

## **Creativity in Teaching Teachers in the Department of Office Administration Automation or (OTKP) at SMK Nurul Qalam Makassar**

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### **ABSTRACT**

Teachers' teaching creativity relates to designing and preparing teaching materials/subject materials, managing classes, using varied methods, utilizing media, to developing evaluation instruments. This study aims to determine the creativity of teaching teachers in the Office Administration Automation Department at SMK Nurul Qalam Makassar. To find out these objectives, the researchers used a qualitative descriptive type of research. The informants in this study were 7 people using data collection techniques that were carried out through observation, interviews, and documentation. The data obtained from the research results were processed using data analysis techniques consisting of data collection, data condensation, data presentation, conclusions, and withdrawal/verification. The results showed that the creativity of teaching teachers in the Office Administration Automation Department at SMK Nurul Qalam Makassar was in the Effective category. Judging from the aspect of formulating learning objectives well, Having companion books for students, Choosing learning methods, Creating/using teaching aids media.

**Keywords:** Creativity, teaching, teacher;

### **INTRODUCTION**

The teacher is a learning leader (instructional leader) in schools. As a learning leader, the teacher has full responsibility for the existence of the learning that is carried out (Saleh, 2017; Saleh et al., 2021; Wahyuni et al., 2019). Teachers must be able to design, run, and evaluate their learning media effectively. The teacher is responsible for learning to be able to encourage students to "madness" in learning so that in the end they become true lifelong learners. Of course, such "madness" of learning is only possible when the teacher understands what he wants to teach, how students learn, and the needs of students in learning, and how the teacher himself teaches. Not only that, but a teacher also needs to precisely continue to understand and explore the learning environment, challenges, and needs of students in learning. Thus, the success of teaching and learning is not only influenced by the teacher and student factors but what is so important is the quality of the interaction between the two. An interaction that, of course, cannot be separated from global developments and challenges that occurred in society at that time.

Teachers are all people who have the authority and have the responsibility to guide and foster their students both individually and classically at school and outside school. (Amaliyah, Akib, and Tambe 2015; Saleh and Arhas 2019; Sukmawati et al. 2019). A teacher who wants to generate creativity in his students must first try to make him creative himself. In general, creative teachers have been educated by creative people in a supportive environment. Therefore, a teacher

needs to develop his creativity to renew the learning process at school, so a teacher is required to have a positive view or opinion on how to create the expected learning situations and conditions because operationally the teacher is directly involved in the learning process at school. Teacher creativity in the teaching and learning process has an important role in improving the quality of student learning. Teacher creativity in learning is very influential on student development, (Dobson 1985; Feng and Sass 2017; L Witteck 2013).

One of the factors that influence the teaching and learning process is the teacher, which is an external factor to support the achievement of learning outcomes (Niswaty 2018; Niswaty et al. 2017). In this case, what is meant is the creativity of the teacher in the teaching and learning process. Student learning outcomes need to optimize the role of teachers and how to teach teachers in the classroom. A teacher in the teaching and learning process is not just conveying material, but also must strive so that the subject matter presented becomes an activity that is fun and easily understood by students. (Darwis, Amelia, and Arhas 2019). To realize this, a teacher is required to have creativity in teaching.

Creativity is defined as the ability to create a new product, either completely new or a modification or change by developing things that already exist. (Koca and Ph 2016). If this is related to the creativity of the teacher, the teacher concerned creates a teaching strategy that is completely new and original (original creation itself), or it can be a modification of various existing strategies to produce a new form in carrying out the teaching and learning process.

Teachers' teaching creativity relates to designing and preparing teaching materials/subject materials, managing classes, using varied methods, utilizing media, to developing evaluation instruments. The creativity of teaching teachers is someone who can develop himself to be able to teach creatively, inspiring, and intelligently to have the advantage to face the challenges of an increasingly sophisticated era, creative teachers are people who can place themselves around new ideas that appear in various sources. (Fields et al. 2021; Loughran and Berry 2005).

## METHOD

This research is descriptive qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject, for example, behavior, perception, motivation, action, and others (Sugiyono 2016). Data collection was obtained through interviews, document review, and direct observation with resource persons related to the creativity of teaching teachers in the Office Administration Automation Department at SMK Nurul Qalam Makassar obtained from research informants, namely: vice-principal of SMK Nurul Qalam Makassar; staffing governance automation teacher (1 person); public relations and protocol governance automation teacher (1 person); teacher automation of facilities and infrastructure (1 person); students of class XI SMK Nurul Qalam Makassar (3 people). While secondary data is data obtained from literature materials, documents and so on that can support research. The data collection techniques in this study were using observation, interview, and documentation techniques.

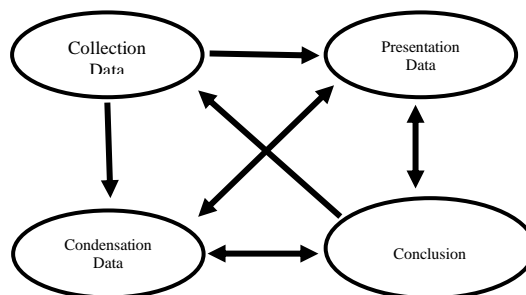


Figure 1. Data Analysis Techniques according to (Saldana 2014)

## **RESULTS AND DISCUSSION**

The results obtained at SMK Nurul Qalam Makassar in the form of interviews conducted directly with the deputy principal of SMK Nurul Qalam Makassar namely Erniwati, teacher of automation of personnel governance namely Husnawati Alwi, teacher of automation of public relations and protocol governance namely Asna Anwar, a teacher of automation of facilities and infrastructure, namely Nur Sucianti and three students of SMK Nurul Qalam Makassar majoring in office management automation class XI. All data collected is then presented in the form of an explanation or to provide an overview of a situation objectively, in this case, is a description of the teacher's teaching creativity.

To determine the creativity of teaching teachers at SMK Nurul Qalam Makassar based on indicators of teacher teaching creativity as measured by 4 (four) can be described through the responses of informants who are considered representative. For more details, the following is described in detail based on the results of interviews for each indicator, namely as follows:

### **Formulating Learning Objectives well**

In carrying out their role as educators, teachers must have good learning objectives to develop the creativity of teaching teachers in schools by formulating based on the basic competencies that have been formulated, using Operational Verbs that can be observed, measured which include aspects of attitude, aspects of knowledge, and aspects of knowledge. skills, and describe the character/attitude that must be instilled in students.

Based on the results of interviews with informants, it can be concluded that the creativity of teaching teachers in the automation department of office governance SMK Nurul Qalam Makassar, in general, has been able to carry out their duties as creative teachers, this is seen from the ability of teachers to formulate learning objectives based on basic competencies has been formulated, applies aspects of attitudes, skills, and knowledge to students during the teaching and learning process, and instills character/attitudes in students. The activity of formulating learning objectives well is one of the important tasks of teachers in processing student learning. In creating good quality learning, maximum results, it is necessary to have a good plan in terms of learning materials,

Based on the results of observations, the researchers confirmed that the creativity of teaching teachers in the online learning process with basic competencies that have been formulated, using Operational Verbs by applying aspects of attitudes, skills, and knowledge as well as instilling character/attitudes in students is done by the teacher during the process. learn how to teach.

### **Having a Companion Book for Students**

Textbooks are textbooks that serve as references for schools that are prepared based on national education standards. Having companion books for students in addition to the existing textbooks that are really of good quality in supporting the subject matter according to the applicable curriculum. The books used by the teacher have material weights that support curriculum achievement and are even able to develop insight for students in the future. Thus, in choosing companion books for students, teachers provide interesting learning materials for students and make it easier for students to understand learning materials.

Based on the results of interviews, it can be concluded that the creativity of teaching teachers in the Office Administration Automation Department at SMK Nurul Qalam Makassar has been able to carry out their duties as creative teachers because teachers have companion books for students other than those provided at school. with one book, but the teacher compares one book with another so that students' knowledge becomes broad. The material provided by the teacher in the learning process attracts the attention of students so that they do not watch during the learning process. Not only that, using learning books with many references makes it easier for students in the learning process and increases student knowledge.

Based on the results of observations, the researchers confirmed that the creativity of teaching teachers in the online learning process by having companion books for students as well as providing interesting learning materials for students and making it easier for students to understand learning materials was done by the teacher during the teaching and learning process.

### **Choosing a Learning Method**

As a professional teacher, the teacher should be smart in choosing the right learning method for students. So that what is taught to students can be understood and useful, so that learning objectives can be achieved effectively and efficiently. Thus, choosing the teacher's learning method creates learning conditions that allow students to gain convenience in learning and find out which methods in learning are most suitable to be applied during the learning process according to the student's character.

Based on the results of interviews, the efforts that teachers make in creative teaching at SMK Nurul Qalam Makassar in the Automation Department of Office Governance are teachers creating learning conditions that allow students to gain convenience in learning. With this, students are active in the learning process in finding ideas, solving problems, or applying what they have just learned so that students feel a pleasant learning atmosphere. In addition, the teacher determines the appropriate learning method to be applied during the learning process according to the character/attitude of students so that students feel comfortable and excited during the learning process.

Based on the results of observations, the researchers confirmed that the teacher's teaching creativity in creating learning conditions and what learning methods were suitable to be applied according to the character/attitude of students when choosing a learning method was properly carried out by the teacher during the teaching and learning process, this was seen when the researchers conducted pre-research observations. at SMK Nurul Qalam Makassar

### **Creating/Using Media or Props**

Creating/using media or teaching aids are all objects as tools in the learning process both inside and outside the classroom that mediate the learning process, which can be in the form of software or hardware. Teaching aids can also be interpreted as anything that can be used to stimulate the thoughts, feelings, attention, skills, and willingness of students so that they can encourage the learning process of students. Creating/using media or teaching aids that are appropriate and attract students' interest. Teachers must always be creative in creating teaching creativity by using media/props to foster interest in the learning process and take advantage of the media/tools that have been provided at school.

Based on the results of interviews that researchers have conducted with several informants, that in creating/using media or teaching aids as creative teachers, the efforts that teachers make so that the learning process is effective the teacher creates media or teaching aids to foster student interest in learning in the learning process by utilizing materials. used items such as dos and so on, after that the teacher relates the learning material to everyday life so that the teacher teaches more systematically and regularly. Utilize computers and wifi provided at the school by sending films, videos, and files in the form of words and powerpoints according to the subjects taught by the teacher at today's meeting. Although sometimes the computers provided by the school are limited and the wifi in the school sometimes doesn't have a smooth network.

Based on the results of observations, the researchers confirmed that the use of media in online learning activities is quite varied and teachers can create learning media and have been able to take advantage of the facilities provided by schools related to learning media as well as possible. With the use of media, learning activities will be fun and the material will be easier for students to understand, this can be seen when researchers conduct pre-research observations at SMK Nurul Qalam Makassar.

## **DISCUSSION**

### **Formulating Learning Objectives well**

Formulating learning objectives well is an ability/mastery of the teacher which includes the potential, knowledge, and skills possessed by the teacher in the formulation of the behavior or abilities that students want to achieve when the learning process is carried out. The ability that the teacher expects must be specific and operational so that later the teacher can measure (value).

This is in line with the theory presented by Amanda (2019: 2) One of the important things in the design process or learning design is to formulate learning objectives. Every teacher needs to understand and be skilled in formulating learning objectives because the formulation of clear objectives can be used to evaluate the effectiveness of the success of the learning process. A learning process is said to be successful if students can achieve the goals optimally. The success of achieving goals is an indicator of the success of teachers in designing and implementing the learning process. Learning objectives can also be used as guidelines and guides for student learning activities in carrying out learning activities. In this regard, teachers can also plan and prepare what actions should be taken to help students learn. So from the results of observations, interviews,

### **Having a Companion Book for Students**

Books are one of the learning resources and teaching materials that are widely used in learning. Books are indeed teaching materials as well as learning resources for conventional students. However, even though it is conventional and has been used for a long time, textbooks are still quite capable of making a good contribution to learning. Some learning materials cannot be taught without the help of textbooks.

This is in line with the opinion Muslich (2010: 67) one form of the subject matter, a book containing descriptions of material about certain subjects or fields of study, which are systematically arranged and have been selected based on certain objectives, learning orientation, and student development, to be assimilated. Books are used as a means of learning activities. So from the results of research conducted by researchers, teachers have companion books to provide

learning materials and expand the material taught by teachers. The textbook is used as a support for teachers in delivering learning materials so that learning objectives can be achieved. So, the results of observations, interviews, and documentation,

### **Choosing a Learning Method**

Learning methods are techniques or methods used by teachers in delivering subject matter to students. The technique or method used by the teacher will determine the success of the learning process. The learning method is expected to make the teaching and learning process run well. Thus, an educator needs to be familiar with methods in learning so that students feel more enthusiastic when participating in learning. In addition, choosing the right method makes students not feel bored or bored when participating in teaching and learning activities. One of the things that teachers do to create teaching creativity is by choosing a learning method that attracts students' attention.

This is in line with the theory of Ulfa (2018: 17) learning method is a method taken by a teacher to achieve learning objectives and can be interpreted as a way of presenting material to students to achieve learning objectives. To achieve the learning objectives that have been formulated, a teacher must know various methods. Thus knowing the nature of various methods, a teacher will more easily determine the method that will more easily determine the most appropriate to the situation and conditions. So, the results of observations, interviews, and documentation, it can be said that the teachers of SMK Nurul Qalam Makassar in the Office Administration Automation Department have been creative in teaching in choosing learning methods.

### **Creating/Using Media or Props**

Media or teaching aids are media whose use is integrated with the objectives and content of teaching which is usually intended to optimize the achievement of a teaching and learning activity. Meanwhile, according to Aisha (2015: 121), Media or teaching aids are everything that can be used to convey messages and can stimulate students' thoughts, feelings, attention, and willingness so that they can encourage the learning process in students. The teacher uses the computer and wifi provided at the school by sending films, videos, and files in the form of words and powerpoints via WhatsApp media applications, classrooms, and so on.

This is in line with the theory Nasaruddin (2018: 21) Explaining the learning media can be in the form of physical equipment to deliver or deliver teaching, including books, films, videotapes, slide tape presentations, and so on, as well as the teacher's voice and non-verbal behavior. So that students feel not bored, bored, excited, and grow interested in the learning process. Although sometimes the computers provided by the school are limited and the wifi in the school sometimes doesn't have a smooth network. So, the results of observations, interviews, and documentation, It can be said that the teachers of SMK Nurul Qalam Makassar in the Department of Automation of Office Governance have been creative in teaching in creating/using media or teaching aids.

## CONCLUSION

Based on the results of the research and discussion, it can be concluded that the teaching creativity of teachers in the Office Administration Automation Department at SMK Nurul Qalam Makassar is in the "Effective" category. This can prove that in the automation department of office governance, the creativity of teaching teachers has fulfilled the focus in this research, namely: Formulating learning objectives well, Having companion books for students, Choosing learning methods, Creating/using teaching aids media.

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