

TEACHER CREATIVITY IN ISLAMIC LEARNING IN EARLY CHILDHOOD

Rosyida Nurul Anwar¹, Siti Fatimah²

{rosyidanurul@unipma.ac.id¹, sitifatihmah4511@admin.paud.belajar.id²}

Universitas PGRI Madiun, TK Aisyiyah Bustanul Athfal 15

Abstract. Islamic religious learning needs to be done from an early age to create a generation with strong and good religious morals. Teachers have an important role in providing Islamic religious instruction to students. Teacher creativity is needed to create religious learning to achieve the expected learning objectives. The purpose of this research is to find out how teacher creativity is in Islamic religious learning. This research is descriptive. The research locations were ABA 02 Kindergarten and ABA 15 Kindergarten, Mejayan District. The results of the study show that the teacher's creativity is solely to achieve learning objectives in Islamic Education, namely to make children who are used to worship able to say prayers and memorize juz amma. The teacher's creativity is to create innovative teaching materials, create a fun learning process, use fun methods, and use various learning media. Teacher creativity in learning Islamic religion becomes important in realizing professional teachers to produce students who understand the material and become future Islamic generations.

Keywords: teacher, Islamic learning, early childhood.

INTRODUCTION

The inculcation of religious values and norms becomes an important thing that filters when bad influences enter a person (Anwar, 2021). Instilling values and norms so that they are strong in a person must be done from an early age. Islamic Religious Education can be learned from an early age so that generations can be created who have strong religious morals and good morals, so that when young children become adults, they are expected to be able to fortify themselves from negative influences, especially in the era of globalization and the rise of the digital era. Religious education must be conducted early, namely, 0-6 years old. This education is very important considering the potential for intelligence and the basics of a person's behavior in that age (Fauziddin, 2016). Religious education in early childhood is the basis for developing a child's character values before entering the next level. Early childhood learning is expected to help optimally develop all potential and physical, intellectual, emotional, moral, and religious abilities in a conducive, democratic, and competitive educational environment (Anwar, 2022).

Education is a determinant of the future (Ulya, 2018). Educators should be able to create fun learning activities, so educators must know children's interests and needs and the stages of development (Christianti, 2012). Teachers are important in producing superior students (Anwar & Umar, 2021). The demands of this competency require teachers to study, understand, and be able to implement the concept of early childhood development and direct it to better moral, social, cultural, emotional, and intellectual aspects. Increasing the potential and these abilities can develop according to the level of development; it is necessary to apply integrated learning correctly. Misapplication is very influential for success. Weak learning processes developed by teachers today occur; teachers carry out monotonous, forced learning and only use the lecture method so

that students are not enthusiastic and bored participating in learning (Anwar et al., 2022); moreover, early childhood is a child who needs pleasant teaching. Teacher creativity is needed to improve the tedious learning process. Teacher creativity in learning Islamic religion is needed to find new ways, especially in instilling religious values in students. Creative teachers always look for ways to make the learning process achieve the expected goals. The existence of Aisyiyah Bustanul Athfal Kindergarten (ABA) 15 and Aisyiyah Bustanul Athfal Kindergarten (ABA) 02 are schools intended for early childhood which aim to prepare the next generation of Islam to be able to develop themselves in line with science, technology, arts., inspired by Islam. The pre-research survey found that ABA 15 Kindergarten and ABA 02 Kindergarten taught Islamic religion to students, and teachers taught by instilling and habituating Islamic values. There is much religious learning in both schools because these schools are Islamic-based schools. Teacher creativity is carried out using various learning approaches, varied and without specific methods because schools understand that PAUD teachers are teachers who are required to be creative to produce creative children.

RESEARCH METHOD

This study uses a qualitative approach. Qualitative research is a social science research method that collects and analyzes data in words (oral and written) and human actions, and researchers do not try to calculate or quantify numbers. This research uses descriptive research type. In this case, the researcher formulates a problem that guides research to explore or photograph social situations that will be thoroughly, broadly, and in-depth researched. This method aims to systematically describe the facts or characteristics of a particular population or field factually and accurately. It does not seek or explain relationships, test hypotheses, or make predictions.

The research subjects were school principals, teachers, and students in ABA 15 Kindergarten and ABA 02 Kindergarten. In collecting data, researchers focused more on field observations and natural situations by observing symptoms, taking notes, categorizing, and, as much as possible, avoiding the influence of their presence to maintain the authenticity of the observed symptoms.

RESULT AND ANALYSIS

1.1 Creating Innovative Teaching Materials

Based on the search, ABA Kindergarten 02 and ABA 15 Kindergarten found that teachers in learning Islam in early childhood by making innovative teaching devices or materials. *Good teaching tools* are an effort to create a good learning process (Anwar & Zaenullah, 2020). They are one of the competencies teachers must possess, especially teachers who teach religious values. Teachers must be able to create a teaching material concept that is innovative, interesting, fun for children, and contextual to learning in the 21st century. Creativity has a relationship with innovation (Sari, 2020).

They were creating and compiling innovative teaching materials for Kindergarten ABA 02 and TK ABA 15, designing them according to the current curriculum, and analyzing learning resources by analyzing their availability, suitability, and ease of use. Selecting and determining materials also relates to the achievement of learning objectives. The relevance of the selected teaching materials must be related to the achievement of competency standards and basic competencies (Anwar, 2023).

1.2 Creating a Fun Learning Process

Early childhood is a child who likes activities that can make him move and explore. In ABA 02 Kindergarten and ABA 15 Kindergarten, the teacher provides teaching of the Islamic religion in unique and fun ways. Teacher creativity can be seen by selecting strategies, methods, and learning media when learning Islam in early childhood. Learning strategies developed in schools lead to educational outcomes that depend on what is taught (Musnaeni et al., 2022).

Teacher creativity in fun learning, the teacher can use various models of learning creativity. Teachers at both institutions use cooperative learning in their creativity. Cooperative learning is a learning process by teaching students in groups or together. The cooperative learning model can

motivate students from basic skills to problem-solving (Sit et al., 2016, p. 60). The cooperative learning model can help students learn to utilize all students social energy and be mutually responsible.

Teachers in fun learning also apply contextual learning. The contextual learning model is a learning model that uses context, namely events experienced by students. For example, learning about the problem of waste that is not taken care of in their environment uses context, namely the events experienced by students.

1.3 Fun Learning Methods

The results of other studies are that the two kindergartens use various methods, namely direct practice, demonstrations, playing while learning, telling stories, singing, and music. The methods applied by the teacher in the learning process are quite varied and not monotonous. This is because the material delivered by the teacher seems relaxed and well-organized. Various learning methods are carried out in playing while learning activities using a thematic approach (Aisyah, 2018).

Teacher creativity in methods by understanding teaching objectives, how to formulate teaching objectives, specifically choosing and determining teaching methods by the objectives to be achieved. Teaching skills are complex professional competencies, integrating teacher competencies thoroughly with various available learning tools (Harmi, 2022).

Important points regarding the systematics of making fun learning, starting from selecting strategies, methods, and learning media used (Ramadhan, 2020), are: first, compiling fun material. It is generally explained that fun material is material conveyed to students about concrete facts in the real world linked to material based on the theme.

1.4 Fun Learning Media

Learning media is used by teachers to convey religious learning material to children with story books, hijaiyah letter cards, Iqra books, media pictures, and videos. Learning media is a means of channeling learning messages and information. Learning well-designed media helps students digest and understand the subject matter (Anshori, n.d.).

The two institutions are also in the form of facilitating teachers by completing learning facilities. The learning facilities include study rooms, writing tools, supporting media, and other facilities. Complete learning facilities available in the school environment can make it easier for teachers to be creative. Teacher teaching skills and learning facilities are very important in growing and increasing children's learning motivation (Arsana, 2019).

Everyone tends to be gifted in creativity and can express himself creatively, even though each person is in different fields and levels according to their respective potentials (Aisyah, 2018). Creativity is an ability that everyone has at different levels, everyone is born with creative potential, and this potential can be developed and nurtured.

CONCLUSION

Teacher creativity needs to be developed in order to create fun learning activities. The demands of this competency require teachers to study, understand, and be able to implement the concept of early childhood development and direct it to better moral, social, cultural, emotional, and intellectual aspects. Increasing the potential and these abilities can develop according to the level of development, and it is necessary to apply integrated learning correctly. Misapplication is very influential for success. The creativity of teachers in ABA 02 Kindergarten and ABA 15 Kindergarten in learning Islamic religious education is creating innovative teaching materials, creating a fun learning process, using fun methods, and using various learning media. The recommendations for this research are that the school principal is expected to provide oversight of the teacher's learning.

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Rosyida Nurul¹, Siti Fatimah²
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