PAI TEACHER CREATIVITY IN USING E-LEARNING LEARNING METHODS IN SMA

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Abstract

This study aims to analyze the creativity of Islamic Religious Education teachers in using e-learning learning methods, PAI teacher strategies in using e-learning learning methods, supporting factors and inhibiting PAI teachers' creativity in using e-learning learning methods, and the achievement of student learning outcomes in SMA Negeri 1 Wampu, Langkat Regency. This research method is qualitative, namely the technique used to examine the condition of natural objects where the researcher is the key instrument. Data collection was carried out systematically through data collection techniques by observation, interviews, and documentation studies. In addition, this study also uses phenomenology. At SMA Negeri 1 Wampu, Langkat Regency, the teacher carries out the learning process by delivering uniformed learning materials with the help of learning media. Due to COVID-19, face-to-face learning has to be limited. The learning process is carried out using WhatsApp group media, line, and reports. The learning process is carried out using the Offline Method, which deals with students who do not have the facilities and infrastructure. PAI teacher creativity in motivating students to learn via e-learning at SMA Negeri 1 Wampu Langkat Regency by applying various learning methods, using interesting applications for students. For example, making attractive PowerPoint Presentation media, making games in the learning process, and giving prizes for students who focus on the learning process.
Keywords: *Creativity; E-Learning Method.*

Abstrak

Penelitian ini bertujuan untuk menganalis kreativitas guru Pendidikan Agama Islam dalam menggunakan metode pembelajaran e-learning, strategi guru PAI dalam penggunaan metode pembelajaran e-learning, faktor pendukung dan penghambat kreativitas guru PAI dalam menggunakan metode pembelajaran e-learning, dan pencapaian hasil belajar siswa di SMA Negeri 1 Wampu Kabupaten Langkat. Metode penelitian ini adalah kualitatif, yaitu metode yang digunakan untuk meneliti pada kondisi objek yang alamiah dimana peneliti adalah sebagai instrumen kunci. Pengambilan data yang dilakukan secara sistematis melalui teknik pengumpulan data dengan observasi, wawancara dan studi dokumentasi. Selain itu penelitian ini juga menggunakan fenomenologi. Di SMA Negeri 1 Wampu Kabupaten Langkat guru melakukan proses pembelajaran dengan cara penyampaian materi pembelajaran yang diseragamkan dengan bantuan media pembelajaran. Adanya covid mengakibatkan pembelajaran tatap muka harus dibatasi. Proses pembelajaran dilakukan dengan media whatshaap grup, line dan melalui laporan. Proses pembelajaran dilakukan dengan metode Luring Method yaitu untuk menyiasati siswa yang tidak memiliki sarana dan prasarana. Kreativitas guru PAI dalam memotivasi siswa untuk belajar via e-learning di SMA Negeri 1 Wampu Kabupaten Langkat dengan menerapkan metode pembelajaran yang bervariasi, menggunakan aplikasi-aplikasi yang menarik bagi siswa. Sebagai contoh, membuat media Power Point Presentation yang menarik, membuat game dalam proses pembelajaran, dan memberikan hadiah bagi siswa yang fokus pada saat proses pembelajaran.
Kata Kunci: *Kreatifi; E-Learning.*

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INTRODUCTION

The world of education has progressed rapidly and the advancement of Information Technology. As a result, the old or conventional educational methods are less effective because of the problems of space and time. In this case, Information Technology offers a new educational method called the E-learning method.(Haliyana 2021)

An electronic learning system or e-learning learning (abbreviated as E-learning) is a new way to learn (A. Wibowo and Bon 2021). E-learning is the basis and logical consequence of information and communication technology development. With e-learning learning, teaching participants (learners or students) do not need to sit comfortably in the classroom to listen to every word from a teacher directly. E-learning can also shorten the target learning schedule and, of course, save costs that a study program or educational program must incur. (H. S. Wibowo 2013).

The concept of learning using computers and networks allows the knowledge development process to occur in the classroom where the teacher centrally provides lessons in one direction. Still, with the help of computer and network equipment, students can be actively involved in the learning process. They can continue to communicate with each other anytime and anywhere by accessing the system available online.(Simanihuruk et al. 2019)

A system like this will not only increase the knowledge of all students, but will also help ease the burden on the teacher in the learning process, because in this system some of the teacher's functions can be taken over in a computer program. (Masruroh 2009). In addition, the results of the process and the results of learning can be stored data in the form of a data base, which can be used to repeat the previous learning process as a reference so that better presentation of subject matter can be produced. As part of the development of e-learning, the web is one of the internet technologies that has developed for a long time and is the most commonly used in the implementation of distance education and training.(Baharun et al. 2021)

In general, communication applications on the internet are divided into two types, namely as follows: applications that do not depend on the time where all users can access the system and communicate between them according to their respective times, for example: e-mail, whatsapp, zoom and others. -other. At SMA Negeri 1 Padang Tualang students learn using the online method, via WhatsApp and do face-to-face learning, at SMA Negeri 1 Padang Tualang students do cross-learning, namely a week face-to-face and a week via online learning. At SMA Negeri 1 Stabat students are very active in doing learning both online and face-to-face. This is evidenced by me as a writer conducting interviews, observations for several weeks with several teachers and students at SMA Negeri 1 Stabat. However, this is different from the results of the author's survey, at SMA Negeri 1 Wampu.

At SMA Negeri 1 Wampu, Langkat Regency there are still children who have not actively used the E-learning learning method due to the lack of interest in children in learning, they prefer to use cellphones to play games, Facebook and the lack of interest in children is also due to their association, namely boys prefer hanging out on the football field and hanging out with kids who aren't in school and aren't the same age. In addition, at SMA Negeri 1 there are still students who complain about the difficulty of getting a network/signal, as well as a lack of religious understanding that motivates them to actively seek knowledge and know that learning is worship. To overcome the problem of lack of enthusiasm and learning motivation of SMA Negeri 1 Wampu students in the midst of this sophisticated technology era, it is considered important that teacher creativity in using e-learning learning methods is developed and put forward in the learning process, in order to provide solutions to overcome these problems. On the basis of the problems above, the writer is interested in taking the title of the thesis on PAI Teacher Creativity in the Use of E-learning Learning Methods at SMA Negeri 1 Wampu, Langkat Regency.

METHODOLOGY

The research method used in this study is qualitative. The research location is in SMA Negeri 1 Wampu, Langkat Regency. Classification will be broken down or described in this observation later, namely the history of its establishment, the conditionality of the education staff and their students to the construction facilities and infrastructure at the school. The subject of this research is the teacher in using the E-learning method at SMA Negeri 1 Wampu, Langkat Regency.

Sources of data in the study are used to clarify research participants. The seeds of data obtained from the results of the research to be carried out are then collected into two, namely: Primary data is data collected directly by researchers, namely data obtained from informants, namely the Head of SMA Negeri 1 Wampu, Deputy Principal of SMA Negeri 1 Wampu, teachers and administrative staff and school custodians of SMA Negeri 1 Wampu, Langkat Regency. Secondary data supports the research to be carried out, such as high school data and archives, notes on observations, and several other documents in SMA Negeri 1 Wampu, Langkat Regency.

RESULTS AND DISCUSSION

The process of e-learning during the COVID-19 pandemic at SMA Negeri 1 Wampu, Langkat Regency

Based on the interview results, the teacher's pattern in teaching-learning material is a combination learning pattern. This learning pattern is a learning pattern that combines existing patterns. This learning pattern can be found in the environment outside the classroom and education outside of school. So this pattern combines the curriculum used, the role of the teacher, and the media so that there is a cooperation between the teacher who designs learning and the media used to provide teachers with the habituation technique of this combined pattern; habituation is something that is done together and repeatedly so that something can become a habit. Habit. Tradition focuses on the experience that is practiced. This pattern is a routine that teachers teach children during the learning process (doing activities). Children are accustomed to doing activities conducted independently without needing to be ordered. The Prophet himself recommended habituation, of course, in terms of worship and goodness, as he said:

"*From Aisyah ra, she said: The Messenger of Allah (PBUH) said that the practices that Allah loves are carried out continuously so that they become a habit, even if the course is miniature* (H. R Muslim).

The online learning process is carried out openly, not limited by space packaged virtually through online learning applications; however, educating and providing skills and competencies to students remains a principle that must be adhered to. Online learning still pays attention to the achievement of competence (Putri, Idris, and Tabroni 2021). Teachers should begin to realize that the learning carried out so far has a very complex nature because it simultaneously involves pedagogical, psychological, and didactic aspects. So learning refers to an effort or process that creates a learning situation. So online learning can be interpreted as an activity that seeks to create a learning situation through media on the internet (online) network. A new term is obtained from these two terms, which indicates a learning activity in abnormal conditions. (Putri, Idris, and Tabroni 2021).

Table I
Student learning outcomes before creative teachers
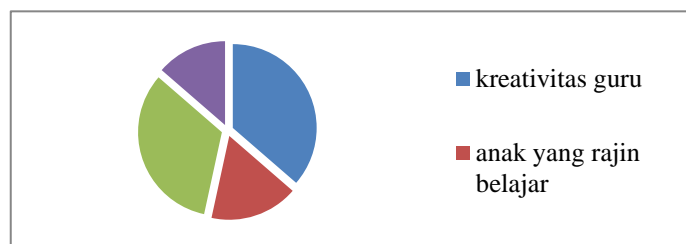
Description:
Blue pie signifies before creative teacher, 3.2%
Maron pie signifies a diligent child, 1.5

Green pie signifies a lazy child, 2.9%
Purple pie signifies the economic factor of parents, 1.2%

The data above is taken from the results of interviews with Mr. Andika S. Ag regarding student learning outcomes before creative teachers use e-learning learning methods at SMA Negeri 1 Wampu, Langkat Regency; besides that, he also said the following:

"As a PAI teacher, God willing, I will continue to be active in giving religious advice to my students so that they study diligently and get good grades, by the wishes of the parents, teachers, and students. What can be proven apart from values can also be seen from changes in attitudes, namely for the better."

PAI Teacher Creativity in Motivating Students to Learn Via E-learning at SMA Negeri 1 Wampu, Langkat Regency

The creativity of PAI teachers in motivating students to learn via e-learning at SMA Negeri 1 Wampu, Langkat Regency is by making lesson plans, making PPT and animations so that children are more interested in learning, that the teacher also provides opportunities for students who do not have mobile phones to come directly to the school to learn. PAI teachers also offer additional lessons for students who do not have mobile phones so that they are not left far from their friends when it comes to learning.

a. Indicators of teacher creativity include: creating new ideas, creating new concepts, finding something new, producing something new.

b. PAI teacher creativity in motivating students. Creativity in class management, class management is an existing activity and planning activities carried out in class to be directed in a better learning process. In terms of class management, it is directed to help students in the class learn cooperatively and collaboratively and create a conducive academic environment in the learning process.

c. Teacher creativity in the use of learning media. Learning media are tools or objects that can support the learning process, the function of learning media is to help students understand the abstract concepts presented, increase student motivation in learning, reduce the occurrence of misunderstandings, and motivate teachers to develop knowledge.

d. Giving rewards. Giving rewards is not always in the form of prizes, but giving numbers in the form of values will also be able to arouse students' learning motivation in learning.

e. Giving praise, giving praise to students who successfully answer questions will also increase their motivation in learning.

f. Giving ice breaking, giving ice breaking before starting the teaching and learning process can also be categorized as one of the creativity possessed by educators, this ice breaker serves to change the composition of the freeze, boredom or sleepiness in learning. This ice breaking activity aims to create a learning atmosphere that is dynamic, full of enthusiasm and enthusiasm, ice breaking also creates a learning atmosphere that is fun but still serious. Because by giving ice breaking, students who tend to like to daydream, sleepy and not enthusiastic will get up and get excited again by giving ice breaking before starting learning activities. Giving ice breaking can be in the form of applause, singing together and giving rewards.

g. Giving rewards. In the learning process, educators also need to occasionally give a game to their students to anticipate the boredom that exists in students, the games provided can also be associated with the learning material being taught. Besides being able to reduce boredom and sleepiness, by giving games about the material being taught can also make students motivated and can understand the material being taught through a game.

Teacher teaching creativity is very much needed in improving students' learning motivation, because with a creative teacher, students are not easily bored and bored with existing learning,

especially during a pandemic like the current one which requires students to learn online and offline. This is where teacher creativity is needed, teacher creativity during the pandemic is done by utilizing existing media, such as using the WhatsApp application, using learning videos about the theme being taught to make learning media, learning media used when explaining the material can be in the form of pictures, posters or educators can divide students into several groups to be invited to study with interspersed with playing games. In this game, students are asked to find a partner in the material that has been presented. Then the educator makes LKPD (student worksheets) for students to do at home and then greets students before the lesson begins and gives praise or a reward for students who are able to get good grades. This can increase their motivation in learning they will compete in competitions to get good grades. And it can also be done in several ways and forms to raise student motivation, which can be done by educators, namely explaining forms and methods by giving numbers, numbers are symbols of the value of learning activities. The value of a good test report or report card for students is a very strong motivation. The next is to give gifts or rewards.

Having a personality that can be used as a role model for students Gifts and rewards are also a form of motivation and also the use of varied learning methods will increase students' learning motivation. A creative teacher is a teacher who has the ability to develop new ideas and new ways of educating, teaching, guiding, directing, training, assessing and evaluating students.

1   Having the latest innovative ways to develop learning models.
2   Have the ability to design and design learning tools independently.
3   Having varied abilities in presenting learning materials.
4   Have the ability to present fun learning.
5   Have an optimistic spirit in carrying out tasks.
6   Have the ability to solve problems in social communication relationships.
7   Have the ability to conduct experiments in carrying out their duties.
8   Have a good mindset and always think positively.
9   Have a devout character of worship.
10 and colleagues.

Table 2
Student learning outcomes after creative teachers
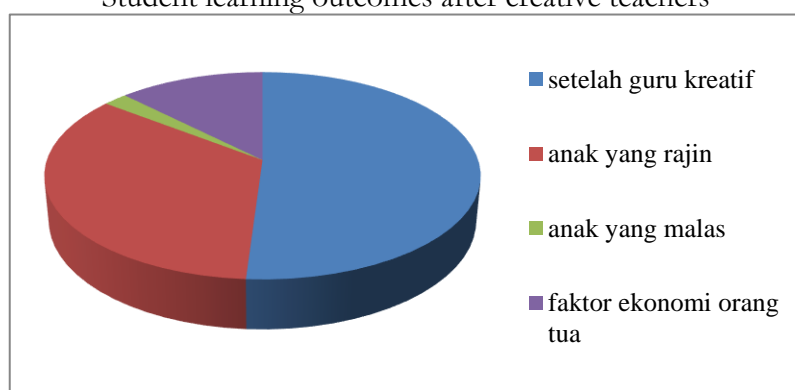
Description:
    Blue pie signifies after creative teacher, 8.2%
    Maron pie signifies a diligent child, 3.3%
    Green pie signifies a lazy child, 0.2%
    Purple pie signifies the economic factor of parents, 1.2%

The data above is taken from the agreement between the principal, PAI teachers, and also other teachers regarding student learning outcomes after creative teachers use e-learning learning methods at SMA Negeri 1 Wampu, Langkat Regency, in addition the teachers also said: "The success of students is our priority as educators and we will continue to strive to improve student learning outcomes to be even better, and more focused for the future". From the results of the

interviews above, the authors conclude that student learning outcomes after creative PAI teachers use e-learning learning methods can be seen from the changes in the values listed in the student grades list and also changes in behavior, changes in thinking patterns and also changes in the way to communicate with teachers.

Student Learning Outcomes After Creative Teachers Use Learning Methods Via E-Learning at SMA Negeri 1 Wampu, Langkat Regency.

In this study, the researcher analyzed while carrying out research related to student learning outcomes after creative teachers used learning methods via e-learning at SMA Negeri 1 Wampu, Langkat Regency. After conducting research through observation, interviews, and documentation studies in the presentation of data.

So, the researcher will analyze and discuss the circumstances that occur in this regard. In this study, it was found that PAI teachers at SMA Negeri 1 Wampu, Langkat Regency were creative, besides that the teacher also had a good pedagogic implementation, this can be seen from the ability of an educator in managing student learning. However, it has not run optimally due to constraints during the current pandemic. Based on the research findings, it was found that the Islamic Religious Education teacher at SMA Negeri 1 Wampu, Langkat Regency had implemented several learning methods in PAI teaching and learning activities and the students of this school had been actively involved in learning activities in addition to the average student score. Both schools have reached KKM 85.

PAI teachers at SMA Negeri 1 Wampu, Langkat Regency also utilize technology-based learning media in learning. Student learning outcomes after creative teachers use e-learning learning methods can be seen from the value of students who reach the KKM score. The explanation above is supported by expert opinion that, according to Susanto, the teacher is a very important component in achieving good learning outcomes. One of the external factors that play a very important role in determining student learning outcomes is the teacher. The higher the quality of teaching in schools, the higher the student learning outcomes. The better the teacher's pedagogic competence (the ability to manage learning), the better the learning outcomes obtained by students.

Learning outcomes are abilities obtained by individuals after the learning process takes place, which can provide behavioral changes in both knowledge, understanding, attitudes and skills of students so that they become better than before. Learning outcomes are one indicator of the learning process. Learning outcomes are changes in behavior obtained by students after experiencing learning activities. One indicator of whether or not a learning process is achieved is by looking at the learning outcomes achieved by students. Learning outcomes are the level of mastery achieved by students in participating in teaching and learning programs, in accordance with the goals set. Learning outcomes are essentially changes in a person's behavior that includes cognitive, affective and psychomotor abilities after following a certain teaching and learning process. Education and teaching are said to be successful if the changes that appear in students are the result of the teaching and learning process they experience, namely the process they go through through programs and activities designed and implemented by the teacher in the teaching process. Based on student learning outcomes, it can be seen the ability and development as well as the level of educational success.

Learning outcomes must show a change in circumstances for the better, so that it is useful for: increasing knowledge, better understanding something that has not been understood before, developing more skills, having a new view of something, and appreciating something more than before. It can be concluded that the learning outcomes after creative teachers at SMA Negeri 1 Wampu Langkat Regency are students who are more active in the learning process in addition to changes that occur from students so that there are changes in terms of knowledge, attitudes, and skills.

Teacher creativity is an effort to create a pleasant and conducive learning atmosphere, with the aim that students become motivated to follow the learning process. Learning management supported by varied teacher creativity can achieve success during the learning process. learning outcomes are results obtained through efforts in learning activities and provide a change in the form of mastery of a number of knowledge, changes in attitudes and skills. The results obtained by students can be shown through the evaluation given by the teacher after each completion of the subject matter, as proof of the level of student ability in achieving learning objectives. The purpose of this study was to determine the relationship between the learning process, PAI teacher creativity and student learning outcomes at SMA Negeri 1 Wampu, Langkat Regency.

CONCLUSION

The learning process at SMA Negeri 1 Wampu is carried out by means of uniform delivery of material, using the Offline Method, and independent learning models and learning methods using various appropriate approaches so that students are able to be directed, motivated and self-regulated in learning.

The e-learning learning process through three basic competencies that educators must possess to organize e-learning learning models, namely (1) the ability to make instructional designs (instructional design) in accordance with the pedagogical principles set out in the learning plan. (2) Mastery of technology in learning, namely the use of the internet as a source of learning in order to obtain up-to-date and quality teaching materials. (3) Mastery of learning material (subject meter) in accordance with the field of expertise possessed.

PAI teacher creativity in using learning methods at SMA Negeri 1 Wampu, namely by applying various learning methods, making power point media, suggesting students to always turn on the camera during learning, and prohibiting students from turning off the camera, making animations as creative as possible , conduct face to face learning, namely for students who do not have social media, such as whatsapp group media, google meet, zoom. Student learning outcomes at SMA Negeri 1 Wampu Langkat Regency can be seen from the active learning of students, grades, and also the characteristics of students at school and at home.

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