

English Teachers Creativity in Preparing and Managing Teaching-Learning Media During Covid-19 Pandemic for Junior High School Students inIndonesia

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Chapter 2

English Teachers' Creativity in Preparing and Managing Teaching-Learning Media During Covid-19 Pandemic for Junior High School Students in Indonesia

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Abstract. The purposes of this study are to determine the teachers' creativity in preparing and managing teaching-learning media, and to find out the strategies and media used by teachers in preparing learning media in the COVID-19 outbreak at two Junior High Schools in Bengkulu-Indonesia. The data collection of this research was done through recording, observation, interviews and documentation. The results of data analysis show that: (1) teachers' creativity in preparing and managing teaching-learning activities during the covid-19 pandemic in English subjects is by utilizing technology, such as using WhatsApp application, Google Classroom, YouTube and Google search; (2) teachers used a question and answer method to make online learning more interesting and not boring, so students took an active role in online learning; (3) Obstacles faced by teachers in

implementing online learning during the COVID-19 pandemic in English subjects are the difficulties in conveying material to students, lacking of the teachers' understanding about internet use, undergoing limited time in teaching and the experience of teachers who are not ready to face changing situations, from face-to-face activities to fully online learnings.

Keywords: Creativity, ELT media, English learning, Covid-19 Pandemic

INTRODUCTION

The adaptation of educational technology is an important factor in solving educational problems during the Covid-19 pandemic. Educational technology provides the ease of information and the ease of material delivery 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, there are a few technologies that can be used in an online learning which requires communication tools that can convey learning materials from teachers to students.

Based on the results of the initial observations at the two junior high schools in Bengkulu-Indonesia, researchers found several discoveries. Firstly, teachers' creativity in the implementation of the teaching and learning process was carried out remotely with online learning systems. Secondly, teachers' creativity in an online learning can be seen in the components of

learning conducted by the teachers in the process of providing learning. Thirdly, they determined the material, for instance, as the teachers adapted the learning materials to the teachers' and students' handbook. The adequacy of teaching materials helped students to understand the basic competencies taught by the teachers. Fourthly, to determine media in online learning, the teachers at the two Junior High Schools used audio-visual media, such as learning videos and some pictures needed in learning. Fifthly, in compiling the assessment instrument of online learning, the teachers employed an assessment specialized for students' attitude, knowledge and skill. Lastly, by using technology adaptation, the teachers choose to use WhatsApp as a communication tool to students and parents, YouTube platform and Google Search as a source of enrichment, and make the teachers easier to provide an online learning.

From these initial findings, researchers examined teachers' creativity and managed the implementation of teaching learning process including how the 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 authors are interested in conducting a study that focused on teacher actions.

THEORITICAL REVIEW

Creative teachers are one of the factors that affect the quality of education. Experts state that no matter how good a curriculum is, the results really depend on whatever the

teacher does inside or outside the classroom or actual practice (Sukmadinata, 1995).

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.

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). 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, that are: 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).

According to Brown (2012), 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 about old ideas and new ideas in new forms. Furthermore, Brown formulated the characteristics of a teacher-scholar as follows: (1) He is inquisitive, and wants to always ask about everything that he still does not 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. 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.

With the appearance of the COVID-19, it certainly has an effect on teaching and learning activities from a conventional learning in schools, and now changed to study at home (online). For its implementation, online learning is carried out according to the abilities of each school. Learning online can use digital technology like google classroom, home study, zoom meeting application, video conference, smartphone or live chat and others. But what must be done is to give assignments through the teacher’s monitoring on the whatsApp group so that students really follow the lesson.

RESEARCH METHOD

Based on the above problems, the authors intend to use descriptive qualitative research that focusing on describes the findings of the research in text and then make a conclusion. Related to the data collection, the authors did an observation and field notes to get direct description about the situation in the field. Then to support the research procedure, the authors also did semi-structured interview sections to the teachers and students to find problems and get the situation. The last stage in the research method was 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 on. After the teachers got the data, they made three stages of data analysis: data reduction, data display and drawing conclusion/ verification.

Related to the participants of this study, the authors took the study at the two Junior High Schools in Bengkulu-Indonesia who indicated still have some problems such as difficulty in updating technology, not being able to use other social media except WhatsApps messenger and also the inadequacy of the supported facilities (internet, computer and gadget).

FINDING AND DISCUSSION

The followings are the findings and discussions obtained by the researchers regarding to teachers' creativity in preparing and managing teaching-learning media during the covid-19

7 outbreak at the two Junior High School in Bengkulu-Indonesia. Creativity is the ability to express and realize the potential of critical thinking to produce something that is new and unique or the ability to combine something that there is already something else to make it more interesting. As a consequence, in the teaching-learning process, a teacher must be creative to always create a pleasant learning atmosphere so that students do not feel bored and experience learning difficulties. Thus, the management of a good teaching and learning process that is supported by teachers' creativity will be able to achieve the desired goals.

29 Based on the results of the study, the most significant issue according to the interview of the two teachers from the two junior high schools is that they were more comfortable teaching in face to face in the class rather than online learning because they could make sure the condition and pay attention to students easily. During the current pandemic, many teachers, lecturers and students have complained about the network or internet signal that often interferes with online learning activities. As a result, we don't really surprise if there is a lot of news about students in Indonesia who cannot study in the pandemic situation because they do not have an internet network at home.

In compiling lessons, the teachers are expected to have the ability to create concepts, which is this concept should focus on students' abilities. Because of that, the teachers 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, and using WhatsApp, Zoom App, Google Meet, Google Classroom, email, and so on.

14 In ensuring the fulfillment of students' rights to study during the Covid-19 pandemic, based on the announcement letter number 4 of 2020 about the implementation of educational policies in the emergency period for the spread of covid-19, which in the letter 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.

8 Online-based learning does require a lot of preparation, not only from the teachers but also 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 teaching-learning 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 students bored especially in distance learning like today.

During the Covid-19 pandemic, these demands will 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 creatively organize the class by attendance, the same method of assessment online (Manggoa, 2020).

Based on the results of interview data, teachers at the junior high school students in Bengkulu-Indonesia 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 teachers used 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 transmitting information from the source of information to the recipient of the information (Falahudin, 2014).

Furthermore, based on the results of observation and interview data, the obstacles that usually occur when the teachers try to develop students' cognitive with creativity used in the online learning process like teacher 1 (T1) and teacher 2 (T2) stated that they both have troubles in delivering material online, because students do not respond or focus well when online learning takes place. To overcome these obstacles the teachers gave some additional hours or an extension of time for students and give 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 the two junior high schools in Bengkulu-Indonesia, according to T1 and T2 stated that the biggest difficulty faced about network problems and did not have an internet quota for online learning. T2 also stated that the teachers 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 teaching media that they usually used is the WhatsApp application by utilizing the group feature, then teachers used video assistance in explaining the material. Afterwards, the teachers sent it to the WhatsApp group to make students understand more easily related to the topic or learning.

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

According to these discoveries, the main obstacles that prevent the online learning process at the two junior high schools in Bengkulu-Indonesia are: (1) an internet network that still not sufficient for online learning activities, (2) the number of students who have limited gadget facilities such as smartphones, laptops, computers and so on, (3) the use of internet quotas is an obstacle for students to always active on every online learning.

CONCLUSION

Teachers' teaching creativity is teachers' ability who are constantly developing material or subject matter, able to create and also managing an interesting atmosphere to make students do not get bored easily in the teaching learning process. Creativity in teaching-learning activity is also a very important

thing because the teachers are also required to show the process the creativity. One thing that can be done is to create effective, efficient and creative learning.

Regarding on that, T1 and T2 argued that the ¹⁴ implementation of online learning during the COVID-19 pandemic must use the right strategies and teaching media. The right strategies in the COVID-19 widespread are to give assignments to students and carry out reporting activities via mobile phones (WhatsApp). Besides reporting the results of their activities, WhatsApp application is also used to receive assignments and students' feedback from teachers in teaching-learning activities. Other media used by the teachers and students are Google classroom and YouTube. The expectation of T1 and T2 in using strategies and media during COVID-19 are to assisted them in doing distance or online learning. Another reason is as their way to survived with global system changing because of the pandemic covid-19.

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