

CREATIVE TEACHING TRAINING FOR KINDERGARTEN AND ELEMENTARY SCHOOL TEACHERS IN SULI DISTRICT, LUWU

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Abstract

The aim of this community service program is to develop a mentoring-based creative learning for kindergarten and elementary school teachers. Specifically, the objectives to be achieved are 1) To provide an explanation of learning models that can be applied to kindergarten and elementary school students. 2) Improve the ability of educators in designing, managing, and implementing active, innovative, creative, effective and fun learning. The method used in an effort to achieve this goal is in the form of several preparatory stages, namely: 1) Discussing with students of Community Service Program 71 post 3 of Botta village about teaching techniques for kindergarten and elementary school teachers. 2) Determining the implementation time, 3) Preparing training materials, 4) Outreach to prospective training participant teachers. The results of this program show that the training participants were very enthusiastic and responded well, in which one of the participants stated that they really needed training for self-development, and the participants in this activity hoped that there would be further activities in the future to come.

Keywords: Training, creative, teacher, elementary school



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INTRODUCTION

Teachers have an important role in the world of education, even with the times and increasingly advanced technology, the role of teachers is still needed. Teachers must position themselves as role models, inspirers, and facilitators for students. Teaching is a complex and challenging profession. The teaching profession is not easy to demand devotion and perseverance, must have patience and compassion in delivering lessons, because teachers not only educate, but also teach. To become a teacher who also acts as a student mentor, must display creative and innovative characteristics with various updates in both the curriculum, strategies and methods as well as new media and technology that are more meaningful, useful and affect the effectiveness of learning. In terms of teaching, educators are the object of creativity for their students (Abdullah, 2016).

Teacher creativity in the teaching and learning process plays an important role in improving the quality of student learning outcomes, because the more

creative the teacher is in delivering the material, the easier it is for students to understand the lesson and make students more creative in learning. Teacher creativity in learning is very influential on the development of students (Rosyidi, et al., 2021). In addition, the role and ability of teachers are also required to continue to be honed and develop their professionalism in the process of learning activities (Yusmita & Basiron, 2018).

The management of a creative learning process will certainly affect the success or failure of learning objectives. According to Trianto in Yusmita & Basiron (2018), several things are often overlooked by teachers in learning activities in order to create creative learning and produce optimal outcomes including, (1) Teachers tend to provide material to students very focused on providing material (content) so that the process is not fun for students, (2) Teachers tend to consider the process and packaging, and fun ways are not important and just a waste of time, and (3) Teachers tend to be concerned with the depth of material while students choose fun things. So, it is very important to improve the quality of the creative learning atmosphere so that students are interested in participating in the learning process and not just sticking to that.

Similarly, in Suli District, Luwu Regency, South Sulawesi, teachers need training in creative teaching methods to minimize monotonous teaching methods. So as a form of community service, training was held at Madarasah Ibtidaiyah 05 Botta, Suli District, Luwu Regency, South Sulawesi. Which aims to form a teacher's personality who is creative and methodical in dealing with students and creating a pleasant learning atmosphere. According to Yusmita & Basiron (2018), when children are happy, even heavy subject matter can be absorbed easily by children.

The aim of this community service program is to develop a mentoring-based creative learning for kindergarten and elementary school teachers. Specifically, the objectives to be achieved are 1) To provide an explanation of learning models that can be applied to kindergarten and elementary school students. 2) Improve the ability of educators in designing, managing, and implementing active, innovative, creative, effective and fun learning.

METHOD

This community service took place at Madarasah Ibtidaiyah 05 Botta, Suli District, Luwu Regency, South Sulawesi. Aimed at kindergarten and elementary school teachers in Suli District, Luwu. The training entitled "Forming a Creative and Methodical Teacher Personality Facing Students" was delivered by one of the English Education lecturers, Muhammad Syahrudin Nawir, S.Pd., M. Hum. It was attended by 20 teachers consisting of Raudhatul Athfal (RA), Kindergarten, Elementary School and Madrasah Ibtidaiyah teachers in Botta Village, Suli District. In this training, Sir Ucha, discussed creative teaching methods that can be implemented by teachers, such as the play while learning method.

There are several stages in this training, namely:

Figure 1. Presenting the material

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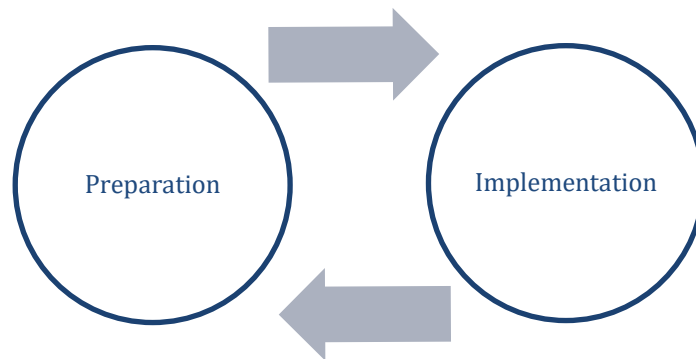


Figure 1. Stages in this community service

As an initial stage, the training team made several preparations, starting from conducting discussions with KKN 71 Posko 3 Botta village students about teaching techniques for kindergarten and elementary school teachers there and it was decided that these teachers needed creative teaching training. After that, the right time for the training was determined with various careful considerations, after determining the time the training team prepared training materials in the form of power points and training equipment such as flipchart paper, markers and crayons. Then the last preparation is to socialize to teachers that training will be held by visiting the school and bringing invitations.

The second stage is implementation, the material is presented by a team from English Education and participants are grouped into 5 teams of 4 people each, then each team practices making learning media using flipchart paper and crayons that have been prepared, then each team presents the media that has been made in front of other teams.

FINDINGS AND DISCUSSION

This community service activity was held on Saturday, 25 February 2023 at Madrasah Ibtidaiyah 05 Botta, Suli District, Luwu Regency, South Sulawesi. The training titled "Forming Personal Teachers who are Creative and Methodical in Facing Students" was delivered by one of the English Education lecturers, Muhammad Syahrudin Nawir, S.Pd., M. Hum. This activity was attended by 20 teachers consisting of Raudhatul Athfal (RA), Kindergarten, Elementary School and Madrasah Ibtidaiyah teachers in Botta Village, Suli District.





Figure 2. The participants, speaker and committee of the training

This activity was held in collaboration between the English Education Study Program, Faculty of Tarbiyah and Teacher and students participating in the 71st Generation of UIN Alauddin Makassar's Post 3, Botta Village, Suli District, Luwu Regency. In this training, Sir Ucha discussed creative teaching methods that can be implemented by teachers, such as the play while learning method.

Efforts to increase teacher creativity through training received a very positive response by participants, where one participant stated that Madrasah Ibtidaiyah teachers really need training for self-development, especially with all the limitations they have, and they hope that after this training there will be assistance to teachers so that the quality of teachers can improve and creativity, innovation in learning can be realized immediately. The presentation of material about creative teacher training makes teachers gain knowledge and know better how to become creative and millennial teachers because creative and millennial teachers are teachers who not only give assignments to students but are able to make the class come alive and students understand more about the material being taught. This is in accordance with Paul in Syahrial (2020), who said that teachers must be creative in teaching.





Figure 3. Group work presentation

In the creative teacher training practice, the teachers were very enthusiastic about the training provided, they followed it in stages. Training objectives can be achieved if there is synergy between the trainer and the training or training participants (Sudjana, 1993). This is because teachers really need creative teaching training, to improve their teaching skills so that the children they teach have a high enthusiasm for learning. This is in accordance with Paul (2010) who says that teachers or educators must be creative in teaching and able to keep up with technological developments (millennials). By enthusiastically participating in this training, indirectly the service executors thought that they felt interested in doing the training. This interest is one of the starting points for teachers to become creative teachers. Jolanda (2017) in his research said that teachers must be able to be creative which will improve students' abilities in learning. The teacher becomes a facilitator and directs his students so that they are more active in the learning process.

Through the training provided, it is hoped that teachers will be able to develop new ideas, procedures and methods that are much more creative. With more and more teaching innovations carried out by teachers, there will be more productive things that will be done by teachers, such as careful teaching preparation, preparation of attractive study spaces and support for student learning. Teachers can also teach using media that attract the attention of their students and increase their enthusiasm for learning. Riza (2020) in Syahrial, said that the use of media is very beneficial for educators to support the learning process that occurs in the classroom. Teachers must also be more innovative in the learning process; teachers must be able to think creatively and utilize existing technology or media. Because in dynamic conditions, as well as uncertain conditions, creativity is needed to overcome boring learning. The teacher's ability to see the situation and condition of students is also very necessary because the

abilities of each student are different. Creative ideas will emerge when someone knows new responses that are carried out by continuous learning.

CONCLUSION

Being a teacher is a very noble job, the teacher does not only serve as a teacher but also as an educator, directing and guiding their students in a better direction. As a teacher, you must be able to adapt to the times and be closer to your students. In the learning process, teachers must be creative and innovative so that what is learned can attract students' interest in learning. With very diverse teaching methods, of course, it will make students more enthusiastic about learning in class. Teachers are required to be creative role models by developing attitudes and behaviors that can make children comfortable in the learning process and always provide constructive motivation and create a classroom atmosphere, methods, techniques and learning materials. creative for the development of student learning. Teachers always always take advantage of existing media and are more flexible in using it.

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