

# Creativity of Junior High School Teacher in Learning in the Time of Covid-19

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## ABSTRACT

Covid-19 has made the education order change. One form of change is the learning system that was originally done face-to-face, now it has turned into a network. Various actions have been taken in order to reduce the number of citizens who are indicated by Covid-19, including learning from home. This study aims to provide an overview of the creativity of junior high school teachers in developing learning during the Covid-19 period. The research method used is quantitative with descriptive qualitative research type. The data collection technique is done using a questionnaire / questionnaire. The data analysis technique uses the percentage technique. The results showed that most junior high school teachers have used certain applications in carrying out online learning, namely WhatsApp, Facebook, Instagram, and YouTube. Their creativity lies in the content of these media as well as the way teachers package learning by utilizing these media or applications.

**Keywords:** covid-19, creativity, teachers, learning

## 1. INTRODUCTION

The world is in an uproar with the Covid-19 pandemic. Currently, almost the entire world has been affected by the virus. The corona virus (Covid) first appeared at the end of December 2019 which was declared a pneumonia case whose cause was unknown in the city of Wuhan, Hubei province, China by the World Health Organization (WHO). In a short time, namely on March 11, 2020, WHO declared covid-19 a pandemic [1]. Based on various studies that have been carried out, it is suspected that the transmission of this disease is through respiratory droplets and close contact with patients / patients [2].

Based on statistical data from the special covid-19 task force, data on November 14, 2020, the number of Indonesian citizens who were confirmed positive for Covid-19 were 463,007 people. This shows an increasing trend of 5,272 cases from yesterday. There was a slight decrease in the increase in cases compared to the previous day, which was 5,444 cases on November 13, 2020. This case was the most recent case in the last 2 months in Indonesia. The number of confirmed deaths until November 14, 2020 is 15,148 people. When viewed from age, people who tested positive for Covid-19 were in the age range of 46-59 years as much as 28.8%, then the age range of 31-45 years was 28.3%. There were 20.1% aged 19-30 years, 14.1% over 60 years old, 6.8% aged 6-18

years and 1.9% 0-5 years old. However, the number of patients who died due to covid-19 was in the age range over 60 years, namely 45.7% [3]. Based on this data, it can be concluded that the corona virus can be suffered by anyone and at any age. Therefore, the government feels obliged to take immediate action so that the spread of the corona virus does not get bigger. One of the actions that have been taken in the education sector since April 2020 is the home study policy. Recent modeling studies from covid-19 predict that closing schools alone will prevent 2-4% of deaths [4].

Learning activities at home certainly have consequences, namely changes in teacher teaching styles. As a result of the pandemic, teachers are required to be more creative so that learning activities can run smoothly and students can achieve the expected competencies even though they do not learn directly in school as usual.

This study aims to describe the form of teacher creativity in responding to learning during the pandemic. This research is urgent to do so that learning activities remain controlled even though with the policy of allowing learning at home. Thus, the objectives of education in Indonesia can still be achieved and the results of research can also provide an overview of current policies and future policies in the realm of education.

**2. METHOD**

This research method uses quantitative methods with descriptive types. The research sample is junior high school teachers and equivalent in Java and its surroundings. The number of research samples is 36 teachers who are actively teaching. Data were collected using a questionnaire technique consisting of an open questionnaire and a closed questionnaire. The data analysis used was the percentage technique. The instrument used has been validated by three material validations.

The result of expert validation 1 (SA) was 91.67% stated that it was in accordance with the research indicators to be achieved. The results of expert validation 2 (CR) were 91.7%, and the results of expert validation 3 (AK) were 88.89% stated that the instrument made was in accordance with the theoretical study. Based on this, it can be concluded that from the three validators it was stated that the questionnaire instrument made was feasible to be used in searching for research data. The stages of the research were: (1) problem analysis; (2) making the instrument grid; (3) developing instruments; (4) instrument validation; (5) data collection; (5) data analysis; (6) reporting.

**3. RESULT**

The data collected were 36 questionnaires consisting of 30 teachers from East Java, 1 teacher from Bali province, 1 teacher from West Java province, 1 teacher from North Kalimantan province, 1 teacher from East Nusa Tenggara province, 1 teacher from Central Java province. , 1 teacher from South Sulawesi province. As many as 16.67% of the teachers have had teaching experience under 3 years. Meanwhile teachers who had teaching experience between 4-6 years were 8.3%, the percentage of teachers who had teaching experience between 7-10 years was 25%, and 50% of teachers had teaching experience of more than 10 years.

Based on the level of education, it was found that 77.78% of teachers already had a bachelor’s certificate. Meanwhile, 22.22% of teachers already have a Master’s certificate. Based on the ownership of educator certificates, 58.33% of teachers had Educator certificates and 41.67% of teachers did not have educator certificates.

During the Covid-19 pandemic, 83.33% of teachers had carried out online learning. The reasons for selecting activities carried out online were 69.44% because they were in accordance with the leadership’s suggestion; 23.08% because all guardians have good internet access, and 36.11% because it is easier to do. The media used for online learning activities are WhatsApp 69.44%; Google Meet / Classroom 38.89%; Zoom is 19.44% and by 47.22% teachers choose more than one application variant. The number of face-to-face online meetings was

1-3 times a week by 44.44% of teachers, and 4-6 times a week by 55.55% of teachers.

Teachers who choose learning to be carried out offline / face-to-face are 17.67%. The reasons for choosing the offline method were because it was easier to do at 33.33%, meanwhile 33.33% chose offline because less than 50% of student guardians had adequate internet access. 16.67% chose offline with the aim of minimizing the risk of students not understanding learning and 16.67% choosing offline because all students did not have an Android cellphone. There are 2 types of offline activities. Type 1 by visiting students’ homes which was carried out by 50% of teachers who chose offline learning. Meanwhile, the second type is teachers asking students to come to school while still adhering to the Health protocol by 50%. The number of face-to-face meetings that were conducted 1-3 times a week was chosen by 66.67% of the teachers, while 33.33% of the teachers chose face-to-face meetings which were carried out as many as 4-6 meetings in one week. The other data are shown in Table 1.

**Table 1 Junior High School Teacher Creativity Data and its equivalent that have been carried out in learning**

No	Validator	Score
1	Openness to new experiences	72,38
2	Flexibility in thinking	62,15
3	Freedom in self expression	70,37
4	Appreciate fantasy	67,01
5	Interest in creative activities	72,22
6	Belief in one’s own ideas	72,45
7	Independence in giving their own considerations	82,36

Based on the open questionnaire presented, several forms of teacher creativity were obtained, namely: (1) creating interactive media; (2) using platforms such as google classroom; (3) using fun and varied methods and models; (4) collaborating with parents in a structured manner and asking for feedback to teach children from home; (5) instructing students to make a summary; (6) asking students to come to school in compliance with health protocols; (7) using animation-based learning; (8) using environmental media around students in everyday life; (9) using social media; and (10) using games in learning.

**4. DISCUSSION**

Based on the data that has been obtained, as many as 75% of junior high school teachers and equivalent surveyed have more than 7 years of teaching experience. This shows that they have had a lot of experience and for a long time. Meanwhile, 25% of teachers had less than 7 years of teaching experience. Teaching experience of course also has an impact on teacher professionalism in teaching. When the hours of flying or teaching hours of the teacher are more than 7 years, the level of professionalism in carrying out the learning is of course

also better than teachers who have little teaching experience. This is in accordance with the results of research found by Eliyanto and Wibowo which stated that teaching experience has a positive and significant influence on teacher professionalism [5].

Based on the level of education, it was found that 77.78% of teachers already had a bachelor's certificate. Meanwhile, 22.22% of teachers already have a Master's certificate. Based on the results of research conducted by Eliyanto and Wibowo, it is stated that the level of education and training does not have a significant effect on teacher professionalism [5]. This shows that the level of education, both undergraduate and masters, has no effect on the quality of learning built by the teacher.

As is well known, the existence of Covid-19 has made many changes that must be made for the safety of mankind. This is also in accordance with the opinion that Covid-19 forces many people around the world to re-evaluate processes and organizations in adapting to their main conditions in running a business, health, and education [6].

Based on research data that has been described previously, as many as 83.33% of teachers have implemented online learning. Meanwhile, 17.67% of teachers chose learning to be carried out offline / face-to-face during the pandemic. The teacher's decision to carry out online learning is in accordance with Madurai's opinion which states that the use of technology will strengthen defenses against Covid-19 infection, but even so, the main role of breaking the chain of the pandemic remains in human hands. The government must implement technology-based solutions, management and good governance so that it is able to face a pandemic [7] [8]. The use of technology as a learning solution during the Covid-19 pandemic was also supported by Kumar who stated that advances in modern technology had contributed to improving people's lives in helping humans during the Covid-19 pandemic [9].

Teacher creativity in learning during a pandemic includes: (1) making interactive media; (2) using platforms such as google classroom; (3) using fun and varied methods and models; (4) collaborating with parents in a structured manner and asking for feedback to teach children from home; (5) instructing students to make a summary; (6) asking students to come to school in compliance with health protocols; (7) using animation-based learning; (8) using environmental media around students in everyday life; (9) using social media; and (10) using games in learning. This is very consistent with previous research that has been done regarding virtual classes. Kiraly research results state that in order to overcome the gap that occurs due to having to learn from home, an online virtual classroom education approach is a solution. ICT has been shown to be important in maintaining a part of the economy, enabling one to study

and work from home, improving social relations, providing entertainment, etc. [10].

The creativity carried out by the teacher is also in accordance with the characteristics of creative people [11]. Creativity has the following characteristics: (1) a broad and deep curiosity; (2) imaginative; (3) challenged by diversity; (4) dare to take risks; (5) respect. Based on this, junior high school teachers in Indonesia have essentially been creative in their learning activities so that the expected learning objectives / competencies are still achieved.

## 5. CONCLUSION

Junior high school teachers and equivalent in Indonesia, especially Java and its surroundings, basically have creative learning. Online learning chosen by the teacher is the right action as a solution to the Covid-19 pandemic that has hit the world, including Indonesia. The teachers' creativity in learning during the Covid-19 pandemic were: (1) creating interactive media; (2) using platforms such as google classroom; (3) using fun and varied methods and models; (4) collaborating with parents in a structured manner and asking for feedback to teach children from home; (5) instructing students to make a summary; (6) asking students to come to school in compliance with health protocols; (7) using animation-based learning; (8) using environmental media around students in everyday life; (9) using social media; and (10) using games in learning.

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