of creative teachers, as stated by Mark Sund, are as follows:

1. Creative teachers have great curiosity, thus encouraging a teacher to find out new things related to their activities and work as a teacher.
2. Creative teachers have an extroverted attitude or are more open to accepting new things and always want to try to do them, and can accept input and suggestions from anyone related to their work, and think that these new things can be new experiences and lessons. for himself.
3. Creative teachers usually do not lose their minds in dealing with certain problems, so they are very creative and "resourceful" to find solutions to any problems that arise. And even more likely to like heavy and difficult tasks because it will create a sense of satisfaction after being able to complete the task.
4. Creative teachers are highly motivated to discover new things both through observation, experience and direct observation and through research activities. This is because creative teachers tend to seek broad answers satisfying scientifically.

Some of the characteristics of these creative teachers are indeed rather difficult to find, so that it becomes the responsibility of

the teacher personally to be able to develop their potential so that they can be more creative in carrying out their professional duties as a teacher.

e. Teachers' Creativity in Preparing Learning Media during Covid-19 outbreak

The emergence of the Covid-19 outbreak around the world and in Indonesia has brought enormous changes in various aspects of life, including education. The government's decision to organize distance learning, which is intended to protect students and teachers from the spread of the Covid-19 virus, has various consequences for various parties. Students who learn from home as well as teachers who teach from home must struggle with all the challenges and limitations they have never thought of before. School leaders and parents have to face conditions they never imagined before. These sudden changes greatly affect the teaching and learning process and student achievement, including in English lessons.

English has long been a very challenging subject for most students in Indonesia. If in normal or offline learning students can ask the teacher directly when they encounter difficulties, now when learning is required to use an online model students are faced with unfavorable conditions. Limited learning time, uneven internet network, limited technology and mastery of technology make students

no longer able to interrupt or ask teachers too often when learning is being done.

Online learning models that are not yet common in Indonesia are also a challenge. Teachers who have been comfortable with the teaching and learning process in the classroom must work hard to learn how to use various technological devices while learning methods and compiling suitable learning media. This is done with various limitations and increasing task demands. These various conditions really grab the teacher's attention, especially in the first few months of online learning. Over time, teachers have begun to be able to combine their experience and knowledge and creativity in developing various innovative learning models with a variety of interesting tools. Students who have received full and direct support both at school and in dormitories now have to undergo learning from their respective homes which are scattered in various regions and time zones in Indonesia. Parents cannot always accompany them because they have to work outside the home. Teachers also have to struggle to move their learning materials from printed books to various online-based learning media.

The teacher is no longer limited to providing material explanations through power points displayed on the zoom screen or google meet, giving assignments via google classroom and conducting assessments using google form only. However, they

started using learning media in the form of interactive presentations and website-based online assessments. Some of the websites that have started to be used include kahoot.it, quizizz.com, and mentimeter.com. In this case, the meter is slightly superior to other media because it is able to combine the functions of interactive presentation media with an assessment of students' abilities which allows them to show their level of understanding and the teacher can provide direct responses.

The pandemic is not over and online studies may still be implemented in some areas until conditions improve. Therefore, teachers should continue to improve their abilities in developing material, delivering material and implementing good classroom management so that the quality of learning provided can continue to improve. In a pandemic situation that requires the implementation of online learning, teachers need to improve their abilities and mastery of technology, especially in making interactive learning media that is attractive so that they are able to produce varied and interesting learning experiences so that children stay focused on learning and are able to improve their understanding of the material provided.

On the other hand, students should always focus on taking part in learning so that the results obtained are more optimal, especially in online conditions. In addition, schools should strive to provide facilities and facilities that can support the smooth running of

learning activities for all subjects, including English lessons. Himni Addi Nugroho (2020).

Based on the theories above, the writer can conclude that the teacher's creativity in teaching English is that the teacher provides and facilitates creative learning activities and participate participate with students doing interactive and active learning process. able to stimulate students bring out creativity, both in context creative thinking and in a creative context do something.

The following indicators contained in the teacher creativity are:

- 1) Teachers are able to provide new forms in learning.
- 2) Creating new ideas in learning.
- 3) Creating an interesting atmosphere so that students are not easily bored and feel challenged to take part in learning
- 4) Creating effective, efficient and creative learning.

2. Learning Media

a. Definition of Learning Media

Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient.

Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in

achieving the learning objectives. In addition learning media will also increase students' learning motivation, this is in line with the statement expressed Sanaky (2009) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listening to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

b. Type of Learning Media in Digital Age

In the digital era, the types of learning media are first and foremost picking visual aids that become learning media on subjects to be changed, since if the learning media are not adequate to deliver the information, the learning process in the classroom will undoubtedly be unsuccessful. With the subject content, a teacher must select the appropriate learning media. Second, use Power Point to aid in the delivery of subject content. Power point is not only useful to struggle in the process of making a presentation, but also to simplify the process of

setting and printing presentation slides and making presentation materials in both hardcopy and softcopy. Power point allows users to insert sound, image and video media into the presentation so that the presentation looks more interesting. By using Power point, we can convey some important points in a seminar discussion so that seminar participants can find out the theme framework of the seminar easily. In addition to help deliver the materials presentation, how to create a Power point is also quite easy. Third, in the digital era, online-based learning systems increasingly are in demands. Edmodo is a learning platform with social network-based which is developed by Nig Borg and Jeff O'Hara at the end of 2008. How to create an Edmodo account is also quite easy because this platform is purposely intended for students, teachers and parents so that they can do the learning process easily, efficiently and fun. It can be said that Edmodo is an e-learning program that provides an easy and inexpensive way to build a virtual classroom with a class division like a real class in school. To access the Edmodo features, of course, every user must know the steps how to create an Edmodo account for learning in the classroom. Fourth, online learning site for online learning media during classroom teaching and learning activities. For example, Indonesian Ministry of Education and Culture (KEMDIKBUD) launched Rumah Belajar (Online Learning Media Portal). On this online learning site, there are a variety of learning resources ranging from electronic school books (BSE), practice

training banks, online laboratory activities, visual media of Indonesian cultural maps, space exploration simulations, sustainable professional development guidance materials, to online group learning activities. In addition to utilize this educational website as a medium of learning, teachers can also contribute to create online learning media that will be posted on Rumah Belajar. Fifth, E-dukasi.Net (Junior-Senior High School Online Learning Site). EDukasi Net is one of the pioneers of online learning sites in Indonesia. Lots of online resources and learning media are available here, ranging from a collection of ebook lessons, educational video animation, to the exercise questions that we can access.

c. Functions and Benefits of Learning Media

Arsyad (2010, p. 15) state that learning media in the learning process teaching can generate new desires and interests, generate motivation and stimulation of learning activities, and bring psychological influences on students. Use of media learning in a learning orientation will greatly help activeness the learning process and deliver messages and lesson content at that time. Besides arousing student motivation and interest, learning media as well can help students improve understanding, present data with interesting and reliable. The point is: that the most instructional media greater influence on the senses and can guarantee more understanding, people those who listen alone are not the same level of understanding and duration endure

what it understands compared to those who see, or watch and listen to it. Next explains how the importance of learning media because learning media brings and generate a sense of joy and joy for students and renew their enthusiasm, help solidify knowledge in the minds of students and liven up the lesson.

Sanaky (2009, p. 6) suggests four functions of learning media, especially visual media, namely: Attention Functions, Affective Functions, Cognitive Functions, Compensatory Functions. The function of visual media attention is the core, which is to attract and direct students' attention to concentrate on related subject content with a visual meaning that is displayed or accompanies the text of the subject matter. Often at the beginning of the lesson students are not interested in the material lessons or courses that are not liked by them so they are not paying attention. Projected visual media can be calming and direct their attention to their subject accept. Thus, it is possible to acquire and remember the contents lecture material is getting bigger.

Sudjana and Rivai (2002, p. 2), suggest benefits learning media in the student learning process, namely:

1. Learning will attract the attention of students so that it can foster motivation to learn.
2. The meaning of the learning material will be clearer so that it can be more understood by students so as to allow them to master and achieve learning goals.

3. Teaching methods will be more varied, not merely communication verbal through words by the teacher, so that students do not get bored and the teacher does not run out of energy, especially if the teacher teaches at every time lesson hours.
4. Students can do more learning activities because not only listening to teacher descriptions, but also other activities such as observing, do demonstrate, show off, etc.

Some of the practical benefits of using instructional media in in the teaching and learning process as follows:

1. Learning media can clarify the presentation of messages and information so that it can expedite and improve the process and learning outcomes.
2. Learning media can improve and direct children's attention so that it can lead to motivation to learn, more direct interaction between students and their environment.
3. Learning media can overcome the limitations of the senses, space, and time.

d. Kinds of Learning Media

There are many types and varieties of learning media. Some of the most familiar media and almost all schools use them as printed media (books) and blackboards. In addition, many schools have also used other types of media such as pictures, models, overhead projectors (OHP) and real objects. Meanwhile, other media such as audio

cassettes, videos, VCDs, slides (film frames), and computer learning programs are still rarely used even though they are familiar to most teachers. This is intended to encourage us to hold and utilize these media in classroom learning activities. and as for the types of learning media available today. Especially in this day and age, where technology is growing rapidly. Likewise in the field of education, technology has begun to enter this field, making the learning process easier. Like the current conditions, where teachers need to adapt to learning media through internet applications to continue teaching and learning activities at home due to the corona virus outbreak. Here are some types of learning media that can be used, such as Google classroom, Whatsapp platform, zoom and many more that can be used as other online learning media tools.

Based on the theories above, the writer can conclude that the learning media in teaching English used internet applications as a medium for delivering material and giving assignments in learning. The learning media used is the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent to WhatsApp Groups.

The following indicators contained in the learning media in teaching English are:

- 1) can process the situation and conditions in the online learning process.
- 2) Student response when the teacher conveys the material in subjects, students can express an opinion or submit a question what they want to say.
- 3) Results student learning is a measure of the extent to which which students can master learning after following teaching and learning process activities, or the success that has been achieved by students after following online learning activities.

3. Covid-19 Outbreak

a. Definition of Covid-19 Outbreak

Around the World is currently rampant coronavirus outbreaks. Coronavirus itself is a virus causes disease ranging from symptoms that have never been identified previously in humans. Signs and Common symptoms of COVID-19 infection between other symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5- 6 days with The longest incubation period is 14 days. On January 30, 2020 WHO has establish as a health emergency society that is troubling the world. On March 2, 2020, Indonesia reported a confirmed case of COVID-19 in 2 cases. Up to date March 16, 2020 there were 10 people tested positive for corona (Yurianto,

Ahmad, Bambang Wibowo, 2020). With the COVID-19 virus in Indonesia at the moment it impacts the entire community.

According to the compass, 28/03/2020 the impact of the COVID-19 virus occurred in various fields such as social, economic, tourism and education. Circular letter (SE) issued by the government at 18 March 2020 all activities in and outdoors in all temporary sectors time is delayed for the sake of reducing the spread of corona, especially in the field education. 24 March 2020 Minister of Education and Culture Republic of Indonesia issued a letter Circular Number 4 of 2020 Concerning Implementation of Internal Education Policy Emergency Period for the Spread of COVID, in The Circular explained that the learning process is carried out at home through online / distance learning implemented to give learning experiences that are meaningful to students. Home study can be focused on life skills education between about the Covid-19 pandemic. Learning carried out on primary schools are also using online / distance learning with through parental guidance. According to Isman online learning is use of deep internet networks learning process. With online learning students have freedom of study time, can study light to heavy. There are two types coronavirus known to cause diseases that can cause symptoms weight. Coronavirus Diseases 2019 (COVID-19) is a brand-new type of disease that can strike at any moment and in any

place. Students can communicate with the teacher through a variety of apps, including classroom, video conferencing, phone or live chat, zoom, or a WhatsApp group. This learning is an innovation education to answer challenges the availability of learning resources diverse.

The success of a model or learning media depends on characteristics of students. As which one revealed by Nakayama that all literature in e-learning indicates that it is not all learners will be successful in online learning. This is because learning environment factors and characteristics learners. (Nakayama M, Yamamoto H, 2007)

b. The Impact of Covid-19 on Education

The spread of this corona virus on initially had a profound impact on the world the economy is starting to be sluggish, but now the impact is also felt by the world education. Policies taken by many countries including Indonesia with put all educational activities off, create government and related institutions must present an alternative to the process education for students as well students who couldn't carry out the educational process at the institution education.

With the advent of the pandemic COVID-19 teaching and learning activities originally implemented in schools now be studying at home online. Online learning is done with adjusted for

the abilities of each school. Learning online (online) can using digital technology like google classroom, home study, zoom, video converence, phone or live chat and others. But you definitely have to done is assignment through monitoring of mentoring by teachers through the group whatsapp so that the child really learn. Then teacher also work from home with coordinate with parents, you can through video calls and photos of activities study children at home to be sure the interaction between teachers and people old.

Some schools haven't can organize online teaching and learning activities can develop teacher creativity to take advantage of learning media alternatives as long as students learn at home. They can use existing learning resources, namely student books according to the themes being taught according to the schedule that has been made previous. Based learning online learning shows catogization agree. In terms of implementation of learning at home teacher ask parents for help or the student's brother as the resource person the steps have been given via whatsapp group. For reports the implementation of learning can be in the form of photos or videos that must be posted through the group.

Impact of COVID-19 on online learning process at school basic impact on students, parents and the teacher himself. Several impacts what the student feels is that the student has not there is a culture of distance learning because of that so far the learning

system has been implemented is through face-to-face, students get used to it be in school to interact with his friends, play and joking with his friends and meet face to face with the teachers, with the loot learning method far takes the students time to adapt and they face new changes indirectly will affect the absorption of learning they. The impact felt by the teacher that is, not all are adept at using internet technology or social media as a means of learning, several senior teachers are not yet fully capable use devices or facilities to support learning activities online and need assistance and training beforehand. So, support and parental cooperation for success learning is needed. Teacher and school communication with parents must be connected smoothly.

Based on the theories above, the writer can conclude that the learning English education in covid-19 outbreak is changing the teaching and learning process from what was originally done face-to-face in the classroom to an online learning system through platforms that are widely available today.

The following indicators contained in the learning English education in covid-19 outbreak are:

- 1) wear a mask and comply with health protocols.
- 2) study remotely or from home
- 3) Internet

B. Previous Study

This part of reviews is about several previous studies conducted by other researcher that have similar focus with this study. The first previous study from journal research entitled “Teachers’ creativity development in creative learning English lessons” by Helda Jolanda Pentury (2017). From this study, several conclusions were obtained, namely: 1). The teacher is the key to success education. 2). Teachers are required to be a con creative role models develop attitudes and behavior yourself with provide inspiration and motivation with creating a class atmosphere, materials and methods as well as creative learning techniques for student development. 3). Teachers are always learning and more flexible using abilities pedagogy in order to develop effective, efficient and creative learning. 4). Creative learning activities encourage teachers to be more motivated and inspired to do creative learning which is more significant. The results of this study indicate that creative teachers are teachers who able to develop pedagogic abilities, develop life skills, increase value and build and develop a professional attitude. All of these can be obtained in the development of capable creative learning activities created pedagogically and professionally according to the era of globalization.

The second previous study was conducted by Sri Kadarsih (2020) with the title "Teachers’ Creativity in Preparing Learning

Media in the Pandemic Period". From this study, several conclusions were obtained, namely the increased creativity of teachers in preparing learning media during the pandemic, both online and offline. Learning media is a means of transforming learning so that it requires creativity and teacher activity in making it. Creative teachers are teachers who are able to create new things related to the learning process. Video is an alternative solution given by the teacher in dealing with the distance learning process. Learning media prepared by the teacher based on the circumstances and needs of the students. Based on the situation, because you see technological developments in certain areas or remote areas, making it difficult to find networks, such problems also require creative ideas in preparing learning media.

The last previous study was conducted by Sami wulandari (2010) entitled "The influence of Teachers' Creativity Towards Students' Learning achievement". The result of the research was the significant relationship of teachers creativity towards students achievement. The more creative teachers teach will be more student achievement better. The conclusion of this study is even though in a very limited condition due to the COVID-19 pandemic, they can still learn online. This online learning system can be used as a model for further learning.

The difference between the above research and current research is how the influence of teacher creativity on student

achievement and the way teachers prepare learning media during covid-19 pandemic. The similarity of the research above with current research is the focus of research, which both focus on learning methods and media.

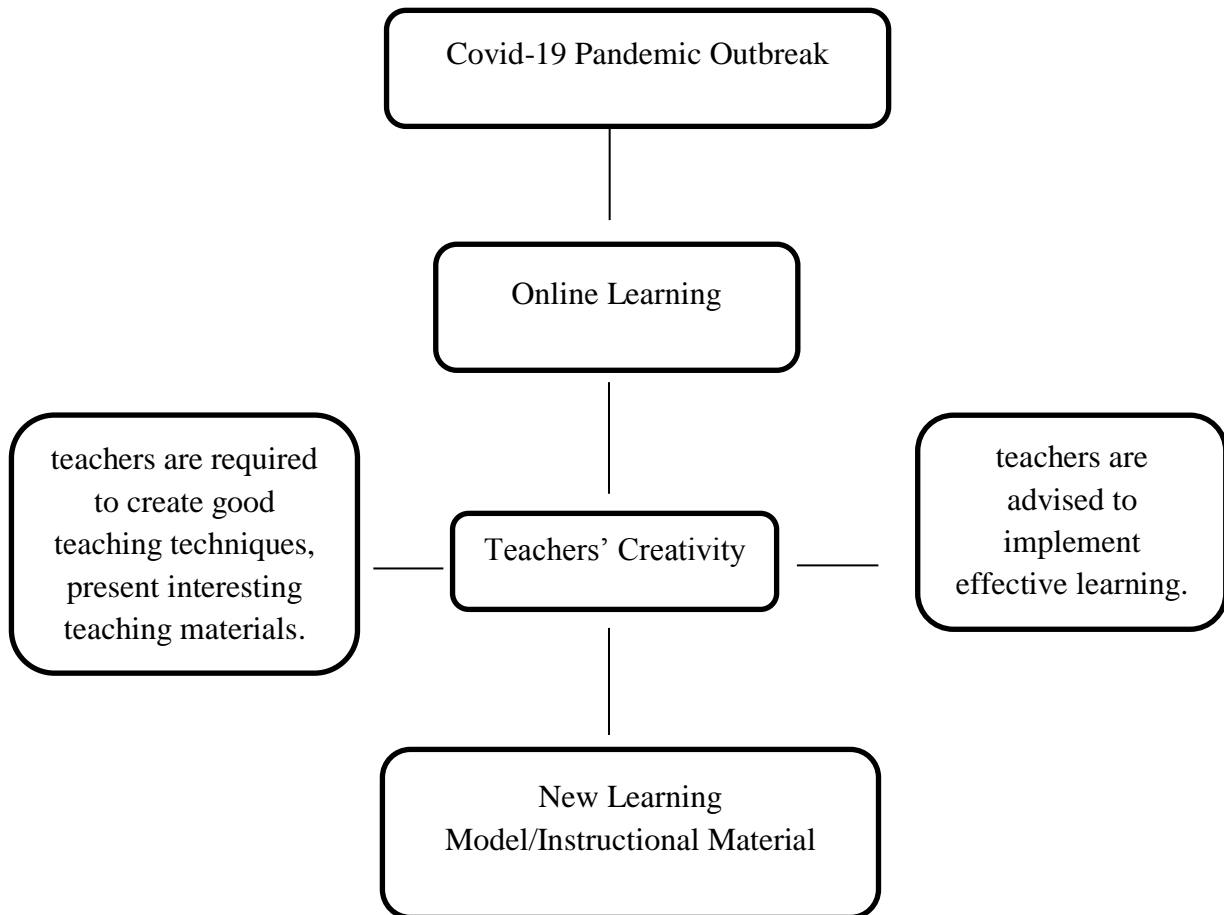
C. Conceptual Framework

This chapter consists of a theoretical framework and previous study. The theoretical framework describes some information related to Teachers' Creativity, Learning Media and Covid-19 Outbreak. The previous study explains the research which has been conducted by other researchers as the reference to this research.

This research focuses on the creativity of a teacher in preparing a learning model in the midst of the Covid-19 pandemic. online learning is a system that can facilitate broader and more varied student learning. In the midst of the Covid-19 pandemic like this, students use the internet more as a learning system that has been prepared by the government, and students can study anytime and anywhere without being limited by distance, space and time. Therefore, teachers are required to be more creative in preparing online learning media so that students do not get bored easily when given material by the teacher.

The diagram of Conceptual Framework

Figure 2.1



CHAPTER III

RESEARCH METHODOLOGY

A. Type of Research

In this research, the researcher was be descriptive qualitative research focusing on Teachers' creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu. Sherman & Webb (2005) stated that qualitative research is a discovery into a new concept, not only verification of ideas. Ary, et al. (2010, p. 22) stated that the focus of qualitative research is interpreting the experience of people. The researcher collects the data, makes a description on it, and then make a conclusion. This study is in the form of descriptive qualitative since the research describes the findings of the research in text, not in form of number. Then, according to Sugiyono (2012) qualitative methods are used to obtain in-depth data, data that contains meaning.

This study describes the Teachers' creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu. This study may bring the reader to the understanding of what is happening in the situation during the observation, how the process of teaching online conduct by the teacher to the students at SMP Muhammadiyah Terpadu Kota Bengkulu.

To conclude, the researcher chooses the qualitative since the data in the form of words. In another way, it causes the researcher want to

describe the Teachers' creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu.

B. Research Settings

a. Research Place

Based on the results of observations that have been made, that the implementation of learning at SMP Muhammadiyah has problems with doing online schools, or it can be said that the teachers there have difficulty with updated technology such as not being able to use other social media except WA, the facilities provided are still not optimal in this case it can be exemplified that wifi facilities are not maximized where in the online learning process wifi is very important to use, the efforts of teachers in the teaching and learning process are still not optimal, it can be exemplified that only using the same methods so that students become bored . and also in learning students are still less able to interact even to respond to the teacher is still not good. Therefore, this situation will help researchers to know more about how English teachers solve problems in order to become creative teachers.

b. Research time

The research activities was begin when the research proposal is validated and the research permit is validated. The planning will be from June until August 2021.

C. Research Subjects

In qualitative research, research subjects are often referred to as informants. Informants are people who are trusted to be sources or sources of information by researcher who will provide accurate information to complement the research data. Spradley (in Sugiyono, 2009) states that qualitative research does not use the term population, but is called a social situation which consists of three elements, namely a (place), (actors), and (activity) that interact synergistically.

Sugiyono (2009) argues that the sample in qualitative research is not called the respondent, but as a resource person, or participant, informant, friend and teacher in the study. In addition, the sample is also not called a statistical sample, but a theoretical sample, because the purpose of qualitative research is to produce a theory. Determination of the sample in qualitative research is carried out when the researcher starts to enter the field and during the research.

The selection of the subject is based on the uniqueness of the case. In this study, the subject taken is someone related to English. Because here the researcher has analyze English teachers' creativity in teaching online, obviously the subject taken is an English teacher. The research subjects are two people, they are Teacher 1 (T1) and Teacher 2 (T2), as the English teachers at SMP Muhammadiyah Terpadu Kota Bengkulu. The researcher chose these teachers as the study's focus because they lacked online teaching skills, that's way the researchers would like to know what

creativity that's they can do in preparing learning media during Covid-19 outbreak which led students do not understand the subject matter presented, necessitating extra attention.

D. Data Collection Techniques

The understanding of data collection techniques according to Arikunto (2019) are methods that can be used by researchers to collect data, where this method shows an abstract, cannot be realized in visible objects, but can be demonstrated its use.

Since the main aim of research is to obtain data, data collection techniques are the most important step in the research process. Data can be obtained in a variety of environments, from a variety of sources, and in a variety of ways. Data can be obtained in a natural setting as viewed from above. When looking at data collection from the perspective of the data source, main and secondary sources may be used. In terms of data collection methods or techniques, triangulation may be used, which involves observation, interview, recording, and a combination of the three.

1. Observation and Field Notes

Observation is a systematic recording of the symptoms or phenomena being investigated, apart from that observation is also defined as an observation activity through focusing on an object by using all the sense organs (Marzuki, 2000)

Observation can be interpreted as observation and a systematic approach to the symptoms that appear on the object of

research. This observation uses participatory observation, where the researcher is actively interested in the everyday activities of the individual being studied or used as a study data source (Sugiyono, 2010).

Thus the observation method is a conscious effort to collect data which is carried out systematically with standardized procedures (Arikunto, 2019). In this direct observation, the researcher, apart from acting as a full observer, can observe the symptoms or processes that occur in actual situations that are directly observed by the observer. In this study, the observer looked at the creativity of teachers in online teaching process in English subjects at SMP Muhammadiyah Terpadu Kota Bengkulu.

2. Interview

The interview was used as a data collection technique if the researcher wanted a preliminary study to find problems that must be researched. Interviews can be conducted in a structured or unstructured manner and can be conducted face-to-face or by telephone. The process of obtaining an explanation for gathering information using the question and answer method can be face to face or face to face, namely through the media of communication between the interviewer and the person being interviewed without using guidelines.

In this study, researchers will be used unstructured interviews. An unstructured interview is an independent interview

where the researcher does not use a systematic and complete structured interview guide for data collection. The interview guide used is only an outline of the problems to be asked.

3. Documentation

According to Arikunto (2019), documentation is looking for and collecting data on matters in the form of notes, transcripts, books, newspapers, magazines, minutes, report cards, agendas and so on.

According to Herdiansyah (2010), documentation is a method of gathering qualitative data by looking at or reviewing records produced by the subject or others regarding the subject. Documentation analysis is one way qualitative researchers can get a picture of a subject's point of view through written media and other documents produced or written directly by the subject in question.

Based on the two expert views, it can be inferred that data collection by reporting is something that researchers do to gather data from a variety of sources. The print media addresses the sources that would be researched.

This study uses the documentation method and the documents used for data collection are the results recordings, photographs, writings and archives used by researchers when conducting interviews and observations.

E. The Technique of Data Verification

It is important to make sure the validity of data in qualitative research. In this research, the researcher will use triangulation to check the validity of the data. According to Sugiyono (2012) triangulation is interpreted as a data collection technique that combines various data collection techniques and existing data sources. The purpose of the data collection technique with triangulation is to find out the data obtained widespread, consistent, and certain. There were four triangulation techniques, namely Sutopo (2002):

1. Triangulation of data is the same or similar data. it will be more steady the truth when excavated from several different data sources.
2. Triangulation of researchers is the results of research both data or conclusions about certain parts or as a a whole can be tested for validity from several researchers.
3. Triangulation methodology is carried out by a researcher by collecting similar data but by using different techniques or data collection methods.
4. Triangulation of theoretical is carried out by researchers using more than one theory in discussing the problems studied.

The researcher will use a different method to get some data. It means that to get the validity of the data in this research, the research will not only conduct interviews but also do an observation checklist and documentation. Therefore, by using this method, the researcher

will be able to compare the result of each method. From those three different methods, the data collected by the researcher must be the same.

F. Data Analysis Techniques

This analysis is a descriptive one, with the outcomes of interviews and documentation studies providing more descriptive characteristics. The collected data will be evaluated qualitatively and presented in a descriptive manner.

Data analysis is the process of systematically searching and compiling data gathered through interviews, field notes, and documentation, by categorizing data, breaking it down into units, synthesizing, arranging data into patterns, and deciding which ones are relevant and which will be. Learned and drew conclusions in such a way that one self and others might appreciate them. Data analysis is more focused during the field phase in qualitative research, along with data collection.

According to Miles and Huberman (in Sugiyono, 2012) data processing tasks were carried out interactively and continuously until they were completed. The following are the three stages of data analysis:

1. Data Reduction

The information gathered in the field is written down in the form of reports or data that is carefully collected. Reducing data entails concentrating on the most important aspects. As a result, the decreased

data would provide a better image and make it easier for researchers to collect additional data.

2. Display Data

Reduced data is presented or displayed in an easy to understand form. In qualitative research, the presentation of data in qualitative research can take the form of a brief summary, a part of the relationship between groups, or something similar.

3. Verification and Confirmation of Conclusions (conclusion Drawing and Verification)

Conclusion and verification, conclusions will be followed by evidence obtained during field research. Data verification is intended to determine the final data and the overall problem according to the data category.

Thus the analysis is carried out when the author is in the field by describing all the data that has been obtained, then analyzed in such a -systematic, accurate, and accurate way. In this case the data used comes from interviews and existing documentation and is accompanied by observations.

G. Research activity planning and timeline

Table 3.1 research activity planning

Day	Activities	Time allocation	Topic
1	Observation	15 minutes	schedule interviews with participants 1 and 2
2	Interview participant 1	30 minutes	Teachers creativity in teaching English
3	Interview participant 2	30 minutes	Teachers creativity in teaching English
4	Document	15 minutes	Photo with participant and school facility.

Table 3.2 Research Timeline

No	Activities	Time (Month to-)					
		2	3	4	5	6	7
1.	Consult with the advisor 1 and 2	√	√	√			
2.	Work synergistically and proactively		√	√	√		
3.	carry out proposal seminars					√	
4.	Revision of the proposal seminar					√	
5.	Collect and analysis the data					√	
6.	Writing research report					√	
7.	Carry out the Thesis exam						√
8.	Revision of the Thesis exam						√

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings and discussion from the research in SMP Muhammadiyah Terpadu Kota Bengkulu to answer the research question. The result of online classroom observation and interview are explained and discussed as the following:

A. Finding

This chapter presents findings on data analysis of teachers' creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu. Related to the objectives of the study, the researcher would like to: (1) to find out the teachers' creativity in preparing learning media during covid-19 outbreak and (2) to find out the strategies and media used by the teacher in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu.

1. Teachers' Creativity in Preparing Learning Media During Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu

To find out the teachers' creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu. Researchers conducted a research project July 12 to August 12, 2021, on two teachers English at SMP Muhammadiyah Terpadu Kota

Bengkulu. The following are the findings obtained by researcher regarding the teacher creativity in preparing learning media during covid-19 outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu.

Teacher 1 (T1) and Teacher 2 (T2) stated that the teacher's creativity and teaching needs are:

T1: *“Menurut saya kreativitas itu artinya guru itu dalam pengajarannya ada beberapa macam teknik pengajaran misalnya bisa menggunakan video dan voice mail suara, jadi. siswa itu dengan menggunakan bermacam kreativitas maka siswa tersebut tidak mudah bosan untuk belajar secara online. kreativitas sangat diperlukan agar pembelajaran tidak monoton supaya siswa lebih semangat belajar walaupun dalam suasana pembelajaran secara online/daring. maka dari itu kalau tidak ada kreativitas guru maka siswa akan merasa bosan”*. (“In my opinion, creativity means that the teacher in his teaching there are several kinds of teaching techniques, for example, can use video and voice mail, so. the student by using a variety of creativity, the student is not easily bored to learn online. creativity is needed so that learning is not monotonous so that students are more enthusiastic about learning even in an online / online learning atmosphere. Therefore, if there is no teacher creativity, students will feel bored.”)

T2: *“Menurut saya kreativitas itu sendiri adalah guru mampu memberikan bentuk-bentuk baru dalam pembelajaran sehingga*

membuat siswa tidak merasa jenuh. kreativitas itu sendiri seperti yang dijelaskan bahwa kreativitas adalah ide-ide baru dalam pembelajaran dan itu sangat diperlukan. tujuannya untuk membuat siswa tidak mudah merasa bosan, lalu mereka merasa tertantang untuk mengikuti pembelajaran yang lebih baik". ("In my opinion, creativity itself is that teachers are able to provide new forms of learning so that students do not feel bored. creativity itself as explained that creativity is new ideas in learning and it is indispensable. the goal is to make students not easily bored, then they feel challenged to take part in better learning.")

Based on data taken from interviews, the meaning of teacher creativity said by the two teachers is almost the same, namely in teaching there are several kinds of techniques and forms of teaching, besides that it is also explained that teacher creativity is very necessary in teaching, the goal is that students are not easily bored and more enthusiasm for online learning.

Furthermore, the researcher continued with interviews about the preparations made by the teacher before starting online learning.

Teacher 1 (T1) and Teacher 2 (T2) said:

T1: "*Biasanya sebelum memulai pembelajaran saya membaca buku terlebih dahulu dan mencari materi yang ada di internet yang bisa menarik perhatian siswa sehingga mereka tertarik dan senang*

mengikuti proses belajar online”. (“Usually before starting learning I read books first and look for materials on the internet that can attract students' attention so that they are interested and happy to follow the online learning process.”)

T2: “*Persiapannya bisa dengan membuka video pembelajaran atau bisa diambil dari youtube yang sesuai dengan materi yang akan disampaikan. atau bisa juga dengan mempersiapkan gambar-gambar yang sesuai dengan materinya*”. (“The preparation can be by opening a learning video or it can be taken from YouTube in accordance with the material to be delivered. or it could be by preparing pictures that match the material”.)

Based on data taken from interviews, the preparations made by the two teachers have something in common, namely opening learning videos from YouTube or the internet first to convey material so that students are interested in participating in online learning.

Furthermore, the researcher continued with interviews about the significant differences felt by teachers when teaching online compared to face-to-face in class. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: “*Perbedaannya menurut saya itu lebih enak mengajar secara langsung atau tatap muka dibanding mengajar secara online, karena kalau bertatap muka langsung kita bisa mengkondisikan dan fokus*

memperhatikan siswa dengan mudah. sedangkan kalau belajar secara online itu susah untuk kita fokus dan memperhatikan mereka seperti belajar disekolah pada umumnya". ("The difference, in my opinion, is that teaching in person or face-to-face is better than teaching online, because if we meet face-to-face we can condition and focus on paying attention to students easily. whereas if we study online it is difficult for us to focus and pay attention to them like studying at school in general".)

T2: *"kalau berbicara soal perbedaan itu sangat berbeda sekali terutama dalam menyampaikan materi. ketika belajar online otomatis kita tidak bertatap langsung dengan siswa sehingga apapun materi yang kita berikan secara tidak langsung mereka agak susah memahaminya jadi, perlu adanya kreativitas. terkadang kreativitas sudah kita munculkan tetap saja semangat siswa yang kurang dalam belajar*". ("when talking about the difference, it is very different, especially in conveying the material. when learning online automatically we do not meet directly with students so that whatever material we provide indirectly they are a bit difficult to understand so, creativity is needed. sometimes we have created creativity, but the spirit of students is lacking in learning".)

Based on data taken from interviews, the most significant difference according to the two teachers who were interviewed was

that it was more convenient to teach directly than learning online because it could condition and pay attention to students easily.

2. What Strategies and Media that the teachers used in preparing learning media during Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu

Online learning that is applied at SMP Muhammadiyah Terpadu Kota Bengkulu uses internet applications as a medium in delivering material and giving assignments in learning. The media is using the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent in the WhatsApp Group. Besides WhatsApp also uses Google Classroom as a medium for further learning.

Below is a conversation between researcher and teacher 1 (T1). She explain that:

T1: *“Media pembelajaran yang biasa digunakan adalah Whatsapp dan setiap kelas itu ada grup Whatsapp kelasnya masing-masing. jadi, setiap guru itu dibuat jadwal sesuai kurikulum dan jadwalnya masih tetap sama dengan pembelajaran tatap muka sebelumnya”*. (“The learning media commonly used is Whatsapp and each class has its own Whatsapp group. So, each teacher is made a schedule according to the curriculum and the schedule is still the same as the previous face-to-face learning”.)

Furthermore, the researcher conducted interview with teacher 2 (T2),
She said:

T2: *“Media Pembelajaran yang biasa digunakan terkadang dari Youtube, Google classroom, video-video pembelajaran atau link pembelajaran yang berhubungan dengan materi yang akan kita sampaikan”*. (“Learning media that are commonly used are sometimes from Youtube, Google classroom, learning videos or learning links related to the material that we will convey”.)

Based on the data above, the two teachers stated that they used internet applications as a medium for delivering material and giving assignments in learning. The learning media used is the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent to WhatsApp Groups.

Furthermore, the researcher continued to interview teacher 1 (T1) and teacher 2 (T2) about the obstacles that usually occur when trying to develop students' cognitive with creativity used in the online learning process. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: *“Jadi Kognitif itu cara berpikir skill pengetahuan mereka. jadi karena online kita tidak bisa secara penuh untuk menyampaikan materi yang bisa diserap oleh mereka secara penuh. kadang kita*

secara tatap muka saja anak-anak itu untuk menyampaikan materi kognitif itu mereka kesulitan untuk menerima khususnya bahasa Inggris apalagi online mereka tidak bisa langsung merespon". ("So Cognitive is a way of thinking about their knowledge skills. so because we are online we cannot fully convey material that can be absorbed by them in full. sometimes we just face to face the children to convey cognitive material that they have difficulty accepting especially English especially online they can't immediately respond".)

T2: "*Hambatannya itu adalah kita tidak bisa leluasa saat menyampaikan materi, terkadang tingkat dari keaktifan siswanya itu sendiri berkurang. kadang-kadang mereka cuman hadir di awal pembelajaran lalu mereka melakukan aktivitas yang sama sekali tidak bisa kita pantau. jadi, hambatan apa pun yang kita sampaikan tidak tersalurkan kepada siswa dan materinya disampaikan secara berulang-ulang*". ("The obstacle is that we cannot freely deliver the material, sometimes the level of student activity itself decreases. sometimes they are only present at the beginning of the lesson and then they do activities that we cannot monitor at all. So, whatever obstacles we convey are not channeled to students and the material is delivered repeatedly".)

Based on data taken from interviews, the obstacles that usually occur when they try to develop students' cognitive with the

creativity used in the online learning process by the two teachers are almost the same, namely they both have difficulty delivering material online, because students cannot respond or focus well when online learning is taking place.

Furthermore, the researcher continued to interview teacher 1 (T1) and teacher 2 (T2) about how they overcome problems or obstacles when learning online. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: *“Saya mengatasinya dengan Memberikan jam tambahan atau perpanjangan waktu untuk siswa serta memberi tugas dan menyarankan kepada anak-anak untuk bertanya kembali yang mana belum bisa dipahami tentang materi yang telah diberikan”.* (“I overcome this by providing additional hours or extension of time for students as well as giving assignments and suggesting to children to ask questions again which cannot be understood about the material that has been given”.)

T2: *“kalo saya pribadi untuk mengatasinya pertama saya memberi perpanjangan waktu dan meminta siswa tersebut untuk menyampaikan materi yang sudah saya berikan dengan cara mengirim lewat video dan siswa itu memberikan penjelasan tentang materi yang didampingi orang tuanya yang membantu membuat video dan dikirim lewat Whatsapp group atau bisa meminta siswa tersebut menjawab pertanyaan melalui pesan suara yang mereka*

irim. jadi, secara tidak langsung kita bisa melihat anak-anak tersebut ada yang aktif atau tidak selama belajar". ("Personally, to deal with it, first I gave an extension of time and asked the student to convey the material that I had given by sending it via video and the student explained the material accompanied by his parents who helped make the video and sent it via Whatsapp group or could ask students They answer questions via voice messages they send. So, indirectly we can see whether the children are active or not while studying".)

Based on the data taken from interviews by the two teachers, it is almost the same, namely overcoming problems or obstacles by asking students to repeat the material provided by making learning videos accompanied by both parents sent via Whatsapp group and giving an extension of time when collecting assignments.

Furthermore, the researcher continued with interviews with teacher 1 (T1) and teacher 2 (T2) about the biggest difficulties faced when teaching online without being supported by face-to-face meetings such as before the covid-19 pandemic. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: *"kesulitan terbesar yang dihadapi itu adalah ketika mati lampu, tidak ada jaringan atau tidak mempunyai kuota untuk belajar, jadi ketika kita mengajar kebanyakan tidak ada respon dari mereka dan hanya*

beberapa orang yang merespon karena banyak yang tidak aktif kebetulan mereka tidak memiliki kuota". ("The biggest difficulty they face is when the lights go out, there is no network or they don't have a quota to study, so when we teach most of them don't respond and only a few people respond because many are inactive".)

T2: *"kalau tantangan terutama misalnya kita memberikan materi reading, kalau kita tatap muka kita bisa meminta anak untuk mempraktekkan didepan kelas dan kita bisa mendengarkan secara langsung pengucapan kosa katanya. sedangkan kalau kita meminta dalam pembelajaran daring dengan menggunakan Whatsapp, voice mail, kita kadang-kadang lama menunggu sehingga waktunya habis dan siswa tersebut enggan untuk bertanya mana kata yang sulit untuk diucapkan walaupun kita sudah memberikan instruksi kepada siswa tetapi mereka tidak berpartisipasi*". ("if the challenge is especially for example we give reading material, if we face to face we can ask children to practice in front of the class and we can listen directly to the pronunciation of the vocabulary. whereas if we ask for online learning using Whatsapp, voice mail, we sometimes wait a long time so that the time runs out and the student is reluctant to ask which words are difficult to pronounce even though we have given instructions to students but they do not participate".)

Based on data taken from interviews, the difficulties faced by the two teachers were the first problem with the internet network,

then most students did not respond because many were inactive because they happened to have no quota and when the time was up students were reluctant to ask the teacher.

Teacher 1 (T1) and Teacher 2 (T2) stated that as a creative teacher, the benchmarks or references used to determine whether students had understood the material that had been delivered were:

T1: *“Jadi ketika kita memberikan tugas, tolak ukur yang digunakan untuk mengetahui siswa tersebut sudah memahami atau belum materi yang telah diberikan dengan cara siswa tersebut bisa merespon dengan baik dan benar apa yang kita ucapkan dan paling tidak nilainya itu mencapai nilai KKM”*. (“So when we give assignments, the benchmark used to find out whether the student has understood or not the material has been given in a way that the student can respond properly and correctly to what we say and at least the value reaches the KKM score”.)

T2: *“Misalnya kita memberikan materi tentang warna jadi, kita meminta mereka untuk mempraktekkan membuat kalimat misalnya dari segi pakaian yang mereka pakai hari itu. mereka pakai baju warna apa, lalu mereka menggunakan alat tulis berwarna apa, lalu dibuat dalam bentuk kalimat atau meminta mereka mengucapkan warnawarnanya sehingga membuat mereka terpancing untuk belajar tentang warna. karena belajar online ini kalau kita tidak meminta*

anak untuk berpartisipasi seperti tu mereka akan merasa bosan”.
 (“For example, we give material about finished colors, we ask them to practice making sentences, for example in terms of the clothes they wore that day. what color clothes do they wear, then what color stationery do they use, then make sentences or ask them to say the colors so that they are provoked to learn about colors. because learning online if we don't ask children to participate like that they will feel bored”.)

Based on the findings above, it is explained that students' understanding cannot be measured directly by the teacher because they cannot monitor students directly. Students' understanding can be known based on their scores, if they show good results, students are considered to have understood the material. The important thing from the teacher is that students have received the subject matter.

Furthermore, the researchers continued interviews with teacher 1 (T1) and teacher 2 (T2) about 9. The obstacles that existed during online learning took place among students. Teacher 1 (T1) and Teacher 2 (T2) said:

T1: *“Kendala utamanya yaitu siswa tidak mempunyai kuota, Listrik padam, tidak ada jaringan, itu merupakan kendala yang terbesar ketika menghadapi pembelajaran online”.* (“The main obstacle is that students do not have quotas, electricity goes out, there is no

network, those are the biggest obstacles when facing online learning”.)

T2: *“kalau kendala utamanya yang jelas tidak memiliki kuota jadi mereka tidak bisa berpartisipasi. kedua mungkin ada orang tua yang tidak memiliki handphone yang android jadi mereka tidak bisa berpartisipasi dalam belajar, kalau secara menyangkut dengan materi mungkin kendalanya pada materi-materi pembelajaran mereka yang kurang jadi mereka tidak bisa berpartisipasi dalam pembelajaran”*. (“if the main problem is that they don't have a quota, then they can't participate. secondly, there may be parents who do not have an android cellphone so they cannot participate in learning, if it is related to the material, maybe the problem is their learning materials are lacking so they cannot participate in learning”.)

Based on the findings above, it is explained that the main obstacles that exist among students during online learning are that they do not have a quota, electricity goes out, there is no network, so students cannot participate properly during online learning.

B. Discussion

In the discussion, research findings are organized and presented in such a way that the research problem becomes a reference in preparation and presentation. In the following, the researcher discusses answering the research questions based on the results of the observation and interviews.

1. Teachers' Creativity in Preparing Learning Media During Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu

Creativity is the ability to express and realizing the potential of thinking power to produce something that new and unique or the ability to combine something that there is already something else to make it more interesting. So, in the learning process, a teacher must be creative so that can always create a pleasant learning atmosphere so that students do not feel bored and have learning difficulties. With Thus the management of a good teaching and learning process is supported by teacher creativity will be able to achieve the desired goals.

Based on the results of the study, the most significant difference according to the two teachers interviewed was that they were more comfortable teaching in person than online learning because they could condition and pay attention to students easily.

During the current pandemic, many teachers, lecturers to students and students have complained about the network or internet signal that often interferes with online learning activities. Therefore it

must be admitted that in this nation, the internet network still needs to be improved and expanded in reach. So don't be surprised if there is a lot of news about students who can't study because they don't have an internet network at home.

In compiling lessons of course the teachers here are expected to have the ability to create concepts, which is this concept should focus on students' abilities. Because of that, the teacher will be able to compile teaching materials that are in accordance with the concept being reviewed based on students' basic abilities. In this case, teachers are required to be able to apply technological sophistication and or internet in the application of learning, such as the application of e-learning methods, using whatsapp, zoom app, google meet, google classroom, email, and so on.

2. Strategies and Media that the teacher use in preparing learning media during Covid-19 Outbreak at SMP Muhammadiyah Terpadu Kota Bengkulu

In ensuring the fulfillment of students' rights to study during the Covid-19 pandemic, based on Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19, which in the circular explains that the learning process is carried out from home through online distance learning. This is carried out to provide a meaningful learning experience for participants educate. This is also supported by

the opinion of Sari, R. P., Tussyantari, N. B., & Suswandari (2021) who said that with this online learning, students have the flexibility of learning time and the learning process can be done anywhere. Therefore, online learning is currently a solution in learning during the COVID-19 pandemic.

Online-based learning does require a lot of preparation, not only from the side of the teacher but also from the students. During the current covid-19 pandemic, many schools are closed and doing distance learning or commonly referred to as online learning. At the time of online learning as it is today, the role of the media is very important to assist teachers in delivering the material that will be given to students. Learning media is recognized as one of the success factors of the learning process. Media is very important to adjust to the stage of development of students to understand a concept that is being taught. With the media, students can be motivated and maximize all the senses of students in learning and make it more meaningful. Learning media that are widely used today are digital learning media such as Learning Videos, Audio Media and so on. Digital learning media can be said to be a bridge to deliver learning materials to students, because if learning materials are only delivered by the teacher using the lecture method, it will make children bored especially in distance learning like today.

During the Covid-19 pandemic, these demands will increase and increase, where every educator is required not only to be able to operate laptops, LCDs with attractive presentations, but they are also required to be able to operate several online meeting applications, e-learning applications, to can creatively organize the class by attendance, the same method of assessment online (Manggoa, 2020).

Based on the results of interview data, teachers at SMP Muhammadiyah Terpadu Kota Bengkulu stated that they used internet applications as a medium for delivering material and giving assignments in learning. The learning media used is the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent to the WhatsApp Group. Learning media can be understood as anything that can be transmit information from the source of information to the recipient of the information (Falahudin, 2014).

Furthermore, based on the results of data from observations and interviews, the obstacles that usually occur when teachers try to develop students' cognitive with creativity used in the online learning process teacher 1 (T1) and teacher 2 (T2) say that they both have difficulty delivering material online, because students cannot respond or focus well when online learning takes place.

Furthermore, based on the results of observation and interview data, the obstacles that usually occur when teachers try to develop students' cognitive with creativity used in the online learning process teacher 1 (T1) and teacher 2 (T2) say that both have difficulty delivering material online, because students do not can respond or focus well when online learning takes place. To overcome these obstacles the teacher gives additional hours or an extension of time for students and gives assignments through making videos about the material that has been given by the teacher and sending them via Whatsapp group.

In addition, online learning that is applied at SMP Muhammadiyah Terpadu Bengkulu City, teacher 1 and teacher 2 stated that the biggest difficulty faced was when there were network problems and did not have a quota for online learning. Teacher 2 also stated that the teacher could not directly explain students' understanding of the material provided by the teacher via WhatsApp, Zoom and Google Classroom.

The application of online learning aims to facilitate the learning process during the COVID-19 pandemic through the use of communication technology. This is in accordance with the opinion of Waryanto (2006) that online learning is a learning activity that utilizes internet network as a method of delivery, interaction and facilities and is supported by various other forms of services. Based on the research

findings, the two participating teachers also mentioned that they used internet applications as a medium for delivering material and giving assignments in learning. The media uses the WhatsApp application by utilizing the WhatsApp Group feature, the teacher uses video assistance in explaining the material so that students understand more easily which is then sent to WhatsApp Groups.

Based on the findings above, it is explained that students' understanding cannot be measured directly by the teacher because they cannot monitor students directly. Students' understanding can be known based on their scores, if they show good results, students are considered to have understood the material. The important thing from the teacher is that students have received the subject matter.

Based on the findings above, the main obstacles are: hinder the online learning process at SMP Muhammadiyah Terpadu Kota Bengkulu including (1) an internet network that still not sufficient for do online learning, (2) the number of students who have limited facilities such as smartphones, laptops, computers and so on, (3) the use of internet quotas is an obstacle for students to always active every start online learning.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents conclusions and suggestions about the research. The conclusion summarizes the findings of the discussion based on the research problem. This chapter presents conclusions and suggestions regarding the research. The conclusion summarizes the findings of the discussion based on the research problem. This is a summary of the creativity of teachers in preparing learning media during the Covid-19 outbreak and how to overcome obstacles when learning online. Meanwhile, suggestions contain recommendations of researchers based on research results to have a phenomenon of better results from teacher creativity in online teaching in the field of education in the teaching and learning process of English.

A. Conclusions

Finally, the research comes to the conclusion. Based on the findings that are discussed, the researcher concludes that:

1. Teacher teaching creativity is the ability of teachers who are constantly developing material or subject matter and able to create an interesting atmosphere so that students do not get bored easily. Creativity in learning, is also a very important thing very important and for that the teacher is required to show the process the creativity. One thing that can be done is to create effective, efficient and creative learning.

2. The implementation of distance learning during the COVID-19 pandemic must use the right strategies and media. The right strategy in the COVID-19 pandemic is to give assignments to students and carry out reporting activities via mobile phones (WhatsApp). Besides being used to report the results of activities, Whatsapp is also used to receive assignments from teachers and student feedback in carrying out activities. Other media used by teachers and students are Google classroom and YouTube. The expectation, of using strategies and media during COVID-19 can assist in the implementation of distance learning. Other expectations, pandemic COVID-19 coming to an end, as a usual learning process through face to face.

B. Suggestion

Based on the result of the research, the researcher would like to give some suggestions as consideration, they are:

1. Suggestion for the teacher

Today, as a teacher, it is very important to master and use strategies appropriately. In addition, during the Covid-19 pandemic, learning is carried out online. teachers are expected to be more creative in using media, online learning methods during the Covid-19 pandemic.

2. Suggestion for students

This can motivate students to be enthusiastic about learning and easily understand and the learning material delivered by the teacher in learning during the pandemic of covid-19.

3. Suggestion for future researchers

To further researchers who wish to conduct similar research, review other aspects of this research, so that results can be obtained which is more optimal.

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A P P E N D I X

Interviews Sheets for Teachers

School Name : SMP Muhammadiyah Terpadu Kota Bengkulu

School Address : SMP Muhammadiyah Terpadu Kota Bengkulu, Kampung Bali, Kecamatan Teluk Segara, Kota Bengkulu.

Teacher's Name : Teacher 1 (T1: Nurisa) and Teacher 2 (T2: Endang Kusrini)

Classes Supported : 7th , 8th , and 9th Grade

Day/date of Interview : July, 2021

Research Questions	Interview Questions	Interview Result		Conclusion
		Teacher 1	Teacher 2	
1. How is the teachers creativity in preparing learning media?	1. Menurut anda sendiri arti dari kreativitas guru itu seperti apa? Perlukah kreativitas dalam mengajar?	Menurut saya kreativitas itu artinya guru itu dalam pengajarannya ada beberapa macam tehnik pengajaran misalnya bisa menggunakan video dan voice mail suara, jadi. siswa itu dengan menggunakan bermacam kreativitas maka siswa tersebut tidak mudah bosan untuk belajar secara online. kreativitas sangat diperlukan agar pembelajaran tidak monoton supaya siswa lebih semangat	Menurut saya kreativitas itu sendiri adalah guru mampu memberikan bentuk-bentuk baru dalam pembelajaran sehingga membuat siswa tidak merasa jenuh. kreativitas itu sendiri seperti yang dijelaskan bahwa kreativitas adalah ide-ide baru dalam pembelajaran dan itu sangat diperlukan. tujuannya untuk membuat siswa tidak mudah merasa bosan, lalu mereka merasa tertantang untuk mengikuti pembelajaran yang lebih baik.	

	<p>belajar walaupun dalam suasana pembelajaran secara online/daring. maka dari itu kalau tidak ada kreativitas guru maka siswa akan merasa bosan.</p>	
<p>2. Persiapan apa yang anda lakukan sebelum memulai pembelajaran bahasa inggris secara online?</p>	<p>Biasanya sebelum memulai pembelajaran saya membaca buku terlebih dahulu dan mencari materi yang ada di internet yang bisa menarik perhatian siswa sehingga mereka tertarik dan senang mengikuti proses belajar online</p>	<p>Persiapannya bisa dengan membuka video pembelajaran atau bisa diambil dari youtube yang sesuai dengan materi yang akan disampaikan. atau bisa juga dengan mempersiapkan gambar-gambar yang sesuai dengan materinya</p>
<p>3. Apa perbedaan paling signifikan yang dirasakan ketika mengajar secara online dibandingkan dengan mengajar tatap muka dikelas?</p>	<p>Perbedaannya menurut saya itu lebih enak mengajar secara langsung atau tatap muka dibanding mengajar secara online, karena kalau bertatap muka langsung kita bisa mengkondisikan dan fokus memperhatikan siswa dengan</p>	<p>kalau berbicara soal perbedaan itu sangat berbeda sekali terutama dalam menyampaikan materi. ketika belajar online otomatis kita tidak bertatap langsung dengan siswa sehingga apapun materi yang kita berikan secara tidak langsung mereka agak susah</p>

	<p>mudah. sedangkan kalau belajar secara online itu susah untuk kita fokus dan memperhatikan mereka seperti belajar disekolah pada umumnya.</p>	<p>memahaminya jadi, perlu adanya kreativitas. terkadang kreativitas sudah kita munculkan tetap saja semangat siswa yang kurang dalam belajar</p>
<p>4. Media pembelajaran apa yang biasanya anda gunakan ketika mengajar online?</p>	<p>Media pembelajaran yang biasa digunakan adalah Whatsapp dan setiap kelas itu ada grup Whatsapp kelasnya masing-masing. jadi, setiap guru itu dibuat jadwal sesuai kurikulum dan jadwalnya masih tetap sama dengan pembelajaran tatap muka sebelumnya.</p>	<p>Media Pembelajaran yang biasa digunakan terkadang dari Youtube, Google classroom, video-video pembelajaran atau link pembelajaran yang berhubungan dengan materi yang akan kita sampaikan.</p>
<p>5. Hambatan apa saja yang biasa terjadi saat anda mencoba mengembangkan kognitif siswa dengan kreativitas yang anda gunakan dalam proses pembelajaran online?</p>	<p>Jadi Kognitif itu cara berpikir skill pengetahuan mereka. jadi karena online kita tidak bisa secara penuh untuk menyampaikan materi yang bisa diserap oleh mereka secara penuh. kadang</p>	<p>Hambatannya itu adalah kita tidak bisa leluasa saat menyampaikan materi, terkadang tingkat dari keaktifan siswanya itu sendiri berkurang. kadang-kadang mereka cuman hadir diawal pembelajaran lalu mereka melakukan</p>

	<p>kita secara tatap muka saja anak-anak itu untuk menyampaikan materi kognitif itu mereka kesulitan untuk menerima khususnya bahasa inggris apalagi online mereka tidak bisa langsung merespon</p>	<p>aktivitas yang sama sekali tidak bisa kita pantau. jadi, hambatannya apapun yang kita sampaikan tidak tersalurkan kepada siswa dan materinya disampaikan secara berulang-ulang</p>
<p>6. Bagaimana cara anda mengatasi masalah atau hambatan saat pembelajaran online berlangsung?</p>	<p>Saya mengatasinya dengan Memberikan jam tambahan atau perpanjangan waktu untuk siswa serta memberi tugas dan menyarankan kepada anak-anak untuk bertanya kembali yang mana belum bisa dipahami tentang materi yang telah diberikan</p>	<p>kalo saya pribadi untuk mengatasinya pertama saya memberi perpanjangan waktu dan meminta siswa tersebut untuk menyampaikan materi yang sudah saya berikan dengan cara mengirim lewat video dan siswa itu memberikan penjelasan tentang materi yang didampingi orang tuanya yang membantu membuat video dan dikirim lewat Whatsapp group atau bisa meminta siswa tersebut menjawab pertanyaan melalui pesan suara yang mereka kirim. jadi, secara tidak langsung kita bisa</p>

			melihat anak-anak tersebut ada yang aktif atau tidak selama belajar
2. What strategies and media that the teacher use in preparing learning media during covid-19 outbreak?	7. Menurut anda sebagai guru bahasa inggris, apa tantangan atau kesulitan terbesar yang dihadapi ketika mengajar secara online tanpa didukung dengan adanya pertemuan tatap muka seperti sebelum adanya pandemi covid-19 ini?	kesulitan terbesar yang dihadapi itu adalah ketika mati lampu, tidak ada jaringan atau tidak mempunyai kuota untuk belajar, jadi ketika kita mengajar kebanyakan tidak ada respon dari mereka dan hanya beberapa orang yang merespon karena banyak yang tidak aktif kebetulan mereka tidak memiliki kuota	kalau tantangan terutama misalnya kita memberikan materi reading, kalau kita tatap muka kita bisa meminta anak untuk mempraktekkan didepan kelas dan kita bisa mendengarkan secara langsung pengucapan kosa katanya. sedangkan kalau kita meminta dalam pembelajaran daring dengan menggunakan Whatsapp, voice mail, kita kadang-kadang lama menunggu sehingga waktunya habis dan siswa tersebut enggan untuk bertanya mana kata yang sulit untuk diucapkan walaupun kita sudah memberikan instruksi kepada siswa tetapi mereka tidak berpartisipasi
	8. Sebagai guru yang kreatif, tolak ukur atau acuan apa yang	Jadi ketika kita memberikan tugas, tolak ukur yang	Misalnya kita memberikan materi tentang warna jadi, kita

<p>anda gunakan untuk mengetahui bahwa siswa tersebut sudah memahami materi yang telah disampaikan?</p>	<p>digunakan untuk mengetahui siswa tersebut sudah memahami atau belum materi yang telah diberikan dengan cara siswa tersebut bisa merespon dengan baik dan benar apa yang kita ucapkan dan paling tidak nilainya itu mencapai nilai KKM</p>	<p>meminta mereka untuk mempraktekkan membuat kalimat misalnya dari segi pakaian yang mereka pakai hari itu. mereka pakai baju warna apa, lalu mereka menggunakan alat tulis berwarna apa, lalu dibuat dalam bentuk kalimat atau meminta mereka mengucapkan warna-warnanya sehingga membuat mereka terpancing untuk belajar tentang warna. karena belajar online ini kalau kita tidak meminta anak untuk berpartisipasi seperti tu mereka akan merasa bosan</p>
<p>9. Kendala apa saja yang ada selama pembelajaran online berlangsung dikalangan siswa?</p>	<p>Kendala utamanya yaitu siswa tidak mempunyai kuota, Listrik padam, tidak ada jaringan, itu merupakan kendala yang terbesar ketika menghadapi pembelajaran online</p>	<p>kalau kendala utamanya yang jelas tidak memiliki kuota jadi mereka tidak bisa berpartisipasi. kedua mungkin ada orang tua yang tidak memiliki handphone yang android jadi mereka tidak bisa berpartisipasi dalam belajar, kalau secara menyangkut dengan materi</p>

			mungkin kendalanya pada materi-materi pembelajaran mereka yang kurang jadi mereka tidak bisa berpartisipasi dalam pembelajaran	
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Observation Checklist

COMPONENT	TYPES	INDICATORS	Teacher 1		Teacher 2	
			Yes	No	Yes	No
1. Presentation Technique	a. Synchronous	a.1. Using Zoom a.2. Using Google Meet a.3. Using Youtube Live Streaming	√		√	
	b. Asynchronous	b.1. Sending Materials by Using Whatsapp b.2. Using Google Classroom b.3. Using E-mail b.4. Using Edmodo		√		√
2. Evaluation Technique	a. Synchronous	a.1. Using Zoom to check students' understanding by asking directly or sending questions on chat feature a.2. Using Google Meet to check students' understanding by asking directly or sending questions on chat feature a.3. Using Youtube Live Streaming to check students' understanding by asking directly or sending questions on live streaming comment section.	√		√	

	b. Asynchronous	<p>b.1. Using Wa to send assignment in forms of pdf, picture, or word documents</p> <p>b.2. Using Quizziz to check students' understanding to the lessons</p> <p>b.3. Using Google Classroom to send assignment in forms of pdf, picture, or word documents.</p> <p>b.4. Instructing students to send assignment through E-mail</p> <p>b.5. Using Edmodo to check students' understanding to the lessons.</p>	√		√	
3. Classroom Management	a. Synchronous	<p>a.1. Teachers Using Zoom, Google Meet, or Youtube to arrange the classroom.</p> <p>a.2. Teachers Using Zoom, Google Meet, or Youtube to build positive relation with the student.</p> <p>a.3. Teachers Using Zoom, Google Meet, or Youtube to create positive classroom environment.</p> <p>a.4. Teachers Using Zoom, Google Meet, or Youtube to prevent misbehavior.</p> <p>a.5. Teachers Using Zoom, Google Meet, or Youtube to handle the students' discipline situation.</p>	√		√	
	b. Asynchronous	<p>b.1. Teachers Using Quizziz, Google Classroom, E-mail or Edmodo to arrange the classroom</p> <p>b.2. Teachers Using Quizziz, Google Classroom, E-mail or Edmodo to build positive relation with the student.</p> <p>b.3. Teachers Using Quizziz, Google Classroom, E-mail or Edmodo to create</p>		√		√

		positive classroom environment.. b.4. Teachers Using Quizziz, Google Classroom, E-mail or Edmodo to handle the students' discipline situation.				
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APPENDIX



Lingkungan Sekolah



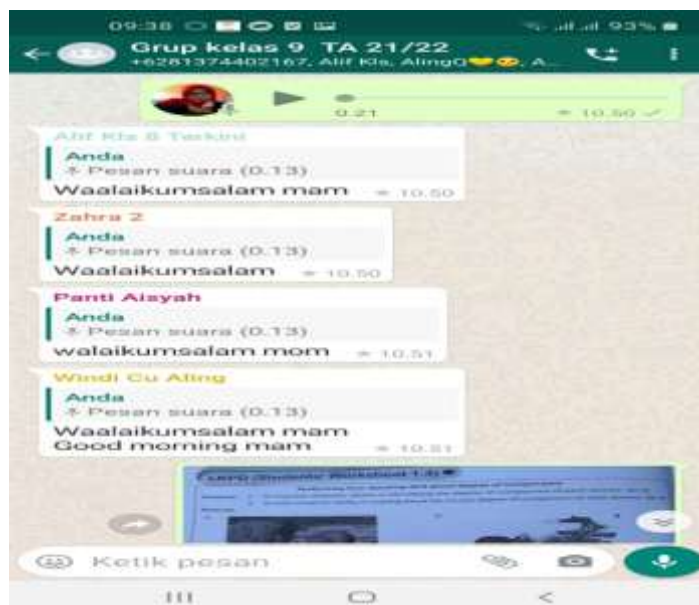
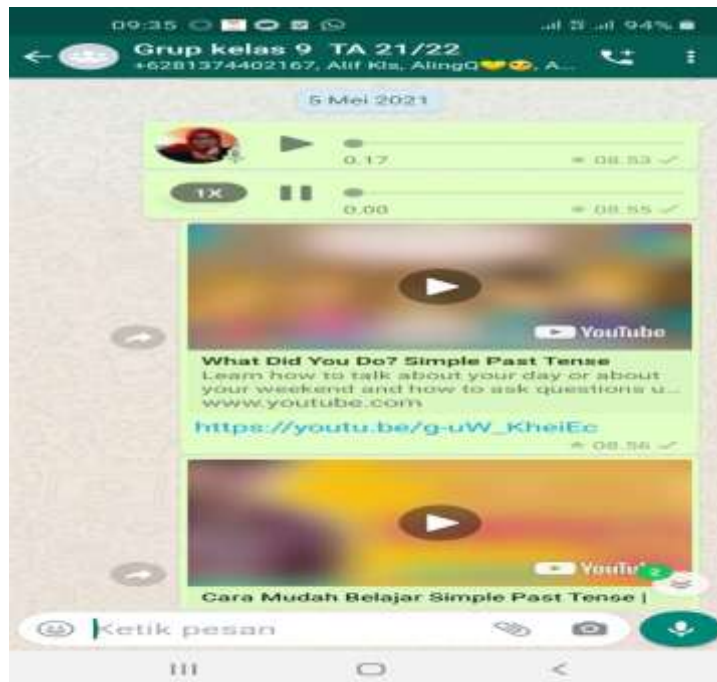
Ruangan Guru



Participant 1



Participant 2



Proses belajar lewat Whatsapp