



Creativity of Islamic Religious Education Teachers in the Student Character Building

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Abstract

Creative teachers are teachers who have creativity or as innovators. So that their creativity does not appear suddenly, but rather a lot of experience gained by the teacher in the learning process by preparing learning methods, preparing the devices used, and the material to be delivered in the learning process. This study aims to reveal the creativity of Islamic Religious Education teachers in the formation of the character of the students of State Junior High School 4 Blambangan Umpu, Waykanan, Lampung. This study used a qualitative approach with case study design. Data was collected by using interview, observation and documentation techniques. The results of the study show that: (1) are able to convey material with creative models and methods and provide examples for students both inside and outside of learning, (2) need a process to instill character and instill students' awareness, (3) there is encouragement and motivation (press) from within is the principal and teachers, while encouragement from outside is parents, traditional leaders and local government. (4) The realization of character habituation that is always applied in the school environment or in the community. (5) The supporting factors for the realization of character habituation in schools are from the principal, teachers, Islamic Religious Education Teacher Organization (PGAI) and local governments, while the inhibiting factor is a less cultured community environment.

INTRODUCTION

Creativity is a person's ability to create something new, either in the form of ideas, new ideas or in the form of real works, new works or combinations with things that already exist (Fazelian & Azimi, 2013). Basically, each individual has different creative potentials, starting from children who are curious about something, like to ask questions to children who like to have high imagination (Robinson & Aronica, 2016). This is inseparable from the factors of parents and teachers in schools that can affect student development.

Students are the generation that will continue the struggle of our nation in the future. The character of students who are formed from now on will greatly determine the character of this nation. The character of students is well formed if in the process of growth and development they

get enough space to express themselves freely. Students are individuals who have the right to grow and grow optimally according to their respective abilities (Salim, 2013).

The success of educational goals will be achieved by the interaction of teachers and students. Teachers as educators play a role in conveying knowledge to students (Kereluik, et. al, 2013). While students try to apply it in everyday life. Thus, it is expected that teachers and students together carry out their responsibilities. Because education is a conscious effort made by a person or group in creating a learning atmosphere that can foster character in each individual so that they have a personal sense of responsibility towards themselves. So that in the scope of education it functions in providing motivation so that the next generation has a good personality.

Previous research that became a reference entitled *"Creativity of Islamic Religious Education Teachers in Instilling Religious Concepts in Students at SDS Terpadu Bani Rauf, Somba Opu District, Gowa Regency" in 2017* concluded that the creativity of PAI teachers in instilling religious concepts in learning as well as supporting and inhibiting factors in supporting teacher creativity (Ramlah, 2017).

In fact, in the field, during teaching and learning activities students are seen participating in learning activities enthusiastically because the teacher introduces some interesting media that they have not known before. There are also students who are engrossed in their world in the classroom, namely joking with their classmates because they feel less interested in their learning. This is demanded by teachers who can create a pleasant learning atmosphere.

METHOD

The research used in this work is a qualitative research that uses a case study approach, namely research that aims to describe or describe what is being researched regarding the creativity of case study Islamic Religious Education teachers at SMPN 4 Blambangan Umpu. The research approach uses a case study approach, which is an effort to examine in depth about a case being studied through the cycle process that is in the sample as a whole (Gable, 1994).

Primary data sources are data obtained from informants who are observed in the field. Therefore, the data obtained by the researchers came from informants or events in the field. The primary data sources were Counseling Guidance (BK) Teachers, Islamic Religious Education Teachers (PAI), Other Subject Teachers, Spiritual Leaders, School Principals and students. Data collection techniques used observation, interviews and documentation. While the technical data analysis used data reduction, data presentation, verification or drawing conclusions (Amaratunga et. al, 2002).

FINDINGS AND DISCUSSIONS

The form of creativity of Islamic Religious Education teachers in inculcating character values towards students

Recently, many new phenomena of student delinquency have emerged which are really very concerning, as we can see today that many of the mass media and the internet are reporting about the lives of today's teenage students, such as news of brawls between students, doodles on school clothes after graduation announcements, rampant sexual abuse and rape in the youth world (Anderson et. al, 2003). If this is not addressed immediately, it will have an impact on the lives of today's young students. Another example that many teenagers imitate is the way they dress when they are at school, which lacks discipline, clothes are rarely included, all of this is done because they often watch movies or soap operas about students who don't pay attention to ethics (Ramadhani & Linadi 2012).

According to Mel Rhodes in Sawyer (2011) related to creativity in the *person*, that creativity focuses on the individual or *person* where creative action will emerge from uniqueness through one's abilities or skills. From this stage, a teacher can see his creativity through several stages, as follows: a) Learning Planning, b) Learning Implementation, c) Closing Learning.

In the learning process, creativity is part of an inseparable system with students and teachers. The role of teacher creativity is not only to help the learning process by covering one aspect in humans, but includes other aspects, namely cognitive, psychomotor, and affective. In general, teacher creativity has a main function, namely helping to complete work quickly and efficiently.

The diversity of student learning methods varies greatly, so teachers must also pay attention to the methods and materials as well as the condition of their students in the learning process with the subjects brought by the teacher concerned, so that students can be more enthusiastic and enthusiastic in participating in the learning process.

Table 1. Creativity in the person (teacher)

No	Aspects	Forms of Creativity
1	Teaching and Learning Process	a) Delivering material from low, medium to high difficulty levels. The characters that emerge are curiosity, love to read b) Using various learning models, namely using numbered cards, STAD (student activities with teamwork, interesting games (blowing balloons, throwing questions, etc.). Characters that appear are cooperation, responsibility, honesty, discipline c) When teaching, the thing to pay attention to is to give motivation which is associated with nature and the environment. The characters that emerge are cooperation, responsibility, honesty, discipline, care for the environment d) Using the discussion method, demonstration method, assignment method. Characters that emerge are cooperation, responsibility, honesty, discipline

2	Extracurricular	Participate in competitions organized by schools, sub-districts and districts. Characters that emerge are cooperation, responsibility, honesty, discipline
3	Conclusion	Not all teachers are able to provide interesting learning, depending on the development of creativity.

Steps for Islamic Religious Education Teachers in Building Students Character

The process of the steps in developing creativity in character building including introduction, understanding, exemplary and habituation (Munandar, 2009). Character is formed by good habits by the environment and education that a person gets. A good environment will make a person good and vice versa. In addition to being a good character, students always do good habits consistently.

Table 2. Creativity in the process

No	Aspect	Steps
1	Introduction, preparation, ideas and reality Character	<ul style="list-style-type: none"> a) Instilling religious character through congregational prayers and the Koran b) Instilling the character of love for cleanliness and the environment through the clean Friday movement c) Instilling honest character through tests without cheating, honesty canteen d) Instilling a caring character by visiting sick friends, collecting social funds e) Instilling a sense of love for the homeland through flag ceremony activities f) Instilling a disciplined character, namely coming to school not late, wearing uniforms according to the provisions g) Instilling the character of responsibility, namely being responsible for the tasks given by the teacher, for example picket, doing homework h) Instilling a character who loves to read, that is, every day following the Koran movement and the literacy movement i) Instilling a peace-loving character that is not fighting with fellow friends

Motivation or encouragement of Islamic Religious Education Teachers in Character Building Students

Individual creative talents will be realized if there is encouragement and support from their environment, or if there is a strong urge within themselves (internal motivation) to produce something. Creative talent can thrive in a supportive environment but can also be inhibited in an unsupportive environment. In the family, school, in the work environment and in the community there must be appreciation and support for the creative attitudes and behavior of individuals or groups.

The creativity in the encouragement dimension, it emphasizes the encouragement factor, both internal encouragement in the form of desire and desire to create creativity as well as external encouragement in the form of social and psychological support (Ryan & Deci 2000).

Table 3. Creativity in the Encouragement Dimension

No	Aspects	Encouragement/motivation
1	From within the school	a) Principal, always motivates and fulfills the teacher's needs
		b) Fellow teachers, helpful and consistent in implementing school rules. An example in upholding the character of discipline, teachers must also come on time
2	From outside the school	a) The Association of Islamic Religious Teachers (PGAI) of Way Kanan Regency, always conducts coordination and activities to realize the character of Way Kanan Regency
		b) The Local Government of Way Right through the Qur'an Movement, through this program students are expected to memorize 22 surahs in the Qur'an

Product of Islamic Religious Education Teachers' Creativity in Character Building Students

Mel Rhodes in Aziz (2010) assumed that the product is an idea of a thought that has been conveyed to others in the form of words, paintings, and so on. When we talk about ideas, we mean something new in the concept (field). When an idea has been realized, it can be called a product. Creativity has an appeal from various sciences. Because the purpose of applying creativity is a combined form of knowledge.

Table 4. Creativity on the product dimension

No	Aspect	Product
1	Character habituation	a) Habituation of congregational prayers and the Koran (religious character) b) Clean Friday movement habituation (character love cleanliness and the environment) c) Rehabilitation without cheating, honesty canteen (honest character) d) The habit of visiting sick friends, collecting social funds (caring characters) e) Habituation of flag ceremony activities (character of love for the homeland) f) The habit of coming to school is not late, wearing uniform according to the provisions (discipline character) g) Responsible for the tasks given by the teacher for example picket, doing homework (character responsibility) h) Habituation of reading every day by following the Koran movement and literacy movement (character likes to read) i) The habit of behaving politely and not fighting with fellow friends (peace-loving character)

Supporting factors and inhibiting factors for the formation of student character

In carrying out moral development related to the formation of student character, there must be several factors that influence it (Lapsley & Hardy 2017). While these factors also determine the success or failure of the implementation of student character building. As a leader in the school, the principal has the legal responsibility to develop or approve any policies contained in the school and is the person most responsible for the ongoing learning process in the school he leads (Fink & Resnick, 2001). A teacher certainly cannot run alone without the support of the principal as the leader, without the support of the principal of course the existing policies cannot run as well as possible.

The main challenge for principals in developing a good character culture in schools is to build a conducive school atmosphere through the development of healthy communication and interaction between the principal and students, teachers, parents, community and government (Arifin et. al, 2018). So that such an atmosphere can strengthen character formation for students. The principal is not only required to build a conducive atmosphere by establishing relationships with all elements, but the principal is also required to be an exemplary figure.

In essence, teaching is not just conveying subject matter, but is also interpreted as a process of character building (Carter, 1993). Character formation in students is very important because students are the next generation of the nation. School as a formal educational institution is one of the institutions responsible for the formation of student character. As an institution, schools have a moral responsibility to educate students to be smart, intelligent and have positive characters as expected by every parent.

The interaction between teachers, students, parents and the environment in the world of education is certainly inseparable from the obstacles experienced during the learning process. The interaction between teachers and students is not only limited to the room, but the interaction process also occurs outside the room while still in the school environment (Craig & Atlas, 2000). The formation of student character in schools is certainly inseparable from the creativity and consistency of a teacher in applying the existing rules (Bennett, 2017). Teachers often make the mistake of being too lenient or less strict in punishing their students. Students will easily understand the situation in each of their mistakes, they can do as they please because students already understand that the teacher concerned is too often tolerating the mistakes they make, of course this will make it difficult for teachers to control their students. Teachers will find it more difficult to control their students if from the beginning the teacher gives a more tolerant attitude towards their students. Being firm and fair will give students a distinct impression and students will be more appreciative and respectful.

Table 5, Factors supporting and inhibiting Islamic Religious Education teachers
in shaping the character of students

No	Aspects	Encouragement/motivation
1	Supporting Factor	a) Principal, always supports and fulfills the teacher's needs b) Fellow teachers, help, support and be consistent in implementing school rules. An example in upholding the character of teacher discipline must also come on time c) The Association of Islamic Religious Teachers (PGAI) of Way Kanan Regency, always conducts coordination and activities to realize the character of Way Kanan Regency d) The Local Government of Way Right through the Koran Movement, through this program students are expected to memorize 22 suras in the Qur'an
2	Inhibiting Factors	a) The community environment, namely there is a culture that is less supportive, schools are close to complexes that are thick with the circulation of alcohol and drugs b) School environment, students rebel against school rules
3	Solutions	a) Cooperation with traditional and religious leaders to always provide input for the realization of a school with character b) <i>Babinsa</i> and <i>Kamtibmas</i> , coordinate to create a safe and conducive environment

CONCLUSION

Islamic Religious Education Teachers (PAI) are able to produce creative ideas that play a very important role in the formation of student character, both in learning and outside the classroom. Able to convey material with creative models and methods. Because the creativity of the teacher that appears in himself will provide an example for students both in learning and outside learning. The teacher provides knowledge about some character values, such as religious, honest, independent, responsibility, discipline and tolerance.

PAI teachers play a very important role in instilling character and shaping students' emotional dimensions, heart or soul. To instill character requires a *process*, namely the way PAI teachers instill students' awareness of the importance of character. The characters that are instilled are religious, caring, peace-loving, loving environmental cleanliness, responsibility, honesty, discipline.

Encouragement and motivation towards PAI teachers are very necessary in the formation of student character. The encouragement from within is the principal and teachers, while the encouragement from outside is parents, traditional leaders and local government. PAI teacher creativity is the realization of character habituation which is always applied in the school environment or in the community. These habits include congregational prayers, clean Fridays, social care, honesty, responsibility and others.

The supporting factors for the realization of character habituation in schools are the teachers, the Association of Islamic Religious Education Teachers (PGAI) and the local government, while the inhibiting factor is the uncultured community environment.

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