



INCREASING TEACHERS' CREATIVITY IN TEACHING THROUGH THE IMPLEMENTATION OF AUDIO-VISUAL MEDIA AT SMP NEGERI 4 DUMAI

Leni Suryani

Pengawas Sekolah, Dinas Pendidikan Kota Dumai, Riau, Indonesia
lenisuryani07.07@gmail.com

ABSTRACT

This paper is based on the teachers' low creativity at SMP Negeri 4 Dumai. Therefore, it is necessary to take an action to overcome this problem through the implementation of audio-visual media. Based on the description regarding the identification and limitation of the problem, this paper is focused on increasing teacher creativity. Hence, the formulation of the problem is whether there is an improvement in teacher creativity through the implementation of audio-visual media at SMP Negeri 4 Dumai. In accordance with the background and formulation of the problem, this paper aims to increase the creativity of teachers in SMP Negeri 4 Dumai through the implementation of audio-visual media. This type of research is school action research (PTS) which aims to determine the success of teachers' creativity improvement in teaching through the use of audio-visual media at SMP Negeri 4 Dumai. Based on the results of the analysis and discussion, it can be concluded that teacher creativity in teaching at SMP Negeri 4 Dumai can be increased through the use of audio-visual media. Thus, the teacher acceptance rate increased. Comparison of teacher creativity in teaching in cycle I increased in cycle II. If cycle I that achieved 65% was increased to 71.5% in cycle II.

Keywords: audio-visual media, teacher creativity, teaching

PENINGKATAN KREATIVITAS GURU DALAM MENGAJAR MELALUI IMPLEMENTASI MEDIA AUDIO VISUAL DI SMP NEGERI 4 DUMAI

ABSTRAK

Tulisan ini dilatarbelakangi oleh rendahnya kreativitas guru di SMP Negeri 4 Dumai. Untuk itu perlu dilakukan suatu tindakan untuk mengatasi masalah tersebut melalui Implementasi media audio visual. Berdasarkan uraian pada latar belakang, identifikasi masalah dan pembatasan masalah, maka fokus penelitian ini berkaitan dengan peningkatan kreativitas guru. Oleh karena itu, perumusan masalah adalah apakah terdapat peningkatan kreativitas guru melalui implementasi media audio visual di SMP Negeri 4 Dumai. Sesuai dengan latar belakang dan perumusan masalahnya, maka tulisan ini bertujuan untuk meningkatkan kreativitas guru dalam di SMP Negeri 4 Dumai melalui implementasi media audio visual. Jenis penelitian adalah penelitian tindakan sekolah (PTS) yang bertujuan untuk mengetahui keberhasilan tentang peningkatan kreativitas guru dalam mengajar melalui pemanfaatan media audio visual di SMP Negeri 4 Dumai. Berdasarkan hasil analisis dan pembahasan dapat disimpulkan bahwa kreativitas guru dalam mengajar di SMP Negeri 4 Dumai dapat ditingkatkan melalui pemanfaatan media audio visual. Dengan kondisi tersebut maka tingkat penerimaan guru meningkat. Perbandingan kreativitas guru dalam mengajar pada siklus I meningkat pada siklus II. Jika pada siklus I mendapatkan skor ketercapaian sebesar 65% maka pada siklus II sudah lebih baik dengan mendapatkan perolehan skor ketercapaian sebesar 71.5%.

Kata Kunci: media audio visual, kreativitas guru, mengajar

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INTRODUCTION

National education functions to develop capabilities and shape dignified national character and civilization in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable,

creative, independent and become a democratic and responsible citizen (Haderani, 2018). Competence is an ability that is absolutely owned by the teacher so that his duties as an educator can be carried out properly. The teacher's duties are closely related to improving human resources through the education sector, therefore efforts are

needed to improve the quality of teachers to become professional staff. In order to improve the quality of education can be successful. As stated by Fadhli (2017) improving the quality of education depends on many things, especially the quality of the teacher. Sudrajat (2020) put forward several formulations regarding competence put forward by experts, namely: 1) Competence, according to Hall and Jones, is a statement that describes the appearance of a certain ability in a round which is a combination of knowledge and abilities that can be observed and measured, 2) Spencer said that competency is a fundamental characteristic of a person that is related to a person's effective criteria and or best skills in a job or situation. This means that the competence is deep enough and lasts a long time as part of a person's personality so that it can be used to predict a person's behavior when dealing with various situations and problems, 3) More technically, Mardapi formulates that competency is a combination of knowledge and abilities and the application of both things. in carrying out tasks in the workplace, 4) Richard stated that the term competence refers to observable behavior, which is needed to complete daily activities. Puskur, Balitbang, The Ministry of National Education formulates that competence is basic knowledge, skills and values that are reflected in the habits of thinking and acting. The habit of thinking and acting consistently and continuously enables a person to become competent in the sense of having basic knowledge, skills and values to do something.

To make teachers as professionals, it is necessary to hold continuous and continuous coaching, and make teachers as workers need to be considered, valued and recognized for their professionalism. To make them become professionals, it is not only about increasing their competence either through upgrading, training or getting the opportunity to learn again, but it is also necessary to pay attention to teachers from other aspects such as increasing discipline, providing motivation, providing guidance through supervision, providing incentives, decent salary. with their professionalism so as to enable teachers to be satisfied in working as educators. Improving the quality of human resources is an

absolute requirement to achieve development goals. One way to improve the quality of human resources is education. Educational goals are a set of educational outcomes achieved by students after carrying out educational activities. All educational activities, namely teaching guidance and training are directed to achieve educational goals. In this context, the purpose of education is a component of the education system that occupies a central position and function (Ali, 2016). Thus learning outcomes are very important to find out whether educational goals have been achieved optimally. Educational goals are arranged in stages, starting from very broad and general educational goals to specific and operational educational goals, namely (1) National Education Goals, (2) Institutional Goals, (3) Curriculum Objectives, (4) Learning Objectives. National education functions to develop abilities and shape dignified national character and civilization in the framework of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible. In essence, education is an investment in the development of human resources and is seen as a basic need for people who want to progress. Elementary school is a formal institution that functions to assist parents in providing education to their children. Schools provide knowledge, skills and attitudes to their students in full according to what they need. All of these school functions will not be effective if the components of the school system are not running well, because the weakness of one component will affect other components which will ultimately affect the running of the system itself. One of the component parts of the school is the teacher. The teacher is the last level as the spearhead of education, namely in the learning process carried out by the teacher in the classroom. This means that the teacher as a facilitator who manages the learning process in the classroom has a stake in determining the quality of education. The consequence is that the teacher must prepare (plan) everything so that the

learning process in the classroom runs effectively.

According to Pentury (2017), one of the problems faced by the world of education is fostering teacher creativity. Teacher creativity in the teaching and learning process has an important role in improving the quality of student learning outcomes. Creativity is defined as the ability to create a new product, either completely new or a modification or change by developing existing things. If this is related to the teacher's creativity, the teacher concerned may create a teaching strategy that is completely new and original (originally his own creation), or it may be a modification of various existing strategies so as to produce a new form. Creativity is defined as the ability to create a new product, either completely new or a modification or change by developing existing things (Judiani, 2011). If this is related to the teacher's creativity, then the teacher concerned may create a teaching strategy that is truly new and original (originally his own creation), or it may be a modification of various existing learning strategies so as to produce a new form. Based on the results of pre-research observations conducted by researchers so far at SMP Negeri 4 Dumai, problems were found, namely: (1) The delivery of learning material by the teacher in the classroom was less creative, too monotonous so students were not interested in the material being studied. (2) Teachers have not involved students to participate actively in the learning process. In this case the teacher has not been able to improve students' creative thinking skills. (3) Teachers rarely use media in teaching so that teaching takes place less interesting. (4) The teaching methods or techniques used by teachers still use lecture, demonstration, question and answer and assignment methods (teacher-centered). (5) Diversity in the presentation of learning activities in the form of variations in teaching styles, variations in using media and teaching materials, variations in interactions between teachers and students as well as variations in using teaching methods have not been applied by teachers. The factors mentioned above indicate the low creativity of teachers in the learning process. This is what causes the decline in the quality of learning, resulting in low

student activity in the learning process which has an impact on the quality of learning outcomes that have not reached optimal completeness. Of course, the problems that occur at SMP Negeri 4 Dumai cannot be allowed to continue, but there must be a solution or concrete action from the school principal to increase teacher creativity in implementing innovative learning strategies according to student conditions/characteristics. Efforts made by researchers to overcome these problems by implementing audio-visual media on teacher teaching creativity.

LITERATURE REVIEW

Definition of Teacher

The teacher is one of the components in the teaching and learning process that potentially and professionally participates or plays a role in efforts to form human resources, as well as on the physical and spiritual side. Teachers are also seen as one of the most important elements or components in terms of human empowerment related to the educational process. In the field of education a teacher must play an active role and place his position as a professional with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education pathways (Manizar, 2015). Law on Teachers and Lecturers of the Republic of Indonesia No.14 of 2005 "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, basic education, and secondary education". Furthermore, Law No. 20 of 2003 article 39 paragraph 2 concerning the national education system states, "Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions. ." PP No. 19 of 2005 concerning National Education Standards states, "educators (teachers) must have academic qualifications and competence as learning agents, physically and mentally healthy, and have the ability to realize national education goals." Based on the definition above, it can be concluded that teachers are

professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students, and is tasked with planning and implementing the learning process.

Definition of Creativity

Creativity is a condition, attitude or situation which is very specific in nature and almost impossible to formulate thoroughly. Creativity can be defined in a variety of statements depending on who and how to highlight it. The term creativity in everyday life is always associated with special achievements in creating something new, finding ways to solve problems that most people cannot find, new ideas, and seeing various possibilities. Creativity comes from the word creative which means having creativity or creating, so creativity is a person's ability to create something new by utilizing everything that already exists and can be accepted by everyone (Kadir, 2018). According to Abdullah (2016) creativity is a person's ability to produce any composition, product or idea that is basically new and previously unknown to the maker. It can be in the form of imaginative activity or synthesis of thoughts whose results are not summaries. It may involve forming new patterns and combining information gained from previous experience and fitting old relationships to new situations and may involve establishing new correlations. It must have a purpose or purpose, not mere fantasy, even though it is a complete perfect result. It may be in the form of artistic, literary, scientific products, or it may be procedural or methodological in nature. Based on the description above, it can be concluded that the notion of teacher creativity is a person's ability to create something new or develop existing things to provide a certain amount of knowledge to students at school.

Teacher Creativity in the Teaching and Learning Process Teaching is a complex act, it is called complex because it requires teachers to have personal, professional, and socio-cultural abilities in an integrated manner in the teaching and learning process. It is said to be complex because it is required of the teacher to integrate mastery of material and methods, theory and

practice in student interactions. It is said to be complex because it also contains elements of art, science, technology, choice of values and skills in the teaching and learning process. In the teaching and learning process according to its development the teacher does not only play a role in providing information to students, but furthermore the teacher can act as a planner, regulator and motivator for students to learn effectively and their next role is to evaluate the entire teaching and learning process. So in any situation and condition the teacher in realizing the teaching and learning process cannot be separated from the planning, implementation and evaluation aspects because a good teacher must be able to act as a planner, organizer, motivator and evaluator (Merpati, 2018). From the description above it is clear that in the teaching and learning process teachers are needed who are professional and have at least three abilities, namely the ability to help students learn effectively so as to achieve optimal results, the ability to be a liaison for active and creative and functional community culture and in the end must have the ability to be a driving force school and professional organizational development. With this ability, teachers are expected to be more creative in their teaching and learning process. 2. Audiovisual Media Audiovisual tools are "audible" means that can be heard and "visible" means can be seen. As the name implies, this media is a combination of audio and visual or so-called listening-view media. Audiovisual learning media is a tool consisting of visual media which is synchronized with audio media so as to enable two-way communication between the sender of the message and the recipient of the message, namely the teacher and students who can be perceived by the senses of sight and hearing. Audiovisual media is a combination of images and sound that mutually support each other, which is able to evoke the feelings and thoughts of the audience. Audiovisual will be complete and present teaching materials to students more complete and optimal. In addition, this media within certain limits can also replace the teacher's duties. The reason is that the presentation of material can be replaced by the media, and the teacher can turn into a learning facilitator, namely

making it easy for students to learn. The main emphasis in audiovisual teaching is on the value of learning that is obtained through concrete experiences not based solely on words. Audiovisual material can only be meaningful if it is used as part of the teaching process. Audiovisual equipment does not have to be classified as a learning experience obtained from sensing sight and hearing, but as a technological tool that can enrich and provide concrete experiences to students.

RESEARCH METHODS

This type of research is school action research (PTS) which aims to determine the success of increasing teacher creativity in teaching through the use of audio-visual media at SMP Negeri 4 Dumai. The place of research is at SMP Negeri 4 Dumai. When this research was carried out in August 2021. The population in this study were all teachers at SMP Negeri 4 Dumai, a total of 35 people, including the school principal.

Data collection technique While the method of collection is by making observations as follows:

1. Audio Visual Media The implementation of audio-visual media is known from the learning steps:
 - a. Make a learning implementation plan
 - b. Study the media use manual
 - c. Prepare and manage the media equipment to be used.
 - d. Researchers ensure that the media and all equipment is complete and ready to use.
 - e. Describe the goals to be achieved.
 - f. Explain the material to the teacher during the process.
 - g. Avoid events that can distract the teacher's concentration.
 - h. Follow up by conducting discussions, observations and exercises.
2. Teacher Creativity Observation Instrument in Teaching Observations to determine teacher creativity in teaching involve:
 - a. The teacher's way of planning PBM
 - b. The teacher's way of implementing PBM
 - c. The teacher's way of conducting evaluations

Table 1. Classification of Measurement of Teacher Creativity in Teaching Observations

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Pretty	41 - 60
4	less	21 - 40
5	Not good	0 - 20

Source: Suharsimi Arikunto (2009:44)

Data analysis technique 1. Researcher Activity (facilitator) Measurement of teacher activity, because the indicator of researcher activity is 5, with measurements of 1 to 5 respectively, the maximum and minimum scores are 40 (8 x 5) and 8 (8 x 1). Determining 4 classification levels of perfection in using Audio Visual Media, can be calculated by: a. Determine the number of classifications desired, namely 5 classifications, namely very perfect, perfect, quite perfect, less than perfect, and imperfect. b. Determine the interval (I), namely: $I = 40 - 8 = 6.4$ 5 c. Determine the standard classification

table for the implementation of Audio Visual Media, namely: Very perfect, when 35 – 40 Perfect, if 28 – 34 Perfect enough, when 22 – 27 Less perfect, when 15-21 Not perfect if 8 – 14 2. Teacher (participator) activities The measurement of this "teacher activity" instrument is "done = 1", not done = 0". So that if all teachers do as expected in all elements, then the maximum score is 40 (5 x 8). Determining 4 activity classifications in using Audio Visual Media, can be calculated by: a. Determine the desired number of classifications, namely 4 classifications, namely very high, high, low, and

very low. b. interval (I), namely: $I = (\text{Max score} - \text{Min score})/4 = (40 - 0)/4 = 10$ c. Determine the standard classification table for the implementation of Audio Visual Media, namely: Very high, if 31-40 High, if 21-30 Low, if 11 - 20 Very low, if 0 - 10 3. Teacher Creativity in Teaching a. The teacher's way of planning PBM,

score range 10-100 b. The teacher's way of implementing PBM, the score range is 10-100 c. The way the teacher conducts evaluations, the score range is 10-100 In determining the assessment criteria regarding teacher creativity in teaching, the following 3 criteria are grouped:

Table 2. Rating classification

NO	scor	Criteria
1	67 - 100	Good
2	34 - 66	Less good
3	0 - 33	Not good

Source: Processed research results, 2015

RESULTS AND DISCUSSION

Observation In carrying out the assignment given by the researcher for the first time in cycle I, an achievement of 53% was seen from all aspects that were observed and assessed.

This means that it still requires repetition in the next cycle because it is not very satisfying. As for the results of research observations on the activities of researchers who at the time of giving directions will be described in table 3 below.

Table 3. Facilitator Activities in Cycle I

Number	Evaluation	SB	B	SD	KB	TB	JML	%
1	Make a learning implementation plan			√				53%
2	Study the media use manual			√			3	
3	Prepare and manage the media equipment to be used			√			3	
4	Researchers ensure that the media and all equipment is complete and ready to use			√			3	
5	Describe the goals to be achieved				√		2	2
6	Explain the material to the teacher during the process				√		2	
7	Avoid events that can distract the teacher's concentration			√			3	2
8	Follow up by conducting discussions, observations and exercises				√		2	
Amount				15	6		21	

Source: Observational data, 2021

From the table above it is known that the scores obtained by researchers in the implementation of learning through the use of audio-visual media after being compared with the classification standards set out in Chapter III. Researcher activity in cycle I got a score of 21 in the imperfect category or with a percentage of 53%. Through the use of audio-visual media presented by researchers for the first time in cycle

II, an achievement of 88% was seen from all aspects that were observed and assessed. This means that it does not require repetition in the next cycle because it is already so satisfying. As for the results of research observations on the activities of researchers who at the time of giving directions will be described in the following table 4.

Table 4. Facilitator Activities in Cycle II

Number	Evaluation	SB	B	SD	KB	TB	JML	%
1	Make a learning implementation plan		√				4	88%
2	Study the media use manual	√					5	
3	Prepare and manage the media equipment to be used		√				4	
4	Researchers ensure that the media and all equipment is complete and ready to use	√					5	
5	Describe the goals to be achieved		√				4	
6	Explain the material to the teacher during the process		√				4	
7	Avoid events that can distract the teacher's concentration		√				4	
8	Follow up by conducting discussions, observations and exercises	√					5	
Amount		15	20				35	

Source: Observational data, 2021

From the table above it is known that the scores obtained by researchers in the implementation of learning through the use of audio-visual media after being compared with the classification standards set out in Chapter III.

Researcher activity in cycle II got a score of 35 in the perfect category or with a percentage of 88%. As for the activities of participants in the learning process through the use of audio-visual media can be seen in the following table:

Table 5. Activities of participants (participators) Cycle II

Number	Name	Observed activity								Amount
		1	2	3	4	5	6	7	8	
1	A	1	1	1	1	1	1	1	0	7
2	B	1	1	1	1	1	1	1	1	8
3	C	1	1	1	1	1	1	1	0	7
4	D	1	1	1	1	0	1	1	1	7
5	E	0	0	0	0	1	1	0	1	3
6	F	1	1	1	1	1	1	1	1	8
7	G	1	1	1	0	1	1	1	1	7
8	H	0	0	1	1	1	1	0	1	5
9	I	1	1	1	1	1	1	1	0	7
10	J	1	1	1	1	1	1	1	0	7
11	K	0	0	1	0	1	1	0	1	3
12	L	1	1	0	1	1	1	1	1	8
13	M	1	1	1	0	1	1	1	1	7
14	N	1	0	1	1	0	1	1	1	7
15	O	1	1	1	1	1	1	1	1	8
16	P	1	1	1	0	1	1	1	1	7
17	Q	1	1	1	1	0	1	1	1	7
18	R	0	0	0	1	1	1	0	1	5
19	S	1	1	1	1	1	1	1	0	7
20	T	1	1	1	1	1	1	1	0	7
21	U	1	1	1	1	1	1	1	1	8
22	V	1	1	1	0	1	1	1	0	7
23	W	1	1	1	1	1	1	1	1	7
24	X	0	0	1	1	0	1	0	1	3
25	Y	1	1	1	1	1	1	1	1	8
26	Z	0	0	1	1	1	1	0	1	5
27	AA	1	1	1	1	1	0	1	1	7
28	BB	1	0	1	1	1	1	0	1	4

29	CC	1	1	1	1	1	1	1	1	8
30	DD	1	1	1	0	1	1	1	1	7
31	EE	1	1	0	1	0	1	1	1	7
32	FF	0	0	1	1	1	1	0	1	5
33	GG	1	1	1	1	1	1	1	0	7
34	HH	1	1	1	1	1	1	1	0	7
35	II	1	1	0	1	1	1	1	0	7
Amount		28	27	31	27	30	34	30	25	229
Percentage		80%	77%	89%	77%	86%	97%	77%	71%	82%

Category = good

Source: Observational data, 2021

Based on table IV.6, it is known that the activity score of the teacher (participator) is generally classified as "good" with an average of 82%. This shows that the teacher has shown his

creativity in learning well. Then to find out aspects of teacher creativity in teaching, the following assessment results can be considered.

Table 6. Evaluation Criteria

No	Classification	Percentage (%)
1	Very good	81 - 100
2	Good	61 - 80
3	Pretty	41 - 60
4	less	21 - 40
5	Not good	0 - 20

From the data above it can be concluded that obtaining the percentage of the teacher's creativity aspect in teaching obtained an average percentage of achievement in cycle II of 71.5% or in the good category. Based on the data obtained from the observations, it can be concluded that through the use of audio-visual media the teacher's creativity in teaching has developed in 2 cycles. Thus there is no need for the next cycle of activities because according to the researchers the

expected competencies have been achieved with good grades.

Discussion From the results of research in the first cycle showed that the teacher's creativity aspect in teaching in cycle I had not yet reached the set indicators. This indicates that the use of audio-visual media presented by researchers still needs better planning by taking into account the weaknesses and strengths that have been identified in cycle I as the basis for improvement in cycle II.

Table 8. Achievement of Teacher Creativity in Teaching

Implementation	Classical Achievement Percentage	Category
CYCLE I	65.0	Not Completed
CYCLE II	71.5	Completed

From the table above it is known that the teacher's creativity in teaching in cycle I increased in cycle II. If in cycle I got an achievement score of 65% then in cycle II it was better by getting an

achievement score of 71.5%. To make it clearer, it can also be seen in curve 1. Based on this explanation, it can be said that teacher creativity in teaching increases after learning improvements

in the form of implementing audio-visual media are applied during the learning process. easy to understand what they learn. Therefore the implementation of audio-visual media has a good impact on the learning system, one of which is to make the teacher's creativity better and make it easier for students to digest learning topics. regarding this, Lestari (2017) said that the use of audio-visual media was effective in students' poetry writing skills. So, the teacher's creativity through audio-visual media can improve students' poetry writing skills. The same opinion was conveyed by Ananda (2017) saying that audio-visual media can increase teacher teaching creativity because with audio-visual media teachers will be more creative in developing learning concepts that can be displayed to students so that students can more easily understand the concept of learning at school. class.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the analysis and discussion, it can be concluded that teacher creativity in teaching at SMP Negeri 4 Dumai can be increased through the use of audio-visual media, therefore it can also improve student learning outcomes in the learning process. Under these conditions, the teacher acceptance rate increased. Comparison of teacher creativity in teaching in cycle I increased in cycle II. If in cycle I got an achievement score of 65% then in cycle II it was better by getting an achievement score of 71.5%.

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