

TEACHERS' CREATIVITY IN USING DIGITAL LEARNING MEDIA DURING THE COVID 19 PANDEMIC AT SMP NEGERI 13 MAKASSAR

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Article Info	Abstract
<p>Received: April 13, 2022 Revised: April 25, 2022 Accepted: May 25, 2022 Published: June 10, 2022</p> <p>Keywords: Covid 19 pandemic, Teachers' Creativity, Digital Learning Media</p>	<p>This research aimed to find out the form of teachers' creativity in using digital learning media during the COVID 19 pandemic, the problems that faced by teacher in using digital learning media and how the teacher overcome the problem in using digital learning media. Three English teachers from SMP Negeri 13 Makassar were the subjects of the study. The method used was descriptive qualitative research that describes teachers' creativity in using digital learning media during the covid 19 pandemic. The researcher used observation and interviews as an instrument in data collection. In analyzing the data, the researcher used three steps, the first was data reduction, the second was data display, and the last was data verification. The result of the analysis showed that the English teacher has three forms of creativity. The first fluency was teachers have the initiative and idea in using digital learning media. The second is flexibility, teachers have varied ideas in terms of combining the media. And the last originality, teacher has been unable to create new media. With limited abilities, teachers tend still to use the available media. On the other hands, the problem faced by the teachers in using digital learning media was signal interference which caused the learning process stop, and not all students have smartphones, so learning was not optimal. Meanwhile, the way to overcome problems in using digital media was to make learning videos that can be accessed even when the internet was down, so that students view the material without fear of signal interference. Regarding students who do not have smartphones, the teacher provides flexible time for students to take part in learning.</p>
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INTRODUCTION

A virus shocked the world at the end of 2019, The world health organization (WHO) announced that the virus is COVID-19, which originated in Wuhan city, China. Covid 19 spreads widely to all countries in the world. Including Indonesia, Indonesia first announced a positive case of covid 19 in early March which was delivered directly by President Joko Widodo (Giatman et al., 2020)

According to Febriyanti (2021) Creativity is one of the competencies that teachers must possess in this online learning. Creativity is related to the implementation of learning starting from the development of teaching materials, packaging materials into learning

media, and developing learning media. Furthermore, to mastery of aspects of the scientific material being taught teachers must understand technology and be creative all times. The demand to understand this technology certainly cannot be separated from the use of devices such as computers and gadgets in the learning process. These devices become a liaison between teachers and students. It is not surprising that these demands arise and must be accompanied by teacher creativity so that they are able to adapt and compensate for the changes that occur. Adaptation needs to be done so that this pandemic does not become a bad reason hinder the implementation of the learning process, one of which is in terms of packaging media that can support the learning process.

The application of online learning during the pandemic suddenly requires teachers and students to face very different situations in the learning process. Space limitations that occur during learning are assisted by relying on digital media. According to Antow (2016) digital media is also known as online media because it is displayed on internet websites. Online media in general refers to any types or format of media that can only be accessed via internet and contains images, text and sound. Digital media can also be interpreted as a technology that utilizes networks. through the use of various online learning applications, it is deemed capable of supporting learning such as google classroom, learning management system, google meet, zoom meeting, whatsapp, and so on. These applications can be accessed if the device used is connected to the internet network, so both teachers and students must have sufficient internet quota to access learning. If you look further, to carry out learning during the pandemic well, of course, it can't only be supported by the internet quota to access the applications used. Teacher creativity is also important to deal with online learning with new problems that have never appeared before.

LITERATURE REVIEW

According to Guilford, as cited in Efendi (2017), creativity refers to the ability that marks the characteristics of creative people, namely convergent and divergent ways of thinking. In relation to creativity, Guilford emphasizes that creative people have more divergent ways of thinking, namely the individual's ability to find various alternative answers to problems.

According to Guilford, as cited in Usman & Rahayu (2020), creative products need to have fluency and flexibility. Fluency is defined as a person's ability to generate a large number of ideas in a short period of time that are relevant to the current situation. Flexibility is a person who is adaptable in their thinking. Making many categories of ideas that have been raised or creating new ideas, for example, requires someone to think flexibly in order to find a way out and originality is the uniqueness of one's idea in comparison to others.

Febriyanti et al., (2021) According to the findings of this study, teachers have created digital learning media in the form of slides, videos, and podcasts. However, among the

media products that have been developed, podcasts have the most distinct elements of originality when compared to others. This demonstrates that several aspects have yet to be met based on the findings of each indicator.. One of them is caused by the teacher's perceived obstacles, both internal and external.

Rahmadayani et al., (2021) According to the findings of this study, there are four types of teacher creativity in the use of learning media at MIN 2 Banda Aceh. First, teachers have fluency in their thinking and take the initiative in preparing learning media. The second is flexibility in thinking, teachers use a variety of learning media in their classrooms, demonstrating their flexibility of thought. The third is originality, which refers to teachers' creativity in creating and implementing learning media. Fourth in the elaboration, teachers and students work together to create learning media. As a result, it can be concluded that certified teachers' creativity in utilizing learning media can motivate students to learn and improve student learning outcomes.

METHODS

The method of this research was qualitative descriptive methodology. According to Agar, cited in Atmowardoyo (2018), the qualitative approach refers to research plans related to inductive thinking to identify hypotheses, which in turn will become substantive and even formal theories. Through qualitative research the researcher research about teachers' creativity in using digital learning media during the covid 19 pandemic at SMP Negeri 13 Makassar. Atmowardoyo (2018) defined descriptive research is a research method that is used to accurately describe existing phenomena. This phenomenon was English learning during the covid 19 pandemic which focused on the creativity of teachers in using digital learning media. The research was conducted in SMP Negeri 13 Makassar, with involving three english teacher as research subjects.

Instrument

The researcher collected the data by using two instruments, those were : observation and Interview. According to Morries, as cited in Hasanah (2017), observation as the process of taking notes on a symptom using instruments and recording them for scientific or other purposes. The purpose of observation was to observe the way the teacher teaches with digital learning media that used by teachers. Interview is a conversation to get information in which the interviewer ask several questions and the respondent answer the the questions. Interview can be conducted by face to face or by telephone to get information (Easwaramoorthy & Zarinpoush , 2014). To get the data, the researcher gave the questions to respondent. The purpose of the interview is collect the information regarding how the form of teachers' creativity in using digital learning media based on the aspect of creativity, what problems faced by teacher and how teachers overcome the problems.

Data analysis

According to Sugiyono as cited in Antorida (2020) Data analysis is comprised of three activity flows. They are data reduction, data display, and conclusion/verification. When taking data in the field through observations and interviews. The researcher documented all of the responses provided by the source as well as the events that occurred in relation to the research. After collecting data, the steps taken were analyzing by reducing the data, namely summarizing all interview data and observations, then selecting and taking the main things that discussed the creativity of teachers in using digital learning media during the COVID-19 pandemic at SMP Negeri 13 Makassar.

After reducing the data, the researcher drew it in a data display. The data display was shown in accordance with the research focus. The research focus was to discover the forms of teachers' creativity in using digital learning media during the covid 19 , the problem faced when using digital learning media and how to overcome the problems. In presenting data the research used narrative form. Conclusion, based on the data display, the researcher drew conclusions. The researcher concluded teacher creativity in using digital learning media based on Guilford's theory.

RESULT AND DISCUSSION

Based on the results of interview and observation that a form of teacher creativity in using digital learning media during the covid 19 pandemic at smp negeri 13 makassar, namely in terms of fluency of thinking and flexibility of thinking, and originality.

1. Fluency

When researchers conducted through observation and interview, researchers found the efforts made by teachers in generating ideas/problem solving for digital learning media. Based on these indicators, fluency in thinking in generating ideas/problem solving for digital learning media is an aspect of fluency in creativity. The English teacher at SMP Negeri 13 Makassar has various ideas in solving problems with digital media. For the use of digital media, teachers usually learn to be self-taught besides that teachers rely on the thoughts of more experienced teachers. It can be concluded from the data findings that there are teachers who can generate ideas/problem solving for digital learning media because they often attend trainings on the use of media, also often exchange information or share with peers or with other school teachers who are more experienced so that knowledge about digital learning media is becoming widespread. In addition, the fluency of the teacher's thinking can be seen from the shrewdness and dexterity in operating digital media features so that they can be maximized in the learning process. The other fluency can be seen form the professionalism of the teacher in adjusting the media used in accordance with the lesson plans that have been made.

The findings above shows that there is teacher creativity in the fluency aspect in line with the teory Nadjafikah (2013) fluency is based on various solutions to a problem, or the ability to develop a large number of solutions to a problem.

2. Flexibility

Teacher certification at SMP 13 Makassar has a form of creativity in utilizing educational media, namely flexibility in thinking. Certification teachers have very varied ideas in terms of combining media and certification teachers use media that are in accordance with student readiness so that all students can receive learning well, such as using digital learning media by combining various applications and visual media. in this case the teacher makes his own learning video, in this case also makes an example of an invitation as a visual medium. Teachers at SMP Negeri 13 Makassar are creative in combining digital learning media, for example WA with Zoom, WA with YouTube, WA with Google Classroom, Quiziz, and Google Form. According to one teacher, the diversity of digital media is utilized because not all learning materials can be answered with only one media. In line with teory Supartini as cited in Rahmadayani (2021), teacher have very varied in terms of combining media, not only based on one media but also providing various alternative in the use of media and it is utilization because basically not all learning topics can be answered with just one use media.

3. Originality

Originality is the ability to create new, unique and fun works in the teaching and learning process, because originality in learning is needed to ward off student boredom throughout the learning period, but the originality of teachers in using digital learning media at SMP 13 Makassar has not created new media, teachers only use digital learning media. Available media. Creating new and unique media is a way to motivate, grow interest and communicate with children more effectively. Teachers must have basic skills in creating media skills to increase children's interest in learning. When researchers conduct observations and interviews, the media used by the teacher is not new and unique because of the limitations they have, but the teachers try to vary the media created as a way to stimulate their students to create fun learning, The finding in line with the result of research that has been found by Dewantara, et al (2020) with the limited ability, teacher have not been able to develop learning media that is interesting and has aspect authenticity. Teachers tend to still take advantage of the media that are freely available.

Based on the forms of creativity that have been described above, it cannot be separated from obstacles that arise experienced by the teachers in using digital learning media the obstacles are as follows

The problems that faced by teachers in using digital learning media

Based on the findings, teachers experienced problems in using digital learning media, during planning, implementation and evaluation of learning. The problem faced by teachers

in using digital learning media is in its implementation which results in less effective learning. Teachers have difficulty in conveying material to students because they are constrained by the network. According to teachers at SMP Negeri 13 Makassar, signal interference. Signal is a major problem because without an internet connection all learning processes cannot run optimally. The finding in line with the result of research that has been found by Handayani, (2020) that the problems of the online learning are network instability, and cannot take classes when the network is not connected, concentration is reduced. In addition, other problems encountered by teachers in using digital learning media came from the students themselves, where not all students have handphones so that teachers cannot optimize the presentation of material, and assigning assignments. In line with Theory of Prawanti et al., (2020) not all students have gadgets to support learning by online. Online learning that requires usage support technology causes problem that will hinder the learning process. Based on the problems that have been described, the teachers tried to overcome the problems that occur with several solutions, as follow

How teachers overcome the problems in using digital learning media

Although in the use of digital media, teachers have problems but teachers must overcome these problems. Based on findings, an unstable network makes the learning process hampered so teachers cannot provide material, students also cannot receive material. The way English teachers solve this problem is by making learning videos that can be accessed even though they are offline so that students can see the material without fear of signal interference. For students who do not have handhone, one way to do this is for the teacher to provide flexible time for students to take part in learning, students can wait their family back to home and then borrow parents cellphones, beside that students can still do assignment manually and collect in the school. The teacher said that students were given leeway, convenience and did not demand students in learning activities. The finding above in line with the result of the research that has been found by Efriana (2021) for students who don't have the device or take turns using it with their parents, or who don't have network access, they should still do assignment manually.

CONCLUSION

Based on the result of the research, the researcher concluded that The English teacher at SMP NEGERI 13 MAKASSAR has various ideas in solving problems with digital media. some teachers can generate ideas/problem solving for digital learning media because they often attend trainings on the use of media, also often exchange information or share with peers or with other school teachers who are more experienced so that knowledge about digital learning media becomes broad. . In addition, the fluency of the teacher's thinking can be seen from the shrewdness and dexterity in operating digital media features so that they can be maximized in the learning process. In terms of flexibility, teachers have very varied ideas in terms of combining media, not only based on one media, but also preparing various

alternatives in using media and utilizing them. For originality, English teacher at SMP Negeri 13 Makassar has not been able to create new media. With limited abilities, teachers tend to still use the available media.

The problem faced by teachers in using digital learning media is signal interference which makes the learning process stop, besides that not all students have handphone so that learning is not optimal.

The way to overcome problems in using digital media is to make learning videos that can be accessed even though they are offline so that students can view the material without fear of signal interference. Regarding smartphones, one way to do this is for the teacher to provide flexible time for students to take part in learning.

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