

## CREATIVE LEARNING PROCESS FOR TEACHERS ISLAMIC RELIGIOUS EDUCATION

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**Abstract:** In this paper discusses creative teachers in learning. Where we already know today about the many traits of each of the various learners. These properties besides positive are also negative. One negative for example the tendency to want to play, having fun in any form until lazy nugas, learning and others that cause knowledge and value to be lacking. Certainly, in this case if not islamic education teachers who have lead actors besides parents need new things or make them students who initially do not like to be like. The method used in this study is library reseach with primary and secondary data sources. Data collection techniques in this literature research include from books and journals with technical content analysis. The result of this paper is that creative teachers are intelligent teachers in practicing learning that makes students understand and enjoy learning. Creative teachers here are teachers who understand the right ways of teaching, models and strategies. The learning model is generally divided into contextual and conventional. In PAI learning if observed there are only a few models that can be applied including: investigation, discovery learning, problem based learning, problem solving, mind mapping, discussion method and learning together method. But before dissing the model used above, first a teacher must identify the behavior and character of students, approach, choose methods and create achievement targets in accordance with KI, KD and Indicators.

**Keywords:** *Learning; Creative; Teacher; PAI*

### A. INTRODUCTION

#### 1. Definition of Creativity

According to the Great Dictionary of Indonesian language derived from the creative basic word, that is to have the ability to create something (Yuwono, 2001). While the word creativity itself has the meaning of the ability to create or discover something new that is different from before. Creativity is the ability of interaction between an individual and his environment. A person influences and is influenced by the environment in which he or she is located, therefore changes in an individual as well as in the environment can support or hinder creative efforts.

According to experts who have similarities in defining the sense of creativity, namely as follows:

- a. According to David Campbell, creativity is an innovative, effective, and understandable human idea or thought.
- b. According to Bobbi DePorter and Mike Hernacki, creativity is seeing what others see, but thinking about things that others don't think about.
- c. According to S. C. Utami Munandar, creativity is the ability to create new combinations based on existing data, information or elements (Departemen Agama RI, 2002).
- d. According to Haris, creativity is an ability to create or imagine something new, the ability to build new ideas by combining, transforming, reapplying existing ideas; an attitude that is a willingness to accept change and renewal, play with ideas and have flexibility in outlook; a

process that is the process of working hard and constantly little by little to make changes and improvements to the work done (Hamdani, 2007).

Based on the statements about the definition of creativity above can be drawn the conclusion that creativity is an individual mental process that gives birth to ideas, methods, processes, or new products that are effective in imaginative, succession, flexible, and discounting that are effective in various areas for solving a problem. In addition, creativity can also be interpreted as an ability to create something new that is different from before either in the form of work or real ideas by combining elements that existed before.

## **2. Characteristics of Creativity**

Slameto's opinion in Supriadi says that the characteristics of creativity can be used into two categories, namely cognitive and non-cognitive. Cognitive traits are flexibility, smoothness, elaboration, and originality. While non-cognitive characteristics are motivational attitudes and creative personalities. Both are just as important, intelligence that is not supported by a creative personality will yield nothing. Creativity can only be born of intelligent individuals who have a healthy psychologist condition. Creativity is not just an act but a variable emsi and mental health that greatly influences the birth of a creative work. Mentally sound intelligence can be very difficult to produce creative work (Slameto, 2013).

The characteristics of creative teachers are as follows:

- a. Flexible teachers  
Compound intelligence, diversity of learning styles, and differences in student character demand teachers to be flexible. Teachers must be flexible in dealing with all these differences in order to be able to grow all potential students.
- b. Optimistic teacher  
Teachers should be optimistic that every student does have potential and every child is a unique person. The teacher's belief that enjoyable interactions in learning will be able to facilitate students to change for the better and will impact on the positive character development of students.
- c. Gentle teacher  
Tenderness will result in love, and love of the bush to improve the teacher's relationship with his students. If students feel tenderness every time they interact with the teacher then this will make learning more effective.
- d. Humorous teacher  
The humors that teachers come up with in between lessons will certainly refresh the atmosphere of boring learning. With fresh humors will make the learning atmosphere fun.
- e. Respect teachers  
We can't ask students to be respectful, but teachers don't treat students anyway. Teachers should always cultivate respect in front of students so as to encourage students to understand learning materials more easily as well as other things they learn.
- f. Disciplined teachers  
When a teacher makes a disciplinary policy, then remember the expected initial response to the change in student attitudes towards a more positive direction. Discipline doesn't always have to be synonymous with punishment. According to Lou Nne Jonson the sentencing method may be able to temporarily change students' behavior, but it does not encourage students to take responsibility for their actions.
- g. Deft teacher  
Children who are always active and dynamic must be balanced by active and dynamic teachers as well, so that there can appear a strong mutual understanding and will have a positive impact on learning processes and outcomes.
- h. Inspirational teacher  
Facilities each student to be able to discover new things that are useful. Make each student a meaningful person by finding something positive for his or her personality development.

### **3. Four Basic Strategies Must Be Mastered by Creative Teachers**

- a. Identify and establish specifications and qualifications for changes in the behavior and personality of students.
- b. Have a teaching approach system based on people's aspirations and outlook on life.
- c. Selecting and establishing the most appropriate and effective methods, *teniks*, and procedures as a reference.
- d. Establish criteria and standards of success so that it can be used as a guideline by teachers in evaluating the results of teaching and learning activities (Djamarah dan Zain, 2010).

### **4. Types of Teacher Creativity Development and Learning Models**

The bored nature is caused by less varied learning which results in motivation, interest, attention to learning, teachers, and schools becoming decreased. Therefore, diversity is required in the presentation of learning activities. To overcome the boredom that occurs during learning, in the learning process teaching the need to use variation in order to overcome the boredom of students, so that in the learning process students always show enthusiasm, perseverance, *dann* play an active role. Some variations that can be used in the learning process are variations in the use of media and teaching materials, variations in teaching style, variations in interaction between teachers and students, and no less important variations in the use of teaching methods in the teaching learning process (Djamarah, 2014).

Learning media can also be called learning tools or educational media. Media is a tool used to further effectively communicate and interact between teachers and students in the educational and teaching process in schools. Media also means everything that can be used in order to achieve learning goals. Thus, learning media is a tool that can be used in order to effectively communicate and interact between teachers and students in order to achieve learning goals.

Variations in teaching style include components such as: *soness* is used to ask students for attention; the variation of sound is loud-weak, fast-slow, high-low, and the small size of the sound; contact of sight, to improve relations with students and avoid impersonal things, gestures and nosebleeds i.e. changes in facial expressions; head movement, body is very important in the communication process; concentration, can be done verbally, cues, or by using models, and changes in teacher position (Moedjiono, 2006).

Teaching tools that are as a medium of communication that can be grouped into three groups, among others: first, tools that are objects that can provide direct and real experience; second, tools that are tools that are often in the form of imitations of actual objects; third, written spoken good language provides experience through language. The role of media in the teaching learning process is undoubtedly because it can increase students' attention, facilitate understanding, save learning time, improve students' memory, increase student activity. In addition, when before using the tool, there also needs to be learning models that fit the material to be taught (Sardiman A.M, 2011).

According to Hamzah B. Uno and Nurdin Muhammad in his book "Learning With PAILKEM Approach" stated that there are 11 learning models namely: cooperative learning model type STAD, cooperative learning model, KWL strategy learning model, group investigation (GI) learning model, JIGSAW type cooperative learning model, direct instruction strategy, problem-based learning model (PBM), PQ4R learning strategy (preview, question, read, reflect, recite, review) , *stategi* directed reading activity (DRA) learning model, kooperatif integratedreading and composition (CIRC) learning model, SQ3R learning model (survey, question, read, recite, review). Meanwhile, Muhammad Syarif Sumatri in his book Strategy learning Theory and Practice at the Primary Education Level writes there are 9 learning models that can be applied namely: problem based learning model, cooperative learning model, expository learning model, learning model of improving thinking ability, suggestopedia learning model, communicative language teaching (CLT) approach, contextual teaching and learning (CTL) learning model, realistic mathematics learning model, and PAKEM learning models (Sumantri, 2015).

## **5. Introduction**

In the development of creativity students are required supporting requirements such as creative principals and creative teachers. In the context of the school world, creativity is one of the efforts in improving the quality or quality of the school. Teachers or educators are people whose job is not only to educate, guide or so on but they also become second parents to their protégés. Where teachers should be able to make their students comfortable to always participate in learning activities and no more experiencing boredom. Teachers should understand the models that make their students more passionate in learning activities. Therefore before becoming teachers we must see or seek experience to those around us. In addition, we are also required to be able to and always read theory in learning with various models and strategies, so that later in the application of learning can vary according to the existing material. Therefore in this paper, will discuss about the Creative Learning Process for Islamic Religious Education Teachers.

## **B. MATERIAL AND METHODS**

In this paper, the research used is literature research. According to Sugiono, literature research is a theoretical study, reference and other scientific literature related to cultures, values and norms that develop in the social situations studied. While according to Danandjaja, literature research is a method of scientifically biblical bibliogafi research, which includes the collection of bibliographic materials, related to the target of research. The data source used is the primary data source and the secondary data. While techniques and instruments of data collection include records, books, journals combined. For data analysis techniques as mirzaqon and Purwoko fatten data analysis techniques used in literature research using content analysis method. Fraenkel & Wallen said content analysis is a research tool focused on actual content and internal media features. This technique can be used by researchers to examine human behavior indirectly through analysis of their communications such as: textbooks, essays, newspapers, novels, magazine articles, songs, advertising images and all kinds of communication that can be analyzed.

## **C. RESULTS AND DISCUSSIONS**

From the results of the research in literature it is revealed that at this time creative teachers are very important. This is because at this time many students who are lazy and prefer to play especially now the awkwardness is getting higher so that the sense of learning in the school is not interesting. Therefore being a creative teacher is the solution in solving the above problems so that it can thus overcome saturation and dislike towards learning that they find not interesting.

Creative teachers here are creative teachers who in the process give birth to effective new ideas, methods, processes, or products that are imaginative, succession, flexible, and discounting that are powerful in various fields for problem solving. The characteristics of creative teachers are flexible teachers, optimistic teachers, gentle teachers, humorous teachers, respectful teachers, disciplined teachers, deft teachers, and inspiring teachers. Where when the above characteristics have been fulfilled then in the application of learning will feel more fulfilling.

In addition to the very important things that creative teachers have to utilize is related to the learning model used. Where in the selection of certainly have to adjust to the material, KI, KD and Indicators. Similarly, in pai learning model, not all models can be applied because in PAI learning need other things to be considered besides the content that is adjusting to the state of the students. Here are some pai learning models that can be applied by a creative teacher in order to make the learning interesting and also seem not boring.

### **a. Contextual Learning**

#### **1) Investigation**

Investigative methods can be carried out individually or in groups. The method is carried out by engaging students in research or investigation activities. Student activities start from loading planning, determining topics and how to conduct investigations to resolve topics. Before students take to the field to invergate, a plan is required: (a) what will be examined; (b) how to conduct research; (c) what tools are used for research; (d) how to report the results of the study.

Investigative methods to train report writing skills, communication skills and group work skills. Through these methods students are required to be active and creative. In order for the

investigation to take place, the teacher needs to facilitate an interesting investigative topic. The implementation of investigative methods can be done with the following steps:

- a) Teachers divide students into groups. Each consists of 5 to 6 students with different characteristics. Group division can be based on the pleasure of making friends or the similarity of interest to a particular topic.
- b) The group selects the topic you want to study.
- c) The Group draws up an investigative plan containing time, place, investigative strategy, investigative tools, etc.
- d) The group conducts an in-depth investigation of the various subtopics that have been selected.
- e) The group writes an investigative report.
- f) The group prepares and presents investigative reports in front of the class.

## 2) Discovery Learning

Discovery Learning is a strategy used to solve problems intensively under the supervision of teachers. In that strategy the teacher guides students to solve problems. Discovery learning is a cognitive learning method that requires teachers to be more creative to create situations that can make their students actively learn to discover their own knowledge (Hanafiah, 2012). There are several steps of learning discovery learning that teachers do, among others:

- a) Explain the purpose of learning.
- b) Share practical/experimental instructions.
- c) Students conduct experiments under the supervision of the teacher.
- d) The teacher shows observed symptoms.
- e) Students infer the results of the experiment.

## 3) Problem Based Instruction

Problem learning is a learning that is delivered by presenting a problem, asking questions, facilitating investigation and opening dialogue. The method is suitable for use in creative classes, students who are highly academically potential but less suitable to be applied to students who need tutorial guidance. This method is very capable of developing student self-solving through meaningful problem solving for the student's life. The problem-based learning measures include:

- a) The teacher explains the purpose of learning and then gives the task or problem to solve.
- b) The teacher explains the logistics required, the procedures that must be carried out and motivates the students to engage in the selected problem solving activities.
- c) Teachers help students define and organize learning tasks related to the issue (setting topics, tasks, schedules, etc).
- d) Teachers encourage students to gather appropriate information, experiment to get explanations and troubleshooting, data collection, and formulate hypotheses.
- e) Teachers assist students in preparing problem-solving reports that are their job.
- f) Teachers assist students to reflect or evaluate the investigative processes carried out to resolve the problem.

## 4) Problem Solving Method

Problem solving methods have the potential to train students to think creatively in dealing with various problems whether it's personal problems or group problems to solve on their own or together. In problem solving, students learn for themselves to identify the cause of the problem and alternatives to solve the problem. The teacher's job in the problem solving method is to give the case or problem to the learner to solve. The activities of students in problem solving are carried out through procedures: identification of the cause of the problem, the study of theories to solve problems or find solutions, decision-making in solving problems based on the theory that has been reviewed. Problem solving learning steps can be designed as follows:

- a) The teacher explains the purpose of learning
- b) The teacher provides the cases that need to be sought the solution
- c) The teacher describes the correct troubleshooting procedure
- d) Students seek a supportive literature to resolve the case given by the teacher
- e) Students establish several solutions that can be taken to resolve the case
- f) Students report the assignment stipulated by the teacher.

## 5) Mind Mapping

Mind mapping is one of the forms of learning used to train the ability to present the content of learning materials with mind mapping. Then in the opinion of Iwan Sugiarto mind mapping is a technique of summarizing materials that need to be studied and disposing of the problems faced into the form of maps or graphic techniques, making it easier to understand them (Sugiarto, 2011). Mind mapping is a diagram to align between the right and left brains, and it is also used to present ideas, tasks that are associated and arranged around the keywords of the main idea. Here are the steps from mind mapping:

- a) The teacher conveys the competencies that he wants to achieve.
- b) The teacher presents a concept or problem that will be responded to by the student. Problems should be chosen that have many alternative answers.
- c) Students identify alternative answers in the form of mind maps or diagrams.
- d) Some students are given the opportunity to explain the idea of mapping the concept of thinking.
- e) From the data of the discussion results, students are asked to make conclusions and the teacher gives a map of the concept that has been provided as a comparison.

**b. Conventional Active Learning Methods**

**1) Debate**

A debate is a formal discussion by two different teams of speakers in terms of views. The debate method has the potential to improve communication skills. Students are divided into several groups there are who get the pro part and some get the cons section. Then the pros and cons group conducts a debate on the topic that has been created. In learning that uses these methods students also learn social skills such as material manager, recorder role, moderator, conclusion maker (summarizer). Teachers act as monitors of the learning process (Arsjad dan Mukti, 1993) Some of the steps in the debate are as follows:

- a) Teachers divide 2 groups of debate participants into one pro and the other against.
- b) The teacher gives the task to read the material that will be debated by the two groups above.
- c) Upon completion of reading the material, the teacher appoints one of the pro group members to speak and at that time is responded to or reciprocated by the counter group so that most students can express their opinion.
- d) While the learner conveys his or her idea, the teacher writes the core or ideas of each conversation on the board. Until a number of ideas that teachers expect are fulfilled.
- e) The teacher adds concepts or ideas that have not been revealed.
- f) The teacher invites the learner to make a conclusion or summary that refers to the topic that you want to achieve based on the data recorded on the board.

**2) Learning Together**

Learning together is a cooperative method of learning that is done by grouping students of different abilities levels into one organization. Each was given a task to complete together. The expected purpose of this learning is that students are given the maximum opportunity to demonstrate their best skills in a project. These learning steps are:

- a) Teachers give projects to be done together by each group.
- b) The group divides the task to all members according to their abilities.
- c) Each member of the group works in accordance with its responsibility to achieve a common goal so that if there is a member who is in trouble, then the other member must help.
- d) The value is obtained based on the results of the group's work.

**D. CONCLUSION**

From the above explanation it is concluded that creative teachers are teachers who in the process give birth to effective ideas, methods, processes, or new products that are imaginative, succession, flexible, and discounting that are powerful in various fields for problem solving. The characteristics of creative teachers are flexible teachers; optimistic teachers; a gentle teacher; a humorous teacher; respect teachers; disciplined teachers; teachers, and inspirational teachers. And in learning in general there are several variations to note that include: variations in the use of media and teaching materials, variations in teaching style, variations in interaction between teachers and students, and no less important variations in the use of teaching methods in the teaching process. Related to creative teacher learning models especially in PAI learning needs to

see the materials and characters of students as well as KI, KD and Indicators. Where of the many models there are several models that can be applied in most PAI studies including investigative model, discovery learning, problem based learning, problem solving, mind mapping, debate and learning together.

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