INVESTIGATING TEACHERS' CREATIVITY IN DESIGNING INSTRUCTIONAL MEDIA DURING COVID – 19 PANDEMIC AT SMKN 4 BENGKULU SELATAN

THESIS

Submitted in partial fulfillment of requirements in achieving a bachelor of education degree in study program of English education

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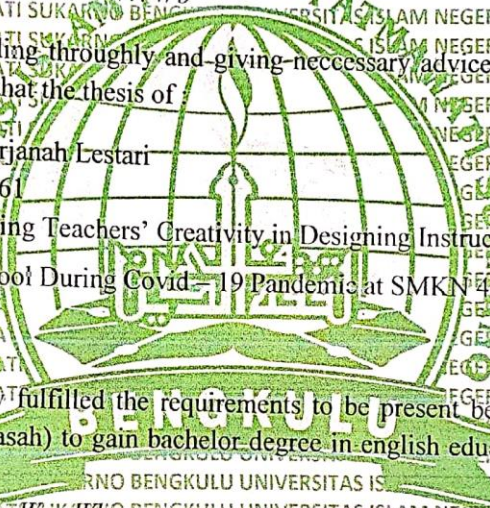
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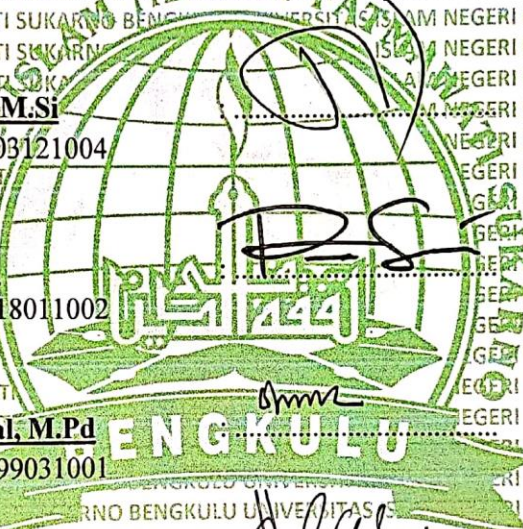
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MOTTO

There will always be a path to success for anyone, as long as that person is willing to
try and work hard to maximize their abilities, he or she has.
(Bambang Pamungkas)

The wind does not blow to shake the trees, but tests the strength of their roots.

(Ali bin Abi Thalib)

Don't marry rich, be rich.

~Ellyza Nurjanah Lestari~

DEDICATION

With gratitude and all my love, this thesis is dedicated to.

1. Allah subhanahuwata'ala as the Lord of the universe, the researcher would like to say thank for everything who has given blessings, grace, and health in completing this thesis.

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PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"Investigating Teachers' Creativity in Designing Instructional Media During Covid–19 Pandemic at SMKN 4 Bengkulu Selatan"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography. If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Bengkulu, 4 Februari 2022

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It is hoped that this thesis proposal can be useful for all readers. Then the researcher also realized that this thesis proposal is still not perfect yet, therefore critics, correction, and advice from readers are very expected to make it better. Finally, Allah may always bless us in peace life.

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The Researcher

ABSTRACT

Ellyza Nurjanah Lestari, 2021, Investigating Teachers' Creativity in Designing Instructional Media During Covid – 19 Pandemic at SMKN 4 Bengkulu Selatan. Thesis English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, State University for Islamic Studies of Fatmawati Sukarno (UINFAS) Bengkulu.

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The Covid-19 pandemic situation has forced the government to implement online learning regulations. This policy and its relation to teachers' creativity in teaching are interesting to study. This study aims to answer the following research questions: 1. What are the teacher's steps in designing or developing learning media during the pandemic? 2. How do students respond to the media used during online learning? This type of research is a field research with a qualitative approach. Data collection techniques in this study were observation, interviews and documentation. The subjects in this study were two English teachers and five students who were randomly selected. The results of the study show that the creativity of teachers in creating or developing learning media is by making learning videos which are then uploaded to Youtube. Besides that, teachers also use WhatsApp and Google Classroom applications to deliver learning materials. Thus, it can be concluded that there is creativity in English teachers at SMKN 4 Bengkulu Selatan. In addition, the student's response to the media developed by the teacher is quite helpful in the implementation of online learning.

Keywords: Teacher Creativity, Learning Media, Covid-19 pandemic

ABSTRAK

Ellyza Nurjanah Lestari, 2021, Investigating Teachers' Creativity in Designing Instructional Media During Covid – 19 Pandemic at SMKN 4 Bengkulu Selatan. Thesis English Education Study Program, Department of Tadris, Faculty of Tarbiyah and Tadris, State University for Islamic Studies of Fatmawati Sukarno (UINFAS) Bengkulu.

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Situasi pandemi Covid-19 membuat pemerintah menerapkan peraturan pembelajaran secara daring. Kebijakan ini dan kaitannya dengan kreatifitas mengajar guru menarik untuk dikaji. Penelitian ini bertujuan untuk menjawab pertanyaan penelitian sebagai berikut: 1. Bagaimana langkah guru dalam mendesain atau mengembangkan media pembelajaran selama pandemi. 2. Bagaimana respon siswa terhadap media yang digunakan selama pembelajaran daring. Jenis penelitian ini adalah penelitian lapangan dengan pendekatan kualitatif. Teknik pengumpulan data dalam penelitian ini adalah observasi, wawancara dan dokumentasi. Subjek dalam penelitian ini yaitu dua orang guru bahasa inggris dan lima orang siswa yang dipilih secara acak. Hasil penelitian menunjukan bahwa kreatifitas guru dalam membuat atau mengembangkan media pembelajaran yaitu dengan cara membuat video pembelajaran yang kemudian diunggah ke Youtube, selain itu guru juga menggunakan aplikasi WhatsApp dan Google Classroom untuk menyampaikan materi pembelajaran. Dengan demikian dapat disimpulkan bahwa adanya kreatifitas guru bahasa Inggris di SMKN 4 Bengkulu Selatan. Selain itu respon siswa terhadap media yang dikembangkan guru cukup membantu dalam pelaksanaan pembelajaran secara daring.

Kata kunci: *Kreatifitas Guru, Media Pembelajaran, Covid-19 pandemic.*

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CHAPTER I

INTRODUCTION

This chapter discussess about background of the research, identification of problem, limitation of the problem, research question, research objective, significance of the research and the definition of key terms.

A. Background of the Study

According to Imran in his dissertation (2010: 23), teachers are role or job that need special skills in carrying out their duties especially in educating, teaching, guiding, directing, training, assess, and evaluate students learning activities in the early childhood education, elementary school, and junior high school. Talking about the teachers, of course they need some creativities in teaching and learning process to create active and interesting classroom situation.

Creativity is an ability possessed by a person or group of people that allows them to find new breakthroughs in dealing with certain situations or problems which are usually reflected in problem solving in new or unique ways, different, and better than before (Madjadikara, 2005). On the other hand, creativity as a subject specific experience or activity that requires imagination and intelligence and results in a tangible product (Mullet et al., 2016). In the context of Islam, creativity in positive activities is one of the

recommended teachings. This is evidenced by the many verses of the Qur'an that encourage mankind to always think. The thought process is the basis for the formation of creativity, through the thought process humans will find new things so that creativity appears. As emphasized in the following verse of the Qur'an such as surah Al-Baqarah verse 219. The verse above provides an explanation that the Islamic religion in terms of creativity provides space for its people to be creative with their minds and conscience in solving life's problems, including in terms of succession of online learning amid the Covid-19 outbreak (Istahiriah, 2022).

In general, researcher define creativity as a cognitive or physical process influenced by social context, parents', students' and teachers' personality characteristics and resulting in products or ideas that are novel or useful to society. In the learning process, teachers creativity are needed to attract students interest and enthusiasm in learning, especially in the current pandemic state.

The creative teacher sets goals, objectives, develop basic skills, increase the attainment of particular knowledge, stimulates curiosity and exploration, build motivation, encourage self-confidence and dare to take a risks, focus on mastery of science and competition, support positive outlook, provide balance and the opportunity to choose and find, develop self-management or metacognitive skills, organize learning with using a variety of techniques and strategies to facilitate the birth of the display creative

embodiment, building environment which is conducive to the growth of creativity, and encourages imagination and fantasy.

In teaching activity, creative teacher need a media for teaching and learning activities. One of the media that teacher can use is instructional media. Azikiwe (2007) states that, learning media are everything that teachers apply to utilize all the five senses of sight, hearing, touch, smell and taste while delivering materials. The meaning of learning media has been interpreted in various of ways, that involve not only electronic communications tools but also a set of slides, photograph, educator create a diagram, schematic, real-object, flyer that we need to use in the process of instructions are planned.

The media has a very significant role in education as a means or device that functions as an intermediary or channel in a communication process between communicators and communicants (Asyar, 2011). Talking about the media, teachers are very important to use various kinds of media in teaching, so that the atmosphere in the classroom is not passive and monotonous, especially for teachers who teach in rural areas or rural school.

Covid-19 can impact all individual of all ages Ovali (2020), and people at all levels of economic status LIoyd-Sherlock et al (2020). Nevertheless, people at elevated risk of history of severe or fatal are older individuals and people with hereditary illness. In Indonesia, the first cases of Covid-19 patients were identified on 2 March2020 in Depok. According to

Garry from Tulane University (2020), Holmes from the University of Sydney (2020), Rambaut the University of Edinburgh (2020), and Lipkin of Columbia University (2020) Corona Virus is a large family of viruses can cause a disease of wide severity.

Based on the pre-observation conducted by a researcher on Monday, April 12, 2021. The researcher was able to collect the data from two english teacher of SMKN 4 Bengkulu Selatan. It was found that the teacher uses simple media such as WhatsApp, Google Classroom and youtube, but when teaching the teacher is able to convey the material well so that students do not feel bored, this is shown by the teacher giving a few games related to the material being taught while teaching. Most of the students said that they enjoyed learning English with the teachers.

They did not feel that learning was boring and difficult as other children thought. Because teachers who teach English at SMKN 4 Bengkulu Selatan have positive values to study, the researcher is curious to observe and find out how teachers use their creativity in teaching during Covid-19 pandemic. Therefore from the explanation above, the researcher tried to analyze a study entitled Investigating teachers' creativity in designing instructional media during covid-19 pandemic at SMKN 4 Bengkulu Selatan.

B. Identification of Problem

Based on the research background, in this online learning process teachers are required to be creative. Creative in this sense of being able to

convey learning material well and interestingly, so that students do not feel bored when receiving material from the teacher. Learning activities can run well if the procedures used are planned and masterd by the teacher. But sometimes, teachers also face problems in teaching. Some problems that teachers may face in teaching are internet connection problems, interference from the unsupportive home environment and the teachers' struggle to apply it the media used because they are not proficient in the use of tehcnology.

C. Limitation of the Problem

This study focused on the teachers creativity in designing instructional media at SMK N 4 Bengkulu Selatan. What the researcher mean about media here is one of the tools to make teaching and learning process interesting and can attract students motivation to study English that will be easier to comprehend.

D. Research Questions

The researcher formulate the research problem as:

1. What are the teachers steps in designing creative learning media?
2. How are students interested in learning media used during online learning?

E. Research Objectives

There are two objectives in this research, they are:

1. To investigate the teachers steps in designing creative learning media.

2. To investigate the students interest in learning English after using creative media.

F. Significances of the Research

There are some purpose of the research:

1. For the researcher, this study will give more new knowledge about the steps how to create creative learning media in the future life.

2. For teachers, it will be easier to convey the material if they use learning media.

3. For the students, by using interesting learning media such as video, picture, or zoom meeting they will be more enthusiastic and interested in learning.

4. For the institution, this research can be a guide for the school to pay more attention to the students interest in learning English language.

G. Definition of Key Terms

1. Teachers' Creativity

     Creative teachers are able to perform teaching and learning process effectively by combining various contextual media, strategies and authentic experiences. Richard (2002) and Moore (2005) argue that the

ability of the teachers in prepare learning model give the positive impact In students motivation to learn.

2. Instructional Media

    The instructional materials can be varied from textbook, institutionally prepared materials, teachers or instructors own materials. However, what ever instructional materials are chosen by the teachers or instructors to facilitate instructional process, the   instructional materials must be based on the level of proficiency of the learners. Richards (2001) argued that instructional materials are a key component in most language programs.

CHAPTER II

LITERATURE REVIEW

This chapter is supposed to convey the basis theory of the research and some previous researchers that relate to this study. The basis theory consist of the teachers creativity, designing instructional media, teaching learning process during pandemic, previous study, and theoretical framework.

A. Teachers' Creativity

1. Concept of Teachers' Creativity

According to Robinson (2011), creative teacher is not there just to past on received information, but what creative teacher also do is to mentor, stumulate, provoke, and engage students' passion, energies, and spirits that can help students to discover their creative talents and develop the skills of their independent creative work as a result.

The report also stated that are three related skills in creative teaching of a teacher including encouraging students' creativity, identifying students' creativity and developing students' creativity. Robinson (2011) also mentioned these three skills in facilitating students' creative learning for a teacher. Moreover, Desailly (2015) described the fourth key skill that a teacher needs to teach both

creatively and to foster students' creativity is modeling creative working process.

From the theory of teachers creativity above we can conclude that creative teachers not only convey the information or material they receive but also must be able to direct, trigger, arouse students' passion or desire, energy, and enthusiasm to find creative talents and develop their skills.

According with the research, a teacher's creative teaching skills also provide motivating a students' creativity, recognizing a student's creativity, and developing a student's creativity. Desailly (2015) notes that the fourth crucial ability a teacher must acquire in order to educate both creatively is the capability to imitate the creative work process.

2. **Indicator of Teacher Creativity**

According to (Utami, 2014), the measurement of teaching creativity can seen from the following 5 indicators:

 a. Ability to Think Fluently

   Namely, sparking many ideas, answers, solving problems or questions, giving a lot of ways or suggestions for doing things.

 b. Flexible Thinking Skills

   That is generating ideas, answers or questions. Which varies can see a problem from the angle, different points of view, looking

for many alternatives or different directions, able to change the approach or way of thinking.

c. Ability to Think Rationally

That is able to give birth to new expressions and to think of a common way of expressing oneself, able to make unusual combinations of parts or elements.

d. Ability to Detail or Elaborate

Namely, being able to enrich and develop an idea or product, adding or detailing the details of an object, idea or situation so that is more interesting.

e. Assessing or Evaluating Skills

That is to determine the benchmark for self-assessment and determine whether a question is correct, a plan of health or a wise act, capable of taking decisions on open situations, not only generating but also implementing them.

3. The Characteristics of Teachers Creativity

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education, and secondary education (UUD Teacher & Lecture, 2006). A teacher must be required to be creative,

professional and fun. Creativity in learning very important meaning to grow and develop potential owned by students.

Creativity among its characteristics is as something rare that not everyone can afford to do it. The characteristics of creativity can be devided into cognitive and noncognitive. Cognitive characteristics are the same as the four characteristics of creative thinking, namely originality, flexibility, fluency, and elaboration. Whereas noncognitive include motivation, attitude, and creative personality. Noncognitive traits are just as important as cognitive traits, because without being supported by a personality that fits creativity cannot develop naturally (Guntur, 2012).

Creative humans, when compared with ordinary humans, shows different characteristics in motivation, intellectual, and social skills personality. Barron revealed the results of hiss study that creative individuals have the following characteristics:

a. Show more of an emotionally mature attitude and sensitive in capturing the problem of a situation. Can fulfil their own needs.

b. Dont depend on others and believe in themeselves. Able to control himself. Full of meaningful courage, and Long sense.

Munandar in a book by Guntur Talajan entitled "Fostering Creativity & Teacher Achievement" he suggests seven characteristics of attitudes, beliefs, and values that inherent in creative people, namely open to new and extraordinary experiences, flexible in thinking and act, are free to express themselves, can appreciate fantasy, interested in creative activities, believe in their own ideas, and independent. Some of the characteristics of these creative teachers, indeed difficult to find, so it becomes the responsibility of the teacher individuals in order to develop their potential so that they can be more creative carrying out their professional duties as a teacher.

B. Designing Instructional Media

1. Definition of Media

Media is one of the teaching and learning component. As a component, the media should be an integral part and should correspond to the overall learning process. It means, the use of the media is needed in the teaching and learning process to achieve the instructional goal. Make use of media is very necessary when the preparation of guidance is intended to attain a better outcome or high learning achievement. According to Adegbija and Fakomogbon (2012) that learning media are the human and non-human devices, substance or methodologies used by teachers to overcome all learning

problems, involve sound factors. The instructional media is the key in transferring the knowledge to the students effectively.

The benefit of applying media in teaching and learning process the learners can be easier in their learning process, measured to create the classroom process increasing effectively and efficient. By applying media, the materials are delivered by the teacher is more interested by the learners and easy to comprehend. Learning media assist to add the component of reality for example, involve image or computer simulations in a lecture.

According to Ruis, et al (2009) there are several benefit of applying media in the process of delivering the materials among others to enhance the student motivation, to prevent the student blasé, to make the student easy in comprehend the lesson, to make the teaching and learning process systematically.

In relation to the instructional media, according to Riyana and Susilana (2008) as cited in Misliani and Panjaitan (2013) learners reaction to instructional media could be known from their expressions, straight idea about media interest, easiness to understand messages to be delivered by media, and how the motivation of learners after they listened to the media are used. It means that, the used of instructional media effect the students' learning interest and motivation.

2. The Role of Instructional Media

The name instructional media is applied alternately by teachers, educators, and institutions with learning material in instructional process. Nevertheless, in term of technology education many experts use term of instruction to denote the use of whatever the topics are selected, evidence and source that are intentionally created and organized to facilitate the attainment of the objectives of instruction.

The instructional mediaare intended to be attractive, fun, and activate although the students are available to apply them through offline teaching learning process in the classroom. It is convinced that best instruction medias are deliberated and extended based on the before formulated instructional goals appropriate to the fact that the use of theinstructional materials is to relieve the accomplishment the aim of instruction.

3. The Types of Instructional Media

As we already know, there are many types of learning media classifications. However, the types of learning media that are common and can be used include the following:

a. Audio Media

This type of audio learning media is usually used by educators to channel audio messages to message recipients. Audio media is closely related to the sense of hearing. Judging from the nature of the message received, audio media can convey verbal messages (spoken language) and non-verbal (sounds and vocalizations). Examples of audio media such as radio, telephone, language laboratory, tape recorder, etc.

b. Visual Media

The type of visual learning media is media that relies on the sense of sight. In this media, usually educators will use various kinds of technology in the form of a projection device or projector. The advantages of visual media are easier to attract attention, clarify the presentation of the material, describe the facts, and it is certainly easy to digest and remember. Examples: photos, illustrations, flashcards, graphics, charts, etc.

c. Audio Visual Media

The type of audio visual learning media is media that presents sound and images. Judging from the characteristics of this media, it is divided into two, namely; silent audio visual media, and motion audio visual media. Examples: TV movies, TV, sound movies, sound image, silent TV, sound books and sound page.

The description above is the type of learning media in general, while the types of learning media according to experts are as follows. According to Azhar Arsyad (2011 : 54) the types of learning media are classified into four groups, namely: media results of print technology, media results of audio-visual technology, media technology based on computer technology, and media the result of a combination of print and computer technology.

While the type of instructional media according to Kemp and Dayton (2013 : 3) there are six basic types of learning media, including: print media, displayed media, overhead projector (OHP), voice recording, sound slides and film strips, multi-image presentation, videos and movies and computer based learning. In line with Heinich and Molenda (2009), there are six basic types of learning media, including: print media, audio media, visual media, motion projection media, man and counterfeit or miniature.

From the description above we can conclude that many types of instructional media or learning media we can use in the teaching and learning process. Teachers can use learning media that are appropriate to the situation and conditions of student learning.

C. **Teaching Learning Process During Pandemic**

The Corona virus or COVID-19 pandemic has a lot of impact on various aspects of Indonesian people's life. The disperse of the virus very

massive forcing the government to release social distancing and corporal distancing wisdom to avoid colossal and rife the infection of corona virus. This wisdom is enforced nationally so it does not only impacts to the exposed zone, but also in all areas that have not for.

The policy has also implemented in the implementation of educationnationally with the release of a circular minister of education and culture number 3 of 2020 about the avoidance of COVID-19 on education system, and circulars number 4 of 2020 about the enforcement of education wisdom in urgent period of coronavirus spread dease.

Circular issued by the ministry of education and culture, as has been mentioned, contains provisions regarding the implementation of education in emergency, some points of provision those are: First, the cancellation of the national examination 2020. Second, the implementation of the learning process that done at home. Third, the provisions of the school exam for graduation. Fourth, the provisions for grade promotion. Fifth, the provisions for the implementation of student admissions new. Sixth, regarding the use of the aid fund school operations or operational assistance education.

The Covid-19 pandemic has forced the learning system to look for forms of innovation to process teaching and learning activities effectively. Learning innovation is needed to bridge the barriers of face to face learning to online learning. Educators must be able to formulate effective

learning strategies in the new normal era, this is in accordance with the direction of the Minister of Education and Culture of the Republic of Indonesia. However, to make learning effective, it is necessary to something was prepared by the school and the teachers, one of which is the assessment method and learning evaluation students (Jannah, 2020). The learning methods that can be used by educators in this new normal era are as follow:

1. Small Group Learning

    According to Djamarah (2005:164), learning in small groups is an effort to increase the role of students independently in the learning process, namely by reducing the role of educators in the process of educational interaction. In practice, students will form small study groups in carrying out teaching and learning activities. These activities are grouped in three ways, namely: basic specific tasks, the dynamics of the group process among students, and the formation of study groups that have been carried out by educators, namely working groups. This learning activity is a learning process where students can develop their knowledge with supervision of educators to achieve goals based on abilities, approaches and learning materials.

2. Home Visit Learning

The home visit learning strategy is that educators visit students at home at a certain time. The existence of this home visit is useful for students in the learning process. In the new normal era, this activity can provide motivation to students, and educators can see and know directly the activities carried out by students. The implementation of home visits is increasingly needed to find out the difficulties faced by students in the learning process.

This home visit is guided according to the development of attitudes and the learning process according to the level and psychological situation of the students, because it can affect motivation (Arifin, 2003: 104). The home visit learning can have a good impact on students for learning success. There is good communication and cooperation between educators and families to find out the obstacles faced by students. It is hoped that with the home visit, students will be more active and motivated because of the attention from educators and parents.

3. Project Based Learning

Teacher-centered learning can reduce the responsibility of students in the learning process. The learning process can reduce the creativity of students. This can give a sense of boredom and saturation because the learning process only carried out in one direction. In the new normal like today, project-based learning

models can be alternative. Where students are given the task of making a project that is in accordance with the related subjects.

This learning method does not only involve one subject but can connect with other subjects. According to Aminudin, (2015) the learning model has advantages, namely students can design processes to determine a project outcome, train students to be responsible for managing the information carried out in the project, students can produce a product and then present it. This method provides an opportunity for educators to form team teaching as a mentors to students.

4. Blended Learning

Technological advances have an impact on changes in the learning process, in this case the classical learning method (face-to-face) can be done online. The combination of the blended learning strategies uses two approaches, namely online and face-to-face. This activity can be done flexibly, which can be done anywhere and anytime. According to Heinze and Procter (2006), blended learning is a harmonious and ideal blending or combination of face-to-face and online learning.

The problems faced in implementation of distance education by relying on the use of internet connection including, inequality in access to technology and internet connection between urban and

rural area, qualified capability of teachers in the apply of learning media, and relations teachers-students-parents in online learning which has not been integrated. Technological escalation in the era of globalization, education is not only demand to the benefit and only its role but also could be changed with situation and defiance in the millennial era (Bali & Hajriyah, 2020).

D. **Previous Study**

Ulfa Yusica (2015), for example, titled Teacher Creativity in Creating English Speaking Environment at Senior High School Darul Hikmah Tawangsari Kedungwaru Tulungagung, has some past studies that are relevant or linked to this topic. According to his research, one of the first steps in creating interesting English speaking environment is for teachers to use a variety of techniques in teaching speaking, such as using speaking activities with a creative dimension, looking for new ways to teach speaking, and tailoring the lesson to the students' needs and interests in speaking.

The commonalities of this study are that it focuses on how instructors may creatively set up English learning situations, and the research style of his study was descriptive qualitative. Then, the distinction between both of these studies is that the subjects of the studies are a teacher and pupils in the second grade at Senior High School. While this study only covers two participants, they are both English teachers at a vocational high school.

Meliala, Purba, Doloksaribu, Panjaitan, and Tarigan (2021) conducted a research named An Analysis of English Teachers' Creativity in Media Based Learning with Tenth Grade Students. According to their findings, teachers used a variety of teaching and learning media in ELT classrooms. English teachers employed a variety of media to help pupils learn and understand the instructional materials. Audio, visual, and a combination of the two are examples of media. Audio and visual media were the most commonly employed in ELT lessons. A limited amount of material was created using online resources. However, the instructor has not been optimum in applying it out, as seen by the teacher's use of PowerPoint media, which is imperfectly applied, and not every day the teacher implements learning media to accomplish learning goals.

The similarities of this study is focus on analyzing the teachers media that used during teaching English to be delivered to the students easily and they can understand the material as well, which previous research is really needed for the reference, and both this research are descriptive qualitative. While the difference of this research is the researcher took the sample with two teachers of Senior High school. While in their research they took the population sample of students ten grade in ELT class.

Tengku Muhammad Sahudra (2019) conducted the third prior study, entitled Teacher Creativity Efforts in Providing Learning Media at State Senior High School 2 "Youth Vocational" in Aceh Tamiang. This study
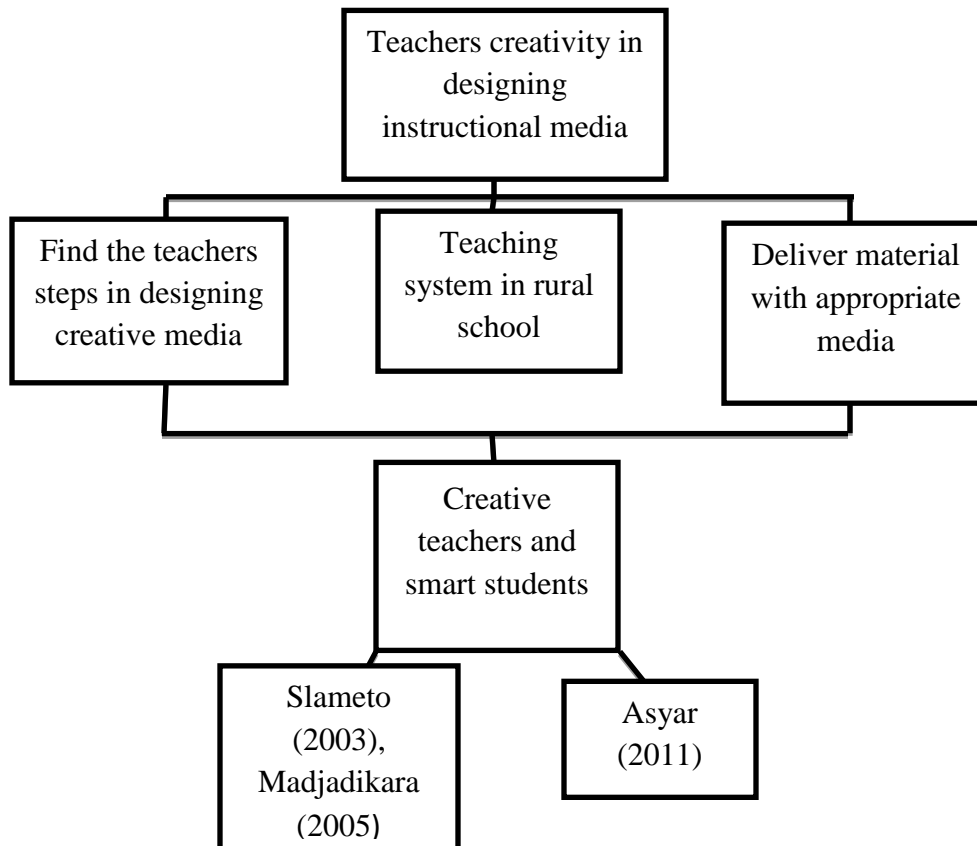
discovered that instructor creativity has little effect on learning media at State Senior High School 2 of Youth Vocational in Aceh Taming District. This can be seen from the real activity that with the selection of teaching media to helps teachers to deliver subject matter and helps students to better understand the lesson presented.

The similarities of this research is that the same aims to determine the extent of the efforts made by teachers in preparing learning media to make the class actively. The difference of this research are his research used quantitative formula and the data is taken from all teachers in school while this research only focus on two english teachers.

From various previous studies on teacher creativity above, that previous studies have discussed many aspects of teacher creativity. The first previous study was discussed about the creativity of teacher in creating English speaking environment, while the second previous study is discussed about the creativity of teacher in media based learning, and the third previous study was discussed about teacher creativity efforts in providing learning media. The results of the research on creativity show that, in creating interesting English speaking environment, teachers use various techniques. Then to make it easier for students to understand the material, the teacher must use a lot of media. Last is the teacher have to select the teaching media that easy for students to understand. So, In this

study the researcher decide to analyze the creativity of teachers in designing learning media at SMK N 4 Bengkulu Selatan.

E. Theoretical Framework

Teachers creativity in designing instructional media

Find the teachers steps in designing creative media

Teaching system in rural school

Deliver material with appropriate media

Creative teachers and smart students

Slameto (2003), Madjadikara (2005)

Asyar (2011)

Figure 2.1 Theoretical Framework

Teachers are lifelong learners. Those who must continue to strive to be up to date following the times, so that their horizons of thinking will open and get a lot of information and inspiration to carry out creative learning activities. Creative teachers are teachers who are able to actualize and optimally express all the abilities they have in order to foster and

educate students well. Because intelligent and creative teachers will produce intelligent and creative student output as well.

According to Slameto (2003), creativity is mostly associated with inventions, which are things that create something new out of something that already existing. According to Madjadikara (2005), creativity is the capacity of a person or group of people to create new breakthroughs in dealing with particular situations or issues, which is generally expressed in problem resolution in new or unique ways, different, and better than before. Moreover in this current situation teachers should be master in apply much of media, because media has very important role in education world. This in line with Asyar (2011), media has a very important role in education as a means or device that functions as an intermediary or channel in a communication process between communicators and communicants.

CHAPTER III

METHODOLOGY

A. Research Design

In this study the researcher decide to use a qualitative research to analyze and to describe the teacher creativity in creating or designing instructional media or learning media at SMK N 4 Bengkulu Selatan. According to Ary (2000) and Sugiyono (2010), descriptive qualitative research is a research method that aims to gain a natural understanding of a specific phenomenon of human behavior or social setting and to describe the fact and characteristics of the object or subject systematically and accurately without seeking any relationship between variables or linkage between different elements.

The researcher begin to investigate of what teacher creativities are. In this research, the researcher doing interview and observation while taking documentation and making field note so that the result would be descriptive or narrative not numeric form.

B. Research Setting

This research carried out at SMKN 4, which located at Nanjungan village directly at kedurang district, south of Bengkulu regency.

C. Research Participant

The participants of this research are two English teachers of SMKN 4 Bengkulu Selatan in academic year 2020/2021. The two English teachers are male and female. The male is senior teacher and female is junior teacher at SMKN 4 Bengkulu Selatan.

D. Data Collections Technique

In this research the data related to the proposed formulation of research problem were collected by applying three methods of collecting data: observation, interview and documentation. Those methods are explained below:

1. Observation

Observation is conducted by learning the behavior, setting and interaction and how connection of those meaning embedded in the field (Ary, 2000; Sugiyono, 2010). There are two kinds of observation, namely participant observation and non-participant observation. The participants observation means, the researcher involve him or his self to the research. While non-participant observation means the researchers are not involved and only as observers independent.

Before doing observation the researcher arranged the concept of what the point would be investigate. As for the implementation of observation in this study are using non-

participant observation. As for the purpose of doing it non-participant observation is to obtain information about the creativity of teacher in designing learning media. In this technique the researcher examined the creativity of the teacher in preparing the lesson plan and the creativity of the teacher in delivering the material in class. This aim to find out the suitability of the lesson plan with the way of teacher delivers the material.

2. Interview

Interview is a method of asking for or providing information on a certain issue at a meeting of two or more individuals assembled as the meaning of the answer to communication Sugiono (2009). According to Adhabi (2017), interview is one of the techniques that can be used in collecting qualitative data. Unstructured interviews, semi-structured interviews, and structured interviews are the three types of interviews.

There is no precise systematical question to be asked of the responder in an unstructured interview. The structured interview question is obvious based on the prepared set of questions. Semi structured is the combination of both structured and unstructured interview. This interview will be

conducted to get the data and response from english teachers of SMKN 4 Bengkulu Selatan.

Therefore in this research the researcher used semi structured interview. This is used to get clear and precise information about teachers creativity in designing instructional media during covid-19 pandemic in rural school directly in SMKN 4 Bengkulu Selatan.

3. Field Notes

In this research the researcher take a field notes during their observation and interview of the particular organism or phenomenon that she studying. Notes are meant to be read as evidence that gives meaning and helps in understanding the phenomenon. Field notes allow researchers to acces subjects and record what they observe in an unobtrusive way.

4. Documentation

Documentation refers to many sorts of documents, such as written documents, physical or visual materials, and is divided into three categories: personal documents, official documents, and popular culture documents (Ary, 2000).

Personal documents, such as memoirs and diaries, are about individuals or the private. Aside from that, an official document is a report from an entity, such as a file or a memo.

Books, films, and videos are examples of popular culture documentation. In this section, the researcher collected certain official documents, such as pictures or videos, while collecting study data.

E. Data Analysis Technique

After the researcher gets the data from the observation, interview and documentation, then the researcher make a comparison between the observation and interview results. The data analyzed and determined by three path of data analysis qualitative based on Miles and Huberman (2007) ingeneral statements namely data reduction, data presentation and drawing conclusions.

1. Data Reduction

   Data reduction is a method of selecting, focusing on simplicity, abstracting, and converting raw data derived from written notes in the field of the research study. During the data collection stage took place, the researcher made a reduction next like summarizing, coding, find themes, and grouping the results according to the focus research. This continues to be done while research, after research and stages preparation of the final reports of the research. Therefore, data reduction aims to sharpen, classify, direct, partition and create irrelevant field

findings, and organizing the data, so that it can be reflected, verification and taking conclusions that accordance with the focus of the study.

2. Data Display

Data presentation is an activity when a set of information is compiled, so that likely be there is conclusion and taking action. By doing presenting data, researcher can do more fast and precise in coding the data and taking conclusion based on the focus of the research. Presenting the data can't separated from the data analysis qualitative research. Presentation of the data generally namely the matrix, graphs, charts and narrative text.

3. Conclusion and Verification

Taking a conclusion is when the researcher continue to draw a conclusion when she or he in the field of the research study. Draw conclusions done by interpreting through data reflection. The result of exposure to these data in reflect by replacing or rewrite field notes based on real action the field of the research.

F. Trustworthiness of the Data

The data obtained in the field would go through a validation process or data validity, this done in order to get valid data. Data in

this study was validated through source triangulation. Triangulation of sources refers to comparing or checking information obtained through different sources. In this study, the researcher tried to combine the two data sources (in-depth interview), namely junior English teacher and senior English teacher.

G. Research Activities and Timeline

1. Research Activities

   a. Research Preparation

   At the preparation stage, the researcher begins by submitting several proposal titles. After one of the proposal titles is approved, the researcher begins to work on a mini proposal as a requirement for the issuance of a supervisor's certificate, then submitting proposal.

   b. Research Implementation

   In this stage of implementation, the researcher asked the English teachers of school to obtain the data. The researcher ask two English teacher to conduct the interview about the creativity of teachers in design learning media. Data collection carried out through questions and answers between researcher and two English teacher at SMKN 4 Bengkulu Selatan.

c. Research Reporting

In reporting the research, the researcher compiled a final research report in the form of thesis, take the exam, and approve the research results.

2. Research Timeline

No	Activity	Month			
		Oct	Nov	Dec	Jan
1.	Revision Seminar Proposal	✓			
2.	Take a permit to conduct the research from the faculty and from the school		✓		
3.	Field research to get the data by observation and interview based on the instrument		✓		
4.	Processing research data			✓	
5.	Compiling chapters 4 and 5			✓	
6.	Consult with first advisor and second advisor			✓	
7.	Consult with first advisor				✓
8.	Thesis examination				✓

Table 3.1 Research Timeline

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the researcher presents the finding and discussion from the research in SMKN 4 Bengkulu Selatan to answer the two research questions: (1) What are the teachers steps in designing creative learning media? and (2) How do students respond to the media used during online learning? The data was taken from observation, interviews and documentation. The result of observation and interviews are explained and discussed as the following:

A. Finding

This study was carried out at SMKN 4 Bengkulu Selatan with two English teachers and several students inside and outside of classroom from 30th November to 30th December, 2021. The focus of this research is to find out the teacher's steps in creating learning media and how students respond after using learning media. For this reason, the researcher conducted interviews with informants in their spare time and with an atmosphere of intimacy. Based on the research that has been done, the result of the research are as follow:

1. The teachers steps in designing or developing learning media at SMKN 4 Bengkulu Selatan During Pandemic.

To improve the quality of learning, it is necessary to begin with a learning plan that realized by the existence of a learning design. Likewise, the success of the use of media, can not be separated from how the media is planned. There are several steps in planning learning media, as follows:

a. Identification of student needs and characteristics

The existence of a need should be the basis and footing in making learning media, because with the encouragement of this need the media can function properly. The need for media can be based on curriculum needs, which are expected to have a number of abilities, skills and attitudes that have been formulated in the curriculum. The media used by students must be relevant to the abilities of students. For example, a students who wants to learn speech and conversation in English through an audio cassette will only be able to follow it if the students already has initial skills in the form of vocabulary mastery and can compose simple sentence. If we don't pay attention to this abilities when given the media students will have difficulty. As the first informant did in the interview on December 6, 2021 as follows:

1st informant:

Question   :   What the first steps did you take in designing and developing interesting media during pandemic?

Apa langkah pertama yang bapak lakukan dalam merancang dan membuat media yang menarik selama pandemic?

Answer   :   "According to me, in making and developing interesting learning media in current situation, a teacher must first know the needs and character of the students so that we know what kind of media we will make and use. For example, WhatsApp media, Youtube, and Google Classroom, because not all students can use and understand the material we convey by using these media".

Menurut saya, dalam membuat dan mengembangkan media pembelajaran yang menarik dalam situasi pandemi seorang guru harus terlebih dulu mengetahui kebutuhan dan karakter siswanya agar tahu jenis media seperti apa yang akan dibuat dan dipakai. Misalnya seperti media WhatsApp, Youtube, dan Google Classroom, karena tidak semua siswa bisa menggunakan dan memahami materi yang kita sampaikan dengan menggunakan media tersebut.

The informant's statement above is different from what the second informant said in an interview. According to her, formulating goals is the first step that must be taken in designing learning programs. This is in line with Sanjaya (2008: 121), according to her the goal is the binding of all teacher and student activities. The

formulation of these objectives which includes the media used. The following is the result of the interview on December 7, 2021:

2nd informant:

Question   : What the first steps did you take in designing and developing interesting media during pandemic?

Apa langkah pertama yang ibu lakukan dalam merancang dan membuat media yang menarik?

Answer   :"Purpose is something that is very important in life because it will affect our direction and actions. With that goal, we can find out whether the target has been achieved or not. Goal must be clearly and specifically formulated. In learning, the goal is also an important factor, because the goal will be a direction for students to carry out the expected behavior with the goal. The formulation of these objectives which includes the media used. The formulation of the goals, both teachers and students have clarity about what must be achieved, what must be done in realizing these goals, what material must be prepared by the teacher, and how to convey it, has been clearly described."

Tujuan dalah hal yang sangat penting dalam kehidupan. Tujuan akan mempengaruhi arah dan tindakan seseorang. Dengan adanya tujuan dapat diketahui apakah target sudah tercapai atau belum. Tujuan harus dirumuskan dengan jelas dan spesifik. Dalam proses belajar mengajar tujuan juga merupakan salah satu factor penting, karena tujuan akan mengarahkan siswa untuk melakukan prilaku

yang diharapkan dengan tujuan tersebut. Perumusan tujuan tersebut termasuk media yang digunakan. baik guru atapun siswa harus mempunyai kejelasan apa yang harus dicapai, apa yang harus dilakukan dalam mewujudkan tujuan tersebut, materi apa yang harus disiapkan oleh guru, dan bagaimana menyampaikannya, harus tergambar dengan jelas.

From the interviews above which were taken at different times, it can be seen that there are several steps the teacher takes in making interesting media. Such as know the needs and character of the students and goal formulation. Every teacher has different steps or ways in determining and making interesting media.

b. **Criteria for choosing learning media**

According to Sudjana (2007: 3-4), there are several types of teaching media first, graphic media such as pictures, photos, graphics, charts or diagrams, posters, cartoons, comics and others. Graphic media is often also called two-dimensional media, namely media that has length and width. Second, three dimensional media, namely in the form of solid models, cross-sectional models, stacking models, mock ups, dioramas, and others. Third, projection media, such as slides, film strips, films, the use of the OHP and others. Fourth, the use of the environment as a teaching medium.

In connection with the use of the media mentioned above, according to Ruman (2008: 86-87), there are several criteria for selecting learning media, namely: accuracy with learning objectives, support for the content of the subject matter, easy access to media, teacher skill to use it, available time allocation to use it, according to the level of thinking and development of students.

1st informant :

Question : What criteria did you determine in choosing online-based learning media?

Kriteria apa saja yang ibu tentukan dalam memilih media pembelajaran?

Answer : "The criteria for the learning media that I choose are usually based on predetermined instructional goals or competencies. Support for the content of the subject matter, meaning learning materials that are facts, principles, concepts and generalizations really need the help of the media to make it easier for students to understand. Media needed is easy to obtain or easy to make by the teacher at the time of teaching. Choosing learning media must be in accordance with the level of thinking and development of students, so that the meaning contained in it can be understood and easily understood by students".

Kriteria media pembelajaran yang saya pilih biasanya berdasarkan tujuan atau kompetensi pembelajaran yang telah ditentukan. Dukungan terhadap isi materi pelajaran

artinya, bahan pelajaran yang sifatnya fakta, prinsip, konsep dan generalisasi sangat membutuhkan bantuan media agar lebih mudah dipahami oleh siswa. Media yang diperlukan harus mudah didapatkan atau mudah dibuat oleh guru pada saat mengajar. Memilih media pembelajaran harus sesuai dengan taraf berpikir dan sesuai dengan perkembangan siswa, sehingga makna yang terkandung didalamnya dapat dipahami dan mudah dimengerti oleh para siswa.

Meanwhile according to second informant in her interview on December 7, 2021 sated that:

2nd informant :

Question : What criteria did you determine in choosing online-based learning media?

Kriteria apa saja yang ibu tentukan dalam memilih media pembelajaran?

Answer   :"In this case, I use two criteria in choosing learning media. The first is practical feasibility, this relate to the teacher's familiarity with the media, the availability of media, the availability of time to prepare, the availability of supporting facilities. The second is technical feasibility, this relates to the fulfillment of the requirements that the selected media is able to stimulate and support the learning process of students".

Dalam hal ini, saya memakai dua kriteria dalam memilih media pembelajaran. Pertama yaitu kelayakan praktis, hal ini berhubungan dengan keakraban guru dengan media, ketersediaan media, ketersediaan waktu untuk mempersiapkan, ketersediaan sarana dan fasilitas pendukung. Yang kedua yaitu kelayakan teknis, hal ini berkaitan dengan terpenuhinya persyaratan bahwa

media yang dipilih mampu untuk merangsang dan mendukung proses belajar peserta didik.

c. Formulate detailed material items that can support the achievement of goals.

The material for learning media must be in sync with the learning objectives. For this reason, the formulation of the material items must be based on the formulation of objectives. The formulation of the material items is seen from the sub-ability or skill described in the specific learning objectives, so that the material prepared is in order to achieve the expected goals of the teaching and learning process activities. After the list of material items is detailed, then the next step is to sort it from the simple to the more complex level and from the concrete to the abstract. As explained by first informant and second informant that one of the steps in creating or developing learning media is to formulate the material items in detail. Here are the results of the interview:

1st informant

Question : What are the next steps you take in creating or developing online learning media?

Apa langkah selanjutnya yang bapak lakukan dalam membuat atau mengembangkan media belajar ?

Answer : "The next step is we have to formulate the material. The material is related to the substance of the lesson content that must be given. This material is prepared by taking into account certain criteria, including: authentic or valid, that is, the material contained in the learning media has really been tested for truth and validity. Next, namely, the level of importance, namely in choosing the material it is necessary to consider the extent to which the material is important to learn. Furthermore, the usefulness in terms of academic and non-academic aspects. Academically it must be useful to improve students' abilities, while non-academic materials must be provided in the form of life skills in the form of application knowledge, skills and attitudes that students need in everyday life".

Langkah selanjutnya adalah kita harus merumuskan materi. Materi berkaitan dengan substansi isi pelajaran yang harus diberikan. Materi ini disusun dengan memperhatikan kriteria tertentu, diantaranya: shahih atau valid, yaitu materi yang dituangkan dalam media pembelajaran benar-benar telah teruji kebenarannya dan keshahihannya. Selanjutnya yaitu, tingkat kepentingannya, yaitu dalam memilih materi perlu dipertimbangkan sejauh mana materi tersebut penting untuk dipelajari. Selanjutnya yaitu, kebermanfaatan dari segi akademis dan dari segi non akademis. Secara akademis harus bermanfaat untuk meningkatkan kemampuan siswa, sedangkan non-akademis materi harus menjadi bekal berupa life skill baik berupa pengetahuan aplikasi, keterampilan dan sikap yang dibutuhkan siswa dalam kehidupan sehari-hari.

The statement above is in line with what second informant said in an interview to find out the steps taken by the English teacher at SMKN 4 Bengkulu Selatan in developing or creating online learning media 2nd informant

Question : What are the next steps you take in creating or developing online learning media?

Apa langkah selanjutnya yang bapak lakukan dalam membuat atau mengembangkan media belajar?

Answer : "As we know that before creating or developing learning media, we need to formulate the material that we will convey. In compiling this material we must know what criteria. One of them is to attract students' interest. The material chosen must be interesting and can motivate students to study it further. Each material given must arouse further curiosity, thus giving rise to a higher urge to learn actively and independently.

Seperti yang kita ketahui bahwa sebelum membuat atau pun menegmbangkan media pembelajaran kita perlu merumuskan yang namanya materi yang akan kita sampaikan. Dalam menyusun materi ini kita harus tahu kriteria apa saja. Diantaranya yaitu, menarik minat siswa. Materi yang dipilih harus menarik minat dan dapat memotivasi siswa untuk mempelajarinya lebih lanjut. Setiap materi yang diberikan harus menimbulkan

keingintahuan lebih lanjut, sehingga memunculkan dorongan lebih tinggi untuk belajar secara aktif dan mandiri.

d. Factors supporting the creativity of teachers in making or developing learning media.

Basically there are several factors that can affect teacher creativity, including: sensitivity in seeing the environment, freedom in seeing the environment or acting, strong commitment to progress and success, optimistic and dare to take a risks, including the worst risk, perseverance to practice, face the problem as a challenge, conducive environment, no rigid and authoritarian. As the first informant said, one of the factors supporting teacher creativity is creating a conducive learning media. As stated in the following interview:

1st informant

Question : What are your supporting factors in creating or developing learning media?

Apa saja factor pendukung bapak dalam membuat atau mengembangkan media pembelajaran?

Answer : "The first supporting factor from my own personal. When we teach the children's the first factor is how we can create a conducive atmosphere. The second is how the teacher is able to master the class so that learning is conveyed well. The next is from the media itself, I usually use power point media that was shared via WhatsApp application, interspersed with a little spectacle related to the material presented. With a little music so that when the children start to feel bored we can give the spectacle. Then on the sidelines of learning sometimes I intersperse a few short games so that the children's do not feel bored and the lessons are not monotonous. An example of a game that I usually use is "Continued Story".

Yang pertama factor pendukung dari pribadi saya sendiri. Ketika kita mengajar anak factor yang pertama yaitu bagaimana kita bisa menciptakan suasana kelas yang kondusif, yang kedua bagaimana guru mampu menguasai kelasnya sehingga pembelajaran tersampaikan dengan baik. Selanjutnya yaitu dari media pembelajaran itu sendiri, kalau saya sendiri biasa menggunakan media power point yang dibagikan melalui aplikasi WhasApp, diselingi dengan sedikit tontonan yang berkaitan dengan materi yang disampaikan. Dengan sedikit musik sehingga ketika anak-anak mulai merasa jenuh kita bisa berikan tontonan tersebut. Kemudian disela-sela pembelajaran kadang-kadang saya selingkan sedikit permainan sehingga anak-anak tidak merasa bosan dan pelajaran tidak monoton. Contoh permainan yang biasa saya gunakan seperti "cerita bersambung".

This is in line with what was expressed by second informant in her

interview. She revealed that the factors that can affect encourage the

realization of individual creativity of a teacher including intrinsic and extrinsic factor. As she said in the interview:

2nd Informant

Question : What are your supporting factors in creating or developing learning media?

Apa saja factor pendukung bapak dalam membuat atau mengembangkan media pembelajaran?

Answer : "In my opinion, there are two factors supporting the creativity of a teacher, namely intrinsic and extrinsic factors. Encouragement from within oneself (intrinsic), namely the motivation from ourselves to recognize problems, be brave and confident, the motivation to always be open to one's own ideas and those of others. While extrinsic factors are the support from the environment, sufficient material and the opportunity to gain knowledge".

Menurut saya factor pendukung kreatifitas seorang guru ada dua yaitu factor intrinsic dan factor ekstrinsik. Dorongan dari dalam diri sendiri (motivasi intrinsic) yaitu adanya motivasi dari diri kita sendiri untuk mengenal masalah, berani dan percaya diri, adanya motivasi untuk selalu terbuka terhadap gagasan sendiri dan orang lain. Sedangkan faktor ekstrinsik yaitu adanya dukungan dari lingkungan, materi yang cukup, adanya kesempatan untuk mendapatkan pengetahuan.

From the definition above we can conclude that everyone has different levels and forms of creative talent it depends on how

everyone shapes and develop their creative talent. According to Rogers (in Munandar, 2009) explain two related things that can affect the development of creativity, as follow: internal factors, this comes from the individuals involved. Internal factors form new arrangements or ideas based on things that have been previously, this is the result of a person in developing and explore several parts, forms and concepts.

According to Rogers (in Munandar, 2009) it is said that every individual has a drive from within to be able to be creative, to reach the potential possess, reveal and activate all available capacities have. External factor is a factor that come from outside the related individual with aspect of security and psychological freedom, besides that the views and interests of each individual also have a different perspective.

Munandar (2009) states that an environment that can affect individual creativity including the family environment, school and society. The family environment is the main source individual creativity development. In addition, in increasing and foster individual creativity starting from the pre-school level up to the college. Then the role of the community environment for the

environment individuals are the cultures contained in them, because this also participates in the development of one's creativity.

e. Formulate measuring tools for success.

Success measurement tools can be seen from the assessment process is carried out so that from the assessment we can see the success of the learning media that we have created. One of the measuring tools used by English teachers at SMKN 4 Bengkulu Selatan to find out their success in using a media during a pandemic is by giving assignments to their students. As explained by first informant and second informant in the interview. The following is the result of the interview:

1st Informant

Question : How do you measure the success of the media that you use?

Bagaimana cara bapak mengukur keberhasilan media yang bapak gunakan saat mengajar?

Answer : "The learning media that I designed are in the form of learning videos which there is material and steps to do the tasks that I have designed for my students to do at home. Then when I made the learning video, I uploaded the video on my Youtube channel, then I sent the link to the class WhatsApp group, making it easier for parents and

students to access and use it. I communicate the rules for using videos to parents so that parents will pass on the rules for using videos or cellphones to access Youtube. For example, children may use cellphones for a maximum of 1 hour per day. This is important, so that children do not use their cellphones for too long so that there is time to play that will hone their social, emotional and physical motor skills".

Media pembelajaran yang saya rancang adalah dalam bentuk video pembelajaran yang didalamnya ada materi serta langkah-langkah mengerjakan tugasnya yang telah saya rancang untuk dilakukan oleh peserta didik saya dirumah. Kemudian ketika video pembelajaran telah saya buat, video tersebut saya unggah di kanal youtube saya, kemudian link saya kirim ke WhatsApp group kelas sehingga memudahkan orang tua dan peserta didik untuk mengaksesnya dan mempergunakannya. Saya mengkomunikasikan aturan penggunaan video kepada orang tua sehingga orang tua akan meneruskan kepada anak cara membuka atau penggunaan HP untuk mengakses youtube. Misalnya anak boleh menggunakan HP maksimal 1 jam perhari. Hal ini penting supaya anak tidak terlalu lama menggunakan HP melebihi batasan sehingga ada waktu bermain yang akan mengasah social emosional serta fisik motoriknya.

The statement from first informant above is different with what was expressed by second informant in her interview. She revealed that the way of she formulate the measuring tools for success. As she said in the interview:

2nd informant

Question : How do you measure the success of the media that you

use?

Bagaimana cara ibu mengukur keberhasilan media yang

ibu gunakan saat mengajar?

Answer : "I usually carry out periodic learning evaluations. Evaluation of learning at this time is very important as a measurement of the success rate of online learning, whether it is effective or not. If it is felt that the learning process that has been implemented is less effective then there must be a modification or renewal of the learning methods and media that will be implemented. In carrying out online learning evaluations like this, it is not only students and teachers who participate in the evaluation, but also the role of student guardians is very necessary because during online learning the parents of students know 100% of the supervision of online learning. So it is very necessary to have good communication with parents so that there is no miscommunication in the role of the teacher delivering material and parents of students as mediators of students in the implementation of online learning from home".

Saya biasanya melaksanakan evaluasi pembelajaran secara berkala. Evaluasi pembelajaran pada masa ini sangat penting sebagai pengukuran tingkat keberhasilan pembelajaran yang dilakukan secara online, apakah sudah efektif atau belum. Jika dirasa dalam proses pembelajaran yang telah dilaksanakan kurang efektif maka harus ada modifikasi atau pembaharuan metode dan media pembelajaran yang akan dilaksanakan. Dalam pelaksaan evaluasi pembelajaran secara online seperti ini bukan hanya siswa dan guru yang ikut serta dalam pelaksaan evaluasi, tetapi juga peran wali siswa sangat di

perlukan karna selama pembelajaran online orang tua siswa yang mengetahui 100% dalam pengawasan pembelajaran online. Maka sangat diperlukannya komunikasi yang baik dengan orang tua siswa sehingga tidak adanya miskomunikasi dalam peran guru menyampaikan materi dan orang tua siswa sebagai mediator siswa dalam pelaksaan pembelajaran online dari rumah.

From the interviews above which were taken at different times with two English teachers at SMKN 4 Bengkulu Selatan, it can be seen that there are several tools the teacher takes to measure the success of the media that they use. Such as carry out periodic learning evaluations and give the assignment after the lesson. Every teacher has different tools to measure the success in their class.

2. Students Respond to the L earning Media During Pandemic

In the learning process, SMKN 4 Bengkulu Selatan applies various innovative learning strategies supported by adequate infrastructure. SMKN 4 Bengkulu Selatan applies fun strategies and habits so that the teaching and learning process becomes fun. In the process, students of SMKN 4 Bengkulu Selatan le arn by discussing in groups, doing field practice and getting used to being independent to seek knowledge and information with Internet access and an adequate library. However, with the outbreak of the corona virus outbreak in mid-March 2020, teaching and learning activities were carried out online at their respective homes.

The online learning of SMKN 4 Bengkulu Selatan aims to participate in breaking the chain of the spread of the corona virus in Indonesia and in Bali in particular. The methods and media applied at SMKN 4 Bengkulu Selatan are by using the WhatsApp Group application, Youtube and Google Classroom. WhatsApp Group is used because students and teachers are used to using this application in their daily lives. This convenience factor is the background of WhatsApp group is used for the online teaching and learning process at SMKN 4 Bengkulu Selatan. WhatsApp group facilitates communication between students and teachers during the learning process such as discussions, sharing learning videos, giving assignments and online attendance. Students can share, ask the teacher about the material being discussed, either with written discussions, audio explanations with voice notes and explanations with videos or animations sent by teachers or peers.

In its implementation, online learning encounters its own obstacles because in general learning at school teachers can directly monitor student activities, while online learning teachers can only monitor occasionally through gadgets. The implementation of online learning also makes students feel bored because the learning process runs monotonously, students are also overwhelmed because many of them are given too much workload.

The implementation of online learning that has been carried out recently has certainly received a different response by students of SMKN 4 Bengkulu Selatan. The results of the responses of students of SMKN 4 Bengkulu Selatan to online learning will be used as evaluation material in the implementation of the learning process in the next Academic Year. Student responses can be seen through answers from interviews with two English teachers. The result of the interview are as follow:

a. **According to you, how do students respond to the learning media used during online learning?**

1st informant

Question : Menurut bapak bagaimana respon siswa terhadap media pembelajaran yang digunakan selama belajar online?

Answer : "Some students at SMKN 4 Bengkulu Selatan say that the online learning that has been implemented is less fun because the material presented according to them is less clear and different from when meeting face to face with the teacher which is usually done. Learning at home also causes a lot of interference or obstacles to doing tasks such as signals, quotas, time limits, and application errors, there are also some children who say that online learning at home makes me understand, but I understand more if it is explained directly by the teacher".

Sebagian siswa SMKN 4 Bengkulu Selatan mengatakan bahwa pembelajaran daring yang sudah diterapkan kurang menyenangkan karena materi yang di sampaikan

*menurut mereka kurang jelas dan berbeda dengan
ketika bertatap muka dengan guru yang biasanya
dilakukan. Pembelajaran di rumah juga banyak
menimbulkan gangguan atau halangan untuk
mngerjakan tugas seperti, sinyal, kuota, batas
penggunaan waktu, dan terjadinya error aplikasi. Ada
juga beberapa anak yang mengatakan bahwa
pembelajaran daring di rumah yang membuat mereka
mengerti, akan tetapi mereka lebih mengerti apabila
dijelaskan secara langsung oleh guru.*

2nd informant

Question : According to you, how do students respond to the learning

media used during online learning?

Menurut bapak bagaimana respon siswa terhadap media

pembelajaran yang digunakan selama belajar online?

Answer: "Some students SMKN 4 Bengkulu Selatan admitted that
online learning quiet helpful in learning, but if this still
qontinues they say that learning from home was not fun
because learning was done independently without teacher
guidance. However, some children also said that the
current online learning method allows students to receive
learning more relaxed, fun, efficient, easy, and time-saving
because it is done online".

*"Beberapa siswa SMKN 4 Bengkulu Selatan mengaku
bahwa pembelajaran daring cukup membantu mereka
dalam belajar, namun jika hal ini terus berlanjut mereka
mengatakan bahwa belajar online kurang menyenangkan
karna pembelajaran dilakukan secara mandiri tanpa
bimbingan guru. Akan tetapi, beberapa anak juga
mengatakan bahwa metode pembelajaran daring saat ini,
siswa bisa menerima pembelajaran dengan lebih santai,*

menyenangkan,   efisien,   mudah,   dan   hemat   waktu
karena dilakukan di dalam jaringan."

b. Can all the material delivered using the media applied during online learning be understood by students?

The COVID-19 period requires learning to continue so that education is guaranteed, so that learning can be done through online learning. Online learning is an educational innovation that involves information technology in learning. Online Learning can be held through a web network with an unlimited number of participants using various media technology (Putria, 2020; Rigianti, 2020). Online learning can create effective and comfortable learning for students in the midst of the COVID-19 pandemic (Herliandry, Devi., 2020; Zhang et al., 2020). The online learning process requires a learning media to make it effective learning. There are various kinds of learning media that can support online learning activities such as WhatsApp, Google Classroom, quizizz, and youtube to be effective (Daheri et al., 2020; Permata & Bhakti, 2020; Santosa et al., 2020; Setiyani et al., 2020; Widyantara & Rasna, 2020).

Online learning benefit in helping to provide access to learning for all, thereby removing physical barriers as a factor for learning within the scope class. In fact, online learning still poses problems. Online learning has resulted in a shift in roles between

teachers and parents during online learning (Khurriyati et al., 2021). Submission of material online is not possible understood by all students. In addition, teachers have difficulty in controlling learning atmosphere, this is due to limitations in virtual space (Asmuni, 2020; Fifit Humairoh, Achmad Supriyanto, 2016). Limited mastery of information technology experienced by teachers and students, this can be seen from under privileged teachers using various online learning media.

Implementation of online learning has a negative and positive impact on learning outcomes students, some students stated that during online learning implemented learning outcomes decreased. This is because the material presented by the lecturer understood much less than face-to-face learning. In addition, interest in learning students are reduced due to various obstacles faced such as network unstable internet, as well as disturbances from the environment so that students lazy to study because they feel disturbed. Facilities are very important for the smooth learning process, such as laptops, computers or cellphones that will make it easier online learning (Purwanto, 2020). Students also feel burdened because some lecturers give assignments outside class hours and change the schedule sudden education. As stated by first informant and second informant that online learning media also has an impact on students,

both positive and negative impacts. We can see from the results of the following interview:

1st informant

Question : what is the impact of the media applied during online learning for students?

Apakah dampak dari media yang diterapkan selama pembelajaran online bagi siswa?

Answer : "In the implementation of online learning during the Covid-19 pandemic has several positive and negative impacts in its implementation. First, network inadequate. This is because the internet network in the village is less stable. Second, students do not understand the material learning. This is because some teachers do not explain the material clearly so that students do not understand the material presented by the teacher. Online learning not only has a negative impact on students, but there are also some positive impacts for students such as makes students feel more free or relaxed and able to do other activities while participating in learning. This matter can be used by students with a variety of positive activities. Online learning It also makes students more independent. This happens because during online learning teachers sometimes only provide material briefly through files so that it requires students to be independent in seeking explanations from the material provided by the teacher, so that online learning requires self-reliance".

"Dalam pelaksanaan pembelajaran online di masa pandemi Covid-19 memiliki beberapa dampak positif dan negatif dalam pelaksanaannya. Pertama, jaringan yang tidak memadai. Hal ini dikarenakan jaringan internet di desa tersebut kurang stabil. Kedua, siswa kurang

memahami materi pembelajaran. Hal ini dikarenakan beberapa guru tidak menjelaskan materi dengan jelas sehingga siswa kurang memahami materi yang disampaikan oleh guru. Pembelajaran daring tidak hanya berdampak negatif terhadap siswa, namun ada beberapa dampak positif juga bagi siswa seperti dapat membuat siswa merasa lebih bebas atau santai dan dapat melakukan aktivitas lain saat mengikuti pembelajaran. Hal ini dapat dimanfaatkan oleh siswa dengan berbagai aktivitas positif. Pembelajaran daring juga membuat siswa lebih mandiri. Hal ini terjadi karena selama pembelajaran daring guru terkadang hanya memberikan materi dengan singkat melalui file sehingga mengharuskan siswa untuk mandiri dalam mencari penjelasan dari materi yang diberikan oleh guru, sehingga dilaksanakan pembelajaran daring menuntut untuk mandiri.”

2nd informant

Question : What is the impact of the media applied during online learning for students?

Apakah dampak dari media yang diterapkan selama pembelajaran online bagi siswa?

Answer : “According to second informant, some of the impacts of online learning media on students include students feeling less enthusiastic about participating in online learning due to unstable internet access, poorly understood material during learning, the existence of disturbances from the environment so that their interest in learning reduced to participating in online learning. Limited facilities in online

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learning makes it difficult for students. In addition, the limitations of students using learning applications that have never been used at all. Online learning is considered more practical and relaxed. Practical because it can provide tasks at any time and reporting tasks at any time and more flexible to do whenever. Online learning leads to more flexible time for students who are outside the home and can adjust their time to study. saves time and can be done at any time. All students can access it by easy, meaning it can be done anywhere. Submission of information is faster and can reach many students."

Menurut informan kedua beberapa dampak media pembelajaran online bagi siswa diantaranya siswa merasa kurang semangat mengikuti pembelajaran daring hal ini dikarenakan akses internet yang tidak stabil, materi selama pembelajaran kurang dipahami, adanya gangguan-gangguan dari lingkungan sehingga minat belajar mereka berkurang untuk mengikuti pembelajaran daring. Keterbatasan fasilitas dalam pembelajaran daring menyulitkan siswa. Selain itu keterbatasan mahasiswa menggunakan aplikasi pembelajaran yang belum pernah digunakan sama sekali. Pembelajaran daring dinilai lebih

parktis dan santai. Praktis karena dapat memberikan tugas setiap saat dan pelaporan tugas setiap saat dan lebih fleksibel berarti dilakukan kapanpun dan dimanapun. Pembelajaran daring menyebabkan waktu yang lebih fleksibel bagi mahasiswa yang berada di luar rumah dan bisa menyesuaikan waktu untuk belajar. menghemat waktu dan dapat dilakukan kapan saja. Semua siswa dapat mengaksesnya dengan mudah, artinya dapat dilakukan dimana saja. Penyampaian informasi lebih cepat dan bisa menjangkau banyak siswa.

c. Do students feel happy when learning from home?

1st Informant

Question : Apakah siswa merasa senang ketika belajar dari rumah?

Answer   :"According to one student at SMKN 4 Bengkulu Selatan, learning from home is quite fun, learning can be more relaxed, learning time is also not too long so there is a lot of time left to do other things. There were other students who said that they felt challenged by online learning, because the students only given a short time and they have to work on the questions quickly and precisely, so this online learning really requires extra learning personnel than before".

Menurut salah satu siswa SMKN 4 Bengkulu Selatan belajar dari rumah cukup menyenangkan, belajar bisa lebih santai, waktu belajar juga tidak terlalu lama sehingga masih banyak waktu yang tersisa untuk mengerjakan hal lain. Ada siswa lain yang mengatakan merasa tertantang dengan pembelajaran online, karena siswa hanya diberi waktu yang singkat dan harus mengerjakan soal dengan cepat dan tepat, sehingga pembelajaran online ini sangat membutuhkan tenaga pembelajaran yang lebih dari sebelumnya.

2nd Informant

Question : Do students feel happy when learning from home?

Apakah siswa merasa senang ketika belajar dari rumah?

Answer : "some childrens say that they are easier to understand the subject matter when studying at home. This is because disturbances that usually occur in class, such as chatting with classmates compared to listening to the teacher's explanation, can be minimized. Besides being able to focus more in listening to the teacher's explanations, all materials that have been shared online can be stored neatly on a laptop or cellphone. Thus all the subject matters files can be opened and studied at any time. Besides being easy

to understand, students are also free to determine the learning situation during online learning.

"Beberapa anak mengatakan mereka lebih mudah memahami materi pelajaran ketika belajar dirumah. Hal ini karena gangguan-gangguan yang biasa terjadi dikelas seperti suka mengobrol dengan teman sebangku dibandingkan mendengarkan penjelasan guru dapat terminimalisir. Selain bisa lebih fokus mendengarkan penjelasan guru, semua materi yang sudah dibagikan secara daring dapat disimpan dengan rapi dilaptop atau HP. Dengan demikian semua file materi pelajaran tersebut dapat dibuka dan dipelajari kapan saja. Selain mudah dipahami, siswa juga bebas menetukan situasi belajar saat pembelajaran daring."

d. Which is more fun, online learning or offline learning?

1st informant

Question : Manakah yang lebih menyenangkan antara pembelajaran daring atau pembelajaran di sekolah?

Answer : "There are some students say that, learning will be more fun if we are really interested in what will be studied. Whether it's online or face-to-face, if we're interested, both are fine. Both methods can be equally fun if there are enthusiasts. But if you go online, it's better if your

internet network is good so you can keep learning smoothly and don't get bored. There are also students who say that learning in class with friends is indeed much more fun and more exciting than studying alone at home. However, it turns out that studying at home has several advantages over studying at school. For example, it is easier to understand the subject matter, freely determine the learning situation, train self-confidence, practice self-discipline, can adapt to technology and others".

"Ada beberapa siswa yang mengatakan bahwa belajar akan lebih menyenangkan jika kita benar-benar tertarik dengan apa yang akan dipelajari. Baik itu secara online atau tatap muka, kalau kita tertarik dengan pelajaran tersebut maka keduanya sama-sama baik. Kedua metode bisa sama-sama menyenangkan jika ada minat. Tapi kalau online memang lebih baik jika jaringan internet kita bagus supaya tetap lancar belajarnya dan tidak membuat siswa merasa bosan. Ada juga siswa yang mengatakan bahwa, kegiatan belajar di kelas bersama temen-temen memang jauh lebih menyenangkan dan lebih seru dibandingkan belajar sendirian di rumah. Tapi, ternyata belajar di rumah memiliki beberapa kelebihan dibandingkan belajar di sekolah. Contohnya lebih mudah memahami materi pelajaran, bebas menentukan situasi belajar, melatih rasa percaya diri, melatih kedisiplinan diri, bisa beradaptasi dengan teknologi dan lainnya."

2nd Informant

Question : Which is more fun, online learning or offline learning?

"Manakah yang lebih menyenangkan antara pembelajaran daring atau pembelajaran di sekolah"?

Answer : Rani a student at SMKN 4 Bengkulu Selatan, admitted that she prefers face to face learning at school rather than online

learning or learning from home. More freedom to ask the teacher if learning face to face in class. When studying online, students ask more than one question, so the teacher find it's difficult to answer. So I prefer to learn face to face, said Rani when interviewed.

"Rani siswa SMKN 4 Bengkulu Selatan, mengaku lebih suka belajar tatap muka disekolah daripada belajar dalam jaringan (daring) atau belajar dari rumah. Lebih leluasa bertanya kepada guru jika belajar tatap muka dikelas. Kalau belajar daring siswa yang bertanya lebih dari satu, jadi guru kesulitan untuk menjawab. Jadi saya lebih suka belajar tatap muka, ungkap Rani saat diwawancarai".

e. What are the difficulties experienced by students when learning online?

1st Informant

Question: Apa saja kesulitan yang dirasakan siswa saat pembelajaran daring?

Answer :"There are various difficulties experienced by students when learning online, including a slow internet network. The main problem faced by many students is unstable internet network. In fact, online learning requires a fairly strong internet network considering for the media used are Google Classroom, YouTube and WhatsApp. In addition

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unstable internet network, especially for those in remote areas or in rural areas, the next challenge and obstacle to online learning is the price of internet quota which is too expensive for most people.

Ada beragam kesulitan yang dialami siswa pada saat pembelajaran daring diantaranya jaringan internet yang lambat. Masalah utama yang banyak dihadapi oleh siswa adalah jaringan internet yang tidak stabil. Padahal, pembelajaran daring membutuhkan jaringan internet yang cukup kuat mengingat untuk media yang digunakan berupa Google Classroom, Youtube dan WhatsApp. Selain jaringan internet yang kurang stabil terutama untuk mereka yang berada di daerah-daerah pedalaman atau dipedesaan, tantangan dan halangan belajar online selanjutnya adalah harga kuota internet yang terlalu mahal bagi sebagian besar orang.

2nd Informant

Question : What are the difficulties experienced by students when

learning online?

Apa saja kesulitan yang dirasakan siswa saat

pembelajaran daring?

Answer : "When online learning takes place many of the students complain because lots of distractions at home. When students study in the classroom, the room environment has been arranged in such a way to support the learning process so that it runs smoothly. This is different from the teaching and learning process from home. Not all students have the same home conditions to support the learning process. Many of the students do not have a quiet, quiet, well-lit and comfortable study room. In addition, activities in the home environment often cause

quite a lot of distraction for students. The distractions are very diverse, ranging from sound distractions, visual distractions and many others that cause students to be unable to focus on studying".

"*Ketika pembelajaran daring berlangsung banyak dari siswa yang mengeluh karena banyaknya gangguan di rumah. Ketika pelajar belajar di ruang kelas, maka lingkungan ruangan tersebut sudah diatur sedemikian rupa untuk mendukung proses pembelajaran agar berjalan lancar. Hal ini berbeda dengan proses belajar mengajar dari rumah. Tidak semua pelajar memiliki kondisi rumah yang sama untuk mendukung proses belajar. Banyak dari pelajar tidak memiliki ruang belajar yang sunyi, senyap, mendapat sinar yang mencukupi dan nyaman. Ditambah lagi seringkali aktivitas di lingkungan rumah menyebabkan distraksi yang cukup banyak bagi pelajar. Distraksi tersebut sangat beragam, mulai dari distraksi suara, distraksi pandangan dan banyak lainnya yang menyebabkan pelajar tidak dapat fokus belajar.*

B. Discussion

1. The teachers steps in designing or developing learning media at SMKN 4 Bengkulu Selatan During Pandemic.

a. Identification of student needs and characteristics

A media plan must be based on needs. According to Sanjaya (2008:91) analyzing needs is one of the important activities in designing learning. This is in accordance with the design objectives that were developed to help solve the learning needs for students. One indicator of the need is because there is a gap in it. The gap is a discrepancy between what should be or what is expected and what is

happening. In learning what is meant by needs is the gap between the abilities, skills and attitudes of students that we want with the abilities, skills and attitudes of students they have now.

Focus of this research is to find out the initial steps taken by English teacher at SMKN 4 Bengkulu Selatan in designing and making interesting learning media during a pandemic. In this case, the first step in designing intersting learning media is identifying the needs and character of students first, so that teachers understand what kind of media will be applied in learning, because if the teacher dirrectly determines the media to be used without knowing the needs and character of the students, it is feared that not all students can understand the material presented or apply the applied media, such as using google form media, zoom and google classroom. Many of students find it difficult to use the media because they have not mastered the use of technology.

Not all teachers have the same steps in compiling or designing learning media. As in this study the second teacher had a different step from the first teacher as mentioned above, he chose to determine the goal first. Because according to her the goal is the binding of all teacher and student activities.

b. Criteria for choosing learning media

According to Sudjana (2007: 3-4), there are several types of teaching media first, graphic media such as pictures, photos, graphics, charts or diagrams, posters, cartoons, comics and others. Graphic media is often also called two-dimensional media, namely media that has length and width. Second, three dimensional media, namely in the form of solid models, cross-sectional models, stacking models, mock ups, dioramas, and others. Third, projection media, such as slides, film strips, films, the use of the OHP and others. Fourth, the use of the environment as a teaching medium.

In this study, the first informant stated that the criteria for the learning media he chose were based on predetermined learning objectives or competencies. Support for the content of the subject matter, meaning that learning materials that are facts, principles, concepts and generalizations really need media assistance to make them easier to understand by students. The media needed must be easily obtained or easily made by the teacher when teaching. Choosing learning media must be in accordance with the level of thinking and in accordance with the development of students, so that the meaning contained in it can be easily understood by students.

The criteria chosen above are of course to avoid unwanted possibilities from happening. A teacher must choose learning media based on the criteria mentioned above because, if a teacher chooses learning media that is not in accordance with one of criteria mentioned above such as the level of thinking and student development, students will find it difficult to understand the material presented by the teacher. Other criteria such as the media used must be easy to obtain or make, because if the teacher chooses to use media that are difficult to find or made in certain areas, the teacher will have difficulty and the material to be studied is not conveyed properly to students.

The above statement is in accordance with the theory mentioned by Ruman (2008: 86-87), there are several criteria for selecting learning media, namely: accuracy with learning objectives, support for the content of the subject matter, easy access to media, teacher skill to use it, available time allocation to use it, according to the level of thinking and development of students.

c. Formulate detailed material items that can support the achievement of goals.

The material for learning media must be in sync with the learning objectives. For this reason, the formulation of the material items must be based on the formulation of objectives. The formulation of the material items is seen from the sub-ability or skill described in the specific learning objectives, so that the material prepared is in order to achieve the expected goals of the teaching and learning process activities. After the list of material items is detailed, then the next step is to sort it from the simple to the more complex level and from the concrete to the abstract.

As explained by the first teacher and the second teacher in the interview, after identifying the needs and character of students, and also determining goals, the next step in creating or developing learning media is to formulate material that is prepared by taking into account certain criteria. Some of these criteria include it must attract interest and can motivate students to learn more. Each material provided must arouse curiosity, thus giving rise to a higher urge to learn actively and independently. Likewise, with the material of a media program, the criteria for the material also

described apply to material on the media. A media program must contain material that must be mastered by students.

According to the informant, if a teacher does not pay attention to the criteria in choosing learning materials, for example, if the teacher conveys material that has not been tested for truth and validity, it will waste student and teacher learning time and not be useful for students.

d. **Factors supporting the creativity of teachers in making or developing learning media.**

Basically there are several factors that can affect teacher creativity, including: sensitivity in seeing the environment, freedom in seeing the environment or acting, strong commitment to progress and success, optimistic and dare to take a risks, including the worst risk, perseverance to practice, face the problem as a challenge, conducive environment, no rigid and authoritarian. As stated by the informant, there are two factors that support teacher creativity in making or developing learning media, namely, intrinsic and extrinsic factors. Intrinsic factor is encouragement from within ourselves such as the motivation from ourselves to recognize problems, be brave and confident. While extrinsic factor is the existence of support from the

environment, such as sufficient material, and the opportunity to gain knowledge.

From the definition above we can conclude that everyone has different levels and forms of creative talent it depends on how everyone shapes and develop their creative talent. According to Rogers in (Munandar, 2009) explain two related things that can affect the development of creativity, as follow: internal factors, this comes from the individuals involved. External factors form new arrangements or ideas based on things that have been previously, this is the result of a person in developing and explore several parts, forms and concepts.

e. Formulate measuring tools for success.

The learning that we do must be measured whether the learning objectives have been achieved or not. To measure this, it is necessary to measure learning outcomes in the form of tests, assignments or behavioral check-lists. This measuring tool for learning success needs to be developed based on the objectives that have been formulated and must be in accordance with the material that has been prepared. What needs to be measured are three main abilities, namely knowledge, skills and attitudes that have been formulated in detail in the objectives. Thus, there is a close relationship between the objectives, the material and the test measuring success.

Success measurement tools can be seen from the assessment process is carried out so that from the assessment we can see the success of the learning media that we have created. One of the measuring tools used by English teachers at SMKN 4 Bengkulu Selatan to find out their success in using a media during a pandemic is by giving assignments to their students. As explained by Mr. Sugianto and Mrs. Rika in the interview. Mr. Sugianto said that he gave assignments to students by making videos in the form of questions related to the material that had been submitted, then uploading the video to the YouTube channel and sending the link to the WhatsApp group.

While Mrs. Rika said that she gave assignments to students, every time she finished delivering learning materials, 30 minutes before the end of study time she gave several questions to test students' understanding of the material presented. The definition of benchmarks and levels of teaching and learning success by Usman and Setyawati in the book Efforts to Optimize Teaching and Learning Activities (1993: 7-8) suggested that a teaching and learning process can be said to be successful, every teacher has their own views in line with their philosophy.

2. Students Interested to the Learning Media During Pandemic

a. Students respond to the learning media used during online learning.

Response is the result of stimulus behavior, namely the activity of the person who is concerned, regardless of whether the stimulus can be identified or cannot be observed (Wijayantii, et al. 2015: 182). Alviana (2016:273) said the response arises when there is a stimulus which then responds so that raise to behave. Student responses to learning media can be in the form of positive and negative responses. Nugraha, et al (2013:33) explain that the positive response of students can be used as a benchmark that students feel more comfortable with the learning media used in the learning process.

Knowing student responses in solving a problem is very important for teachers. Teachers are expected to understand students' ways of thinking and students' ways of thinking processing incoming information in addition to directing students to change their way of thinking if it turns out to be necessary. Thus, the teacher can find out the location and types of errors made by students. Error that what students do can be used as a source of learning information and understanding for students (Hasan: 450).

Responses are stimulus that cause attitude change (Rafikayuni, 2017:339). According to Amir in Rafikayuni (2017:339), the response consists of 3 dimensions, namely the cognitive, affective, and conative. Cognitive responses are related responses or perceptions about an attitude object. Verbally, a person's thoughts can be identified from expressions of belief (beliefs) or something that tends to be negative or negative. Affective response is a response that shows a person's attitude towards evaluation or a person's feelings about the object of his or her attitude. Conative response related to real behavior which includes actions for actions.

As explained in the interview, almost all students explained that the online learning that has been implemented is quite helpful in online learning, but they do not agree if it is applied for a longer period of time, because the material presented according to them is less clear and different from when meeting face to face with the teacher which is usually done. studying online or from home was not fun for students. They explained that there were many difficulties when online learning was implemented such as signals, quotas, application errors and lack of guidance by teachers. This is because the school is located in a rural area, the internet network is

not yet fully stable. It's not even uncommon to experience a loss of the internet signal for 24 hours.

b. Can all the material delivered using the media applied during online learning be understood by students?

The Covid-19 period requires learning to continue so that education is guaranteed, so that learning can be done through online learning. Online learning is an educational innovation that involves information technology in learning. Online Learning can be held through a web network with an unlimited number of participants using various media technology (Putria, 2020; Rigianti, 2020). Online learning can create effective and comfortable learning for students in the midst of the Covid-19 pandemic (Herliandry, Devi., 2020; Zhang et al., 2020).

The online learning process requires a learning media to make it effective learning. There are various kinds of learning media that can support online learning activities such as WhatsApp, Google Classroom, Quizizz, and Youtube to be effective (Daheri et al., 2020; Permata & Bhakti, 2020; Santosa et al., 2020; Setiyani et al., 2020; Widyantara & Rasna, 2020).

Online learning benefit in helping to provide access to learning for all, hereby removing physical barriers as a factor for learning

within the scope class. In fact, online learning still poses problems. Online learning has resulted in a shift in roles between teachers and parents during online learning (Khurriyati et al., 2021). Submission of material online is not possible understood by all students. In addition, teachers have difficulty in controlling learning atmosphere, this is due to limitations in virtual space (Asmuni, 2020; Humairoh, Supriyanto, 2016). Limited mastery of information technology experienced by teachers and students, this can be seen from under privileged teachers using various online learning media.

As stated by Mr. Sugianto and Mrs. Rika that in online learning not all the material presented by the teacher can be fully understood by students. This is due to the several obstacles, for example when learning is taking place when the teacher is explaining learning material using zoom application, there are students who experience signal interference or vice versa. In addition, the average students cannot understand the lesson in the condition of distance learning activities. This is because students cannot concentrate fully when studying at home.

c. Do students feel happy when learning from home?

Online schooling has been going on for months since the coronavirus pandemic. Some children complained that the learning

was less effective and missed playing with their friends. But there are also some children who feel comfortable when learning from home. As for several factors that cause children to be comfortable studying at home rather than at school, among them are:

a. Children who don't like their school environment. This is usually the main factor. Children may not be comfortable with their friends and school facilities. With an online school, he doesn't have to deal directly with friends who may bother him a lot or the classroom conditions are dirty.

b. More concentration at home. This is actually also related to the character of the child himself. For some children who have a calm character, they are more focused on studying in their own room because there are minimal distractions. Especially if the condition of the house is comfortable and supportive for learning. Its different when the child learns at school. When trying concentrate on digesting the right way of counting the seatmate or friend behind him actually invited him to chat.

c. They like it because they used it. Some children say that they like it because they are used to it. The more they come here, the more children get used to the new routine, school from home. They may be able to wake up later, have more rest time, can do hobbies and

so on. Changes in routine as before would require another transition period for children. When the transition period is over, it becomes a habit.

As known from the results of the interviews, some students feel happy with the application of learning from home. According to some students, they can study more relaxed, the study time is also not too long so there is stil a lot of time left to do other things. According to the researcher, some children who enjoy learning from home are children who have introvert personalities. Children with introvert personalities will be happier if they study alone and are not too noisy like studying at school, they prefer a quit atmosphere to study.

While students who prefer to study together with their friends are those who tend to have extrovert personalities. Children with this personality prefer to study together with their friends because for them, if they study with friends there is a place to ask them if there is material that they do not understand and they are not easily bored.

d. Which is more fun, online learning or offline learning?

Recently, teaching and learning activities through online media have become increasingly popular in the community. How not, when children are not allowed to leave the house, the online method or online

learning is the best alternative that can be applied by every educational institution to still be able to open classes for all their students. However, many people also doubt this learning method, because after all they feel that learning in offline or face-to-face classes is still more effective. The online method is considered not to give good results because the learning process is only like going one way.

But it also cannot be denied that online learning also has several advantages including: if in the past we had to spend time on the way to school or a course, now we only need to open our devices to attend classes. Online classes allow us to learn from anywhere in the world even on long trips or holiday. As in the result of the interview when students are asked wheter it was more fun to study from home or study at school, on average students had the same answer, which was that they preferred to study at school, because according to them if they studied online they had many difficulties, such as not understanding how to collect assigments through the media provided. For example, google classroom is used.

Many students in SMKN 4 Bengkulu Selatan find it difficult to use the media so that it is not uncommon for them to feel annoyed with online learning. But from the results of interviews there are also students who say that it depends on the intentions of the child. There are some students say that, learning will be more fun if we are really

interested in what will be studied. Whether it's online or face-to-face, if we're interested, both are fine. Both methods can be equally fun if there are enthusiasts.

e. What are the difficulties experienced by students when learning online?

Due to the covid-19 pandemic, the school cannot carry out learning activities such as usually. Now learning activities are changed become online learning, namely online use a smartphone or laptop. With this change in learning activities, there will be several obstacles felt by both teachers and students, because this is a new thing, never been done before. Indeed there will be difficulties or perceived obstacles.

Researcher interviewed several students concerned regarding implementation online learning through social medi WhatsApp, Google Classroom and zoom on December 7, 2021. Results interviews obtained, students admitted experienced some difficulties, students admitted this study at home policy makes for a chore obtained from school becomes a lot, material learning becomes difficult to understand because there is no direct explanation from the teacher, internet dta package which is used for learning also adds costs due to no package assistance policy data from school.

The difficulties that felt by the students makes the spirit of learning students are decreasing, not yet because the atmosphere at

home can be various aach students' problem, of course this affect to the spirit of the students learning. Student at first have a high spirit when carrying out learning, because this a new thing.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclussions

Based on the results of the discussion in the study, the researcher can put forward some conclusions, as follow;

1. Based on the result of the interviews can be concluded that, there are several steps and criteria the teacher can take. Every teacher has different steps in creating learning media. For example are, indentification students needs and characteristics and also formulating goals of learning. Because, if the teachers do not pay attention to these steps and criteria when given the material by the media, students will have many difficulties. Many students are not mastered in technology such as used the learning media namely WhatsApp, Google Classroom, Zoom, etc. From the descriptions above, it can be seen that the success or failure of a curriculum or learning ultimately depends on the activities and creativity of the teacher in describing and realizing the curriculum.

2. There are several steps and supporting factors the creativity of teachers in making or developing learning media, such internal and exsternal factor. Every teacher has different levels and forms of creative talent it depends on how they shapes and develop their creative talent. The use of teaching media can enhance the quality of the teaching and learning

process that can improve the quality of student learning outcomes. Another important aspect of using media is to help clarify learning messages.

3. The media has various uses, namely: clarifying the message so that it is not too verbal. Overcoming the limitations of space, time, energy and senses, creating a passion for learning, more direct interaction between students and learning resources, enabling students to learn independently according to their visual and auditory talents and abilities, providing learning stimulation for students.

4. Learning from home is less fun for students. They explained that there were many difficulties when online learning was implemented such as signals, quota, application errors and lack of guidance by teachers. They also explained that the material taught was not understood, unlike when learning directly at school, although there were a few who explained that online learning was more time-saving. In general, it can be concluded that online learning that is applied is not as efficient as direct learning in schools because there are some obstacles mentioned above.

5. Children who do not like crowds when studying they tend to prefer independent study at home. Children like them can be said, they have an introverted personality. Someone with introverted personality prefers solitude and silence, they tend to avoid crowds in any case.

Whatever the method and media the teacher uses when delivering learning depends on the childs' learning intentions and motivation. If they have a strong interest in the learning then they will like it. But if they lack interest in learning, there will always be reasons for them not to study.

6. Online learning or learning from home is less effective for students, because many problems and distractions are experienced when online learning takes place.

B. Suggestions

As a follow-up to the research that the researcher did, there are several suggestions, as follow:

1. The media is not used to make it easier for teachers to teach, but the media is used to make it easier for students to learn so that they can enhance the quality of students learning.

2. Teachers need to understand how important the use of media in learning is because learning media can enhance the quality of the teaching and learning process which in turn can improve the quality of students learning outcomes and learning media can help clarify learning messages.

3. Through teacher creativity, learning becomes a fun activity. The process of fun learning activities is certainly not created easily, but the

management is designed by the teacher by designing learning facilities or media, so that student learning activities becomes easy.

4. Learning media in its use must be relevant to the competencies to be achieved in the learning content itself.

5. Choosing learning media must be in accordance with the level of thinking, development, and characteristics of students so that the meaning contained in it can be easily understood by students.

6. Teachers always develop creativity, skills to create and design and operate learning media.

7. Teachers always try to find better ways to serve students, so that what the teacher will do now is better than what has been done before and what is done in the future is better than now.

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APPENDICES

Appendix 1.1

<u>INTERVIEW WITH THE ENGLISH TEACHER</u>

<u>CATATAN LAPANGAN HASIL WAWANCARA DENGAN</u>

<u>GURU BAHASA INGGRIS SMKN 4 BENGKULU SELATAN</u>

Day/Date   : Monday, December 6th, 2021

Time   : 9.30 WIB

Activity   : Interview with English teacher

Object Interview : Sugianto, M.Pd

Interviewer   : Ellyza Nurjanah Lestari

1. Researcher : What the first steps did you take in designing and developing interesting media during pandemic?

   (Apa langkah pertama yang bapak lakukan dalam merancang dan membuat media yang menarik selama pandemic?)

   English Teacher: Menurut saya, dalam membuat dan mengembangkan media pembelajaran yang menarik dalam situasi pandemi seorang guru harus terlebih dulu mengetahui kebutuhan dan karakter siswanya agar tahu jenis media seperti apa yang akan dibuat dan dipakai. Misalnya seperti media WhatsApp, Youtube, Telegram atau Google Classroom, karena tidak semua siswa bisa menggunakan dan memahami materi yang kita sampaikan dengan menggunakan media tersebut.

2. Researcher : What criteria did you determine in choosing online-based learning media?

   (*Kriteria apa saja yang ibu tentukan dalam memilih media pembelajaran?)*

English Teacher: Kriteria media pembelajaran yang saya pilih biasanya berdasarkan tujuan atau kompetensi pembelajaran yang telah ditentukan. Dukungan terhadap isi materi pelajaran artinya, bahan pelajaran yang sifatnya fakta, prinsip, konsep dan generalisasi sangat membutuhkan bantuan media agar lebih mudah dipahami oleh siswa. Media yang diperlukan harus mudah didapatkan atau mudah dibuat oleh guru pada saat mengajar. Memilih media pembelajaran harus sesuai dengan taraf berpikir dan sesuai dengan perkembangan siswa, sehingga makna yang terkandung didalamnya dapat dipahami dan mudah dimengerti oleh para siswa.

3. Researcher : What are the next steps you take in creating or developing online learning media?

   (Apa langkah selanjutnya yang bapak lakukan dalam membuat atau mengembangkan media belajar?)

   English Teacher: Langkah selanjutnya adalah kita harus merumuskan materi. Materi berkaitan dengan substansi isi pelajaran yang harus diberikan. Materi ini disusun dengan memperhatikan kriteria tertentu, diantaranya: shahih atau valid, yaitu materi yang dituangkan dalam media pembelajaran benar-benar telah teruji kebenarannya dan keshahihannya. Selanjutnya yaitu, tingkat kepentingannya, yaitu dalam memilih materi perlu dipertimbangkan sejauh mana materi tersebut penting untuk dipelajari. Selanjutnya yaitu, kebermanfaatan dari segi akademis dan dari segi non akademis. Secara akademis harus bermanfaat untuk meningkatkan kemampuan siswa,

sedangkan non-akademis materi harus menjadi bekal berupa life skill baik berupa pengetahuan aplikasi, keterampilan dan sikap yang dibutuhkan siswa dalam kehidupan sehari-hari.

4. Researcher : What are your supporting factors in creating or   developing learning media?

(Apa saja factor pendukung bapak dalam membuat atau mengembangkan media pembelajaran?)

English Teacher: Yang pertama factor pendukung dari pribadi saya sendiri. Ketika kita mengajar anak factor yang pertama yaitu bagaimana kita bisa menciptakan suasana kelas yang kondusif, yang kedua bagaimana guru mampu menguasai kelasnya sehingga pembelajaran tersampaikan dengan baik. Selanjutnya yaitu dari media pembelajaran itu sendiri, kalau saya sendiri biasa menggunakan media power point yang dibagikan melalui aplikasi WhasApp, diselingi dengan sedikit tontonan yang berkaitan dengan materi yang disampaikan. Dengan sedikit musik sehingga ketika anak-anak mulai merasa jenuh kita bisa berikan tontonan tersebut. Kemudian disela-sela pembelajaran kadang-kadang saya selingkan sedikit permainan sehingga anak-anak tidak merasa bosan dan pelajaran tidak monoton. Contoh permainan yang biasa saya gunakan seperti "cerita bersambung".

5. Researcher : How do you measure the success of the media that you use?

(Bagaimana cara bapak mengukur keberhasilan media yang bapak gunakan saat mengajar?)

English Teacher: Media pembelajaran yang saya rancang adalah dalam bentuk video pembelajaran yang didalamnya ada materi serta langkah-langkah mengerjakan tugasnya yang telah saya rancang untuk dilakukan oleh peserta didik saya dirumah. Kemudian ketika video pembelajaran telah saya buat, video tersebut saya unggah di kanal youtube saya, kemudian link saya kirin ke WA group kelas sehinggga memudahkan orang tua dan peserta didik untuk mengaksesnya dan mempergunakannya. Saya mengkomunikasikan aturan penggunaan video kepada orang tua sehingga orang tua akan meneruskan kepada anak aturan penggunaan video atau HP untuk mengakses youtube. Misalnya anak boleh menggunakan HP maksimal 1 jam perhari. Hal ini penting supaya anak tidak terlalu lama menggunakan HP melebihi batasan sehingga ada waktu bermain yang akan mengasah social emosional serta fisik motoriknya.

6. Researcher : According to you, how do students respond to the learning media used during online learning?

   (Menurut bapak bagaimana respon siswa terhadap media pembelajaran yang digunakan selama belajar online?)

   English Teacher: kebanyakan siswa merasa bahwa pembelajaran daring yang sudah diterapkan kurang menyenangkan karena materi yang di sampaikan menurut mereka kurang jelas dan berbeda dengan ketika bertatap muka dengan guru yang biasanya dilakukan. Pembelajaran di rumah juga banyak menimbulkan gangguan atau halangan untuk mngerjakan tugas seperti, sinyal, kuota, batas penggunaan waktu, dan terjadinya error

aplikasi, ada juga beberapa anak yang mengatakan bahwa pembelajaran daring di rumah yang membuat saya mengerti, akan tetapi saya lebih mengerti apabila dijelaskan secara langsung oleh guru.

7. Researcher : what is the impact of the media applied during online learning for students?

(*Apakah dampak dari media yang diterapkan selama pembelajaran online bagi siswa?*)

English Teacher : Dalam pelaksanaan pembelajaran online di masa pandemi Covid-19 memiliki beberapa dampak positif dan negatif dalam pelaksanaannya. Pertama, jaringan yang tidak memadai. Hal ini dikarenakan jaringan internet di desa tersebut kurang stabil. Kedua, siswa kurang memahami materi pembelajaran. Hal ini dikarenakan beberapa guru tidak menjelaskan materi dengan jelas sehingga siswa kurang memahami materi yang disampaikan oleh guru. Pembelajaran daring tidak hanya berdampak negatif terhadap siswa, namun ada beberapa dampak positif juga bagi siswa seperti dapat membuat siswa merasa lebih bebas atau santai dan dapat melakukan aktivitas lain saat mengikuti pembelajaran. Hal ini dapat dimanfaatkan oleh siswa dengan berbagai aktivitas positif. Pembelajaran

daring juga membuat siswa lebih mandiri. Hal ini terjadi karena selama pembelajaran daring guru terkadang hanya memberikan materi dengan singkat melalui file sehingga mengharuskan siswa untuk mandiri dalam mencari penjelasan dari materi yang diberikan oleh guru, sehingga dilaksanakan pembelajaran daring menuntut untuk mandiri.

8. Researcher : Do students feel happy when learning from home?

(Apakah siswa merasa senang ketika belajar dari rumah?)

English Teacher: Menurut salah satu siswa SMKN 4 Bengkulu Selatan belajar dari rumah cukup menyenangkan, belajar bisa lebih santai, waktu belajar juga tidak terlalu lama sehingga masih banyak waktu yang tersisa untuk mengerjakan hal lain. Ada siswa lain yang mengatakan merasa tertantang dengan pembelajaran online, karena siswa hanya diberi waktu yang singkat dan harus mengerjakan soal dengan cepat dan tepat, sehingga pembelajaran online ini sangat membutuhkan tenaga pembelajaran yang lebih dari sebelumnya.

9. Researcher : Which is more fun, online learning or offline learning?

(Manakah yang lebih menyenangkan antara pembelajaran daring atau pembelajaran di sekolah?)

English Teacher: Ada beberapa siswa yang mengatakan bahwa belajar akan lebih menyenangkan jika kita benar-benar tertarik dengan apa yang akan dipelajari. Baik itu secara online atau tatap muka, kalau kita tertarik dengan pelajaran tersebut maka keduanya sama-sama baik. Kedua metode bisa sama-sama

menyenangkan jika ada minat. Tapi kalau online memang lebih baik jika jaringan internet kita bagus supaya tetap lancar belajarnya dan tidak membuat siswa merasa bosan. Ada juga siswa yang mengatakan bahwa, kegiatan belajar di kelas bersama temen-temen memang jauh lebih menyenangkan dan lebih seru dibandingkan belajar sendirian di rumah. Tapi, ternyata belajar di rumah memiliki beberapa kelebihan dibandingkan belajar di sekolah. Contohnya lebih mudah memahami materi pelajaran, bebas menentukan situasi belajar, melatih rasa percaya diri, melatih kedisiplinan diri, bisa beradaptasi dengan teknologi dan lainnya.

10. Researcher : What are the difficulties experienced by students when learning online?

    Apa saja kesulitan yang dirasakan siswa saat pembelajaran daring?

    English Teacher: Ada beragam kesulitan yang dialami siswa pada saat pembelajaran daring diantaranya jaringan internet yang lambat. Masalah utama yang banyak dihadapi oleh siswa adalah jaringan internet yang lambat. Padahal, pembelajaran daring membutuhkan jaringan internet yang cukup kuat mengingat media yang digunakan berupa Google Classroom, Youtube dan WhatsApp. Selain jaringan internet yang sangat lambat terutama untuk mereka yang berada di daerah-daerah pedalaman atau dipedesaan, tantangan dan halangan belajar online selanjutnya adalah harga kuota internet yang terlalu mahal bagi sebagian besar orang.

INTERVIEW WITH THE ENGLISH TEACHER

CATATAN LAPANGAN HASIL WAWANCARA DENGAN

GURU BAHASA INGGRIS SMKN 4 BENGKULU SELATAN

Day/Date : Tuesday, December 7th, 2021

Time : 9.30 WIB

Activity : Interview with English teacher

Object Interview : Rika Pratiwi, S.Pd

Interviewer : Ellyza Nurjanah Lestari

1. Researcher : What the first steps did you take in designing and developing interesting media during pandemic?

   (Apa langkah pertama yang bapak lakukan dalam merancang dan membuat media yang menarik selama pandemic?)

   English Teacher: Tujuan dalah hal yang sangat penting dalam kehidupan. Tujuan akan mempengaruhi arah dan tindakan seseorang. Dengan adanya tujuan dapat diketahui apakah target sudah tercapai atau belum. Tujuan harus dirumuskan dengan jelas dan spesifik. Dalam proses belajar mengajar tujuan juga merupakan salah satu factor penting, karena tujuan akan mengarahkan siswa untuk melakukan prilaku yang diharapkan dengan tujuan tersebut. Perumusan tujuan tersebut termasuk media yang digunakan. baik guru atapun siswa harus mempunyai kejelasan apa yang harus dicapai, apa yang harus dilakukan dalam mewujudkan tujuan tersebut, materi apa yang harus disiapkan oleh guru, dan bagaimana menyampaikannya, harus tergambar dengan jelas.

2. Researcher : What criteria did you determine in choosing online-based

learning media?

(*Kriteria apa saja yang ibu tentukan dalam memilih media pembelajaran?)*

English Teacher: Dalam hal ini, saya memakai dua kriteria dalam memilih
media pembelajaran. Pertama yaitu kelayakan praktis, hal ini
berhubungan dengan keakraban guru dengan media,
ketersediaan media, ketersediaan waktu untuk
mempersiapkan, ketersediaan sarana dan fasilitas pendukung.
Yang kedua yaitu kelayakan teknis, hal ini berkaitan dengan
terpenuhinya persyaratan bahwa media yang dipilih mampu
untuk merangsang dan mendukung proses belajar peserta
didik.

3. Researcher : What are the next steps you take in creating or developing online

learning media?

(Apa langkah selanjutnya yang bapak lakukan dalam membuat atau

mengembangkan media belajar?)

English Teacher: Seperti yang kita ketahui bahwa sebelum membuat atau pun
menegmbangkan media pembelajaran kita perlu merumuskan
yang namanya materi yang akan kita sampaikan. Dalam
menyusun materi ini kita harus tahu kriteria apa saja.
Diantaranya yaitu, menarik minat siswa. Materi yang dipilih
harus menarik minat dan dapat memotivasi siswa untuk
mempelajarinya lebih lanjut. Setiap materi yang diberikan
harus menimbulkan keingintahuan lebih lanjut, sehingga

memunculkan dorongan lebih tinggi untuk belajar secara aktif dan mandiri.

4. Researcher : What are your supporting factors in creating or developing learning media?

(Apa saja factor pendukung bapak dalam membuat atau mengembangkan media pembelajaran?)

English Teacher: Menurut saya factor pendukung kreatifitas seorang guru ada dua yaitu factor intrinsic dan factor ekstrinsik. Dorongan dari dalam diri sendiri (motivasi intrinsic) yaitu adanya motivasi dari diri kita sendiri untuk mengenal masalah, berani dan percaya diri, adanya motivasi untuk selalu terbuka terhadap gagasan sendiri dan orang lain. Sedangkan fantor ekstrinsik yaitu adanya dukungan dari lingkungan, materi yang cukup, adanya kesempatan untuk mendapatkan pengetahuan.

5. Researcher : How do you measure the success of the media that you use?

(*Bagaimana cara bapak mengukur keberhasilan media yang bapak gunakan saat mengajar?*)

English Teacher: Saya biasanya melaksanakan evaluasi pembelajaran secara berkala. Evaluasi pembelajaran pada masa ini sangat penting sebagai pengukuran tingkat keberhasilan pembelajaran yang dilakukan secara online, apakah sudah efektif atau belum. Jika dirasa dalam proses pembelajaran yang telah dilaksanakan kurang efektif maka harus ada modifikasi atau pembaharuan metode dan media

pembelajaran yang akan dilaksanakan. Dalam pelaksaan evaluasi pembelajaran secara online seperti ini bukan hanya siswa dan guru yang ikut serta dalam pelaksaan evaluasi, tetapi juga peran wali siswa sangat di perlukan karna selama pembelajaran online orang tua siswa yang mengetahui 100% dalam pengawasan pembelajaran online. Maka sangat diperlukannya komunikasi yang baik dengan orang tua siswa sehingga tidak adanya miskomunikasi dalam peran guru menyampaikan materi dan orang tua siswa sebagai mediator siswa dalam pelaksaan pembelajaran online dari rumah.

6. Researcher : According to you, how do students respond to the learning media used during online learning?

   (Menurut bapak bagaimana respon siswa terhadap media pembelajaran yang digunakan selama belajar online?)

   English Teacher: Kebanyakan dari siswa mengaku bahwa pembelajaran daring tidak menyenangkan karna pembelajaran dilakukan secara mandiri tanpa bimbingan guru. Akan tetapi, beberapa anak juga mengatakan bahwa metode pembelajaran daring saat ini, siswa bisa menerima pembelajaran dengan lebih santai, menyenangkan, efisien, mudah, dan hemat waktu karena dilakukan di dalam jaringan.

7. Researcher : what is the impact of the media applied during online learning for students?

(Apakah dampak dari media yang diterapkan selama pembelajaran online bagi siswa?)

English Teacher: Menurut ibu Rika beberapa dampak media pembelajaran online bagi siswa diantaranya siswa merasa kurang semangat mengikuti pembelajaran daring hal ini dikarenakan akses internet yang tidak stabil, materi selama pembelajaran kurang dipahami, adanya gangguan-gangguan dari lingkungan sehingga minat belajar mereka berkurang untuk mengikuti pembelajaran daring. keterbatasan fasilitas dalam pembelajaran daring menyulitkan siswa. Selain itu keterbatasan mahasiswa menggunakan aplikasi pembelajaran yang belum pernah digunakan sama sekali. Pembelajaran daring dinilai lebih parktis dan santai. Praktis karena dapat memberikan tugas setiap saat dan pelaporan tugas setiap saat dan lebih fleksibel berarti dilakukan kapanpun dan dimanapun. Pembelajaran daring menyebabkan waktu yang lebih fleksibel bagi mahasiswa yang berada di luar rumah dan bisa menyesuaikan waktu untuk belajar. menghemat waktu dan dapat dilakukan kapan saja. Semua siswa dapat mengaksesnya dengan mudah, artinya dapat dilakukan dimana saja. Penyampaian informasi lebih cepat dan bisa menjangkau banyak siswa.

8. Researcher   : Do students feel happy when learning from home?

    (Apakah siswa merasa senang ketika belajar dari rumah?)

    English Teacher: Beberapa anak mengatakan mereka lebih mudah memahami materi pelajaran ketika belajar dirumah. Hal ini karena gangguan-gangguan yang biasa terjadi dikelas seperti suka mengobrol dengan teman sebangku dibandingkan mendengarkan penjelasan guru dapat terminimalisir. Selain bisa lebih fokus mendengarkan penjelasan guru, semua materi yang sudah dibagikan secara daring dapat disimpan dengan rapi dilaptop atau HP. Dengan demikian semua file materi pelajaran tersebut dapat dibuka dan dipelajari kapan saja. Selain mudah dipahami, siswa juga bebas menetukan situasi belajar saat pembelajaran daring.

9. Researcher : Which is more fun, online learning or offline learning?

    (Manakah yang lebih menyenangkan antara pembelajaran   daring atau pembelajaran di sekolah?)

    English Teacher: Rani siswa SMKN 4 Bengkulu Selatan, mengaku lebih suka belajar tatap muka disekolah daripada belajar dalam jaringan (daring) atau belajar dari rumah. Lebih leluasa bertanya kepada guru jika belajar tatap muka dikelas. Kalau belajar daring siswa yang bertanya lebih dari satu, jadi guru kesulitan untuk menjawab. Jadi kami lebih suka belajar tatap muka, ungkap Rani saat diwawancarai.

10. Researcher : What are the difficulties experienced by students when learning online?

Apa saja kesulitan yang dirasakan siswa saat pembelajaran daring?

English Teacher: Ketika pembelajaran daring berlangsung banyak dari siswa yang mengeluh karena banyaknya gangguan di rumah. Ketika pelajar belajar di ruang kelas, maka lingkungan ruangan tersebut sudah diatur sedemikian rupa untuk mendukung proses pembelajaran agar berjalan lancar. Hal ini berbeda dengan proses belajar mengajar dari rumah. Tidak semua pelajar memiliki kondisi rumah yang sama untuk mendukung proses belajar. Banyak dari pelajar tidak memiliki ruang belajar yang sunyi, senyap, mendapat sinar yang mencukupi dan nyaman. Ditambah lagi seringkali aktivitas di lingkungan rumah menyebabkan distraksi yang cukup banyak bagi pelajar. Distraksi tersebut sangat beragam, mulai dari distraksi suara, distraksi pandangan dan banyak lainnya yang menyebabkan pelajar tidak dapat fokus belajar.

DOCUMENTATION

Picture 1. Interview with 1st Informan

Picture 2. Interview with 1st Informan

Picture 3. Interview with 2nd Informant

Picture 4. Interview with 2nd Informant

Picture 5. Interview with some students

Picture 6. Interview with some students
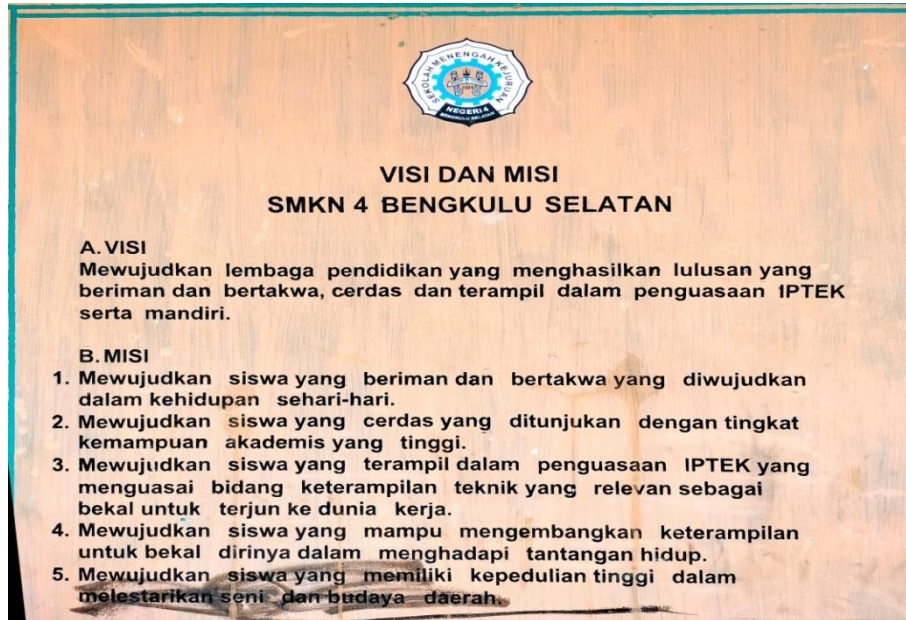
Picture 7. Visi dan Misi SMKN 4 Bengkulu Selatan

Picture 8. Lapangan SMKN 4 Bengkulu Selatan

Picture 9. Tampak depan kantor SMKN 4 Bengkulu Selatan

Picture 10. Gerbang SMKN 4 Bengkulu Selatan

Visi dan Misi Sekolah

The vision and mission of SMKN 4 Bengkulu Selatan are as follow:

Vision

Realizing educational institutions that produce graduates who are faithful and pious, intelligent and skilled in mastering science and technology and are independent.

Mission

1. Create students who believe and are pious which are manifested in everyday life.

2. Realize smart students who are shown with a high level of academic ability.

3. Realizing students who are skilled in the mastery of science and technology who master the relevant technical skills as a provision to enter the world of work.

4. Realize students who are able to develop skills to equip themselves in facing life's challenges.

5. Realize students who have a high concern in preserving regional art and culture.

KISI-KISI INSTRUMEN WAWANCARA

Investigating Teachers' Creativity In Designing Instructional Media

During Covid – 19 Pandemic At Smk N 4 Bengkulu Selatan

Variabel	Indikator	Sub Indikator	Butir Pertanyaan
Teacher Steps	1. Planning	Langkah pertama yang dilakukan dalam merancang dan membuat media yang menarik selama pandemi	1, 3
	2. Criteria	Kriteria apa saja yang ditentukan dalam memilih media pembelajaran	2
	3. Supporting factor	Apa saja faktor pendukung dalam membuat atau mengembangkan media pembelajaran	4
	4. Evaluation	Bagaimana cara mengukur keberhasilan media yang digunakan saat mengajar	5
Students Interested	1. Student respond	Bagaimana respon siswa terhadap	6

		media yang digunakan selama daring	
	2. The impact on students	Dampak media yang diterapkanselama pembelajaran daring	7, 8, 9
	3. Difficulties faced by students	Kesulitan bagi siswa yang dirasakan saat pembelajaran daring	10

Interview Guidelines

Nama   : Ellyza Nurjanah Lestari

Nim   : 1711230061

Prodi   : Tadris Bahasa Inggris

Judul Skripsi : Investigating Teachers' Creativity In Designing Instructional Media
During Covid – 19 Pandemic At SMKN 4 Bengkulu Selatan

Questions about the teacher's steps in designing or creating learning media during pandemic!

1. What are the first steps did you take in designing and developing interesting media during pandemic?
2. What criteria did you determine in choosing online-based learning media?
3. What are the next steps you take in creating or developing online learning media?
4. What are your supporting factors in creating or developing learning media?
5. How do you measure the success of the media that you use?

Questions about students respond/interested to the media used during online learning!

1. According to you, how do students respond to the learning media used during online learning?
2. Can all the material delivered using the media applied during online learning be understood by students?
3. Do students feel happy when learning from home?
4. Which is more fun, online learning or offline learning?
5. What are the difficulties experienced by students when learning online?

SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 1660 /In.11/F.II/PP.009/ 03/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan TadrisInstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiwa/NIM	Prodi	Judul
1	Arif Rahman Hakim, Ph.D. 199012150320151007	P I	Ellyza Nurjannah Lestari	TBI	Investigating Teacher's Creativity in Designing Instructional Media in Rural School during Covid-19 Pandemic at SMK N 4 Bengkulu Selatan
2	Fera Zasrianita, M.Pd. 197902172009122003	P II	1711230061		

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu

Pada Tanggal : 29 Maret 2021

Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI
BENGKULU

Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Bengkulu, 12 Agustus 2021

/In.11/F.II/PP.009/ 08/2021

Penyeminar Proposal Skripsi

Kepada Yth.
Feny Martina, M.Pd. (Penyeminar I)
Valisneria Utami, M.Ed. (Penyeminar II)
di –
    Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Kamis, 12 Agustus 2021
Waktu   : 08.00 sampai selesai
Tempat   : Gedung C4.1 (Ruang Munaqosah)

NAMA/NIM	JUDUL
Khairun Nisyakh 11230072	An Analysis of the Students' Problem in Learning Speaking in the New Normal Era (A Case Study Conducted at the Second Semester of English Department Study program at UIN Fatmawati Sukarno Bengkulu in the Academic Year 2020/2021)
Herminda Oktaria 11230030	The Effect of Flipped Learning Model on Students' Motivation in EFL Learning
Mike Aprea Shela 11230086	An Analysis of Culinary Students' Needs in Learning English at SMKN 3 Kota Bengkulu (A Descriptive Qualitative Research at Eleventh Grade Student Culinary Program of SMKN 3 Kota Bengkulu in Academic Year 2021/2022)
Iza Nurjanah Lestari 11230061	Investigating Teacher's Creativity in Designing Instructional Media in Rural School During Covid-19 Pandemic at SMK N 4 Bengkulu Selatan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

ZUBAEDI

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Ellyza Nurjanah Lestari, NIM : 1711230061yang berjudul **"INVESTIGATING TEACHERS' CREATIVITY IN DESIGNING INSTRUCTIONAL MEDIA IN RURAL SCHOOL DURING COVID-19 PANDEMIC AT SMKN 4 BENGKULU SELATAN".** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Kamis,12 Agustus 2021

Pukul   : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminardan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian).

Bengkulu,29 Oktober 2021

Penyeminar I

Feny Martina, M.Pd
NIP. 198703242015032002

Penyeminar II

Valisneria Utami, M.Ed
NIP. 198903232019032010

Nomor   : 5234 / In.11/F.II/TL.00/11/2021   30 November 2021

Lampiran   : 1 (satu) Exp Proposal

Perihal   : **Mohon izin penelitian**

Kepada Yth,
Kepala SMKN 04 Bengkulu Selatan

Di –
     Kabupaten Bengkulu Selatan

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"Investigating Teachers' Creativity in Designing Instructional Media in Rural School During Covid-19 Pandemic at SMK N 4 Bengkulu Selatan"*

Nama	:	Ellyza Nurjanah Lestari
NIM	:	1711230061
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	SMKN 04 Bengkulu Selatan
Waktu Penelitian	:	30 November s/d 30 Desember 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Plt. Dekan,

Zubaedi

SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS
DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor: 2295 /In. 11/F.II/PP.009/06/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Ellyza Nurjanah
NIM : 1711230061
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Falahun Ni'am, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Pebri Prandika Putra, M.Hum.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics: Psycholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	Kompetensi Keguruan	1. Kemampuan memahami UU/PP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji .
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak lulusnya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 2 Juni 2021
Dekan,

ZUBAEDI
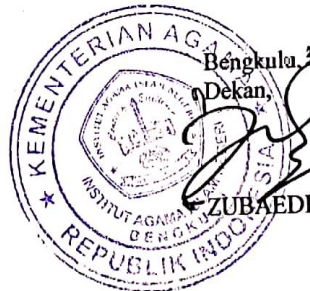
PEMERINTAH PROVINSI BENGKULU
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMK NEGERI 4 BENGKULU SELATAN
Program Keahlian Teknik Otomotif, Akuntansi dan Keuangan,
Teknik Komputer dan Informatika
Jln. Nanjungan kec. Kedurang Ilir Kab. Bengkulu Selatan Kode Pos. 38553

SURAT KETERANGAN SELESAI PENELITIAN

Nomor: 421.5/ 00/SMKN 4 BS/2021

Saya yang bertanda tangan dibawah ini :

Nama	:JUHARMAN, M.Pd
Pangkat/Golongan	:Pembina Tingkat I / IV b
Jabatan	:Kepala Sekolah
Unit Organisasi	:SMKN 4 Bengkulu Selatan
Instansi	:Dinas Pendidikan Dan Kebudayaan

Dengan ini menerangkan mahasiswa dibawah ini:

Nama	:ELLYZA NURJANAH LESTARI
Nim	:1711230061
Fakultas	:Tarbiyah Dan Tadriz
Jurusan	:Tadris Bahasa Inggris
Jenis Kelamin	:Perempuan
Universitas	:Universitas Islam Negeri Fatmawati Soekarno Bengkulu

Benar telah melaksanakan penelitian di SMKN 4 Bengkulu Selatan selama 1 (Satu) bulan terhitung mulai tanggal 30 November s/d 30 Desember 2021untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul " *investigating teachers' creativity in designing instructional media in rural school during covid-19 pandemic at SMK N 4 Bengkulu Selatan*"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Ditetapkan di : Nanjungan
Pada Tanggal: 30 Desember 2021
Kepala Sekolah

JUHARMAN, M.Pd.
NIP. 196808071995121003

Cek turnitiin Ellyza_TBI

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI FATMAWATI SUKARNO
BENGKULU
Jalan Raden Fatah Pagar Dewa Kota Bengkulu 38211
Telepon (0736) 51276-51171-53879 Faksimili (0736) 51171-51172
Website: www.iainbengkulu.ac.id

Nomor : 0334/Un.23/F.II/PP.00.9/02/2022   Bengkulu, 17 Februari 2022
Lamp.   : -
Perihal : Ujian Skripsi

Kepada Yth.
1. Dr. Kasmantoni, M.Si (Ketua)
2. Reko Serasi, M.A. (Sekretaris)
3. Dr. Syamsul Rizal, M.Pd (Penguji Utama)
4. Valisneria Utami, M.Ed. (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Kamis, 17 Februari 2022
Waktu   : 08.00 sampai selesai
Tempat   : FTT (Ruang Munaqosyah)

No.	Nama/Nim	Judul
1.	Ninda Nofriana 1711230097	Critical Discourse Analysis Of Teacher's Humor in Teaching English
2.	Siti Mursida Rani 1711230088	Investigating Second Language Acquisition of English Foreign Language Students in Al-Iman Modern Islamic Boarding School Viewed From Student's Learning Environment
3.	Adetia Mareta 1516230054	Developing Supplementary English Teaching Materials for The Student With Special Needs
4	Ellyza Nurjanah Lestari 1711230061	Investigating Teacher's Creativity In Designing Instructional Mediain Rural School During Covid-19 Pandemic At SMK N 4 Bengkulu Selatan
5	Tri Elmina 1711230135	Interaction Between Teacher And Students In Virtual Classroom at SMAN 4 Kota Bengkulu

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Dekan,

Mus Mulyadi

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NIM : 1711230061   Judul Skripsi : investigating Teachers' Creati

Jurusan : Tadris B. inggris   in Designing instructional Me

Program Studi : Bahasa inggris   in Rural School During Covid-

Pandemic of SMK N 9 Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
1	Friday 28 May 2021	chapter 1 & 2	• need to find a research gap in background of study • Make sure the format of the thesis • Some of theories in chapter 2 are too old, need to find the current publication	*(signature)*
2	thursday 3 June 2021	Chapter 1, 2	• Background of the study need to fix • Theoritical support in chapter 2 have to change from current research • Conceptual Framework	*(signature)*

Bengkulu, 24-Juni-2021

Pembimbing I/II

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Judul Skripsi : Investigating Teachers' Creativity In Designing Instructional Media in Rural School During Covid-19 Pandemic at SMKN 4 Bengkulu selatan

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
friday, 10 June 2021	chapter 2 & 3 References	- previous studies - need to add research activities and time live in chapter 3	
Thursday 17 June 2021	chapter 1, 2, 3, & References	- need to add Islamic values in background - need to add more theories in chapter 2 - Make sure the references	
Tuesday 22 June 2021	chapter 1,2, 3 & references	- need add some sources in chapter 1 - references should follow harvard style	
24 June 2021	All chapters	ACC to proposal Defense	

Bengkulu, 24 - Juni - 2021

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Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
13 January 2022	chapter 4 a 5	- add discussion section in chapter 4 - chapter 5 need to be more elaborate	
Monday 17 january 2022	chapter 1, 2, 3, Abstract	- need to change identification of problem - recheck the grammatical errors - fix some problem in abstract - change conceptual framework to theoretical framework	

Bengkulu, 17 - Januari - 2022

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School During Covid-19 Pandemic at SMKN 9

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
27 January 2022	Acc chapters	- Please complete the acknowledgement - need to fix some Phrayraph - Acc to check similarity in turnitin	

Bengkulu, 27- Januari-2022

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usan	Tadris		
gram Studi	Bahasa Inggris		

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
Jum'at. 09 April-21	Penyerahan Sk	-	
kamis. 15 April-21	Perbaikan spasi cover, Poragraf Backgroud of study, Identification problem and keysTerm	Perbaikan Chapter I	
Jum'at. 23 Apri 2021	Penambahan theory	Tambah lagi referensi, minimal 25 buah.	
Jum'at. 30 April 2021	Perbaikan key Terms	key terms terolu banyak.	
Senin, 3 Mei 2021	Perbaikan Format Penulisan dan Penambahan Teori	Referensi horus di tambah minimal 25.	
kamis, 6 Mei 2021	Acc		

Bengkulu, 06 - Mei - 2021

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san : Tarbiyah dan Tadris

gram Studi : Tadris Bahasa Inggris

Pembimbing I/II : Fera Zasrianita, M.Pd

Judul Skripsi : Investigating Teachers' Creativity In Designing instructional Media In Rural school During Covid-19 Pan... at SMKN 9 Bengkulu Selatan.

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I/II	Paraf Pembimbing
Kamis/ 07-01-22	Chapter IV & V	Perbaiki Findings dan discussion	
Jumat/08-01-22	Chapter IV & V	Perbaiki Grammar / tata bahasa	
Senin /10-01-22	Chapter V	Lengkapi Referensi	
Selasa /11-01-2022	-	Tambahkan Abstract bahasa Indonesia dan Inggris.	
Rabu /12-01-2022	-	Lengkapi Appendix dan lampiran.	
Kamis/ 13-01-2022	-		

Bengkulu, 13 - Januari - 2022

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